



# Bridging Diverse Early Learners Towards Inclusion

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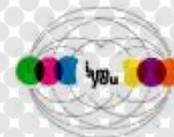


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# Outline

- I. Diverse Children
- II. Inclusion in ECCD Policies
- III. Bridging the Gap for Children and Families

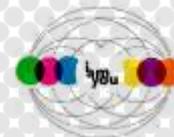


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# Early Years Act of 2013



“An act recognizing the age from zero (0) to eight (8) years as the first crucial stage of educational development and strengthening the early childhood care and development system, appropriating funds therefor and for other purposes”

*Approved by the President last March 26, 2013*



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# VISION

Filipino children aged 0-4 years whose rights are protected and promoted and whose potentials are developed to the fullest regardless of their conditions, socio-economic status, gender, religion and cultural diversity



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# MISSION



Strengthen a system that raises awareness towards the improvement of the quality of life of young children 0-4 years old, their families and communities through cooperative and collaborative delivery of services on health, nutrition, early education and social development

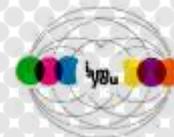


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# Sec. 2. Declaration of Policy



The System shall promote the inclusion of children with special needs, provide for reasonable accommodation and accessible environments for children with disabilities and advocate respect for cultural and linguistic diversity...



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# Sec. 10 Functions of the ECCD Council

Develop a national system for  
early identification, screening and  
surveillance of young children  
from age zero (0) to four (4) years



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“Early Childhood Inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationship and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”



*Joint Position Statement, NAEYC and Division of Early Childhood*



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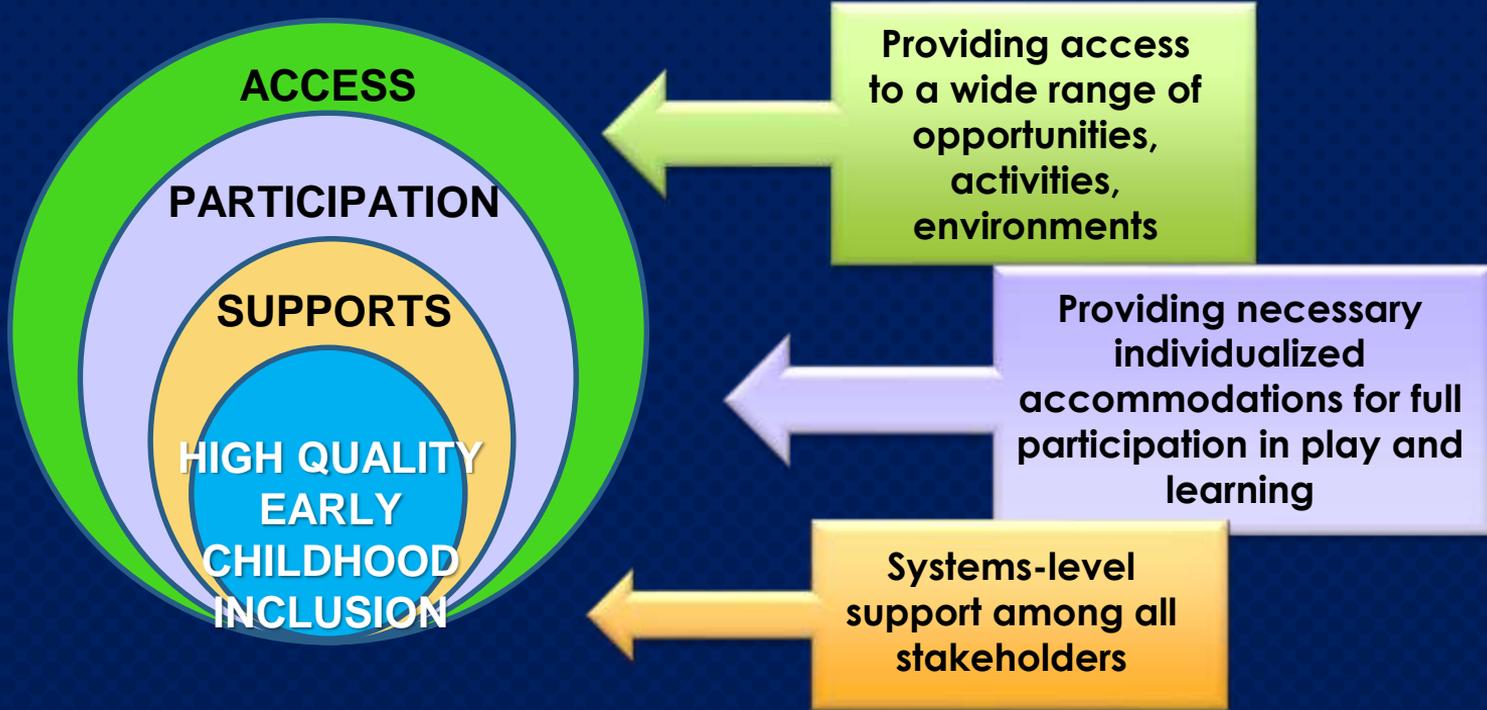
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# Features of Inclusion



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# Facts



- ✓ All children are **UNIQUE**.
- ✓ Children with disabilities are **DIFFERENT FROM ONE ANOTHER**.
- ✓ Each disability has a different **IMPACT** on a child's **ABILITY**.
- ✓ Children may have the same disability to **DIFFERENT DEGREES**.
- ✓ Within Early Childhood Programs, children are to be encouraged to **DEVELOP THEIR ABILITIES**.



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# Think!



All Children  
born are  
willing to  
learn



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# Diverse Learners



**Children with Disabilities**

**Neglected Children**

**Homeless Children**

**Orphaned and Abandoned**

*Children from Indigenous Peoples*

*Migrant Learners*

**Children with Different Religious Beliefs**

**Delinquent or youth offenders**



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# *Diverse Learners may include but not limited to:*

- ❑ **Children With Disabilities**
- ❑ **Migrant Learners** – children who move across borders, with or without parents and/or legal documents
- ❑ **Homeless** – living on the streets
- ❑ **Neglected** - those not given basic needs
- ❑ **Delinquent Children** – those who have violated a criminal law or engaged in a disobedient, indecent or immoral conduct



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- ❑ **Children of Indigenous Peoples** – ethnic groups who are descended from original inhabitants of a given region
- ❑ Those belonging in **different religious beliefs**
- ❑ **Children at risk** – victims of abuse, neglect, have emotional, mental or behavioral disturbances, involved in juvenile justice system
- ❑ **Orphaned and Abandoned**



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# Children who fall through the Cracks





# Embracing Diversity

- Recognizing and valuing differences, ensuring that all learners' needs are met.
- Ensuring that diverse learners can pursue their interests and attain their fullest potential



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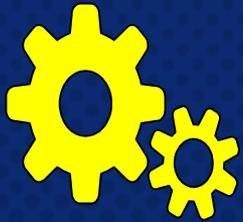
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# Bridging the Gap



*Crossing the Divide*

# Bridging the Gap Means...



Starting **RIGHT** and  
**EARLY** by identifying  
children's **NEEDS** and  
**WORKING WITH**  
**FAMILIES**



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# Working With Families



- There is a **DUTY TO REPORT** to parents
- Trust your **INSTINCTS** and **DOCUMENT THEM** properly
- Be **SENSITIVE** to family feelings – **WORDS MATTER**
- **SUPPORT** the family

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# Inclusion: Philosophy and Practice

- Developmentally Appropriate Practice
- Inclusion for Early Childhood Programs



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# Benefits of Inclusion:

- Child with a disability
- Other children in the class
- Child Development Teacher/Worker
- Families
- Community
- Policy Makers



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# Bridging the Gap: Strategies



## 1. Establishment of National Child Development Centers



- A learning center that would introduce best practices of inclusive and integrated ECCD services
- A laboratory for conducting research and innovations about ECCD that will promote the continuing education and/or professionalization of ECCD service providers
- A resource center for the community to enhance parenting skills and capabilities



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# Bridging the Gap: Strategies



## 2. Implementation of National Early Learning Curriculum (NELC) with the Family Support Program

- Inclusive standard curriculum for children with different backgrounds
- Curriculum involves monitoring of children's development through assessment using the ECCD Checklist
- The Family Support Program is an opportunity for parents and teachers to discuss experiences on their children's health, nutrition, and early learning and stimulation



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# Bridging the Gap: Strategies



## 3. System for Early Identification, Prevention, Referral and Intervention of Development Disorders and Disabilities in Early Childhood

- Partnership of ECCD Council, UNICEF and Consultant, Dr. Betty Mancao of University of Philippines-Phil. General Hospital
- Community-based Framework and Training that outlines process flow of detection, referral and intervention from key players: parents, child development teachers and workers, health staff, and social welfare staff



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# Bridging the Gap: Strategies



## 4. Inclusion as Key Part of Human Resource Development Programs

- a) Early Childhood Teacher Education Program (ECTEP)
- b) Early Childhood Education Program (ECEP)
- c) Human Resource Development Training (HRD) for CDTs
- d) Induction Program for Child Development Workers



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# Bridging the Gap: Strategies



## 5. Standards and Guidelines for Center-Based ECCD Programs for 0-4 Years Old

- Features indicators on inclusion for special needs

Examples:

### Area 1 - Health, Nutrition and Safety

5.2. The Center has a written protocol for care of children with special needs.

### Area 3 - Interactions and Relationships Between Staff and Children

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.



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*“Many things we need can wait.  
The child cannot. Now is the time  
his bones are formed, his mind  
developed. To him we cannot say  
tomorrow, his name is today.”*

*-Gabriela Mistral,  
Poet Nobel Prize for Literature Winner*



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