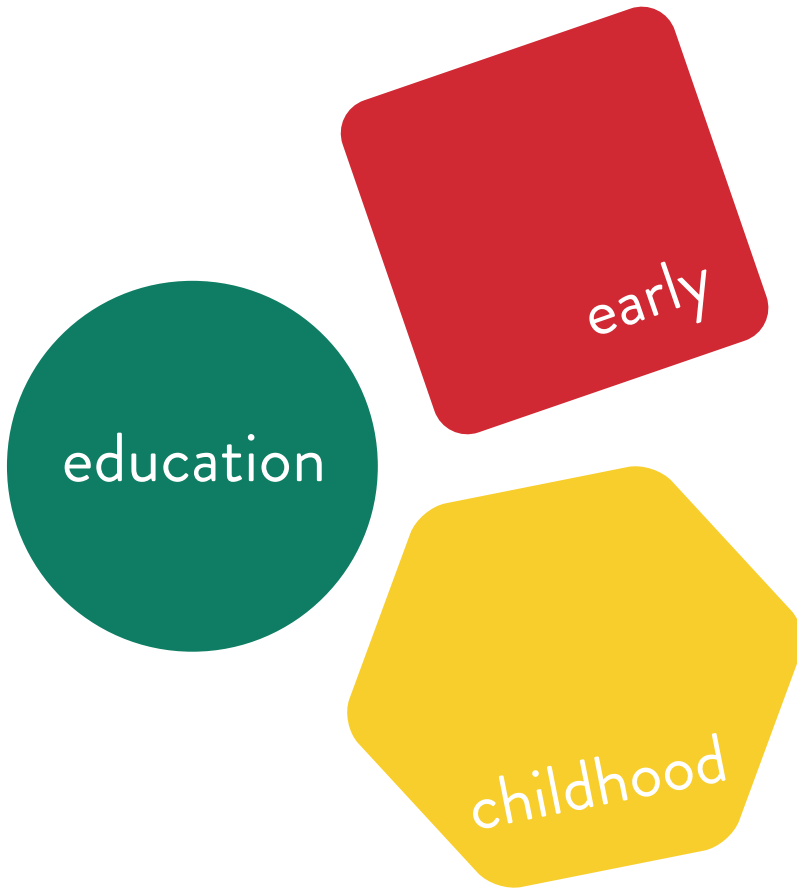


CAMEROON



ECCE SERIES 5

ACCREDITATION GUIDELINE for Early Children Care and Education



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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Supported by
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Dubai Cares

CAMEROON

ECCE SERIES 5

ACCREDITATION GUIDELINE for Early Children Care and Education (ECCE) establishment

(0 to 5 years)

ECCE Criteria Quality



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Opening remarks

The Government of the Republic of Cameroon has made education its main focus to achieve emergence in 2035. The Education and Training Sector Strategy Framework (DSSEF-2013-2020), based on the Growth and Employment Strategy Paper (DSCE, 2009), gives pride of place to the promotion and democratisation of quality pre-school education. It is planned to extend pre-school coverage by developing community-based pre-schools throughout the country, in order to raise the gross pre-school enrolment rate to 50% in 2020, popularise vaccination and develop garderies and crèches.

The Incheon Declaration (2015) on Sustainable Development Goals, through SDO4.2 recommends that: “by 2030, ensure that all girls and boys have access to early childhood care and development activities and quality pre-school education that prepares them for primary education”. Thus, States are invited to focus on pre-school development, in this case early childhood care and development.

With this in mind, since 2016, the ministries in charge of health, basic education and the promotion of women and the family, with the support of UNESCO-IBE, have undertaken numerous actions to promote early childhood development in a combined manner, Their efforts have led to the production of the Guide and Quality Criteria for Early Childhood Care and Support Institutions in order to provide a good basis for national and international norms and standards for both 0-3 and 4-5 year olds.

The Guide and Quality Criteria for Early Childhood Care and Education Establishments will enable the Ministry for the Promotion of Women and the Family and the Ministry of Basic Education to comply with the norms and standards for early childhood care and education.

The Minister of Basic Education
President of the UNESCO National Commission
Pr Laurent Serge **ETOUNDI NGOA**

It is during their early years that children receive the educational keys necessary for the acquisition of skills that will impact on their curriculum and future lives. This is why the awakening and education of the youngest is at the heart of the concerns of UNESCO-IBE. The development of this Guide reflects the common values of UNESCO and Cameroon, 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 for the teaching of curricula.

Of these universally recognised values, some are essential and inform our actions. These include the use of the mother tongue as the language of learning, a challenge for the IBE as it strives to translate this richness into a curriculum that reflects the expectations of Cameroonian society.

One of the priority lines of intervention of UNESCO-IBE is to support States in the implementation of a culturally adapted and relevant curriculum at all levels of education. In line with the tools for quality control of education and curriculum systems, this document is an accreditation guide for institutions providing early childhood education and care for young children or those wishing to do so, in accordance with Cameroonian and international standards in the field of early childhood education and care. As such, the Guide is intended to be a technical instrument that contains the criteria to be met in order to be a reference ECCE institution. The result of fruitful collaboration between UNESCO-IBE and the Ministry for the Promotion of Women and the Family, this Guide 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 I warmly welcome the exemplary cooperation between UNESCO and the Cameroonian Ministries falling within our mandate, I would like to wish all users good use of this Guide.

M. Yao Ydo
Director a.i. of UNESCO-IBE

Dubai Cares introduction

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.

H.E. the CEO of Dubai Cares,
Dr **Tariq Al Gurg**

Remerciements

The UNESCO International Bureau of Education (UNESCO-IBE) and the Republic of Cameroon are pleased to publish this guide for early childhood education and care establishments.

For their generous contributions that have made this guide possible, we would like to thank in particular :

- » Pr LARENT SERGE ETOUNDI NGOA, Minister of Basic Education, President of the UNESCO National Commission;
- » Ms Catherine ABENA ONDOUA, Minister for the Promotion of Women and the Family;
- » Mr SALLY MAIRIGA, Secretary General of the UNESCO National Commission;
- » Pr ATEMAJONG Justina épouse NJIKA, General Inspector of Education;
- » Ms MAMAT née DAIFERLE Madeleine, Pedagogical Inspector in charge of Nursery Education;
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 - › Mr MORABITO Christian;
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 - › Ms. WIRSIY HEDWIG Mufer;
 - › Ms. NGOME Felicia;
 - › Ms DOUBLA MAIRAMA.

Acronyms

CPC : Centre Préscolaire Communautaire

COMNAT : Commission Nationale pour l'UNESCO

DA : Directeur Adjoint

ECCE : Early Children Care and Education

EPPE : Education et Protection de la Petite Enfance

IAEB : Inspection d'Arrondissement de l'Éducation de Base

MINEDUB : Ministère de l'Education de Base

MINPROFF : Ministère de la Promotion de la Femme et de la Famille

MINSANTE : Ministère de la sante

MINEPAT : Ministère de l'économie, de la planification et de l'aménagement du territoire

ODD : Objectifs du Développement Durable

ONU : Organisation des Nations Unies

SDG : Sustainable Development Goal

SEDUC : Secrétaire à l'Education

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture

UNESCO-BIE : Bureau international d'éducation de l'UNESCO

UNESCO-IBE : UNESCO International Bureau of Education

Introduction

The first years of life are the period when the child is best able to learn. It is the crucial moment for learning the cognitive, physical and socio-emotional knowledge and skills that will accompany him/her throughout life. Children who lack opportunities to acquire this knowledge are at risk of missing essential skills for their development. This can result in school drop-out, antisocial behaviour and emotional distress. This can lead to negative effects that will later have personal and professional repercussions, including difficulty in accessing the labour market.

Experiences and research results to date converge to show that ECCE (Early Childhood Education and Care) interventions have been successful in improving children's skills and abilities throughout their school career. Despite the large body of research highlighting the importance of ECCE, its provision remains extremely limited in most countries of the world.

ECCE is defined as the care and protection of early childhood (0-6 years) including a range of areas including care, education, health, nutrition to cover all the needs of the young child. A holistic approach to ECCE that is manifested through multisectoral implementation in line with the United Nations' Agenda 2030 for Sustainable Development. SDG4 aims to "ensure quality, inclusive and equitable education and promote learning for all".

In practice, ECCE programmes focus on the use of playful activities such as games, songs and stories. The challenge is to encourage children as early as possible to develop: their language, socialisation skills, logical skills, exploration of the world and their environment, creative ability, motor skills (fine and gross), social interaction with peers, as well as autonomy and preparation for nursery school or CPC (Community Pre-school Centre).

Evaluation of the management and compliance with national and international standards of institutions providing early childhood education and care is necessary to ensure the effective practice of the fundamental right to education. The UNESCO-IBE's technical support is part of Cameroon's policies in favour of ECCE through inter-ministerial public policies including :

- » MINPROFF (Ministry for the Promotion of Women and the Family) as responsible for early childhood care services and the protection of children in vulnerable situations known as "at risk";

- » MINSANTE (Ministry of Health in charge of issues relating to vaccinations and the fight against childhood diseases in particular);
- » MINEDUB (Ministry of Basic Education) responsible for the pre-school sector.
- » the MINEPAT (Ministry of Economy, Planning and Territorial Development); the Ministry of Secondary Education in charge of the initial training of teachers in the ENIEG (Ecole Normale des instituteurs de l'enseignement général).

Other institutions are stakeholders in the management of ECCE institutions, including the National Commission for UNESCO Intersectoral Coordination Commission, which brings together the various ministries involved.

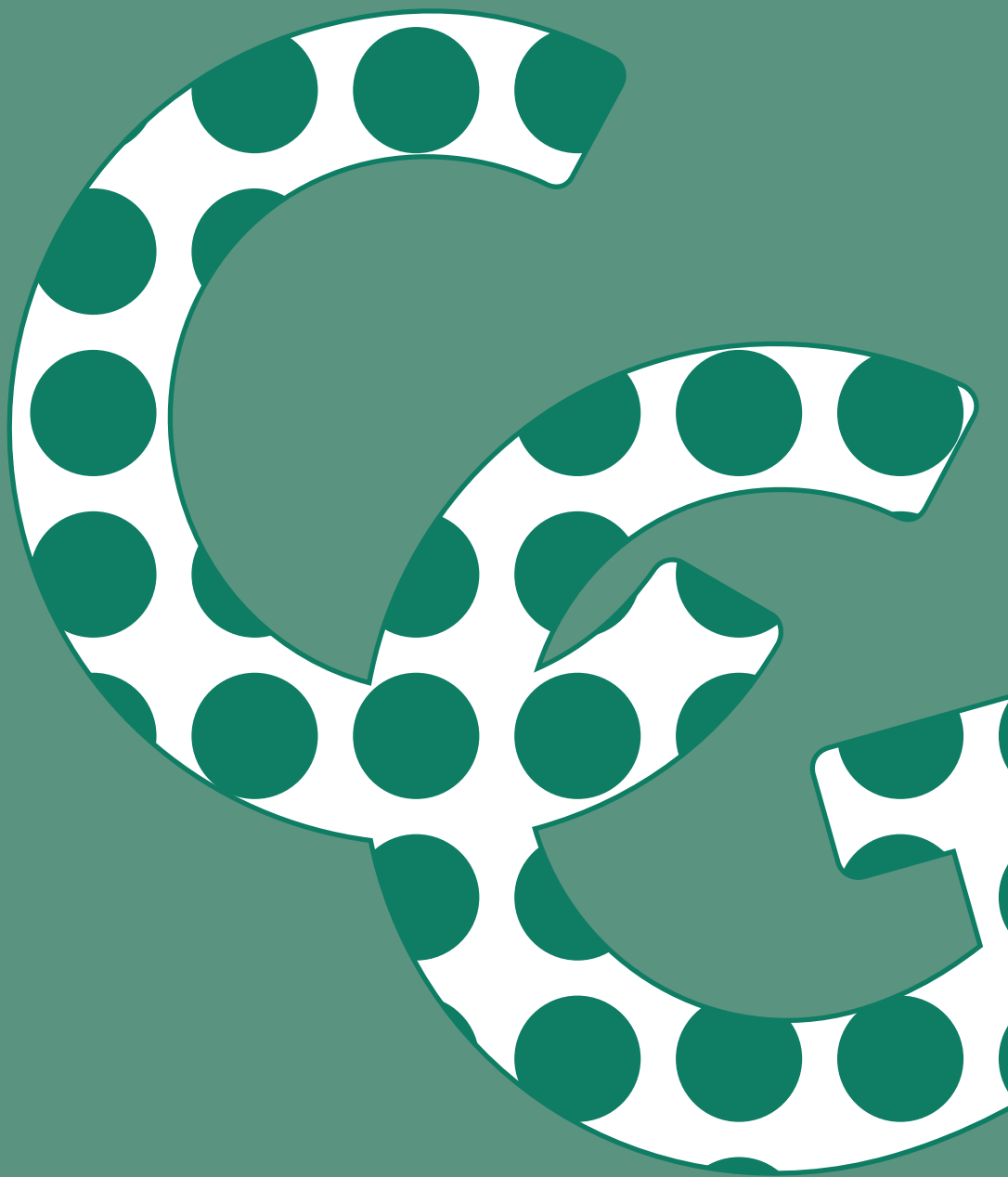
Historical background and methodology

The development of the Guide began in 2017 through mutual agreement between different sectors responsible for ECCE and an analysis of the Cameroonian context. An analysis carried out in different working groups led to two main points of improvement: the quality of Community Pre-school Centres (CPCs) and the lack of regulations for early childhood (0-3 years). This Accreditation Guide is intended to be a reference tool for establishments, a harmonisation that guarantees quality education.

At the same time, the State validated the new curriculum and the UNESCO-IBE's request to create the general conditions for improving ECCE provision. "The new nursery/ pre-school curriculum is now available. It focuses on the child's knowledge, the organisation and management of the classroom, learning and teaching processes, play practices and routine activities [...]. The health sub-directorate has been involved in the activities with the aim of solving problems related to vaccination and nutrition".

The consultation meeting on ECCE held in March 2020 between Cameroon and UNESCO-IBE, highlighted the standards and norms of the establishments providing early childhood education and care, the conditions for creating, managing and respecting the well-being and development of the early childhood. As a result, the UNESCO-IBE, in collaboration with the Government of Cameroon, developed quality criteria for ECCE establishments, which are summarized in this Guide. One of the main objectives is the standardization of childcare facilities, including day care centres and crèches, including home crèches, public centre crèches and private crèches.

PART 1:
CRECHES ET GARDERIES
(0 TO 3 YEARS)



1. Accreditation Process

In order to qualify as a crèche or garderie, establishment must meet strict educational quality requirements (see Appendix 1: Accreditation form for ECCE institutions). They should first apply for accreditation to the Deputy Director (called DA) in charge of the child protection service run by MINPROFF. The process of referencing establishments to become an establishment specializing in early childhood supervision is the first sine qua none condition for offering quality ECCE services.

1.1 Observations

The application for licensing as an early childhood care establishment must be submitted to the DA who is the head of the child welfare service.

MINPROFF has the authority to reject or accept an application for accreditation from an applicant establishment. It is prohibited to open an ECCE establishment without a license.

If an application is accepted, the applicant establishment receives a one-year licence which may be renewed after inspection for another year and thereafter for five-year periods.

1.2 Temporary Authorization

A temporary authorization may be issued. In the case of non-compliance with a limited number of standards, MINPROFF sends an initial note for a six-month transition period so that the establishment can conform to the standards. If at the end of the transition period, the establishment has still not complied, a penalty will be imposed. If after that and during the second six-month transition period, compliance has still not been achieved, MINPROFF will remove the temporary authorization.

1.3 Application

Registrations will be made online at the regional delegation offices. In order to avoid a multiplicity of inspection services for applicants for the first year of operation as well as for authorization renewals, the regional delegations will be responsible for inspection.

1.4 Refusal of application for accreditation

In case of the application for accreditation is rejected, MINPROFF shall send a letter explaining the reasons for the rejection. A establishment that is refused accreditation should not open in order to ensure the safety of early children. It may be subject to sanctions.

The application for accreditation may be renewed after six months..

1.5 Inspection and revocation of approval to operate

Inspections of ECCE establishments are conducted by the regional delegations. Their role is to verify compliance with the conditions of accreditation. Following a significant lack of compliance with most standards, accreditation may be suspended.

1.6 Litigation and Resolution

Complaints and disputes will first be registered in the guardianship service (district). If the dispute is important and tends to last, the Ministry will be able to intervene to settle the conflict.

2. Direction of the crèches or garderies

The accreditation process includes compliance with organizational arrangements related to management and administration as detailed below. The challenge for early childhood establishment is to ensure that their operations are adapted to the needs of young people and parents. Matching the expectations of parents and professionals is the key to the proper functioning of the establishment, by extension of the community, and thus providing quality education and care.

2.1 Organization and Management

The establishment must be structured with: a director, an administrator (depending on the size of the establishment), an office and adequate equipment. For home day care centers and day care centers in public centers, a local committee must appoint a person responsible for administrative tasks. Any change in direction must be communicated to the MINPROFF DA. If there is only one person in the structure, he or she is responsible for administrative tasks.

2.2 Registration and supervision fees

Fees and other costs such as parents' financial contributions (private funds contributing to the organization of the structure), calculated per child and per service, must not exceed the amount set by MINPROFF and the Minister of Commerce.

Any waiver or increase in fees must be approved by MINPROFF (any change must be justified).

The institutions themselves establish the rules for parental contributions for other costs such as transportation and meals if included. Regarding payment deadlines, 15 days must be granted to parents with a possibility of extension in case of exceptional conditions (established by the establishment).

In the case of an extension due to non-compliance by parents, unpaid fees or debts, the crèches and garderies can cancel or reject the child's registration. However, actions will have to be taken in order to guarantee the children's rights to protection and education (do not abruptly dismiss a child, wait until the end of the semester and seek an agreement or redirect him or her to another institution to avoid exclusion as much as possible).

2.3 Additional resources

Institutions may receive additional grants for projects or receive support from potential donors. The DA must be informed in advance.

2.4 Admission requirements for child

The supervising institution must comply with certain rules concerning the conditions of admission of children:

- » Children are admitted to all services subject to presentation of a birth certificate/certificate.
- » Establishments, in accordance with the principle of non-discrimination, cannot refuse a child for religious, political, gender or nationality reasons.
- » Early childhood care establishments must guarantee orphaned, refugee or foreign children the same access opportunities as others. The same applies to the inclusion of children with special needs.
- » Children can be cared for at any time of the year.

2.5 Registration of children and administrative documents

(see Appendix 3: Templates for recording administrative data).

The institution must develop and maintain a registry of data on children:

- » The number of children, their sex and age ;
- » A telephone number for parents or a person to contact in case of problems;
- » A daily attendance and absence record of the children (with the reason);
- » A copy of each child's medical record (Child Health Booklet);

A "Human Resources" register containing information about the professionals (see a template in Appendix):

- » The contact information of each one;
- » Diploma and qualification, if any;

- » Employment contracts;
- » Salary sheets;
- » A daily attendance sheet of the staff.

A register of “activities, programs and child development” including:

- » Activity sheets (progress of the activity, supplies used);
- » Informative documents related to the development of young children from 0 to 3 years old and their needs.

A register including documents related to logistics, management and finance (see a template in Annex):

- » - Inventory management sheets (supplies, tools and equipment, learning materials);
- » - Expense invoices and statement of accounts;
- » - Internal rules and regulations;
- » - Reports of the various meetings with parents and the community (COMGE) and reports;
- » - Reports of any meetings or interactions with other services (health or social services).

2.6 Evaluation and operation reports

Institutions are required to submit an operating report to the DA every three months.

3. Infrastructure

Crèches and garderies must provide children with quality infrastructures that respect the safety and needs of young children and thus guarantee their development.

3.1 Building characteristics

The centre must respond to a number of characteristics in order to prevent, minimize and manage the risks and accidents that young children may face. These include :

A minimum space of 1m² for each child inside the buildings.

A learning space with a minimum surface area of 16 m².

A minimum ceiling height of 260 cm

A first floor construction with non-sliding doors

Emergency exits, windows and doors

Adequate ventilation and natural light are mandatory, spaces must be ventilated daily by opening the windows.

A kitchen area must be provided with equipment and a food storage area.

Measures are put in place to establishment evacuation but also to ensure a healthy and joyful environment that will positively impact the awakening of the young child.

3.2 Sanitation

Water is a vector for many diseases that children are likely to report, and for this reason it must meet the following criteria:

- » It must be drinkable and usable, a water supply is mandatory.
- » Hot water pipes must not be accessible to children.

- » The respect of the standards must be ensured in particular with adapted equipment (soap).

Early childhood is the time for learning life skills. Cleanliness is a skill that the child acquires through contact with others and adults. As for latrines, the measures put in place by the childcare facility are as follows:

- » The proportion of latrines per child must be at least 1/15 for girls and 1/30 for boys.
- » The opening must be at least 20 x 15cm.
- » For children over one year old, adult toilets can be used with an adaptation (access ramp, booster seat) and in the presence of an adult.
- » Adult toilets must be separate from those for children.
- » The pit must be at least 5m deep and must be 15m from the borehole.
- » They must be cleaned daily.

Concerning the toilet changing area, it must be arranged and have a secure cabinet, storage space containing toiletries, hygiene products and a waste garbage can. For the older, a potty must be provided.

3.3 Playground and Outdoor

Playgrounds and facilities must be free of holes, hazardous materials, wells, barbed wire, water points and must have play objects and furniture as well as non-sunny areas.

With respect to safety, the school or care area must be enclosed with a fence around the construction, an entrance gate and safety gates in front of the main entrances.

4. General organisation

The professionals in ECCE need to provide an organisational framework. This includes children's parents in decisions to promote the principle of participation in learners' education and learning.

4.1 Denomination of the institution

The name of the crèche or garderie must be established by an internal committee composed of professionals and parents.

The name of the establishment must meet the following criteria:

- » It must be meaningful to the nature of the establishment (the name given must be related to early childhood, the well-being of young children, etc.);
- » It must respect Cameroonian and international educational values (promotion of peace, multilingualism, etc.);
- » It must be unique and in conformity with intellectual property standards;
- » It must remain unchanged after the grant of the licence.

4.2 Opening days and times

According to the organisation of the state, the institutions are open :

- » 11 months a year, 5 days a week.
- » From 6 am to 6 pm in the evening.
- » Each region is also flexible in terms of timetables (according to the needs of parents).

4.3 Welcoming children

A member of staff welcomes parents and children and can possibly collect information

about the child's condition (sleep, health, nutrition).

4.4 Meeting of professionals

All ECCE staff should spend time in meetings to discuss pedagogical issues, activities (planning, organisation, assessment), organisation, difficulties encountered, improvements in particular.

4.5 Parental engagement

Parents must respect the timetables and guarantee the presence of their children at the indicated times. Each parent must indicate the person who is to collect the child. Parents arriving late to pick up their child may be fined.

4.6 Rules and regulations

It is a document drawn up by the institution which defines the operating rules, the role of the stakeholders in the structure and the duties of each one. It concerns parents and staff and must be distributed and displayed.

It is specific to each establishment and must contain information on the organisation and rules of conduct such as :

- » The conditions of admission of the child (age range, fees, etc)
- » Opening hours and days
- » Information on hygiene and child nutrition

The participation of parents in the organisation of the crèche (planning of meetings).

5. Early Childhood Professionals

They play a major role in the education and socialisation of children. In order to be recognised and able to practice as ECCE professionals, the following requirements must be met.

5.1 Ratio of professionals to children

The staff/children ratio must not exceed for:

- » The age group between 0-2 years, one professional for every five children.
- » The age range between 2-3 years, one professional for every ten children.

5.2 Prior training requirements

The director and the team must have a certificate of participation for the intensive training modules (of at least one week) recognised by the accredited training centre or issued by accredited private institutions. A record of participation must be kept for intensive training sessions (one- or two-day sessions) recognised by the approved training centre or issued by accredited private institutions.

Early childhood professionals must have been made sensitive in their training by modules of: pedagogy; child development and needs, learning through play, or even: socio-emotional competence, child psychology. Staff must be recruited from among teachers, care assistants and nurses.

As regards training and awareness-raising on the subject of children with special needs (sensorial, mental, motor or behavioural disabilities), professionals must be made aware of the various disabilities in order to recognise them and to warn the competent services and parents.

5.3 Internal training

MINPROFF must organise periodic training sessions of 2 to 3 days or more at the request of the institutions.

5.4 Recruitment and staff contracts

All recruitment must be reported to the DA.

In the crèches, a contract must be signed that includes the rights and duties of the employee and the employer such as the number of working hours per week, the expected attitude with the children (including the prohibition of corporal punishment), the expected performance, the salary with taxes and contributions as well as the individual rights (in case of illness, pregnancy(s), holidays, etc).

For professionals working in crèches in public centres, a letter of commitment is sufficient, describing the rights and duties of the employee. The letter will be defined by MINPROFF.

5.5 Principle of non-discrimination

Employees must not be discriminated against on the basis of: religion, language, origin, place of residence, social background, gender and age.

6. Safety and protection

Accidents can happen in establishments and cause serious personal injury and property damage. The issue of safety is therefore paramount and the implementation of the following measures must be respected.

6.1 Preventive measures

The establishment must put in place measures to prevent risks against accidents such as :

- » Ensure that children are not left alone and unsupervised;
- » Ensure that dangerous products and cleaning products are not left within the reach of children.
- » The same applies to electrical connections;
- » Store bins outside and out of the reach of children;
- » Ensure that the kitchen complies with safety and hygiene standards.
- » Send a child back to the parents in the event of illness to avoid any risk of contamination.

Regarding flood and fire prevention measures, rules must be applied such as the monitoring and maintenance of electrical and gas installations.

6.2 Safety precautions

When an accident or an event occurs, the establishment has previously taken measures to mitigate the consequences such as :

- » It is compulsory to have a first aid kit available;
- » Training staff on first aid procedures (in case of suffocation for example);
- » Having a relative's mobile phone number so that they can be notified according to the

seriousness of the accident.

Moreover, in the event of fire, the precautionary measures to be put in place are as :

- » Provide emergency exits for evacuation;
- » Make fire extinguishers available;
- » Train personnel on the operation of fire extinguishers (which must be periodically checked and changed if they are defective) and on evacuation (also valid in the case of floods).

6.3 Animal issues

Bushes and water points should be maintained to avoid snakes and mosquitoes. Animals (domestic or not) are not allowed in the establishments.

6.4 Special safety for little girls

Record genital mutilation and in case of suspicion; notify social and health services and report to the police or competent authority.

6.5 Health security during COVID-19

All ECCE professionals must protect themselves and their stakeholders, including parents and others. With regard to children, regular handwashing should be done. Barrier gestures must be put in place for and by professionals, such as wearing a mask, regular hand washing with soap or a hydro-alcoholic solution, isolation in the home in the event of syndromes or suspicion of VIDOCs.

7. Learning environment

The role of ECCE institutions is to ensure a healthy learning environment that is conducive to early childhood development. This is an essential component of child well-being and contributes to the child's quality of life in line with a comprehensive and holistic approach where all the child's needs are included.

7.1 General organization

Within the spaces and according to the organisation of the buildings, free activity zones must be defined to offer the child a range of activities. For example, the learning environment should be organised in corners of the room by installing :

- » A quiet zone with a few picture books;
- » A construction area with cubes, boxes, objects of various shapes and colours;
- » A theatre area with some clothes and accessories;
- » An outdoor space where the child can run, play, etc.; An outdoor area where the child can run, play, etc.; An outdoor area where the child can play.

7.2 Decoration

The classroom and learning spaces should be decorated and brightly coloured. A joyful learning environment helps to awaken the child's curiosity.

The walls must be washable and cleaned regularly, no harmful substances should be used as paint.

7.3 Furniture

Furniture has the double function of arousing interest, awakening the curiosity of young people and helping to awaken their curiosity, as well as being tools for professionals to carry out quality activities. The furniture includes chairs, any tables and the blackboard, which must be adapted to the morphology of children and in sufficient number.

7.4 Toys and educational tools

Toys should be age-appropriate to ensure quality safety and stimulation by following the school curriculum and the Guide for ECCE Professionals. Toys and teaching aids include: different balls (textures, sizes), mirrors, tunnels, dolls, books, etc. Digital and audiovisual equipment can also be used to play music, for example during a dance activity.

The use of local and recycled materials adapted to early children and in accordance with their safety is encouraged. However, care must be taken to ensure the attractive dimension.

8. Quality of teaching and learning

In order to ensure quality, inclusive education and early learning, the following standards and values must be respected as outlined below. Each school must have a pedagogical project that is representative of the values of the school, Cameroon and UNESCO, it is the frame of reference for all the actions carried out. It is made up of a common base specific to all establishments in charge of early childhood but must be adaptable according to particularities, such as cultural ones.

8.1 Educational programme of activities

One of the primary aims of early childhood care institutions is to support early childhood by providing a framework conducive to the child's development, including activities and games proposed and run by early childhood professionals.

8.2 Respect for child development

ECCE professionals must respect the young child at all ages and implement appropriate activities to give them every opportunity to awaken and grow. Activities should be carried out in line with the values of quality and respectful education, including the following principles:

- » Emotional security: the professional must be a reassuring support for the child by adopting a calm, peaceful and understanding behaviour and by creating a safe environment around the child.
- » Autonomy: the professional must accompany the child but also leave him/her a space of freedom in order to develop his/her capacity to be an actor of his/her choices and to manage on his/her own.
- » Psychomotor development: in order to develop fine and gross motor skills.
- » Socialisation and respect: the child must be listened to, taken into consideration, find its place within the group, be respected and respect the limits set.

8.3 Respect for the aims and principles of ECCE professionals

The pedagogical programme, translated into activities, is carried out by ECCE professionals, they are key actors in the development of the young child, and must respect:

- » The standards set by the Cameroonian government for ECCE;
- » International and regional ECCE standards;
- » The pace of early childhood development;
- » Implement actions, games and activities to engage the child in a caring way.
- » Accompanying the child in a vulnerable situation

8.4 Consideration of local languages

The first years of life are partly devoted to language and language learning. Learning that takes place in contact with the family, early childhood professionals and other children, they are responsible for transmitting knowledge and skills transmitted through language. Cameroon is a state rich in linguistic diversity. Languages and dialects that must be promoted from the very beginning of life to create continuity between the family environment and the learning and development environment. The promotion of local languages will not disrupt the learning of one of the two official languages that will be added to them later on.

In concrete terms, this translates into the use of local languages in ECCE institutions during games and learning activities but also during routine activities and daily life (meals, care).

8.5 Inclusion of early children in vulnerable situations

Early childhood care institutions in Cameroon must pursue an inclusive policy towards children with special needs and rights. Adaptations must be put in place in order to welcome them in the best possible conditions and to offer them a quality welcome:

- » Providing for the adaptation of infrastructures for children with motor, sensory, mental and psychological disabilities. In concrete terms, this means: the installation of an access ramp, the construction of a bathtub, the organisation of activities, etc.
- » Taking special account of and integrating orphans and abandoned children who are more likely to be out of school or out of school, to live on the streets and to beg.

- » To take into account refugee children, allow them access to schooling and early learning and thus increase their chances of attending primary schools, particularly in the East Cameroon region.
- » To guarantee gender equality, its respect and promotion, in particular by raising awareness among early children through activities that promote this value and by ensuring that they adopt a non-discriminatory attitude towards professionals.

9. Parental participation

L'éducation des enfants va au-delà même de l'établissement d'encadrement. En effet, les parents sont également considérés comme étant les principaux éducateurs. Compte tenu du rôle important qu'ils jouent dans le processus d'apprentissage et du bon développement de leurs enfants, ces derniers doivent se sentir investi dans la gestion des établissements de la petite enfance.

9.1 Rapport d'évaluation

Le service doit organiser des réunions régulières avec les parents afin d'évaluer le développement de l'enfant et ses progrès, les parents doivent se sentir concernés par l'éveil et l'éducation de leur enfant à tous les niveaux d'éducation.

9.2 Sensibilisation aux besoins nutritionnels de l'enfant

Les parents doivent prendre conscience de l'importance de la nutrition chez le jeune enfant surtout dans le cas où les parents doivent préparer le repas. Le rôle des professionnel(le)s de la petite enfance est de parler avec les parents afin de leur donner des informations concernant le bien-être du jeune enfant. Le professionnel(le) a un savoir et des connaissances qu'il doit partager dans l'intérêt de l'enfant. La continuité entre la crèche ou la garderie et la maison est très importante.

10. Collaboration with other ECCE actors

The establishment of early childhood care in a holistic and comprehensive approach must promote a harmonious framework to ensure children's development. The development of children includes many factors including health, nutrition, sleep and the family environment. As a result, issues relating to the protection and health of children are of major interest and fall within the remit of different institutions or actors. There must be coherence between the various services.

Health services: Regular visits by health professionals must be ensured in order to prevent and identify childhood illnesses. Institutions should encourage vaccination and keep a register of children who have been vaccinated.

Emergency contacts: All early childhood care establishment should have contacts with social workers, health workers, police and fire services.

Child protection: In cases of violence, institutions have the option of reporting procedures to social services.

Ministerial coordination: Regular coordination between MINPROFF and MINEDUB should be established to create an appropriate environment around day-care centres, crèches, schools and early childhood protection centres.

**PART 2:
PRESCHOOLS AND CPCS
(4 TO 5 YEARS)**



1. Accreditation Process

Preschools and CPCs must meet strict educational quality requirements (see Appendix 1: Accreditation form for pre-schools and CPCs). Requesting referrals from institutions applying to become a Preschools or CPC is the first prerequisite for providing quality ECCE services.

1.1 General Observations

The application for authorization must be submitted to the person in charge of the service of the Secretariat for Education (SEDUC) for the private schools, District Inspector of Education (IAEB) for CPCs.

MINEDUB has the authority to reject or accept the application. accreditation of an applicant institution. It is prohibited to open an early childhood care establishment without having obtained the license.

If an application is accepted, the applicant institution shall receives a one-year authorization which can be renewed after inspection for another year and thereafter in five-year periods.

1.2 Provisional Authorization

A provisional authorization may be issued. In the case of the non-compliance with a limited number of standards, the MINEDUB sends an initial note for a six-month transition period in order to that the establishment can comply with the standards. If at the end of the transition period, the institution is still not in compliance, a penalty will be imposed. If after that and during the second transition period of six months, compliance has still not been achieved. respected, MINEDUB will withdraw the provisional authorization.

1.3 Registration

Registrations will be made online at the regional delegation offices. In order to avoid a multiplicity of inspection services for applicants for the first year of operation as well as for license renewals, the regional delegations will be in charge of control.

1.4 Refusal of Application for Accreditation

In the event that the application for accreditation is rejected, MINEDUB shall send a letter explaining the reasons for the rejection.

An institution that is denied accreditation must not open to ensure that the safety of young children. It is subject to sanctions.

The application for accreditation may be renewed after six months.

1.5 Inspection and withdrawal of operating authorization

Inspections of early childhood care establishment are carried out by the regional delegations. Their role is to verify the compliance of the conditions accreditation. As a result of a significant lack of compliance with most standards, accreditation may be suspended.

1.6 Litigation and Dispute Resolution

Complaints and disputes will first be registered in the guardianship service (borough). If the dispute is important and tends to last, the Ministry may intervene to resolve the conflict.

2. Pre-schools and CPCs Directorate

The granting of accreditation includes compliance with organizational requirements related to management and administration as presented below. The main objective of preschools and CPCs is to ensure that they operate in a child-friendly manner. The adequacy between the expectations of parents and professionals is the key to a good functioning of the school, by extension of the community and thus offer quality education and care.

2.1 Organization and Management

The school or CPC must be structured with: a principal, an administrator (depending on the size of the institution), an office and adequate equipment. Any change in the management must be communicated to the IAEB for the MINEDUB.

2.2 Registration and coaching fees

Fees and other costs such as parents' financial contributions (private funds), fees and other costs such as contributing to the organization of the structure) shall not exceed the amount (calculated by child and per service) established by MINEDUB for private schools and MINPROFF with the Minister of Commerce. Any derogations or increases shall be approved by the Minister (any changes must be justified). School fees Public preschools amount to 7500 CFA and CPCs to 2000 CFA.

The schools and CPCs themselves set the rules for parental contributions (fees and other costs including transportation and meals). Concerning payment terms, 15 days must be granted with a possibility of extension for exceptional conditions (established by the schools).

In the case of an extension of non-compliance by parents, to If a child has unpaid fees or debts, schools may cancel or reject the child's registration. Nevertheless, actions will need to be taken to ensure the rights to protection and education of children (such as not abruptly dismissing a child, waiting until the end of the semester and seek an agreement or redirect it to another institution to avoid the need for the maximum its de-schooling or exclusion).

2.3 Additional Resources

Schools and CPCs may receive additional grants for projects or receive support from potential donors. For this, information should be given to SEDUC for private pre-schools or IAEB for public schools and CPCs.

2.4 Admission requirements for children

Schools and CPCs have to meet certain rules regarding the conditions of admission of children :

- » Children are admitted subject to the presentation of an act/certificate from birth.
- » In accordance with the principle of non-discrimination, establishments may not refuse a child for religious, political, gender or nationality reasons.
- » The ECCE establishment must guarantee orphaned children, refugees or foreigners the same chances of access as others. The same applies to inclusion of children with special needs.
- » Children can be welcomed at any time of the year.

2.5 Registration of children and administrative documents

(see Appendix 3: Templates for recording administrative data).

The school or CPC must develop and maintain a logbook that lists the data concerning children :

- » The number of children, their sex and age;
- » A telephone number for parents or a person to call in case of problems;
- » A daily attendance and absence sheet for children (with the reason);
- » A copy of each child's Child Health Booklet;

A "Human Resources" register containing information concerning the professional(s) working in the structure :

- » The coordinates of each;

- » The diplomas and possible qualifications ;
- » The employment contracts;
- » Salary slips ;
- » A daily attendance sheet for the staff.

A register “activities, programs and child development” including :

- » The activity and learning sheets (activity progress, supplies used) ;
- » Informational materials related to the development of young children 3 to 5 years of age and their needs.

A register including documents relating to logistics, management and finance :

- » Inventory management sheets (supplies, tools and equipment, materials of learning) ;
- » Invoices, expenses and statement of accounts;
- » The internal regulations;
- » Reports of the various meetings with parents and the community (COMGE);
- » Reports of any meetings or interactions with other services (health or social services).

2.6 Evaluation and Operating Reports

Institutions are required to submit an operations report every three months to SEDUC for private pre-schools and to IAEB for public pre-schools and CPCs.

3. Infrastructure

Schools and CPCs must provide children with quality infrastructures that respect the safety and needs of children to ensure their development.

3.1 Construction characteristics

The child care facility must meet a number of characteristics in order to prevent, minimize and manage the risks and accidents that young children may face. These include :

- » A minimum space of 1m^2 for each child inside the buildings.
- » A learning space with a minimum surface area of 16m^2 .
- » A minimum ceiling height of 260 cm
- » A first floor construction with non-sliding doors
- » Emergency exits, windows and doors
- » Adequate ventilation and natural light are mandatory, spaces must be ventilated daily by opening the windows.
- » A kitchen area must be provided with equipment and a food storage area.

Measures are put in place to facilitate evacuation but also to ensure a healthy and joyful environment that will positively impact the education of the young child.

3.2 Sanitary facilities

Water is a vector for many diseases that young children are likely to report, and for this reason it must meet the following two criteria:

- » It must be drinkable and usable, a water supply is mandatory.
- » Hot water pipes must not be accessible to children.

- » The respect of the standards must be ensured in particular with adapted equipment (soap).

Concerning latrines, the measures put in place by the establishment are :

- » The ratio of latrines per child must be at least 1/15 for girls and 1/30 for boys.
- » The opening must be at least 20 x 15cm.
- » Adult toilets must be separate from those for children.
- » The pit must be at least 5m deep and must be 15m from the borehole.
- » They must be disinfected and cleaned daily.
- » Pots must be made available.

3.3 Playground and outdoor

Playgrounds and facilities must be free of holes, hazardous materials, wells, barbed wire, water points and must have play objects and furnishings as well as areas in the shade of the sun.

With respect to safety, the school or care area must be enclosed with a fence around the construction, an entrance door and safety gates in front of the main entrances.

4. General Organization

Professionals in ECCE must provide an organizational framework by including the parents of beneficiary children in decisions in order to promote the principle of participation in education and learning for learners of all ages.

4.1 Name of the establishment

The name of the school or CPC must be established by an internal committee composed of teachers and parents.

The name of the institution must meet the following criteria :

- » It must be significant of the nature of the institution (the name given must be related to education, instruction, childhood, etc);
- » It must respect Cameroonian values and international values of education (promotion of peace, multilingualism, etc.);
- » It must be unique and in conformity with intellectual property standards;
- » It must remain unchanged after the granting of the license.

4.2 Opening days and hours of operation

According to the State organization, schools open from 7:30 am to 1:30 pm (with 2 hours of outdoor activities), the hours are flexible according to each region. A time slot can be set up to create staggered arrivals and exits. The annual standards for Cameroonian schools are: 720 hours are devoted to teaching and 400 hours are devoted to games and routine activities.

4.3 Childcare

A staff member greets parents and children and can possibly collect information about the child's condition (sleep, health, nutrition).

4.4 Meeting of professionals

All teachers and staff must devote time to meetings to discuss pedagogical issues, activities (planning, organization, evaluation), organization, difficulties encountered, improvements.

4.5 Parental Involvement

Parents must respect the schedules and guarantee the presence of the children at the indicated times. Each parent must indicate the person who is to pick up the child. Parents arriving late to pick up their child may be subject to a fine.

4.6 Rules of Procedure

It is a document drawn up by the institution that defines the operating rules, the role of the stakeholders in the structure and the duties of each one. It concerns parents and staff and must be distributed and posted.

It is specific to each establishment and must contain information on the organization and rules of conduct such as :

- » The conditions of admission of the child (age range, rates, etc)
- » Schedules, opening days, vacations
- » Information on hygiene and feeding of the child
- » The participation of parents in the organization of the school or CPC (planning of meetings, etc.)

5. Teachers

They play a major role in the education and socialization of children. In order to be recognized and to be able to work as a teacher, the following requirements must be met.

5.1 Ratio between professionals and children

The staff/children ratio must not exceed for:

- » The age group between 3-4 years, one professional for every 20 children.
- » The age range between 4-6 years, one professional for every 26 children.

5.2 Required prerequisite training

The director and the team must have a certificate of participation for the intensive training modules (of one week minimum) recognized by the accredited training center or issued by accredited private institutions. A record of participation must be kept for intensive training sessions (one or two-day sessions) recognized by the approved training center or delivered by accredited private institutions.

School teachers (private or public) must hold a diploma recognized by the ENIEG after three years of study (for those who have a BEPC as the basis for a diploma in one of the teaching majors).

Concerning training and awareness about children with special needs (sensory, mental, motor or behavioural disabilities), ECCE professionals must have been made aware of the different disabilities in order to recognize them and to notify the competent services and parents. One of the challenges of early recognition of disabilities is the adaptation of daily activities and play.

5.3 In-house training

MINEDUB must periodically hold a one-week training course for public school teachers (with a certificate of participation at the end of the week).

5.4 Recruitment and contract for personnel

For private schools, the search for teachers will have to be communicated to SEDUC (for schools). A contract must be signed including the rights and duties of the employee and the employer such as: the number of working hours per week, the expected attitude with the children (including the prohibition of corporal punishment), the salary with taxes and contributions as well as individual rights (in case of illness, pregnancy(s), vacations, etc).

5.5 Principle of non-discrimination

Employees must not be discriminated against on the basis of: religion, language, origin, place of residence, social background, gender and age.

6. Security and protection

Major accidents can occur in schools and CPCs and cause serious personal injury and property damage. The issue of safety is therefore paramount and the implementation of the following measures must be respected.

6.1 Preventive measures

The establishment must put in place measures to prevent risks against accidents such as :

- » Ensure that children are not left alone and unsupervised;
- » Ensure that dangerous products and cleaning products are not left within the reach of children.
- » Ditto for electrical outlets ;
- » Store garbage cans outside and out of the reach of children;
- » Ensure that the kitchen complies with safety and hygiene standards.
- » Refer a child to the parents in case of illness to avoid any risk of contamination.
- » Regarding flood and fire prevention measures, rules must be applied such as the monitoring and maintenance of electrical and gas installations in particular.

6.2 Precautionary measures

When an accident or event occurs, the school or the CPC has previously taken measures to mitigate the consequences, such as

- » Having a first aid kit available is mandatory
- » Training the staff on first aid procedures (in case of suffocation for example);
- » Having a cell phone number of a relative to prevent them according to the seriousness

of the accident.

On the other hand, in case of fire, the precautionary measures to be put in place are to :

- » Provide emergency exits for evacuation;
- » Provide fire extinguishers;
- » Train personnel on the operation of fire extinguishers (which must be periodically checked and changed if they are defective) and on evacuation, particularly in the event of flooding.

6.3 Animal Issues

Bushes and water points must be maintained to avoid snakes and possible mosquitoes. Animals (domestic or not) are not allowed in the establishments.

6.4 Special safety for little girls

Record genital mutilation and in case of suspicion; notify social and health services and report to the police or competent authority.

6.5 Health safety during COVID-19

All professionals and teachers must protect themselves and stakeholders including parents and others. For children, regular handwashing should be done. Barrier gestures must be put in place for and by professionals, such as wearing masks, regular hand washing with soap or a hydroalcoholic solution, and isolation in the home in case of syndromes or suspicion of COVID.

7. Learning Environment

The role of schools and CPCs is to ensure a healthy learning environment that is conducive to early childhood education. This is an essential component of child well-being and contributes to the child's quality of life in a comprehensive and holistic approach where all of the child's needs are included.

7.1 Division and groups

For schools, children should be divided into groups and sections according to their age. If there are too few children to form a group, they can join another group's class but will remain divided according to their age. The maximum number of children per group is 40 with a minimum space of 30m². The larger the size of the room, the more children can be accommodated, so an assistant may be able to help the teacher.

7.2 Arrangement of the space

Within the spaces and according to the organization of the constructions, free activity zones must be defined to offer the child a range of activities. For example, the learning environment should be organized in corners of the room by installing :

- » A quiet zone with a few picture books ;
- » A construction area with cubes, boxes, objects of various shapes and colors;
- » A theater area with some clothes and accessories;
- » An outdoor space where the child can run, play, etc.

7.3 Decoration

The classroom and learning spaces should be decorated and brightly colored. A joyful learning environment helps to awaken the child's curiosity.

Walls must be washable and cleaned regularly, no harmful substances must be used as paint.

7.4 Furniture

Furniture has the double function of arousing interest, awakening the curiosity of young people and participating in its awakening, as well as being tools at the service of professionals to carry out quality activities. The furniture includes chairs, possible tables and the blackboard which must be adapted to the morphology of small children and in sufficient number.

7.5 Toys and educational tools

Toys must be age-appropriate to ensure safety and quality development by following the school curriculum and the Teacher's Guide. Toys and educational tools include: paper and coloured pencils, different balls (textures, sizes), mirrors, tunnels, dolls, books, etc. Digital and audiovisual material can also be used to play music, especially during a dance activity.

The use of local and recycled materials adapted to young children and in conformity with their safety is encouraged. Nevertheless, care must be taken to keep the attractive dimension.

8. Quality of teaching and learning

To ensure quality and inclusive education and development, the following standards and values must be respected in schools and CPCs. Each school must have a pedagogical project that is representative of national, regional and international values, it is the frame of reference for the actions carried out. It is made up of a common educational program but must be adaptable according to particularities including cultural ones.

8.1 Pedagogical program of activities

One of the primary goals of the school and the CPCs is to accompany the child by providing a framework conducive to his or her development, including activities and games proposed and led by the teachers.

Respect for the child's development

Teachers must respect the child at all ages and implement appropriate activities to give the child every opportunity to awaken and grow. Activities carried out in line with the values of quality and respectful education include the following principles:

- » Emotional security: the teacher must be a reassuring support for the child by adopting a calm, peaceful, understanding behavior and by creating a safe environment around him/her.
- » Autonomy: the teacher must accompany the child but also leave him/her a space of freedom in order to develop his/her capacity to be an actor of his/her choices and to manage on his/her own.
- » Psychomotor development: in order to develop fine and general motor skills.
- » Socialization and respect: the young child must be listened to, taken into consideration, find his place within the group, be respected and respect the limits set.

Respect for teachers' goals and principles

The pedagogical program, translated into activities, is led by the teachers, they must

respect:

- » The standards established by the Cameroonian government in terms of education and respect for the rights of the child;
- » The international and regional standards for education and respect for the rights of the child;
- » The pace of early childhood development;
- » The implementation of actions, games and activities to awaken the child with benevolence;
- » The accompaniment of the child in a vulnerable situation.

8.2 Taking into account local languages

The first years of life are devoted in part to language and language learning. Learning that takes place in contact with the family, teachers and other children, they are responsible for transmitting knowledge and skills conveyed by the language. Cameroon is a state rich in its linguistic diversity. Languages and dialects that must be emphasized from the very beginning of life to create continuity between the family environment and the learning and awakening environment. The valorization of local languages will not disrupt the learning of one of the two official languages that will be added to them after the instruction.

In concrete terms, this translates into the use of local languages at school during games, routine activities and daily life (meals, care).

8.3 Integration of young children in vulnerable situations

Schools and CPCs in Cameroon must carry out actions that include children with special needs and rights. Adaptations must be put in place in order to provide them with quality education including :

- » The adaptation of classrooms for children with motor, sensory, mental, psychic handicaps such as: the installation of an access ramp, the development of infrastructures, the development of activities, etc.
- » The integration of orphans and abandoned children who are more likely to be out of school or out of school, to live in the street and to beg.
- » The inclusion of refugee children, in order to provide them with access to schooling,

particularly in the East Cameroon region.

- » Raising awareness of gender equality, respecting and promoting it through activities and ensuring appropriate behavior by teachers.

9. Parental Involvement

L'éducation des enfants va au-delà de l'école et du CPC. En effet, les parents sont considérés comme étant les principaux éducateurs. Compte tenu du rôle important qu'ils jouent dans le processus d'apprentissage et du bon développement de leurs enfants, ces derniers doivent se sentir investi dans la gestion des écoles et des CPC et comprendre les enjeux de l'éducation qui est un investissement à moyen et long terme.

9.1 Rapport d'évaluation

Le service doit organiser des réunions régulières avec les parents afin d'évaluer le développement de l'enfant et ses progrès, les parents doivent se sentir concernés par l'éveil et l'éducation de leur enfant à tous les niveaux d'éducation.

9.2 Sensibilisation aux besoins nutritionnels de l'enfant

Les parents doivent prendre conscience de l'importance de la nutrition chez le jeune enfant surtout dans le cas où les parents doivent préparer le repas. Le rôle des professionnel(le)s de la petite enfance est de parler avec les parents afin de leur donner des informations concernant le bien-être du jeune enfant.

10. Collaboration with other stakeholders in support of ECCE

Schools and CPCs must promote a harmonious framework to ensure the development of children. The development of children includes many factors including health, nutrition, sleep, family environment. As a result, issues related to child protection and health are of major interest falling under the authority of various ministries, institutions and actors. Coherence must exist between the various services in order to offer the best quality of stimulation and learning to all children.

With communities and town halls: CPCs are built by these two actors, hence the importance of their participation in the life of the institution and in decision-making.

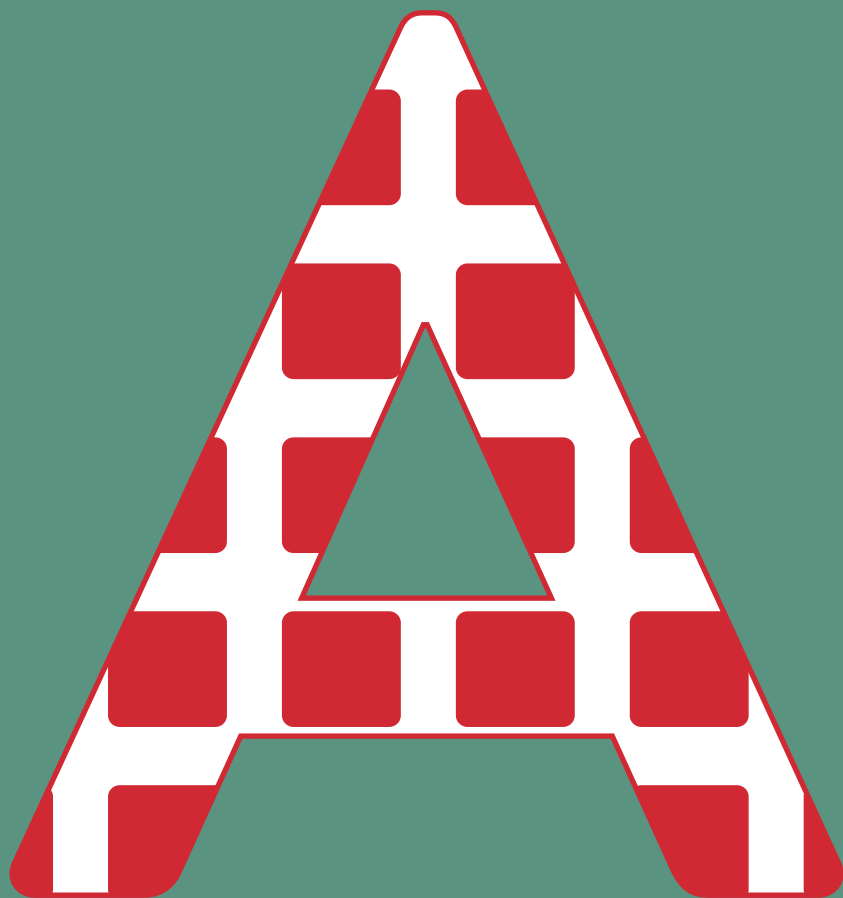
Health services Regular visits by health professionals must be ensured in order to prevent and identify childhood diseases. establishment should encourage immunization and keep a record of children who have been immunized.

Emergency Contacts: All early childhood establishment should have contact with social workers, health care staff, police and firefighters.

Child protection: In cases of violence, establishment have the option of reporting to social services.

Ministerial coordination: Regular coordination between MINPROFF and MINEDUB will need to be put in place to create an appropriate environment around schools and early childhood protection centers.

APPENDIX



Appendix 1. Accreditation Form for ECCE establishment

Appendix 2. Child development charts

Appendix 3. Management Tools: Templates for Recording Administrative Data

Appendix 1. Accreditation Form for ECCE establishment

Appendix 1. Accreditation Form for ECCE establishment

Republic of Cameroon

Name of Institution : _____

Year of creation : _____

Location : _____

Address : _____

District _____

Department of _____

Région _____

Tel : _____

Type of service: (check the corresponding box)

- Garderie: Nurse
 Garderie
 Community Centre

- Crèche
 preschool: Public
 Private

CPC

Other (please specify) : _____

Director or person in charge (please attach a certificate of good character) :

Structure of the establishment: Location
 Owner

Opening and closing hours: from _____ to _____

- Source of funding : Businesses
 Families
 Public subsidies
 Donors

Amount of fees per family (per month): _____

Number of children by age (estimates if new facility) :

Less than 1 year	2 years	3 years	4 years	5 years	6 years

Description of the space:

- Number of rooms : _____
- Size : _____
- Space used for administration : _____

Infrastructure :

- Kitchen
- Sanitary facilities
- Outdoor space

Description of safety standards

Security and Protection	Material and Immaterial measures	Implementation		
		Yes	In progress	No
Risk prevention	Always supervise children			
	Be up to date with parents' phone numbers			
	Household products and dangerous tools are out of the reach of children.			
	Garbage storage outside and out of reach of children			
	Kitchen that complies with safety and hygiene standards			
	Compliant water			
	Sanitary facilities maintained and cleaned daily			
	No water points on the premises			
	Mosquito nets if needed			
	Protective fence around the facility			
	All animals are prohibited in the establishment			
	Implementation of measures related to COVID-19 (soap, masks, etc.)			
Others (to specify) :			
Precaution in case of accident	Have the First Aid Kit and a medical thermometer			
	Training of staff on first aid procedures			
	Training of personnel on the operation of fire extinguishers and their maintenance			
	Installation of emergency exits and training for evacuation			
	To know who and which service to notify in case of suspicion or finding of genital mutilation.			
	Others (to specify) :		

Activities proposal

Title of the activity	Course of events	Development objective	Materials needed
EXAMPLE Activity n°1 : Connect 2 dots to make a line on a sheet of paper	<ol style="list-style-type: none"> 1. Prepare the material (first pre-draw 2 dots on paper) 2. Installing the children 3. Give them the material 4. Give them the instruction: join the two dots with the pencil. 5. Helping them, accompanying them 6. Congratulate them and watch their work 	<ul style="list-style-type: none"> - Hold a pencil - Focus - Fine motor skills - Autonomy 	<ul style="list-style-type: none"> • Paper • Pencils • Table • Chairs

Age : 2 to 3 years old			
Activité n°2 :			
Activité n°3 :			
Activité n°4 :			

Learning materials

Furniture	Details (to complete)	Quantity
Chairs / benches		
Tables		
Board		
Others (to specify)		

Toys and pedagogical tools	Details (to complete)	Quantity
Paper & colored pencils / paint / brushes		
Balls / balloons (different textures and sizes)		
Cubes, building objects		
Toys (dolls, others)		
Mirrors		
Image books		
Outdoor games (tunnel, swings, others)		
Digital equipment (stereo, TV, others)		
Others (to specify)		

Declaration of the Director declaring compliance with the standards and acceptance of the regulations

Date _____ Signature _____

Appendix 2. Child development charts Administrative Data

Appendix 2. Child development charts

Skills	Age		
	3 months	6 months	12 months
Physicals	<ul style="list-style-type: none"> is aware of hands lifts head up when on belly sucks on breast 	<ul style="list-style-type: none"> sits with some support rolls from stomach to back and from back to stomach wiggles and kicks arms and legs 	<ul style="list-style-type: none"> sits without help crawls pulls to standing position
Mentals	<ul style="list-style-type: none"> recognizes main caregivers cries when hungry or uncomfortable 	<ul style="list-style-type: none"> picks up things and puts them in mouth plays with toys in different ways is interested in objects 	<ul style="list-style-type: none"> works to solve simple problems learns that an object exists even if it is out of sight begins to understand cause and effect
Communications	<ul style="list-style-type: none"> reacts to sudden sounds or movements responds to familiar voices or faces 	<ul style="list-style-type: none"> makes simple sounds or gestures turns head toward sounds or movements 	<ul style="list-style-type: none"> imitates single words or signs understands simple words or signs begins to babble by joining sounds together, or repeats hand shapes
Socials	<ul style="list-style-type: none"> can be comforted by voice or touch smiles when played with 	<ul style="list-style-type: none"> shows fear with strangers makes requests for attention recognizes several people 	<ul style="list-style-type: none"> uses gestures cries when caregiver leaves begins to enjoy social games like peek-a-boo

Skills	Age		
	2 years	3 years	5 years
Physicals	<ul style="list-style-type: none"> stacks large objects squats walks 	<ul style="list-style-type: none"> runs, jumps, climbs uses hands for more complex tasks throws a ball 	<ul style="list-style-type: none"> copies simple shapes easily walks backward hops on one foot
Mentals	<ul style="list-style-type: none"> matches objects uses objects related to each other pays attention to activities for longer times 	<ul style="list-style-type: none"> fits shapes into matching holes or spaces sorts objects takes things apart and puts them together 	<ul style="list-style-type: none"> follows simple directions does simple puzzles

			<ul style="list-style-type: none"> • understands counting
Communications	<ul style="list-style-type: none"> • uses sentences with 2 and 3 words or signs • uses simple words or signs • knows 50 to 200 words or signs 	<ul style="list-style-type: none"> • understands most simple language • knows and uses 500 to 1000 words or signs • communicates clearly 	<ul style="list-style-type: none"> • talks or signs about what he has done • uses about 2000 words or signs • asks many questions
Socials	<ul style="list-style-type: none"> • plays alongside other children • imitates caregiver • asks others when she needs help 	<ul style="list-style-type: none"> • enjoys helping around the house • likes to be praised after doing simple tasks • is aware of people's feelings 	<ul style="list-style-type: none"> • plays with other children • understands rules • expresses many feelings

Source : *Child Development Charts*, tiré de l'article "Helping Children Who Are Deaf", Hesperian health guides, [disponible en ligne], 2015
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Appendix 3. Management Tools: Templates for Recording

*Appendix 3.
Management Tools: Templates for Recording Administrative Data*

Children' s registry and document

Names	Age	Sex	Birth Certificate	Child Health Booklet	Parent' s phone number	Special features

Employee census and administrative details

Names	Date of Birth	Place of residence	Job title	Qualifications/ training	List of tasks to be performed	Salary

Sources and reference documents

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