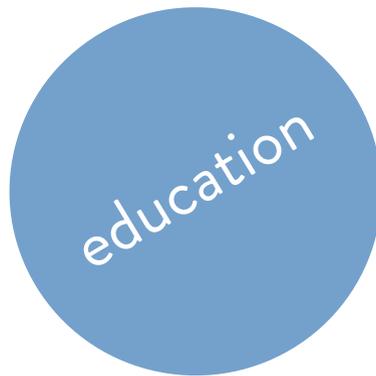


ESWATINI



ECCE SERIES 6
STANDARDS AND GUIDELINES
for ECCE centre
2020



ECCE SERIES

Covering children from birth to 8 years old, Early Childhood Care and Education, also known as ECCE, “aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing” (UNESCO). It is not only at this stage of life that the development of individuals is the most crucial, but also that the environment around them is the most influential. It is therefore necessary to be able to guarantee each and every child a quality and equity access to education, care, health, nutrition and protection.

In line with target 4.2 of the Sustainable Development Goal 4 which stipulates that ‘by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education’, IBE-UNESCO, mandated to support Member States in the curriculum development, has elaborated the “ECCE Series”. These publications are an agile collection of tools, policies and good practices in ECCE as well as the result of IBE’s activities in the field. Thus, the purpose of these series is to share practices as a way to contribute to a thriving environment for children’s development while providing them with the necessary tools in becoming good and responsible citizens in the future.

The issues of this ECCE Series are to be considered as working instruments, alive, open, everchanging documents aimed at inspiring policy-makers and professionals of the Early Childhood community, in creating better and better curricula and enabler (tools, curricula, policy documents and training processes) with the final goal of giving children the better opportunities in their early years.

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Quote as:
UNESCO-IBE (2021),
*Minimum Standards and Guidelines
for the establishment and monitoring
of early childhood care, development
and education (ECCDE) facilities,*
Geneva, UNESCO-IBE

Graphic
Mr Fabio Lucenti

February 2021, Version 1



Supported by
دبي العطاء
Dubai Cares

ECCE

ECCE SERIES 6

MINIMUM STANDARDS AND GUIDELINES

for the establishment and monitoring
of early childhood care, development
and education (ECCDE) facilities
December 2020



Introduction by IBE

It is during their early years that children receive the educational keys necessary for the acquisition of skills that will impact their future lives. This is why the development and education of the earliest is at the heart of IBE's concerns. The development of this *Minimum Standards and Guidelines for ECCE* reflects the common values of IBE and the Kingdom of Eswatini, which are the respect of the rights of the child and his or her global development from birth. The translation into action of these universally recognized values can be promoted by respecting certain social-cultural assets of children in the teaching-learning process, such as the use of the mother tongue in the teaching of curricula.

Of these universally recognized values, some are essential and inform our actions. These include the use of the mother tongue as the language of learning, a challenge for IBE, which is working to translate this richness through a curriculum that reflects the expectations of Eswatini society.

One of the priority areas of intervention of IBE is to support States in the implementation of a culturally adapted and relevant curriculum at all levels of education. In line with the quality control tools of the education and curriculum systems, this document is a *Standards and Guidelines for ECCE*, in accordance with Eswatini and international standards in the field of early childhood education and care. Thus, this Standards and Guidelines for ECCE is intended to be a technical instrument that contains the criteria to be a reference ECCE institution. The result of a successful collaboration between IBE and the Ministry of Education and Training, this Standards and Guidelines for ECCE is also a set of specifications whose use will contribute to the achievement of Sustainable Development Goals 4 by 2030 for quality education for all.

While warmly congratulating myself on the exemplary cooperation between IBE and Ministry of Education and Training, I would like to wish all users good use of this *Minimum Standards and Guidelines*.

Mr. Yao Ydo
Director of IBE

Introduction by Dubai Cares

Early Childhood Care and Education (ECCE) has been an integral part of Dubai Cares' mandate to ensure underserved children and youth have equitable access to quality education and learning opportunities. We strongly believe in the role that ECCE plays in fostering children's holistic social, emotional, physical, and cognitive development. Through our strong programmatic partnerships, support to research, advocacy, and global platforms, we aim to build resilient and sustainable education systems through evidence-based interventions focused on capacity building and systems strengthening.

We are pleased to see the strong and solid outputs produced through our partnership with UNESCO International Bureau of Education (IBE-UNESCO). The significant support that they have extended to the four countries under this partnership (Laos, Rwanda, Cameroon and Eswatini) for over four years, has resulted in developing strong and replicable prototypes, guidelines, M&E tools, and delivery mechanisms for ECCE. Additionally, one of the key milestones of this initiative was the development of the Holistic Early Childhood Development Index (HECDI) framework, which provides indicators and targets for more comprehensive monitoring of the child's development, which can be implemented at both country and international levels.

We strongly believe that these series and the tools that were developed would greatly contribute to the existing body of knowledge for ECCE and better inform both practitioners and policy makers; not just in specific countries included in this partnership, but also for countries that are looking to strengthen its existing ECCE frameworks and modalities. We also hope that this initiative will create a space for much needed dialogue, complementarity and collaborations to take place both on the national and international levels and for more partners to converge and work together in ensuring that ECCE is appropriately positioned within policy and practice.

His Excellency Dr. **Tariq Al Gurg**,
Chief Executive Officer at Dubai Cares
and Member of its Board of Directors

Message from the Minister of Education and Training of the Kingdom of Eswatini

The publication of the National Standards for Child Care Facilities is yet another step taken by Government towards ensuring a better, safer, and healthier environment for children. This is an important priority for Government as children are the future of the country.

As Ministry of Education and Training, we firmly believe that childcare and early education is of central importance to our society and a key responsibility for Government. It is imperative that safe and developmentally appropriate children's services are available to promote the holistic development and well-being of children and as well that of their families. As a result, these National Standards have been developed with the aim to improve child care for children in the country.

These standards are being presented in view of our commitment to synchronise the child care and educational aspects involved in the provision of Early Childhood Care and Development Education (ECCDE) services.

Ensuring good quality standards is not a task which Government can achieve alone. All stakeholders, especially parents, need to participate in this process. The ministry of education and training is confident that this document shall further empower parents and guardians to play a more active role in ensuring that service providers for their children are of good quality and fit for purpose.

Government's commitment is to promote a new view of childhood as an important phase of life in its own right and not just as a preparation for adult life. We must allow children to realise their full potential through provision of appropriate and up to standard facilities.

The Ministry is certain that these standards if adhered to will contribute towards the improvement of children's quality of life.

H. E. Lady Howard Mabuza
Minister of Education and Training
Kingdom of Eswatini

Preface

Relevance of Standards

The Standards have been developed to ensure that maximum benefit is derived by children, parents and the community. They were developed in consideration of developmental and educational needs of children below the age of six years.

These standards are considered essential for the delivery of quality care to children, in order to stimulate and enhance their physical, emotional, social and cognitive development. They are intended to safeguard the best interests of the child, facilitate work and family balance and contribute towards the promotion of social cohesion.

Children deserve the best possible care for their well-being and development. When parents choose to make use of these facilities, it is important that those persons entrusted with the care of these children do give the best alternative care possible and that standards are maintained to ensure the safety and wellbeing of the child. These standards are intended to apply equally to child care services operating in ECCDE centers, play schools, nurseries and other facilities catering for children from 0-6 years of age.

In all of these types of service, parents should feel assured that their children are well looked after by qualified persons, within suitable premises and with the appropriate activities and organisation.

Using the National Standards

We are here presenting the child care standards on what is expected in a child care facility. These standards will help both the providers and parents to know what is expected from a child care service that is suitable for a child's overall well-being. The standards provide a clue to the Child care providers on what is expected of them in offering proper child care services. Providers of child care services are thus in a position to take the necessary steps needed to become compliant with the national standards.

The standards make it clear that everything about the service should lead parents and children to benefit from good quality services. These National Child Care Standards provide the framework for monitoring and assessing quality and outcomes of service provision.

1. What are the National Standards for ECCDE Services.

The National Standards for Pre-school Services 2020 are a list of statements on good practice. The standards set out to ensure quality practice across all areas of a child care service in a clear easy to understand way. The standards are designed by the Ministry of Education and Training.

2. What is the Purpose of the National Standards.

The National Standards are an explanatory and guidance tool to the establishment of ECCDE centers. The intention is to assist services to interpret the regulations and to offer guidance on good practice.

3. Why are they important?

The standards give guidance for every day good practice and should become an important tool in every child care service, which is shared with staff and parents. They set out a list of criteria on good practice in relation to the areas covered in the regulations. The criteria also outlines information that needs to be available on the day of the pre-school inspection by the Pre-School Officer.

4. Who is affected by the National Standards?

- » Day Care Centre: 0-3 years
- » Pre- primary: 3 -5 years (Community and Private)
- » Grade 0: 5-6 years
- » NCP

5. How will this affect the services?

The standards shall be a vital part of everyday good practice. Furthermore, during inspection the pre-school officers will carry out observations on practice and may ask for official documents.

H. E. Lady Howard Mabuza
Minister of Education and Training
Kingdom of Eswatini

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Acronyms and abbreviations

ECCDE	Early Childhood Care, Development and Education
MOET	Ministry of Education and Training
NCP	Neighborhood Care Points
PPE	Personal Protective Equipment
REO	Regional Education Offices
COVID- 19	Corona Virus Disease of 2019

Glossary

Caregiver	Is a person who is responsible for the direct care, protection and supervision of Children.
Community ECCDE center	Is a non-profit ECCDE center in which umphakatsi is a stakeholder.
Private ECCDE center	Is a profit making ECCDE center.
Umphakatsi	Is a community with a Chief.
Inkhundla	Is a Constituency made up of a number of imiphakatsi/ Chiefs.

Foreword

An ECCDE center is a place that provides care and education for children less than six (6) years for part of the day or night. A person taking care of more than six children has to be registered. This person must apply for registration at the Ministry of Education and Training. The Registration starts at the Regional Education Offices (REO), where the registration forms are available. All institutions offering ECCDE services (0-6 years) must be duly registered with the Ministry of Education and Training.

Purpose and scope of these Guidelines

These standards and guidelines offer a basis for creating the minimum conditions required for providing schooling in a healthy environment for learners, teachers and other staff.

Types of ECCDE permits

- » Day Care Centre: 0-3 years
- » Pre- primary: 3 -5 years (Community and Private)
- » Grade 0: 5-6 years
- » NCP

Procedure for registration

Guidelines for establishment of an institution are as follows:

- » Apply for the registration at your REO, where you will get forms and advise for registering. The application must contain the following:
 - › A written approval letter from Umphakatsi (signed and stamped) or a letter from Town Council, governing location of Centre.
 - › Your particulars (identity number, address and telephone numbers).
 - › The physical and postal address of the ECCDE center.
 - › Qualifications, skills and experience of the officer/s.
 - › A description of the programmes and services to be offered, including the aims and objectives.
 - › An original copy of the approved building plan/s.
 - › A clearance certificate (especially if it's a private ECCDEcenter).
 - › A business plan
 - The business/operational hours
 - The fee structure
 - The staff composition.
 - The disciplinary Policy.
 - › The constitution:
 - Name of the center.
 - Composition, powers and duties of the management.
- » Application letter written to the Regional Education Officer shall attach a written approval letter from Umphakatsi (signed and stamped) or Town Council (governing location of Centre).

- » All applications shall reach office by June 30th for operating the following year.
- » ECCDE Senior Inspector and the regional officers shall process applications by September 30th.
- » All centres shall start operating in January to be compliant with the school calendar.
- » Each Centre shall maintain a 2km radius from an existing one (rural areas) and 700 meters for urban and peri- urban areas.
- » MOET shall regulate and monitor all ECCDE centres.
- » MOET shall have the powers to shut down centers that are not compliant to the regulations.

Re-Registration

Application for re-registration shall be required when:

- » Transferring the preschool to a new site of more than 500 meters.
- » Changing ownership or management of the Centre.
- » Re- opening a preschool that was closed.
- » Name of institution changes.

Classrooms

- » The standard size of an ECCDE classroom shall be 8 m x 6m to accommodate a maximum of 25 children.

- » If the centre is operating in a residential house, that house shall:
 - › Solely be used to provide ECCDE services.
 - › Accommodate 1 child per square metre.
 - › Have no pets around.
- » They should be a well-ventilated.
- » The building should be constructed of bricks, with proper roofing, windows, doors, floor and (provision of mats where necessary) to protect children from harsh weather.
- » Children sized chairs and tables should be provided.
- » Classrooms should be accessible for all children including those with special needs. Provision of ramps, rails, and lower door handles are expected.
- » No slippery floors.

Play and learning equipment

ECCDE centers are nurturing spaces that support the development of all young children. Every ECCDE center should have both indoor and outdoor play and learning equipment.

- » The play and learning equipment shall be age and developmentally appropriate, adequate, safe and securely fixed to protect learners from injury.
- » The material shall be timely serviced and maintained.

Outdoor play space

- » The compound shall be fenced and have a lockable gate for the security of the children.

- » It shall have outdoor play equipment for the children that enhance holistic development.
- » It shall be a safe place allowing the learners to move around free from any harm.

Toilets

- » An ECCDE Centre shall have toilets for boys and also for girls (specially designed for young learners). Adults will have their own toilets.
- » Pit latrines shall be 2 meters deep and 10 meters away from the source of water.
- » One toilet per 25 girls.
- » One toilet and a one urinal per 50 boys.
- » Toilets are easily accessible –not more than 30 metres from all users.
- » Child-friendly toilets.
- » Toilets are always kept clean.
- » Toilets have convenient hand-washing facilities close by.

Water and sanitation

Sufficient water should be made available at all times. There must be a reliable water point, with soap particularly toilets and kitchens. Tap water, tanks and buckets can be used to provide water in preschools.

- » Drinking and personal hygiene.
- » Daily Basic Quantities:
 - › 5 litres per person.

Feeding programmes

- » Centers shall provide a feeding scheme at least once a day for the 1/2day program and have an additional snack for those who spend a full day programs.
- » Children's food shall be served on individual plates or any appropriate utensils.
- » The cook shall have basic training relevant to food storage and preparation.
- » The cook shall be provided with personal protective equipment (PPE).
- » They shall follow the MOET guidelines for cooks.

Safety and protection of ECCDE learners

In compliance with safety and protective norms and standards, every ECCDE center shall:

- » Have a list of emergency numbers displayed on the wall.
- » Have firefighting equipment readily available e.g. fire extinguishers, bucket full of sand, blankets or water.
- » Have a first Aid kit. Only the personnel trained in the first aid shall administer drugs in the first aid kit.
- » Be fenced.
- » Parents and teachers shall ensure to adhere to the schedule of arrival and departure of children.
- » Have premises that are always kept clean and safe.
- » Have registered transport service providers and individuals that pick up and drop children.
- » Not permit open vehicles to transport ECCDE children to and from school.

- » Not allow transport with tinted windows to transport learners.
- » Cover all electricity sockets.
- » Close down when there is a threat of outbreak through the advice of a health adviser.
- » Shall encourage a learner who contracts or is suspected to have contracted a contagious disease (e.g. mumps, measles, ringworms, chickenpox, and tuberculosis, swine flu, COVID 19) shall stay home until medical care is given.
- » Train all learners not to touch anybody else's blood, share sharp objects or cutting objects.
- » Clean all potties, potty chairs and toilets and disinfect them after use.
- » Clean toilet areas, including sinks, counter ports, toilet bowls, and seats daily.
- » Clean floors daily.
- » Shampoo carpets and rugs when soiled.
- » Avail details or particulars of the learner at all times e.g. writing them on their bags and include contacts for parents.

Teacher/child ratio

1	Below 2 years	1:4
2	2-3 Years	1:10
3	3-4 Years	1:15
4	5-6 Years	1:25

Qualifications for ECCDE teachers

- » Shall be above 18 years.
- » Shall be someone with a certificate on ECCDE.
- » Shall have relevant training on ECCDE from an accredited institution.
- » Shall be someone with a sound mind.
- » Shall be a person with a genuine reference concern for young children.
- » No record of serious offense.
- » Shall be a person with good communication skills to children and adults.
- » Shall respect the culture of people in his /her environment.

Maternity and other leave procedures

Shall follow labor laws.

Retirement

Retirement age shall follow labour laws.

ECCDE curriculum and pedagogy

- » Only an approved ECCDE syllabus shall be used in ECCDE centers.
- » Learning in ECCDE shall follow the right approaches.

Daily programme

- » There shall be a schedule for the day's plan of activities posted in each classroom.
- » The programme of activities shall be adhered to, and shall accommodate and have due regard for individual differences among learners.
- » Regular time should be allowed for routines such as washing, lunch, rest, snack, putting away toys.
- » Children shall have a rest period of about 30/45 minutes, if it's a full day programme.

ECCDE committees

- » All ECCDE centres shall be managed by a committee.
- » The ECCE committee shall consist of seven members as follows:
 - » Chairperson
 - » Vice-Chairperson
 - » Secretary (Teacher)
 - » Treasurer

- » Two additional Members
- » Chief's Representative/Local Authority
- » At least five members shall be parents of the children attending that ECCDE center. The teacher shall be an ex- officio member.
- » A quorum shall consist of five members of the committee.
- » ECCDE centers attached to primary schools shall have a representative in the primary school committee.

Roles of the committee

- » Support the development of the ECCDE center and encourage efforts to attain high standards.
 - › Agree on fees.
 - › Recommend staff for appointment to the regional Inspector.
 - › Approve the annual budget.
 - › Organize and assist in raising funds.
- » Ensure that proper accounts and records are kept. The account book should be open for inspection by members of the Ministry of Education and parents.
- » Encourage teachers to attend in- service training and give them the required support when necessary.
- » Act in advisory capacity to the suggestions considered to be in the interest of the ECCDE center and investigate suggestions and complains by parents, where necessary bring them to the regional inspector.

Parents

Parents will be expected to participate actively in several spheres of ECCE activities:

- » As representatives in parent/teacher and community committees, they will be responsible for the development and running of the ECCDE centers.
- » As a resource person to ECCDE centers in cultural, recreational and other similar activities.

Inspection

Rules for school inspection shall apply.

Health and nutrition

- » Every center shall provide a mid – morning nutritious meal.
- » On registration, every child shall provide a proof of appropriate vaccinations (vaccination card).

Distribution of ECCDE centers

- » The ministry of Education shall encourage a balanced distribution of ECCDE centers.
- » The ECCDE centers shall be located 2 km from each other in the rural areas for peri-urban and urban areas it shall be 700m apart.

Vacations and holidays

Vacations and holidays shall concur with those of the national school calendar.

Trips

- » Take trips after approval by the Headquarters
- » Only liability insurance cars shall transport children.
- » Ensure there is a representative from the parents.
- » No child shall participate in a trip without the parent's/guardian consent.
- » At least one adult accompanying the group with a training on First Aid shall be available.
- » A first aid kit shall be available.
- » Emergency contact information for every child shall be available.

Note

These regulations shall be observed by all ECCDE centers in the country. Community as well as private ECCDE centres.

ECCE SERIES



Early Childhood
Education



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