

STANDARDS AND GUIDELINES FOR

CENTER-BASED EARLY CHILDHOOD PROGRAMS FOR 0TO 4YEARS OLD FILIPINO CHILDREN

> ECCD Council Pasig City September 2015



RESOLUTION NO.15-03

RESOLUTION APPROVING THE STANDARDS AND GUIDELINES FOR CENTER-BASED CHILDHOOD PROGRAMS FOR 0 TO 4 YEARS OLD FILIPINO CHILDREN AND THE GUIDELINES ON REGISTRATION AND GRANTING OF PERMIT AND RECOGNITION TO PUBLIC AND PRIVATE CHILD DEVELOPMENT CENTERS/ LEARNING CENTERS

WHEREAS, Republic Act No. 10410 or the Early Years Act of 2013 declares as a policy that the State shall institutionalize a National System for Early Childhood Care and Development (ECCD) that is comprehensive, integrative, and sustainable, that involves multisectoral and interagency collaboration at the national and local levels among government; among service providers, families and communities, and among the public and private sectors, non-government organizations; professional associations and academic institutions;

WHEREAS, Section 3 of the above mentioned Republic Act cites two objectives of the National ECCD System which are: (f) To upgrade the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs, and (i) To improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers and facilities;

WHEREAS, the Standards and Guidelines for Center-Based Childhood Programs for the 0 to 4 Years Old Filipino Children and Guidelines on Registration and Granting of Permit and Recognition to Public and Private Child Development Centers/Learning Centers are formulated in pursuance to Section 3, objectives (f) and (i) with the specific aims to: a) guide ongoing development and improvement of center-based early childhood programs for 0 to 4 years old, b) encourage self-monitoring and regular evaluation of the Centers by their staff and partners, and c) serve as references and tool for the assessment of the Center for the granting of permit and recognition by local government authorities and the ECCD Council;

WHEREAS, these Standards and Guidelines were developed and validated in consultative workshops participated by representatives of the ECCD Governing Board with selected officials from the Social Welfare and Development Office at the provincial and city/municipal level, teachers and heads/directors in public and private Child Development Centers, and existing local and international policies on ECCD;

WHEREAS, the Standards and Guidelines covered in these two documents reflect the policies on integrated services of health, nutrition, early learning and social services carried out by qualified service providers in seven (7) areas which the Child Development Centers shall continuously strive to demonstrate effective practices for early care, development and education for children, birth through age 4. These areas are: I. Health, Nutrition, and Safety; II. Physical Environment and Safety; III. Interaction and Relationships Between Staff and Children, Among Children and Other Adults; IV. Staff Qualifications, Staff Development and Continuing Education; V. Curriculum, Instruction and Assessment; VI. Family Involvement and Community Linkages; and VII. Leadership, Program Management and Support.

WHEREAS, in order to ensure advocacy, dissemination and active support from all member agencies of the ECCD Council, the Department of Interior and Local Government (DILG) and the Local Government Units (Provinces, Cities and Municipalities, and Barangays), a Joint Memorandum Circular between the ECCD Council and the DILG is also signed and enforced.

5

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that we, the members of the ECCD Governing Board, in a meeting assembled on September 10, 2015, hereby approve the STANDARDS AND GUIDELINES FOR CENTER-BASED CHILDHOOD PROGRAMS FOR 0 TO 4 YEARS OLD FILIPINO CHILDREN AND THE GUIDELINES ON REGISTRATION AND GRANTING OF PERMIT AND RECOGNITION TO PUBLIC AND PRIVATE CHILD DEVELOPMENT CETNERS/LEARNING CENTERS.

ADOPTED, this 10th day of September in the year of the Lord, Two Thousand Fifteen, Pasig City.

ARMIN A. LUISTRO FSC Ex Officio Chairperson

Secretary, Department of Education

TERESITA G. INCIONG

Vice-Chairperson

Executive Director, Early Childhood Care and

Development Council

ORAZON JULIANO-SOLIMAN

Member

Secretary, Department of Social

Welfare and Development

MARIA-BERNARDITA T. FLORES, CESO II

Member

Executive Director IV, National Nutrition Council

1 Cooking

ALFONSO Member

President, ULAP

JANETTE L. GARIN

Member

Secretary, Department of Health

EMERITA I. GARON

Member

President, Golden Values School, Inc.

STANDARDS AND GUIDELINES FOR CENTER-BASED EARLY CHILDHOOD PROGRAMS FOR 0 TO 4 YEARS OLD FILIPINO CHILDREN

ECCD Council Pasig City September 2015

Approved on September 10, 2015 During the 25th Governing Board Meeting

CONTENTS

FOREWORD 1		INTRODUCTION 2	
AREAS			
I. HEALTH, NUTRITION, AND SAFETY	3	V. CURRICULUM, INSTRUCTION AND ASSESSMENT	25
II. PHYSICAL ENVIRONMENT AND SAFETY	11	VI. FAMILY INVOLVEMENT AND COMMUNITY LINKAGES	31
III. INTERACTION AND RELATIONSHIPS BETWEEN STAFF AND CHILDREN, AMONG CHILDREN AND OTHER ADULTS	17	VII. LEADERSHIP, PROGRAM MANAGEMENT AND SUPPORT	35
IV. STAFF QUALIFICATIONS, STAFF DEVELOPMENT AND CONTINUING EDUCATION	21	VIII. REGISTRATION, EVALUATION AND GRANTING OF PERMIT AND RECOGNITION	41
APPENDICES			
A. GLOSSARY 45		B. PARTICIPANTS IN THE DEVELOPMENT, VALIDATION AND FINALIZATION OF THE STANDARDS AND GUIDELINES	48

FOREWORD

The Standards and Guidelines for Center-Based Early Childhood Programs for 0 to 4 Years Old Filipino Children is a mechanism to ensure that young children are provided access to quality services in health, nutrition and early learning in a safe and inclusive environment. These services are predictive of success in school, in employment and in family life. Thus, institutions and service providers must have a guide book that shepherd them in their investment on this critical stage of human development.

This document is a product of research, workshops, validation and discussions from the triad of experienced people in ECCD: the policy makers, the expert-professors and the field implementers from Luzon, Visayas, and Mindanao. Their invaluable contribution to this document and their assurance to advocate for its implementation are much appreciated.

The members of the ECCD Governing Board headed by Secretary Br. Armin A. Luistro FSC have equally shared their expertise in reviewing and making recommendations for the final copy to guarantee that the young Filipino children will get the best early education along with health and nutrition services they deserve. Their commitment to this initiative is deemed very important.

The implementation of these Standards and Guidelines has just begun an exciting journey but it promises to be an instrument for the transformation of quality services in early childhood care, development and education.

TERESITA G. INCIONG, Ph.D., D.P. M. Vice-Chairperson and Executive Director

ECCD Council, Pasig City

INTRODUCTION

The Standards and Guidelines for Center-Based Early Childhood Programs for 0 to 4 Years Old Filipino Children are anchored on Republic Act No. 10410 or "The Early Years Act of 2013". Section 3, cites two Objectives of the National ECCD System that support the development of this document which are: (f) To upgrade and update the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs, and (i) To improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers and facilities.

The development process of these Standards started through a consultative workshop attended by twenty-two (22) participants that included representatives of the ECCD Governing Board, selected City/Municipal Social Welfare and Development Officers and Focal Persons in ECCD, Directors of private Child Development Centers, and the ECCD Council Secretariat staff. To ensure that these Standards respond to the ongoing development and improvement of center-based early childhood programs for children, ages zero (0) to four (4) years, the participants shared their experiences on the policies implemented in the areas of health, nutrition, early learning, and social services for young children. Likewise, they also reviewed existing local and foreign program standards and learning guidelines for pre-kindergarten and kindergarten levels.

The output of the workshop or the First Draft was validated by forty-nine (49) participants from Luzon, Visayas and Mindanao composed of supervisors and practitioners of early childhood programs from public and private Child Development Centers/Learning Centers/Day Care Centers and the experts from the academe considering the criteria on relevance, sufficiency and clarity of language used. Based on the feedback, study grids were created summarizing the common comments and suggestions to develop the Second Draft. The Second Draft was reviewed by the three Members of the ECCD Governing Board (Department of Education, Department of Social Welfare and Development, National Nutrition Council) and the ECCD Council Secretariat. Each of these offices provided specific comments which guided the finalization of this document.

These Program Standards and Guidelines do not list down requirements but provide a set of recommended practices for Centers to use as they strive for excellence in providing their programs. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when quality services for early care and education for children, birth through age four (4) are offered by public and private Child Development Centers/Learning Centers.

Quality early education helps prepare young children for success in school and later in life. Early learning experiences that help build social and emotional skills, and the ability to keep learning have current and future social and economic benefits for everyone - children, families, communities and the country as a whole.

These Standards and Guidelines are also intended as reference in the development of the Guidelines on Registration and Granting of Permit and Recognition to Public and Private Child Development Centers/Learning Centers.

AREA I:



HEALTH, NUTRITION AND SAFETY

The program promotes health, nutrition, and safety of infants, toddlers and young children through the education of the Center staff and parents who are responsible for the implementation of health, nutrition, and safety practices, and the prevention and protection of children from illnesses and injuries.

Guidelines:

A. HEALTH AND NUTRITION SERVICES for infants, toddlers and young children are made available in coordination with the Barangay Health Center/Rural Health Unit Physician, Midwife, Dentist, and the Barangay Health Worker/Barangay Nutrition Scholar or by a private licensed physician/nurse and dentist. The CDC/LC ensures that each child has access to a thorough health and nutritional status assessment using age-appropriate screening of the developmental milestones to include but not limited to vision, hearing, and oral health needs.

- 1. A written health record is maintained for each child as part of his/her individual record and considered by the staff in the Center's activities. The record includes but not limited to:
 - 1.1 Record on the results of the health and nutritional status assessment by a physician/ health worker,
 - 1.2 Record of immunization,
 - 1.3 Pertinent health history related to allergies or chronic conditions,
 - 1.4 Log of medications, injury reports, and health observations conducted by health professionals, and
 - 1.5 Physician's written orders or prescriptions.
- 2. Infants, toddlers and young children are referred by the CDC/LC staff to an accessible Local Government Unit (LGU) health facility or private health clinic for the provision of the following health and nutrition services which may include but not limited to:
 - 2.1 Vaccines under the Expanded Program on Immunization
 - 2.2 (EPI) as mandated by the Department of Health,
 - 2.3 Information and support on exclusive breastfeeding, complementary feeding with continued breastfeeding and proper nutrition,
 - 2.4 Micronutrient supplementation (Vitamin A, Micronutrient Powder and Iron),
 - 2.5 Deworming,

- 2.6 Oral health care, and
- 2.7 Growth monitoring and promotion (measurement of weight, height/length).
- 3. The CDC/LC may serve as a venue for the provision of the above health and nutrition services and may invite health care providers from government or private health facilities to administer the same.
- 4. The Center has a plan for the care of a sick child.
 - 4.1. The Center has a written protocol for the care of mildly ill children, including but not limited to meeting individual needs for food, drink, rest, and comfort.
 - 4.2. Sick children manifesting fever and rash shall be isolated from the rest of the learners, and immediately sent home.
 - 4.3. The Center staff refer the sick child to the nearest health facility for further assessment and urgent care, if needed, while waiting to be fetched by his/her parent. In the process, the Center staff notify the parents immediately.
 - 4.4. The Center staff obtain from the parent the information of the child's medical condition upon assessment of a physician.
 - 4.5. The Center has exclusion policies for serious illnesses and contagious diseases like colds, cough, flu, mumps, measles, etc. in conformance with regulations and recommendations of the Dept. of Health.
 - 4.6. The Center Staff who become ill with contagious diseases are excused from contact with children as quickly as possible.
 - 4.7. The parent must present a medical certificate/clearance from a public/private physician upon return of the child to the CDC/LC.
- 5. The Center ensures that all appropriate actions will be taken so that health and nutrition requirements of young children including those with special needs and/or disabilities are met.
 - 5.1. The Center has a written protocol for the care of malnourished children (underweight, stunted and wasted) and including but not limited to meeting individual needs, until such time that the children may be able to recover or get back to a normal status.
 - 5.2. Parents are to be provided with information and education on how to best contribute in addressing cases of underweight, stunting, and wasting.

B. The Center provides FOOD, NUTRITION AND DIETARY SERVICES that promote proper NUTRITION and HEALTHY EATING HABITS of young children that conform with the Updated Nutritional Guidelines for Filipinos.

- 6. The Center informs parents of the nutritious foods that will be served to their young children.
- 7. Written menu information for the food preparation is posted in visible areas, kept on file and is provided to parents.
- 8. Food and beverages are stored, prepared and served in a manner that ensures that these are free from spoilage and safe for eating.
- 9. The variety of foods served to young children enhance healthy eating habits and behavior and broadens the child's food experiences.
 - 9.1. Food service in the Center meets individual needs and the nutritional requirements of young children.
 - 9.2. Foods that are high in fat, sugar and salt are not served to reduce future lifestyle-related problems in adulthood e.g. hypertension, cardiovascular disease, diabetes, obesity and dental carries.
 - 9.3. Staff members are informed by parents in writing of any special dietary and feeding needs, food allergies, and vitamin supplements and are fed in accordance with parental or physician orders.
 - 9.4. No young child is denied a meal/snack for any reason other than a written medical direction.
 - 9.5. Foods are served in a relaxed social atmosphere that models proper eating habits.
 - 9.6. Sufficient time is allowed for each young child to eat.
 - 9.7. Young children are encouraged to consume food according to their individual capacity; unfinished food should be brought home to reduce food wastage.
 - 9.8. Meals and snack time are social interaction activities and provide learning experiences on proper eating habits to young children.
 - 9.9. Young children are encouraged without coercion or negative consequences to eat a well-balanced diet, and food is not used as a reward or punishment.
- 10. Opportunities are provided for young children to be involved in activities related to the preparation and serving of meals and staff and these children are encouraged to eat together.

C. The Center ensures FOOD AND WATER SAFETY AND HYGIENE.

- 11. The Center promotes and implements proper hand washing practices for children and staff and hand washing messages are properly displayed in dining and toilet facilities.
- 12. A source of clean and sanitary drinking water is available to young children and if public or private well is used, the Center provides evidence that the water source has been inspected and approved by the authorized agency.
- 13. Foods are properly prepared in a clean facility, stored in clean covered containers and served safely and if transported, these should be in appropriate sanitary containers.
- 14. Non-disposable dishes, bottles, drinking and eating utensils are thoroughly washed and sanitized before use.
- 15. All unfinished food products are disposed of properly.
- 16. All garbage containers used are emptied and cleaned daily and are maintained in sanitary condition.
- D. SUPPLEMENTAL FEEDING PROGRAM in Child Development Centers is made AVAILABLE to young children.
- 17. The supplementary feeding program is implemented in coordination with the Local Government Unit (LGU)/Parents.
- 18. Meals prepared for supplemental feeding are well-planned and nutritionally balanced.
- 19. The Center coordinates with the LGU/Parents in promoting the use of locally manufactured and indigenous foods available in the community for the supplementary feeding.
- 20. Children on supplemental feeding are provided with experiences that promote proper nutrition and healthy eating habits.
- 21. Children are supervised during supplementary feeding by the Center staff with active participation of parents.
- 22. Community leaders and LGU/public and private health and nutrition officers, nutrition councils/ committees participate in the preparation and conduct of supplemental feeding programs and in monitoring and evaluation of nutritional status of children.

E. The Center implements a CLEAN AND SAFE ENVIRONMENT and an INJURY PREVENTION program among young children and staff.

- 23. The Center and its surrounding area maintain a smoke-free environment.
- 24. Disaster management to include, but not limited to, fire and/or earthquake drills for young children are provided at least twice a year.
- 25. The Center implements environmental sanitation and hygiene.
 - 25.1. The whole Center (indoor and outdoor) is cleaned and maintained according to schedule.
 - 25.2. Trash is stored in segregated (i.e. biodegradable and non-biodegradable) and covered disposal containers, which are emptied daily.
 - 25.3. All cleaning supplies are stored in a secure place out of reach of children.
- 26. Major housekeeping and repair activities are conducted when children are not around.
- 27. The Center has a procedure for reporting injuries, accidents or problems that may occur, which require rapid response on the part of the staff.
 - 27.1. Individual medical problems and injuries that require medical attention other than minor first aid are recorded and reported to the parents immediately.
 - 27.2. At least one telephone or cellular phone is made available on the school premises for this purpose.
 - 27.3. Injury log that includes the name of the child; date, time and location of accident; description of injury and how it occurred; treatment given and name of the person who gave the treatment, and names of witnesses.
- 28. The staff administer basic first aid treatment in cases of slight injuries/bruises.
 - 28.1. A first aid kit is available at all times in the Center and is replenished as often as necessary.
 - 28.2. There are procedures for injury prevention and management of medical emergencies during field trips. The Center ensures that a first aid kit and list of emergency numbers for the children are available on any field trip.

F. The Center implements a CHILD PROTECTION PROGRAM.

- 29. Children's protection is ensured at all times in the Center.
- 30. The Center facilitates the conduct of child-protection seminars related to child abuse and neglect, participated by the parents and authorized guardians/caregivers. Written procedures are available for protecting children against abuse and neglect.
- 31. Staff receive training regarding policies, procedures, and legal and professional responsibilities about reporting suspected child abuse/neglect.
- 32. The Center cooperates in the investigation of child abuse/neglect, including identifying the parents of currently or previously enrolled children in the Center, disclosure of information to any authorized person for the investigation of the allegation, and protection of children, if applicable.

AREA II:



PHYSICAL ENVIRONMENT AND SAFETY

The Child Development Center/Learning Center has outdoor play area and a classroom environment that are safe and accessible to young children, including those with special needs with appropriate and sufficient facilities, equipment and learning materials. Its classroom floor area is conducive to play experiences, exploration and learning with separate areas that are regularly used for other purposes.

The public CDC is located in a government property and its maintenance and supervision is ensured by the Local Government Unit/National Government Agency/Government-Owned and Controlled Corporation.

The private CDC/LC is registered with the Securities and Exchange Commission and has a business permit from the Mayor's Office in the city/municipality where it is located and is maintained and supervised by its Administration.

Guidelines:

A. The OUTDOOR PLAY AREA is safely maintained and encourages play and learning.

- 1. The Center maintains and has access to an outdoor play area, accessible to young children including those with special needs. Adequate space is provided with play equipment of sufficient quantity and variety appropriate to the needs and ages of the young children.
- 2. The play area is fenced by a non-climbable barrier or contained by natural barriers.
- 3. The area is free from hazards including but not limited to busy street, poisonous plants, water hazards, debris, broken glass and dangerous machinery or tools.
- 4. There are equipment available that encourage active physical play and quiet play activities.
- 5. All play equipment are constructed and installed to be safe for use by children.
- 6. Play area and equipment are inspected and regularly maintained in good condition and in good repair.
- 7. Play area is clearly visible to staff members at all times.
- 8. Staff check children's clothing to be sure it is appropriate for playground safety.

- 9. There is a shaded area or protection from direct sunlight in the outdoor play area.
- 10. Pathways are clear for emergency evacuation and accessible to individuals.
- B. The CENTER ENVIRONMENT is safely maintained and encourages play and learning.
- 11. The classroom environment is safe, clean and maintained free from pests.
- 12. There is an adequate space for classroom activities exclusive of cabinets, lockers, bathrooms, closets and areas regularly used for other purposes.
- 13. All areas are well lighted and ventilated.
- 14. Bulletin boards have the updated content that match with the calendar of activities and other important announcements
- 15. Floors are clean, nonslippery, smooth, and free from cracks, splinters, and sharp and protruding objects and other safety hazards.
- 16. Windows and doors are constructed, adapted or adjusted to prevent injury to children.
 - 16.1. Doors for entry and exit can be opened inward and outward but not swinging.
 - 16.2. Ceiling and walls are maintained in good repair and walls are free from toxic materials.
- 17. All hazardous materials and substance are kept out of children.
- 18. The classroom has a well stocked First Aid Kit to respond effectively to common injuries.
- 19. All containers are labeled with contents especially when not in their original containers in order to facilitate the identification of substances.
- 20. All classroom electrical cords and unused electrical outlets are covered for children's safety.
- 21. Equipment or materials for fire prevention and management (e.g. fire extinguishers, bags of sand, covered pails of water) are available.
- 22. Flammable materials, if there are any, are stored separately from the Center.

- C. There is a defined CLASSROOM ARRANGEMENT that offers appropriate play and storage areas.
- 23. Indoor play areas are defined clearly by spatial arrangement.
 - 23.1 Space is subdivided into areas so that young children can play individually, together and in small groups and in a group, and to accommodate the variety of activities contained in the curriculum.
- 24. Manipulative learning materials for play area are accessible to children.
- D. There is a variety of CONTENTS (Facilities, Equipment and Instructional Materials) that are safely maintained.
- 25. The Center uses materials/toys that are appropriate to children's age and stage of development that reflect a wide variety of family background.
- 26. The Center provides an adequate variety of play/manipulative learning materials/educational toys, furniture, and equipment for the size of the group, categorized as follows:
 - 26.1 Furniture, Fixtures & Other Accessories that are expected to make the learning space comfortable and attractive to children while assuring their safety and protection.
 - 26.2 Age-appropriate Story Books, Posters and Audio-Video Materials that promote independent learning.
 - 26.3 Musical Instruments to introduce young children to sounds and encourage them to sing, hum or whistle to themselves; to see patterns in music and nature, to be sensitive to environmental sounds as well as to human voice.
 - 26.4 Arts and Crafts to stimulate children's curiosity towards the development of their own artistic and creative ability.
 - 26.5 Hygiene, Toilet and Hand washing facilities for teaching and learning proper hygiene and cleanliness so children could experience the development of health habits through demonstration.
 - Access to safe clean water for drinking, hand washing and tooth brushing inside or within the Center,
 - Availability of water for flushing of toilet and general use inside or within the premises of the Center

- Group hand washing facilities that can accommodate at least five (5) children at a time with proper roofing and safe access if outside the Center, and
- Proper drainage for waste water.
- 27. The contents are of sufficient quantity for the number of children enrolled at anytime, and are arranged to promote independent use.
- 28. The contents that require teachers' supervision are stored out of the young children's reach.
- 29. All furniture and fixtures, equipment, and learning materials are clean and safe and in workable condition and are not hazardous to young children.

AREA III:



INTERACTIONS AND RELATIONSHIPS BETWEEN STAFF AND CHILDREN, AMONG YOUNG CHILDREN AND OTHER ADULTS

The Child Development Center (CDC)/Learning Center (LC) contributes positive interactions and relationships among children and other adults to develop each child's potential and a sense of individual value and belonging as part of the community and to become a responsible community member.

Guidelines:

A. There are opportunities for PEER INTERACTIONS and RELATIONSHIPS.

- 1. Young children are given opportunities to choose and interact with a variety of materials and activities in which they can play independently or with other peers, with or without the supervision of the teacher/Child Development Specialist or other staff members.
- 2. Children are comfortable, relaxed, and happy while busily involved in playing with peers, with the materials and/or engaged in other activities and self-help tasks.

B. There are POSITIVE STAFF and CHILD INTERACTIONS and RELATIONSHIPS.

- 3. The staff greet young children and parents warmly in a friendly, courteous manner.
- 4. The staff assist and encourage cooperation and responsible behaviors among children.
- 5. The staff encourage children to delve into activities, share experiences, ideas and feelings and assist them in dealing with their emotions such as anger, sadness and frustration, by comforting and helping them to solve their problems.
- 6. The staff meaningfully interact and talk with young children using their mother tongue, and are responsive to their individual and special needs, temperaments, learning styles, and interests.

C. STAFF interact FAIRLY and EQUITABLY with young children and adults.

- 7. The staff treat young children and adults with equal respect, regardless of gender, race, age, language, religion, culture and family background.
- 8. The staff provide all children including those with special needs with equal opportunities to

take part in their activities to be able to interact according to their capabilities.

- D. STAFF nurture young children's INDEPENDENCE and COMPETENCE.
- 9. The staff provide opportunities for children to develop self-help, problem-solving, and decision-making skills such as dressing and undressing, personal hygiene, and using eating utensils appropriately with adjustment for children with special needs, fine and motor skills, cognitive, aesthetic arts and language development.
- E. Children's BEHAVIOR is managed in a positive manner.
- 10. The program has written statements defining the rules, policies, and procedures for the behavior management of 3- to 4- year old children directed to the goal of maximizing their growth and development, and protecting the group and individuals within it.

AREA IV:



STAFF QUALIFICATIONS, STAFF DEVELOPMENT AND CONTINUING EDUCATION

The program employs and support teaching and non-teaching staff who possess the required education qualifications and essential knowledge, and imbued with desirable values. The management provides the continuing professional development to promote young children's learning and development and support family's diverse needs.

Guidelines:

A. There are common REQUIREMENTS for CHILD DEVELOPMENT TEACHERS (CDTs)/WORKERS (CDWs), TEACHER AIDES and ADMINISTRATIVE STAFF.

- 1. The program ensures that qualified staff are hired for any position available in the Center.
 - 1.1The Child Development Teacher has:
 - A Bachelor's Degree in Childhood Education or Elementary Education preferably with Specialization on Early Childhood or any degree related to Education like Bachelor's degree in Psychology, Child Study, Family Life and Child Development, among others;
 - b) Attended basic trainings or seminars related to Early Childhood Care and Development (ECCD) or Early Childhood Education (ECE);
 - c) Skills on community mobilization and effective oral communication, and preferably one who is computer literate;
 - d) Experienced working with children;
 - e) Demonstrated love for children; and
 - f) A Barangay Certificate/NBI Clearance with three (3) Character References.
 - 1.2 The Child Development Worker has:
 - a) A Bachelor's Degree in any field;
 - b) Completed basic trainings or seminars related to Early Childhood Care and Development or Early Childhood Education (ECE);
 - c) Skills on community mobilization and effective oral communication;
 - d) Experienced working with children;
 - e) Demonstrated love for children; and
 - f) A Barangay Certificate/NBI Clearance with three (3) Character References.

- 1.3 The Teacher Aide has:
 - a) At least completed the Secondary level;
 - b) Orientations related to health, nutrition, early education, social services and other related topics;
 - c) Experienced working with children;
 - d) Demonstrated love for children; and
 - e) A Barangay Certificate/NBI Clearance with three (3) Character References.
- 1.4 The Center Focal Person/ Administrator/Director/Principal has:
 - a) A minimum one year classroom experience or relevant experience;
 - b) Bachelor's degree units in the Master's program on administration/ management/ supervision; and
 - c) Computer Literacy skills.
- 1.5 Other Administrative staff meet required educational qualifications of their position.
- 2. The other important requirements for the staff are as follows:
 - 2.1 They should preferably be between 18 to 45 years of age and/or have the necessary/required physical stamina to attend to early learners;
 - 2.2 Have good physical and stable emotional condition; and
 - 2.3 Have good moral character.
- 3. The program is in compliance with the requirements for volunteers and student interns.
 - 3.1 Volunteers and student interns are chosen for their ability to meet the needs of the young children in care and are provided with appropriate orientation, training, and supervision.
 - 3.2 The program has a written description of any arrangement with the specific responsibilities of the volunteers, and with a school or college in the case of student interns.
- B. Staff development provides opportunities for PROFESSIONAL GROWTH and CONTINUING EDUCATION.
- 4. The Child Development Teachers/Workers are given orientation on the operations and guidelines of the CDC/LC.

- 5. There is regular and continuous training program based on training needs assessment that provides CDTs/CDWs opportunities to enhance their skills and strengthen their values that include but not limited to:
 - 5.1. working with children and families with diverse and with special needs;
 - 5.2. conducting assessment and appropriate intervention for children's progress;
 - 5.3. mentorship of parents on care and education of young children;
 - 5.4. current trends and strategies on early childhood education; and
 - 5.5. laws on child protection and development.
- 6. Management provides opportunities to CDTs/CDWs professional and personal growth in a variety of modes (e.g. enrolment in colleges, online training, special courses, etc.) and through mentoring, classroom observations, and visits to Early Childhood Education programs and attendance at workshops, conferences, among others and documentation on these are kept on file.
- 7. Child Development Teachers/Workers have initiatives to pursue further studies to improve their own skills in providing quality education to the young children under their care.
- C. There is a SYSTEM of PERSONNEL APPRAISAL and PROVISION of INCENTIVES for Excellent Performance.
- 8. There is a regular performance appraisal conducted by the supervisor that follows a standard procedure:
 - 8.1. Planning with the staff for the implementation of the curriculum;
 - 8.2. Quarterly meetings or observations of actual instruction to follow up program implementation and provide technical assistance; and
 - 8.3. Feedback for improvement of staff performance.
- 9. There is a rewards mechanism to encourage innovation an excellent performance.
- 10. There are opportunities for advancement in position and compensation.

AREA V:



CURRICULUM, INSTRUCTION AND ASSESSMENT

The Center implements a curriculum that is anchored on the National Early Learning Framework (NELF), and is consistent with the Early Learning Development Standards (ELDS) validated for Filipino children. The curriculum manifests developmentally appropriate practices which have a component of systematic assessment that provides information on children's development and learning that is used to plan for and modify the instructional program.

Guidelines:

A. Curriculum is carefully PLANNED to appropriately respond to the DEVELOPMENTAL NEEDS of every young child in the Center.

- 1. The curriculum is based on information derived from a variety of sources about children in the three (3) and four (4) years age group in the six domains: physical health, well-being and motor development, social-emotional development, character and values development, cognitive and intellectual development, language development, and creative and aesthetic development
- 2. Curriculum goals, objectives and activities are based on individual needs and interests of the young children, allowing for a range of activities that provide them early stimulations for active involvement in the learning process through play, concrete experiences and exploration of the environment whether in individual, small group, or whole group settings.
- 3. The staff discuss the curriculum plan for individual children's needs offering choices of activities with parents, and written plans show teacher-initiated and child-initiated activities that are developmentally appropriate in individual, small group, and whole group settings.
- 4. Group time and activity center plans indicate adaptations/modifications necessary for facilitating young children with disabilities or children with special needs to meet their learning goals and objectives.

B. Curriculum is PLAY-BASED and provides space for a variety of CHILD-INITIATED and ADULT-FACILITATED learning opportunities.

5. Activityareasareprovidedtoaccommodateandencourageactivities that are congruent with the curriculum, and are equipped with manipulative and interactive materials and equipment that are readily accessible to promote concrete and interactive learning, and to encourage peer

- 6. Time and space are available for both indoor and outdoor for active physical and motor activities, quiet play, and play that fosters development of values such as respect, empathy, care, cooperation,
- 7. Activity areas are accessible and are adapted to accommodate young children with special needs.
- C. Curriculum develops CONCEPTS and VALUES in Health and Safety, Literacy, Numeracy, Science, Social Studies, Technology, Creative Expression, and Arts Appreciation.
- 8. The curriculum integrates concepts that promote healthy life among young children such as but not limited to water, sanitation, hygiene and safety.
- Experiences are provided for the development of language and literacy, mathematical and scientific concepts, self-expression in art, music, movement and dance, dramatic play, and values formation.
- 10. Activities are provided to help young children appreciate their own culture and heritage.
- D. Instruction is ADJUSTABLE based on the regular assessment of young children. Several ASSESSMENT METHODS are used to help determine the child's developmental progress when planning for instruction including those for children with special needs.
- 11. Authentic forms of assessment are conducted to all children to identify children's progress and development needs.
- 12. Children are not assessed through paper and pencil tests. Assessment methods used include teacher observations, information shared by children's families, anecdotal records, checklists, rating scales, portfolios that include samples of children's work, pictures, etc.
- 13. Data from assessment are used to adapt curriculum activities, practices, routines and settings to meet the needs of young children.

- E. There is a STRUCTURE that supports instruction of young children.
- 14. The daily schedule provides a balance in the conduct of the following: indoor and outdoor activities for small and large muscle development and coordination; quiet and active activities; individual, small group, or large group activities; and child initiated/staff directed activities.
- 15. Time or a work period is allotted to every child for free play to enhance creativity and independence, and to activities that build young children's interests and in sustaining children's initiatives.
- 16. Materials such as open-ended and sensory materials (e.g. blocks, sand, water, play dough, manipulatives, and art materials) are provided so that young children can select their own activities on a free time basis at least one activity period for half day programs for young children to experiment with.
- 17. Teacher-directed, large groups, and/or sedentary activities are limited.
- F. The daily ROUTINES are flexible but predictable.
- 18. Routines are tailored to young children's needs and interests as much as possible.
- 19. Staff adjust to changes or unexpected situations in a relaxed manner.
- 20. Young children are not rushed to finish or stop when deeply engaged in an activity.
- 21. Cues or creative transition techniques such as developmentally appropriate songs, familiar phrases, or visual cues are regularly used to support smooth transitions between activities.
- G. There are QUIET OR REST ACTIVITIES as extended rest period requirements.
- 22. Young children are allowed the amount of quiet activity, rest, or sleep appropriate to individual needs, and an appropriate place/activity, and supervision are provided to young children who do not sleep.
- 23. Quiet activities include, but not limited to puzzle play, books, listening to music, relaxation, sleep, or playing with manipulatives.

- H. There are opportunities for young children to practice SELF- HELP skills.
- 24. Routine self-help tasks such as toileting, eating, and dressing are handled based on individual needs in a positive, relaxed, and reassuring environment.
- 25. Self-help skills are incorporated into the program as opportunities for developing conversation and playful interaction to bring about children's learning.
- I. The program has the NUMBER OF STAFF necessary to ensure ADEQUATE GROUP SUPERVISION at all times and to provide INDIVIDUAL INSTRUCTION to promote physical, social, emotional and cognitive/intellectual development.
- 26. The program maintains at least a minimum teacher-child ratio of 1:10, however if it reaches the maximum of 1:25, there is a teacher- aide/assistant/trained parent or trained adult volunteer.
- 27. For programs of infants and toddlers that involve training parents to care and provide early learning, a minimum of teacher-parent ratio of 1:5 is maintained with a teacher aide/assistant, if applicable.
- 28. There are at a minimum of two adults trained in health care, nutrition and emergency procedures.
- 29. There is a written staff schedule which is kept current.

AREA VI:



FAMILY INVOLVEMENT AND COMMUNITY LINKAGES

Standard:

The Center promotes harmonious family relationship, and builds a strong collaborative working relationship with stakeholders towards effective delivery of programs and services.

Guidelines:

A. The Center implements SUPPORTIVE PARTNERSHIP with parents as the PRIMARY EDUCATORS of their young children. Staff and parents will keep each other WELL INFORMED about the child's development and the programs and services implemented.

- 1. The Center provides clear orientation on the child protection programs and services to the parents/family/guardian on health, nutrition, early learning, and social services.
- 2. Written information on delivery of programs and services and policies of the Center are provided to the parents upon admission of their young children to the Center. There should be signed agreements with parents in relation to the rules and regulations of the Center.
- 3. Opportunities are given to parents/authorized guardians/ caregivers to participate on the following activities to enhance their knowledge and skills in the development of the full potential of their young children:
 - 3.1. Family Support Program: Parent education or Responsible parenthood, or Family development sessions (e.g. Parent Effectiveness Services Seminar (PESS), Empowerment Reaffirmation of Paternal Abilities Training (ERPAT), reinforcing/promoting positive behavior, alternative discipline);
 - 3.2. Curriculum review and development of instructional materials;
 - 3.3. Children's assessment on their growth and development; and
 - 3.4. Trainings on First Aid, Disaster Preparedness, PABASA sa Nutrisyon, and Nutrition in Emergencies.
- 4. Family members and guardians are given written instructions to attend the following:
 - 4.1 Organization of Child Development Center Parents Organization/Committee (CDCPO), and
 - 4.2 CDW, Parents and Barangay conduct regular meetings to develop the Center's Improvement Plan (CIP) and its implementation, and to evaluate the implemented activities.

- 5. The Center's program is sustained through the parents' active support.
 - 5.1. Ensure the continuity of the significant activities being done in the Center (e.g. hand washing, tooth brushing etc.),and
 - 5.2. Promote parents/authorized guardians/caregivers to become active volunteers of the Center and the community.
- B. The Center conducts OUTREACH PROGRAM to harness COMMUNITY INVOLVEMENT and LINKAGES.
- 6. The Center mobilizes the community during outreach programs and other Center activities.
- 7. Curricular activities include educational community trips for young children's exposure to community facilities and resources to be aware of one's culture, and environment care, protection and conservation.
- 8. The Center links/networks with partners/stakeholders to contribute, develop and sustain programs that will among others promote safety and protection of young children from abuse and neglect.
- 9. The CDC/LC maintains a child-friendly community that promotes safety and protection of young children from abuse and neglect.

AREA VII:



LEADERSHIP, PROGRAM MANAGEMENT AND SUPPORT

Standard:

The program is efficiently and effectively administered and managed by a qualified local CDC/LC Committee/Board/Office that focuses attention to the needs of the young children, their parents and staff to promote quality integrated services in health, nutrition, early education and social services. The Program Focal Person/Administrator/Director/Principal provides leadership and support to staff and families so that young children have high quality experiences.

$\overline{}$					
(- i	uia	ΙДΙ	ın	മഠ	•
\mathbf{c}	uiu		,,,	\mathbf{c}	

A. The CDC/LC has the evidence for the AUTHORITY to OPERATE.

1. The Public CDC/LC has the evidence of the authority to operate programs under the Local Government Unit as provided in R.A. 10410 known as the "Early Years Act of 2013." The Private CDC/LC maintains documents that fully and completely identify its ownership, corporations, partnerships, or associations with their officers identified and maintain a file that includes, where applicable, the charter/partnership agreement/constitution/articles of organization and by-laws and registered with Securities and Exchange Commission and has a business permit from the Local Government Unit of the municipality where it is located.

B. The Public CDC has a written THREE-YEAR IMPROVEMENT PLAN and ANNUAL WORK and FINANCIAL PLAN or its EQUIVALENT for the Private CDC/LC.

- 2. The Plan is cooperatively prepared by the CDC Committee composed of the City/Municipal Mayor as the Chairperson, City/Municipal Social Welfare and Development Officer/Focal Person for ECCD, and the Principal of the nearby elementary school as Vice-Chairpersons, the Barangay Captain, the Barangay Nutrition Scholar, the Barangay Health Worker, and the Child Development Teacher/Worker as Members. In the planning, parent representatives are invited. For the Public, NGA/GOCC, Private CDC/LC, the Administrator/Director/Principal and the Members of the Board and parent representatives are tasked to prepare this Plan.
- 3. The Plan contains the Vision, Mission, Goals and Objectives, Activities, Budget Allocation, Target Date, Persons Involved, and Output Indicators.
- 4. A Center Report Card/Annual Accomplishment Report that shows the school year's achievements and problems met based on the Three-Year Improvement Plan is prepared by the Child Development Teacher/Worker in consultation with the City/Municipal Social Welfare

and Development Officer/Focal Person for ECCD Program for the public CDC and with the Administrator/Director/Principal for the private CDC/LC and presented to the Committee/Board and parents at the end of the school year. This Report is the basis for the succeeding school year's Annual Work and Financial Plan.

- C. The programs of the CDC is ADMINISTERED and MANAGED by the CDC LOCAL COMMITTEE/OFFICE and SUPERVISED by the CITY/MUNICIPAL SOCIAL WELFARE AND DEVELOPMENT WORKER/FOCAL PERSON FOR ECCD PROGRAM while the PRIVATE CDC/LC is ADMINISTERED, MANAGED, and SUPERVISED by its ADMINISTRATOR/ DIRECTOR/PRINCIPAL.
- 5. The supervisory responsibilities may include but not limited to the following:
 - 5.1 oversee the development and maintenance of the Center and its early childhood curriculum and programs;
 - 5.2 observe classroom activities and provide feedback to the CDTs/CDWs and other staff:
 - 5.3 provide family support and education relevant to early learning;
 - 5.4 plan and issue policies needed in the implementation of the curriculum and program;
 - 5.5 plan and implement staff development programs; and
 - 5.6 support the implementation of the standards and guidelines on early childhood programs.
- 6. Records on there results of the supervisory visits are made available to the Child Development Teacher/Worker and to the Teacher Aide and shall serve as the bases for the performance evaluation of the staff.
- D. The administration through the Child Development Teacher/Worker has CHILD RECORDS that are MAINTAINED and KEPT CONFIDENTIAL for each child.
- 7. Information in the child's records is not released to individuals without written consent of parents.
- 8. The child's parents, upon request have access to the child's record.
- 9. A child's parent(s) has the right to add information, comments, data or any relevant material to the child's record, if supported by a legal document.

- E. The program has procedures for REFERRAL.
- 10. The program has procedures for referring parents to appropriate services for the child and his/ her family including but not limited to dental/medical check-up, vision and/or hearing screening, kindergarten screening, social, mental health and educational and medical services should the staff feel that assessment for such additional services would benefit the child.
- 11. The program provides follow-up to the referral with parental permission, and contacts the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs.
- F. The program follows a process on the recruitment and hiring of the Child Development Teacher/ Worker and Teacher Aide or its equivalent for the Private CDC/LC.
- 12. A CDT/CDW/Teacher Aide is hired following the process below:
 - 12.1 Initial Meeting between the Local Executive/Mayor and the C/MSWDO/ECCD Focal Person on the recruitment and hiring of CDT/CDW/Teacher Aide,
 - 12.2 The C/MSWDO/ECCD Focal Person disseminates the information of accepting applicants for the vacant position.
 - 12.3 Applicants submit required documents (Personal Data Sheet, College Diploma, Transcript of Records, Results of Physical Examination and Psychological Test) to the C/MSWDO/ECCD Focal Person,
 - 12.4 C/MSWDO/ECCD Focal Person evaluates submitted documents and determines the applicants who are qualified,
 - 12.5 C/MSWDO/ECCD Focal Person submits the list of qualified applicants to the Local Executive/Mayor, and
 - 12.6 Local Executive/Mayor appoints the qualified applicant. For the Private CDC/LC and Public CDC established by NGOs/NGAs/GOCCs, recruitment and hiring are

in accordance with the rules and procedures approved by its Committee/Board.

- G. The MONTHLY SALARY/HONORARIUM of the PUBLIC CDT/CDW/TEACHER AIDE shall be shouldered by the LGU/ NGA/GOCC while PRIVATE CDTS/TEACHER AIDES and its ADMINISTRATIVE STAFF shall be paid on time by CDC/LC Committee/Board/Office that hires them.
- 13. The salary of the public CDT/CDW will be based on the Salary Grade of Teacher I (SG 11) of the Department of Education but the amount will depend on the monthly salary schedule of the local government personnel per DBM Local Budget Circular No. dated May 25, 2012.

The Teacher Aide in the public CDC is paid on an honorarium basis as approved by the Sangguniang Bayan Resolution of the Local Government Unit or Resolution by the NGA or GOCC.

The salary of the private CDCs/Teacher Aides and Administrative Staff are paid by the CDC/LC Committee/Board that hires them in accordance with its approved resolution.

- H. The program MAINTAINS A CONFIDENTIAL PERSONNEL RECORD for each staff member.
- 14. The confidential personnel record includes, but not limited to the following:
 - 14.1 employee's resume
 - 14.2 documentation that employee has qualifications required for the position,
 - 14.3 reference verification,
 - 14.4 medical and dental records,
 - 14.5 documentation of staff in-service training,
 - 14.6 annual evaluation,
 - 14.7 attendance records, and
 - 14.8 verification that employee has received and understood program policies.
- 15. The records of personnel files are updated and well-maintained and the management upholds confidentiality of these files.

AREA VIII:



REGISTRATION, EVALUATION, AND ISSUANCE OF PERMIT AND RECOGNITION

Standard:

Government authority requires all Child Development Centers/Learning Centers to register and undergo an evaluation process for the issuance of permit and recognition to ensure that quality care and early education programs to young children, ages zero (0) to four (4) years old are provided and maintained as stated in these standards. The recognition process includes both internal and external evaluation.

Guidelines:

A. Early CARE and EDUCATION PROGRAMS for young children, ages 0 to 4 years organized by the Child Development Centers/Learning Centers REGISTER and SEEK PERMIT TO OPERATE from the City/Municipality where it is located/established.

- 1. Public and private CDCs/LCs register at the Mayor's Office through the C/MSWDO/ECCD Focal Person six (6) months before the offering of any early childhood programs. The Barangay Captain takes the initiative for the registration of the public CDC. For the CDC established by a National Government Agency (NGA) or Government-Owned and Controlled Corporation (GOCC), the head of the agency/corporation registers the Center. For the private CDC/LC, registration is undertaken by the Administrator/Director/ Principal when the institution gets its business permit. The C/MSWDO/ECCD Focal Person furnishes the institution with the list of requirements for the granting of permit to operate.
- 2. Public CDCs seek permit to operate. But the Mayor/Barangay Captain/Head of agency/corporation should be aware of the essential elements of the Center like: a) a safe and healthy environment, b) the clientele prospective, one (1) to four (4) years old children to be enrolled, and c) the Child Development Teacher/Worker who provides the services needed.

Private CDCs/LCs seek permit to operate from the City/Municipal Mayor through the C/MSWDO/ECCD Focal Person six (6) months before the start of the scheduled classes for a specific school year. The following documents are required for submission:

- 2.1 Photocopy of the SEC Registration,
- 2.2 Profile of the Center that describes its location, ownership, and the goal and objectives within the program/s offered,
- 2.3 Description with pictures of facilities, equipment and instructional materials available for effective instruction,
- 2.4 Number of young children to be served, list of teachers, names of Administrator/ Principal/Director and other staff, and
- 2.5 Specific information about the Center.

- 3. The C/MSWDO/ECCD Focal Person conducts a visit/inspection to the private CDC/LC one (1) month after the filing of the Permit to Operate or the receipt of the documents to determine compliance to the above requirements.
- 4. The C/MSWDO/ECCD Focal Person submits a Report that covers the five items described above and will recommend the issuance of the Permit to Operate for Three Years signed by the City/Municipal Mayor to be given to the CDC/LC that complies with the requirements one week after the visit. If the CDC/LC fails to comply with the requirements, a Temporary Permit to Operate for One Year signed by the City/Municipal Mayor will be given to the CDC/ LC one week after the visit, with instructions that the Center must comply with the lacking requirements within six (6) months before another visit/inspection is scheduled.
- B. The public and private CDC/LC conducts an ANNUAL EVALUATION to assess its program implementation and determine its readiness to apply for recognition.
- 5. The Center shall utilize the ECCD Council Standards and Guidelines and the Assessment Tool for the Granting of Recognition in the annual evaluation.
 - 5.1 The annual evaluation process includes inputs from all stakeholders (administrator, supervisor, parents, staff, and members of the CDC/LC Committee/Board.
 - 5.2 The annual evaluation results include reporting on strengths and areas of need.
 - 5.3 Results of the findings of the annual evaluation are reflected in the CDC/LC Improvement Plan/Annual Plan.
- 6. Documentations of the procedures and results of the annual evaluation are maintained on the premises of the CDC/LC and available upon request.
- C. The GRANTING OF RECOGNITION involves INTERNAL and EXTERNAL ASSESSMENT process described in the GUIDELINES ON REGISTRATION AND GRANTING OF PERMIT AND RECOGNITION.
- 7. For the public CD/LC, the internal assessment is conducted first by the Child Development Teacher/Worker in consultation with the C/MSWDO/ECCD Focal Person in the area where it is located three (3) years or earlier after its establishment.

For the private CDC/LC, the internal assessment is conducted by the Administrator/Principal/Director in consultation with its Committee or Board three (3) years or earlier after the Permit to Operate has been received.

- 8. Standard forms and process for the internal assessment as stipulated in the Guidelines on Registration and Granting of Permit and Recognition... for 0 to 4 Years Old Children are followed.
- 9. The external assessment is conducted by the Evaluator(s) organized and deputized by the DSWD Regional Office composed of representatives from the Offices of the Provincial/City/ Municipal Social Welfare and Development, and an Administrator/Director/ Principal of the private CDCs/LCs (optional) trained by the ECCD Council.
- 10. The Evaluator(s) i) reviews documentation of the CDCs/LCs internal assessment, ii) conducts site visit, and iii) uses the standard assessment toll for the granting of recognition.
- 11. The Evaluator(s) documents the results of the external assessment and, if the CDC/LC complied with the requirements in the external assessment, the Evaluator(s) recommends Conferment of Recognition (Level), one week after the assessment to the ECCD Council through the DSWD Regional Office. The Level of Recognition as shown below is dependent on the total score earned by the CDC/L:
 - i. Level 1 Recognition or Satisfactory Rating is given for three (3) years.
 - ii. Level 2 Recognition or Very Satisfactory Rating is given for four (4) years.
 - iii. Level 3 Recognition or Outstanding Rating is given for five (5) years.
- 12. If the CDC/LC did not comply with the requirements under the external assessment, the Evaluator(s) recommends a Deferment of the Recognition one week after the assessment to the ECCD Council through the DSWD Regional Office, citing in its Report that technical assistance is needed. The DSWD Regional Office forwards the Report to the Office of the City/ Municipal Mayor through the City/Municipal Social Welfare and Development Officer/ECCD Focal Person. The CDC/LC is given one (1) year to reapply for the External Assessment. If the CDC/LC fails to reapply for the External Assessment, its Permit to Operate will be revoked by the City/Municipal Mayor.

APPENDIX A

GLOSSARY

For the purposes of this document, the following definitions apply:

Accreditation is a process by which Child Development Centers/Learning Centers are granted recognition as meeting certain predetermined standards of quality or excellence,

Behavior management is a whole school/center approach that creates an environment to promote positive behavior and reduce opportunities for poor behavior. It utilizes effective ways to deal with poor behavior so that children can learn from their mistakes, take responsibility for their actions and provide them opportunities to change.

Child Development Center/Learning Center is an early learning center, public or private that offers early education and/or child care program for the zero (0) to four (4) years old children who are taught by Child Development Teacher(s)/ Worker(s).

Children with special needs are those who differ significantly from the average children in (a) mental characteristics; (b) sensory disabilities; (c) neuromuscular or physical characteristics; (d) psychosocial characteristics; or have multiple handicaps or have chronic illness; and or have a developmental lag to such an extent that they require modified or specialized instruction and services in order to develop to their maximum capability. They may have any of the following:

- 1. **Intellectual Disability** is a disability resulting from organic brain syndromes (example: mental retardation, acquired lesions of the central nervous system, dementia) and mental illnesses (psychotic and non-psychotic disorders).
- **2. Autism** is a development disability having onset before 30 months of age, which is marked by disturbance in development, language and relationships with persons, activities and objects.
- 3. Attention Deficit Hyperactivity Disorder (ADHD) is a common behavioral disorder manifested in three types: Hyperactive, Impulsive and Combined Type. Children with ADHD act without thinking, are hyperactive, and have trouble focusing. They may understand what is expected of them but have trouble following through because they can't sit still, pay attention or attend details.
- **4. Visual Impairment** refers to visual disabilities ranging from partial to total loss of vision (blindness).
- **5. Hearing Impairment** refers to auditory disabilities ranging from mild to profound hearing loss (deafness).
- **6. Speech and language disorders** interfere with the child's ability to understand, express his/ her thoughts or to be understood. These include omission, deletion, addition, substitution, and distortion of sounds; stammering/stuttering; and voice disorders in pitch, loudness, and quality.

7. Physical disability/ Orthopedic handicap pertains to impairment that interferes either permanently or temporarily, with the normal functioning of the joints, muscles or limbs.

Curriculum is what everything the staff do and use for the children's learning and development. It also refers to developmentally-appropriate activities and materials in the CDCs/LCs that will ensure the holistic development and learning of zero (0) to four (4) years old children.

Evaluation is a systematic method for collecting and analyzing data and information concerning the different areas of the early childhood programs offered to children, zero (0) to four (4) years old by the Child Development Center/Learning Center using the assessment tools based on standards and guidelines set for the program.

Family is the child's parents and other relations who are significantly involved in the child's life including but not limited to siblings, grandparents, aunts, uncles, and cousins.

Guidelines are statements by which to determine courses of action which aim to streamline particular processes according to sound practices.

Parent is a child's father, mother, person acting as a parent of the child, or legal guardian.

Permit refers to the authorization granted by the Local Government Unit at the city/municipal level (City/Municipal Mayor) for the Child Development Center/Learning Center to conduct early childhood programs for the zero (0) to four (4) years old for a period of three (3) years based on requirements set in the Standards and Guidelines for Early Childhood Programs for the 0 to 4 Years Old Filipino Children issued by the ECCD Council.

Private Child Development Centers/Learning Centers are those established and owned by Corporations, Associations, Religious Groups, Mission Boards, Non-Government Organizations and People's Organizations. These are managed and supervised by an Administrator/Director/Principal of the Center.

Program is a center-based early education/child care program for the zero (0) to four (4) years of age.

Public Child Development Centers are those established by the Local Government Units (LGUs), National Government Agencies (NGAs) and Government-Owned and Controlled Corporations (GOCCs). These are supervised by the City/Municipal Social Welfare Development Officer/ECCD Focal Person or any designated person by the Office concerned.

Recognition refers to the authorization granted by the ECCD Council for the Child Development Center/Learning Center to conduct early childhood programs for the zero (0) to four (4) years old based on the Guidelines on Registration and Granting of Permit and Recognition issued by the ECCD Council.

Registration refers to filling up or completing a form that requires specific information about the Child Development Center/Learning Center to be undertaken by the Barangay Captain of the locality where the public CDC is established, by an authorized person designated by the NGA, GOCC or an Administrator//Director/Principal of a private CDC/LC.

Staff are Child Development Teachers/Workers or other persons paid to work for the program and who have direct responsibilities for the care and education of the young children.

Standards are written general statements of actions, behaviors, characteristics and conditions agreed by the stakeholders against which the Child Development Centers/Learning Centers are judged or measured.

Systematic assessment refers to the use of various tools that determine young children's strengths, weaknesses and progress in the areas of development and the utilization of results in planning and modifying instruction.

Volunteer is an external partner who is not being paid to work in the program and who assists in the care and education of the young children.

APPENDIX B1

PARTICIPANTS TO THE TWO-DAY CONSULTATIVE MEETING ON THE DEVELOPMENT OF STANDARDS AND GUIDELINES ON EARLY CHILDHOOD PROGRAMS FOR CHILDREN, AGES 0 TO 4 YEARS AND THE ACCREDITATION GUIDELINES FOR CHILD DEVELOPMENT CENTERS AND PRIVATE LEARNING CENTERS ECCD COUNCIL SECRETARIAT CONFERENCE ROOM, FEBRUARY 4-5, 2015

1. Dr. Anthony P. Calibo Medical Specialist IV Department of Health 2. Reginaldo T. Guillen Nutrition Officer IV National Nutrition Council, DOH 3. Armando P. Manglicmot Nutrition Officer II National Nutrition Council, DOH 4. Dr. Miriam M. Covar Director Christian Child Care Center, Quezon City 5. Rosella Jean M. Puno Board of Director Christian Child Care Center, Quezon City 6. Corazon D. Macayan Home-Based ECCD Focal Person CSWD Office, Malabon City 7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. RosalInda T. Serrano Education Program Specialist Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer I ECCDC Secretariat 22. Renn Wilson G. Diola Administrative Assistant	NAME	DESIGNATION	OFFICE/ AGENCY
3. Armando P. Manglicmot Nutrition Officer II National Nutrition Council, DOH 4. Dr. Miriam M. Covar Director Christian Child Care Center, Quezon City 5. Rosella Jean M. Puno Board of Director Christian Child Care Center, Quezon City 6. Corazon D. Macayan Home-Based ECCD Focal Person CSWD Office, Malabon City 7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant CSWD Office, Malabon City 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer I ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer I ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat	1. Dr. Anthony P. Calibo	Medical Specialist IV	Department of Health
4. Dr. Miriam M. Covar Director Director Christian Child Care Center, Quezon City 5. Rosella Jean M. Puno Board of Director Christian Child Care Center, Quezon City 6. Corazon D. Macayan Home-Based ECCD Focal Person CSWD Office, Malabon City 7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat	2. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council, DOH
5. Rosella Jean M. Puno Board of Director City 6. Corazon D. Macayan Home-Based ECCD Focal Person CSWD Office, Malabon City 7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat Program Development Officer II ECCDC Secretariat ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat Program Development Officer I ECCDC Secretariat Program Development Officer I ECCDC Secretariat ECCDC Secretariat	3. Armando P. Manglicmot	Nutrition Officer II	National Nutrition Council, DOH
City 6. Corazon D. Macayan Home-Based ECCD Focal Person CSWD Office, Malabon City 7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer ECCDC Secretariat	4. Dr. Miriam M. Covar	Director	
7. Genixon C. David Technical Officer Union of Local Authorities of the Phils. 8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	5. Rosella Jean M. Puno	Board of Director	
8. Virginia C. Rada ECCD Focal Focal-Operation Manila Department of Social Welfare, Manila 9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat	6. Corazon D. Macayan	Home-Based ECCD Focal Person	CSWD Office, Malabon City
9. Rosalita F. Reyes Day Care Worker II/Home-Based Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer I ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	7. Genixon C. David	Technical Officer	Union of Local Authorities of the Phils.
Assistant 10. Thea Joy G. Manalo Senior Education Program Specialist Department of Education 11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat	8. Virginia C. Rada	ECCD Focal Focal-Operation	•
11. Rosalinda T. Serrano Education Program Specialist II Department of Education 12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	9. Rosalita F. Reyes	· · · · · · · · · · · · · · · · · · ·	CSWD Office, Malabon City
12. Dr. Teresita G. Inciong Executive Director ECCDC 13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	10. Thea Joy G. Manalo	Senior Education Program Specialist	Department of Education
13. Dr. Yolanda S. Quijano Education Consultant ECCDC Secretariat 14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	11. Rosalinda T. Serrano	Education Program Specialist II	Department of Education
14. Simeona T. Ebol Program Management Officer ECCDC Secretariat 15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II ECCDC Secretariat 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	12. Dr. Teresita G. Inciong	Executive Director	ECCDC
15. Pia Leah M. Abad Planning Officer III ECCDC Secretariat 16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	13. Dr. Yolanda S. Quijano	Education Consultant	ECCDC Secretariat
16. Barbra Mae C. Dumlao Planning Officer III ECCDC Secretariat 17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	14. Simeona T. Ebol	Program Management Officer	ECCDC Secretariat
17. Pia C. Chavez Program Development Officer II ECCDC Secretariat 18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	15. Pia Leah M. Abad	Planning Officer III	ECCDC Secretariat
18. Remylen M. Malaquilla Executive Assistant/Program Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	16. Barbra Mae C. Dumlao	Planning Officer III	ECCDC Secretariat
Development Officer II 19. Ronalyn B. Datur Program Development Officer I ECCDC Secretariat 20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	17. Pia C. Chavez	Program Development Officer II	ECCDC Secretariat
20. Ever-Ben R. Rogero Program Development Officer I ECCDC Secretariat 21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	18. Remylen M. Malaquilla	-	ECCDC Secretariat
21. Eldy U. Oñas Program Development Officer ECCDC Secretariat	19. Ronalyn B. Datur	Program Development Officer I	ECCDC Secretariat
	20. Ever-Ben R. Rogero	Program Development Officer I	ECCDC Secretariat
22. Renn Wilson G. Diola Administrative Assistant ECCDC Secretariat	21. Eldy U. Oñas	Program Development Officer	ECCDC Secretariat
	22. Renn Wilson G. Diola	Administrative Assistant	ECCDC Secretariat

APPENDIX B2

PARTICIPANTS TO THE TWO-DAY VALIDATION CUM WORKSHOP ON PROGRAM STANDARDS AND GUIDELINES AND ASSESSMENT TOOL FOR CHILD DEVELOPMENT CENTERS AND LEARNING CENTERS, NEW HORIZON HOTEL, MARCH 3-4, 2015

NAME	DESIGNATION	OFFICE/ AGENCY
Core Group		
1. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council, DOH
2. Armando P. Manglicmot	Nutrition Officer II	National Nutrition Council, DOH
3. Dr. Miriam M. Covar	Director	Christian Child Care Center, Quezon City
4. Rosella Jean M. Puno	Board of Director	Christian Child Care Center, Quezon City
5. Genixon C. David	Technical Officer, Plans Programs & Policy Unit	Union of Local Authorities of the Phils.
6. Virginia C. Rada	ECCD Focal Focal-Operation	Manila Department of Social Welfare, Manila
7. Corazon D. Macayan	Home-Based ECCD Focal Person	CSWD Office, Malabon City
8. Rosalita F. Reyes	Day Care Worker II/Home-Based Assistant	CSWD Office, Malabon City
9. Thea Joy G. Manalo	Senior Education Program Specialist,	Department of Education
10. Dr. Teresita G. Inciong	Vice Chairperson & Executive Director	ECCD Council
11. Dr. Yolanda S. Quijano	Education Consultant	ECCDC Secretariat (Sec.)
12. Simeona T. Ebol	Program Management Officer	ECCDC Secretariat
13. Remylen M. Malaquilla	Executive Assistant/Program Development Officer II	ECCDC Secretariat
14. Pia Leah M. Abad	Planning Officer III	ECCDC Secretariat
15. Barbra Mae C. Dumlao	Planning Officer III	ECCDC Secretariat
16. Pia C. Chavez	Program Development Officer II	ECCDC Secretariat
17. Ronalyn B. Datur	Program Development Officer I	ECCDC Secretariat
18. Ever-Ben R. Rogero	Program Development Officer I	ECCDC Secretariat
19. Eldy U. Oñas	Program Development Officer	ECCDC Secretariat
20. Renn Wilson G. Diola	Administrative Officer	ECCDC Secretariat

NAME DESIGNATION OFFICE/ AGENCY

PSWDOs/C/MSWDOs/CDTs		
21. Jill Q. Matienzo	Social Welfare Officer I	PSWD Office, Province of Pampanga
22. Lazaro G. Petinglay	Provincial Social Welfare Development Officer	PSWD Office, Province of Antique
23. Emelia P. Andea	Provincial Social Welfare Development Officer	PSWD Office, Province of Misamis Oriental
24. Ma. Marissa L. Fernandez	Validator	Social Welfare Dept., Makati City
25. Elizabeth S. Empleo	Validator	Social Welfare Dept., Makati City
26. Concepcion S. Llaga	Human Resource Management Asst. II	Social Services Dept., Muntinlupa City
27. Cecilia C. Navarro	Day Care Worker/ECCD Teacher	Social Services Dept., Muntinlupa City
28. Maricel G. Labra	Officer-in-Charge, Early Childhood Educ. Div.	Social Services Dept., Muntinlupa City
29. Melissa N. Ferrer	Child Development Teacher	NCDC, Tugatog, Malabon City
30. Aldrin C. Ferrer	Child Development Teacher	NCDC, Hulong Duhat, Malabon City
31. Marivic M. Gabriel	Child Development Teacher	NCDC, Pandacan City
32. Judith J. Hasil	City Social Welfare Development Officer	MSWD Office, Sta. Rosa City, Laguna
33. Lucille M. De Leon	Municipal Social Welfare Development Officer	MSWD Office, Sta. Cruz, Laguna
34. Jovita M. Valdeabella	Day Care Worker Coordinator	MSWD Office, Sta. Cruz, Laguna
35. Francisca C. Mondez	Municipal Social Welfare Development Officer	MSWD Office, Pagsanjan, Laguna
36. Monette N. Martin	City Social Welfare Development Officer	CSWD Office, Antipolo City
37. Ma. Jennifer T. Dilag	Municipal Social Welfare Development Officer	MSWD Office, Binangonan, Rizal
38. Susan V. Mira	Municipal Social Welfare Development Officer	MSWD Office, Bindoy, Negros Orienta
39. Sally C. Balili	Social Welfare Officer IV	CSWD Office, Tagum City, Davao del Norte
40. Marivic F. Enguerra	Child Development Teacher	NCDC, Gubat, Sorsogon
41. Maria Ruby Ann J. Hilaga	Child Development Teacher	NCDC, Pavia, Iloilo

NAME DESIGNATION OFFICE/ AGENCY

Private Service Providers		
42. Dr. Trixie Marie J. Sison	Principal	Miriam College Child Study Center
43. Ulalia Gelia Y. Tandog	Kinder Level Coordinator	Miriam College, Child Study Center
44. Catherine Olive Violago	Administrator	Clarion School International, Quezon City
45. Emerita I. Garon	President/Board Member	Golden Values School/ECCD Council
46. Michelle A. Quiambao	Preschool Teacher	San Fernando, Pampanga
47. Lynette M. Orange	Principal	City Gates Academy, Antipolo City
48. Bernadette L. Isaguirre	School Directress	Oxford School for Children, Pasig City
49. Vanessa G. Vandevoort	School Directress	Golden Values School, Makati City

APPENDIX F3

PARTICIPANTS TO THE TWO-DAY REVISION OF THE EARLY CHILDHOOD PROGRAM STANDARDS AND GUIDELINES AND ASSESSMENT TOOL FOR THE CHILD DEVELOPMENT CENTERS AND LEARNING CENTERS ECCD COUNCIL SECRETARIAT CONFERENCE ROOM, APRIL 29-30, 2015

NAME	DESIGNATION	OFFICE/ AGENCY
1. Dr. Teresita G. Inciong	Vice Chairperson & Executive Director	ECCD Council
2. Dr. Yolanda S. Quijano	Education Consultant	ECCD Council
3. Simeona T. Ebol	Program Management Officer	ECCD Council
4. Pia Leah M. Abad	Planning Officer III	ECCD Council
5. Barbra Mae C. Dumlao	Planning Officer III	ECCD Council
6. Pia C. Chavez	Program Development Officer II	ECCD Council
7. Remylen M. Malaquilla	Executive Assistant/PDO II	ECCD Council
8. Ronalyn B. Datur	Program Development Officer I	ECCD Council
9. Ever-Ben R. Rogero	Program Development Officer I	ECCD Council
10. Mark Rey DG. Batonghinog	Program Development Officer III	ECCD Council
11. Karl Jeffrey D. Sabalza	Program Development Officer	ECCD Council
12. Eldy U. O as	Program Development Officer	ECCD Council
13. Renn Wilson G. Diola	Administrative Assistant	ECCD Council
14. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council
15. Thea Joy G. Manalo	Senior Education Program Specialist	Department of Education
16. Rosalinda T. Serrano	Education Program Specialist II	Department of Education
17. Catherine Grace M. Lagunday	Social Worker Officer III	Department of Social Welfare and Development
18. Maria Aquilisa M. Ongleo	Social Worker Officer III	Department of Social Welfare and Development
19. Maricel G. Labra	Division Chief, Early Childhood Educ. Div.	Social Services Dept., Muntinlupa City
20. Virginia C. Rada	ECCD Focal Focal-Operation	Manila Department of Social Welfare, Manila
21. Ma. Jennifer T. Dilag	Municipal Social Welfare Development Officer	Binangonan, Rizal

NAME	DESIGNATION	OFFICE/ AGENCY
22. Iluminada. C. Mejorada	Social Welfare Assistant/Day Care Worker	MSWD Office, Binangonan, Rizal
23. Melissa N. Ferrer	Child Development Teacher	NCDC, Tugatog, Malabon City
24. Emerita I. Garon	President/Board Member	Golden Values School, Makati City/ ECCD Council
25. Vanesa G. Vandevort	Directress	Golden Values School, Makati City
26. Gladys May M. Matchoc	Academic Coordinator	Clarion School Int'l, Quezon City
27. Dr. Trixie Marie J. Sison	Principal	Miriam College Child Study Center, Quezon City
28. Dinna S. Valera	Administrative Officer	Miriam College, Quezon City
29. Bernadette L. Isaguirre	School Directress	Oxford School for Children, Pasig City

EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL

4th Floor Belvedere Tower
12 San Miguel Avenue, Ortigas Center
Pasig City, 1605

(+632) 571 6833 | (+632) 571 4615 (+632) 571 6590 | (+632) 571 8041

info@eccdcouncil.gov.ph eccdcouncil.gov.ph