

The National Early Learning Framework of the Philippines





*Nurture the
Child Today!*

The National Early Learning Framework of the Philippines

With the Support of:



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FOREWORD

This National Early Learning Framework (NELF) was developed in 2010 for the purpose of making available a fundamental document on how quality early childhood care and development may be offered to all children aged zero (0) to six (6). The NELF articulates our vision for every Filipino Child who, being properly raised, may grow up loving God, family and country, knowing the basic rights and able to live in peace and harmony with all.

The implementation of the National Early Childhood Care and Development (ECCD) System that was established in Year 2000 with the enactment of R.A. 8980 provided many insights and valuable lessons particularly on enhancing the knowledge, competence and values of all ECCD service providers. It is a purpose of the NELF to be regarded as the reference guide for the formulation of policies, the promulgation of standards and the development of programs and services that will improve the practice of early childhood care and development in the country.

New developments and best practices of early childhood care and education learned from significant findings of researches and other studies conducted in the country and elsewhere in Southeast Asia and beyond have encouraged the ECCD Council to take significant steps to further strengthen the foundations of early childhood care and development.

The NELF document was made possible with the cooperation of many ECCD professionals, specialists, experts, practitioners and advocates. The long process of developing and finalizing the ELF was in itself an achievement. Now that the ECCD Council has accepted and approved the National Early Learning Framework (NELF) the next thousand steps must be taken to ensure that the NELF will truly benefit all Filipino children aged zero (0) to six (6) so they may develop their fullest potentials.



TERESA AQUINO ORETA
Chairperson
(January 2009-July 2010)

MESSAGE

The ECCD Council, in accepting the new level of responsibility in educating Filipino children 0 to 6 years old, has heightened its interest on how to create the most desirable or age-appropriate programs for our early learners.

Basically, the development of a National Early Learning Framework or NELF was aimed to serve as anchor for curriculum and program planners in coming up with appropriate learning experiences and capacity building initiatives that would be made an integral part of the National ECCD System. Intended to support ECCD program developers and implementers, NELF encourages the creation of an early learning environment that may be done in partnership with the families as the primary caregivers or with the teachers and other stakeholders as the service providers. Caregivers or service providers, both are expected to raise the 0-6 year-old learners into a level that would enable them reach their full potential. And this could be made possible when guided by the NELF.

Therefore, this basic document could serve as the reliable guide for families, communities and other stakeholders in accepting the invitation or confronting the challenge to test on how comprehensive, integrated and sustainable programs for our early learners are planned and implemented.



TERESITA G. INCIONG
Chairperson

MESSAGE



Child development, especially in the first several years of life, is a succession of physical and mental developments for which there is seldom an effective second chance. Deprivation during this critical period can have life-long negative effects on the mind and body of children. In the few cases where second chances exist, they are invariably less effective and more costly than actions in these years.

The National Early Learning Framework (NELF) provides developmental benchmarks of Filipino children aged zero to six years as well as the strategies that address their needs and interests in a comprehensive manner. It is intended to serve as a specific guide on how to make quality early childhood care and development (ECCD) accessible to all Filipino children during this critical period in terms of development of the concerned policies, standards and actual organisation of learning experiences for young learners.

On behalf of UNICEF, I would like to congratulate the ECCD Council for developing this framework. As one of the partners of the Council in promoting ECCD in the Philippines, we hope the NELF provides effective guidance to the planners and implementers of the concerned programmes, teachers, families and other stakeholders, and facilitates effective collaboration among them.

A handwritten signature in black ink, appearing to read 'Tomoo Hozumi'.

Tomoo Hozumi
UNICEF Representative

RESOLUTION No. 10-01

RESOLUTION APPROVING THE NATIONAL EARLY LEARNING FRAMEWORK

WHEREAS, Republic Act No. 8980 otherwise known as The Early Childhood Care and Development (ECCD) Act of 2000 promulgated a comprehensive policy and a national system for 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 public and private sectors, non-government organizations; professional associations and academic institutions;

WHEREAS, the cornerstone of RA 8980 is an early childhood care and development learning framework which will be embodied in age and developmentally-appropriate educational objectives, program and activities, organized learning experiences and recommended learning materials for Filipino children;

WHEREAS, Section 5, of Republic Act No. 8980 identifies the ECCD Curriculum and Quality Standards and Accreditation as two indispensable components of the ECCD System Framework;

WHEREAS, the Early Childhood Care and Development (ECCD) Council, created by virtue of Executive Order 778, is the main government agency mandated to promote the welfare of young Filipino children by supporting the implementation of a full range of health, nutrition, early education and social services programs that provide for the holistic needs of young children from birth to age six to promote their optimum growth and development;

WHEREAS, to unify and complement the diverse early learning programs of government and non-government agencies, the NELF was developed through the initiatives of the Council;

WHEREAS, a series of regional consultations participated in by ECCD practitioners, experts, and decision-makers were conducted in order to develop a national early learning framework that will become the foundation of future ECCD policies and initiatives in the country;

WHEREAS, the consolidated results of the regional consultations was presented in a National Forum for further review and enhancement by another group of ECCD experts from the government, non-government organizations, and the academe;

WHEREAS, the ECCD Council Board, in its August 27, 2010 meeting approved the draft National Early Learning Framework, subject to additional inputs from the members of the Board which was due on September 6, 2010;

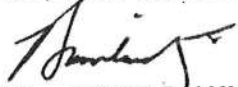
WHEREAS, the ECCD Council Board Secretariat did not receive additional comments on September 6 as agreed;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, by the members of the ECCD Council Governing Board in a meeting on 24 September 2010, that the National Early Learning Framework is approved for adoption.

RESOLVED FURTHER, that copies of this Resolution be furnished the respective offices of the Council Board members.

Makati, Philippines
September 24, 2010


HON. TERESITA G. INCIONG, Ed.D, DPM
Executive Director, ECCD Council and
Presiding Officer, ECCD Council Governing Board


HON. BR. ARMIN A. LUISTRO FSC
Member
Department of Education


HON. CORAZON JULIANO SOLIMAN
Member
Department of Social Welfare and Development


HON. ENRIQUE T. ONA, MD
Member
Department of Health


HON. MARIA BERNARDITA T. FLORES, CESO II
Member
National Nutrition Council


HON. BENJAMIN C. ABALOS JR.
Member
Union of Local Authorities of the Philippines

Background

In view of the vast evidence from the field of physiology, nutrition, psychology, sociology and neuroscience that early childhood is a highly critical period in the formation of intelligence, personality and social behavior, there is a growing concern throughout the world to focus on the learning and development of children 0 to 6 years old. The great significance being given to early years to enhance the child's social, physical, psychological and intellectual capacities considerably suggests that Early Learning and Development be high in place on the early childhood agenda. Harmonizing Early Childhood Care and Development (ECCD) policies in order to create better quality programs for young children within the 0 to 6 age range can fully maximize this crucial stage of childhood development.

In 2009, the Early Childhood Care and Development (ECCD) Council, the lead National Government Agency in the development of policies and programs for early childhood, initiated the development of the first **National Early Learning Framework** (NELF). This was undertaken in partnership with ECCD stakeholders – the key decision-makers, policy makers, practitioners and experts in the field of early childhood care and education and those from national government agencies, the academe (public and private), non-government organizations and UNICEF. The development of the Framework started with a concept paper that included a review of literature followed by a series of consultative workshops and fora at the national and regional level with the end in view of the Framework serving as anchor to appropriate learning experiences for the Filipino children aged 0 to 6.

In September, 2010, NELF was adopted by the ECCD Council Governing Board to be an integral part of the National ECCD System. It shall comprise the full range of health, nutrition, early learning and social services for the total needs of the child at all levels of development. This was drawn from the universal belief that the early years are essential to the child's well-being and that of the family and community.



Basically, this National Early Learning Framework intends to support ECCD program developers and implementers /practitioners in creating an enriching early learning environment. These program developers, in partnership with families as the primary care givers and first teachers, are encouraged to: (1) articulate age/stage-appropriate expectations; (2) ensure a physically and psychologically safe learning environment; (3) select, organize, assess and offer appropriate and meaningful learning experiences; and (4) utilize instructional materials that will develop in the child love for learning, creativity, critical thinking and sociability. They are also encouraged to define a scope of learning and development that would address their unique set-ups guided by the core field of numeracy, language, science, health, civics and culture, creative arts and values and character building.

The Framework shall guide the formation of appropriate learning and development programs that may be implemented throughout the country mindful that the child shall be part of a global village. Thus, a common understanding among community of partners in support of the early years shall be established through dialogues and “reflections.” And realizing the importance of early learning and development the vision of the Filipino child that will inform an affirmative agenda for the years from 0 to 6 and promote the continuing development and training for all who provide the NELF programs shall be created. Further, the NELF shall serve as an invitation and a challenge for families and communities to extend full and unqualified support for sustainable quality early learning and development programs. This may include, among others, adequate resources for program implementation, the right strategies in place at the level of local government units, and an organized alliance from the general public encouraging partnerships and networking with non-government organizations, people’s organizations, donor communities and the international community.

It may be emphasized that the Envisioned Early Learning and Development Programs aligned with NELF would include (1) center-based programs offered in day care centers, public and private pre-schools, community/church-based kindergarten and

company/corporate child care; and (2) home-based programs like the neighborhood-based play groups, family day care, parent education and home visitations.

Legal Basis

A major policy context for the NELF is Republic Act 8980 also known as The Early Childhood Care and Development Act of 2000. The Act provides for the institutionalization of 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; among service providers, families and communities; and among the public and private sectors, nongovernment 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.

The ECCD System defined in this Act as the full range of health, nutrition, early education and social services programs that provide for the basic holistic needs of young children from birth to age six (6), and to promote their optimum growth and development includes the following interrelated components: (1) ECCD Curriculum, (2) Parent Education and Involvement, Advocacy and Mobilization of Communities, (3) Human Resource Development Program, (4) ECCD Management and (5) Quality Standards and Accreditation.

The NELF specifically addresses two major components, namely: the ECCD Curriculum Component and the Quality Standards and Accreditation Component. The ECCD Curriculum Component focuses on the children's total development according to their individual needs and socio-cultural background; shall promote the delivery of



complementary and integrative services for health care, nutrition, early childhood education, sanitation, and cultural activities and shall use the child's first language as the medium of instruction. On the other hand, the Quality Standards and Accreditation Component ensures that each component of the ECCD System complies with national quality standards.

The National Early Learning Framework of the Philippines

Vision

The NELF views the Filipino Child as a human being who loves God, parents, and country; is proud to be a Filipino; honors the customs, traditions and good values of the people, knows his/her basic rights; respects other cultures and is able to live in peace and harmony with all.

The NELF views the Filipino Child as the most important asset of the nation. Thus, beginning at an early age, the child must be cared for and given all the opportunities to address his/her developmental needs and prepare him/her for lifelong learning. In this framework, the child is recognized as a distinct person with infinite potentials manifested in an array of strengths and abilities, the child who enjoys the benefits of belonging to a unique social, linguistic, and cultural heritage. Thus, an abounding and caring environment comprising a wholesome relationship with other children, family and community should be created for the child to grow and learn, ask questions, explore and make discoveries, and gain new and meaningful experiences from people, places and things that the he or she may interact with.

The Framework celebrates diversity in the many strengths and capabilities of the child and the special ways by which to realize his/her potentials to the fullest. The image of the Filipino Child as envisioned in the NELF shall inspire all who work with young children especially parents and communities to ensure that the child's surroundings are conducive to a meaningful engagement in early learning and development.

Domains of Development

The early learning and development programs to be offered to young children shall cover six (6) domains of development. Five (5) domains are hereby adopted from



the “*Age-Validated Standards Indicators for Filipino Children Aged 0 to 5 Years 11 Months*” (May 2008) also referred to as the Philippine Early Learning Development Standards (PELDS) approved by the former National ECCD Coordinating Council (NECCDCC) Board in 2008. (Also adopted as reference guide are those already developed by the former NECCDCC. In this NELF, a sixth (6) domain, the creative and aesthetic development, is recognized. Further, this Framework considers a different sequence to reflect a more contemporary appreciation of the significance of child development.

Physical Health, Well-being and Motor Development refers to a child’s physical growth, health and safety, and the development of skills related to the use of large and small muscle groups.

Social - Emotional Development refers to the child’s ability to know one’s self, express and understand feelings, and relate to others.

Character and Values Development refers to a developing understanding of justice and fairness, right and wrong, love and respect for different arenas of the child’s life.

Cognitive/Intellectual Development refers to a child’s ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions.

Language Development refers to a child’s ability to understand and use language to communicate ideas, learn to acquire language skills in preparation for reading, writing and counting.

Creative and Aesthetic Development refers to the child’s awareness and appreciation of and development of their innate talent and creative skills. The domain includes music, visual arts, drama, dance and creative movements.

Core Values

The core values in the NELF are the values of being “***Maka-Diyos, Makabayan, Makatao, and Makakalikasan***” which are Filipino words that mean “*Love of God, country, fellow human beings and the environment.*”

Goal

The goal of the NELF is to provide the child with early learning and development programs that are appropriate in various ages/stages of development, gender-fair, sensitive to diverse cultures and where he/she may be sheltered with the love and care of family and community in an environment that is safe and sound. Thus:

- The child will learn of God and God’s creations and respect what are good and true;
- The child will know how to think, explore ideas and express feelings;
- The child will develop a yearning to learn;
- The child will be independent, exercise initiative, accept responsibility, experience positive relationships and be friendly; and
- The child will be healthy and happy.

Guiding Principles

The NELF provides a body of sixteen (16) general principles as guides on: (a) child growth and development, (b) learning and development program, and (c) assessment of learning.

- ***On Child Growth and Development***

The following are the general guiding principles on child growth and development:



- (1) Every child is unique. Growth and development varies from child to child of which the first six years of life are most vital. He/she has an innate desire to learn and is best done through meaningful and real experiences.
- (2) Every aspect of growth and development is interrelated and interdependent. The child needs to be nurtured in a good and caring environment that enhances healthy and dependable relationships with other children and most significant adults.
- (3) The learning and development of every child involves a series of complex and dynamic processes that are best attended to in a more positive and responsive manner.
- (4) The child must be encouraged to aspire beyond one's own level of achievements and to practice newly acquired competencies.
- (5) Every child is a thinking, moving, feeling and interactive human being able to actively participate in the learning and development of self in the context of one's family and community including cultural and religious beliefs.

- ***On Learning Program***

The following are the general guiding principles on the development of learning program:

- (1) The learning program is child centered. Children are engaged as active learners through play, the context for early learning and development. It promotes the holistic way by which young children grow and develop; and recognizes the role of families and communities to support the child through various stages of growth and development.

- (2) The learning program is appropriate for developing the domains of development identified in the NELF; and must sustain interest in active learning of all young children including those with special abilities, are marginalized and/or at risk.
- (3) The learning program is implemented by way of diverse learning activities that may be enhanced with technologies such as interactive radio and audio/video clips for learning areas.
- (4) The use of learning materials and other resources that are locally developed and/or locally available is encouraged.
- (5) The mother tongue shall be used as the child's language of learning in the early years and shall be recognized as a bridge language of learning.

- ***On Assessment of Learning***

The following are the general guiding principles on assessment of learning and development:

- (1) Assessment is done to monitor learning, know where the child is and inform parents of the child's progress.
- (2) Assessment is essential to identifying the child's total developmental needs and does not determine academic achievement.
- (3) Assessment is best conducted on a regular basis so that a timely response may be made to improve learning areas.



- (4) The results of the assessment of learning of a child shall be kept strictly confidential.
- (5) Ratings should be qualitative/descriptive and not only numerical.
- (6) The family and community may be informed of the general outcomes of learning in the early years so as to encourage further cooperation and partnerships.

Foundation Principles

With the rights of a child espoused in the United Nations Convention on the Rights of the Child and ratified by the Government of the Philippines in July 1990, The UN General Comment No. 7 Child 21, and the Age-Validation Standards Indicators of Filipino Children Aged 0 to 5 years 11 months and the general principles and practices of child development are the basic principles on which the NELF is anchored.

Attachments

Attached as integral parts of this NELF are the following documents: (1) UN Convention on the Rights of the Child including the UN Committee on the Rights of the Child General Comment No. 7 (2005), *Implementing Child Rights in Early Childhood* (2) Child 21 and (3) the Age-Validation Standards Indicators of Filipino Children Aged 0 to 5 years 11 months.

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APPENDICES



Annex 1

United Nations Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General
Assembly resolution 44/25 of 20 November 1989

Entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of

the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if

appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever

possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international

agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to

the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:



- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defense;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.^{1/} The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfillment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope

of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS THEREOF THE UNDERSIGNED PLENIPOTENTIARIES, BEING DULY AUTHORIZED THERETO BY THEIR RESPECTIVE GOVERNMENTS, HAVE SIGNED THE PRESENT CONVENTION.



Annex 2

United Nations Convention on the Rights of the Child Committee on the Rights of the Child

GENERAL COMMENT No. 7 (2005) *Implementing child rights in early childhood*

I. INTRODUCTION

1. This general comment arises out of the Committee's experiences of reviewing States parties' reports. In many cases, very little information has been offered about early childhood, with comments limited mainly to child mortality, birth registration and health care. The Committee felt the need for a discussion on the broader implications of the Convention on the Rights of the Child for young children. Accordingly, in 2004, the Committee devoted its day of general discussion to the theme "Implementing child rights in early childhood". This resulted in a set of recommendations (see CRC/C/143, sect. VII) as well as the decision to prepare a general comment on this important topic. Through this general comment, the Committee wishes to encourage recognition that young children are holders of all rights enshrined in the Convention and that early childhood is a critical period for the realization of these rights. The Committee's working definition of "early childhood" is all young children: at birth and throughout infancy; during the preschool years; as well as during the transition to school (see paragraph 4 below).

II. OBJECTIVES OF THE GENERAL COMMENT

2. The objectives of the general comment are:
 - (a) To strengthen understanding of the human rights of all young children and to draw States parties' attention to their obligations towards young children;
 - (b) To comment on the specific features of early childhood that impact on the realization of rights;
 - (c) To encourage recognition of young children as social actors from the beginning of life, with particular interests, capacities and vulnerabilities, and of requirements for protection, guidance and support in the exercise of their rights;

- (d) To draw attention to diversities within early childhood that need to be taken into account when implementing the Convention, including diversities in young children's circumstances, in the quality of their experiences and in the influences shaping their development;
- (e) To point to variations in cultural expectations and treatment of children, including local customs and practices that should be respected, except where they contravene the rights of the child;
- (f) To emphasize the vulnerability of young children to poverty, discrimination, family breakdown and multiple other adversities that violate their rights and undermine their well-being;
- (g) To contribute to the realization of rights for all young children through formulation and promotion of comprehensive policies, laws, programmes, practices, professional training and research specifically focused on rights in early childhood.

III. HUMAN RIGHTS AND YOUNG CHILDREN

3. **Young children are rights holders.** The Convention on the Rights of the Child defines a child as "every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier" (art. 1). Consequently, young children are holders of all the rights enshrined in the Convention. They are entitled to special protection measures and, in accordance with their evolving capacities, the progressive exercise of their rights. The Committee is concerned that in implementing their obligations under the Convention, States parties have not given sufficient attention to young children as rights holders and to the laws, policies and programmes required to realize their rights during this distinct phase of their childhood. The Committee reaffirms that the Convention on the Rights of the Child is to be applied holistically in early childhood, taking account of the principle of the universality, indivisibility and interdependence of all human rights.
4. **Definition of early childhood.** Definitions of early childhood vary in different countries and regions, according to local traditions and the organization of primary school systems. In some countries, the transition from preschool to school occurs soon after 4 years old. In other countries, this transition takes place at around 7 years old. In its consideration of rights in early childhood, the Committee wishes to include all young children: at birth and throughout infancy; during the preschool years; as well as during the transition to school. Accordingly, the Committee proposes as an appropriate working definition of early childhood the period below the

age of 8 years; States parties should review their obligations towards young children in the context of this definition.

5. **A positive agenda for early childhood.** The Committee encourages States parties to construct a positive agenda for rights in early childhood. A shift away from traditional beliefs that regard early childhood mainly as a period for the socialization of the immature human being towards mature adult status is required. The Convention requires that children, including the very youngest children, be respected as persons in their own right. Young children should be recognized as active members of families, communities and societies, with their own concerns, interests and points of view. For the exercise of their rights, young children have particular requirements for physical nurturance, emotional care and sensitive guidance, as well as for time and space for social play, exploration and learning. These requirements can best be planned for within a framework of laws, policies and programmes for early childhood, including a plan for implementation and independent monitoring, for example through the appointment of a children's rights commissioner, and through assessments of the impact of laws and policies on children (see general comment No. 2 (2002) on the role of independent human rights institutions, para. 19).
6. **Features of early childhood.** Early childhood is a critical period for realizing children's rights. During this period:
 - (a) Young children experience the most rapid period of growth and change during the human lifespan, in terms of their maturing bodies and nervous systems, increasing mobility, communication skills and intellectual capacities, and rapid shifts in their interests and abilities;
 - (b) Young children form strong emotional attachments to their parents or other caregivers, from whom they seek and require nurturance, care, guidance and protection, in ways that are respectful of their individuality and growing capacities;
 - (c) Young children establish their own important relationships with children of the same age, as well as with younger and older children. Through these relationships they learn to negotiate and coordinate shared activities, resolve conflicts, keep agreements and accept responsibility for others;
 - (d) Young children actively make sense of the physical, social and cultural dimensions of the world they inhabit, learning progressively from their activities and their interactions with others, children as well as adults;
 - (e) Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity, and developing competencies;

- (f) Young children's experiences of growth and development vary according to their individual nature, as well as their gender, living conditions, family organization, care arrangements and education systems;
 - (g) Young children's experiences of growth and development are powerfully shaped by cultural beliefs about their needs and proper treatment, and about their active role in family and community.
7. Respecting the distinctive interests, experiences and challenges facing every young child is the starting point for realizing their rights during this crucial phase of their lives.
8. **Research into early childhood.** The Committee notes the growing body of theory and research which confirms that young children are best understood as social actors whose survival, well-being and development are dependent on and built around close relationships. These relationships are normally with a small number of key people, most often parents, members of the extended family and peers, as well as caregivers and other early childhood professionals. At the same time, research into the social and cultural dimensions of early childhood draws attention to the diverse ways in which early development is understood and enacted, including varying expectations of the young child and arrangements for his or her care and education. A feature of modern societies is that increasing numbers of young children are growing up in multicultural communities and in contexts marked by rapid social change, where beliefs and expectations about young children are also changing, including through greater recognition of their rights. States parties are encouraged to draw on beliefs and knowledge about early childhood in ways that are appropriate to local circumstances and changing practices, and respect traditional values, provided these are not discriminatory, (article 2 of the Convention) nor prejudicial to children's health and well-being (art. 24.3), nor against their best interests (art. 3). Finally, research has highlighted the particular risks to young children from malnutrition, disease, poverty, neglect, social exclusion and a range of other adversities. It shows that proper prevention and intervention strategies during early childhood have the potential to impact positively on young children's current well-being and future prospects. Implementing child rights in early childhood is thus an effective way to help prevent personal, social and educational difficulties during middle childhood and adolescence (see general comment No. 4 (2003) on adolescent health and development).

IV. GENERAL PRINCIPLES AND RIGHTS IN EARLY CHILDHOOD

9. The Committee has identified articles 2, 3, 6 and 12 of the Convention as general principles (see general comment No. 5 (2003) on the general measures of

implementation of the Convention). Each principle has implications for rights in early childhood.

10. **Right to life, survival and development.** Article 6 refers to the child's inherent right to life and States parties' obligation to ensure, to the maximum extent possible, the survival and development of the child. States parties are urged to take all possible measures to improve perinatal care for mothers and babies, reduce infant and child mortality, and create conditions that promote the well-being of all young children during this critical phase of their lives. Malnutrition and preventable diseases continue to be major obstacles to realizing rights in early childhood. Ensuring survival and physical health are priorities, but States parties are reminded that article 6 encompasses all aspects of development, and that a young child's health and psychosocial well-being are in many respects interdependent. Both may be put at risk by adverse living conditions, neglect, insensitive or abusive treatment and restricted opportunities for realizing human potential. Young children growing up in especially difficult circumstances require particular attention (see section VI below). The Committee reminds States parties (and others concerned) that the right to survival and development can only be implemented in a holistic manner, through the enforcement of all the other provisions of the Convention, including rights to health, adequate nutrition, social security, an adequate standard of living, a healthy and safe environment, education and play (arts. 24, 27, 28, 29 and 31), as well as through respect for the responsibilities of parents and the provision of assistance and quality services (arts. 5 and 18). From an early age, children should themselves be included in activities promoting good nutrition and a healthy and disease-preventing lifestyle.
11. **Right to non-discrimination.** Article 2 ensures rights to every child, without discrimination of any kind. The Committee urges States parties to identify the implications of this principle for realizing rights in early childhood:
 - (a) Article 2 means that young children in general must not be discriminated against on any grounds, for example where laws fail to offer equal protection against violence for all children, including young children. Young children are especially at risk of discrimination because they are relatively powerless and depend on others for the realization of their rights;
 - (b) Article 2 also means that particular groups of young children must not be discriminated against. Discrimination may take the form of reduced levels of nutrition; inadequate care and attention; restricted opportunities for play, learning and education; or inhibition of free expression of feelings and views. Discrimination may also be expressed through harsh treatment and unreasonable expectations, which may be exploitative or abusive. For example:
 - (i) Discrimination against girl children is a serious violation of rights, affecting their survival and all areas of their young lives as well as restricting their capacity to contribute positively to society. They may be victims of selective

abortion, genital mutilation, neglect and infanticide, including through inadequate feeding in infancy. They may be expected to undertake excessive family responsibilities and deprived of opportunities to participate in early childhood and primary education;

- (ii) Discrimination against children with disabilities reduces survival prospects and quality of life. These children are entitled to the care, nutrition, nurturance and encouragement offered other children. They may also require additional, special assistance in order to ensure their integration and the realization of their rights;
- (iii) Discrimination against children infected with or affected by HIV/AIDS deprives them of the help and support they most require. Discrimination may be found within public policies, in the provision of and access to services, as well as in everyday practices that violate these children's rights (see also paragraph 27);
- (iv) Discrimination related to ethnic origin, class/caste, personal circumstances and lifestyle, or political and religious beliefs (of children or their parents) excludes children from full participation in society. It affects parents' capacities to fulfill their responsibilities towards their children. It affects children's opportunities and self-esteem, as well as encouraging resentment and conflict among children and adults;
- (v) Young children who suffer multiple discrimination (e.g. related to ethnic origin, social and cultural status, gender and/or disabilities) are especially at risk.

12. Young children may also suffer the consequences of discrimination against their parents, for example if children have been born out of wedlock or in other circumstances that deviate from traditional values, or if their parents are refugees or asylum-seekers. States parties have a responsibility to monitor and combat discrimination in whatever forms it takes and wherever it occurs - within families, communities, schools or other institutions. Potential discrimination in access to quality services for young children is a particular concern, especially where health, education, welfare and other services are not universally available and are provided through a combination of State, private and charitable organizations. As a first step, the Committee encourages States parties to monitor the availability of and access to quality services that contribute to young children's survival and development, including through systematic data collection, disaggregated in terms of major variables related to children's and families' background and circumstances. As a second step, actions may be required that guarantee that all children have an equal opportunity to benefit from available services. More generally, States parties should raise awareness about discrimination against young children in general, and against vulnerable groups in particular.

13. **Best interests of the child.** Article 3 sets out the principle that the best interests of the child are a primary consideration in all actions concerning children. By virtue of their relative immaturity, young children are reliant on responsible authorities to assess and represent their rights and best interests in relation to decisions and actions that affect their well-being, while taking account of their views and evolving capacities. The principle of best interests appears repeatedly within the Convention (including in articles 9, 18, 20 and 21, which are most relevant to early childhood). The principle of best interests applies to all actions concerning children and requires active measures to protect their rights and promote their survival, growth, and well-being, as well as measures to support and assist parents and others who have day-to-day responsibility for realizing children's rights:
- (a) ***Best interests of individual children.*** All decision-making concerning a child's care, health, education, etc. must take account of the best interests principle, including decisions by parents, professionals and others responsible for children. States parties are urged to make provisions for young children to be represented independently in all legal proceedings by someone who acts for the child's interests, and for children to be heard in all cases where they are capable of expressing their opinions or preferences;
 - (b) ***Best interests of young children as a group or constituency.*** All law and policy development, administrative and judicial decision-making and service provision that affect children must take account of the best interests principle. This includes actions directly affecting children (e.g. related to health services, care systems, or schools), as well as actions that indirectly impact on young children (e.g. related to the environment, housing or transport).
14. **Respect for the views and feelings of the young child.** Article 12 states that the child has a right to express his or her views freely in all matters affecting the child, and to have them taken into account. This right reinforces the status of the young child as an active participant in the promotion, protection and monitoring of their rights. Respect for the young child's agency - as a participant in family, community and society - is frequently overlooked, or rejected as inappropriate on the grounds of age and immaturity. In many countries and regions, traditional beliefs have emphasized young children's need for training and socialization. They have been regarded as undeveloped, lacking even basic capacities for understanding, communicating and making choices. They have been powerless within their families, and often voiceless and invisible within society. The Committee wishes to emphasize that Article 12 applies both to younger and to older children. As holders of rights, even the youngest children are entitled to express their views, which should be "given due weight in accordance with the age and maturity of the child" (Art. 12.1). Young children are acutely sensitive to their surroundings and very rapidly acquire understanding of the people, places and routines in their lives, along with awareness of their own unique identity. They make choices and communicate their feelings, ideas and wishes in numerous ways, long before they are able to communicate through the conventions of spoken or written language. In this regard:

- (a) The Committee encourages States parties to take all appropriate measures to ensure that the concept of the child as rights holder with freedom to express views and the right to be consulted in matters that affect him or her is implemented from the earliest stage in ways appropriate to the child's capacities, best interests, and rights to protection from harmful experiences;
- (b) The right to express views and feelings should be anchored in the child's daily life at home (including, when applicable, the extended family) and in his or her community; within the full range of early childhood health, care and education facilities, as well as in legal proceedings; and in the development of policies and services, including through research and consultations;
- (c) States parties should take all appropriate measures to promote the active involvement of parents, professionals and responsible authorities in the creation of opportunities for young children to progressively exercise their rights within their everyday activities in all relevant settings, including by providing training in the necessary skills. To achieve the right of participation requires adults to adopt a child-centred attitude, listening to young children and respecting their dignity and their individual points of view. It also requires adults to show patience and creativity by adapting their expectations to a young child's interests, levels of understanding and preferred ways of communicating.

V. PARENTAL RESPONSIBILITIES AND ASSISTANCE FROM STATES PARTIES

15. **A crucial role for parents and other primary caregivers.** Under normal circumstances, a young child's parents play a crucial role in the achievement of their rights, along with other members of family, extended family or community, including legal guardians, as appropriate. This is fully recognized within the Convention (especially article 5), along with the obligation on States parties to provide assistance, including quality childcare services (especially article 18). The preamble to the Convention refers to the family as "the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children". The Committee recognizes that "family" here refers to a variety of arrangements that can provide for young children's care, nurturance and development, including the nuclear family, the extended family, and other traditional and modern community-based arrangements, provided these are consistent with children's rights and best interests.
16. **Parents/primary caregivers and children's best interests.** The responsibility vested in parents and other primary caregivers is linked to the requirement that they act in children's best interests. Article 5 states that parents' role is to offer appropriate direction and guidance in "the exercise by the child of the rights in the



... Convention”. This applies equally to younger as to older children. Babies and infants are entirely dependent on others, but they are not passive recipients of care, direction and guidance. They are active social agents, who seek protection, nurturance and understanding from parents or other caregivers, which they require for their survival, growth and well-being. Newborn babies are able to recognize their parents (or other caregivers) very soon after birth, and they engage actively in non-verbal communication. Under normal circumstances, young children form strong mutual attachments with their parents or primary caregivers. These relationships offer children physical and emotional security, as well as consistent care and attention. Through these relationships children construct a personal identity and acquire culturally valued skills, knowledge and behaviours. In these ways, parents (and other caregivers) are normally the major conduit through which young children are able to realize their rights.

17. **Evolving capacities as an enabling principle.** Article 5 draws on the concept of “evolving capacities” to refer to processes of maturation and learning whereby children progressively acquire knowledge, competencies and understanding, including acquiring understanding about their rights and about how they can best be realized. Respecting young children’s evolving capacities is crucial for the realization of their rights, and especially significant during early childhood, because of the rapid transformations in children’s physical, cognitive, social and emotional functioning, from earliest infancy to the beginnings of schooling. Article 5 contains the principle that parents (and others) have the responsibility to continually adjust the levels of support and guidance they offer to a child. These adjustments take account of a child’s interests and wishes as well as the child’s capacities for autonomous decision-making and comprehension of his or her best interests. While a young child generally requires more guidance than an older child, it is important to take account of individual variations in the capacities of children of the same age and of their ways of reacting to situations. Evolving capacities should be seen as a positive and enabling process, not an excuse for authoritarian practices that restrict children’s autonomy and self-expression and which have traditionally been justified by pointing to children’s relative immaturity and their need for socialization. Parents (and others) should be encouraged to offer “direction and guidance” in a child-centred way, through dialogue and example, in ways that enhance young children’s capacities to exercise their rights, including their right to participation (art. 12) and their right to freedom of thought, conscience and religion (art. 14).¹
18. **Respecting parental roles.** Article 18 of the Convention reaffirms that parents or legal guardians have the primary responsibility for promoting children’s development and well-being, with the child’s best interests as their basic concern (arts. 18.1 and 27.2). States parties should respect the primacy of parents, mothers and fathers. This includes the obligation not to separate children from their parents, unless it is in the child’s best interests (art. 9). Young children are especially vulnerable to adverse consequences of separations because of their physical dependence on and emotional attachment to their parents/primary caregivers. They are also less able to comprehend the circumstances of any separation. Situations

which are most likely to impact negatively on young children include neglect and deprivation of adequate parenting; parenting under acute material or psychological stress or impaired mental health; parenting in isolation; parenting which is inconsistent, involves conflict between parents or is abusive towards children; and situations where children experience disrupted relationships (including enforced separations), or where they are provided with low-quality institutional care. The Committee urges States parties to take all necessary steps to ensure that parents are able to take primary responsibility for their children; to support parents in fulfilling their responsibilities, including by reducing harmful deprivations, disruptions and distortions in children's care; and to take action where young children's well-being may be at risk. States parties' overall goals should include reducing the number of young children abandoned or orphaned, as well as minimizing the numbers requiring institutional or other forms of long-term care, except where this is judged to be in a young child's best interests (see also section VI below).

19. Social trends and the role of the family. The Convention emphasizes that “both parents have common responsibilities for the upbringing and development of the child”, with fathers and mothers recognized as equal caregivers (art. 18.1). The Committee notes that in practice family patterns are variable and changing in many regions, as is the availability of informal networks of support for parents, with an overall trend towards greater diversity in family size, parental roles and arrangements for bringing up children. These trends are especially significant for young children, whose physical, personal and psychological development is best provided for within a small number of consistent, caring relationships. Typically, these relationships are with some combination of mother, father, siblings, grandparents and other members of the extended family, along with professional caregivers specialized in childcare and education. The Committee acknowledges that each of these relationships can make a distinctive contribution to the fulfillment of children's rights under the Convention and that a range of family patterns may be consistent with promoting children's well-being. In some countries and regions, shifting social attitudes towards family, marriage and parenting are impacting on young children's experiences of early childhood, for example following family separations and reformations. Economic pressures also impact on young children, for example, where parents are forced to work far away from their families and their communities. In other countries and regions, the illness and death of one or both parents or other kin due to HIV/AIDS is now a common feature of early childhood. These and many other factors impact on parents' capacities to fulfill their responsibilities towards children. More generally, during periods of rapid social change, traditional practices may no longer be viable or relevant to present parental circumstances and lifestyles, but without sufficient time having elapsed for new practices to be assimilated and new parental competencies understood and valued.

20. Assistance to parents. States parties are required to render appropriate assistance to parents, legal guardians and extended families in the performance of their child-rearing responsibilities (arts. 18.2 and 18.3), including assisting parents



in providing living conditions necessary for the child's development (art. 27.2) and ensuring that children receive necessary protection and care (art. 3.2). The Committee is concerned that insufficient account is taken of the resources, skills and personal commitment required of parents and others responsible for young children, especially in societies where early marriage and parenthood is still sanctioned as well as in societies with a high incidence of young, single parents. Early childhood is the period of most extensive (and intensive) parental responsibilities related to all aspects of children's well-being covered by the Convention: their survival, health, physical safety and emotional security, standards of living and care, opportunities for play and learning, and freedom of expression. Accordingly, realizing children's rights is in large measure dependent on the well-being and resources available to those with responsibility for their care. Recognizing these interdependencies is a sound starting point for planning assistance and services to parents, legal guardians and other caregivers. For example:

- (a) An integrated approach would include interventions that impact indirectly on parents' ability to promote the best interests of children (e.g. taxation and benefits, adequate housing, working hours) as well as those that have more immediate consequences (e.g. perinatal health services for mother and baby, parent education, home visitors);
- (b) Providing adequate assistance should take account of the new roles and skills required of parents, as well as the ways that demands and pressures shift during early childhood - for example, as children become more mobile, more verbally communicative, more socially competent, and as they begin to participate in programmes of care and education;
- (c) Assistance to parents will include provision of parenting education, parent counselling and other quality services for mothers, fathers, siblings, grandparents and others who from time to time may be responsible for promoting the child's best interests;
- (d) Assistance also includes offering support to parents and other family members in ways that encourage positive and sensitive relationships with young children and enhance understanding of children's rights and best interests.

21. Appropriate assistance to parents can best be achieved as part of comprehensive policies for early childhood (see section V below), including provision for health, care and education during the early years. States parties should ensure that parents are given appropriate support to enable them to involve young children fully in such programmes, especially the most disadvantaged and vulnerable groups. In particular, article 18.3 acknowledges that many parents are economically active, often in poorly paid occupations which they combine with their parental responsibilities. Article 18.3 requires States parties to take all appropriate measures to ensure that children of working parents have the right to benefit from childcare services, maternity protection and facilities for which they are

eligible. In this regard, the Committee recommends that States parties ratify the Maternity Protection Convention, 2000 (No. 183) of the International Labour Organization.

VI. COMPREHENSIVE POLICIES AND PROGRAMMES FOR EARLY CHILDHOOD, ESPECIALLY FOR VULNERABLE CHILDREN

- 22. Rights-based, multisectoral strategies.** In many countries and regions, early childhood has received low priority in the development of quality services. These services have often been fragmented. They have frequently been the responsibility of several government departments at central and local levels, and their planning has often been piecemeal and uncoordinated. In some cases, they have also been largely provided by the private and voluntary sector, without adequate resources, regulation or quality assurance. States parties are urged to develop rights-based, coordinated, multisectoral strategies in order to ensure that children's best interests are always the starting point for service planning and provision. These should be based around a systematic and integrated approach to law and policy development in relation to all children up to 8 years old. A comprehensive framework for early childhood services, provisions and facilities is required, backed up by information and monitoring systems. Comprehensive services will be coordinated with the assistance provided to parents and will fully respect their responsibilities, as well as their circumstances and requirements (as in articles 5 and 18 of the Convention; see section IV above). Parents should also be consulted and involved in the planning of comprehensive services.
- 23. Programme standards and professional training appropriate to the age range.** The Committee emphasizes that a comprehensive strategy for early childhood must also take account of individual children's maturity and individuality, in particular recognizing the changing developmental priorities for specific age groups (for example, babies, toddlers, preschool and early primary school groups), and the implications for programme standards and quality criteria. States parties must ensure that the institutions, services and facilities responsible for early childhood conform to quality standards, particularly in the areas of health and safety, and that staff possess the appropriate psychosocial qualities and are suitable, sufficiently numerous and well-trained. Provision of services appropriate to the circumstances, age and individuality of young children requires that all staff be trained to work with this age group. Work with young children should be socially valued and properly paid, in order to attract a highly qualified workforce, men as well as women. It is essential that they have sound, up-to-date theoretical and practical understanding about children's rights and development (see also paragraph 41); that they adopt appropriate child-centred care practices, curricula and pedagogies; and that they have access to specialist professional resources and support, including a supervisory and monitoring system for public and private programmes, institutions and services.



- 24. Access to services, especially for the most vulnerable.** The Committee calls on States parties to ensure that all young children (and those with primary responsibility for their well-being) are guaranteed access to appropriate and effective services, including programmes of health, care and education specifically designed to promote their well-being. Particular attention should be paid to the most vulnerable groups of young children and to those who are at risk of discrimination (art. 2). This includes girls, children living in poverty, children with disabilities, children belonging to indigenous or minority groups, children from migrant families, children who are orphaned or lack parental care for other reasons, children living in institutions, children living with mothers in prison, refugee and asylum-seeking children, children infected with or affected by HIV/AIDS, and children of alcohol- or drug-addicted parents (see also section VI).
- 25. Birth registration.** Comprehensive services for early childhood begin at birth. The Committee notes that provision for registration of all children at birth is still a major challenge for many countries and regions. This can impact negatively on a child's sense of personal identity and children may be denied entitlements to basic health, education and social welfare. As a first step in ensuring the rights to survival, development and access to quality services for all children (art. 6), the Committee recommends that States parties take all necessary measures to ensure that all children are registered at birth. This can be achieved through a universal, well-managed registration system that is accessible to all and free of charge. An effective system must be flexible and responsive to the circumstances of families, for example by providing mobile registration units where appropriate. The Committee notes that children who are sick or disabled are less likely to be registered in some regions and emphasizes that all children should be registered at birth, without discrimination of any kind (art. 2). The Committee also reminds States parties of the importance of facilitating late registration of birth, and ensuring that children who have not been registered have equal access to health care, protection, education and other social services.
- 26. Standard of living and social security.** Young children are entitled to a standard of living adequate for their physical, mental, spiritual, moral and social development (art. 27). The Committee notes with concern that even the most basic standard of living is not assured for millions of young children, despite widespread recognition of the adverse consequences of deprivation. Growing up in relative poverty undermines children's well-being, social inclusion and self-esteem and reduces opportunities for learning and development. Growing up in conditions of absolute poverty has even more serious consequences, threatening children's survival and their health, as well as undermining the basic quality of life. States parties are urged to implement systematic strategies to reduce poverty in early childhood as well as combat its negative effects on children's well-being. All possible means should be employed, including "material assistance and support programmes" for children and families (art. 27.3), in order to assure to young children a basic standard of living consistent with rights. Implementing children's right to benefit

from social security, including social insurance, is an important element of any strategy (art. 26).

27. Health-care provision. States parties should ensure that all children have access to the highest attainable standard of health care and nutrition during their early years, in order to reduce infant mortality and enable children to enjoy a healthy start in life (art. 24). In particular:

- (a) States parties have a responsibility to ensure access to clean drinking water, adequate sanitation, appropriate immunization, good nutrition and medical services, which are essential for young children's health, as is a stress-free environment. Malnutrition and disease have long-term impacts on children's physical health and development. They affect children's mental state, inhibiting learning and social participation and reducing prospects for realizing their potential. The same applies to obesity and unhealthy lifestyles;
- (b) States parties have a responsibility to implement children's right to health by encouraging education in child health and development, including about the advantages of breastfeeding, nutrition, hygiene and sanitation.² Priority should also be given to the provision of appropriate prenatal and post-natal health care for mothers and infants in order to foster healthy family-child relationships, especially between a child and his or her mother (or other primary caregiver) (art. 24.2). Young children are themselves able to contribute to ensuring their personal health and encouraging healthy lifestyles among their peers, for example through participation in appropriate, child-centered health education programmes;
- (c) The Committee wishes to draw States parties' attention to the particular challenges of HIV/AIDS for early childhood. All necessary steps should be taken to:
 - (i) prevent infection of parents and young children, especially by intervening in chains of transmission, especially between father and mother and from mother to baby;
 - (ii) provide accurate diagnoses, effective treatment and other forms of support for both parents and young children who are infected by the virus (including antiretroviral therapies); and
 - (iii) ensure adequate alternative care for children who have lost parents or other primary caregivers due to HIV/AIDS, including healthy and infected orphans. (See also general comment No. 3 (2003) on HIV/AIDS and the rights of the child.)

28. Early childhood education. The Convention recognizes the right of the child to education, and primary education should be made compulsory and available free to

all (art. 28). The Committee recognizes with appreciation that some States parties are planning to make one year of preschool education available and free of cost for all children. The Committee interprets the right to education during early childhood as beginning at birth and closely linked to young children's right to maximum development (art. 6.2). Linking education to development is elaborated in article 29.1: "States parties agree that the education of the child shall be directed to: (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential". General comment No. 1 on the aims of education explains that the goal is to "empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence" and that this must be achieved in ways that are child-centered, child-friendly and reflect the rights and inherent dignity of the child (para. 2). States parties are reminded that children's right to education include all children, and that girls should be enabled to participate in education, without discrimination of any kind (art. 2).

29. Parental and public responsibilities for early childhood education. The principle that parents (and other primary caregivers) are children's first educators is well established and endorsed within the Convention's emphasis on respect for the responsibilities of parents (sect. IV above). They are expected to provide appropriate direction and guidance to young children in the exercise of their rights, and provide an environment of reliable and affectionate relationships based on respect and understanding (art. 5). The Committee invites States parties to make this principle a starting point for planning early education, in two respects:

- (a) In providing appropriate assistance to parents in the performance of their child-rearing responsibilities (art. 18.2), States parties should take all appropriate measures to enhance parents' understanding of their role in their children's early education, encourage child-rearing practices which are child-centered, encourage respect for the child's dignity and provide opportunities for developing understanding, self-esteem and self-confidence;
- (b) In planning for early childhood, States parties should at all times aim to provide programmes that complement the parents' role and are developed as far as possible in partnership with parents, including through active cooperation between parents, professionals and others in developing "the child's personality, talents and mental and physical abilities to their fullest potential" (art. 29.1 (a)).

30. The Committee calls on States parties to ensure that all young children receive education in the broadest sense (as outlined in paragraph 28 above), which acknowledges a key role for parents, wider family and community, as well as the contribution of organized programmes of early childhood education provided by the State, the community or civil society institutions. Research evidence demonstrates the potential for quality education programmes to have a positive impact on young children's successful transition to primary school, their educational progress and their long-term social adjustment.

Many countries and regions now provide comprehensive early education starting at 4 years old, which in some countries is integrated with childcare for working parents. Acknowledging that traditional divisions between “care” and “education” services have not always been in children’s best interests, the concept of “Educare” is sometimes used to signal a shift towards integrated services, and reinforces the recognition of the need for a coordinated, holistic, multisectoral approach to early childhood.

31. **Community-based programmes.** The Committee recommends that States parties support early childhood development programmes, including home- and community-based preschool programmes, in which the empowerment and education of parents (and other caregivers) are main features. States parties have a key role to play in providing a legislative framework for the provision of quality, adequately resourced services, and for ensuring that standards are tailored to the circumstances of particular groups and individuals and to the developmental priorities of particular age groups, from infancy through to transition into school. They are encouraged to construct high-quality, developmentally appropriate and culturally relevant programmes and to achieve this by working with local communities rather than by imposing a standardized approach to early childhood care and education. The Committee also recommends that States parties pay greater attention to, and actively support, a rights-based approach to early childhood programmes, including initiatives surrounding transition to primary school that ensure continuity and progression, in order to build children’s confidence, communication skills and enthusiasm for learning through their active involvement in, among others, planning activities.
32. **The private sector as service provider.** With reference to its recommendations adopted during its 2002 day of general discussion on “The private sector as service provider and its role in implementing child rights” (see CRC/C/121, paras. 630-653), the Committee recommends that States parties support the activities of the non-governmental sector as a channel for programme implementation. It further calls on all non-State service providers (“for profit” as well as “non-profit” providers) to respect the principles and provisions of the Convention and, in this regard, reminds States parties of their primary obligation to ensure its implementation. Early childhood professionals - in both the State and non-State sectors - should be provided with thorough preparation, ongoing training and adequate remuneration. In this context, States parties are responsible for service provision for early childhood development. The role of civil society should be complementary to - not a substitute for - the role of the State. Where non-State services play a major role, the Committee reminds States parties that they have an obligation to monitor and regulate the quality of provision to ensure that children’s rights are protected and their best interests served.
33. **Human rights education in early childhood.** In light of article 29 and the Committee’s general comment No. 1 (2001), the Committee also recommends that States parties include human rights education within early childhood education.



Such education should be participatory and empowering to children, providing them with practical opportunities to exercise their rights and responsibilities in ways adapted to their interests, concerns and evolving capacities. Human rights education of young children should be anchored in everyday issues at home, in childcare centers, in early education programmes and other community settings with which young children can identify.

34. **Right to rest, leisure and play.** The Committee notes that insufficient attention has been given by States parties and others to the implementation of the provisions of article 31 of the Convention, which guarantees “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”. Play is one of the most distinctive features of early childhood. Through play, children both enjoy and challenge their current capacities, whether they are playing alone or with others. The value of creative play and exploratory learning is widely recognized in early childhood education. Yet realizing the right to rest, leisure and play is often hindered by a shortage of opportunities for young children to meet, play and interact in child-centered, secure, supportive, stimulating and stress-free environments. Children’s right-to-play space is especially at risk in many urban environments, where the design and density of housing, commercial centers and transport systems combine with noise, pollution and all manner of dangers to create a hazardous environment for young children. Children’s right to play can also be frustrated by excessive domestic chores (especially affecting girls) or by competitive schooling. Accordingly, the Committee appeals to States parties, non-governmental organizations and private actors to identify and remove potential obstacles to the enjoyment of these rights by the youngest children, including as part of poverty reduction strategies. Planning for towns, and leisure and play facilities should take account of children’s right to express their views (art. 12), through appropriate consultations. In all these respects, States parties are encouraged to pay greater attention and allocate adequate resources (human and financial) to the implementation of the right to rest, leisure and play.
35. **Modern communications technologies and early childhood.** Article 17 recognizes the potential for both traditional print-based media and modern information technology-based mass media to contribute positively to the realization of children’s rights. Early childhood is a specialist market for publishers and media producers, who should be encouraged to disseminate material that is appropriate to the capacities and interests of young children, socially and educationally beneficial to their well-being, and which reflects the national and regional diversities of children’s circumstances, culture and language. Particular attention should be given to the need of minority groups for access to media that promote their recognition and social inclusion. Article 17 (e) also refers to the role of States parties in ensuring that children are protected from inappropriate and potentially harmful material. Rapid increases in the variety and accessibility of modern technologies, including Internet-based media, are a particular cause for concern. Young children are especially at risk if they are exposed to inappropriate or offensive material. States parties are

urged to regulate media production and delivery in ways that protect young children, as well as support parents/caregivers to fulfill their child-rearing responsibilities in this regard (art. 18).

VII. YOUNG CHILDREN IN NEED OF SPECIAL PROTECTION

36. **Young children's vulnerability to risks.** Throughout this general comment the Committee notes that large numbers of young children grow up in difficult circumstances that are frequently in violation of their rights. Young children are especially vulnerable to the harm caused by unreliable, inconsistent relationships with parents and caregivers, or growing up in extreme poverty and deprivation, or being surrounded by conflict and violence or displaced from their homes as refugees, or any number of other adversities prejudicial to their well-being. Young children are less able to comprehend these adversities or resist harmful effects on their health, or physical, mental, spiritual, moral or social development. They are especially at risk where parents or other caregivers are unable to offer adequate protection, whether due to illness, or death, or due to disruption to families or communities. Whatever the difficult circumstances, young children require particular consideration because of the rapid developmental changes they are experiencing; they are more vulnerable to disease, trauma, and distorted or disturbed development, and they are relatively powerless to avoid or resist difficulties and are dependent on others to offer protection and promote their best interests. In the following paragraphs, the Committee draws States parties' attention to major difficult circumstances referred to in the Convention that have clear implications for rights in early childhood. This list is not exhaustive, and children may in any case be subject to multiple risks. In general, the goal of States parties should be to ensure that every child, in every circumstance, receives adequate protection in fulfillment of their rights:

- (a) ***Abuse and neglect (art. 19).*** Young children are frequent victims of neglect, maltreatment and abuse, including physical and mental violence. Abuse very often happens within families, which can be especially destructive. Young children are least able to avoid or resist, least able to comprehend what is happening and least able to seek the protection of others. There is compelling evidence that trauma as a result of neglect and abuse has negative impacts on development, including, for the very youngest children, measurable effects on processes of brain maturation. Bearing in mind the prevalence of abuse and neglect in early childhood and the evidence that it has long-term repercussions, States parties should take all necessary measures to safeguard young children at risk and offer protection to victims of abuse, taking positive steps to support their recovery from trauma while avoiding stigmatization for the violations they have suffered;

- (b) ***Children without families (art. 20 and 21).*** Children’s rights to development are at serious risk when they are orphaned, abandoned or deprived of family care or when they suffer long-term disruptions to relationships or separations (e.g. due to natural disasters or other emergencies, epidemics such as HIV/AIDS, parental imprisonment, armed conflicts, wars and forced migration). These adversities will impact on children differently depending on their personal resilience, their age and their circumstances, as well as the availability of wider sources of support and alternative care. Research suggests that low-quality institutional care is unlikely to promote healthy physical and psychological development and can have serious negative consequences for long-term social adjustment, especially for children under 3 but also for children under 5 years old. To the extent that alternative care is required, early placement in family-based or family-like care is more likely to produce positive outcomes for young children. States parties are encouraged to invest in and support forms of alternative care that can ensure security, continuity of care and affection, and the opportunity for young children to form long-term attachments based on mutual trust and respect, for example through fostering, adoption and support for members of extended families. Where adoption is envisaged “the best interests of the child shall be the paramount consideration” (art. 21), not just “a primary consideration” (art. 3), systematically bearing in mind and respecting all relevant rights of the child and obligations of States parties set out elsewhere in the Convention and recalled in the present general comment;
- (c) ***Refugees (art. 22).*** Young children who are refugees are most likely to be disoriented, having lost much that is familiar in their everyday surroundings and relationships. They and their parents are entitled to equal access to health care, education and other services. Children who are unaccompanied or separated from their families are especially at risk. The Committee offers detailed guidance on the care and protection of these children in general comment No. 6 (2005) on the treatment of unaccompanied and separated children outside their country of origin;
- (d) ***Children with disabilities (art. 23).*** Early childhood is the period during which disabilities are usually identified and the impact on children’s well-being and development recognized. Young children should never be institutionalized solely on the grounds of disability. It is a priority to ensure that they have equal opportunities to participate fully in education and community life, including by the removal of barriers that impede the realization of their rights. Young disabled children are entitled to appropriate specialist assistance, including support for their parents (or other caregivers). Disabled children should at all times be treated with dignity and in ways that encourage their self-reliance. (See also the recommendations from the Committee’s 1997 day of general discussion on “The rights of children with disabilities” contained in document CRC/C/66.);
- (e) ***Harmful work (art. 32).*** In some countries and regions, children are socialized to work from an early age, including in activities that are potentially hazardous,

exploitative and damaging to their health, education and long-term prospects. For example, young children may be initiated into domestic work or agricultural labour, or assist parents or siblings engaged in hazardous activities. Even very young babies may be vulnerable to economic exploitation, as when they are used or hired out for begging. Exploitation of young children in the entertainment industry, including television, film, advertising and other modern media, is also a cause for concern. States parties have particular responsibilities in relation to extreme forms of hazardous child labour identified in the Worst Forms of Child Labour Convention, 1999 (No. 182) of the ILO;

- (f) **Substance abuse (art. 33).** While very young children are only rarely likely to be substance abusers, they may require specialist health care if born to alcohol- or drug-addicted mothers, and protection where family members are abusers and they are at risk of exposure to drugs. They may also suffer adverse consequences of alcohol or drug abuse on family living standards and quality of care, as well as being at risk of early initiation into substance abuse;
- (g) **Sexual abuse and exploitation (art. 34).** Young children, especially girls, are vulnerable to early sexual abuse and exploitation within and outside families. Young children in difficult circumstances are at particular risk, for example girl children employed as domestic workers. Young children may also be victims of producers of pornography; this is covered by the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography of 2002;
- (h) **Sale, trafficking and abduction of children (art. 35).** The Committee has frequently expressed concern about evidence of the sale and trafficking of abandoned and separated children for various purposes. As far as the youngest age groups are concerned, these purposes can include adoption, particularly (though not solely) by foreigners. In addition to the Optional Protocol on the sale of children, child prostitution and child pornography, the 1993 Hague Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption provides a framework and mechanism for preventing abuses in this sphere, and the Committee has therefore always consistently and strongly urged all States parties that recognize and/or permit adoption to ratify or accede to this treaty. Universal birth registration, in addition to international cooperation, can help to combat this violation of rights;
- (i) **Deviant behaviour and lawbreaking (art. 40).** Under no circumstances should young children (defined as under 8 years old; see paragraph 4) be included in legal definitions of minimum age of criminal responsibility. Young children who misbehave or violate laws require sympathetic help and understanding, with the goal of increasing their capacities for personal control, social empathy and conflict resolution. States parties should ensure that parents/caregivers are provided adequate support and training to fulfill their responsibilities (art. 18)

and that young children have access to quality early childhood education and care, and (where appropriate) specialist guidance/therapies.

37. In each of these circumstances, and in the case of all other forms of exploitation (art. 36), the Committee urges States parties to incorporate the particular situation of young children into all legislation, policies and interventions to promote physical and psychological recovery and social reintegration within an environment that promotes dignity and self-respect (art. 39).

VIII. CAPACITY-BUILDING FOR EARLY CHILDHOOD

38. **Resource allocation for early childhood.** In order to ensure that young children's rights are fully realized during this crucial phase of their lives (and bearing in mind the impact of early childhood experiences on their long-term prospects), States parties are urged to adopt comprehensive, strategic and time-bound plans for early childhood within a rights-based framework. This requires an increase in human and financial resource allocations for early childhood services and programmes (art. 4). The Committee acknowledges that States parties implementing child rights in early childhood do so from very different starting points, in terms of existing infrastructures for early childhood policies, services and professional training, as well as levels of resources potentially available to allocate to early childhood. The Committee also acknowledges that States parties may be faced with competing priorities to implement rights throughout childhood, for example where universal health services and primary education have still not been achieved. It is nonetheless important that there be sufficient public investment in services, infrastructure and overall resources specifically allocated to early childhood, for the many reasons set out in this general comment. In this connection, States parties are encouraged to develop strong and equitable partnerships between the Government, public services, non-governmental organizations, the private sector and families to finance comprehensive services in support of young children's rights. Finally, the Committee emphasizes that where services are decentralized, this should not be to the disadvantage of young children.
39. **Data collection and management.** The Committee reiterates the importance of comprehensive and up-to-date quantitative and qualitative data on all aspects of early childhood for the formulation, monitoring and evaluation of progress achieved, and for assessment of the impact of policies. The Committee is aware that many States parties lack adequate national data collection systems on early childhood for many areas covered by the Convention, and in particular that specific and disaggregated information on children in the early years is not readily available. The Committee urges all States parties to develop a system of data collection and indicators consistent with the Convention and disaggregated by gender, age, family structure, urban and rural residence, and other relevant categories. This system

should cover all children up to the age of 18 years, with specific emphasis on early childhood, particularly children belonging to vulnerable groups.

40. **Capacity-building for research in early childhood.** The Committee noted earlier in this general comment that extensive research has been carried out on aspects of children's health, growth, and cognitive, social and cultural development, on the influence of both positive and negative factors on their well-being, and on the potential impact of early childhood care and education programmes. Increasingly, research is also being carried out on early childhood from a human rights perspective, notably on ways that children's participatory rights can be respected, including through their participation in the research process. Theory and evidence from early childhood research has a great deal to offer in the development of policies and practices, as well as in the monitoring and evaluation of initiatives and the education and training of all responsible for the well-being of young children. But the Committee also draws attention to the limitations of current research, through its focus mainly on early childhood in a limited range of contexts and regions of the world. As part of planning for early childhood, the Committee encourages States parties to develop national and local capacities for early childhood research, especially from a rights-based perspective.
41. **Training for rights in early childhood.** Knowledge and expertise about early childhood are not static but change over time. This is due variously to social trends impacting on the lives of young children, their parents and other caregivers, changing policies and priorities for their care and education, innovations in childcare, curricula and pedagogy, as well as the emergence of new research. Implementing child rights in early childhood sets challenges for all those responsible for children, as well as for children themselves as they gain an understanding of their role in their families, schools and communities. States parties are encouraged to undertake systematic child rights training for children and their parents, as well as for all professionals working for and with children, in particular parliamentarians, judges, magistrates, lawyers, law enforcement officials, civil servants, personnel in institutions and places of detention for children, teachers, health personnel, social workers and local leaders. Furthermore, the Committee urges States parties to conduct awareness-raising campaigns for the public at large.
42. **International assistance.** Acknowledging the resource constraints affecting many States parties seeking to implement the comprehensive provisions outlined in this general comment, the Committee recommends that donor institutions, including the World Bank, other United Nations bodies and bilateral donors support early childhood development programmes financially and technically, and that it be one of their main targets in assisting sustainable development in countries receiving international assistance. Effective international cooperation can also strengthen capacity-building for early childhood, in terms of policy development, programme development, research and professional training.



43. **Looking forward.** The Committee urges all States parties, inter-governmental organizations, non-governmental organizations, academics, professional groups and grass-roots communities to continue advocating for the establishment of independent institutions on children's rights and foster continuous, high-level policy dialogues and research on the crucial importance of quality in early childhood, including dialogues at international, national, regional and local levels.

Notes

¹See G. Lansdown, *The Evolving Capacities of the Child* (Florence: UNICEF Innocenti Research Centre, 2005).

²See *Global Strategy for Infant and Young Child Feeding*, World Health Organization, 2003.

Annex 3

Child 21

Philippine National Strategic Framework for Plan Development for Children 2000 – 2005

A Legacy to the Filipino Children of the 21st Century



Introduction

Child 21 is a product of plan development processes which started from convening luminaries to conduct of consultations nationwide and presentations to relevant sectors including children who are the direct beneficiaries of the fruits of this document.

Executive Order No. 310, signed on November 5, 2000, adopted Child 21 as the country's framework for planning programs and interventions that promote and safeguard the rights of Filipino children. National agencies are directed to integrate Child 21-related program and activities to their respective yearly budget proposals. All local government units are enjoined to integrate Child 21 in their Local Development Plan and allocate funds from their Internal Revenue Allotment (IRA).

What is Child 21?

The Philippine National Strategic Framework for Plan Development for Children, otherwise known as the Child 21, is a strategic framework for planning programs and interventions that promote and safeguard the rights of Filipino children. As a strategic framework it will assist different stakeholders in their respective planning and program efforts and serve as a common frame of reference to the different stakeholders to maximize the impact of interventions for the child.

Child 21 is a long-term framework for a period of 25 years and covers a long-term vision for the Filipino children that describes the kind of society we want them to have. It complements existing plans of government such as the Medium Term Philippine Development Plan (MTPDP) which covers up to year 2004.

It is the legacy that we will leave for the Filipino Children of the 21st century to prepare them to face the challenges of the new millennium.

The Filipino Child's Roadmap

The country's commitment to the United Nations Convention on the Rights of the Child (CRC) paved the way to the drafting of Child 21. In the World Summit for Children of 1990, the Philippines adopted specific goals for children which resulted in

Lorizze Mae Guevara was born at midnight on October 12, 1999 at the Dr. Jose Fabella Memorial Hospital. Through her birth, the global population reached the 6 billion mark with the Philippines contributing some 75 million Filipinos to it. At the current growth rate of 2.32%, the Philippine population is expected to double in less than 30 years. Of the 150 million Filipinos by 2025, Lorizze Mae and her generation will make up a good part of this number.

For this reason, the Philippine Strategic Framework for Plan Development for Children or the Child 21 was formulated. This Plan is for and about Lorizze Mae and her generation. It paints a vision of the quality of life they are going to have in the 21st century and the prerequisites to attain that quality of life.

the adoption in December 1991 of the Philippine Plan of Action for Children (PPAC) in the 2000 and Beyond. Child 21 has since been building upon the gains of PPAC.

What is our shared vision for the Filipino Child?

The shared vision in Child 21 is based on the **child's rights throughout the life stages of development** and can be summed up by the following:

By the year 2025, we envision the Filipino child to be:

- Born healthy and well, with an inherent right to life, endowed with human dignity;
- Happy, loved and nurtured by a strong, stable and God-loving family;
- Living in a peaceful, progressive, gender-fair and child friendly society;
- Growing safe in a healthy environment and ecology;
- Free and protected by a responsive and enabling government;
- Reaching her/his full potential with the right opportunities and accessible resources;
- Imbued with Filipino values steeped in her/his indigenous cultural heritage;
- Assertive of her/his rights as well as those of others;
- Actively participating in decision – making and governance, in harmony and in solidarity with others, in sustaining the Filipino nation.

Weaving Child's Rights with the Life Stages

Child 21 weaves the CRC, which is rights-based, with the life cycle and follows this approach in appreciating gains in key measures of progress. This two-pronged approach sets the common frame of reference for stakeholders for identifying critical intervention in a specific stage of the child's development.

Since the child is looked at as a whole and not as a segmented individual, Child 21 views the child in a continuous life context.

Child 21 attempts to capture the national development of the child and recognizes the need for appropriate, integrated, holistic interventions per a particular life stage. The document weaves that follows illustrated the scientific description of a particular life stage and opposite each life stage are the corresponding rights that should be accorded a child.

Summary of Child's Rights and Objectives Per Life Stage

Life Stage	Child's Rights	Corresponding Objectives
<p>Throughout the Life Cycle</p> <p><i>Parental care and support, caring and nurturing family environment.</i></p>	<ul style="list-style-type: none"> • To have adequate nourishment • To have access to potable water and sanitation • To have a clean and safe home and community environment • To be safe from hazardous conditions • To be safe from any form of violence, abuse and exploitation • To be provided with parental care and support • To be provided and cared for by the family 	<ul style="list-style-type: none"> • To provide the family with basic services to be able to provide and care for the child
<p>Pre-Natal Period (Unborn)</p> <p><i>The period of conception lasting approximately 9 months. A single cell develops into a complex organism. Mother's nourishment, health, well-being and safety directly affected the development of the unborn child.</i></p>	<ul style="list-style-type: none"> • To be carried to term with the proper nutrition and have normal fetal development in the womb of a healthy and properly nourished mother • To be born healthy, well and wanted 	<ul style="list-style-type: none"> • To ensure proper fetal development with proper nutrition, health, and well-being of the pregnant mother
<p>Infancy (0-2 years)</p> <p><i>From birth to 24 months, the child is dependent on parents especially the mother for love, nutrition and stimulation. A loving, nurturing and supportive family is needed for survival and development of the child. Psychomotor development also occurs.</i></p>	<ul style="list-style-type: none"> • To be registered at birth • To be exclusively breastfed from birth up to 6 months • To receive complete and timely immunization from common childhood diseases • To safe water and sanitation • To receive health services and primary health care • To prenatal care and support • To a name, identity and nationality 	<ul style="list-style-type: none"> • To provide the child with proper nutrition as well as a safe and wholesome environment for proper growth and total development

Life Stage	Child's Rights	Corresponding Objectives
<p>Early Childhood (3-5 years)</p> <p><i>Child explores the environment of the home and develops interpersonal and socialization skills. Parents and other caregivers enrich the child's world.</i></p>	<ul style="list-style-type: none"> • To experience early childhood care and stimulation for development • To avail of free micronutrient supplements 	<ul style="list-style-type: none"> • To ensure the continued health, well-being proper growth and wholesome development of the child with proper nutrition and age appropriate physical, mental, and psycho-social stimulation
<p>Childhood (6-12 years)</p> <p><i>Change from home to school influences the child's perspective and contributes to their development. Schools redirect behavioral patterns through preferences of teachers and institution's culture.</i></p>	<ul style="list-style-type: none"> • To receive free and compulsory elementary education • To avail of open and flexible learning systems • To participate in quality and relevant education that is appropriate to the child's development stage and capacity • To education and information • To freedom of expression • To freedom of thought, conscience, and religion • To freedom of association • To privacy 	<ul style="list-style-type: none"> • To provide the child with basic learning skills to function and survive in the community and society
<p>Adolescence (13-17 years)</p> <p><i>A period of transition and rapid physical changes. The pursuit of independence and identity are pre-eminent. More time is spent outside the family and there is increased peer influence.</i></p>	<ul style="list-style-type: none"> • To receive free secondary education • To further avail of open and flexible learning systems • To further participate in quality, relevant education appropriate to the child's development stage and evolving capacity • To participate in the development process • To education and information • To freedom of expression • To freedom of thought, conscience, and religion • To freedom of association • To privacy 	<ul style="list-style-type: none"> • To provide the adolescent with life skills to allow her (him) to overcome the threats to well-being and to develop as a happy, competent and responsible adult



Life Stage	Child's Rights	Corresponding Objectives
Children in Need of Special Protection	<ul style="list-style-type: none">To be protected from:<ol style="list-style-type: none">All forms of violence, abuse and exploitation;Commercial sexual exploitationTo be safe in emergency situations and difficult circumstances	<ul style="list-style-type: none">To provide the child with life skills to allow her (him) to overcome the threats to well-being and to develop as a happy competent and responsible adult

What are the goals and objectives for the Filipino Children?

Our goal for 2025 is to ensure that every Filipino child will exercise her/his rights to survival, development, protection and participation throughout the life cycle.

Child 21 has defined objectives at every stage of the child's development, making sure that there are programs and interventions at every stage of the life cycle. Through this, the convergence of services of different sectors would be easier in identifying the most critical life stage where interventions are most needed – targeting the FAMILY being the primary care giver and from where the child learns her/his values.

How do we achieve the goals / objectives of Child 21?

The goals and objectives of Child 21 are best achieved through the promotion of the CHILD FRIENDLY MOVEMENT. Our strategic framework, being sensitive to the needs of the child, is based on the premise that certain conditions promote child rights and that these conditions are best described as a movement towards a child friendly society where children are nurtured and allowed to grow and develop in dignity, protected from threats to their well-being and free to express themselves and participate in their development. The power to create or bring about these conditions lies in the hands of every person that comes into contact and interacts with children.

What are the principles of a Child Friendly Society?

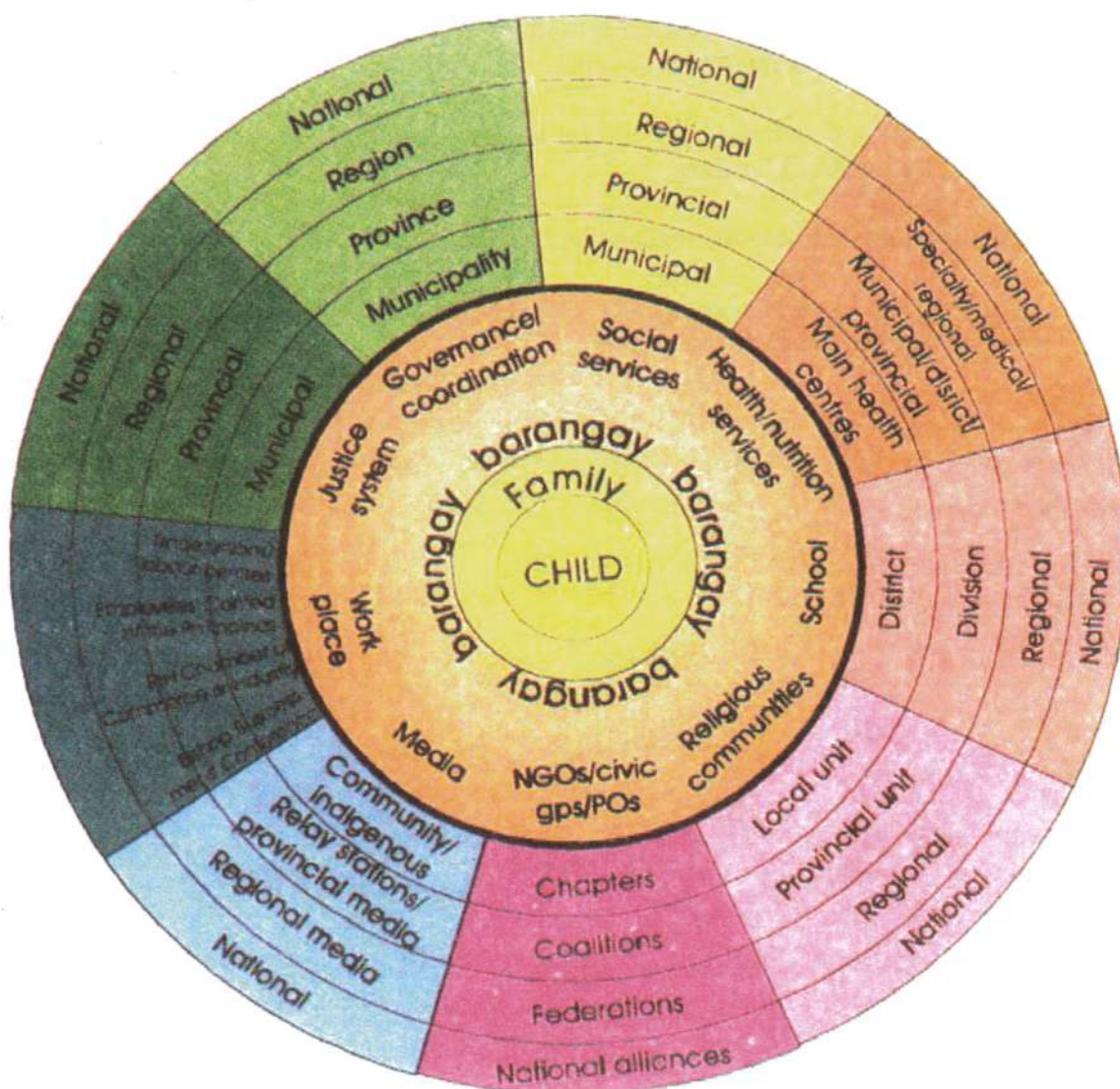
The vision of a Child Friendly Society proceeds from the following principles:

1. Children grow and develop best within a functional and caring family.
2. Families are better able to nurture their children, with knowledge of good caring practices, community support systems, and access to basic services and facilities.

3. Local governments are in the best position to provide and sustain basic services for families to protect children, being the government units nearest to families and children.
4. Non-government organizations provide vital support to advocate child rights and generate resources for interventions.
5. The national government should be able to protect its children within as well as outside its national borders.
6. Mass media promotes awareness on child rights.
7. Children are able to genuinely engage and actively participate in decision-making process and governance.



Child 21's Strategic Framework for a Child-Friendly Society



Child 21's strategies addressed specifically towards the development and transformation of key players in order to bring about a child-friendly society

What should the stakeholders do to achieve a Child Friendly Society?

The Child Friendly Movement involves the different sectors of the society starting from the family, the barangay, the school, media industry to the local government offices. They make up the immediate psychosocial environment of children. They influence the quality of children's experience and affect their growth and development as human beings.

Key Players	Strategies
Families	<ul style="list-style-type: none"> Promote holistic, integrated programs that strengthen the family's role as the primary care giver and support for children Increase family access to primary health care services, safe water and sanitation, adequate housing, continuing education on good caring practices Provide support systems and safety nets for families such as livelihood projects, family counseling services, support groups
Local Communities	<ul style="list-style-type: none"> Strengthen local communities through training on social mobilization and advocacy
NGOs, POs, Civil Society, Church, Private Organizations	<ul style="list-style-type: none"> Partner with Children Sector in knowledge generation and data base, planning, developing, and advocating child rights and programs for children Strengthen capability of schools
Schools	<ul style="list-style-type: none"> To provide continuing education and training to families on good caring practices To provide forums for advocating child rights To provide child-friendly learning environment
LGUs	<ul style="list-style-type: none"> Ensure fiscal autonomy of LGUs Shift from sectoral paradigm towards a child-centered paradigm for planning, developing and implementing programs for children Shift from sectoral mechanisms (such as local school boards, health boards, etc.) of child participation towards a child-centered mechanisms envisioned for the Barangay Council for the Protection of Children (BCPC) Build LGU capability in planning, developing, fund sourcing/resource generation, and requiring them to



	implement programs for children and their families
National Government	<ul style="list-style-type: none">• Forge international cooperation in monitoring and eliminating threats to child right, especially child trafficking, sexual exploitation of children, and child labor• Provide safety nets for children specially those in need of special protection and those in specially difficult circumstances• Pursue peaceful resolution to armed conflict• Prioritize budget for and funds allocation to programs that promote child rights• Promote international exchanges among children and groups working with children to enrich the children's agenda• Conduct further research and development on the situation of children
Mass Media	<ul style="list-style-type: none">• Partner with media to inform and educate the general public on issues affecting children
Children	<ul style="list-style-type: none">• Strengthen children's participation in child rights protection• Mobilize children's organizations to operationalize/establish systems• Facilitate the process in leadership development and formation of children's groups



ANNEX 4

The Age-validated Indicators for Established Standards for Filipino Children Aged 0 to 5 years 11 months

Background

Standards represent the expression of our country's hopes and dreams for its children. These are then expressed in the form of Indicators which provide meaningful and realistic markers for what Filipino children need to know and be able to do, as well as what type of persons they should be evolving into, at different stages of their development. These Standards and their Indicators can serve as the basis for diverse uses such as:

- Improving parenting skills;
- Improving teacher preparation;
- Improving curricula, methods of instruction, and learning materials;
- Monitoring national progress, especially in terms of areas of strength and those that need strengthening; and
- Improving public knowledge of child development.

The development of the Early Learning Development Standards (ELDS) went through a long collaborative and consultative process. In July 2003, the Philippines was selected by the United Nations Children's Fund (UNICEF) New York as one of the six (6) pilot countries (together with Brazil, Ghana, Jordan, Paraguay, South America) in its *Going Global Project on Early Learning Development Standards*. In the same year, the Technical Working Group (TWG) on Early Childhood Care and Development (ECCD) Curriculum was formed under the ECCD Management Committee of the Council for the Welfare of Children (CWC)/National Early Childhood Care and Development Coordinating Council (NECCDCC). It was tasked to develop Standards and Indicators for Filipino children ages 0-5 years 11 months.

The Philippines (together with the other pilot countries as well as new countries who were into ELDS development) participated and shared its experience in crafting the standards at the UNICEF ELDS Workshop held in China, Brazil and Thailand respectively. This workshop was facilitated by Sharon Lynn Kagen and Pia Pritto Rebello, UNICEF New York International Consultants, during the standards development process. UNICEF Philippines invited both consultants to join and provide inputs to the workshop held in Tagaytay City.

In June 2005, Dr. Lourdes K. Ledesma was commissioned by UNICEF Philippines to enhance the draft developed by the TWG on ECCD Curriculum and to content and age-validate standards. The content validation and age validation of the standards were completed in October 2005 and May 2008 respectively.

The Age-validated Standards Indicators for children aged 0-71 months are classified into five (5) Domains namely:

- Physical Health, Well-being and Motor Development;

- Language, Pre-reading and Pre-math;
- Cognitive Development;
- Social and Emotional Development; and
- Character and Values Development.

There were 518 Indicators that were age-validated as: Form I - 99 for 0 – 12 months, Form II - 132 for 13 – 24 months and 67 for 25 – 36 months, and Form III - 211 for 37 – 60 months and 9 for 61 – 71 months. The seeming unevenness of the distribution is because for Forms II and III, it is assumed that Indicators displayed by the younger age-band have already been achieved by those in the older one. Further, in recognition of the critical role parents/caregivers play during this period, Standards along with corresponding Indicators were also generated for them so they could stimulate the optimum growth and development of their children. Finally, a Focused Group Discussion (FGD) Interview Guide for barangay leaders and service providers was developed to contextualize eventual data analysis.

The age validation study aimed for a sample size of 2,660 consisting of 240 children from each region plus NCR, and 500 from Indigenous Population (IP) communities. Based on specified criteria, 511 Indicators were validated for four (4) major age-bands: 0-12 months, 13-24 months, 25-36 months, and 37-71 months. The IP data was analyzed separately and the profile of these children did not differ significantly from the sample, suggesting adequate integration into the larger communities.

Via random sampling, 11 regions plus NCR were involved in the study. From these, 17 provinces plus two (2) NCR districts were chosen; and within these, 33 municipalities/cities, were selected. A total of 36 barangays, including three (3) Indigenous Population (IP) communities, were then identified. The sample at the barangay level was purposively selected based on specified criteria. This consisted of 2,139 children aged 0-71 months, 359 of whom were classified as IP.

The age validation study underwent phases. The first phase of the study was to design the age-validation forms. The forms were refined after each visit to a province, resulting in the deletion of a few items. The stratified sampling ensured the inclusion of areas from upper and lower class municipalities and cities.

The Early Learning Development Standards (ELDS) was adapted by the Council Board, Council for the Welfare of Children - National Early Childhood Care and Development Coordinating Council (CWC-NECCDCC). (*See attached Council Resolution No. 3, Series of 2008*)

Enclosed is a compact disc for the complete report on the ELDS age validation study.

Republic of the Philippines
**NATIONAL EARLY CHILDHOOD CARE AND DEVELOPMENT
COORDINATING COUNCIL**
No. 10 Apo Street, Sta. Mesa Heights
1114 Quezon City

COUNCIL RESOLUTION NO. 3
Series of 2008

**A RESOLUTION APPROVING THE EARLY LEARNING AND DEVELOPMENT
STANDARDS ((ELDS)**

WHEREAS, the passage of Republic Act No. 8980, otherwise known as the ECCD Act, is considered as the most significant development in the country's work on early childhood care and development;

WHEREAS, the passage of the law ensures the institutionalization of a National System for Early Childhood Care and Development that is comprehensive, integrative and sustainable involving multi-sectoral and inter-agency collaboration at all levels;

WHEREAS, the ECCD Curriculum is one of the five components under the ECCD that is mandated to be institutionalized;

WHEREAS, following the global movement of developing early learning and development standards (ELDS) for children, it was decided to come-up first with early learning standards and indicators for Filipino children 0 to 6 years old to serve as guide and basis for the development and enhancement of ECCD curriculum that is age appropriate, gender-fair and culture sensitive;

WHEREAS, the Early Learning and Development Standards (ELDS) are statements of "what children should know and be able to do" at a particular age and at a particular domain and covers 5 domains: a) Physical Health, Well-being and Motor Development, b) Language Literacy and Communication, c) Cognitive Development, d) Social and Emotional Development, and e) Character Development;

WHEREAS, the development of the ELDS underwent two processes – content validation and then age validation;

WHEREAS, the ELDS can be used in various ways: a) improving curricula, methods of instruction and learning materials, b) improving teacher preparation, c) improving parenting skills, and, d) monitoring national progress, especially in terms of areas of strength and those that need strengthening, and e) improving public knowledge of child development.

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that we, the members of the CWC Board, in a meeting assembled, hereby approve the **EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)** during our third quarter meeting on 16 October 2008.

ADOPTED, this 16th of October in the year of the Lord, Two Thousand and Eight, Manila.



SEC. FRANCISCO T. DUQUE III

Co-Chairperson
Department of Health

SEC. ESPERANZA I. CABRAL

Co-Chairperson
Department of Social Welfare
and Development

SEC. JESLI A. LAPUS

Co-Chairperson
Department of Education

SEC. RONALDO V. PUNO

Co-Chairperson
Department of the Interior
and Local Government

SEC. MARIANITO D. ROQUE

Member
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DEPARTMENT OF AGRICULTURE

Age-Validated Indicators for Established Standards for Children Aged 0 – 12 months

Domain: Physical Health, Well-Being & Motor Development

A child's physical growth, health, and safety, and the development of skills related to the use of large and small muscle groups.

Sub-domain: Physical Health

A child's body is fit and healthy such that he/she is able to participate actively in everyday life.

Standard: a. The child demonstrates adequate growth (weight, height, head circumference)

Standard: b. The child has adequate sensory systems to participate in daily activities.

Indicators for 0 – 6 months

- Startles to loud sounds
- Visually follows a moving object from side to side
- Visually follows a moving object up and down
- Reacts to pain by crying
- Withdraws or cries when in contact with something hot
- Withdraws or reacts with surprise when in contact with something cold
- Reacts with pleasure/smiles or relaxed facial expression when he/she tastes something delicious
- React by making a face/ frowns/ grimaces when he/she tastes something he/she does not like

Indicators for 7 – 12 months

- Reacts with pleasure when he/she smells something nice
- Reacts by making a face when he/she smells something foul

Standard: c. The child has adequate stamina to participate in daily activities.

Indicators for 7 – 12 months

- Pushes and/or pulls moderately heavy objects (e.g., chairs, large boxes)
- Walks without tiring easily

Domain: Physical Health, Well-Being & Motor Development
Sub-domain: Motor Skills Development

A child's ability to use and coordinate movement of large muscle and small muscle groups.

Component: Gross Motor Skills

Standard: The child shows control and coordination of body movements involving large muscle groups

Indicators for 0 – 6 months

- Holds head steadily
- Moves arms and legs equally to reach at dangling object
- Rolls over
- Bounces when held standing, briefly bearing weight on legs
- Sits with support
- Starting to crawl but not yet very good at this *

Indicators for 7 – 12 months

- Sits alone steadily without support
- Creeps or crawls with ease as a primary means of moving around
- Stands without support
- Stands from a sitting position without any help
- Squats from a standing position with ease
- Stands from a squatting position with ease
- Bends over easily without falling
- Stands from a bent position without falling
- Walks sideways by holding onto the sides of crib or furniture (cruises)
- Walks with one hand held

Component: Fine Motor Skills

Standard: The child can control and coordinate hand and finger movements

Indicators for 0 – 6 months

- Hands open most of the time
- Brings both hands together towards dangling object/toy
- Uses either hand interchangeably to grasp objects
- Uses all 5 fingers in a raking motion to get food/toys placed on a flat surface
- Grasps objects with the same hand most of the time (hand preference emerging)

Indicators for 7 – 12 months



- | |
|---|
| <ul style="list-style-type: none">• Pulls toys by the string• Bangs 2 large blocks together• Picks up objects with thumb and index fingers• Grasps and transfers objects from hand to hand• Grasps objects with the same hand all the time (definite hand preference established) |
|---|

* - Displayed by at least 25% of the IP sample by 7 – 12 months

Domain: Physical Health, Well-Being & Motor Development
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<u>Sub-domain: Personal Care and Hygiene</u>

A child is well-maintained so he/she is able to participate actively in everyday life.
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Component: Activities of Daily Living
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Standard: The child participates in basic personal care routines

Indicators for 0 – 6 months

- | |
|---|
| <ul style="list-style-type: none">• Sucks & swallows milk from breast/bottle• Begins to take complementary or semi-solid foods by the end of 6 months• Keeps reasonably still while being dressed, undressed, bathed, & while diaper is being changed |
|---|

Indicators for 7 – 12 months

- | |
|---|
| <ul style="list-style-type: none">• Holds a feeding bottle by himself• Helps hold cup for drinking• Chews solid foods well• Feeds self with finger foods• Scoops with a spoon with spillage |
|---|

Domain: Language, Pre-reading and Pre-math

A child is able to understand and use language to communicate ideas. A child is able to learn or acquire language skills in preparation for reading, writing and counting.
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<u>Sub-domain: Language</u>

Component: The child is able understand both verbal and non-verbal forms of communication
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Indicator for 0 – 6 months
<ul style="list-style-type: none"> • Watches primary caregiver intently as she speaks to him
Indicators for 7 – 12 months
<ul style="list-style-type: none"> • Understands “No” • Points to family member when asked to do so
Component: Expressive Language
Standard: The child is able to use words and gestures to express his thoughts and feelings
Indicators for 0 – 6 months
<ul style="list-style-type: none"> • Makes gurgling, cooing, babbling or other vocal sounds • Uses gestures (e.g., stretching his/her arms, pointing) to indicate what he/she wants
Indicators for 7 – 12 months
<ul style="list-style-type: none"> • Repeats sounds produced by others • Says meaningful words like papa, mama to refer to specific persons • Uses animal sounds to identify animals (e.g., meow-meow for cat) • Uses environmental sounds to identify objects/events in the environment (e.g., boom for thunder)
<u>Sub-domain: Pre-reading and Pre-math</u>
Component: Matching
Standard: a. The child is able to match identical objects, colors, shapes, symbols.
Indicator for 7 -12 months
<ul style="list-style-type: none"> • Able to match 2 identical objects (e.g., 2 spoons, 2 balls) *

* - Displayed by at least 25% of the IP sample by 13 – 18 months

Domain: Cognitive Development

A child's ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions

Sub-domain: Attention and Activity Level

Standard: The child is able to sustain attention and modulate his activity at



age-expected levels.
Indicator for 0 – 6 months
<ul style="list-style-type: none">Looks steadily at novel stimuli (e.g., rattle, dangling toy)
Indicators for 7 – 12 months
<ul style="list-style-type: none">Examines properties of toys for several minutes by handling these (e.g., pulling apart)Looks with interest at picture booksAble to sit through an entire meal without fussing
Sub-domain: Higher-ordered Mental Abilities
Component: Concept Formation
Standard: The child develops basic concepts pertaining to object constancy, space time, quantity, seriation, etc. and uses these as the basis for understanding how materials are categorized in his/her environment.
Indicators for 0 – 6 months
<ul style="list-style-type: none">Experiments with new objects or toys by banging or putting them in his mouthLooks in the direction of a fallen object
Indicators for 7 – 12 months
<ul style="list-style-type: none">Looks for partially hidden objectsLooks for completely hidden objects
Component: Cause-Effect Relationships
Standard: the child is able to understand cause-effect relationships
Indicator for 0 – 6 months
<ul style="list-style-type: none">Acts on an object to achieve an objective (e.g., shakes rattle)
Indicator for 7 – 12 months
<ul style="list-style-type: none">Uses an object to get something he/she wants (e.g., spoon to reach an object)
Sub-domain: Memory
Component: Memory for Experiences (Episodic Memory)
Standard: The child is able to recall people he has met, events, and places he has been to
Indicator for 0 – 6 months
<ul style="list-style-type: none">Child reacts, like smiling, in recognition of someone he/she has met several times

but who does not live in his/her home

Domain: Social and Emotional Development

A child's ability to know him/herself, express and understand feelings, and relate to others.

Sub-domain: Emotional

A child's ability to express and understand his own and others' feelings, to regulate his own emotions and empathize with others.

Component: Emotional Expression

Standard: a. The child expresses different basic emotions

Indicators for 0 – 6 months

- Cries in different ways to express different needs (e.g., hungry, sleepy, wet)
- Shows excitement or pleasure by moving arms, kicking, moving the entire body and the face lighting up
- Smiles or laughs in response to a pleasant experience (e.g., caregiver singing to him/her)
- Amuses self by simple repetitive muscle movements without objects (e.g., rolling back and forth)
- Amuses self by simple repetitive muscle movements with objects (e.g., shaking rattle)
- Likes playing with water
- Enjoys going to the park
- Shows fear and hesitation towards unfamiliar persons

Indicator for 7 – 12 months

- Has a favourite toy

Standard: b. The child demonstrates ability to self –regulate feelings/emotions and follows schedules as well as rules and regulations.

Indicators for 0 – 6 months

- Stops crying almost immediately when need is met
- Eventually gets used to an irritating experience (e.g., honking horn) and calms down

Standard: c. The child comprehends and displays self-appraisal emotions (shame, pride, guilt)

Indicator for 7 – 12 months



<ul style="list-style-type: none">Smiles or claps his hands when he displays a learned behaviour (e.g., close-open)
Component: Receptivity to Others' Emotions
Standard: The child is receptive to the different emotions of other people and shows empathy.
Indicator for 7 – 12 months
<ul style="list-style-type: none">Can mimic people's facial expressions

**Age- Validated Indicators for Established Standards
for Children Aged 13 – 24 months**

Domain: Physical Health, Well-Being & Motor Development A child's physical growth, health, and safety, and the development of skills related to the use of large and small muscle groups.
<u>Sub-domain: Physical Health</u> A child's body is fit and healthy such that he/she is able to participate actively in everyday life.
Standard: a. The child demonstrates adequate growth (weight, height, head circumference)
Standard: b. The child has adequate sensory systems to participate in daily activities.
Standard: c. The child has adequate stamina to participate in daily activities.
Indicators for 13 – 18 months
<ul style="list-style-type: none">Plays without tiring easily, able to keep pace with playmatesParticipates actively in games, outdoor play and other exercises
Indicator for 19 – 24 months
<ul style="list-style-type: none">Sustains physical activity (e.g., dancing, outdoor games, swimming) for at least 3 – 5 minutes
<u>Sub-domain: Motor Skills Development</u> A child's ability to use and coordinate movement of large muscle and small muscle groups.
Component: Gross Motor Skills

Standard: The child shows control and coordination of body movements involving large muscle groups

Indicators for 13 – 18 months

- Walks without support
- Walks backwards
- Walks up the stairs with hand held, 2 feet on each step
- Jumps in place
- Climbs onto a steady elevated surface (e.g., bed, adult chair or bangko, etc.)
- Kicks a ball but with little control of direction
- Throws a ball but with little control of direction
- Throws a ball but with little control of speed
- Runs without tripping or falling
- Maintains balance (walking on a low, narrow ledge; walking between 2 lines) without assistance
- Moves with music when he hears it
- Can move body to imitate familiar animals
- Can move body to imitate another person/TV character

Indicators for 19 – 24 months

- Walks up the stairs with alternating feet, without help
- Walks down the stairs with alternating feet, without help
- Kicks a ball with control of direction
- Throws a ball with control of direction
- Throws a ball with control of speed

Domain: Physical Health, Well-Being & Motor Development

Sub-domain: Motor Skills Development (cont.)

Component: Fine Motor Skills

Standard: The child can control and coordinate hand and finger movements

Indicators for 13- 18 months

- Puts small objects in/out of container
- Unscrews lids
- Unwraps candy/food
- Holds thick pencil or crayon with palmar grip (i.e., all 5 fingers wrapped around pencil)
- Scribbles spontaneously

Indicators for 19 – 24 months



<ul style="list-style-type: none">• Colors with strokes going out of the lines
<u>Sub-domain: Personal Care and Hygiene</u>
A child is well-maintained so he/she is able to participate actively in everyday life.
Component: Activities of Daily Living
Standard: The child participates in basic personal care routines
Indicators for 13 – 18 months
<ul style="list-style-type: none">• Feeds self with assistance• Feeds self using spoon with spillage• No longer drinks from feeding bottle• Drinks from cup unassisted• Participates when being dressed by lifting arms or raising legs• Pulls down gartered short pants/underpants or panties• Removes shoes/sandals• Informs caregiver of the need to move his bowels so he can be brought to comfort room• Takes a bath with assistance• Brushes teeth after meals with assistance from adult• Washes and dries hands under adult supervision• Washes and dries face with the assistance of an adult
Indicators for 19 – 24 months
<ul style="list-style-type: none">• Gets drink for self unassisted• Removes loose sando• Removes socks• Informs caregiver of the need to urinate so he can be brought to the comfort room• Goes to the designated place to urinate but sometimes wets his pants• Goes to the designated place to move his bowels but needs help with wiping and washing• Brushes teeth after meals with adult supervision• Washes and dries face under adult supervision

Domain: Language, Pre-reading and Pre-math

A child is able to understand and use language to communicate ideas. A child is able to learn or acquire language skills in preparation for reading, writing and counting.

Sub-domain: Language

Component: Receptive Language

Standard: The child is able to understand both verbal and non-verbal forms of communication
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Points to 5 body parts on him/herself when asked to do so Follows one-step instructions without need for gestures
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Points to 5 named pictured objects when asked to do so
Sub-domain: Pre-reading and Pre-math
Component: Expressive Language
Standard: The child is able to use words and gestures to express his thoughts and feelings
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Speaks in single words Says “yes” and “no” appropriately Uses words accompanied by gestures to indicate what he wants Responds to simple questions with single words
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Uses pronouns Uses possessive pronouns Says what he wants without accompanying this with gestures Attempts to converse even if he cannot be clearly understood
Component: Matching
Standard: a. The child is able to match identical objects, colors, shapes, symbols
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Matches identical objects Matches identical pictures
Component: Rote Sequencing
Standard: b. The child is able to recite the alphabet and numbers in sequence
Indicator for 19 – 24 months
<ul style="list-style-type: none"> Counts from 1 to 5 with errors, gaps or prompts

Domain: Cognitive Development

A child's ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions

Sub-domain: Attention and Activity Level

Standard: The child is able to sustain attention and modulate his activity at age-expected levels.

Indicators for 13 – 18 months

- May be distracted but responds when made to re-focus
- Resists interruption while engaged in play

Sub-domain: Higher-ordered Mental Abilities
Component: Concept Formation

Standard: The child develops basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and uses these as the basis for understanding how materials are categorized in his/her environment.

Indicators for 13 – 18 months

- Can tell whether something is hot or cold
- Hands over 1 object when asked

Indicators for 19 – 24 months

- Can tell which is shorter of 2 items
- Can tell which is taller/longer of 2 items
- Can tell which is bigger of 2 items
- Can tell which is nearer of 2 items
- Hands over 2 objects when asked

Component: Cause-Effect Relationships

Standard: The child is able to understand cause-effect relationships

Indicators for 19 – 24 months

- Asks "Why?" questions
- Understands reasons behind daily practices (e.g., washing hands before meals)
- Understands reasons behind safety rules & practices at home (e.g., why one must not play with matches)

Component: Logical Reasoning

Standard: The child is able to follow the logic of events (i.e., reasons why these

happen) and draw accurate conclusion by evaluating the facts presented to him.

Indicator for 19 – 24 months

- Can tell what important thing is missing in a picture

Component: Planning and Organizing

Standard: The child is able to plan and organize a simple, familiar activity

Indicator for 19 – 24 months

- Knows where to return most of his things

Domain: Cognitive Development

Sub-domain: Higher-ordered Mental Abilities (cont.)

Component: Creative Thought

Standard: The child is able to generate new ideas or concepts, or new associations between existing ideas or concepts

Indicators for 19 – 24 months

- Enjoys constructing objects or structures out of manipulative toys (e.g., blocks, clay, sand, paper)
- Uses toys or objects as symbols in play (e.g., pretends empty milk can is a drum)
- Can use the same toy or object in more than one way (e.g., big empty box as house)

Sub-domain: Memory

Component: Memory for Concept-based Knowledge (Semantic Memory)

Standard: The child is able to store verbal information in short and long-term memory

Indicator for 19 – 24 months

- Hums a recognizable tune
- Memorizes some gestures of action songs

Component: Memory for Experiences (Episodic Memory)

Standard: The child is able to recall people he has met, events, and places he has been to

Indicator for 13 – 18 months

<ul style="list-style-type: none"> Child reacts, like smiling, in recognition of a familiar place besides his home
Indicator for 19 – 24 months
<ul style="list-style-type: none"> Child is brought somewhere and correctly recalls having been there before
Domain: Social and Emotional Development A child's ability to know him/herself, express and understand feelings, and relate to others.
Sub-domain: Emotional A child's ability to express and understand his own and others' feelings, to regulate his own emotions and empathize with others.
Component: Emotional Expression
Standard: a. The child expresses different basic emotions
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Smiles/laughs when happy or amused Cries when sad, angry or scared Shows varying degrees or intensities of various emotions Labels own basic emotions (e.g., takot ako; galit ako)
Standard: b. The child demonstrates ability to self-regulate feelings/emotions and follows schedules as well as rules and regulations.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Able to stop an undesirable behaviour or activity when instructed to do so (e.g., going out to street) Can calm down or stop tantruming with help from adults Can follow simple rules
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Can wait his/her turn Shows ability to contain his/her expression of anger or frustration when source is removed Shows ability to contain one's expression of anger or frustration in a public place when asked by parent/caregiver Tries to control his tears when in pain or scared
Component: Emotional Expression
Standard: c. The child comprehends and displays self-appraisal emotions

(shame, pride, guilt)
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Recognizes and is able to label self-appraisal emotions such as shame, pride, guilt, envy, jealousy Will do something that gets him/her praised (e.g., doing a task properly, singing, etc.)
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Shows interest in doing things that are his/her own creation Says “sorry” when he has made a mistake or has hurt someone

Domain: Social and Emotional Development
Sub-domain: Emotional (cont.)
Component: Receptivity to Others’ Emotions
Standard: The child is receptive to the different emotions of other people and shows empathy.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Demonstrates appropriate/acceptable responses to other people’s emotions (e.g., does not laugh at someone crying)
Indicator for 19 – 24 months
<ul style="list-style-type: none"> Identifies feelings in others Shows respect for rights and properties of others (e.g., asks permission, does not deliberately destroy others’ things)
Sub-domain: Social
<ul style="list-style-type: none"> A child’s ability to become actively involved in healthy social relationships consistent with societal expectations and cultural norms.
Component: Emerging Sense of Self
Standard: The child expresses knowledge of self and basic roles of people in his/her immediate environment.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Identifies what part of his/her body hurts by pointing to his Refers to self by first or nickname Calls family members by their name/role (mama, papa, ate, kuya)

<ul style="list-style-type: none"> Asks for what he/she needs without hesitation Expresses dislike or disagreement (e.g., no, ayaw) but in a manner that remains respectful and polite
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Identifies self by first and last name Identifies what part of his body hurts by naming this
Component: Forming Attachments
Standard: The child forms healthy attachments to primary caregivers and other significant adults and children in his/her life.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Is affectionate towards primary caregivers and other family members Goes to primary caregivers for help Is comfortable in the company of strangers if primary caregiver is present May play alone but likes to be near familiar adults or siblings Hugs or cuddles toys Enjoys playing regularly with significant adults and children
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Eventually moves away from primary caregiver when playing with unfamiliar children or adults, but may look occasionally in his/her direction

Domain: Social and Emotional Development
Sub-domain: Social (cont.)
Component: Interactions with other Children
Standard: The child plays and has positive interactions with other children
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Plays cooperatively with other children May hug/kiss or hold hands with other children Shows or shares food, books and toys with other children Asks to play with other children or invites them to play with him/her
Indicator for 19 – 24 months
<ul style="list-style-type: none"> Talks to other children, asks them questions Shows preference for some children and interacts more with them
Component: Interactions with Adults

Standard: The child has positive relations and interactions with adults.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Friendly with strangers but initially may show slight anxiety or shyness Asks adults (other than primary caregiver or adult family members) for help or to indicate what he/she wants or needs Willingly does what familiar adults ask him/her to do Appropriately uses cultural gestures of greeting without prompting (e.g., <i>mano</i>/bless, kiss)
Component: Appreciating Diversity
Standard: The child recognizes and respects similarities and differences in people, language, culture
Indicators for 19 – 24 months
<ul style="list-style-type: none"> Able to differentiate between boys and girls Treats house help or those less fortunate with respect (e.g., talking to them in a polite manner)
Component: Pakikiramdam (Sensitivity)
Standard: The child takes social cues from the environment and adjusts his behaviour accordingly.
Indicators for 13 – 18 months
<ul style="list-style-type: none"> Usually quiets down or stops when caregiver shushes him/her Takes notice when there is a sudden change in mood of caregiver or people around him/her
Indicators for 19 – 24 months
<ul style="list-style-type: none"> If he/she needs something, can wait quietly, as told, until caregiver is able to attend to him

Age-Validated Indicators for Established Standards for Children Aged 25 – 36 months

Domain: Physical Health, Well-Being & Motor Development
A child's physical growth, health, and safety, and the development of skills related to the use of large and small muscle groups.
Sub-domain: Physical Health



A child's body is fit and healthy such that he/she is able to participate actively in everyday life.
Standard: a. The child demonstrates adequate growth (weight, height, head circumference)
Sub-domain: Motor Skills Development A child's ability to use and coordinate movement of large muscle and small muscle groups.
Component: Fine Motor Skills
Standard: The child can control and coordinate hand and finger movements
Indicator for 25 – 30 months
<ul style="list-style-type: none">• Holds thick pencil or crayon with the tips of all 5 fingers (intermediate grip)• Cuts with scissors but not along a drawn line
Indicators for 31 – 36 months
<ul style="list-style-type: none">• Holds thick pencil or crayon with his thumb, index and middle fingers (tripod grip)• Draws a vertical line• Draws a horizontal line• Draws a circle
Sub-domain: Personal Care and Hygiene A child is well-maintained so he/she is able to participate actively in everyday life.
Standard: The child participates in basic personal care routines
Indicators for 25 – 30 months
<ul style="list-style-type: none">• Pulls zipper up and down• Puts shoes on the right feet• Goes to the comfort room or designated place to urinate by himself with no more accidents• Washes and dries hands independently but has to be told to do so
Indicators for 31 – 36 months
<ul style="list-style-type: none">• Feeds self using spoon and fork• Puts on sando/t-shirt right side front• Unbuttons shirts• Takes a bath independently but has to be told to do so• Brushes teeth independently after meals but has to be told to do so

- Washes and dries hands independently and does not have to be told to do so
- Washes and dries face independently but has to be told to do so

Domain: Language, Pre-reading and Pre-math

A child is able to understand and use language to communicate ideas. A child is able to learn or acquire language skills in preparation for reading, writing and counting.

Sub-domain: Language

Component: Receptive Language

Standard: The child is able to understand both verbal and non-verbal forms of communication

Indicator for 25 – 30 months

- Follows 1-step instructions that include simple prepositions (e.g., in, on, under)
- Follows 2-step instructions that include simple prepositions

Component: Expressive Language

Standard: The child is able to use words and gestures to express his thoughts and feelings

- Speaks in phrases
- Responds to simple questions in short phrases

Indicators for 31 – 36 months

- Speaks in simple sentences
- Talks about an event and is understood

Sub-domain: Pre-reading and Pre-math

Component: Matching

Standard: a. The child is able to match identical objects, colors, shapes, symbols

Indicators for 25 – 30 months

- Matches simple shapes in form boards or shape sorters *

Indicators for 31 – 36 months

- Matches identical objects with 2 attributes (e.g., color and shape)
- Matches identical upper case letters
- Matches identical lower case letters

Component: Rote Sequencing

Standard: b. The child is able to recite the alphabet and numbers in sequence
Indicator for 25 – 30 months
<ul style="list-style-type: none"> Sings the alphabet song with some errors
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Counts from 1 to 10 with errors, gaps or prompts

* - Displayed by at least 25% of the IP sample by 31 – 36 months

Domain: Cognitive Development
A child's ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions
Sub-domain: Attention and Activity Level
Standard: The child is able to sustain attention and modulate his activity at age-expected levels
Indicator for 25 – 30 months
<ul style="list-style-type: none"> Able to sustain attention and concentration on a tabletop activity until it is completed
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Completes simple tasks without prodding
Sub-domain: Higher-ordered Mental Abilities
Component: Concept Formation
Standard: The child develops basic concepts pertaining to object constancy, space, time, quantity, serration, etc. and uses these as the basis for understanding how materials are categorized in his/her environment.
Indicators for 25 – 30 months
<ul style="list-style-type: none"> Can tell which is heavier of two items Groups objects by color
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Knows the difference between a recent event and one that happened a long time ago Counts with one-to-one correspondence Understands the concept of number-quantity relations from 1 thru 5 (e.g., hands over 5 objects when asked)

<ul style="list-style-type: none"> Groups objects by shape Arranges objects by length Arranges objects according to size Can tell in what way 2 things are the same Can tell in what way 2 things are different
Component: Cause-Effect Relationships
Standard: The child is able to understand cause-effect relationships
Indicator for 25 – 30 months
<ul style="list-style-type: none"> Asks “How?” questions
Component: Logical Reasoning
Standard: The child is able to follow the logic of events (i.e., reasons why these happen) and draw accurate conclusion by evaluating the facts presented to him.
Indicators for 31 – 36 months
<ul style="list-style-type: none"> Can complete a simple pattern (e.g., beads, pictures, shapes) with occasional guidance

Domain: Cognitive Development
Sub-domain: Higher-ordered Mental Abilities (cont.)
Component: Planning and Organizing
Standard: The child is able to plan and organize a simple, familiar activity
Indicators for 25 – 30 months
<ul style="list-style-type: none"> Can arrange his belongings (e.g., toys) in a manner that makes sense
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Can plan how he/she will carry out an activity with adult guidance (e.g., eating, household chores and putting structure in activities) Has almost everything he/she needs before starting an activity
Component: Creative Thought
Standard: The child is able to generate new ideas or concepts, or new associations between existing ideas or concepts
Indicators for 31 – 36 months
<ul style="list-style-type: none"> Pretends to be engaged in “grown up” activities (e.g., playing office)



<ul style="list-style-type: none">• Pretends to be a character in a familiar story• Creates new words or names for people or objects
Sub-domain: Memory
Component: Memory for Concept-based Knowledge (Semantic Memory)
Standard: The child is able to store verbal information in short and long-term memory
Indicators for 25 – 30 months
<ul style="list-style-type: none">• Says only some syllables or words of a song• Repeats 3- to 4- word sentences correctly• Memorizes home address or gives directions to his/her house
Component: Memory for Experiences (Episodic Memory)
Standard: The child is able to recall people he has met, events, and places he has been to
Indicator for 25 – 30 months
<ul style="list-style-type: none">• Remembers what route to take to a familiar place by anticipating or identifying landmarks, indicating which direction to take (e.g., left or right turn), etc.
Indicator for 31 – 36 months
<ul style="list-style-type: none">• Talks about things that happened during a particular event that occurred sometime back
Domain: Social and Emotional Development
A child's ability to know him/herself, express and understand feelings, and relate to others.
Sub-domain: Emotional
A child's ability to express and understand his own and others' feelings, to regulate his own emotions and empathize with others.
Component: Emotional Expression
Standard: a. The child expresses different basic emotions.
Indicator for 25 – 30 months
<ul style="list-style-type: none">• Talks about happy, sad, scared or angry feelings regarding events in an appropriate manner
Standard: b. The child demonstrates ability to self-regulate feelings/emotions and follows schedules as well as rules and regulations.

Indicator for 25 – 30 months
<ul style="list-style-type: none"> Cooperatively follows a relatively regular schedule
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Can calm down or stop tantruming without having to be told to do so
Standard: c. The child comprehends and displays self-appraisal emotions (shame, pride, guilt)
Indicator for 25 – 30 months
<ul style="list-style-type: none"> Asks others to view his/her own creation
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Expresses delight with mastery of a skill
Sub-domain: Social
A child's ability to become actively involved in healthy social relationships consistent with societal expectations and cultural norms.
Component: Emerging Sense of Self
Standard: The child expresses knowledge of self and basic roles of people in his/her immediate environment.
Indicator for 25 – 30 months
<ul style="list-style-type: none"> Talks about and describes himself to others (e.g., I'm a boy/girl; I have a brother/sister)
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Unhesitatingly asks for clarifications if he/she did not understand something
Component: Forming Attachments
Standard: The child forms healthy attachments to primary caregivers and other significant adults and children in his/her life.
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Shows preference for the company of significant adults and children (other than the primary caregivers and other significant adults and children in his/her life.
Indicator for 31 – 36 months
<ul style="list-style-type: none"> Shows preference for the company of significant adults and children (other than the primary caregiver) over unfamiliar adults and children



Domain: Social and Emotional Development

Sub-domain: Social (cont.)

Component: Interactions with Adults

Standard: The child has positive relations and interactions with adults

Indicators for 25 – 30 months

- Engages in conversation with adults

Component: Appreciating Diversity

Standard: The child recognizes and respects similarities and differences in people, language, culture

Indicator for 25 – 30 months

- Notices different age groups (e.g., elderly, young adults, teenagers, children)

Indicator for 31 – 36 months

- Asks questions that indicate he/she shows interest in people who look different from those he/she usually sees
- Recognizes differences among people in the family, school, community, church and ethno-linguistic groups

Age-Validated Indicators for Established Standards for Children Aged 37 – 71 months

Domain: Physical Health, Well-Being & Motor Development A child's physical growth, health, and safety, and the development of skills related to the use of large and small muscle groups.
Sub-domain: Physical Health A child's body is fit and healthy such that he/she is able to participate actively in everyday life.
Standard: a. The child demonstrates adequate growth(weight, height, head circumference)
Standard: c. The child has adequate stamina to participate in daily activities.
Indicators for 37 – 48 months
<ul style="list-style-type: none"> • Marches in rhythmic motion • Performs simple calisthenics
Sub-domain: Motor Skills Development A child's ability to use and coordinate movement of large muscle and small muscle groups.
Component: Gross Motor Skills
Standard: The child shows control and coordination of body movements involving large muscle groups
Indicator for 37 – 48 months
<ul style="list-style-type: none"> • Hops 1 to 3 steps on preferred foot • Skips (with alternating feet) • Jumps and turns • Stands on one leg without falling for at least 5 seconds • Throws a ball overhead with control of direction • Throws a ball overhead with control of speed • Kicks a ball with control of speed
Component Fine Motor Skills



Standard: The child can control and coordinate hand and finger movements
Indicator for 37 – 48 months
<ul style="list-style-type: none">Consistently turns pages of a picture or story book one page at a time, looking at pictures with interestPurposefully copies diagonal linesPurposefully bisects a crossPurposefully copies a squarePurposefully copies a triangleCuts with scissors following a line
Indicator for 49 – 60 months
<ul style="list-style-type: none">Copies a simple pattern of different basic shapesDraws a human figure (head, eyes, mouth, trunk, arms, legs, etc.) without promptsDraws a house without prompts using geometric formsColors with strokes staying within the lines

Domain: Physical Health, Well-Being & Motor Development
Sub-domain: Personal Care and Hygiene A child is well-maintained so he/she is able to participate actively in everyday life.
Component: Activities of Daily Living
Standard: The child participates in basic personal care routines
Indicators for 37 – 48 months
<ul style="list-style-type: none">Pours from pitcher without spillageFeeds self using spoon without spillageDresses without assistance except for buttons and tying lacesPuts on socks independently
Indicators for 49 – 60 months
<ul style="list-style-type: none">Feeds self using fingers without spillagePrepares own foodDresses without assistance, including buttoning and tyingWipes/cleans him/herself after a bowel movementBrushes teeth after meals without having to be toldWashes and dries face independently without having to be toldTakes a bath independently without having to be told
Domain: Language, Pre-reading and Pre-math

A child is able to understand and use language to communicate ideas. A child is able to learn or acquire language skills in preparation for reading, writing and counting.

Sub-domain: Language

Component: Expressive Language

Standard: The child is able to use words and gestures to express his/her thoughts and feelings

Indicators for 37 – 48 months

- Uses some prepositions
- Uses plurals
- Uses past tense
- Asks the meaning of unfamiliar words
- Uses newly learned words appropriately in sentences
- Listens to others and responds appropriately when in group conversations

Indicator for 49 – 60 months

- Draws and tells a story about his drawing

Sub-domain: Pre-reading and Pre-math

Component: Matching

Standard: a. The child is able to match identical objects, colors, shapes, symbols

Indicators for 37 – 48 months

- Copies simple patterns with 2 or more attributes (e.g., color, shape, sequence) and continues this without guidance
- Recognizes familiar logos (e.g., McDonald's, Coke, etc.)
- Recognizes signs (e.g., male & female restrooms; stop and go; danger/poison, etc.)
- Matches identical 2 – to 4- letter words
- Matches identical single-digit numbers
- Matches identical 2-digit numbers

Component: Rote Sequencing

Standard: b. The child is able to recite the alphabet and numbers in sequence

Indicators for 49 – 60 months

- Sings the alphabet song perfectly
- Names more than 5 letters
- Associates 2 letters with their sounds
- Counts from 1 to 10 perfectly



Indicator for 61 – 71 months

- Associates more than 5 letters with their sounds

Domain: Language, Pre-reading and Pre-math

Sub-domain: Pre-reading and Pre-math (cont.)

Component: Copying Letters and Numbers

Standard: c. The child is able to copy letters and numbers

Indicators for 37 – 48 months

- Prints upper-case letters with a model with some reversals

Indicators for 49 – 60 months

- Prints complete name without model
- Prints upper case letters with a model with no reversals
- Prints lower-case letters with a model with some reversals
- Prints numbers 1 – 5 with a model with some reversals

Indicators for 61 – 71 months

- Prints upper-case letters without a model and with no reversals *
- Prints lower- case letters without a model and with no reversals *
- Prints numbers 1 – 5 without a model and with no reversals

* - Not displayed by at least 25% of the IP sample

Domain: Cognitive Development

A child's ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions.

Sub-domain: Attention and Activity Level

Standard: The child is able to sustain attention and modulate his activity at age-expected levels

Indicators for 37-48 months

- May be distracted but re-focuses on his/her own
- Remains settled while leafing through a picture book for 5 minutes
- Remains settled while listening to a story using picture books for 5 minutes

- Sustains attention and concentration on a tabletop activity for 10 minutes
- Can work on a school assignment with minimal supervision

Indicator for 49 – 60 months

- Sustains attention and concentration on a tabletop activity for 15 – 20 minutes
- Can work on a school assignment with minimal supervision

Indicator for 61 – 71 months

- Can work on a school assignment independently

Sub-domain: Higher-ordered Mental Abilities

Component: Concept Formation

Standard: The child develops basic concepts pertaining to object constancy, space, time, quantity, serration, etc. And uses these as the basis for understanding how materials are categorized in his/her environment.

Indicators for 37 – 48 months

- Can tell which is prettier/nicer of 2 items based on his/her criteria
- Groups pictured objects according to category
- Can tell which is left and right on him/herself
- Understands “more” and “less”
- Understands the concept of conservation of matter at a rudimentary level

Indicators for 49 – 60 months

- Can tell which is the left and right of people facing him/her
- Knows the difference between yesterday, today and tomorrow
- Understands the concept of number-quantity relations for 1-10
- Demonstrates concept of addition using fingers or objects
- Demonstrates concept of subtraction using fingers or objects

Component: Cause-Effect Relationships

Standard: The child is able to understand cause-effect relationships

Indicators for 37 -48 months

- Understands reasons behind rules and practices in school
- Understands reasons behind rules and practices in the community, like those pertaining to sanitation, environmental preservation, etc.

Domain: Cognitive Development

Sub-domain: Higher-ordered Mental Abilities (cont.)

Component: Logical Reasoning
Standard: The child is able to follow the logic of events (i.e., reasons why these happen) and draw accurate conclusion by evaluating the facts presented to him.
Indicators for 37-48 months
<ul style="list-style-type: none"> • Can tell what is silly or wrong with absurd pictured scenes • Relates experiences in sequence or as these happened • Can appreciate humorous stories or jokes that his/her peers also find funny (e.g., “knock-knock” jokes) • Knows that certain things are the same and therefore can be substituted for each other (e.g., liquid and powdered detergents) • Can state opposite relationships • Can give substantive reasons why he/she likes something or not • Can argue a point/stand logically • Can complete a simple pattern (e.g., beads, pictures, shapes) without guidance
Indicator for 49 – 60 months
<ul style="list-style-type: none"> • Knows that certain elements remain the same even if their positions change (e.g., 2+3 and 3+2 equal 5) • Able to predict what will happen next in a story • Can predict how a story will end half-way through
Component: Planning and Organizing
Standard: The child is able to plan and organize a simple, familiar activity
Indicators for 37 – 48 months
<ul style="list-style-type: none"> • Can dress following an organized sequence • Can bathe following an organized sequence
Indicator for 49 – 60 months
<ul style="list-style-type: none"> • Can plan how he/she will carry out an activity without adult guidance
Component: Creative Thought
Standard: The child is able to generate new ideas or concepts, or new associations between existing ideas or concepts
Indicators for 37 – 48 months
<ul style="list-style-type: none"> • Can make a pun or joke • Creates some dance moves • Creates lyrics of songs using a familiar melody • Pretends to be a character in his own made-up story • Formulates rules to implement in a game

Indicators for 49 – 60 months
<ul style="list-style-type: none"> Can draw things or scenes from experience but with no actual model or reference (i.e., from memory)
Indicators for 61 – 71 months
<ul style="list-style-type: none"> Can draw or paint things that do not exist in real life (i.e., from fantasy or imagination)

* - Displayed by at least 25% of the IP sample by 49 – 60 months

Domain: Cognitive Development
Sub-domain: Higher-ordered Mental Abilities (cont.)
Component: Cognitive Flexibility
Standard: The child is able to shift to more adaptive cognitive processing strategies in order to effectively deal with new and unexpected conditions in his/her environment, including problem situations
Indicators for 37-48 months
<ul style="list-style-type: none"> Modifies actions based on new experiences (e.g., change block structure that falls) Explores alternative solutions to a problem and selects one option Is able to shift activities without much fuss Is able to know when the topic of conversation has changed and adjust accordingly *
Sub-domain: Memory
Component: Memory for Concept-based Knowledge (Semantic Memory)
Standard: The child is able to store verbal information in short and long-term memory
Indicators for 37-48 months
<ul style="list-style-type: none"> Repeats 5-to 7- word sentences correctly Memorizes the lyrics of a short song Memorizes a short rhyme Remembers the gist and many details of stories told or read
Indicator for 49-60 months
<ul style="list-style-type: none"> Can recite the days of the week with no errors Can recite the months of the year with some errors **

* - Displayed by at least 25% of the IP sample by 49 – 60 months

** - Not displayed by at least 25% of the IP sample

Domain: Social and Emotional Development

A child's ability to know him/herself, express and understand feelings, and relate to others.

Sub-domain: Emotional

A child's ability to express and understand his own and others' feelings, to regulate his own emotions and empathize with others.

Component: Emotional Expression

Standard: a. The child expresses different basic emotions

Indicators for 37-48 months

- Expresses what he/she likes
- Expresses what he/she dislikes
- Can talk about difficult feelings (e.g., anger, sadness, worry) he/she experiences

Standard: b. The child demonstrates ability to self-regulate feelings/ emotions and follows schedules as well as rules and regulations.

Indicators for 37-48 months

- Willing to try something in order to learn more even if unsure of a successful outcome
- Perseveres when faced with challenging or new tasks
- Accepts brief delays in gratification
- Accepts defeat well; is not a sore loser
- May have some fears but is not overly fearful, anxious or nervous
- May feel sad at times but not to the point where he/she is depressed

Standard: c. The child comprehends and displays self-appraisal emotions (e.g., shame, pride, guilt)

Indicators for 37-48 months

- Plays to learn a game
- Plays to gain mastery of a game
- Shows pleasure and enjoyment over his/her successful attempts or efforts
- Confidently joins small groups especially if situation is competitive
- Seeks assistance from an adult or child to solve a problem

Component: Receptivity to Others' Emotions

Standard: Child is receptive to other people's different emotions and shows

empathy

Indicators for 37-48 months

- Feels others' distress and acts appropriately (e.g., helps, comforts, gives suggestions, etc.)

Domain: Social and Emotional Development

Sub-domain: Social

A child's ability to become actively involved in healthy social relationships consistent with societal expectations and cultural norms.

Component: Emerging Sense of Self

Standard: The child expresses knowledge of self and basic roles of people in his/her immediate

Indicators for 37-48 months

- Talks about parts of the body and their functions
- Talks about own specific abilities and characteristics (e.g., sings, dances, is helpful, studious, etc.)
- Describes what primary caregiver can do, what they like and don't like
- Defends possessions with determination
- Can give reasons or justify why he/she acted the way he/she did

Component: Interactions with Other Children

Standard: The child plays and has positive interactions with other children (including siblings)

Indicators for 37-48 months

- Plays with 2 or 3 children using the same play equipment
- Participates in games with other children but plays in his own way
- Chats/converses with other children
- Takes turns and shares toys with others
- Actively participates in classroom and group routines
- Plays organized group games fairly
- Seeks playmates to engage in pretend play
- Has a best friend or small group of close friends
- Considers peers' perspectives when making decisions

Component: Interactions with Adults



Standard: The child has relations and interactions with adults
Indicators for 37-48 months
<ul style="list-style-type: none">• Verbalizes feelings related to events that arise in classroom, home, and environment in a positive way• Speaks respectfully with adults using “po” and “opo” and/or appropriate titles• Recognizes the importance of adult’s ideas and experiences by listening and asking questions when they share these• Clarifies rules and routines before abiding by them• Shares personal perspective when he/she does not agree with or see the value of a rule or routine• Can take on another person’s viewpoint

Domain: Social and Emotional Development
Sub-domain: Social (cont.)
Component: Appreciating Diversity
Standard: The child recognizes and respects similarities and differences in people, language, culture
Indicators for 37-48 months
<ul style="list-style-type: none">• Asks questions that indicate he/she notices differences in socio-economic status• Asks questions about new/different words (dialects) and practices in the community• Talks about gender differences and roles• Regards everyone respectfully, using proper titles/labels, and does not resort to name-calling• Willing to make friends with other children and adults in different situations and locations (e.g., schools, neighbourhood)
Component: Pakikiramdam (Sensitivity)
Standard: The child takes social cues from the environment and adjusts his/her behaviour accordingly
Indicators for 37-48 months
<ul style="list-style-type: none">• Knows when to stop asking questions or when he is being “makulit”• Cooperates to minimize conflict or tension

Domain: Character and Values Development

A developing understanding of justice and fairness, right and wrong, love and respect for different arenas of the child's life.

Sub-Domain: Personal Values

A child's sense of love and respect for self, as well as truthfulness, integrity, and responsibility.

Component: Self-respect

Standard: The child is able to show respect for him/herself

Indicators for 37-48 months

- Talks with pride about oneself but without being boastful or exaggerating the truth
- Refrains from misbehaving or making a fool of him/herself in public
- Will express hurt or anger at being insulted, teased

Component: Honesty

Standard: The child demonstrates honestly in words and in actions

Indicators for 37-48 months

- Answers questions truthfully
- Returns things to the right owner/person
- Keeps things that only belong to him/her
- Does not cheat (e.g., in games, following house rules, day care rules)
- Returns borrowed things promptly

Component: Responsibility

Standard: The child takes on responsibility and accomplishes these as best he/she can

Indicators for 37-48 months

- Finishes assigned tasks (e.g., simple chores, minding a younger sibling), with prompting
- Takes care of his/her belongings
- Takes care of belongings of others
- Follows daily routines cooperatively with little need for reminding

Indicator for 49-60 months

- Does his/her share of work in the classroom
- Does and finishes assigned tasks without prompting



Domain: Character and Values Development

Sub-domain: Interpersonal Values

A child's increasing awareness of his/her kapwa as expressed in pro-social behavior

Component: Love of Family

Standard: The child loves, respects and feels he belong to a family unit

Indicators for 37-48 months

- Is affectionate towards significant adults and children
- Shows preference for the company of significant adults and children over unfamiliar ones
- Shows or shares food, books and toys with significant adults and children more than with unfamiliar ones
- Enjoys playing regularly with significant adults and children
- Will express sadness, fear or anger at being separated from significant adults and children for long periods of time
- Feels he belongs to a family

Component: Pakikipagkapwa

Developing harmonious relationships with others founded on the idea that one's self and others are bound together, and are of equal value.

Standard: a. The child shows respect for others, children and adults alike

Indicators for 37-48 months

- Uses courteous expressions in the morning, afternoon and evening (e.g., magandang umaga)
- Uses "po" and "opo" or other culturally appropriate expressions of respect when speaking to elders
- Uses culturally appropriate greetings for adults and children with little or no need for prompting
- Calls children and adults by proper name or title
- Waits patiently for his/her turn, does not push others or jump the line
- Observes right manners/conduct at all times and everywhere

Standard: b. The child demonstrates concern for others

Indicators for 37-48 months

- Shares things with others
- Shares stories with others
- Willingly gives excess objects, especially to those in need

- Helps others when needed, without prodding from adults
- Asks playmates/peers what they want
- Feels others' distress and acts appropriately (e.g., comforts, holds hands, cheers up)
- Says "sorry" when he has made a mistake or has hurt someone
- Makes amends, makes up for wrong-doing

Domain: Character and Values Development

Sub-domain: Spiritual

A child's appreciation, love and respect for beauty, nature and a supreme being

Component: Appreciation of Nature

Standard: The child shows interest in and wonder at nature

Indicators for 37-48 months

- Is curious about natural phenomena
- Likes to explore the outdoors
- Is interested in animals and plants (e.g., asks questions, like to observe)
- Experiments or plays with natural elements (e.g., rocks, sand, plants, twigs, etc.)

Component: Care for Nature and its Resources

Standard: The child demonstrates a caring attitude towards nature's creatures and its resources

Indicators for 37-48 months

- Caring towards plants and animals; does not intentionally inflict pain or harm; does not kill or destroy
- In self-help routines, mindful of use of resources (e.g., does not waste water)
- Throws garbage in appropriate, designated area
- Helps take care of household plants and pets

Component: Love for the Creator

Standard: The child shows respect and love for the Creator

Indicators for 37-48 months

- Prays with the family
- Prays alone
- Goes to place of worship with caregiver
- Participates in rituals
- Shows appropriate behaviour in places of worship



- Asks questions about God and/or spiritual matters
- Thanks God for blessings received
- Asks God's forgiveness for wrong doing or hurting someone

* - Displayed by at least 25% of the IP sample by 49-60 months

Domain: Character and Values Development

Sub-domain: Interpersonal Values (cont.)

Component: Pakikipagkapwa (cont.)

Standard: c. The child opts for cooperative, non-aggressive means for achieving goals and resolving conflict

Indicators for 37-48 months

- Will ask adult for help in resolving conflict with peers
- Willing to negotiate with peers or adults when conflict arises
- Does not resort to physical bullying behavior to get what he wants or to resolve conflict
- Does not resort to verbal bullying behaviour to get what he wants or to resolve conflict

Indicator for 49-60 months

- Works well with others

Sub-domain: Nationalism

A child's growing recognition of his/her place in society and love for his/her country.

Component: Love of Community

Standards: The child demonstrates knowledge and love for his/her community or neighborhood

Indicators for 37-48 months

- Knows his/her community's name *
- Knows his/her neighbors
- Has friends from the community or neighbourhood
- Knows common community landmarks (e.g., store, church, park, barangay hall, etc.)
- Can talk about at least one positive thing about his/her community
- Is aware of and interested in community affairs (e.g., fiestas, sports fests, etc.)

Component: Love of Country
Standard: a. The child shows respect and love for the Philippines
Indicators for 37-48 months
<ul style="list-style-type: none"> Understands and speaks in one or more Philippine languages Familiar with the Philippine flag Demonstrates love for country by singing the National Anthem with pride
Indicator for 49-60 months
<ul style="list-style-type: none"> Knows he/she is Filipino Keeps still during flag ceremony
Indicators for 61-71 months
<ul style="list-style-type: none"> Knows name of country

* - Displayed by at least 25% of the IP sample by 49-60 months

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The ECCD Council initiated the development of the NELF through the leadership of its first Chairperson – **Hon. TERESA AQUINO ORETA**. This initiative was continued by its second Chairperson – **Hon. TERESITA G. INCIONG**.

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