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**MINISTRY OF HEALTH, COMMUNITY DEVELOPMENT, GENDER,
ELDERLY AND CHILDREN**

**NATIONAL GUIDELINES FOR ESTABLISHMENT AND
MANAGEMENT OF DAY CARE CENTRES**

**Ministry of Health, Community Development,
Gender, Elderly and Children
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TABLE OF CONTENTS

ABBREVIATIONS.....	i
FOREWORD.....	iii
ACKNOWLEDGEMENTS.....	v
DEFINITIONS OF KEY TERMS.....	vi
1.0 INTRODUCTION.....	1
1.1 Background	1
1.2 Evolution of Day Care Centres.....	3
1.3 Legal and Policy Framework.....	3
1.3.1 Some of Relevant Provisions of National Legal Frameworks	3
1.3.2 The Some of Relevant Provisions of National Policy Frameworks:	4
1.3.3 Some of Relevant Provisions of National Guidelines and strategies:....	5
1.4 Current Situation.....	5
1.5 Rationale for the National Guidelines	7
1.6 Guiding Principles	8
1.8 Intended Users of the Guidelines	10
2.0 ESTABLISHMENT AND MANAGEMENT OF DAY CARE CENTRES.....	2
2.1 Specific objectives of day care centers are:.....	2
2.2 Learning Aspects for Children in Day Care Centers	2
2.3 Establishment of Day Care Centers	3
2.3.1 Requirements for Registration.....	3
2.3.2 Steps towards Registration (Registration Process).....	3
2.3.3 Locations of Day Care Centers	4
2.3.4 Day Care Centre Building Structure and Size.....	4
2.3.5 Office Space	5

2.3.6 Indoor Playing Space, Facilities and Equipment.....	5
2.3.7 Outdoor Playing Space, Facilities and Equipment.....	5
2.3.8 Play and Learning Materials.....	6
2.3.9 Fencing	6
2.3.10Children's Day Sleeping Facilities.....	7
2.3.11Record Keeping, Privacy and Confidentiality	7
2.3.12 Furniture and Surroundings	8
2.3.13Toilets and Sanitation.....	8
2.3.14Safe and Clean Water	8
2.3.15Safety and Security.....	9
2.3.16Food Hygiene and Nutrition.....	9
2.4 Management of Day Care Center	10
2.4.1 Code of Conduct	10
2.4.2 Child Protection and Safety Procedures.....	10
2.4.4 Language of Learning, Communication and Instruction.....	12
2.4.5 Parents Committee	12
2.4.6 Child Development Assessment.....	12
2.4.7 Daily Program/Activities.....	13
2.4.8 Human Resources/ Personnel Basic Qualifications, Including Vetting.....	13
2.4.9 Standards for Safe, Secure Care Worker-Children Relationships	14
2.4.10Health Care and Hygiene.....	14
2.4.11Health Care for Children with Special Needs	16

2.4.12	Care for Children Living with HIV	16
2.4.13	Modes of Transport for Children	16
2.4.14	Caregiver and child care Worker-Child Ratio	16
2.4.15	Ratio of Caregiver/Care worker to Children with Special Needs	17
2.4.16	Basic Competencies of a Child Care Worker	17
2.4.17	Emergency Plan	18
2.4.18	Linkage with Health Facilities (Health Management Committees)	18
3.0	MONITORING AND EVALUATION OF DAY CARE CENTRES	19
3.1	Basic Standards for day care centers and corresponding indicators..	19
3.2	Monitoring and Evaluation	19
3.3	Responsible Agency for Monitoring Daily Activities of Day Care Centres	20
3.4	Inspection, Quality Assurance, Monitoring and Reporting of Day Care Centers' Activities.....	20
3.5	Supportive Supervision.....	21
4.0	ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS	21
4.1	National Level.....	21
4.1.1	MOHCDGEC through the Department of Social Welfare:	21
4.1.2	PO-RALG.....	21
4.2	Regional Level.....	22
4.3	Council Level.....	22
4.4	Ward Level.....	23
4.5	Village/Mtaa Level	23
4.6	Parent Committee for Day Care Centres.....	23

2.7	Parents/Guardians	23
4.8	Child Care Worker	24
4.9	Development Partners	24
4.10	CSOs	24
5.0	DISCIPLINARY ACTIONS, PENALTIES AND APPEALS	25
5.1	Offences that Lead to Disciplinary Actions and Closure of Day Care Centres	25
5.2	Appeals	25
5.3	Re-registration of Day Care Centres	25
6.0	APPENDICES	26
6.1	Day Care Center Application Form.....	26
6.2	Minimum List of Play Materials in Day Care Centres.....	29
6.3	Monitoring Tool for Day Care Center	30
6.4	Supervision Checklist for Day Care Centers	35
6.5	Quarterly and Annual Report Template	39
6.6	Code of Conduct	40
7.0	REFERENCES.....	42

ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immunodeficiency Syndrome
ART	Antiretroviral Therapy
CBO	Community-Based Organization
CHMT	Council Health Management Team
CHW	Community Health Worker
CP	Child Protection
CRC	Convention of the Rights of the Child
CSEE	Certificate of Secondary Education Examinations
CSO	Civil Society Organization
CSWO	Council Social Welfare Officer
DCC	Day Care Centre
DSW	Department of Social Welfare
ECD	Early Childhood Development
ERF	Exclusive Replacement Feeding
FBO	Faith-Based Organization
FDCs	Folk Development Colleges
GMP	Growth Monitoring and Promotion
KSWTI	Kisangara Social Welfare Training Institute
LCA	Law of the Child Act
M&E	Monitoring and Evaluation
MCH	Maternal and Child Health
MDG	Millennium Development Goal
MoCLA	Ministry of Constitution and Legal Affairs
MoEST	Ministry of Education Science and Technology
MoHCDGEC	Ministry of Health Community Development Gender Elderly and Children
MVC	Most Vulnerable Children
NETP	National Education and Training Policy
NGO	Non-Governmental Organization

NPA-VAWC	National Plan of Action to End Violence against Women and Children
PO-RALG	President's Office-Regional Administration and Local Government
RHMT	Regional Health Management Team
RMO	Regional Medical Officer
RSWO	Regional Social Welfare Officer
SWO	Social Welfare Officer
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
URT	United Republic of Tanzania
VCT	Voluntary Counselling and Testing
VEO	Village Executive Officer
WEO	Ward Executive Officer
WHO	World Health Organization

FOREWORD

Early Childhood Development (ECD) refers to the process by which children grow and thrive, physically, socio-emotionally, cognitively, and in language and communication from conception to eight years of age. These early years have a longer lasting impact on the full life course than any other period in life. In Tanzania many parents and families are found in situations where they are not able to spend adequate time with their younger children due to increased social life complexities. Parents and caregivers struggle to balance work demands and child care activities. This leads to missed early investment opportunities for young children so as to grow and become productive adults in their society. The establishment and management of day care centers is key in addressing the challenges faced in Early Childhood Development. These centres complement parents and caregivers' parenting practices in promoting early childhood development and help to build a solid and broad foundation for children's wellbeing and lifelong learning.

However, the establishment, management and monitoring of these centres has been inconsistent due to a lack of comprehensive National guidelines. Different stakeholders have been providing these services without well-defined standards and guidelines that make monitoring and evaluation of ECD services difficult.

The change in social economic activities has increased the demand for early childhood stimulation services in urban, semi-urban and rural areas supporting parents to take care of their children as they get engaged in income generating activities. The government is compelled to develop comprehensive National Guidelines for Establishment and Management of Day Care Centres to ensure the provision of uniform ECD services in the country. The guidelines provide the blue print on how to establish, manage and monitor these institutions ensuring quality and consistence in ECD services provision.

These guidelines translate the Law of the Child Act (LCA, 2009) and the Day Care Centres and Crèches Regulations into practice. The guidelines are also in line with the operationalization of the National Plan of Action to End Violence against Women and Children in Tanzania (2017-2022) which aims at creating a comprehensive and integrated protection system delivering coordinated, quality and timely services to vulnerable populations, including younger children (DSW, 2019).

These guidelines are the result of the consultative process lead by the Ministry of Health Community Development Gender Elderly and Children (MoHCDEGEC) through the Department of Social Welfare (DSW) with extensive reference to national policies, laws, and regulations, including reference to the Law of the Child Act 2009, and its Regulations, 2012. The process involved a wide range of stakeholders that formed a

national task force which met to develop and review different drafts informed by experiences gained by consulting implementers running day care centers in Tanzania. The final draft was presented to a broad stakeholders' consultative workshop for review and reaching consensus.

I am therefore confident that these guidelines will be helpful towards the delivery of inclusive, quality, effective, efficient and equitable ECD services by all stakeholders at all levels in Tanzania.



Dr. John K. Jingu
Permanent Secretary

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The National Guidelines for Establishment and Management of Day Care Centers in Tanzania were developed through a consultative process. The process involved different stakeholders from government and non-state actors under the leadership of the Ministry of Health, Community Development, Gender, Elderly and Children.

First and foremost, I sincerely convey my special thanks to UNICEF for its generous technical and financial support in the development of these guidelines.

Furthermore, I appreciate the outstanding work done by the technical team during the entire process of developing these guidelines. Members of the technical team include:

- Government ministries and institutions: President Office Regional Administration and Local Government (PO-RALG); Prime Minister's Office (PMO); PMO-Labour, Employment, Youth and People with Disabilities (PMO-LEYD); Ministry of Health Community Development, Gender Elderly and Children (MoHCDGEC); Ministry of Education, Science and Technology (MoEST), Ministry of Constitution and Legal Affairs (MoCLA); Kisangara Social Welfare Training Institute (KSWTI); and
- Non-state actors: UNICEF; UNESCO; JSI; SOS Children's Villages; BRAC Maendeleo Tanzania; Children in Crossfire (CiC); Tanzania Early Childhood Development Network (TECDEN); and Tanzania Social Workers Organization (TASWO).

Finally, I would like to thank all other stakeholders who participated in one way or the other in the development of these guidelines. It is expected that these guidelines will ensure inclusive, quality, and effective operation of day care centers in Tanzania.



Dr. Naftali B. Ng'ondi
Commissioner for Social Welfare

DEFINITIONS OF KEY TERMS

Caregiver: Means a person providing parental child care services. Could be informally or formally employed to provide support to a trained child care worker in providing parental care, supervision and guidance, including in early stimulation, learning activities and life skills to children in a day care centre.

Child abuse: Means contravention of the rights of the child which causes physical, moral or emotional harm including beatings, insults, discrimination, neglect, sexual abuse and exploitative labour. (Law of the Child Act (LCA), 2009).

Child care worker: Means a person with a certificate in early childhood care and development or any other relevant qualifications from a recognized institution employed by the day care centre to provide close parental care, supervision and guidance including provision of early stimulation, learning and life skills to children in the day care centre or crèche. (Day Care Centers and Crèches Regulations, 2012).).

Child protection: Means all actions aimed at preventing and responding to abuse, violence, exploitation and neglect of children. (Day Care Centers and Crèches Regulations, 2012).

Child: Means any person below the age of eighteen years. (LCA 2009).

Commissioner: Means the Commissioner for Social Welfare. (LCA 2009).

Crèche: Means is an early childhood development establishment registered for purposes of receiving and providing childcare services for children below the age of two years for the day or a substantial part of the day with or without fees, (LCA, 2017).

Day care centre: Means an early childhood development establishment registered for purposes of receiving and providing childcare services for children of the age not less than two years but below the age of five years for the day or a substantial part of the day with or without fees (LCA 2017).

Disability: Means a condition of physical, mental or sensory impairment, which has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities. (LCA Day Care Centre and Crèche Regulations, 2012).

Early childhood: Means a period of rapid brain development and physical growth for children. A child's early experiences affect how their brain develops and adapts to its environment and has lifelong implications on learning, resilience and physical and mental health. (Minimum Standards for Child Protection in Humanitarian Action (CPMS), 2019 edition).

Early childhood development: Means the processes by which children grow and thrive, physically, socio-emotionally, cognitively, and in language and communication from conception to eight years of age. It refers to the optimal development of a child from conception to 8 years. Optimal development refers to the processes by which children survive and thrive and take into consideration full physical, cognitive, linguistics and affective (socio-emotional) aspects.

Early stimulation: Means responsive and nurturing interaction with child care workers and caregivers, where children are exposed to rich learning opportunities. (Minimum Standards and Norms for Early Childhood Development Services in Rwanda, 2016)

Manager: Means a person responsible for administering the day care centre as directed by the Day Care Centres and Crèches Regulations. Some centres may use titles such as director, coordinator, and chairperson, meaning the manager.

Minister: Means the Minister responsible for Children Affairs. (LCA 2009).

Orphan: Means a child who has lost one or both parents. (LCA 2009).

Owner: Means the person, group of people or an organization/ institution (e.g., a village) to whom the certificate of registration is granted.

Premises: Means a site where a day care centre or crèche is operating as articulated in the LCA Day Care Centre and Crèche Regulations, 2013.

Private Day Care Centre: Means a day care centre run and managed by a private individual or an incorporated body of persons. (LCAR 2012 GN.NO.167/2016).

Public Day Care Centre: Means a day care centre which is run and managed by the local government authorities or any other public entity of the government. (LCAR 2012 GN.NO.167/2016).

Special needs: Means social, emotional and learning needs requiring extra support from child care workers and caregivers. These needs include, but not limited to, the needs of most vulnerable children, chronic illnesses, learning difficulties, and behavioural challenges (National).

1.0 INTRODUCTION

1.1 Background

In Tanzania, early childhood development (ECD) in this context refers to the optimal development of a child from conception to under five years. Optimal development refers to the processes by which children survive and thrive and take into consideration full physical, cognitive, linguistic and affective (socio-emotional) aspects. These early years are considered to have a long lasting impact on the full life course of the individual than any other period of the individual's life. This is also the period considered most likely for all forms of underdevelopment to occur if provisions of ECD services are not holistic.

Overtime, childcare and support services have been decreasing due to changing contexts in the changing world where inequalities is higher in developing countries. Families and communities concentrate more on income generation activities to sustain household demand and needs due to increased poverty levels. This has a direct impact on the growth and development of young children focusing on the quality of investment in young children at their early age. In sub-Saharan Africa, data indicate only 26% of the population of under five years in the region attend early childhood education, while only 51% get early stimulation and responsive care giving by adults; 7% of children have learning materials at home and 35% of children under five year left alone or in the care of another child younger than 10 years of age for more than one hour at least once in the past week. (UNICEF –State of the World Children 2019).

The Nurturing Care Framework (NCF), launched in May 2018 by the WHO has captured the global evidence of the last few decades and highlighted the key ingredients young children need to thrive and transform societies. These ingredients include good health, adequate nutrition, responsive care giving, safety and security and opportunities for early learning (WHO, 2018). The Framework provides guidance for a whole-society approach to protecting children from adversity and the promotion of physical, social, emotional and cognitive development in the early years of life. More so, it calls for a “government led strategy closely coordinated among different sectors and levels of government” to strengthen the nurturing environments of young children.

In Tanzania, many parents and families are found in situations where they are not able to spend adequate time with their younger children due to the increasing social economic life complexities. Parents and caregivers struggle to balance demands of work and child care. As a result, evidence of children facing violence, abuse and neglect happens at family and community levels that lack guided child care and support services for young children. (VAC-2009).

This leads to missed opportunities for adequate investment in young children at their early age so as to grow and become productive adults in their society. The demand for quality child care and support services that provide early childhood learning and stimulation activities in urban, semi-urban and rural areas, compelled the Ministry to develop comprehensive National Guidelines for Establishment, Management, monitoring and Evaluation of Day Care Centers. The guidelines provide the blue print on how to establish, manage and monitor these institutions ensuring quality and consistency in ECD services provision. They also align with new thinking and evidence on child development practices, and policy changes that have evolved over time.

Centre based ECD programmes or ECD centers are the most widely known forms of ECD service provision in the country, which primarily provide care and early learning opportunities. The Department of Social Welfare guided by the law of the child act 2009 and the Day Care Centre Regulation of 2012 coordinates these services. Although the department is not directly engaged in service provision, they are involved in setting minimum standards and guidelines including monitoring to ensure adherence to set minimum standards and guidelines.

Children are not reaching their full potential because of poor health, inadequate nutrition, as well as exposure to stress due to lack of safety and security, early stimulation, and limited opportunities for early learning. Children below the age of 5 years are at particular risk of violence and maltreatment, including corporal punishment, while at home and sometimes when they are in day care centres and crèches. This situation makes them most vulnerable to the long-term negative effects, including emotional, mental and social maladjustment in adulthood. Strong, frequent or prolonged exposure to neglect and abuse can trigger biological response systems that, without the buffer of a protective adult, create toxic stress (UNICEF, 2017).

The Department of Social Welfare (DSW), Ministry of Health Community Development Gender Elderly and Children (MoHCDGEC) is mandated to enhance care and protection for young children and ensure high quality childhood care programs which enhance early learning through stimulation activities. Early learning for a child is expected to start with parents and caregivers. In addition, stimulation activities at home, day care centres provide complementary stimulating and healthy child care environment which promotes physical, cognitive, and socio-emotional development. They also provide inclusive learning which builds on children's strengths and attends to their development, health and safety (DSW, 2019).

1.2 Evolution of Day Care Centres

Establishment of day care institutions can be traced back to the colonial era, when the services were initiated by religious organizations and minority groups. However, there were only a handful of these owing to the precarious state of the organizations during the colonial rule.

After independence in 1961, the demand for day care institutions heightened owing to growth of towns and disruption of communal child rearing practices, increasing number of working mothers, development of modern technologies, and the occurrence of nuclear families. Moreover, development of *Ujamaa* villages after 1967 necessitated women to fully participate in economic production in the new villages. There was need for child day care services despite the lack of operational legal coordination guidelines. In 1981 the Government of Tanzania enacted the Day Care Centres Act No.17 which, directed children aged 2-6 years to be subject of day care centres, and appointed the Commissioner for Social welfare to be the registrar of day care centres. This was followed by formulation of the Day Care Regulations in 1982. Furthermore, in 2009, the government enacted the Law of the Child Act (LCA) no. 21 which domesticated the UN convention on the rights of the child (UNCRC). The LCA 2009 was followed by formulation of various regulations including the Day Care Centres and Crèches Regulations of 2012.

1.3 Legal and Policy Framework

The government of Tanzania has developed legislative instruments including policies, laws and various guidelines on early childhood development. Currently early childhood development is supported by different sectors including health, nutrition, social welfare, and education, all of which are derived from the constitution of the United Republic of Tanzania of 1977 which recognizes children and affirms the rights of children, including children with disabilities, and children with special needs.

1.3.1 Some of Relevant Provisions of National Legal Frameworks

- (i) Tanzania ratified the UN Convention on the Rights of Children (1989).
- (ii) *The Law of the Child Act, No. 21 (2009)* guarantees children age 0-18 access to a minimum of services in health, education, nutrition and social protection. Section 147-149 of LCA 2009 stipulates the mandate of the Commissioner for Social Welfare to register crèches and day care centres as well as to oversee the operations of the same. It also limits the age of the children to be cared for in a day care centres and crèches to be less than five years.
- (iii) *A person with Disability Act No. 9 of 2010* further emphasizes the importance of providing care and protection for children with disabilities. Section 7 directs to enhance the level of awareness in the society about persons with disabilities by fostering at all levels of the education system,

including children of early age, an attitude of respect for the rights of persons with disabilities among others; section 27 (1) asserts that Persons with disabilities in all ages and gender shall have same rights to education, training in inclusive settings and the benefits of research as other citizens.

- (iv) The Child Protection Regulations 2014 of the Law of the Child Act, No. 21 (2009)
- (v) *The Fit Person Regulations in 2017 of the Law of the Child Act, No. 21 (2009)*, provide directives on care of children in emergency alternative care to receive all development services based on their ages.

1.3.2 The Some of Relevant Provisions of National Policy Frameworks:

- (i) *National Health Policy of 2007*, which asserts among others the commitment of the government to address the health and nutrition of pregnant women as well as development of children below the age of 5 years.
- (ii) *Child Development Policy of 2008* recognizes children as a social group in need of care and protection. Section 14 recognizes that the challenges posed by the lack of day-care centres in many areas and the fact that many of the existing ones do not meet the standards contribute to the child development deficiency. Thus, section 68 sets measure to be taken including to advocate for the establishment of day care centers and improvement of their services; as well as to establish a system of educating parents on the its importance
- (iii) *The National Education and Training Policy (NETP) of 2014* acknowledges existence of the structure that gives a five-year - old child the opportunity to join pre-school education for two years, the policy recognizes that early education can be provided to children between the ages of three and six years. Although it provides the commitments for the government to make the education system mandatory and provide one year continuously for children aged between three and five years, children under the age of five, years are envisaged to need a separate education system that can meet their developmental needs.
- (iv) *National Policy on Disability 2004* emphasizes early identification and intervention for children with disabilities. Therefore, Section 3.4 and 3.8 state that a mechanism that involves stakeholders shall be instituted to ensure early intervention of children with disabilities; and the government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children.

- (v) *The Day Care Centres and Crèches Regulations 2012* particularly set for children 0-2 years old to be subject for crèches and 2 to under 5 years to be subject to day care centres. They provide directives on how day care centres and crèches should be operated and managed to provide the best start in life.

1.3.3 Some of Relevant Provisions of National Guidelines and strategies:

- (i) *National Guidelines for Improving Quality of Care for Most Vulnerable Children (2009)*; set out Service Area No. 7, Education and Vocational Training, with the desired outcomes of ensuring that vulnerable children receive education, and recognizes that young children under the age of five also need to be nurtured and stimulated, and that pre-school children are stimulated by playing, story-telling, singing and participating in community events. Thus, one of the essential actions for achieving this outcome is the continuous monitoring of children's enrolment and learning in early childhood development programmes.
- (ii) *National Multi-Sectoral Nutrition Action plan (2016-2021)*, It addresses the unacceptably high levels of malnutrition in the country, and identifies seven key areas of focus one of which is Scaling-up maternal, infant, young child and adolescent nutrition. This action plan can be implemented by all stakeholders including day care centres by providing nutritious food to children while they are there.
- (iii) *National Plan of Action to End Violence against Women and Children (NPA-VAWC 2017-2022)*. Was developed to Prevent and respond to all forms of violence against women and children through comprehensive multi-sectoral collaboration at all levels. Promote positive parent-child relationships and reduce violent parenting practices in one of the eight strategic plans in the document which focus on prevention of abuse of children under five years.

1.4 Current Situation

The situation of childcare services in Tanzania is guided by the law of child act no 21 of 2009-part XI section 147 to 151. These sections provide a framework that support development of guidelines and regulations used in establishing, management and monitoring and evaluation Day care centres.

By the end of September 2020, 1,695-day care centres had been registered, many of which are in towns and peri-urban areas. There were 24 registered child care workers training institutions, 23 privately owned and one owned by the Government (MoHCDGE&C). However, there are many actors operating day care centres across the country which are not registered and Ministry has no data related to this category. The availability of these guidelines will provide a framework for the Government to

monitor and evaluate the provision of these services. The Government (MoHCDGEC, MoEST, and KSWTI) works collaboratively with Karibu Tanzania Organization integrating ECD course in FDCs, whereby 20 tutors from 10 FDCs have received ECD training as an effort to increase child care workers' workforce.

By the end of September 2020, 7,979 under five children were accessing ECD services through day care centres. All registered day care centres had qualified child care workers from recognized child care workers training institutions supporting learning and childcare activities. With support from NGOs and other development partners these volunteers received on-job training in order to build their capacity on ECD. Services provided in many day care centres are not holistic in nature, child care workers mostly address parents' needs as opposed to provision of holistic needs of young children that include early learning and stimulation, nutrition, care and protection and health care services. Furthermore, the Ministry is in the process of developing National ECD Curriculum for Child Care Workers (NTA LEVEL 4-6) that will facilitate trainers understand key learning areas and training content to be covered.

Achievements:

- (i) Adoption of international instruments related to young children (CRC and ACRWC).
- (ii) Development of legislative instruments including LCA 2019 and its Regulations, Day Care Centres and Crèches Regulations (2012), and NPA-VAWC (2017-2022).
- (iii) Development of Facilitator's Guide for Early Childhood Care and Stimulations for cognitive and psychosocial development (2008)
- (iv) Inter-gradation of early childhood care and development in the training curriculum for FDCs
- (v) Development of ECD Training manual for FDCs (2019)
- (vi) 23 institutions providing training to childcare workers across the country
- (vii) Registration of 1,695-day care centres in the county.

Challenges:

- (i) Day care centres serving as primary school standard one as opposed to their core business serving as learning and child care centres due to community demand.
- (ii) Inadequate understanding among parents on the difference between day care centres and pre-primary schools.
- (iii) Many day care centres being established and managed without being registered.
- (iv) Lack of comprehensive national guidelines on operation of day care centres.
- (v) Inadequate day care centres to cover increased need of these services due to social economic complexities in rural, semi urban and urban centres.
- (vi) There is no clear and well defined mechanism for monitoring and evaluation of day care centre services.

- (vii) Inadequate awareness and knowledge on the importance of early childhood development services provision at all levels.
- (viii) Inadequate trained child care workers to support learning and child care services in day care centres
- (ix) No simplified learning outcome tools to guide child care workers

In response to these challenges, the Government has developed the National Guideline for Establishment and Management of Day Care Centres to provide ECD stakeholders with blue print on how to establish and manage day care centres ensuring quality and consistence in ECD service provision at all levels.

1.5 Rationale for the National Guidelines

The Ministry of Health Community Development, Gender, Elderly and Children through the Department of Social Welfare (DSW) has the mandate to ensure quality ECD services provision for children under five years by providing appropriate guidance in the establishment, management, monitoring and Evaluation of day care centres and crèches in the country (LCA 2009). The government has the obligation to ensure ECD stakeholders are effectively guided in providing quality ECD services for under-fives by developing policies and frameworks to guide implementation of programs. The government is also committed to achieving sustainable development goals (3, 4, 5, 6, and 17) that all promote holistic development of young children in all developmental domains.

Overtime, services have been provided without proper guidance leaving children facing numerous challenges in their early learning and development trajectory. Children especially in rural areas where 72% of the population live are the more disadvantaged due to a lack of day care centres. Today there is little difference in-terms of social needs for rural and urban settlements requiring more investment in communities to cater for a large population of children. Families and communities have to equally work as those in rural areas to earn their living exposing children to inadequate care and support in their early years of development. This is premised by diminishing extended family ties that formally bridged child care and support services at family level. Children are left at homes with their siblings with little or no childcare and support services. They are exposed to violence, neglect and abuse from adults. Where services are provided, stakeholders use different guidelines in the absence of harmonised government guidelines that ensure services provided are uniform across the country. Note also that the changing social context where people have to spend most of the time leaving children unguided and in the hands of untrained care workers, create a demand for comprehensive guidelines that will be used by different stakeholders providing ECD services for children under five years.

Recognising existing challenges and responding to regional and global frameworks, the government has had a number of efforts that include an attempt to develop integrated ECD minimum operational standards for the establishment of day care centres and community-based day care centres developed in 2013 that was not operationalized. The development of these guidelines is another effort made to achieve the role of protecting young children ensuring growth and development to full potential for all children in Tanzania.

These guidelines are consultatively developed involving different ECD stakeholders to ensure they capture all aspects of child development.

Objectives

The main objective of the National Guidelines for Establishment and Management of Day Care Centres is to promote delivery of inclusive, effective, consistent, and high quality comprehensive ECD services that support holistic development of children 2-5 years old in Tanzania.

Specific Objectives of the National Guidelines are to:

- (i) provide guidance and standards for establishment of day care centres.
- (ii) provide guidance on management of day care centres.
- (iii) provide guidance on monitoring and evaluation of day care centres.
- (iv) guide day care centres in the provision of inclusive, quality and effective early childhood development services, including early learning (through play) and stimulation; good hygiene and sanitation, nutrition, health, and child protection.
- (v) promote compliance to national standards in the operations of day care centres.

1.6 Guiding Principles

These guidelines are based on the following guiding principles:

- (i) **Child-centred:** All service providers must act in the best interests of children they serve, with a view to protecting, promoting and fulfilling their rights. Furthermore, all the development needs of a child from early learning, physical, psychosocial, emotional and cognitive development, are interconnected in a child's life and need to be developed simultaneously since progress in one area affects progress in others.
- (ii) **Holistic approach:** Children develop in a holistic way, so social, emotional, intellectual and physical development should be equally valued.
- (iii) **The rights of children:** The rights of young children, including children with disabilities, and children with special needs, as established in the UN Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and the Law of the Child Act, must be protected.

Children have rights not to be subject of abuse, exploitation or any form of harm. They have the right to be protected, supported and nurtured so they grow up to achieve their full potential. Children, particularly the young ones are vulnerable and need special protection and support. They must be kept from harming themselves, they must also have physical and social freedom to play, explore and interact; to think for themselves and have their views acknowledged. Children rights are well stipulated in the LCA 2009.

(iv) Children with Disabilities:

(a) All children are equally entitled to child rights, including those with disabilities. Because of their disabilities, some children more often have their rights infringed and more likely to be victims of abuse compared to other children. Adults are responsible to make arrangements for children with disabilities to enable them to share opportunities and experiences with other children, but also policies and services should be inclusive to ensure needs of children with disabilities are addressed.

(b) If children with disabilities are admitted to a day care centre they must be assisted in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in or enjoy the activities provided. Disability should not be a reason for denying a child admission in any day care facility. Efforts must be done to accommodate children with disabilities in day care centres. Care givers in day care centres should receive training that will encourage them to provide activities in ways that will allow children with disabilities to participate and so be able to develop to their full potential. If a day care facility cannot accommodate a child with disability, that child should be supported and referred to an appropriate centre.

(v) Children with Special Needs

Special needs refer to social, emotional and learning needs requiring extra support from child care workers and caregivers. These needs include, but not limited to, the needs of most vulnerable children, chronic illnesses, learning difficulties, and behavioural challenges.

(vi) Cultural appropriateness: Everyone providing early childhood development services through day care centres should provide the services within local context, material environment, the prevailing culture, and social values.

(vii) Accountability: Every service provider of child and family related services should be held accountable for the delivery of appropriate, effective and efficient ECD services.

- (viii) Participation:** Young children and their families should actively participate in the utilisation of the facilities and services provided.
- (ix) Inclusive:** Early childhood development services should be accessible to all children irrespective of sex, geographical location, religion or disability.
- (x) Sustainability:** Individuals, institutions, and communities intending to establish day care centre should ensure sustainability of the service.
- (xi) Non-discrimination:** day care centres should be accessible to all, irrespective of sex, geographical location, religion or disability.

1.8 Intended Users of the Guidelines

These guidelines are intended to be used by all ECD stakeholders in their efforts to effectively provide inclusive, quality and efficient early childhood day care related services. These stakeholders include policy makers; owners and managers of day care centres; social welfare officers; community development officers; parents; child care workers; health officers; caregivers; the private sector; institutions providing ECD training, families and communities; and other frontline workers.

2.0 ESTABLISHMENT AND MANAGEMENT OF DAY CARE CENTRES

Children between the age of two (2) and under five years are required to stay at the daycare facility that provides childcare services that include play and learning activities. It should be only used and equipped for the provision of day care to children. If it is part of the service provider's home, it should have a separate entrance. There should be no boarding day care centers. Any person of sound mind or any organization which has not been declared to be bankrupt or undesirable according to the laws of Tanzania will be qualified to make an application for registration of a day care center. A day care center can be public or private.

2.1 Specific objectives of day care centers are:

- (i) To promote early learning and stimulation of every individual child.
- (ii) To develop problem solving skills.
- (iii) To promote curiosity in children
- (iv) To develop positive attitudes in children.
- (v) To promote creativity through art & craft work.
- (vi) To develop socialization skills.
- (vii) To promote positive ethical conducts.
- (viii) To promote self-esteem.
- (ix) To foster early identification of children with special needs/abnormal patterns of development.
- (x) To provide opportunity to parents to engage in income generating activities while children are in safe place.
- (xi) To promote child rights.
- (xii) To encourage and promote holistic development of a child (physical; cognitive; language; social and emotional).
- (xiii) To promote development of culture

2.2 Learning Aspects for Children in Day Care Centers

Children learn as they play. Through play activities at the day care centres, children 2-5 years old should be supported and aided to attain the following age-appropriate competencies:

- (i) Socialization.
- (ii) Language.
- (iii) Communication.
- (iv) Cleanliness and hygiene.
- (v) Emerging numeracy.
- (vi) Art and craft.
- (vii) Environment.

2.3 Establishment of Day Care Centers

2.3.1 Requirements for Registration

No person shall run or advertise a day care centre unless such a person is in possession of a valid certificate of registration issued by the Commissioner for Social Welfare under the Day Care Centres and Crèches Regulations.

The following are the basic requirements for registration of a day care centre:

- (i) Copy of introduction letter from Ward Executive Officer.
- (ii) Copy of introduction letter from Council Executive Director.
- (iii) Certified copy of legal evidence of ownership of the day care centre's premises. In cases where the day care centre's premises are rented, attach certified copy of legal rent agreement valid for a least three years from the application date.
- (iv) Evidence of engagement of at least one qualified child care worker, whose certified copy of certificate is also attached to the application.
- (v) Certified copy of bank account statement for a period of at least 3 months.
- (vi) Certified copy of medical examination certificate for person(s) responsible for preparing food for the children.
- (vii) Copy of Council Social Welfare Officer's report.
- (viii) Copy of Council Health Officer's report.
- (ix) Fully filled form no. 1.
- (x) Copy of constitution for institutional owned day care
- (xi) Applicant should have his/her own land or legal (renewable) rental contract of not less than three years.

2.3.2 Steps towards Registration (Registration Process)

- (i) Familiarize with requirements for establishing day care centres in Tanzania.
- (ii) Request and attain application form from the Social Welfare Officer in the Council which the day care centre to be registered is situated.
- (iii) Make an application in the form identical to Form No.1 for day care centre applications to the social welfare officer. Supply any information which may be required by the Council Social Welfare Officer for the purpose of assessing the application.
- (iv) The Council Social Welfare Officer within 45 days of receipt of the application, reviews the application, inspects the premises, and makes a decision as to whether the application meets the requirements or not.
- (v) Council Social Welfare Officer will consult the district engineer and district land officer for technical inputs. They will send their report to the owner and to the District Executive Director.

- (vi) The Council Social Welfare Officer within the 45 days of receipt of the application, notifies the Health Officer to carry out the required inspection of the premises, and sends report to the owner and to Council Executive Director.
- (vii) The Health Officer undertakes the inspection and attests to the suitability of the premises in the form identical to Form No.1 within 25 days of receipt of notice from the Social Welfare Officer.
- (viii) Within 14 days of the decision to approve the application, the Social Welfare Officer completes the application in the form identical to Form No.1, and transmits the application to the Commissioner for approval and registration.
- (ix) The Commissioner within 14 days from the date of receipt of the application that complies with the requirements makes a decision on the application and issues a Certificate of Registration through the Social Welfare Officer.
- (x) No person shall lend, hire, sell, transfer or otherwise dispose of such certificate issued by the Commissioner for Social Welfare to run a day care centre to any person without prior notice in writing to the Commissioner who will approve the request in a timely manner upon satisfaction that the disposition of the registration is genuine and will not adversely affect child care.
- (xi) Applicant should have his/her own land or legal (renewable) rental contract of not less than three years.

2.3.3 Locations of Day Care Centers

- (i) The location of a day care centre should be acceptable to the community and obtain approval from the responsible local government authority.
- (ii) Premises of a day care centre should be safe, secure (free from excessive noise, chemicals, water bodies and other hazards), always kept clean, and the environment should be maintained.

2.3.4 Day Care Centre Building Structure and Size

- (i) All day care centers shall be of suitable design, layout and construction to facilitate easy access, maintenance, safety and wellbeing of the children
- (ii) Each day care centre room will be at least 30 square meters.
- (iii) The height from ground to ceiling level should be at least 3.5 meters.
- (iv) Each day care centre room should be well ventilated with adequate numbers of windows.
- (v) Each room shall have ramps, as per required standards, to cater for the needs of children with mobility challenges. All other needs of children with disabilities and special learning needs should be considered.

- (vi) Where premises are in a multi storey building, day care rooms shall be on the ground floor of a building or be directly accessible by elevator or ramp.

2.3.5 Office Space

- (i) The office should be safe, clean, and secure.
- (ii) There should be safe space for keeping records and afford privacy for meetings.
- (iii) Adequate lighting and ventilation.
- (iv) Accessible by children with disabilities

2.3.6 Indoor Playing Space, Facilities and Equipment

- (i) Children need space for quick movement, it is recommended to use mats, canvases to provide for safe play and learning spaces.
- (ii) There should be availability of stimulating corners with adequate play materials in the rooms. At least five corners are recommended-
 - (a) Music corner
 - (b) Books and story corner.
 - (c) Imagination/manipulation corner.
 - (d) Art, and craft corner.
- (iii) Depending on the space, a child care worker can add other stimulating corners according to the needs.
- (iv) There should be words printed in large and clear letters related to the topics.
- (v) The displays of words and pictures should be placed at eye level of children and be regularly changed.
- (vi) All displayed materials should also be in formats accessible by children with disabilities.
- (vii) All learning materials at the stimulating corners should be safe and kept in well labelled containers, showing names of materials.

The learning corners should also observe the following learning areas which are well linked to those of pre-primary education in order to aid smooth transitioning: Mathematical concept, Language and communication, Health, Environment, Arts and crafts and Social interaction

2.3.7 Outdoor Playing Space, Facilities and Equipment

- (i) There should be outdoor space, large enough for the number of children in the centre and at least two adults (no less than 2.0 square meters per child) to play and run around safely at a given time.

- (ii) The playground and materials should be adapted for children with special needs, including children with disabilities.
- (iii) Outdoor play areas should be easily accessible.
- (iv) Surface of outdoor play area should be free from sharp objects, harmful plants and discarded materials and equipment.
- (v) Outdoor games should consider both fixed and non-fixed games. Fixed games should include, but not limited to swings, tunnel, seesaw, ladders and slides, Non-fixed games should include, but not limited to jumping ropes, tires, balls, checkers, clay soil for moulding and a sand and water area.
- (vi) Compost waste pit should be provided and located at the furthest corner of the compound and should be enclosed for the safety of children.
- (vii) The compound should be regularly cleared and maintained.
- (viii) All playing facilities and equipment should consider children with disabilities and children with special needs and also should consider safety of the children.
- (ix) All play facilities and equipment should be age appropriate and use locally available materials at no or low cost.

2.3.8 Play and Learning Materials

- (i) Each day care center shall have various play and learning materials suitable for all children including children with disabilities and children with special needs.
- (ii) These materials will be for both indoor and outdoor activities.
- (iii) The play and learning materials should be locally available and obtained at no or low cost.
- (iv) Indoor play and learning materials shall be placed at the stimulating corners to allow free play for children.
- (v) Play and learning materials should all be age appropriate, clean and safe for children use and adhere to the child protection.
- (vi) Anything that is clean and safe for children is considered a play and learning material.
- (vii) Day care centers should have adequate age appropriate play and learning materials.

2.3.9 Fencing

- (i) The day care centre must be enclosed by fence.
- (ii) The fence should be in a manner that prevents outside interference and prevent children from harm
- (iii) Acceptable fencing materials include concrete, bricks, bamboo, raffia, wood, flowers hedge, and plants.

2.3.10 Children's Day Sleeping Facilities

Day care centres should provide for sleeping facilities to cater for young children while at the centres. Boarding day care centres are not allowed.

A day care centre must consider the following.

- (i) Children should be given time to sleep.
- (ii) The day care centre should have sanitary cot, mattress or mat for children to sleep
- (iii) There should be a space of at least 0.6 meters between cots or mattresses at resting time.

2.3.11 Record Keeping, Privacy and Confidentiality

Each day care centre will be managed by a manager who has at least completed secondary education, and does not have any criminal history.

- (i) The manager or owner of a day care centre should keep accurate, complete and secure records in relation to the management of the day care centre including, but not limited to:
 - (a) Register of Enrolled Children. The Register should include name of the child; age; and parents'/ guardians' information (names, occupation, and contact details).
 - (b) An Incident Register in which every incident of importance connected with the day care centre shall be recorded.
 - (c) A Visitors Register in which shall be entered the details of all visitors to the day care centre.
 - (d) A Complaints Register in which shall be recorded all complaints of child abuse made by children or anyone else and the actions taken.
- (ii) All records maintained by a day care centre should be securely kept and treated as confidential and accessible only to authorized persons, including:
 - (a) Any member of staff who requires such access for any purpose directly relating to his or her functions or duties at the day care centre.
 - (b) Any parent or guardian of a child, however in such a case, the parent or guardian is only permitted access to the file of his or her child only.
 - (c) Any person conducting an investigation into a complaint made by or on behalf of the child.
 - (d) Any member of the parents' committee except for confidential files.
 - (e) Any person conducting an inspection of the day care centre under the powers conferred by the Law of the Child Act, or any other statute in force.
 - (f) Any person given explicit written permission by the Commissioner for Social Welfare.

- (iii) All records in relation to a child admitted to a day care centre should be maintained in accordance with the Records and Archives Management Act, Chapter 309 of the Laws.
- (iv) Records should be allowed for transfer to the pre-primary or any other higher level educational institution.

2.3.12 Furniture and Surroundings

- (i) There should be adequate furniture for effective learning, including:
- (ii) Child-sized chairs (one per child) and one round table per 4 children.
- (iii) Mats are recommended for free movement and play.
- (iv) Bedding materials such as mattresses should be covered with mackintosh and bed sheets.
- (v) Cupboards and shelves for children's items (enough to hold items for all children in the centre, e.g., water bottles, food, and bags).
- (vi) Child care workers' tables and chairs.
- (vii) Display table or shelf.
- (viii) All concrete floors used by children should be covered by smooth carpets, mats or any other appropriate materials (but not slippery) to avoid children being injured.

2.3.13 Toilets and Sanitation

- (i) There should be separate clean and safe toilets (at least ventilated improved pit latrines) for child care workers/helpers or adults, and for children. The drop holes should be designed and sized to favour the use of children.
- (ii) The ratio should be 1:20 for girls and 1:25 for boys.
- (iii) The centre should have separate toilets for boys and girls with severe disabilities.
- (iv) There should be adequate sanitary conveniences provided for use by children, and by employees, including hand washing facilities close to the toilets.
- (v) Durable hand washing facilities should be adequately provided for child care workers and for children.
- (vi) Facilities for children should be at reasonable height and accessible to make it user friendly to all children at the centre.

2.3.14 Safe and Clean Water

- (i) Day care centres should have reliable source of clean and safe water supply to the premises and within easy reach, sufficient for drinking, kitchen uses, play activities and other intended use.
- (ii) There should be water storage devices in-case of emergency.

- (iii) There should be a safe, covered water-container in each room to ensure children have access to drinking water.
- (iv) Each child should have his/her own container for drinking water. The centres should have additional water storage devices with the capacity of not less than 10,000 litres.

2.3.15 Safety and Security

- (i) Where the day care centre has electricity, all the sockets should be blocked to protect the children from electric shocks.
- (ii) All materials in the centres should be clean and safe, and securely fixed to protect children from injury.
- (iii) Children should be prevented from gaining access to the kitchen.
- (iv) There should be a First Aid Kit stored out of reach of children, with adequate medical supplies, the contents of which must be checked and replaced on a regular basis.
- (v) Only child care workers or staff trained on First Aid should administer essential drugs and equipment in the First Aid Kit.
- (vi) No other medicines should be administered to children apart from those contained in the First Aid Kit except for prescribed medicines by medical doctors.
- (vii) There should be regular communication between parents/guardians; with clinics/ hospitals/ fire service department and the police department whenever necessary.
- (viii) There should be functioning and accessible fire fighting equipment at the centre.
- (ix) There should be a clear referral plan for children at the centre in case of medical emergencies. Contacts for clinics, health care providers should be displayed on a notice board.

2.3.16 Food Hygiene and Nutrition

- (i) Food should be prepared in a clean and safe place meeting the criteria provided in the Public Health Act of 2009.
- (ii) There should be facilities for preparing food and safe drinking water.
- (iii) The cook and food handlers shall maintain proper personal hygiene: wash their hands before food preparation, and after using the toilets/latrines, as well as cover her/his hair
- (iv) During meal times, children should always be supervised by an adult
- (v) Children should wash their hands using running water and soap before and after meals
- (vi) Variety of foods should be provided according to food-based dietary guidelines.

- (vii) Meals should be provided at least after every two hours depending on total hours a child spends at the centre.
- (viii) Any special dietary needs of a child due to medical or religious reasons should be met.
- (ix) Milk which is served should be age appropriate and complies with the Code of Marketing Breast Milk Substitutes.
- (x) Use of fortified foods including iodized salt should be promoted.
- (xi) Food should be properly stored in order to prevent contamination and disease outbreaks.
- (xii) There should be a specific place for children to take meals.
- (xiii) A person cooking food should be medically examined (each year) to prevent spread of communicable diseases.
- (xiv) Day care centres are encouraged to consult district nutritionist once each year to provide training to staff on proper nutrition for children.

2.4 Management of Day Care Center

2.4.1 Code of Conduct

- (i) The manager or owner shall ensure that a copy of the Code of Conduct is displayed in a prominent place to be visible to all staff members and visitors.
- (ii) It shall be mandatory for all members of staff and the parents' committee to receive and sign the Code of Conduct.

2.4.2 Child Protection and Safety Procedures

The manager or owner of a day care center shall ensure that the protective measures and responsive strategies are in place which sets out how allegations and disclosures of child protection concerns are to be handled by the institution. The child protection/safeguarding procedures shall as a minimum provide for the following standards:

- (i) The manager or owner as the case may be is immediately informed of the allegation;
- (ii) An initial investigation is undertaken within 24 hours;
- (iii) The child, if capable of understanding the issues, is fully informed of the procedures and has the right to participate and express his or her views;
- (iv) The child receives all necessary support and assistance, including medical care, counseling and reassurance;
- (v) The child's privacy and dignity are protected;
- (vi) Immediate steps are taken to ensure the child's safety, including, where necessary, by temporarily relieving the staff member against whom the allegation is made of his duties and prohibiting him or her from entering the day care centre premises and making contact with the child who is the subject of the allegation while any investigation into the allegation is ongoing;

- (vii) The affected child's parents or guardian as the case may be shall be informed of the child protection concern as soon as is practicable and kept informed about the progress of the investigation;
- (viii) Disciplinary or criminal proceedings are pursued where appropriate;
- (ix) All responses are guided by the principle of the best interests of the child as the paramount consideration.
- (x) The manager or owner of a day care center shall ensure that all staff, parents, guardians and visitors have access to and are duly informed of the written child protection procedure and that children, who have sufficient capacity to understand, are informed of the key elements of the child protection procedure in a language suitable to their age, upon their enrolment and at regular and periodic intervals.

2.4.3. Quality Assurance Policy

- (i) The manager or owner shall ensure that sufficient trained care staffs are on duty to provide care and supervision for the number of children attending the day care center.
- (ii) There should be adequate and child appropriate play and learning materials to ensure child interaction and development in all domains
- (iii) The manager or owner of a day care center shall ensure that there are sufficient support staffs on duty for the effective running and safety of the center.
- (iv) All staff members, regardless of their post, should receive an induction course which shall include training on the Regulations governing day care centers, Code of Conduct and child protection/ safeguarding policies and procedures. Such training may be provided by the district social welfare officer.
- (v) The manager or owner shall make sure that regular in-service training, which is appropriate to each post holder, is provided to staff members to enable them to work effectively in the center, and this shall include:
 - (a) Child development, psychosocial support and early identification and intervention.
 - (b) Behavior management techniques.
 - (c) Gender sensitivity.
 - (d) Child protection issues, including the child protection and child safeguarding procedures and Code of Conduct
 - (e) Record keeping.
- (vi) Parents and guardians should be engaged in monitoring, care and support in behavior management techniques

2.4.4 Language of Learning, Communication and Instruction

Kiswahili and or English shall be used in all day care centres for learning, communication, and instruction including use of mother tongue where children are not speaking Kiswahili and or English.

2.4.5 Parents Committee

- (i) Each Day care centre will have a parent committee established as described in the Law of the Child Act No 21 of 2009 and its regulations of 2012.
- (ii) Each committee will be composed of the following, considering gender equality:
 - (a) Chairperson (elected from among parents).
 - (b) Secretary (lead caregiver).
 - (c) Four members (from amongst parents).
 - (d) Four invited ward level officers: health officer, education officer, Community Development officer and Social Welfare Officer.
- (iii) Invited NGOs/ donor agencies working in ECD in the respective community
- (iv) Community Health Care Worker
- (v) Other aspects regarding establishment and operationalization of the committee will consider those of Day Care Centres and Crèche regulations as per the Law of the Child Act No 21 of 2009 and its regulations of 2012.

The Day care centre Parents Committee will oversee the services offered in the center, plan and facilitate sensitization/education of village leaders/members, parents and other community members.

2.4.6 Child Development Assessment

- (i) Children at the day care center must be assessed on an on-going and quarterly basis.
- (ii) Appropriate developmental milestones and ranges should be kept in mind at all times.
- (iii) Assessment tools includes but not limited to; check list, portfolio, question and answers, stimuli, play and amese, stories, songs and child development milestone card.
- (iv) Children should be afforded the opportunity to demonstrate their proficiency on more than one or two occasions and in various contexts.
- (v) The information on the existing situation of the children and their pace of progress should be obtained when observations of their activities are done including all aspects of child development and evaluated on the basis of the records of those activities.
- (vi) During the assessment of children's development, techniques to find out weaknesses relating to where, what, and why have to be used.

- (vii) Parents should be often informed from the records maintained with the notes taken for the children's progress based on the activities they perform.

2.4.7 Daily Program/Activities

- (i) The daily program for children enrolled at the Day care center must promote full participation of all children, including those with disabilities, other children with special needs, and must meet all of the following requirements:
 - (a) Must foster and enhance cognitive, physical, emotional, social, and language development.
 - (b) Must address the individual and group children's needs
 - (c) Must provide resting time.
 - (d) Must provide opportunities for physical activity.
- (ii) There should be a friendly environment for children and their parents/guardians during arrival and departure of children from the center.
- (iii) All children should be attended to their needs.
- (iv) Children should be encouraged to play with and handle a variety of toys.
- (v) Children should spend time outdoors daily, when weather permits.
- (vi) The Child care worker should talk to each child often and encourage him/her to respond.
- (vii) Wet or soiled clothing should be changed promptly.
- (viii) Children should be encouraged to use child appropriate toilets or pots.
- (ix) Diapering areas should be separate from food service and food preparation areas.
- (x) There should be an outdoor and indoor play area which is large enough for children in the center to play and run around safely.
- (xi) The daily program/activities should reflect home environments

2.4.8 Human Resources/ Personnel Basic Qualifications, Including Vetting

- (i) The recommended child care worker-children ratio is 1:20
- (ii) The manager or owner of day care centre should ensure that sufficient care staff are employed to satisfy the on duty staffing requirements below:
 - (a) Any child care worker and caregiver in a day care centre must have attained the age of 18 years.
 - (b) Any child care worker should have completed and passed secondary education.
 - (c) Any child care worker should have a certificate in early childhood care and development or any other relevant qualification from a recognized institution.

- (d) Caregivers may be allowed to work at a day care centre as assistants to the qualified child care worker. The day care centre should provide a basic training to the care giver assistant.
- (e) Has not been convicted of a criminal offence involving abuse, violence, exploitation and neglect of children.
- (iii) All child care workers and caregivers should not smoke, take alcohol or use any illicit drugs when working with children.
- (iv) All child care workers and caregivers must not have any history of child molestation, harassment, sexual abuse, and violence.
- (v) All child care workers and caregivers should demonstrate positive values and respect for children in their respective community.
- (vi) All child care workers and caregivers must never use any form of corporal punishment or psychological torture.
- (vii) Every manager or owner desiring to employ a foreigner to work in a day care centre will be allowed to employ a foreigner subject to any other written laws.
- (viii) The manager or owner shall submit a name or names of prospective staff to be employed along with their credentials to the social welfare officer in the district the day care centre is situated for vetting.
- (ix) The social welfare officer, on behalf of the Commissioner for Social Welfare shall ensure vetting is accomplished within three months of the submission of the name or names of new staff.

2.4.9 Standards for Safe, Secure Care Worker-Children Relationships

- (i) There should always be adult supervision while children in the centre.
- (ii) Child care workers and caregivers should take time to listen to children and encourage them to talk and ask questions.
- (iii) Child care workers and caregivers should use free-play time to encourage and guide child interactions.
- (iv) Child care workers and caregivers should ask questions that require thinking and use probes such as - tell me more.
- (v) Be patient with children and use a warm, positive body language.
- (vi) Appropriate care should be given to children with special needs.

2.4.10 Health Care and Hygiene

- (i) The manager or owner shall contact the nearest health facility to provide emergency health care. Details of the arrangement shall be communicated to the parent or guardian
- (ii) Any medicine brought to the centre for children by the family must be clearly labelled and stored out of reach of the children.

- (iii) The manager or owner should have a working agreement with the nearest Health facility and Community Health Workers in that village/mtaa.
- (iv) The centre shall be required to temporarily close when there is a threat of a disease outbreak at the centre as directed by health officials.
- (v) Sharp objects should be kept away from the reach of children.
- (vi) The centre shall always have safe drinking water and use clean water for cooking.
- (vii) Caregivers should promote hygiene practices to children.
- (viii) Bushes and pools of water should be cleared to avoid possibility of harbouring snakes or breeding mosquitoes.
- (ix) There shall be adequate facilities for disposal of waste.
- (x) Each centre should have a First Aid Kit which shall be accessible to adults but out of reach of children.
- (xi) Contents of the First Aid Kit must be checked regularly and replaced whenever necessary.
- (xii) All caregivers shall be trained on how to use the contents of the First Aid Kit and how to deal with accidents.
- (xiii) Members of staff or children who have infectious or communicable disease should not come in contact with children, except those staff members and children with HIV/AIDS. A child or caregiver who contracts or is suspected to have contracted a contagious disease shall be expected to stay at home until cleared by a medical practitioner.
- (xiv) Children at the day care center should be provided with appropriate first aid response and appropriately referred to nearby health facility.
- (xv) If a child becomes ill or is injured at the day care center, a child's parent(s)/ guardian(s) should be notified immediately and be required to come for the child, or arrange for another designated person to come for the child.
- (xvi) Each day care center should make follow up on children's immunization and advise parents accordingly.
- (xvii) Monitoring of child developmental milestones should be done in collaboration with neighboring public healthcare facility.
- (xviii) Care staff may refer/take the child to a nearby health facility, or make arrangements with the health facility to conduct routine regular visits the center for the purpose of checking all children at the center. Alternatively, care staff should remind parents/ guardians to take their children to the health facility for child growth monitoring.
- (xix) Should ensure that each child undergoes regular medical check-up, preferably on monthly basis by a qualified medical practitioner. It can either be done at the center or parents may provide a medical card in which the medical records are maintained.

2.4.11 Health Care for Children with Special Needs

- (i) Special health attention as to their personal needs shall be given to children with special needs, including children with disabilities or other medication conditions.
- (ii) Children with disabilities and children with chronic illnesses shall be linked with available specialized medical treatment or rehabilitation services in the area.

2.4.12 Care for Children Living with HIV

- (i) Children with HIV/AIDS shall be treated with respect and dignity.
- (ii) Child care workers and parents/guardians should make sure such children continue receiving ART as required.
- (iii) The manager must ensure all care staff are trained on how to overcome stigma and discrimination.

2.4.13 Modes of Transport for Children

- (i) Where transport is provided by the day care center:
 - (a) No open vehicle should be used to transport children.
 - (b) Bus should have adequate and comfortable seats fitted with child appropriate belts, for each child.
 - (c) The driver and assistant should have a certified license.
 - (d) The assistant should seat with the children to manage the door, escort and ensure children cross the road safely.
 - (e) The vehicle should not expose the children to any indecent material either verbal, audio-visual or print media.
- (ii) Each child being transported by parent(s)/guardian(s) or other designated person(s) shall be accompanied into and out of the center by the same parent, guardian, or other designated person.
- (iii) The center shall require written authorization from a child's parent(s)/guardian(s) to release a child to any person other than the parent(s)/guardian(s) or persons designated on the child's preadmission form.
- (iv) Observe all road safety requirements.

2.4.14 Caregiver and child care Worker-Child Ratio

- (i) The minimum on duty caregiver-child ratio shall be 1:20
- (ii) The minimum on duty child care worker-child ratio shall be 1:20
- (iii) Regardless of the number of children attending the day care center, a minimum of three care staff on duty at all times, including a minimum of one child care worker.
- (iv) One staff member trained in First Aid at all times.

- (v) One staff member trained in how to use the firefighting equipment at all times.

2.4.15 Ratio of Caregiver/Care worker to Children with Special Needs

- (i) In case the day care center enrolls children with disabilities, chronic illnesses, malnutrition or children with HIV/AIDS, and other children with special needs, in addition to the minimum on duty staffing requirements set out above, there should be one member of care staff per five (5) children on duty as a minimum.
- (ii) Regardless of the above standards the following care worker-child ratio should be observed:
 - (a) Autism 1:1.
 - (b) Deaf/blind 1:1.
 - (c) Cerebral palsy 1:5.
 - (d) Severe/multiple disabilities 1:1.
 - (e) Visual impairment 1:10.
 - (f) Physical handicap 1:10.
 - (g) Mild mental retardation 1:5.
 - (h) Deaf mute 1:1.
 - (i) Down syndrome 1:1.

2.4.16 Basic Competencies of a Child Care Worker

An ideal child care worker should have the following basic competencies and abilities:

- (i) To guide and expand children's language, self-regulation and thinking skills by engaging them in exploratory talk, effective reinforcement and productive dialogue with children.
- (ii) To demonstrate knowledge and understanding of the development of babies, toddlers, and young children.
- (iii) To support peer learning (child to child).
- (iv) To facilitate child-directed playful learning.
- (v) To support and strengthen parents'/ guardians capacity to actively engage in centre activities.
- (vi) To reflect and document their practices.
- (vii) To facilitate experiential learning.
- (viii) To develop mastery focus/ concentration.
- (ix) To build/ foster child's confidence and create a joyful experience for children.
- (x) To develop, design plays, resource materials with children and parents while paying attention to the local environment, culture, and resources.
- (xi) To take care of individual child psychosocial needs. In order to provide /attention to individual psychosocial needs the following skills are critical to child care workers:
 - (a) Active listening

- (b) Skilled observer
- (c) Empathy
- (d) Non judgmental
- (e) Reliability and confidentiality
- (f) Flexibility
- (g) Humorous

2.4.17 Emergency Plan

The centre shall have an emergency plan that provides for:

- (i) Shelter of children during an emergency including shelter in place at the centre and shelter at locations away from the centre premises.
- (ii) Evacuation of children from the centre building and evacuation of children to a location away from the centre premises.
- (iii) A method for centre staff to contact parents as soon as reasonably possible when an emergency situation arises.
- (iv) A method for centre staff to inform parents that the emergency has ended and to provide instruction as to how parents can safely be reunited with their children.
- (v) The manager or owner shall review the emergency plan at least annually and update the plan as needed.
- (vi) Each review and update of the emergency plan shall be documented in writing and kept on file at the centre.
- (vii) Each centre staff shall receive training regarding the emergency plan at the time of initial employment, on an annual basis and at the time of each plan update.
- (viii) The date of each training and the name of each centre staff who received the training shall be documented in writing and kept on file at the centre.
- (ix) The emergency plan shall be posted in the centre at a conspicuous location.
- (x) The manager or owner shall provide to the parent of each enrolled child a letter explaining the emergency procedures described above. The manager or owner shall also provide to the parent of each enrolled child a letter explaining any subsequent update to the plan.

2.4.18 Linkage with Health Facilities (Health Management Committees)

Linking the day care center to health facilities within the vicinity will ensure that the center has access to health services for its children. The parent committee should work collaboratively with the closest health facility to ensure services are provided to children while at the center, instead of the children going to the health facilities. This would include services such as:

- (i) Child growth monitoring.
- (ii) Immunization/vaccination.
- (iii) Health/child development training by health care workers.
- (iv) First Aid, including provision of kits and training of care workers by health care professionals.

3.0 MONITORING AND EVALUATION OF DAY CARE CENTRES

Monitoring and evaluation of implementation of the National Guidelines for Establishment and Management of day care centers is critical for ensuring effective delivery of high quality and comprehensive services of day care centers that support the holistic development of children below five years old. The Ministry through the Department of Social Welfare (DSW) will provide “accreditation” for day care centres, and the DSW is ultimately responsible for monitoring and evaluation of not only training but more importantly the management/operations of day care centres.

Monitoring involves routine tracking of the adherence to the law, regulations, guidelines and coverage of services. Evaluation involves collecting and analyzing information of activities implemented in day care centers. It focuses in making judgment to improve performance, efficiency and effectiveness and informed program decision. Evaluation will be done periodically through planned surveys.

Indicators to monitor and evaluate establishment and management of day care centers shall be integrated into the Social Welfare Service Delivery M&E framework. Data collection, reporting, data flow and feedback will use social welfare service delivery reporting system.

3.1 Basic Standards for day care centers and corresponding indicators

Monitoring and Evaluation shall follow basic standards for monitoring and evaluation of day care centers with indicators as indicated below:

- (i) Existence of updated data for measuring performance progress
- (ii) Existence of Monitoring and Evaluation tools
- (iii) Existence of monitoring reports
- (iv) Monitoring finding and recommendations shared with stakeholders
- (v) Intervention based on monitoring and evaluation reports
- (vi) Program adjustment made when necessary as adjustment of monitoring and evaluation

3.2 Monitoring and Evaluation

- (i) Before any new program in ECD are launched, a baseline survey can be done collaboratively by stakeholders and responsible Ministries;
- (ii) MoHCDGEC will collaborate with PO-RALG, other line ministries (including PMO, PMO-LEYD, MoEST, and MoCLA), and LGAs to periodically evaluate day care center in order to identify strengths, challenges and emerging issues;
- (iii) MoHCDGEC will collaborate with PO-RALG, other line ministries (including PMO, PMO-LEYD, MoEST, and MoCLA), and LGAs to assess all day care centers, and ECD training institutions for quality assurance at least once every year;

- (iv) Council Social Welfare Officers shall conduct quarterly monitoring in all day care centers in their LGAs;
- (v) Council Social Welfare Officers shall compile assessment/monitoring reports and submit to Council Director and MoHCDGEC;
- (vi) Day care centers Committees, parents and other community members and service providers shall be trained on how to monitor day care centers activities so as to ensure sustainability of the day care centers program.
- (vii) Management, supervision and accountability of day care centers program shall be at least once in a year using age appropriate tools to address corresponding indicators.
- (viii) Develop and implement a Monitoring, Evaluation and Research plan.
- (ix) Develop and maintain a cross-sectoral database and information system.

3.3 Responsible Agency for Monitoring Daily Activities of Day Care Centres

The monitoring of day care centres in respective local government authority should be executed by; -

- (a) Village/Mtaa executive officer
- (b) Ward executive officer
- (c) Social welfare officers
- (d) Health officers

3.4 Inspection, Quality Assurance, Monitoring and Reporting of Day Care Centers' Activities

Inspection of day care centres for quality assurance should be executed by the Social Welfare Officers in the respective local government authority. All day care centres should be subjected to inspection to determine compliance with the standards.

In order to have effective inspection:

- (i) There should be effective advisory and professional support to all day care centres.
- (ii) The inspection should be carried out at least once every six months.
- (iii) All inspection visits reports must be submitted to PO – RALG and PO – RALG submit to the Commissioner of Social Welfare in prescribed form, with a copy provided to the manager or owner of day care centre.
- (iv) The report should include instructions on the steps that the day care centre must take to meet the standards if the centre falls below the standards required.
- (v) The day care centres should be given a minimum of two months and a maximum of six months to implement the instructions, depending on the substance of the instructions.
- (vi) During the next inspection visit day care will be also assessed if they have implemented the instructions given during last visit.
- (vii) Every day care centre quarterly report and annual reports shall be submitted to PO – RALG and PO – RALG submit to the Commissioner of Social Welfare.

3.5 Supportive Supervision

The Council Social Welfare Officer shall collaborate with MoHCDGEC and PO-RALG to organize and implement regular supportive supervision visits to all day care centers in their respective Council. Such visits should be conducted at least after every six months.

The MoHCDGEC will issue a standard supervision checklist and supervision report format to be used by all LGAs. The checklist will capture pertinent areas on establishment, management, quality assurance, and M&E of day care centers.

4.0 ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS

To ensure effective services delivery in day care centers it is important that stakeholders are actively engaged. The structure for intersectoral collaboration and coordination includes the following:

4.1 National Level

4.1.1 MOHCDGEC through the Department of Social Welfare:

- (i) To develop policies, guidelines, regulation and standards;
- (ii) Propose new and amendment of laws and regulations pertaining to day care centres;
- (iii) Coordinate at national level all key stakeholders dealing with day care centres;
- (iv) Register day care centres according to the LCA 2009;
- (v) Oversees implementation of service delivery in day care centres in the country;
- (vi) Provides technical support for day care centres implementation in the country monitoring, evaluation and supervision
- (vii) Facilitate training of child care workers on early childhood development
- (viii) Take disciplinary actions, and manage appeals, as needed
- (ix) Facilitate signing and implementation of Memorandum of Understanding (MoU) between GoT and implementing partners

4.1.2 PO-RALG

- (i) Implementation of policies and guidelines;
- (ii) Coordinates and supervises day care centres at the sub national level;
- (iii) Conduct joint supportive supervision to ensure adherence to national guidelines;
- (iv) Monitor and facilitate professional compliance;
- (v) Convene forums/ platforms for addressing issues arising from implementation of the national guidelines, and provide feedback to all implementing partners, including sharing updates and emerging issues;

- (vi) Facilitates and coordinate joint planning and monitoring of day care centres services;
- (vii) Prescribe instruments and tools for monitoring and reporting progress of day care centres services offered by these centres.
- (viii) Provide guidance to implementing partners to comply with priorities at regional and local government levels in line with local government standards; and
- (ix) Facilitate equitable distribution of implementing partners in the regions and districts.

4.2 Regional Level

- (i) Coordination, supervision and implementations of policies and guidelines for day care centres;
- (ii) Interpret national policies, laws, regulations, guidelines, and strategic plans for operationalization;
- (iii) Monitor and evaluate implementation of day care centres guidelines in all councils in the region;
- (iv) Provide technical backstopping to LGAs on effective implementation of national guidelines;
- (v) Consolidate regional day care centres progress reports and submit to PO-RALG for further consolidation; and
- (vi) Convene the regional day care centres stakeholders' meetings.

4.3 Council Level

- (i) Responsible for coordination and supervision of day care centre;
- (ii) Provide reports on day care centres services to the relevant authorities;
- (iii) Conduct regular inspection, monitoring and evaluation of day care centres;
- (iv) Monitor and evaluate operationalization of national guidelines for establishment and management of day care centres at Council, ward and village/mtaa levels;
- (v) Ensure budget allocation for coordination and supportive supervision of day care centres;
- (vi) Provide timely reports on the progress of day care centres to the regional secretariat;
- (vii) Provide capacity building to child care workers, local leaders, managers and owners of day care centres;
- (viii) Keep records of all day care centres established in the Council;
- (ix) Facilitate effective collaboration among all day care centres in the Council;
- (x) Convene Council day care stakeholders' meetings;
- (xi) Facilitate community involvement during planning and budgeting for establishment and management of day care centres

- (xii) Identify and coordinate CSO networks dealing with day care centres services.

4.4 Ward Level

- (i) Monitor and evaluate established of day care centres;
- (ii) Facilitate effective collaboration among all ECD partners in ward;
- (iii) Keep records of all day care centres in the ward; and
- (iv) Timely submission of day care centres reports to the Council
- (v) Facilitate registration of day care centers in ward

4.5 Village/Mtaa Level

- (i) Sensitize community to establish day care centres
- (ii) Mobilize resources for establishment and management day care centres
- (iii) Support activities of day care centres
- (iv) Keep records of all day care centres in village/mtaa
- (v) Submit timely reports of day care centres to ward level
- (vi) Facilitate registration process of Day care center

4.6 Parent Committee for Day Care Centres

- (i) Ensure the day care centres at their local area is registered
- (ii) To manage the day care centres according to national guidelines;
- (iii) Ensure the safety and security of children at the centres;
- (iv) Conduct monthly and quarterly management meetings
- (v) Assess and monitor daily operations and management of the day care center;
- (vi) Mobilize community members to engage in various activities conducted at the centre;
- (vii) Strengthening partnership, collaboration, and communication among themselves, parents/ guardians, child care workers as well as community leaders;
- (viii) Participate in problems solving and decision making;
- (ix) Mobilize financial, materials and human resources for effective operation, ownership and sustainability of the services at the centre; and
- (x) Ensure availability of child care workers in the centres according to the national guidelines.

2.7 Parents/Guardians

- (i) Ensure children 2-5 including children with disabilities and children with special needs attending day care centres;
- (ii) Attend and participate in regular day care centre meetings; and
- (iii) Provide children with play materials in the day care centres

- (iv) Contribute resources to facilitate in managing the day care center

4.8 Child Care Worker

- (i) Managing the centre;
- (ii) Take care of all children and provide support to children with disability at the centre;
- (iii) Facilitating indoor and outdoor play activities;
- (iv) Strengthening positive relationship with children, parents/ guardians, community leaders, and community members; and
- (v) Collect, produce, improvise and maintain children's play materials in collaboration with parents/guardians
- (vi) Ensure code of conduct are observed
- (vii) Ensure safety and protection of children in the centre

4.9 Development Partners

Provide financial, material and technical support

4.10 CSOs

- (i) Support, mobilize, and sensitize communities to establish and manage day care centres;
- (ii) Establish and manage day care centres;
- (iii) Participate in joint planning, implementation, monitoring, and reporting of day care centres in the LGAs;

5.0 DISCIPLINARY ACTIONS, PENALTIES AND APPEALS

This chapter outlines offences that lead to disciplinary actions and closure of day care centres; and guidelines on re-registration of day care centres.

5.1 Offences that Lead to Disciplinary Actions and Closure of Day Care Centres

- (i) Operation of day care centres without registration;
- (ii) Persistent failure to implement instructions contained in the inspection reports or breach of the Regulations;
- (iii) Centres that operate illegal activities;
- (iv) Exposure of children to health risks;
- (v) Exposure of children to abuse, violence situation; and
- (vi) Unqualified personnel.

5.2 Appeals

A manager/proprietor may appeal to any decision taken against their centre/institution by writing to the Minister of Health Community Development Gender Elderly and Children giving reasons why that decision should not be implemented.

5.3 Re-registration of Day Care Centres

Application for re-registration will be required when:

- (i) Transferring the centre to a new site.
- (ii) Re-opening the centre that had been closed.
- (iii) Changing ownership or management of the centre.
- (iv) Changing name of the centre.

6.0 APPENDICES

6.1 Day Care Center Application Form

F.C Form No.1

APPLICATION FOR REGISTRATION OF A DAY CARE CENTRE

To the Commissioner,

I/We hereby apply for registration of **my/our existing/new** day care center in accordance with the Law of the Child Act No. 21 of 2009 and regulations of 2012 made there under as follows:

1. Personal Information

Name of Applicant:
Physical address: Tel. No:
Mobile No..... Email Address.....
Occupation: Nationality:
Category of Application: Private [] Public [] Community []
Proposed Name of a Day Care Centre.....
Location of the Day Care Centre:
Region..... District..... Ward..... Village/ Mtaa
Situation of the premises.....

2. Enrollment

I/We do have/don't have capacity to to enroll children with disabilities and/or special needs at the day care center. Maximum total number of children **enrolled/intended** to be enrolled at the Day Care Centre should be:

Table 1. Number of Children Enrolled

Age (Years)	Number of Children Enrolled		Number of Children with Disability Enrolled		Total
	Boys	Girls	Boys	Girls	
2-3					
3-4					
5+					
TOTAL					

3. Number of Employees

I/We intend/do not intend to employ staffs with qualifications based on certificate, Diploma and Degree at the day care center.

Table 2: Number of Employees

S/N	Name	Gender	Qualifications

4. Sources of Income:

Main source.....

Other Sources.....

Amount earned per Year.....

5. Fee Structure:

Amount of Fee per Child

DECLARATION

I/We declare that the information provided above is true to the best of **my/our** own knowledge and if found to have intentionally provided false information **my/our** application should be disqualified outright.

Signature of Applicant.....

For Official Use by the Health Officer

I certify that I have inspected the premises and satisfied/not satisfied that the premises are **suitable/not suitable** for the operation of a day care center.

In case the premises are not suitable, give reasons for this assessment:

.....
.....
.....

Date.....Name.....Position

Signature

For Official Use by the Social Welfare Officer

I certify that the applicant fulfills/ does not fulfill the requirements to operate a Crèche and **qualifies/ does not qualify*** for registration to operate a Crèche.

In case the application is **rejected/ returned**, explain the reasons for rejection or the steps that need to be taken to comply with the Regulations in the case that the application is returned.

.....
.....
.....
.....
.....
.....

Date: **Name:** **Position:**

Signature:

6.2 Minimum List of Play Materials in Day Care Centres

- (i) Puzzles of different shapes
- (ii) Blocks of various sizes and shape.
- (iii) Bottle tops, plastic bottles, sticks of various sizes
- (iv) Story books
- (v) Picture books
- (vi) Picture cards for animals, fruits, plants, vehicles made of Cardboards/Boxes/Clay soil/ pieces of cloth or Painted on boxes
- (vii) Crayons, Coloured pencils, Pencils, Sharpener, Eraser, Chocks, Magazine and Papers for Free Drawing
- (viii) Clay for Moulding
- (ix) Dolls
- (x) Thread, Beads, Buttons, Sea Shells
- (xi) Seeds from Various Plants
- (xii) Drums, Shakers, Whistles, Local Guitar
- (xiii) Play Cards
- (xiv) Alphabet Cards
- (xv) Drawing Paper and Slates for Scribing
- (xvi) Boards
- (xvii) Slides
- (xviii) Swings
- (xix) Scissor
- (xx) Climbing frame
- (xxi) Tunnels
- (xxii) Bouncing by using used tires
- (xxiii) Sand and Water Play Area
- (xxiv) Balls

6.3 Monitoring Tool for Day Care Center

Monitoring Tool for Quality and Standards Assurance in Day care Centre

1. Name of Day care Centre.....Reg. No.....
2. Region.....District/Council Ward..... Village/Mtaa
3. Enrolment: Boys Girls Total
4. Age ranges: 2-4 yrs old 4+yrs old.....
5. Number of children per class.....
6. Number of Children with Special Needs/Disability: Boys.....Girls.....
7. Number of Child Care Workers Male.....Female.....

(Tick were appropriate)

8. Physical facilities/ Availability	Yes	No	Remarks
(i) Learning structure (building) available			
(ii) Permanent building available			
(iii) Buildings in good condition			
(iv) Adequate ventilation			
(v) Class rooms of standard size (30 sq*3.5 m per 20 Children) Classrooms with lockable doors			
(vi) Classrooms with lockable windows			
(vii) Indoor space adequate			
(viii) Cemented floor			
9. Type of roof	Yes	No	Remarks
(i) Ironed			
(ii) Thatched			
(iii) Tiled			
10.Type of walls	Yes	No	Remarks
(i) Mud			
(ii) Plastered			
(iii) Timber			
(iv) Iron Sheet			
11.Type of floor	Yes	No	Remarks
(i) Earthen			
(ii) Cemented			
12.Condition of walls	Yes	No	Remarks
(i) Good			
(ii) Poor			
13.Toilets available	Yes	No	Remarks
(i) Staff Toilet			

(ii)Children Toilets			
(iii)Suitable toilet hole			
(iv) Clean			
(v)Enough for boys			
(vi)Enough for girls			
14. Furniture	Yes	No	
(i) Available			
(ii) Adequate			
(iii) Children's suitable size tables			
(iv)Children's suitable size chairs			
(v) Clean Mats			
(v) Bedding materials in good condition			
15. Availability of Administrative Records	Yes	No	Remarks
(i)Admission register			
(ii) Attendance Register			
(iii) Log Book			
(iv) Fees Register			
(v) Visitors Book			
(vi) Ledger Books			
(vii) Inventory Books			
(ix) Cash Book			
(x) Receipt Books			
16. Profession Records Available	Yes	No	
(i) Progress Records (Child portfolio)			
(ii) Daily Programme of Activities			
(iii) Termly Programme of Activities			
(iv) Health Records			
17. Availability of the following documents	Yes	No	Remarks
(i) Child Care Workers Guide			
(ii) Code of Conduct			
(iii) Child protection policy			
(iv) Employment contract			
18. Physical materials/equipment	Available	Not Available	Remarks
(i) Fixed equipments			
(ii) Play materials			
(iii) Fixed play equipment in good condition			

(iv) Soft landing for slides			
(v) Others.....			
19. Learning Methods	Yes	No	Remarks
(i) Child centered			
(ii) Interactive learning method			
(iii) Children motivated through reinforcement			
(iv) Children guided on the expected behavior			
20. Friendly relationships between children and child care workers	Observed	Not Observed	Remarks
21. Health, Food hygiene and Nutrition	Yes	No	Remarks
(i) Do the children appear healthy and energetic or are there children who appear malnourished?			
(ii) Does the center have a feeding program?			
(iii) If yes, is the food prepared at the center?			
(iv) If food is prepared at the center, is there a kitchen?			
(v) Does the kitchen have lockable kitchen doors and windows?			
(vi) Is the kitchen well-ventilated?			
(vii) Do the children take 10:00 snack?			
(vii) Is the porridge enriched? If enriched specify ingredients used.....			
(viii) Is lunch offered at the day care center?			
(ix) In your opinion, is the lunch made of a balanced diet?			
(x) Are there alternative arrangements for children who cannot eat the foods provided due to allergies or other reasons?			

(xi) Does the kitchen have non-leaking roof?			
(xii) Are drying racks available			
(xiii) Is the Cook clean and neat			
(xiv) If a child is sick at the center, do you call the parents?			
(xv) In cases of emergency do you have parental consent to take children to the hospital?			
(xvi) Do you have emergency contact number for health facility?			
(xvii) Are the utensils cleaned properly?			
(xviii) Is the feeding process orderly (washing hands, all children served, no pushing, small babies helped to feed)?			
(xix) Are there sleeping facilities?			
(xx) Is a first aid kit available?			
(xxi) Is there a resting place for the children?			
(xxii) Are there sleeping facilities?			
-Room			
-Mats			
-Mattress			
22. Play ground			
(i) Is play space adequate?			
(ii) Is the playground well kept?			
(iii) Is the playground fenced?			
(iv) Is the grass/bushes cut?			
(v) Are there sharp and dangerous object?			
(vi) Are there holes and pits on the playground?			
(v) Are there playgroup fixed equipments?			
(vi) Are there child appropriate equipments for Day care centre?			
(vii) Are child equipment's regularly serviced and maintained?			
(viii) Is there a soft landing place for slides?			

(ix) Are the swings at low level for children?			
(x) Are there adequate play equipment for the number of children at the centre?			
(xi) Are there equipment and play materials for children with disability?			

6.4 Supervision Checklist for Day Care Centers

Name of the Day Care
Name of Manager/ Owner.....
Address of Day Care.....
Manager/ Owners Mobile No.....
Manager/Owners E-mail address.....
Region.....
District/Council.....Ward.....
.....Village/Mtaa.....
Reason for inspection.....
Date.....

Inspection for.....{Routine /Registration/Special}
--

Number of Children: Male..... Female.....Total.....
Age: The youngest child.....The Oldest child

Sources of income:

Main Source.....
Other
source.....
Amount earned from other source of income per year.....

Revenue:

Fee amount collected per year.....
Cross check the fee records and other source of income

Premises:

- Ensure certified copy of legal evidence of ownership of Day care premises. In cases where the Day care center premises are rented, ensure certified copy of legal rent agreement valid for at least three years.
Yes No.....
- The area is big enough to accommodate number of children compared to the size of the room/ other requirement's {kitchen, store, toilets, office, dining room, playing grounds} etc.
Yes..... No.....

1. Child Care workers:

Are child care workers trained from government recognized institutions?

Yes.....No.....

- If yes they should provide their academic certificates as evidence,
- If no, they should give the reasons why they don't have trained child care workers' and give them time to employ qualified child care workers.

2. Play and Learning materials:

- Are there enough play and learning materials in areas of early numeracy and literacy, and science?

Yes.....No.....

- If no give reasons why and give them time to set those important areas for children learning
- Are there enough indoor and outdoor play materials to stimulate children in aspects of physical, social, mental and language?

Yes..... No.....

- Are there age appropriate play and learning materials?

Yes..... No.....

3. Play Ground:

- Is there Play ground

Yes.....No

- Is playground space adequate?

Yes.....No

- Is the playground well kept?

Yes.....No

- Is the playground fenced?

Yes.....No

- Is the grass/bushes cut?

Yes.....No

- Are there sharp and dangerous object?

Yes.....No.....

- Is there playgroup fixed equipment's?

Yes.....No

- Are there child appropriate equipment's for Day care Centre?

Yes.....No

- Are child equipment's regularly serviced and maintained?

Yes.....No

- Are there soft landing places for slides?

Yes.....No

- Are the swings at low level for children?
Yes.....No
- Is there adequate play equipment for the number of children at the Centre?
Yes.....No
- Are there equipment and play materials for children with disability?
Yes.....No
- Are the areas with sand and water used carefully under the supervision of child care workers?
Yes..... No

4. Basic services

- Is there first aid kit at the centre which used while a child is sick /injured?
Yes..... No.....
- If any see it, if it does exist give them some time to have it
- Is there safe and clean water for drinking, cooking and other services?
Yes..... No.....
- If does not exist, give them time to have it.
- Does the day care centre provide food?
Yes.....No.....
- If the answer is YES, is the food provided adequate in quantities, properly prepared and wholesome in nutrition?
Yes..... No.....
- If no, give reasons
- Child care workers and cook are regularly tested for health and have medical examination certificate?
Yes.....No.....
- If no, advise accordingly
- Does the centre have fire extinguisher equipment's?
Yes.....No.....
- Is there an effective system of collection, disposal, and handling of solid waste and sewage?
Yes.....No.....

5. Cleanliness and Safety Environment

- Is the day care centre environment clean, situated at a suitable site, which is secure from motorists and other hazards for children?
Yes.....No.....
- Are toilets Clean and adequate according to children Gender?
Yes.....No.....

- Are Children's toilets not used by care givers and other staff at the centre?
Yes..... No.....
- One toilet/cistern serves 20 for girls and 25 for boys?
Yes.....No
- Are there toilets for children with disabilities?
Yes.....No
- Is there any place to wash hands after the children leave the toilet?
Yes.....No
- Does the centre have a permanent fence?
Yes..... No.....
If does not exist, be given time to build a permanent fence.

6. Rooms

- Day care room has the size to take 20 children
Yes..... No
- Is furniture's age appropriate?
Yes.....No
- The building has a rest room for children/sick?
Yes..... No.....
- Are the Children's rest rooms specious and ventilated?
Yes..... No.....
- Is there Dining room with appropriate furniture's for children
Yes..... No
- Does Food storage room not used to store other items?
Yes..... No
- Does the centre have register, and filled timely and accurately?
Yes..... No.....
- Is registration certificate existing?
Yes..... No.....
- If available, write down the year of registration.....

6.5 Quarterly and Annual Report Template

1. Personal Information:

Name of the Day Care Centre.....
 Address of the Day Care Centre.....
 Name of Manager/Owner

Registration number.....

Number of children enrolled at the Day Care Centre.....

Table 1: Number of Children Enrolled

Age (Years)	Number of Children enrolled		Number of Children with special needs enrolled		Total
	Boys	Girls	Boys	Girls	
Under 2					
2-5					

2. Attendance

Average Daily attendance [if this is a quarterly report]

Average monthly attendance [if this is an annual report]

3. Staffing

Number of Day Care Centre Staff

Number of Child Care Workers

Number of Caregivers

Table 2. Number of Staff

Names	Qualification (Degree, Diploma, Certificates)	Male	Female	Total
Other employees				

4. Feeding Programme

Are children provided food? Yes/No

If yes, how many meals are provided per day.....

If no, give reasons.....

.....

Date

.....

Signature of the Day Care Centre/Crèche
 Manager/Owner

6.6 Code of Conduct

I, Name Title.....agree to uphold the highest standards of personal and professional conduct at all times. In all of my interactions with children, I will:

- (1) safeguard and protect children from all forms of violence, abuse, exploitation, injury and neglect;
- (2) treat children with respect regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, health status birth or other status;
- (3) not discriminate against, show differential treatment, or favour particular children to the exclusion of others;
- (4) not use language or behaviour towards children that is inappropriate, harassing, abusive, sexually provocative, or culturally inappropriate;
- (5) respect the physical integrity of all children;
- (6) not engage a child in any form of sexual activity or acts, including paying for sexual services or acts;
- (7) never behave physically in a manner that is inappropriate or sexually provocative, or suggest inappropriate behaviour or relations of any kind;
- (8) never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse;
- (9) never engage in any way in the exploitation of children, or place children in situations which would leave them vulnerable to any form of exploitation;
- (10) never develop relationships with children which could in any way be deemed exploitative or abusive, or act in any way that may place a child at risk of abuse;
- (11) never condone or participate in behaviour which is illegal, unsafe or abusive to children;

- (12) abstain from viewing, possessing, producing or distributing child pornography;
- (13) respect children's privacy and never take photographs or videos of children without their express consent and the consent of the manager;
- (14) not invite unaccompanied child into my home, unless they are at immediate risk of injury or in physical danger;
- (15) refrain from hiring children for domestic or other labour which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury;
- (16) comply with all relevant laws of the United Republic of Tanzania, including laws in relation to child labour; and
- (17) Immediately report concerns or allegations of any violence, abuse or exploitation of a child in accordance with appropriate procedures.

I understand that the onus is on me to use commonsense and avoid actions or behaviors that could be construed as abusive, exploitative or harmful to children.

Signature: _____

Date: _____

7.0 REFERENCES

- (i) United Republic of Tanzania. The Law of the Child Act. 2009.
- (ii) United Republic of Tanzania. Day Care Centres and Crèches Regulations.2012.
- (iii) United Republic of Tanzania. National Multisectoral Nutrition Action Plan(NMNAP) for the period July 2016-June 2021
- (iv) United Republic of Tanzania; Child Development Policy. 2008
- (v) MOHCDGEC National Plan of Action to End Violence against Women and Children in Tanzania 2017/18-2011/22
- (vi) United Republic of Tanzania. National Health Policy. 2017
- (vii) United Republic of Tanzania: The National Education and Training Policy(NETP) of 2014
- (viii) WHO: Nurturing Care Frame work for Early Childhood Development: A Framework for helping children survive and thrive to transform health and human potential (2018)
- (ix) The Lancet: Advancing Early Childhood Development: from Science to Scale (2016)
- (x) Key Considerations in Establishment and Operationalization of Community-Based Day Care centres, MoHCDGEC. October 2019 draft.
- (xi) Minimum Standards and Norms for Early Childhood Development Services in Rwanda. June, 2016.
- (xii) Child-Care Workers' Guide for 2-5 Years Old Children: Let's Play and Have Fun. MoHCDGEC. 2018 Draft
- (xiii) The Punjab Guidelines and Standards for Day Care Centres.2016
- (xiv) UNICEF: ECD International briefing notes 2009-2012