



Batasan Pambansa Complex, Constitution Hills  
Quezon City  
Telephone No. 931-8101 to 07  
<http://www.dswd.gov.ph>

DEPT. OF SOCIAL WELFARE & DEV'T.  
IBP ROAD, CONSTITUTION HILLS, Q.C.

SEP 20 2004

1936

LEGAL SERVICE  
RECEIVED BY: Jul

ADMINISTRATIVE ORDER NO. 29  
SERIES 2004

## STANDARDS FOR DAY CARE, OTHER ECCD CENTERS AND SERVICE PROVIDERS (FOR CHILDREN AGED 0-5.11 YEARS)

### I. INTRODUCTION

The Department of Social Welfare and Development (DSWD), in prioritizing its commitment to the human development concerns of children as a response to the country's ratification on the Convention on the Rights of the Child in July 26, 1990, recognizes the significant role of the Day Care Service and other Early Childhood Education--Early Childhood Care and Development (ECE-ECCD) programs in the development of children's well being.

As mandated by law, the DSWD is responsible for regulating the quality of these programs for children through various centers operated by local government units, non-government organizations, people's organizations, national government agencies, government-owned and -controlled corporations and other private individuals. As more children are placed in these ECE-ECCD centers, it is critical to ensure that their physical, intellectual, social and emotional needs are met. Responsive, nurturing, stimulating, consistent care is vital and can be provided only by a stable, well-trained staff in well-funded settings. It is important therefore that Day Care Centers, other ECE-ECCD centers and its Service Providers undergo an accreditation process.

The DSWD now sets forth these accreditation standards and indicators to ensure effective and quality delivery of the Day Care Service and other ECE-ECCD programs for children aged zero to 5.11 years through various centers and its service providers.

These standards focus on five areas that are deemed necessary in any ECE-ECCD program. Specific, measurable and observable indicators are enumerated to ensure that the standards for each area are met.

The indicators are further divided into three levels: Level 1—"Must"; Level 2—"Desired"; and Level 3—"Exemplary". Level 1 contains the minimum quality indicators required of all ECE-ECCD programs. Compliance to these Level 1 indicators corresponds to a One-Star Accreditation, which is the basic recognition of quality program. Indicators comprising Levels 2 and 3 (*Appendix 1 and 2* respectively) allow program managers and service providers to further improve the quality of their service. Compliance to these Levels

corresponds to Two- through Five-Star Accreditation.

The presence or absence of these indicators are determined through a review of pertinent documents (document review or DR), interview with the various stakeholders (I), and observation of a session or sessions in the ECCD centers (O).

## **II. MANDATE AND LEGAL BASES**

The Department draws its authority to accredit day care centers and other ECCD centers for children and service providers for children 0-5.11 years old from the following:

1. Presidential Decree No. 603 – the Child and Youth Welfare Code Title II Article 6 – “The Day Care Service and other substitute parental arrangements shall be provided to a child whose parents and relatives are not able to care for him/her during the day. Such arrangement shall be subjected to accreditation and licensing by the Department of Social Welfare”.
2. Republic Act No. 6972 – Barangay Total Development and Protection of Children Act, Section 5, (a) – “The Department of Social Welfare and Development shall formulate the criteria for the selection, qualifications, training and accreditation of day care workers and the standards for the implementation of the total development and protection of children program”.
3. Republic Act 7160 or Local Government Code of 1991 – Article 24 states that the “LGU shall be responsible for a set of services and facilities in accordance with established national policies, guidelines and standards”.
4. Executive order No. 340 – Directing National Government Agencies and government Owned and Controlled Corporations to Provide Day care Services for their Employees’ Children Under Five Years of Age, Section 3 Lead Agency (4) “... the DSWD is tasked to license and accredit the services, facilities and day care workers”.
5. Executive Order No. 221 – Amending Executive Order No. 15 series of 19998, entitled Redirecting the Functions and Operations of DSWD which states that to accomplish its roles and functions the Department shall “Set the standards, accredit and provide consultative services to public and private institutions, organizations and persons engaged in social welfare activities, and monitor performance and compliance to standards by institutions, organizations and persons engaged in social activities both public and private”.
6. Republic 8980 – otherwise known as the Early Childhood Care and Development (ECCD) Act which provides under its Implementing Rules and Regulations (IRR) as mentioned in Section 27, Specific Roles and Responsibilities of DSWD that it shall “Register, license and accredit public and private ECCD centers, programs and service providers catering to children below 5 years of age”.



### **III. FOUNDATIONAL PRINCIPLES**

Children are the ultimate beneficiaries of the Standards for Day Care and Other ECCD Centers and its Service Providers; thus, these shall ensure that children from birth to age six receive consistently high-quality care and education so that they can develop their fullest potentials.

#### **A. Early childhood is the most formative and crucial stage in a person's growth and development.**

The period from conception to age six is characterized by an immense, rapid and continuous growth in all interrelated domains of development. The foundation for a person's motor and perceptual skills, health, intellectual capability and alertness, emotional security and social competence is laid during this stage. At this stage, children are sensitive to environmental factors that could either threaten their survival and security or facilitate their healthy and holistic development. It is therefore essential that the ECE-ECCD programs ensure and provide for children's survival, protection and development through high quality care and education.

#### **B. The dynamic interplay of heredity and environment plays a significant and unique role in a person's development.**

Children develop from one stage to the next through a definite pattern and predictable sequence. However, even though there are similarities in the way children grow and develop, there are variations among them. Each child has her/his own health history, body type, temperament, learning style, developmental pace, interests, intelligences, activity level and experiences. These are products of the interaction between what is innate (heredity) and the world where s/he lives (environment). It is therefore essential that ECE-ECCD programs value each child's uniqueness.

#### **C. Exploration and discovery are venues for development characterized by activity and perseverance.**

Children are active participants in their own development and learning. They are inherently motivated to understand their environment, to solve problems, to commit mistakes and to make decisions. In turn, these increase children's sense of autonomy and self-confidence. Opportunities for the development to occur happen through play, which is every child's work and "natural" medium for learning. It is therefore essential that ECE-ECCD programs value learning through experience and play.

#### **D. Homes and communities are important continuing contexts within which a person's development occurs and progresses.**

Children develop within various social settings and conditions. These include immediate settings like families, peers, neighborhood, ECCD facilities, as well as the more remote settings like school, religious institutions, workplaces, media, cultural values and dominant beliefs. Rapid changes in family life, demography, the economy and technology are some factors that affect the quality of their life. It is therefore essential that ECE-ECCD programs involve all stakeholders in addressing the needs of children and their families.

**E. Inclusion and cultural diversity are cornerstones for optimal development.**

Regardless of race, ethnicity, religion, language, residence, regional origins, status and indigenous group, all children aged zero to six years, including those with special needs, must develop their fullest potentials. Commonalities are enhanced and diversities are respected in order to create secure and stable environments for the children. It is therefore essential that ECE-ECCD programs advocate respect for diversity and democratize access of all children.

**III. FOCUS AREAS**

The five broad areas comprising these standards are based on the foundational principles and values stated above. These are: advancement of children's growth and development; partnership with families, communities and local government; human resource development; program management or administration; and physical environment and safety.

**ADVANCEMENT OF CHILDREN'S GROWTH AND DEVELOPMENT**

The advancement of children's growth and development is the primary objective of ECCD centers and service providers. Service providers have the responsibility to facilitate children's progress in all domains of development. This is achieved through authentic assessment of children that provides the service providers with a thorough knowledge about each child in their care; the integration of health and nutrition and other complementary services; and the utilization of a developmentally appropriate curriculum for young children including content, methods, activities, materials, appropriate guidance techniques and interactions.

**I. Assessment of Children**

**Standard and Rationale**

*Assessment* is the process of observing, recording and documenting children's development, participation and learning over time. Children develop holistically throughout the year, thus, the program employs a developmentally appropriate and authentic assessment covering all domains of children's development. It establishes their baseline developmental status through an initial assessment; and builds on this through a regular and continuous assessment. This permits the monitoring of children's growth and development throughout the year.

The assessment involves systematic and developmentally appropriate (child-friendly) approaches using formal and informal instruments or sources. Through these, valid, reliable and authentic data about the children's development are gathered. The timely and appropriate use of assessment results put value to the children's individual uniqueness, differences and needs. In that light, reciprocal communication between the program and the children's homes is essential. This assists the service providers and program managers make informed decisions regarding children's development, program planning and enhancement, as well as facilitate home-center continuity and partnership.

The program ensures that young children suspected of having developmental delays/special needs are promptly referred to appropriate specialists for proper diagnosis. The program also respects the privacy of children, parents and families by protecting the confidentiality of information about children, parents and families.

## **Indicators**

The Service Provider/Preschool Teacher:

### **A. Regularity**

1. assesses children, within a 12-month period:
  - a. within a month upon entry, and
  - b. regularly:
    - every month thereafter (if aged 0-1 year);
    - every 3 months thereafter (if aged 1.1-3 years);
    - 5 months after entry, then 8 months after entry (if aged 3.1-5.11 years)

### **B. Methods and Instruments**

1. uses the Early Childhood Care and Development (ECCD) checklist
2. uses other methods and instruments such as:
  - a. observations (records children's developmental milestones whenever observed)
  - b. analyses of children's work samples
  - c. information about the child and his/her family through the Intake Form or its equivalent
  - d. Growth monitoring chart (with immunization record) or its equivalent
3. spends not more than 15 minutes for assessing competencies that require one-on-one tasks (for children 0-3 years old); spends not more than 30 minutes for assessing competencies that require one-on-one tasks (for children 3.1 – 5.11 years old)
4. uses the child's home language (local dialect) in assessment

### **C. Purpose and Utilization**

1. conducts individual parent conferences after each assessment period or as often as necessary to:
  - a. inform parents about their child's status/ progress (using the ECCD Checklist, children's sample works, observation record)
  - b. get inputs/feedback from parents about their child
2. documents the individual parent conferences through notes or journals
3. uses results to make referrals for a child suspected of having special needs
4. compiles assessment results for parents to give to the next level service provider or teacher (e.g. kinder or grade 1)

### **D. Confidentiality**

1. keeps records of children, parents and families confidential and in a secured place
2. discusses assessment results about children, parents and families only with the persons concerned (the specialist, the child's parents and family members)



## **II. Health and Nutrition**

### **Standard and Rationale**

The promotion of children's right to survival, adequate nutrition and access to safe and nutritious foods is attained through the integration of health and nutrition in the program. Appropriate nutrition, feeding, health and safety practices in the daily routines of the children ensures the healthy growth and development of infants and young children and inculcate in them desirable habits and values.

The program also facilitates the delivery of complementary services for health care, nutrition and sanitation to promote a more effective and holistic response to children's needs through a community support system and access to basic services.

### **Indicators**

The Service Provider/Preschool Teacher:

#### **A. Nutrition and Feeding Practices**

##### Breastfeeding (for 0-3 year olds)

1. allows only breast milk for feeding infants aged 0-4 or 6 months in the center
2. provides skilled practical help and support for breastfeeding mothers in the center

##### Complementary Feeding (for 6-month to 5.11-year olds)

3. ensures that complementary foods brought by or served to children during each week come from the 3 food groups
4. ensures that only nutritionally adequate foods are allowed in the center (prohibits infants and children to drink tea, coffee or soft drinks and eat junk foods in the center)
5. ensures that food consistency is appropriate, example:
  - a. foods for the 6-month olds: pureed, mashed and semi-solid foods
  - b. foods for the 8-month olds: "finger foods" e.g., biscuits/cookies (snacks that can be eaten by the children alone but does not cause choking)
  - c. foods for the 1-3-year olds: same types of foods as consumed in the homes
6. ensures that water for drinking is potable

##### Responsive Feeding

7. practices or ensures responsive feeding in the center/preschool:
  - a. feeds infants directly, slowly and patiently
  - b. feeds toddlers (0-3 year olds) slowly and patiently
  - c. if necessary, assists toddlers and older children when they feed themselves
  - d. encourages children to eat without coercing, forcing or negative consequences
  - e. uses age-appropriate and culturally appropriate eating utensils
  - f. feeds infants and toddlers (0-3 year olds) in response to hunger and signs that the children has eaten enough or is already full
  - g. talks to infants and toddlers (0-3 year olds) during feeding
  - h. maintains eye to eye contact with 0-3 year old children while feeding

- i. encourages conversation among older children (3.1-5.11 year olds) during snack/meal time

Food Handling (in Area D for private programs)

8. practices or ensures good hygiene and proper handling such as:
  - a. washing hands before and after food preparation and eating;
  - b. using clean utensils to prepare and serve food;
  - c. serving freshly prepared food, if applicable;
  - d. storing food safely;
  - e. covering food, utensils and stored drinking water to protect from animals, insects and dust, if necessary;
  - f. washing bibs and towels after use.

**B. Health and Sanitation Practices**

1. maintains a copy of the following written health records for each child as part of the child's individual records
  - a. pertinent health history (ex. allergies or chronic conditions)
  - b. log of medications administered, injury reports and other health observations, if applicable
  - c. parents' permission to administer vitamins and prescribed medicines, if applicable
  - d. physician's written instructions, if applicable

Child Injury Prevention and Reporting

2. brings the following on any field trip:
  - a. a first aid kit
3. stores all medications, sharp objects, and other hazardous objects in a secure place and out of reach of children
4. informs parents immediately (verbally or in writing) of any injury or illness that requires medical attention other than minor first aid, if applicable
5. informs parents immediately (verbally or in writing) of any first aid administered to their child

Child Abuse and Neglect

6. refers to the City/Municipal Social Welfare Officer any child suspected or reported to be a victim of child abuse and neglect, if applicable

Infectious Diseases

7. notifies parents immediately when any communicable disease (ex. measles) has been detected in the child, if applicable

Personal Hygiene and Cleaning

8. keeps diapering supplies and extra clothes within easy reach.
9. keeps materials for cleaning (ex. cotton balls, tissue paper rolls, clean cloth diapers) within easy reach.
10. (in Area D for private preschools) Washes the following equipment, items or surfaces with soap and water and disinfectant.  
*after each use:*

- a. toilet training chairs which have first been emptied into a toilet
- b. sinks and faucets used for hand washing after sink is used for rinsing a toilet training chair
- c. diapering surfaces
- d. toys mouthed by children
- e. mops used for cleaning body fluids
- f. bibs
- g. thermometers
- h. tables or high chair trays used for eating meals and snacks

*at least daily:*

- a. toilets and toilet seats
- b. containers, including lids, used to hold soiled diapers or clothes
- c. sinks and sink faucets
- d. floors
- e. mops used for cleaning
- f. cloth washcloths and towels
- g. surrounding areas (outdoor)

*at least monthly or more frequently when soiled:*

- a. bedding
- b. cots/mats

11. instructs (or inspects if) children (1 year olds and up) to:
  - a. wear clean clothes and underwear everyday
  - b. wash their hands before and after eating, after toileting
  - c. brush or clean their gums and teeth after eating
12. follows proper hand washing procedures
  - a. before eating or handling food or food preparation materials
  - b. after diapering, toilet training or toileting
  - c. after coming in contact with bodily fluids and discharges
  - d. after handling pets or other animals or other equipment
  - e. before and after administering medication
  - f. after cleaning
13. uses or requires individual, labeled bib, washcloth or towel for each child
14. stores individual bib, washcloth or towel open to air, not touching each other
15. seals soiled clothing of child in a plastic bag and returned to the parent at the end of the day

### **C. Complementary Services**

1. collects a certified photocopy of the child's birth certificate OR if child is not yet registered, the signed Home-Center Agreement includes the parents' promise to submit within the year.
2. refers children to the health center for the following programs OR provides the center as venue for other service providers to deliver/ advocate the following to the children and parents:
  - a. expanded program on immunization;
  - b. growth monitoring;
  - c. deworming;
  - d. consumption of fortified food/food with micronutrient supplementation
  - e. emergency feeding programs, when necessary (ex. during calamities, armed conflict)
3. refers breastfeeding mothers and mothers of young children to the health center



for the following OR provides the center as venue for other service providers to deliver/ advocate the following:

- a. information and support on breastfeeding;
- b. information and support on appropriate complementary feeding

### **III. Curriculum**

#### **Standard and Rationale**

A *curriculum* for young children includes developmentally appropriate objectives, content, activities and learning materials for children. Thus, in order to be responsive to children and their needs in different socio-cultural milieus, the program implements curricula that are age and individually appropriate, and socio-culturally relevant. These integrate health, nutrition, sanitation, environment and/or gender fairness education. The children's home language is used as the medium of communication.

The curricula therefore draw from knowledge of the children's present characteristics and varied environments; facilitate their individual progress to the next developmental stage; develop positive personal and communal self-concepts and identity; and encourage them to become active participants in their own development and learning. The implementation of the curricula is systematically documented and evaluated to highlight strengths, address weaknesses and identify best practices.

The curricula allow for inclusion of children diagnosed of having developmental delays/special needs through an individualized educational plan (IEP).

#### **Indicators**

The Service Provider/Preschool Teacher:

##### **A. Content**

1. has an individualized development plan for each infant (for 0-1 year olds)
2. uses a curriculum theme, organizing questions and concepts/answers (for 1.1-5.11 year olds) that:
  - a. are based on children's interests, their socio-economic backgrounds and/or culture
  - b. integrate health, nutrition, sanitation, environment education, gender fairness, and/or preventive education for abuse and exploitation

##### **B. Activities**

1. provides creative activities that:
  - a. are based on the assessment results of the children on all (7) domains of development
  - b. include those that are curriculum-content based and non-curriculum-content based
  - c. use or adapt indigenous resources, ex. folk literature, music, traditional games, cultural events
  - d. facilitate the development of next-level characteristics and competencies of the children
2. provides varied creative activities that include the following:
  - a. storytelling, puppetry and dramatic play

- b. music and poetry
- c. art and crafts
- d. table games
- e. (for 0-1 year olds) infant massage and physical exercises
- f. (for 0-2 year olds) individual, interactive games, ex. hide and seek, peek a boo
- g. ( for 2.1-5.11 year olds) group, indoor/outdoor games
- h. special activities (e.g. going on field trips, inviting resource persons, gardening, cooking, book making)

### **C. Learning Materials, Facilities and Equipment**

1. utilizes a variety of learning materials that include:
  - a. storybooks or picture books (hard or made of cardboard for 0-3 year olds) made by the service provider, parents or children; or commercial storybooks and picture books; **workbooks and coloring books are not recommended**
  - b. musical instruments (indigenous and/or non-indigenous)
  - c. art materials from indigenous or locally available sources or reusable items (ex. empty boxes, plastic bottles, etc.)
  - d. drawing tools, scissors, paste
  - e. puzzles, dominoes, play boards; (for 0-1 year olds) toys and materials that develop understanding of causes and effects
  - f. materials and toys for dramatic play
  - g. (for 0-1 year olds) in addition to the above, toys and materials for:
    - grasping, reaching
    - chewing (ex. teethingers)
    - nesting and stacking
    - understanding causes and effects (ex. activity centers)
2. utilizes materials that are
  - a. are safe, durable or non-hazardous/non-toxic
  - b. made of local or reusable resources abundant in the community

### **D. Management**

1. prepares weekly session plans
2. uses the children's home language as medium of communication
3. documents actual curriculum implementation (what actually happened) weekly through notes
4. reviews and/or updates the curriculum at least twice a year

## **IV. Guidance and Interactions**

### **Standard and Rationale**

*Guidance* includes the words and actions that adults say and do, either directly or indirectly, that influence children's behavior and learning. *Interactions* include the reciprocal actions and influence between adults and children, among children, and between children and materials. Proactive and affirmative guidance and interactions allow close supervision and observation of children; respect their creativity and independent thinking; sustain their interests; promote novelty, exploration and self-reliance; and provide security.

The program fosters a quality of guidance and interactions among adults, children and resources that develop children's decision-making and critical thinking skills and confidence in language. These interactions motivate them to explore, plan and achieve selected goals, and be self-reliant. These interactions also develop their positive self-esteem and broaden and deepen their sensitivity to people and experiences.

Guidance does not stereotype children because of their gender, age, language, religion, culture, ethnicity or family composition. Punishment is not also guidance.

### **Indicators**

The Service Provider/Preschool Teacher:

#### **A. Direct Guidance Techniques**

1. employs the following physical guidance techniques, whenever appropriate:
  - a. assisting children in need; responds calmly and tenderly to infant cries or calls of distress
  - b. demonstrating desired behavior to children.
  - c. using meaningful gestures or body language.
  - d. restraining a child to protect from harm.
  - e. removing a child from a situation.
2. employs the following verbal guidance techniques, whenever appropriate:
  - a. listening carefully to children's communication
  - b. making eye contact when speaking to a child.
  - c. giving simple, clear and positive directions.
  - d. giving logical and accurate responses
  - e. expanding children's statements; imitates or responds to infant's sounds.
  - f. stating limits or rules clearly (not loudly) and positively.
  - g. giving children options or choices.
  - h. providing children with opportunities for problem solving or conflict resolution
3. employs the following affective guidance techniques, whenever appropriate:
  - a. giving positive feedback.
  - b. giving attention; responds consistently to child's needs.
  - c. offering children alternative strategies for inappropriate behavior.
  - d. asking questions to help children express emotions appropriately.

#### **B. Indirect Guidance: Structuring the Indoor Space**

##### Learning/Activity Areas:

1. provides the following learning/activity areas:
  - a. circle or meeting time
  - b. story and picture books
  - c. table games, table blocks, and other manipulative materials
  - d. arts and crafts
  - e. dramatic play

##### Storage Space and Units:

2. defines learning/activity areas by using any of the following:
  - a. placing dividers, storage units, floor mats OR assigning markers like colors, shapes, numbers, other symbols



- b. labeling the areas
- 3. provides storage space and units
  - a. for children's belongings, preferably near the entrance
  - b. for indoor and outdoor materials used daily
    - readily accessible and available to children
    - placed in the learning/activity area where these are used

#### Display Space

- 4. uses wall space to display children's works and other printed materials
- 5. displays children's works and other printed materials at children's eye level

#### Layout

- 6. assigns areas for low-level activities together or near each other; assigns areas for high-level activities together or near each other
- 7. uses space with best light for activities requiring close eye work
- 8. arranges materials, facilities or equipment in a way that:
  - a. allow safe use by children
  - b. enable adults to supervise all children at all times
  - c. facilitate smooth flow of movement of people.
- 9. changes learning/activity areas or adds new ones depending on children's needs

### **C. Indirect Guidance: Daily Schedule and Routines**

- 1. provides a predictable sequence of activity periods daily
- 2. changes sequence of activity periods to meet children's needs, changes in weather and other situations, when necessary
- 3. informs the children at least immediately before the change, if any
- 4. adjusts to changes or unexpected situations, if any, in a relaxed way
- 5. provides within a day/ session some activity periods that are adult-directed (initiated, provided or led by the adult) and some that are child-directed
- 6. provides at least 1 activity period daily (for half-day program) or at least 2 activity periods daily (for a full-day program) for children to select their own activities on a free-choice basis
- 7. allocates daily a limited amount of time only for large group or sedentary activity for the children
- 8. provides routines for self-help tasks such as toileting, eating and dressing
- 9. posts daily schedule of activity periods and routines in a highly visible place or spot

### **D. Creative Facilitation**

- 1. starts creative activities with a motivating introduction
- 2. ends creative activities only after providing children ample time to finish their tasks
- 3. allows children to participate in setting rules and procedures, if applicable
- 4. organizes activities and materials in advance to avoid children waiting
- 5. informs children before the transitions
- 6. uses cues such as songs, familiar phrases, sounds or visual cues to support children's transitions
- 7. uses small groups to manage children's activities
- 8. processes the creative activities/ learning materials with children by asking them to:

- a. observe or describe
- b. compare or contrast
- c. identify causes and effects
- d. predict outcomes
- e. express personal opinion, judgment or feelings
- 9. treats all children equally and fairly by:
  - a. rotating task assignments
  - b. rotating sets of materials according to infants' developmental needs (for 0-1.5 year olds) OR at least 4x a year (for 1.6-5.11 year olds)
  - c. using terms that are free from gender bias
  - d. providing activities that allow all children, regardless of gender, to participate

## **PARTNERSHIP WITH FAMILIES, COMMUNITY AND LOCAL GOVERNMENT**

Partnership with families, community and local government indicates that a high quality ECE-ECCD program is one that values and is a product of the shared responsibility among parents, service providers, community members and organizations, and the local government unit.

### **I. Parent Involvement and Education**

#### **Standard and Rationale**

Children's learning and development are integrally connected to their parents and primary caregivers who, most often, are their first, most persistent and influential teachers. Thus, organizing them and building partnerships with them based on mutual trust and respect are important components of the program. Children develop better when parents and other service providers work together. Thus, support and continuous education given to families redound to support given to the children.

The program harnesses and develops their strengths and capabilities as caregivers, educators and advocates for the total development of the children in the program. It welcomes the diversity of their backgrounds, interests, talents and resources. The program facilitates parents' involvement, education and empowerment. Consequently, there is continuity of care and education between the center and the homes.

#### **Indicators**

The Service Provider/Preschool Teacher:

- 1. conducts parents' orientation meeting upon the child's entry
- 2. keeps a signed Home-Center/School Agreement or its equivalent
- 3. regularly updates parents regarding their children's development and activities through:
  - a. letters, notes or anecdotal records
  - b. posts on the bulletin/ notice board
- 4. invites parents as resource persons or volunteers for children's activities
- 5. holds open house/exhibits of children's works at least twice a year
- 6. organizes the parent committee of the center/preschool

The Parent Committee (for public programs) OR Program Administrator (for private programs):

1. coordinates with resource persons/trainers for the conduct of parent education on:
  - a. three topics or issues, depending on the parents' needs

## **II. Community Involvement**

### **Standard and Rationale**

*Community* encompasses other stakeholders such as people, organizations and institutions outside of the children's homes and the program. Organizing and building partnerships with other stakeholders in the community as advocates for the total development of the children in the program is equally important. Individuals, organizations and institutions in the community provide invaluable support to families. Reciprocally, community life benefits from the care it gives to its children and families. Through multi-stakeholder involvement and coordination, the program is able to develop children's maximum potentials.

### **Indicators**

The Service Provider/Preschool Teacher:

1. invites community members as resource persons or volunteers in the center/preschool or during special activities or special events in the center or preschool
2. (of public programs) attends at least 75% of BECCDCC/BCPC<sup>1</sup> meetings to update them regarding the program

The Parent Committee/representative (of public programs):

1. attends at least 60% of BECCDCC/BCPC meetings during the year
2. prepares an annual action plan in support of the ECE program
3. implements one planned project (examples: fund raising projects, advocacy and promotion, materials development)
4. conducts regular meetings
5. provides a counterpart for the operations of the center (in cash, kind, or volunteer services)
6. maintains financial records of funds generated by the committee
7. submits a copy of the annual financial records to the BECCDCC/ BCPC

The Parent Committee (of private programs):

1. prepares an annual action plan in support of the ECE-ECCD program
2. implements one planned project (examples: fund raising projects, advocacy and promotion, materials development)
3. conducts regular meetings
4. provides a counterpart for the operations of the center (in cash, kind, or volunteer services)

---

<sup>1</sup> Barangay Early Childhood Care and Development Coordinating Committee/ Barangay Council for the Protection of Children



5. maintains financial records of user fees and/or other resources generated by the committee
6. submits the financial records to the program management team, if required

## **HUMAN RESOURCE DEVELOPMENT**

Human resource development (HRD) refers to the competencies and continuing education of the service providers; their recruitment and hiring; training and development; and conditions of employment that are part of the management and administration of the ECE-ECCD program.

### **I. Direct Caregiving/ Teaching staff**

#### **Standard and Rationale**

The most critical factor in the delivery of quality care and education to children is the human resources of the program. Quality can be achieved through the recruitment, training, professional development and retention of well-qualified staff. The program employs service providers who have the educational qualifications, competencies and professional commitment essential to promote children's development and learning, and to partner with parents and communities for children's benefits. The program ensures just compensation, humane working conditions and supportive supervision and evaluation for the service providers.

#### **Indicators**

##### **A. Competencies and Continuing Education**

At the time of accreditation, the Service Provider/Preschool Teacher should:

1. be 18 years old and above
2. have an NBI and/or Barangay and police clearance (to certify good moral character)
3. be in good health, supported by:
  - a. medical certificate (obtained during the current year)
  - b. chest x-ray (obtained during the current year)

If the Service Provider is a High School Graduate:

At the time of accreditation, s/he must have:

4. career sub-professional eligibility (for public programs; OR its equivalent for private programs)
5. attended at least 8 hours of course(s) or training on each of the following topics from DSWD-accredited training institutions:
  - a. Child Development
  - b. Assessment of Children
  - c. Curriculum Planning
  - d. Instructional Materials Development
  - e. Classroom Management or Guiding Children's Behavior
  - f. Conduct of Creative Activities
  - g. Partnerships/Working with Families and Communities or Parent Involvement and Education
  - h. First Aid Administration

- i. Health and Nutrition
- 6. completed a one-month on-the-job training for service provider

If the Service Provider is a College Graduate: (not in Early Childhood Education, Early Childhood Care and Development or Family Life and Child Development)  
At the time of accreditation, s/he must have:

- 7. attended at least 8 hours of course(s) or training on each of the following topics:
  - a. Child Development
  - b. Assessment of Children
  - c. Curriculum Planning
  - d. Instructional Materials Development
  - e. Classroom Management or Guiding Children's Behavior
  - f. Conduct of Creative Activities
  - g. Partnerships/Working with Families and Communities or Parent Involvement and Education
  - h. First Aid Administration
  - i. Health and Nutrition
- 8. completed a one-month on-the-job training for service provider

#### **B. Recruitment and Hiring**

- 1. recruits or hires a high school graduate according to the qualifications stated above

#### **C. Training and Development**

- 1. Provides or makes available at least 12 hours per calendar year of staff development (formal or non-formal training) for the service provider
- 2. Provides training or support for training on ANY the following topics:
  - a. Child Development
  - b. Assessment of Children
  - c. Curriculum Planning
  - d. Development of Learning Materials
  - e. Classroom Management or Guiding Children's Behavior
  - f. Conduct of Creative Activities
  - g. Working with Families and Communities or Parent Involvement and Education
  - h. First Aid Administration
  - i. Health and Nutrition
- 3. Provides on-the-job or apprenticeship training to the service provider

#### **D. Conditions of Employment**

##### Work Hours and Load

- 1. assigns to the service provider a maximum of 2 three-hour sessions per day as main teacher/service provider
- 2. requires the teacher/service provider to render 8 working hours a day or a total of 40 working hours a week:
  - a. a **maximum** of 6 hours is devoted to direct teaching tasks
  - b. at least 2 hours in the center per day is devoted to non-teaching tasks such as classroom structuring, preparation of materials, session planning, documenting the day's activities, recording observations of children

3. ensures that the appropriate ratio between adults and children is maintained in the center:

Children's Age	Adult*	Children
0-1 years old	1	2
1-2 years old	1	3
2-3 years old	1	6
3-4 years old	1	10
4-6 years old	1	12

\*Service Provider, teacher aide or parent volunteer

#### Compensation and Benefits

4. Assigns contractual or MOA status (i.e. yearly service contract) to the service provider
5. Pays the service provider compensation not lower than Salary Grade 6
6. Provides maternity/paternity, sick and vacation leaves

#### Performance-based Appraisal

7. Conducts monthly meetings with the service provider for follow-up on program implementation and technical assistance
8. Collaborates with the service provider in planning the curriculum
9. Conducts session observations in the center/classroom at least twice a year
10. Uses the following basic monitoring and evaluation instruments:
  - a. Performance Appraisal Tool for ECE service providers
  - b. Accreditation Tool for service providers
11. Conducts conferences with the service provider after each monitoring period or as often as necessary
12. Ensures that the service provider meets with fellow service providers/ teaching team at least once every month for peer support and exchange

## **II. Program Administrator or Supervisor**

**(Principal, Administrator, Director, Social Welfare Officer and/or ECCD Coordinator-Designate)**

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

### **a. Competencies**

1. designates or hires:
  - a. a college graduate with baccalaureate degree in any discipline, who
  - b. has attended courses or training on each of the following topics:
    - Child development
    - Assessment of children
    - Curriculum planning
    - Instructional materials development
    - Conduct of creative activities
    - Classroom management or Guiding children's behavior
    - Working with families and communities or Parent involvement and education



- First Aid administration
- Health and Nutrition

## **PROGRAM MANAGEMENT AND ADMINISTRATION**

Program management and administration refers to the planning and budgeting; implementation, monitoring and supervision; evaluation; management information system and financial management of the program that ensures the high standard of service delivery to the children.

### **Standard and Rationale**

Effective management of the ECE-ECCD program ensures that quality care and education are provided and maintained as stated in these standards. Its primary goal is to seek continuous improvement of program delivery so that the needs of children and families are met, and that program staff are supported in their efforts.

The program, therefore, employs the continuing processes of planning, implementation, supervision, monitoring, evaluation and financial management.

Work and financial planning set the program's goals and direction. Regular monitoring and supervising helps achieve the goals and objectives of the program. Program evaluation allows stakeholders concerned to identify program strengths and appropriately address program weaknesses. Efficient and systematic program documentation and record keeping facilitate the integration of services and informed decision making.

Accountability, proper accounting and the optimum use of the ECE-ECCD funds are trademarks of a transparent financial and resource management practices.

#### **NOTE:**

1. All criteria shall be applicable to both public and private programs.
2. For public programs, accountability is given to the Barangay ECCD Coordinating Committee (BECCDCC), unless special mention is made of the Municipal/City ECCD Coordinating Committees (M/CECCDCC).
3. For private programs, accountability is given to the Program Administrator and/or the Program Management Team or Board of Trustees/Directors.

#### **A. Planning and Budgeting**

1. has a 3-year work and financial plan (for public programs) or quality improvement plan or its equivalent (private program)
2. utilizes the evaluation results of the previous year(s) as bases for planning
3. allocates an annual budget OR generates external resources for the following (by the City/Municipal ECCD Coordinating Committee for a public program):
  - a. compensation of service provider
  - b. continuing education of the service provider
4. allocates an annual budget OR generates external resources for the following:
  - a. compensation of service provider
  - b. continuing education of the service provider

- c. purchase, repair and maintenance of center, its equipment, furniture and fixtures, facilities or structures
- d. purchase of learning materials and supplies
- 5. has an annual operating budget that estimates income and expenses
- 6. indicates work schedules of the following activities:
  - a. application and registration schedules
  - b. assessment of children
  - c. needs assessment of families
  - d. parents orientation meeting
  - e. parent-service provider conferences
  - f. parent education seminars
  - g. curriculum planning with other stakeholders
- 7. determines user fees (public program) or tuition fees (private program) of children in consultation with parents and other stakeholders

**B. Implementation, Monitoring, and Supervision**

- 1. Supervises the coordination of the services of the other service providers for integrated service delivery in the center
- 2. the City/Municipal Social Welfare Development Officer (public program) OR the Program Administrator or Supervisor (private program) monitors and supervises the service provider (*refer Accreditation Criteria for "Performance-based Appraisal" of the Area: Human Resources Development*)

**C. Evaluation**

- 1. evaluates the implementation of work and financial plan (public program) or its equivalent (private program) at the end of the calendar year or school year

**D. Management Information System**

- 1. systematically manages the following:
  - a. children's records and documents
    - all registration or enrollment forms
    - all information and authorization obtained when child enrolled
    - birth certificate
    - copies of all assessment records
    - all pertinent correspondence concerning the child, including referrals for social services, screening tests and the like
  - b. service provider's records and documents
    - birth certificate
    - NBI or Barangay clearance
    - medical certificate
    - x-ray results
    - career sub-professional or professional eligibility (public program) or its equivalent (private program)
    - certificate of participation in relevant seminars/trainings attended
    - certificate of completion of an on-the-job training
    - Diplomas (High School, Baccalaureate)
  - c. curriculum plans and logs
  - d. annual financial statements of Parent Association
  - e. annual inventory record of facilities and materials in the center
- 2. keeps the above documents in a secured place

#### **E. Financial Management**

1. incurs expenditures on items included in the annual budget only
2. maintains complete and accurate accounting of receipts and expenditures, books and records
3. prepares financial statements annually

### **PHYSICAL ENVIRONMENT AND SAFETY**

Physical environment and safety refers to the safety and child-friendliness of the location, the indoor and outdoor environments of the center.

#### **Standard and Rationale**

*Physical environment* refers to both the indoor and outdoor environment and the ensuing quality and safety measures that are critical in protecting and promoting children's development. The content and quality of the physical environments children live in make as much impact as the interactions they have with people.

It is imperative that the program center is located in an appropriate, safe and secured site for children's development. The indoor and outdoor environments are safely maintained and encourage play and learning. Its areas, outdoor structures, furniture and fixtures, equipment, learning materials and toys are varied, adequate, safe to use, in workable condition, and age-appropriate to children. Furthermore, there is physical access for children with disabilities and facilities for breastfeeding mothers.

#### **Indicators:**

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

#### **1. Location**

Ensures that the center

1. is fenced by a non-climbable barrier or contained by natural barriers, OR employs security measures for children's entry to and exit from the center grounds (ex. deploys barangay tanods/ parent volunteers as watchpersons)
2. is in an area free from hazards (ex. poisonous plants, water hazards, debris, broken glass, dangerous machinery or tools, air pollutants like asbestos)
3. does not have gaming and gambling stations or dens, beerhouses or other such places within its 200-meter radius
4. is a smoke-free zone

#### **II. Indoor Environment**

##### Space, Lighting and Ventilation

1. Ensures that the appropriate ratio between indoor room space and children is maintained in the center
  - a. For 0-1.5 year olds: ratio is 1 child: 2 sq. meters
  - b. For 1.6- to 5-year olds: ratio is 1 child: 1 sq. meter
2. maintains a well lighted room/center
3. maintains a well ventilated room/center



#### Furniture and Fixtures

4. Maintains doors for entry and exit that:
  - a. Are in clear view of the staff
  - b. light in weight
  - c. open outward (but not swinging)
  - d. have doorknobs within children's reach and easy for them to turn
  - e. can be locked from inside
  - f. are screened
5. Maintains floors that:
  - a. Are smooth but non-skid/ unslippery
  - b. Are easy to clean
  - c. Are free from splinters, cracks and sharp or protruding objects
  - d. Have coverings, if any, that are attached to the floor or backed with non-slip materials
  - e. Are free from clutter
6. Maintains walls and ceilings that:
  - a. are free from cracks or falling plaster
  - b. are free of peeling paint, if painted
  - c. use lead-free paint, if painted
  - d. are free from sharp or protruding objects and other safety hazards
7. Maintains windows that are fitted with guards or screens
8. Maintains at least 1 toilet and bath and 1 lavatory that:
  - a. are inside the center
  - b. have sufficient supply of clean water for washing and brushing/cleaning of teeth
  - c. are well lighted
  - d. are well ventilated
  - e. are in a relatively private space with low doors that allow adult supervision
  - f. are functional and child-size, OR when adult toilets and wash basins are used, non-tippable stairs or stalls are provided
  - g. have rubber floor mats OR its floor is kept dry at all times
9. Maintains hallways and stairs that, if any that:
  - a. Are well lighted
  - b. have hand railings that:
    - are steady
    - within child's height
    - are on both sides of the stairs
  - c. have stairway gates or guards in place at the top and bottom opening into areas used by children
10. Maintains furniture pieces that:
  - a. include tables and chairs, shelves, storage racks, blackboard/chalkboard
  - b. are child sized
  - c. are easy to clean
  - d. are sturdy and durable; for high chair trays—should prevent children from falling or slipping
  - e. are in good condition, movable/portable
  - f. for tables and chairs—quantities are enough for children to sit and eat together during snack/mealtime
11. Provides areas for diapering/toileting and food preparation/eating that:

- a. Are separate from each other
- b. Have ample supply of clean water
- 12. Provides food preparation surfaces that:
  - a. are easy to clean
  - b. are free from cracks and chips
- 13. Provides a sleeping/ rest area that:
  - a. is quiet and dimly lit
  - b. (for 0-1 year olds) has “duyan” or cribs for sleeping infants that:
    - are individually assigned
    - spaced a minimum of 2 feet between infants
    - are snugly fitted with thick or padded mats or mattress
    - have slats, if any, that are not more than 2-3/8” apart
    - allow special comforting objects
    - are clean and in good repair
  - c. has mats and pillows that:
    - are child sized
    - are clean

#### Equipment, Learning Materials and Toys

- 14. Provides equipment, learning materials and toys that include:
  - a. Storybooks or picture books (hard or made of cardboard for 0-3 year olds) with large print and pictures
  - b. Musical instruments (indigenous and/or non-indigenous)
  - c. Puzzles, dominoes, play boards; (for 0-1 year olds) toys and materials that develop understanding of causes and effects
  - d. Safe household items, ex. measuring cups, spoons, non-breakable bowls and cardboard boxes
- 15. Provides learning materials and toys that:
  - a. Are sufficient in quantity: 1 child: 1 unit of 1 material
  - b. Are free from sharp edges or points
  - c. Are in workable condition
  - d. made from non-toxic materials (ex. lead-free paint)
  - e. have the following additional features (for 0-3 year olds):
    - are large enough for children not to swallow
    - have no small detachable parts
    - are easy to wash

#### Other Safety or Precautionary Measures

- 16. Provides or makes available equipment or materials for fire extinction (ex. unexpired fire extinguishers, pails of water, bags of sand) daily
- 17. Trains the staff/ service providers on how to use fire extinction equipment or materials
- 18. Stores gasoline and other flammable materials, if any, separately from the center
- 19. Provides fire and earthquake drills for children at least once in every two months (for ECE-ECCD rooms or centers located on 2<sup>nd</sup>-floor level and onwards of halls and buildings)
- 20. Trains the staff on other emergency procedures, as necessary (ex. for storms, floods, armed conflict)
- 21. Replenishes content of first aid kits yearly or as often as necessary
- 22. Trains the staff/ service providers knows how to use the contents of the first aid

kit

23. Keeps electrical cords, if any, out of children's reach
24. Covers unused electrical outlets, if any, with furniture or shock stops
25. Stores all toxic substances, medications, sharp objects, and other hazardous objects in a secure place and out of the reach of children
26. Labels all containers with contents especially when not in their original containers in order to facilitate poison control
27. Places gates or guards or locks at door entrances to unsupervised/ unsafe areas
28. Keeps all garbage disposal containers:
  - a. covered
  - b. emptied and cleaned every day
29. Conducts major housekeeping and repair activities when children are not present

### III. Outdoor Environment

The *outdoor environment* is an outdoor area defined and used for children's play and learning and for the development of their gross motor skills—running, walking, jumping, hopping, sliding, creeping, crawling, balancing, turning around, throwing, catching and climbing. *Outdoor structures* are used for children's outdoor play activities which are (1) fixed assets of the program that may be constructed from wood, metal, indigenous materials or junk items and/ or commercially purchased and (2) natural assets around the center.

#### Space and Surroundings

Maintains or provides access to an outdoor play area that:

1. is in clear view of the staff at all times
2. is fenced by a non-climbable barrier or contained by natural barriers,  
OR employs security measures for children's entry to and exit from the outdoor play area (ex. deploys barangay tanods/ parent volunteers as watchpersons)
3. is free from hazards (ex. poisonous plants, water hazards, debris, broken glass, dangerous machinery or tools, air pollutants like asbestos)
4. Is always clean
5. Has ample space for children to run, walk, jump, hop, turn around, throw, and catch:
  - a. 4-5 sq. meters: 1 child, for the number of children who are outside at any one time.
6. Has outdoor structures that allow children to climb (ex. small trees), slide, creep, crawl (ex. recycled drums), balance (ex. logs or tree trunks), and swing (ex. used tires)

#### Outdoor Structures

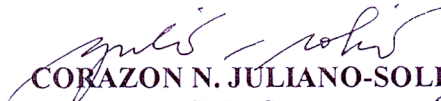

7. Provides outdoor structures that:
  - a. Are firmly anchored
  - b. Are in workable condition
  - c. do not store water where mosquitoes can propagate
8. Maintains metal structures, if any, that:
  - a. have nuts, bolts, or screws sticking out covered with masking tape or sanded down
  - b. Are free from rust or chipping paint
  - c. Are under a shade to prevent burns
9. Maintains wooden structures (constructed or purchased), if any, that:



- a. Are free from splinters or rough surfaces
  - b. have no sharp edges
  - c. have no pinched or crushed parts
10. Maintains climbing structures that:
- a. Have a maximum height of 4 ft (for 0-3 year olds) or 6 ft (for 3.1-5.11 year olds) from the ground
  - b. Have regularly spaced footholds from top to bottom
  - c. Have an easy, safe "way out" for children when they reach the top
11. Maintains slides that:
- a. have a maximum height of 4 ft (for 0-3 year olds) or 6 ft (3.1-5.11 year olds) from the ground
  - b. have rims at least 2 ½ inches high
  - c. have an enclosed platform at the top for children to rest and get into position for sliding
  - d. have ladders with handrails on both sides
  - e. have steps and rungs 5-8 inches apart (for 0-3 year olds) or 7-11 inches apart (for 3.1-5.11 year olds) to accommodate children's leg and arm reach
  - f. have a flat surface at the bottom of the slide for slowing down
  - g. are waxed, or oiled with linseed oil, if made of wood
  - h. have an incline that is equal to or less than a 30° angle
12. Maintains seesaws that:
- a. Have handholds that stay in place (does not turn or wobble) when grasped
  - b. Have a device that prevents children's foot to get pinned
13. Maintains swings that have seats that hung at most 8 inches (for 0-3 year olds) or 1 foot (for 3.1-5.11 year olds) from the ground

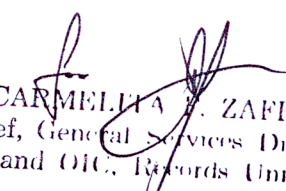
This order shall take effect immediately and supersedes other orders inconsistent with the provisions herein.

Issued in Quezon City on this 16th day of September, 2004.

  
**CORAZON N. JULIANO-SOLIMAN**  
DSWD Secretary 

A CERTIFIED COPY:

24

  
**CARMELITA F. ZAFRA**  
Chief, General Services Division  
and OIC, Records Unit

*Appendix 1: List of Accreditation Criteria for Level 2 “Desired”*

**ADVANCEMENT OF CHILDREN’S GROWTH AND DEVELOPMENT**

**I. Assessment of Children**

The Service Provider:

**C. Purpose and Utilization**

1. Writes narrative reports to consolidate and synthesize children’s assessment results after 3 months upon entry (or end of school year)

**II. Health and Nutrition**

The Service Provider:

**A. Nutrition and Feeding Practices**

Complementary Feeding (for 6-month to 5.11-year olds)

1. posts visibly children’s food allergy information and special diets, if any, and vitamin supplements in eating areas

**B. Health and Sanitation Practices**

1. keeps on hand contact information for use in emergency
2. keeps on hand information about children’s allergies to chemicals and other materials, if applicable
3. keeps on hand up-to-date family contact information for each child

Child Injury Prevention and Reporting

1. brings the following on any field trip:
  - a. list of emergency numbers
  - b. list of up-to-date family contact information of children
2. records individual medical problems and injuries of children in an injury log, if applicable

Personal Hygiene and Cleaning

1. (for 0-1-year olds) Allows only one child to use an individual bedding between washings

**C. Complementary Services**

1. refers children to the health center for the following programs OR provides the center as venue for other service providers to deliver/advocate the following to the children and parents:
  - a. dental care

### **III. Curriculum**

The Service Provider:

#### **C. Learning Materials, Facilities and Equipment**

1. utilizes materials OR provides access to those materials from the natural environment that promote inquiry and self-discovery such as but not limited to:
  - a. non-harmful living specimen (ex. fish, turtle, plants)
  - b. unstructured materials (ex. sand, water, clay or play dough) and tools
2. utilizes other facilities for music and movement (ex. radio-cassette or CD player, cassette tapes or CDs)

### **IV. Guidance and Interactions**

The Service Provider

#### **B. Indirect Guidance: Structuring the Indoor Space**

Learning/Activity Areas:

1. provides learning/activity areas for any of the following:
  - a. floor blocks
  - b. science and discovery
  - c. music and movement

## **PARTNERSHIP WITH FAMILIES, COMMUNITY AND LOCAL GOVERNMENT**

### **I. Parent Involvement and Education**

The Service Provider:

1. regularly updates parents regarding their children's development and activities through:
  - d. diaries or journals
2. invites parents to enhance/enrich the program's curriculum at least 2x a year during the curriculum review
3. provides the center as venue for other service providers to monitor the nutritional status of mothers of children aged 0-3 years

The Parent Committee (for public programs) OR Program Administrator (for private programs):

1. Coordinates with resource persons/ trainers for the conduct of parent education on:



- a. four to six topics or issues, depending on the parents' needs
2. Manages a supplementary feeding program for children with below-normal nutrition status

## II. Community Involvement

The Parent Committee representative  
(of public programs):

1. attends at least 80% of BECCDCC/BCPC<sup>1</sup> meetings during the year
2. implements two planned projects (examples: fund raising projects, advocacy and promotion, materials development)

The Parent Committee representative  
(of private programs):

1. attends at least 50% of BECCDCC/BCPC meetings during the year
2. implements two of the planned projects (examples: fund raising projects, advocacy and promotion, materials development)

## HUMAN RESOURCE DEVELOPMENT

### I. Direct Caregiving/ Teaching staff

#### A. Competencies and Continuing Education

At the time of accreditation, the service provider should have:

1. basic first aid certification from an accredited institution
2. certification in pediatric cardiopulmonary resuscitation (CPR) procedures from an accredited institution

If the Service Provider is a High School Graduate:

At the time of accreditation, s/he must have:

1. **in lieu of the Level 1 requirement for at least 8-hour training per identified topic**, 18 units in Early Childhood Education (ECE), Early Childhood Care and Development (ECCD) or Family Life and Child Development (FLCD)

If the Service Provider is a College Graduate: (not in Early Childhood Education, Early Childhood Care and Development, or Family Life and Child Development)

At the time of accreditation, s/he must have, **in addition to the Level 1 accreditation criteria for "College Graduate"**:

1. baccalaureate degree in any discipline
2. career professional eligibility (for public programs); OR its equivalent

---

<sup>1</sup> Barangay Early Childhood Care and Development Coordinating Committee/ Barangay Council for the Protection of Children

for private programs)

**B. Recruitment and Hiring**

1. recruits or hires a high school graduate with 18 units in ECE, ECCD or FLCD according to the qualifications stated above, OR recruits or hires a service provider with a baccalaureate degree in any discipline according to the qualifications stated above

**C. Training and Development**

1. Conducts an assessment of the needs of the staff at the beginning of the calendar year
2. Provides or makes available at least 24 hours per calendar year of staff development (formal or non-formal training) for the service provider
3. Provides a variety of staff development experiences:
  - a. classroom observations
  - b. attendance at seminar workshops, conferences, etc
  - c. exposure trips or visits to other programs

**D. Conditions of Employment**

Compensation and Benefits

1. Assigns casual status/appointment to the service provider
2. Pays the service provider compensation not lower than Salary Grade 10

Performance-based Appraisal

3. Uses the following basic monitoring and evaluation instruments:
  - a. Reflection journal of service provider

**II. Program Administrator or Supervisor**

**(Principal, Administrator, Director, Social Welfare Officer and/or ECCD Coordinator-Designate)**

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

**A. Competencies**

1. **in addition to the Level 1 accreditation criteria**, designates or hires:
  - c. a college graduate who partners with a Barangay/Municipal/City ECCDCC member with at least 18 units of ECE, ECCD or FLCD

**PROGRAM MANAGEMENT AND ADMINISTRATION**

**NOTE:**

1. All criteria shall be applicable to both public and private programs.

2. For public programs, accountability is given to the Barangay ECCD Coordinating Committee (BECCDCC), unless special mention is made of the Municipal/City ECCD Coordinating Committees (M/CECCDCC).
3. For private programs, accountability is given to the Program Administrator and/or the Program Management Team or Board of Trustees/Directors.

**A. Planning and Budgeting**

1. allocates an annual budget OR generates external resources for the following (by the City/Municipal ECCD Coordinating Committee for a public program):
  - a. purchase, repair and maintenance of center, its equipment, furniture and fixtures, facilities or structures
  - b. purchase of learning materials and supplies
2. indicates work schedules of the following activities:
  - a. community needs assessment
  - b. resource generation activities

**B. Implementation, Monitoring, and Supervision**

1. Reviews and updates program policies and information annually

**C. Evaluation**

1. Reviews program implementation for the year in consultation with:
  - a. parents
  - b. service providers
  - c. MECCDCC (for public programs); Program Management Team or Board of Trustees/Directors (for private programs)
  - d. other contributing organizations, if any
2. Includes reporting on strengths as well as areas of need

**D. Management Information System**

1. systematically manages the following:
  - a. service provider's records and documents
    - current certification in basic first aid or CPR training, if applicable
2. Has policies and procedures regarding access to, duplication of, and distribution of record information
3. Maintains a permanent, written log indicating any time the child's or service provider's record has been released, including:
  - a. name, position and signature of person releasing
  - b. signature of the person to whom the information is released
  - c. date
  - d. portions of the record released
  - e. purpose of such release

**PHYSICAL ENVIRONMENT AND SAFETY**



The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

## **II. Indoor Environment**

### Facilities for Breastfeeding

1. Maintains facilities for mothers for expressing and storing breast milk (for 0-2 year olds)

### Furniture and Fixtures

2. Maintains hallways and stairs that:
  - a. have accessibility features for children with disabilities

### Equipment, Learning Materials and Toys

3. Provides equipment, learning materials and toys that include:
  - a. non-harmful living specimen (ex. fish, turtle, plants)
  - b. unstructured materials (ex. sand, water, clay or play dough) and tools for digging and manipulating

## **III. Outdoor Environment**

### Space and Surroundings

Maintains or provides access to an outdoor play area that:

1. Has ample space for children to run, walk, jump, hop, turn around, throw, and catch:
  - a. 6-8 sq. meters: 1 child, for the number of children who are outside at any one time
2. Has a distance of at least 8 feet between outdoor structures
3. Has visible boundaries (ex. painted/pebbled lines or low bushes) around the structures to prevent children from getting into traffic or bumping
4. Has a balance of sunny and shaded areas (protection from direct sunlight)
5. Has soft ground material (e.g. grass, sand, rubber mat)
6. Has an open area for movement with push-and-pull toys, riding facilities and the like
7. Has sufficient quantities of cushioning/ impact-absorbing materials (ex. mats, rubber pads, wood chips, soft sand) in the fall zones around outdoor structures
8. has a path and transfer points to make it accessible to children with disabilities

### Outdoor Structures

9. Maintains climbing structures that:
  - a. Have ramps and steps

## *Appendix 2: List of Accreditation Criteria for Level 3 “Exemplary”*

### **ADVANCEMENT OF CHILDREN’S GROWTH AND DEVELOPMENT**

#### **1. Assessment of Children**

The Service Provider:

##### **B. Methods and Instruments**

1. uses other methods and instruments such as:
  - a. Rubrics and portfolio assessment

#### **III. Curriculum**

The Service Provider:

##### **C. Learning Materials, Facilities and Equipment**

1. utilizes prop boxes and play kits for dramatic play themes
2. utilizes other audio-visual facilities for the children (ex. television, VHS tapes/VCDs/DVDs, recorders or players)
3. Utilizes the library or resource center for the children’s use

##### **D. Management**

1. implements the Individualized Education Plan prepared by a Special Education practitioner or other trained service provider for a child with special needs

#### **IV. Guidance and Interactions**

The Service Provider

##### **B. Indirect Guidance: Structuring the Indoor Space**

###### Learning/Activity Areas:

1. provides learning/activity areas for any of the following:
  - a. library or resource center
  - b. listening

### **PARTNERSHIP WITH FAMILIES, COMMUNITY AND LOCAL GOVERNMENT**

#### **I. Parent Involvement and Education**

The Service Provider:

1. Provides a parent handbook containing basic information, policies and procedures of the program
2. regularly updates parents regarding their children's development and activities through:
  - c. newsletters
  - d. home visitations

The Parent Committee (for public programs) OR Program Administrator (for private programs):

1. Coordinates with resource persons/ trainers for the conduct of parent education on:
  - c. seven to 10 topics or issues, depending on the parents' needs
2. Manages a complementary feeding program for all the children of the center
3. Follows a monthly menu plan prepared by a nutritionist
4. provides a written menu information to parents every week or month (and kept on file)
5. Produces and distributes newsletters or other publications to its members on relevant parent education topics and/or its plans, projects and activities
6. Monitors the quality of the program jointly with or separately from the Program Management/Administration

## **II. Community Involvement**

The Parent Committee representative  
(of public programs):

1. implements at least three of the planned projects (examples: fund raising projects, advocacy and promotion, materials development)

The Parent Committee representative  
(of private programs):

2. attends at least 75% of BECCDCC/BCPC<sup>1</sup> meetings during the year
3. implements at least three of the planned projects (examples: fund raising projects, advocacy and promotion, materials development)

---

<sup>1</sup> Barangay Early Childhood Care and Development Coordinating Committee/ Barangay Council for the Protection of Children



## **HUMAN RESOURCE DEVELOPMENT**

### **I. Direct Caregiving/ Teaching staff**

#### **A. Competencies and Continuing Education**

If the Service Provider is a College Graduate:

At the time of accreditation, s/he must have:

1. at least a baccalaureate degree in ECE, ECCD or FLCD

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

1. Makes available written personnel policies to all current staff
2. Includes in personnel policies, where appropriate:
  - a. Criteria and procedures for hiring, promotion, disciplining, suspension and dismissal of staff
  - b. Procedure for handling staff grievances
  - c. Job description for all staff positions
  - d. Organizational chart
  - e. Salary range/schedule and increments for each position

#### **B. Recruitment and Hiring**

1. recruits or hires a service provider with at least a baccalaureate degree in ECE, ECCD or FLCD
2. Has written hiring policies
3. provides a staff handbook containing basic information, policies and procedures about the program and its administration

#### **C. Training and Development**

1. Provides or makes available at least 48 hours per calendar year of staff development (formal or non-formal training) for the service provider
2. Prepares a written plan for staff training

#### **D. Conditions of Employment**

Compensation and Benefits

1. Assigns permanent status/appointment to the service provider
2. Pays the service provider compensation not lower than Salary Grade 12

Performance-based Appraisal

3. Uses the following basic monitoring and evaluation instruments:
  - a. Dossier/ Portfolio of service provider
4. Conducts an annual written evaluation of the performance of the service provider
5. Maintains a written plan for regular, ongoing supervision of the staff

**II. Program Administrator or Supervisor  
(Principal, Administrator, Director, Social Welfare Officer and/or ECCD  
Coordinator-Designate)**

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

**a. Competencies**

1. designates or hires:
  - a. a college graduate with at least 18 units of ECE, ECCD or FLCD

**PROGRAM MANAGEMENT AND ADMINISTRATION**

**NOTE:**

1. All criteria shall be applicable to both public and private programs.
2. For public programs, accountability is given to the Barangay ECCD Coordinating Committee (BECCDCC), unless special mention is made of the Municipal/City ECCD Coordinating Committees (M/CECCDCC).
3. For private programs, accountability is given to the Program Administrator and/or the Program Management Team or Board of Trustees/Directors.

**B. Implementation, Monitoring, and Supervision**

1. Has a written administrative plan that includes but are not limited to the following:
  - a. business management and record keeping including financial records
  - b. maintenance of children's records, personnel files, attendance records and other related operations
  - c. development and maintenance of ECE-ECCD curriculum
  - d. staffing
  - e. staff orientation, ongoing development, supervision and evaluation
  - f. parent involvement, education and social services
  - g. community involvement
  - h. maintenance of physical environment
  - i. an organizational chart
2. Has written policies and procedures that include but not limited to the following:
  - a. assessment of children
  - b. children's records, including confidentiality policy
  - c. procedures for screening and referrals
  - d. curriculum goals and philosophy
  - e. schedule of typical daily routine
  - f. child management/guidance/discipline policy
  - g. orientation programs for children, families and staff
  - h. procedures for parent conferences, visits and sharing information about children's progress

- i. opportunities for parent and community involvement
- j. breastfeeding policy
- k. list of types of nutritious foods that should be sent for snacks/meals
- l. emergency/ evacuation procedures
- m. sick child procedures and/or management of infectious diseases
- n. injury prevention and reporting
- organizational information

### **C. Evaluation**

1. Documents results of consultative program evaluation

### **D. Management Information System**

1. systematically manages the following:
  - a. children's records and documents
    - Individualized Educational Program, if any
  - b. service provider's records and documents
    - annual written evaluation of his/her performance

## **PHYSICAL ENVIRONMENT AND SAFETY**

The Barangay and Municipal/City ECCD Coordinating Committee (for public programs) OR Program Administrator (for private programs):

### **II. Indoor Environment**

#### Facilities for Breastfeeding

1. Maintains human milk bank or provides breast milk from healthy wet nurses (for 0-2 year olds)

#### Equipment, Learning Materials and Toys

2. Provides equipment, learning materials and toys that include:
  - a. facilities for music and movement (e.g. radio-cassette/karaoke player, cassette tapes, CD player and CDs)
  - b. other audio-visual facilities for the children (ex. television, VHS tapes/VCDs/DVDs, recorders or players)
  - c. library or resource center for the children's use
  - d. prop boxes and play kits for dramatic play themes
  - e. other materials that promote inquiry and self discovery (ex. magnets, paper clips and other "magnetic and non-magnetic" items; magnifying glass)

### **III. Outdoor Environment**

#### Space and Surroundings

Maintains or provides access to an outdoor play area that:



1. Has ample space for children to run, walk, jump, hop, turn around, throw, and catch:
  - a. at least 9 sq. meters: 1 child, for the number of children who are outside at any one time