



**ASSUPOL COMMUNITY TRUST
ECD DELIVERY MODEL**

**STANDARD OPERATING PROCEDURES
MANUAL**

SEPTEMBER 2020

ACKNOWLEDGEMENTS

These standard operating procedures manual represents a watershed opportunity in knowledge management within the Assupol Community Development Trust (ACT). It is intended to be a repository of experiential learning, grassroots practice, evidence based and results-orientated community development.

We wish to thank the resilient ACT team, namely, **Mmemme Makane-Sibanda, Fundiswa Cheryl Molefe and Chumani Maki** for their generous inputs in the development of the manual. Our heartfelt gratitude to the Chief Executive officer of ACT, **Dr Vuyelwa Nhlapo** for her leadership, unwavering guidance and strategic oversight. Our profound appreciation to **Zoleka Mahlangu** for painstakingly collating information from a range of internal stakeholders.

This manual has “borrowed” extensively from previous work undertaken by ACT partners, namely, **Ilifa Labantwana, TREE and various municipalities in Kwa-Zulu Natal**. We wish to thank them for being pioneers in developing tools that have standardised and professionalised work in the ECD sector.

We are deeply indebted to all the other stakeholders for their time and generosity of spirit!

Reuben Mogato Mogano

ACRONYMS

ACT – Assupol Community Trust

COGTA – Co-operative Governance and Traditional Affairs (Department)

CSI – Corporate Social Investment

CWP – Community Works Programme

DSD – Department of Social Development

ECD – Early Childhood Development

NDP – National Development Plan

NPO – Not for Profit Organisation

MOU – Memorandum of Understanding

PPT – Project Preparation Trust

RFP – Request for Proposals

RFQ – Request for Quotations

SOPs – Standard Operating Procedures

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INTRODUCTION

The Assupol Community Trust (ACT) is a registered public benefit organisation in terms of section 30 of the Income Tax Act of 1962. It was established pursuant to the scheme for the demutualisation of Assupol Life for the benefit of communities in geographical areas in which a substantial number of insurance group scheme members reside.

The purpose of the Trust is to benefit designated communities in a non-profit, charitable manner with an altruistic or philanthropic intent – by carrying on, as a public benefit organisation, public benefit activities in those communities.

In broad terms, the goal of the Trust is to contribute towards universal access to quality early childhood Development (ECD). This is achieved through the following strategic objectives:

- To improve access to children between 0-5 years in Nellmapius, Msinga and Nquthu by 2022.
- To improve the quality of ECD services in Nellmapius, Msinga and Nquthu by 2022.
- To facilitate compliance with basic standards of registration, health and safety in line with the Children's Act and Municipal by-laws in ECD facilities in Nellmapius, Msinga and Nquthu by 2022.
- To promote good governance, partnerships and stakeholder relations in the City of Tshwane and Umzinyathi District Municipality.

The ACT has developed a blue print ECD Delivery Model which is used as a guideline for upscaling universal access to ECD in the future. The model details specific steps that must be

implemented in planning, execution, monitoring and evaluation of ECD delivery support interventions.

The detailed steps of the model are:

1. Community Needs Assessment/Project Initiation
2. Conduct ECD Audit in Targeted Areas/Localities
3. Categorise ECD Centres Based on Pre-determined Identification Criteria
4. Detailed Needs Analysis of ECD Sites and Costing
5. Budget Mobilisation
6. Mobilisation of Partners
7. Project Implementation
8. Project Monitoring and Evaluation
9. Project Close-Out

FRAMEWORK FOR THE STANDARD OPERATING PROCEDURES

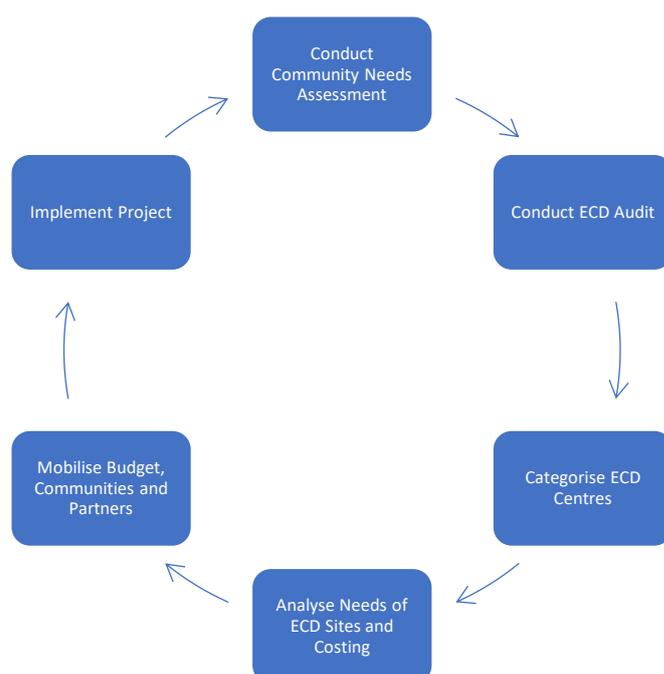
The purpose of the Standard Operating Procedures (SOPs) is to **customise, standardise and set uniform standards for the implementation of ACT ECD Delivery model.**

The specific objective is to **improve effectiveness and efficiency in the execution of the key steps of the ECD Delivery Model.** The SOPs are intended to be blue print roadmap for all internal stakeholders in planning, executing, monitoring and evaluating the model.

Every step is supported by **dedicated tools and processes to achieve standardisation, align execution, and facilitate reporting and effective records management.** Although the model may seem linear, it is intended to be interactive and dynamic. The Project Managers are expected to be flexible in execution, ensuring at all times the need to incorporate a “feedback loop” as part of continuous business/process improvement.

The Diagram A below represents the model and its interdependent steps.

Diagram A: ECD Delivery Model





STEP ONE: CONDUCT COMMUNITY NEEDS ASSESSMENT (PROJECT INITIATION)

Description: The purpose of this step is to gather information to assess needs and feasibility of ACT investment in communities through official documents, research reports and stakeholder inputs.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
1.1. Review socio-economic profile of the targeted area (municipal documents and research reports.	Consolidated summary report on area socio-economic profile	Project manager	
1.2. Conduct needs and feasibility assessment based on ACT strategic objectives	Area socio-economic profiling and Project feasibility assessment report	Project Manager	TEMPLATE ONE
1.3. Consult and engage community stakeholders to receive inputs on the profiling and feasibility report	Minutes of consultative meeting	Project Manager	
1.4. Prepare high-level report based on stakeholder inputs and research reports	Synthesis report based on stakeholder inputs and research	Project Manager	TEMPLATE ONE
1.5. Present the high-level report to the ACT Team for consideration	Minutes of staff meeting	Project Manager	
1.6. Approve the high-level report	Minutes or document recording approval	Chief Executive Officer	
1.7. Present the high-level report to key external stakeholders (PSC) for input and adoption	Minutes of meetings with external stakeholder, such as PSC	Project Manager	
1.8. Develop a project plan with	Project Plan	Project Manager	TEMPLATE TWO

	objectives, performance indicators and timelines			
1.9.	Sign-off the project plan	Minutes or document recording sign-off	Chief Executive Officer	
1.10.	Convene stakeholders meeting to brief them about the workplan	Minutes of stakeholders meeting	Project Manager	
1.11.	Establish a local project team	Local project team established	Project Manager	

STEP TWO: CONDUCT ECD AUDIT IN TARGETED COMMUNITIES

Description: To determine the needs and level of ECD compliance with regulatory requirements based on the following dimensions; institutional, governance, commitment, relationship with departments and entities, personnel, ECD practitioners, other staff, administration, fees, health and safety, ECD programmes, nutrition, tenure/land ownership, distance to ECD centre, site, fencing, building, key functional spaces, services, outdoor play space and equipment, ECD Centre plans and equipment.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
2.1. Develop terms of reference for the ECD audit based on approved Strategic Plan, Annual Operational Plan and Workplan developed in step one.	ECD audit TORs	Chief Executive Officer	
2.2. Present the TORs to the ACT management team for consideration and input	Minutes of ACT management team	Chief Executive Officer	
2.3. Finalise the TORs and present to Board for approval	Finalised TORs	Chief Executive Officer	
2.4. Incorporate Board input and sign-off on TORs	Signed-off TORs	Chief Executive Officer	
2.5. Issue a Request for Proposals (RFP) for the ECD Audit to prospective service providers	RFP Document	Chief Executive Officer	
2.6. Preside on adjudication of submitted bids	Minutes or record of decision in respect of	Chief Executive Officer	

	in response to RFP	recommendation for bid award		
2.7.	Prepare submission to the Board to approve recommendation of bid award	Board submission with recommendation regarding bid award	Chief Executive Officer	
2.8.	Approve/not approve recommendation for bid award	Minutes or record of Board approval of bid award	Board Chairperson	
2.9.	Appoint successful service provider based on Board approval	Letter of appointment and contract to successful service provider	Chief Executive Officer	
2.10.	Convene an inception meeting with the appointed service provider	Minutes/record of inception meeting with service provider	Chief Executive Officer	
2.11.	Brief affected ECD sites and stakeholders regarding appointment of service provider	Minutes of meetings/letters informing stakeholders about the appointment of service provider	Project Manager	
2.13.	Confirm utilisation of the ECD questionnaire with the service provider	Record of agreement on the utilisation of questionnaire	Chief Executive Officer	TEMPLATE THREE
2.14.	Brief and introduce the audit team to ECD sites and key external stakeholders and explain the roll-out of the audit process	Minutes of the briefing meetings	Project Manager	
2.15.	Oversee and conduct quality assurance on the roll-out of the ECD audit	Monitoring reports/progress reports from commissioned service provider	Project Manager	

2.16.	Receive a draft report of the ECD audit	Draft ECD audit report	Chief Executive Officer	TEMPLATE FOUR
2.17.	Co-ordinate input and provide feedback to the service provider	Minutes of feedback meeting/written feedback to service provider	Chief Executive Officer	
2.18.	Receive a final report on ECD audit	Final ECD audit report	Chief Executive Officer	
2.19.	Present the final ECD audit report to the Board	Minutes/record of presentation of final ECD report to the Board	Chief Executive Officer	
2.20.	Present the ECD Audit report to ECD sites and key stakeholders	Minutes/record of meetings on ECD audit findings presentation/s to key stakeholders	Project Manager	
2.21.	Develop a work plan based on ECD audit findings	Workplan based on ECD audit findings	Project Manager	TEMPLATE TWO

STEP THREE: CATEGORISE ECD CENTRES BASED ON PRE-DETERMINED IDENTIFICATION CRITERIA

Description: The purpose of this step is to map institutional, infrastructural and compliance level of identified ECD sites to determine prioritisation of support to achieve full registration and facilitate access to quality ECD services to a larger group of children.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
3.1. Adopt the criteria and template for ECD categorisation	ECD Categorisation criteria and template adopted	Project Manager/Convener of Technical Committee	TEMPLATE 5
3.2. Analyse the ECD audit report to map ECD sites based on pre-determined criteria, namely, well-functioning(A), basic functional with good potential(B1), low functioning with potential(B2), low functioning with limited potential(C1), higher risk and dysfunctional(C2)	ECD Categorisation report	Project Manager/Technical Committee	
3.3. Adopt the ECD categorisation report	Minutes/record of adoption of ECD categorisation report	Project Manager/Technical Committee	
3.4. Identify and prioritise ECDs for possible support based on categorisation report	ECD priority list	Project Manager/Technical Committee	TEMPLATE 6
3.5. Present priority list to ACT management for consideration and decision	Minutes/record of priority list presentation to ACT management	Project Manager	
3.6. Present the priority list to	Minutes/record of priority list	Chief Executive Officer	

	ACT Board for noting	presentation to the ACT Board		
3.7.	Present ACT decision to Technical Committee and PSC	Minutes/record of ACT decision presented to Technical Committee and PSC	Project Manager	
3.8.	Undertake formal visit to ECD sites on priority list to inform them about ACT decision	Site visit report/minutes of site meetings	Project Manager	

STEP FOUR: PREPARE DETAILED NEEDS ANALYSIS OF ECD SITES AND COSTING

Description: The purpose of this step is to classify and cost financial and non-financial needs of the ECD centre based on dimensions assessed during the ECD audit.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
3.1. Agree on site visit date with ECD partner on priority list	Letter/email to ECD partner confirming date for site visit	Project Manager	
3.2. Request ECD site to prepare and avail information based on approved checklist	Checklist submitted to ECD site	Project Manager	TEMPLATE 7
3.3. Undertake the site visit to the ECD centre	Minutes/record of site visit	Project Manager	
3.4. Perform “gap analysis” of key needs, including infrastructure, food and nutrition, learning material and development, remuneration of practitioners, institutional capacity and make appropriate recommendations	Gap analysis report with recommendations	Project Manager	TEMPLATE 7
3.5. Develop a costing plan to enable implementation of recommendations	Activity based costing plan	Project Manager	TEMPLATE 8
3.6. Develop and present proposal with recommended interventions and costing plan to ACT management	Proposal with costing plan	Project Manager	TEMPLATE 9
3.7. Develop and present a comprehensive	Board submission	Project Manager	

	submission to the ACT Board for approval			
3.8.	Approve the submission presented by management	Minutes/record of approval by the ACT Board	ACT Board Chairperson	
3.9.	Prepare TORs for recommended and approved interventions	TORs for approved interventions	Chief Executive Officer	
3.10.	Issue Request for Proposal (RFP) or Request for Quotations (RFQ) for recommended and approved interventions	RFP or RFQ for approved interventions	Chief Executive Officer	
3.11.	Adjudicate on the awarding of bid/s based on submitted RFPs or RFQs	Minutes/record of decision of bid award	Chief Executive Officer	
3.12.	Contract or issue purchase order to successful bidder.	Contract or purchase order to successful bidder	Chief Executive Officer	

STEP FIVE: MOBILISE BUDGET

Description: The purpose of this step is to develop a “fundable” project proposal for prospective partners who may be in a position to provide additional financial resources to the ECD centre earmarked to receive funding from ACT.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
5.1. Develop ECD based funding proposal with budget line items for prospective funders outside ACT (indicate budget items funded by ACT)	ECD based funding proposal	Project Manager	TEMPLATE 9
5.2. Prepare a list of key items not funded by ACT	List of unfunded items	Project Manager	
5.3. Present funding proposals and list of key items to the Technical Committee and PSC	Minutes recording presentation of funding proposal and list of key items to Technical Committee and PSC	Project Manager	
5.4. Present funding proposals and list of key items to provincial and national ECD donors forum	Minutes recording presentation of funding proposals and list of key items to provincial and national ECD donors forum	Project Manager	
5.5. Facilitate access to ECD subsidy from the Department of Social Development	Formal written request to DSD for subsidy	Project Manager	
5.6. Facilitate requests for	Formal written request to	Project Manager	

<p>maintenance budget support from municipalities, public works and provincial COGTA</p>	<p>municipalities, public works and COGTA for maintenance support</p>		
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STEP 6: MOBILISE PARTNERS

Description: The purpose of this step is to leverage partnerships to secure financial and non-financial resources; and to create a co-ordinated platform for communication, decision making and reporting.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
3.1. Identify stakeholders in relation to execution of approved interventions	Stakeholder map	Project Manager	TEMPLATE 10
3.2. Establish a Project Steering Committee (PSC)	PSC established	Project Manager	
3.3. Develop a stakeholder engagement and communication plan for planning, monitoring and reporting on interventions	Stakeholder engagement and communication plan	Project Manager	
3.4. Develop a schedule of meetings with key stakeholders to solicit and report on planning, execution, monitoring and evaluation of interventions.	Schedule of meetings(monthly, quarterly, and annually)	Project Manager	
3.5. Secure endorsement of the engagement and communication plan from key stakeholders	Minutes/record endorsing the engagement and communication plan	Project Manager	

3.6.	Report to key stakeholders in accordance with the engagement and communication plan	Reports to stakeholders on interventions in accordance with the engagement and communication plan	Project Manager	
3.7.	Update the Board on implementation of stakeholder engagement and communication plan	Reports to the ACT Board on the execution of the stakeholder engagement and communication plan	Chief Executive Officer	
3.8.	Invite partners to the ACT AGM and circulate the Annual Report	Formal invitation to partners to attend AGM Annual report circulated to key stakeholders	Chief Executive Officer	

STEP 7: IMPLEMENT PROJECT

Description: To execute all activities within cost, time and quality parameters to achieve goals, objectives and expected results of funded project or programme.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
3.1. Allocate various tasks to implementing agents based on project plan, such as Gantt Chart	Project Plan/Gantt Chart	Project Manager	TEMPLATE TWO
3.2. Allocate and disburse financial resources based on project and procurement plans	Project Disbursement Plan	Project Manager	
3.3. Sign-off on executed activities based on cost, time and quality agreements	Signed-off time sheets, invoices and hand-over reports	Project Manager	
3.4. Prepare report on each phase of project execution	Report/s on project execution	Project Manager	
3.5. Present a report on each phase of project execution to ACT management team and PSC	Minutes/record of presentation to ACT management and PSC on project execution	Project Manager	

STEP 8: MONITOR AND EVALUATE PROJECT

Description: To perform an assessment of progress in the implementation of activities/interventions at funded ECD centres against set objectives, targets and performance measures.

I understand that project managers are responsible for monitoring of the project but the Trust has an M&E specialist that is responsible for Monitoring and Evaluation of ACT programmes, therefore I suggest that the responsible person in step no 8 to be the M&E specialist. (CMAKI)

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
8.1. Agree on monitoring plan, including frequency with funded ECD centre	Signed-off monitoring plan with funded ECD centre	Project Manager	
8.2. Provide monitoring template to funded ECD centre	Monitoring template submitted to funded ECD centre	Project Manager	TEMPLATE 7
8.3. Schedule a site monitoring visit	Date/s for monitoring visits agreed with funded ECD centre	Project Manager	
8.4. Undertake monitoring visit	Monitoring visit conducted as evidenced by minutes, register and report	Project Manager	
8.5. Review execution of project activities against expected results	Monitoring report	Project Manager	TEMPLATE 7
8.6. Review project expenditure against approved budget	Monitoring report	Project Manager	TEMPLATE 7
8.7. Review documentation to support achievement of expected results (such	Monitoring report	Project Manager	TEMPLATE 7

	as growth monitoring reports for improved nutrition)			
8.8.	Perform physical verification of project performance and take photographs (such as play equipment, food garden and renovated buildings)	Monitoring report	Project Manager	
8.9.	Compile a quarterly comprehensive monitoring report based on approved template	Quarterly monitoring report	Project Manager	
8.10.	Discuss the findings of the monitoring activity with the funded ECD centre, solicit inputs and agree on areas of improvement	Minutes of discussion with funded ECD centre on monitoring activity	Project Manager	
8.11.	Present the quarterly report to ACT management for consideration and input	Minutes/record of presentation of quarterly report to ACT management	Project Manager	
8.12.	Finalise and present a consolidated quarterly report to the ACT Board	Minutes/record of consolidated quarterly report presentation to the ACT Board	Project Manager	
8.13.	Present the consolidated monitoring report to the PSC	Minutes/record of presentation of consolidated report to PSC	Project Manager	

8.14.	Compile six months consolidated report and present to ACT management for consideration	Minutes/record of presentation of six months consolidated report	Project Manager	
8.15.	Present consolidated six months report to ACT Board for noting	Minutes/record of presentation of consolidated six months report to ACT Board	Chief Executive Officer	
8.16.	Perform or commission end of project evaluation	End of project evaluation report	Project Manager	TEMPLATE 12
8.17.	Present end of project evaluation report to ACT management for consideration and input	Minutes/record of presentation of end of project evaluation report to ACT management	Project Manager	
8.18.	Present end of project evaluation report to ACT Board for consideration and approval	Minutes/record of presentation of end of project evaluation report to ACT Board	Chief Executive Officer	
8.19.	Present end of project evaluation report to the PSC	Minutes/record of presentation of end of project evaluation report to PSC	Project Manager	

STEP 9: PROJECT CLOSE-OUT

Description: To perform all functions to formally document achievement of project milestones, sign-off and hand over to the relevant stakeholder/s.

ACTIVITIES	OUTPUTS	RESPONSIBLE PERSON	TOOLS/TEMPLATES
9.1. Convene end of project review session with key stakeholders to sign-off on completion of milestones	End of project review session	Project Manager	
9.2. Prepare a project close-out report	Draft Close-out report	Project Manager	TEMPLATE 12
9.3. Present the close-out report to funded ECD partner and other implementing agents and solicit feedback	Minutes/record of presentation to ECD partner/s and implementing agents	Project Manager	
9.4. Finalise the project close-out report	Final close-out report	Project Manager	TEMPLATE 12
9.5. Present the project close-out report to ACT management for consideration and input	Minutes/record of presentation of close-out report to ACT management	Project Manager	
9.6. Present the consolidated close-out report to ACT Board	Minutes/record of presentation to ACT Board	Chief Executive Officer	
9.7. Present the project close-out report to the PSC for consideration and noting	Minutes/recod of presentation of project close-out report to PSC	Project Manager	
9.8. Receive, record and archive supporting documents relating to project implementation	Archived supporting documents relating to project implementation	Project Manager	



**TEMPLATES AND FORMS FOR PROJECT SCOPING,
ANALYSIS, REPORTING, MONITORING AND
EVALUATION**

TEMPLATE ONE
AREA SOCIO-ECONOMIC PROFILING REPORT

Name of area:

Name of ward:

Name of local municipality:

Name of district municipality:

Name of province:

1. Describe the demographic profile of the area.

1.1. Total population

1.2. Percentage of women/men in relation to total population

1.3. Age breakdown of the population

1.4. Number/percentage of children of ECD/school going age.

2. Describe the socio-economic profile of the area.

2.1. Rural/ peri-urban/urban.

2.2. Levels of employment

2.3. Sources of employment

2.4. Key economic activities/sectors

2.5. Number/percentage of population receiving SASSA grants

2.6. Number and state of ECD centres

3. List 5 key community developmental priorities of the area.

3.1.

3.2.

3.3.

3.4.

3.5.

4. Identify 2 priorities that relate to ACT mission and strategic objectives.

4.1.

4.2.

5. Describe and justify possible ECD interventions, particularly in the ECD sector.

6. List organisations/departments that are involved in ECD provision in the area.

6.1.

6.2.

6.3.

6.4.

6.5.

7. List 5 key stakeholders who may contribute towards the realisation of possible ACT intervention.

7.1.

7.2.

7.3.

7.4.

7.5.

8. List stakeholders consulted in compiling the report.

8.1.

8.2.

8.3.

8.4.

8.5.

Compiled by:

Date:

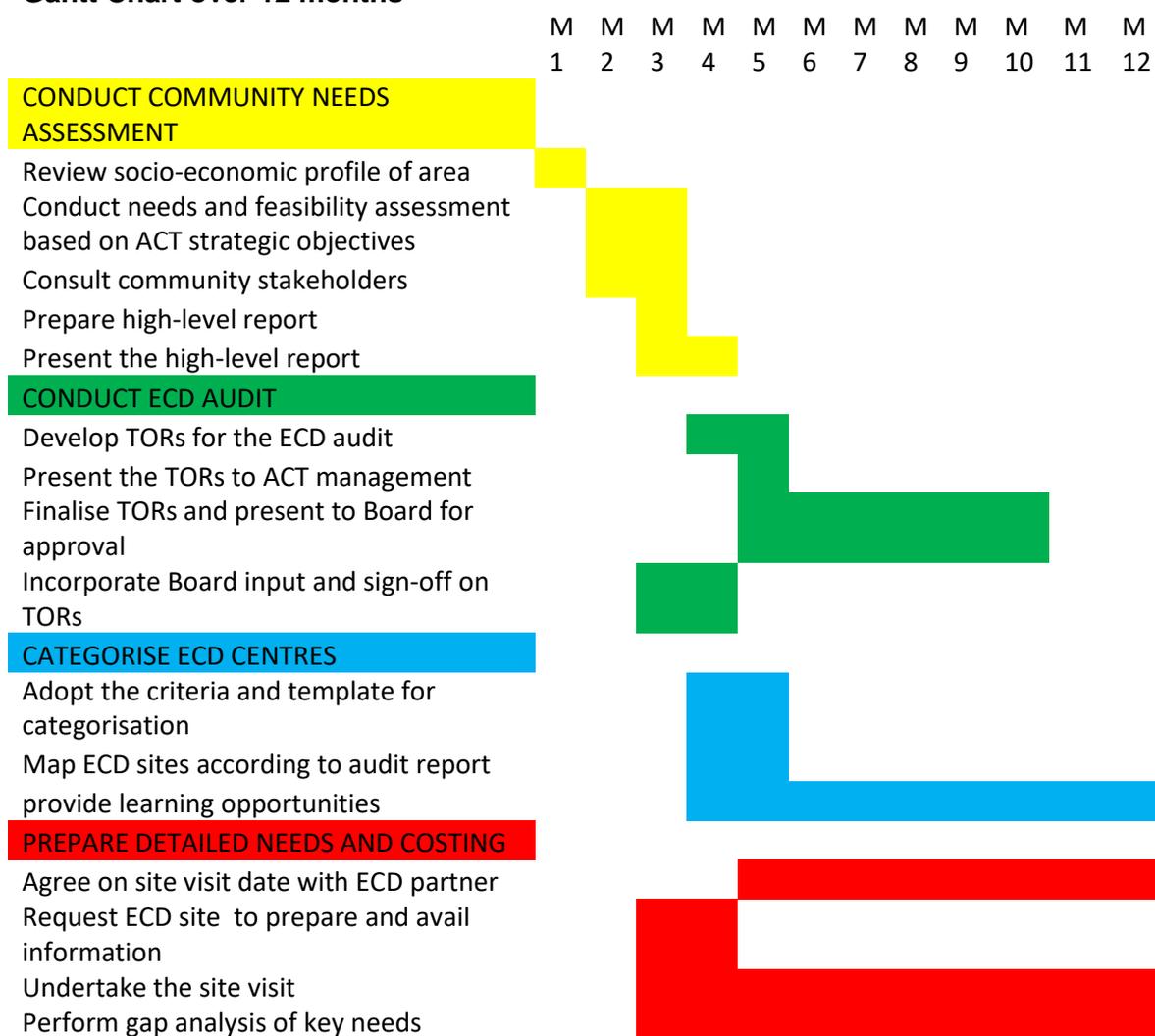
Approved by:

Date:

TEMPLATE TWO

WORKPLAN

Gantt Chart over 12 months



Project Managers are expected to convert the chart into an excel spreadsheet

TEMPLATE THREE
ECD AUDIT QUESTIONNAIRE

0. SURVEY PARAMETERS/QUESTIONS											
0.1 Project reference number <i>e.g. "966 ACT"</i>				0.2 Unique centre number: <i>e.g. KMIS001bamb = KZN, Msinga Bambisanani Crèche and number generated randomly</i>							
0.3 Survey Participation	Full participation	Partial participation	Not participating now	Not participating at all							
0.4 Date of Survey:	DD / MM / YYYY										
0.5 Time of survey:			:			<i>[24 hr time format please]</i>					
0.6 Type of ECD service	ECD centre	ECD hub	Playgroup	Toy Library	Other <i>(Specify)</i>						
0.7 Interviewer:	Name and surname:										
	Cellphone number:	0									
0.8 Interviewee:	Name and surname:										
	Position at ECD centre/hub:	Owner		Principal			Supervisor				
		Practitioner		Facilitator for ECD hub			Committee member				
	Cellphone number:	0									
0.9 ASK for Msinga only: S Did you do the last survey with us, when we came to Msinga earlier this year?	Yes, I did.										
	No, it was someone else from the centre but I heard about that interview.										
	No, I didn't know there had been a survey of this centre.										
0.10 Alternate contact	Name and surname:										
	Position at ECD centre/hub:										

Cellphone number:	0										
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1. CENTRE OVERVIEW:

3.1 Name of ECD facility: <i>[Please confirm spelling]</i>							<i>[Take a photo of the front of the centre]</i>					
3.2 Municipality:	Nquthu				Msinga							
3.3 Ward number:												
3.4 Name of area/ village/ informal settlement:												
3.5 Traditional Authority:												
3.6 Type of area:	Informal Settlement			Township		Peri-urban			Rural			
3.7 Coordinates: <i>[Save coordinates to tablet]</i>	<i>Latitude (S/N)</i>						<i>Longitude (E/W)</i>					
3.8 Physical Address												
3.9 Postal Address												
3.10 Operational base for facility	Private home	Dedicated ECD Centre	Church	School	Community centre/hall	Clinic	Other					
3.11 <i>If other, Specify</i>												
3.12 Operating days <i>[Select all days mentioned – in order]</i>	MON	TUES	WED	THURS	FRI	SAT	SUN					
3.13 Operating times <i>[24 hour format]</i>	Starting time:								:			
	Finishing time:								:			
	How many hours a day is the centre operational for?								:			

2. INSTITUTIONAL

2.1 Who owns / is in charge of the ECD centre:	Private individual	CBO	FBO	Registered NPO	Other	Do not know
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2.2	Is the facility registered as an NPO:	Yes	No	In progress	Do not know	
2.3	Provide NPO number:	NPO				
2.4	Is the ECD facility registered with the DSD <i>[evidenced by Form 12: registration certificate]</i>	Unregistered	In process	Conditional registration	Full registration	Do not know
2.5	<i>If so</i> , provide date of registration:	D D / M M / Y Y Y Y				
2.6	If conditional, indicate what was found to be inadequate <i>[No max: select one or more]</i>	ECD Programme	Training	Emergency Plan	Other	
		Infrastructure	Nutrition	Equipment (outdoor)	Do not know	
		Health & safety	Staff	Equipment (indoor)		
2.7	Does the DSD fund this ECD centre?	Yes	No	Do not know		
2.8	<i>If so</i> , how many children receive subsidies?	# of subsidies			Do not know	

3. GOVERNANCE

3.1	Is there a management committee for the facility?	Yes	No	Under establishment	Do not know
3.2	<i>If yes</i> , does the management committee keep minutes of their meetings?	Yes	No		Do not know
3.3	S Did the management committee hold meetings last year?	Yes	No		Do not know
3.4	S <i>If yes</i> , How many times did the management committee meet during the last year?	# of meetings held			Do not know
3.5	Have members of the management committee received committee work training?	Yes	No		Do not know
3.6	S <i>If yes</i> , Which training institution provided the most recent training?	<i>e.g. DSD / TREE/ Letcee</i>			
		Role of committee members		Health and safety	

3.7 S What topic or topics were the management committee trained on? <i>[Max 3: select one or more, but no more than three]</i>	Engagement with parents		Financial management			
	Personnel management and training		Policies			
	Chairing a meeting and minute taking		Other			
	Do not know					
3.8 <i>[Parents]</i> How many times in the last year did the staff meet a group of parents to discuss this centre?	# of meetings held				Do not know	
3.9 Are parents' views taken into account when changes are made to the centre?	Yes always	Yes sometimes	Not very often	Hardly ever	Never	Do not know
3.10 Does your centre receive any funding or support from donors?	Yes		No		Do not know	
3.11 <i>If yes</i> , list all the donors (Not DSD or parents) <i>[No max: record all donors]</i> <i>[PLEASE use comma as separator, with no spaces either side of comma]</i>						
3.12 What do donors fund? <i>[No max: select one or more]</i>	Building costs	Maintenance	Operational costs	Food		
	Training	Equipment /toys	Outdoor equipment	Other		
3.13 <i>If other</i> , specify:						
3.14 Does the ECD centre have a constitution?	Yes	No	Do not know			
3.15 Are there audited annual financial statements in place?	Yes	No	Do not know			

4. COMMITMENT

4.1 Do you wish to eventually improve your centre over time and formally register it with the DSD?	Yes	No
4.2 Are the staff willing to undergo ECD training and other training or mentorship to improve capacity?	Yes	No
4.3 Is the Centre's Management Committee willing to undergo training to improve their knowledge and skills?	Yes	No

5. RELATIONSHIPS WITH DEPARTMENTS AND ENTITIES

5.1	Do the staff at the ECD Centre have contact with any government departments?	Yes	No	Do not Know
5.2	If so, with which department? <i>[No max: select one or more]</i>	DSD	Health	Clinic
		Other department	Municipality	None

6. PERSONNEL

6.1	Principal/supervisor/owner: <i>[Record Name and surname]</i>									
6.2	Cellphone number:	0								
6.3	Highest qualification of the principal/supervisor/owner?	No education	Passed grade 7	Passed grade 10	Passed grade 12	Passed degree/ diploma	Other	Do not know		
6.4	Has the principal/ supervisor/ owner attended any ECD skills training?	Yes			No		Do not know			
6.5	<i>If yes:</i> What is the highest formal ECD Training NQF level achieved by the principal/ supervisor/ owner?	None	NQF level 1	NQF level 2	NQF level 3	NQF level 4	NQF level 5	Higher	Other	Do not know

7. ECD PRACTITIONERS

7.1	Number of ECD practitioners (excluding the principal)?	# of practitioners							
7.2	Number of ECD practitioners (excluding the principal) who have received formal ECD training?	# of trained practitioners							
7.3	Record highest formal qualification for each of the practitioners (excluding the principal):								
	<i>[Enter data on printed sheet – to be transferred to “ECD practitioner Qualification” matrix at end of Tablet questions]</i>	No formal education	Passed grade 7	Passed grade 10	Passed grade 12	Passed degree/ diploma	Other	Do not know	
7.3.1	1 st practitioner								
7.3.2	2 nd practitioner								
7.3.3	3 rd practitioner								
7.3.4	4 th practitioner								
7.3.5	5 th practitioner								

7.3.6 6 th practitioner								
7.3.7 7 th practitioner								
7.3.8 8 th practitioner								
7.3.9 9 th practitioner								
7.3.10 10 th practitioner								

7.4 For each practitioner (excluding the principal) record the highest formal ECD Training NQF level achieved.

[Enter data on printed sheet – to be transferred to “ECD practitioner NQF level” matrix at end of Tablet questions]

	None	NQF level 1	NQF level 2	NQF level 3	NQF level 4	NQF level 5	Higher	Other	Do not know
7.4.1 1 st practitioner									
7.4.2 2 nd practitioner									
7.4.3 3 rd practitioner									
7.4.4 4 th practitioner									
7.4.5 5 th practitioner									
7.4.6 6 th practitioner									
7.4.7 7 th practitioner									
7.4.8 8 th practitioner									
7.4.9 9 th practitioner									
7.4.10 10 th practitioner									

8. OTHER STAFF

8.1 S How many other people work at this ECD centre (full-time or part-time), other than the principal/ owner and the practitioners mentioned above? <i>[Record number. If none, put 0]</i>	# of other workers
3.14 S How many of these 'other workers' mentioned, prepare food for children as their main job? (This would be someone included in the number of other workers mentioned just above) <i>[If yes, record number employed as cooks; if No, record 0]</i>	# of cooks
3.15 S How many of these 'other workers' mentioned, clean the ECD centre as their main job? (This would be someone included in the number of other workers	# of cleaners

mentioned under first question). *[If yes, record number employed as cleaners; if No, record 0]*

9. ADMINISTRATION

9.1. Does the facility keep the following: <i>[Indicate answer for each type of record or document]</i>		Yes	No	Do not know
		9.1.1. Enrolment/admission forms / register for children		
9.1.2. Staff Job description				
9.1.3. Accident / incident register				
9.1.4. Staff attendance registers				
9.1.5. Staff development plan				
9.1.6. Children's attendance registers				
9.1.7. Visitors book				
9.1.8. Medication register for children				
9.1.9. Receipt book				
9.1.10. Fees register				
9.1.11. Road to health immunization card				
9.1.12. S Emergency plan				
9.1.13. Evacuation plan				
9.1.14. Other				
9.2. Does the ECD centre have written policies for the following: <i>[Indicate answer for each type of policy]</i>		Yes	No	Do not know
		9.2.1. Health		
9.2.2. Admission				
9.2.3. HIV/AIDS				
9.2.4. Child abuse				
9.2.5. Complaints procedures				
9.2.6. Finances				
9.2.7. None				
9.2.8. Other				

		9.2.9. Do not know					
9.3. Does the ECD facility report child abuse that happens outside the centre?	Yes, would if aware	Yes, would in future but haven't done so in the past	No have not in the past when heard of the incident		Do not know		
	Yes, have done	Depends on nature of incident	No would probably not if heard				

10. FEES

10.1. Fees for babies 0-2 years at the ECD Centre:	R0- R50	R51- R100	R101 - R150	R151 - R200	R201 - R250	R251 - R500	R500 +	No children of this age
10.2. Fees for children 3-5 years at the ECD Centre:	R0- R50	R51- R100	R101 - R150	R151 - R200	R201 - R250	R251 - R500	R500 +	No children of this age
10.3. Fees for children 6 years and older at the ECD Centre:	R0- R50	R51- R100	R101 - R150	R151 - R200	R201 - R250	R251 - R500	R500 +	No children of this age

11. HEALTH AND SAFETY (KEY THREATS):

11.1. Are there any obvious health and safety threats: <i>[No max: indicate all obvious threats]</i>	Open trenches	Exposure to shebeen and /or other drug abuses					
	Exposed electrical wires	Unsafe pit latrines					
	Sharp objects	Exposure to cooking area					
	Unfenced water body	Exposure to gas cylinders and/ or paraffin					
	Buildings that may collapse	Exposure to cleaning materials					
	Exposed refuse / landfill	Exposed water containers					
	Exposure to busy road	Other					
	Exposure to railway line	None					
11.2. Are there children that you know of, whose parents want(ed) them to attend your child care facility but do/ did not do so mainly because of a concern related to safety?					Yes	No	
11.3. Have any parents of children at your centre ever expressed any concerns about safety regarding the trips between their home and your centre (in the last year)?			Yes, many have	Yes a few have	Yes, but only one parent	No, none	None that I can recall.
11.4. <i>If yes:</i> What was/ were the safety issues?							

<p><i>[Do not prompt]</i> <i>[Separator is comma with no spaces either side]</i></p>					
11.5. Have any children at your centre ever expressed or indicated (e.g. through drawings) feeling unsafe during their trip to or from school (in the last year)?	Yes, many have	Yes a few have	Yes, but only one child	No, none	None that I can recall.
11.6. <i>If yes:</i> What was/ were the safety issues? <i>[Do not prompt]</i> <i>[Separator is comma with no spaces either side]</i>					

12. HEALTH AND SAFETY (GENERAL)

12.1. Are medicines, detergents and harmful substances stored in lockable cupboard, and kept out of reach of children?		Yes	No
12.2. How many of the staff at the ECD centre have formal first aid training? <i>[Indicate actual number of staff]</i>		# of staff	Do not know
12.3. Does the ECD centre have a First Aid kit?	Yes, kit seen	Yes, but not seen	No kit
12.4. Does the ECD Centre have a fire extinguisher?		Yes	No
12.5. S <i>If yes:</i> Is the fire extinguisher visible and within reach (i.e. accessible) from the main common area in the ECD centre?		Yes	No
12.6. S <i>If yes:</i> Is the fire extinguisher serviced at least once a year?	Yes	No	Do not know
12.7. S How often are the playrooms cleaned?	Twice a day (or more often)	Once a day	About three or four times a week
	About once or twice a week	Less often than once a week	Do not know
12.8. S In the event that the ECD Centre makes use of a gas stove – is there a suitable lockable cage for the storage of the gas cylinder outside the building?	Yes	No	Not applicable (don't use gas)
12.9. S How often is the kitchen (or area where food is prepared) cleaned?	Twice a day (or more often)	Once a day	About three or four times a week
	About once or twice a week	Less often than once a week	Don't prepare food.

13. CHILDREN

		Boys	Girls
Age Groups <i>[Enter number of boys and number of girls, separately]</i>	13.1. 0-2 yrs	# of boys	# of girls
	13.2. 3–5 yrs	# of boys	# of girls
	13.3. 6+ years	# of boys	# of girls
13.4	S Number of boys and number of girls with physical or sensory disabilities (e.g. problems with limbs and movement, or problems with speech, hearing and/or sight).	# of boys	# of girls
13.5	S Number of boys and number of girls with mental disabilities.	# of boys	# of girls
13.6	S Number of boys and number of girls with chronic illnesses such as cancer; diabetes; HIV; etc.	# of boys	# of girls

14. ECD PROGRAMMES

14.1. Is there a daily programme on the wall that is usually followed each day:	Yes, on wall	Yes, but not on wall	No		
14.2. Is the ECD programme registered with the DSD? (evidence by form 17 – registration certificate)	Yes, certificate seen	Yes, but certificate not seen	No, not registered	Underway	Do not know
14.3. Is there a book corner? <i>[Observe]</i>	Yes		No		
14.4. Are there educational puzzles or toys? <i>[Observe]</i>	Yes		No		
14.5. S Were practitioners trained on how to use the educational toys?	Yes		No		
14.6. Is there drawing/painting equipment? <i>[Observe]</i>	Yes		No		
14.7. Is the children's work displayed? <i>[Observe]</i>	Yes		No		
14.8. Are there learning posters on the walls: <i>[Observe]</i>	Yes many	Yes some	Hardly any	No, none	
14.9. When you bring the children together for something like news time or storytelling, would you say the space where they sit together (e.g. play mat or carpet) is ...	Just the right size for all to sit comfortably		A little bit too small but they all manage to fit somehow		
	Much too small	Too big & too open	No carpet / play mat		Not sure

14.10. Are there separate 'spaces' or playrooms assigned for children of different age groups participating in different programmes?			Yes	No	
14.11. S	Are there tables and chairs for the children?	Yes	Yes, but not enough	No	
14.12. S	Is there a mattress for each child?	Yes, one for each child.	Yes, but not enough	No mattresses (but they are needed)	No mattresses, children do not sleep here

15. NUTRITION

15.1.	Who provides breakfast?	ECD Centre	Parents	
15.2.	Who provides lunch?	ECD Centre	Parents	
15.3.	If the centre provides the food - does the centre have an approved nutritious daily meal plan /menu evidenced by meal plan on wall of kitchen?	Yes displayed on wall	Yes but not displayed on wall	No
15.4. S	Is there a food garden at the ECD Centre?	Yes	No	
15.5. S	<i>If Yes,</i> Is the garden used to produce food for the children?	Yes	No	
15.6 S	<i>If Yes,</i> Is the garden used to teach the children about growing food?	Yes	No	

16. TENURE/LAND OWNERSHIP

16.1. Who owns the underlying land of the existing ECD Centre?	Private individual	Traditional authority			
	ECD Centre	Government department			
	School	NPO/NGO (<i>other than ECD Centre</i>)			
	Church	Private entity/organization			
	Municipality	Do not know			
16.2. <i>If owned by the ECD Centre:</i> Indicate the form of ownership	Title deed	Unregistered transaction (when buying land)			
	Written PTO				
	Oral PTO	Do not know			
16.3. <i>If not owned by ECD centre, ask:</i> Do you rent this land and if so, has a formal lease been signed?	Yes, rent with signed lease.	Yes, rent but no signed lease.	Yes, rent but don't know if lease or not?	Do not know about renting or lease.	Not applicable – ECD centre owns land

16.4. S Does the ECD Centre own or have access to any land, other than the land that the centre is built on, that is immediately available?	Yes	No	Do not know
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17. DISTANCE TO ECD CENTRE

17.1. S What is the most common way that children get to school?	By foot	By taxi	By bus			
	By private car/bakkie (single)	By private car/bakkie (group)	Do not know			
17.2. S And the second most common way?	By foot	By taxi	By bus			
	By private car/bakkie (single)	By private car/bakkie (group)	Do not know			
17.3. S What proportion of children are accompanied by an adult, when travelling to and from school?	all children	most children	about half the children	less than half	almost no children	Do not know
... are accompanied by an older person.						
17.4. S Thinking of children who stay further away from the ECD centre, how long does it take an adult to walk the distance of the child that stays the furthest away from the centre?	Up to 15 mins		46 – 60 min			
	16-30 min		More than 1 hour			
	31-45 min		Do not know			
17.5. S How long does it take an adult to walk from this centre to the nearest primary school?	Up to 15 mins		46 – 60 min			
	16-30 min		More than 1 hour			
	31-45 min		Do not know			

18. SITE

18.1 What is the estimated size of the site (m*m): <i>[Calculation ... m x ...m = m²]</i>m xm		
18.2 Describe the topography (slope):	Flat	Gentle slope	Steep

19. FENCING

19.1 Is the property fenced?	Yes	No	Partially
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20. BUILDING

20.1 Type of building	Formal		Informal	
20.2 Does the ECD centre have building plans for existing structures?	Yes for all	Yes for most	No do not think so	Do not know
20.3 Have the plans been approved (stamped and signed) by the municipality?	Yes		No	Do not know
20.4 What is the overall extent of the buildings (excluding outside toilets)? <i>[If more than one building give size of all buildings]</i> m xm <i>If only one building</i>	 m xm m xm m xm m xm	
Walls				
20.5 Indicate type of walls <i>[Select most common wall type and if there is more than one type, select second most common type i.e. max 2 answers]</i>	Brick	Block	Wood	Mix
	Metal sheets	Wattle & Daub	Plastic	Other
20.6 Are there problems with the walls? <i>[Ask and Observe]</i>			Yes	No
20.7 <i>If yes, Indicate problems [No max: Select one or more]</i>	Cracks		Dampness	
	Crumbling/ collapsing,		Permeates wind & water	
	Base of wall eroded		Other	
	Holes in wall			
Roof				
20.8 Indicate type of roof <i>[Select most common roof type and if there is more than one type, also select second most common type i.e. max 2 answers]</i>	Corrugate d iron	Tiles	Asbesto s	Fiber Cement
	Thatched	Plastic	Canvas	Other
20.9 Are there problems with the roof?	Yes		No	
20.10 <i>If yes: Indicate appropriate problems [Select one or more: no maximum]</i>	Roof Leak		Trusses / rafters rotten	
	Roof Sheets / tiles missing		Other	

Floor				
20.11 Type of floor? <i>[Max 2: Select most common, and second most common, if any]</i>	Earth		Wooden floor base	
	Dung		Other	
	Concrete slab			
20.12 Type of floor covering? S <i>[Max 2: Select most common, and second most common, if any]</i>	Vinyl tiles		Carpet/ carpet tiles	
	Vinyl sheets		Linoleum	
	Wood covering floor base		Other (Specify)	
	Ceramic tiles		No floor covering	
20.13 S Floor condition?	Good	Average	Poor	Mixed (some good, some poor)

Doors				
20.14 How many external doors, that can open?				# of doors
20.15 Indicate the condition of the doors.	Good	Average	Poor	Mixed (some good, some poor)

Windows				
20.16 How many external windows in the activity rooms of the ECD centre can open?				# of windows
20.17 S What is the condition of the windows?	Good	Average	Poor	Mixed (some good, some poor)

Ventilation		
20.18 Is there cross ventilation?	Yes	No

21. KEY FUNCTIONAL SPACES

Activity room				
21.1 Number of activity/ playrooms:	# of playrooms			
21.2 Playroom Sizes <i>[Use the "Playroom Sizes" matrix at the end of the tablet questions to record this data]</i>	Activity room 1			
	Activity room 2			
	Activity room 3			
	Activity room 4			
	Activity room 5			

Kitchen

21.3 Is there a dedicated space used only for food preparation:	Yes	No		
21.4 <i>If YES:</i> Are children separated from entering this space by some form of physical barrier:	Yes	No	Not Applicable (no Kitchen/ food area)	
21.5 S Is there running water (tap) in the kitchen (or place where food is usually prepared)?	Yes	No	Not Applicable (no Kitchen/ food area)	
21.6 Is there a separate milk kitchen for the preparation and washing of feeding bottles	Yes	No		
21.7 Kitchen size <i>[Calculate]</i> m xm =			

Sick bay

21.1 Is there a separate space for a sick bay?	Yes		No	
21.2 <i>If so,</i> how is it separated from the other areas?	Curtain	Low partition	Separate room	In office

Office

21.3 Is there a dedicated space used only for office/ administrative work?	Yes	No		
21.4 <i>If so,</i> is it a separate room?	Yes	No		
21.5 <i>If so,</i> What is the size of the office? <i>[Calculate]</i> m xm =			

22. SERVICES

Electricity

22.1 Does the ECD centre have electricity?	Yes		No	
22.2 S What source of energy (other than usual grid electricity) does the ECD centre make use of (if any)? <i>[Max 1: if two other sources, choose only main other source]</i>	Wood	Coal	Paraffin	Other
	Oil	Gas	Generator	(Specify)

Water

22.3 Does the ECD centre have water on site (i.e. no need to fetch water elsewhere on a regular basis)	Yes	No
22.4 If so, how is the water supplied: <i>[No max: select one or more]</i>	Municipal water on site (Tap)	Own borehole
	Municipal Communal standpipes	Natural spring
	Municipal Delivery by truck	River water
	Water tank (rain water)	Other
Sanitation		
22.5 Type of sanitation: <i>[No max: select one or more]</i>	Municipal waterborne sewerage	Potties
	On-site septic tank and soak-away	Buckets
	On-site municipal VIP	Chemical toilets
	Informal pit latrine	No toilets
22.6 Number of toilets for use by adults:	# of adult toilets	
22.7 Number of toilets for use by children: <i>[NO double counting: If adults and children use the same toilet (or set of toilets), then record here: "0" and record under adults the total number of toilets.]</i>	# of children's toilets	
22.8 Quality of the children's toilets:	Good	Average
22.9 S Are the toilets safe for use by children? <i>[i.e. do they have a smaller opening so children can't fall in]</i>	Yes	No
22.10 Is there a separate nappy changing area?	Yes	No
Hand wash facilities		
22.11 Type of hand wash facility for children <i>[Max 1: select main one used by children]</i>	Tap	Bowl or bucket of water
	Tippy tap	None
22.12 Is there an extra hand wash facility in the nappy changing area?	Yes	No
Road access		
22.13 Is the site accessible by road?	Yes	No
Refuse disposal		

22.14 How does the ECD centre dispose of their refuse: <i>[No max: select one or more]</i>	Maintenance of on- site refuse trench	ECD takes refuse to transfer station/ landfill / skip		
	Municipal Collection	No refuse management		
	ECD dumps refuse somewhere			
22.15 S Is there a safe space, away from children, to store soiled nappies before they are thrown away?	Yes	No	Not Applicable	
22.16 S How are dirty disposable nappies disposed of?	Throw in special hole, just for nappies	Burn it		
	Disposed with the rest of the refuse	Send it home with the babies		
	Throw in pit latrine	N/A (no nappies used at centre)		

23. OUTDOOR PLAY SPACE AND EQUIPMENT

23.1 Is there an outdoor play area?	Yes	No
23.2 What is the extent of the outdoor space available to children for play? <i>[Pace it]</i>m xm =	
23.3 Are the children safe and observable during outdoor play to prevent kidnap or attacks from outsiders?	Yes	No
23.4 Type of equipment available in outdoor play area: <i>[No max: select one or more]</i>	Swings	Slide
	Jungle gym	Other
	Sandpit	(Specify)
	None	Not Applicable (no outdoor area)

24. ECD CENTRE PLANS FOR IMPROVEMENT

List the improvements you are planning for your Centre: <i>[Max 3: list up to three most important improvements – but do not ask for three improvements]</i>	24. 1.
	24.2.
	24.3.

25. OTHER CRECHES OR HUBS

TEMPLATE FOUR
ECD AUDIT REPORT FORMAT

1. EXECUTIVE SUMMARY

- 1.1. Project Context
- 1.2. Scope of ECD Audit
- 1.3. Summary of main trends and findings

2. RESEARCH TOOLS AND METHODS

- 2.1. Desk study and literature review
- 2.2. Field research (questionnaire and face to face interviews)
- 2.3. Audit implementation team
- 2.4. Data validity and limitations

3. DETAILED FINDINGS

- 3.1. Infrastructure Improvements
- 3.2. Skills and Qualifications of Practitioners
- 3.3. Food and Nutrition
- 3.4. Materials and Equipment
- 3.5. Partnerships and Collaboration

4. SPECIFIC RECOMMENDATIONS

5. GENERAL RECOMMENDATIONS

TEMPLATE FIVE**ECD CATEGORISATION CRITERIA AND REPORT FORMAT**

CATEGORY	NAME OF ECD CENTRE
Well- functioning and providing “acceptable” ECD services (A) 80-100%	1. 2. 3. 4. 5.
Basic functioning with potential to provide “acceptable” ECD services (B1) 60-79%	1. 2. 3. 4. 5.
Low functioning with potential to eventually provide “acceptable” ECD services (B2) 40 – 59%	1. 2. 3. 4. 5.
Low functioning with limited potential to eventually provide “acceptable” ECD services (C1) 25 – 39%	1. 2. 3. 4. 5.
High risk and dysfunctional with need to be rapidly closed down (C2) 0 -24%	1. 2. 3. 4. 5.

Each ECD site is assessed on a Likert Scale of 1-5 based on the following categories

1. High Risk and Dysfunctional
2. Low functioning with limited potential
3. Low functioning with potential
4. Basic functioning with potential
5. Well- functioning

LEGEND

I = Institutional	HS = Health and Safety	F = Fencing
G = Governance	C = Children	B = Building
P = Personnel	ECDP = ECD Programmes	FS = Key Function Space
E = ECD Practitioners	N = Nutrition	S = Services
OS = Other Staff	TL = Tenure/Land Ownership	OPSE = Outdoor Space & Equipment
A = Administration	DS = Distance to ECD Centre	
F = Fees	ST = Site	

The Project Manager is expected to plot the assessment categories on an excel spreadsheet with the individual score of each ECD centre

TEMPLATE 6
ECD PRIORITY LIST FORMAT

<u>STATUS</u>	<u>NAME OF ECD</u>
Conditional registration	1. 2. 3. 4. 5.
Centres not yet registered (Category A)	1. 2. 3. 4. 5.
Centres not yet registered (Category B)	1. 2. 3. 4. 5.
Centres not yet registered (Category C)	1. 2. 3. 4. 5.

TEMPLATE 7

ECD SITE VISIT INFORMATION CHECKLIST

EARLY CHILDHOOD DEVELOPMENT CENTRE'S SITE VISIT CHECKLIST

NAME OF THE ECD CENTRE: _____

ADDRESS : _____

CONTACT PERSON : _____

CONTACT DETAILS : _____

Summary of Staff Database

Name of Practitioner	Designation	I D Number	Contact Details
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Summary of Children Database

Children Ages	Numbers	Responsible Practitioners
Ages 0-2		
Ages 3-4		
Ages 4-5		
Ages 5-6		

ECD Registration/Certificates

Type of Registration	Date	Expiry date (if applicable)
NPO registration		

ECD Programme Registration:

Programme registration focuses on the quality of the ECD programme

DSD registration (partial care):

An ECD Centre must be registered as Partial Care Facility in terms of section 80 (Chapter 5) of the Children’s Act no. 38 of 2005 and ECD programmes must be registered in terms of section 95 (Chapter 6) of the said Act.

SECTION 1: SITE ASSESSMENT			
NORMS AND STANDARDS FOR PARTIAL CARE IN TERMS OF SECTION 79 (2) OF THE CHILDREN’S ACT			
1. SAFE ENVIRONMENT FOR CHILDREN	YES	NO	COMMENTS
1.1 Premises inside and outside must be safe, clean and well-maintained			
1.2 Equipment used must be safe, clean and well-maintained			
1.3 There must be adult supervision at all times			
1.4 Structure must be safe and weather-proof.			
1.5 Floors/ walls easy to clean.			
1.6 All reasonable precautions must be taken to protect children and staff from the risk of fire, accidents or other hazards.			
1.7 Safety measures must be undertaken when transporting children.			
2. Proper care for sick children or children that become ill	YES	NO	COMMENTS
2.1 Staff must have the ability to identify children who are ill and be able to refer them for appropriate health services.			
2.2 Policies and procedures relating to the health care of children whilst at the partial care facility must be in place.			
2.3 Procedures for identifying and dealing with sick children, including, medication procedures, medical records			
2.4 Procedure on blood handling			
2.5 to prevent spread of disease/infection control			
2.6 Emergency procedures,			
2.7 Sick Bay			
2.8 First aid kit.			
2.9 Incident and accident book.			

3. Adequate space and ventilation	YES	NO	COMMENTS
Adequate ventilation and sufficient light.			
Space for different activities and functions clearly demarcated.			
Where applicable, new buildings and alterations to buildings must comply with the building standards as set out by the National Building Regulations and Building Standard Act, 1997 (Act No.103 of 1997).			Building control to confirm
4. Safe drinking water	YES	NO	COMMENTS
4.1 Safe and clean drinking water must always be available			
4.2 Where water is not from a piped source, it must be treated and made safe using approved national health guidelines for the treatment of water by adding one teaspoon of bleach to 25 litres of water			
4.3 All water containers must be covered at all times.			
5. Hygienic and equipped with toilet facilities	YES	NO	COMMENTS
5.1 Partial care facilities catering for toddlers must have potties, toilets and washbasins. Adult supervision.			
5.2 Clean Potties			
5.3 1 Toilet is to 20 children			
5.4 Hand Wash Basins			
5.5 Nappy changing area			
5.6 Minimum 25 litres of drinkable water supplied daily if no running water			
6. Hygienic area for the preparation of food for children	YES	NO	COMMENTS
6.1 A separate clean kitchen			
6.2 Clean and safe area for the preparation of food as well as for cleaning up after food preparation and for serving food to children			
6.3 Weekly menu displayed on the wall (balanced diet meals)			
6.4 Safe storage for food – cooling facilities for perishables, sealed containers.			
6.5 No fire hazards in the stove area and exposed cables (fire extinguisher in the kitchen)			
6.6 Children not allowed in food preparation area			
7. Safe storage of anything that may be harmful to children	YES	NO	COMMENTS
7.1 Medicine, cleaning substances and any dangerous substances must be kept out of reach of children, safety stored.			
7.2 Electrical plugs covered, dangerous, sharp objects out of reach.			
8. Access to refuse disposal services or other adequate means of disposal of refuse generated at the facility	YES	NO	COMMENTS

8.1 Where possible, refuse must be disposed of according to municipality regulations			
9. Measures for the separation of children of different age groups	YES	NO	COMMENTS
9.1 Where possible, children must be separated into the following age categories in separate rooms or places to ensure their development:			
• Under 18 months			
• 18 - 36 months			
• 3 - 4 years			
• 4 - 6 years			
• After care children of school going age separate.			
• Separate office / sick bay if more than 50 children			
10. Action plans for emergencies	YES	NO	COMMENTS
10.1 Precautions to protect children from risk of fire, accidents and other hazards			
10.2 Emergency procedure, evacuation procedure, staff training and children to be aware of procedure			
11. Policies and procedures regarding health care at the facility	YES	NO	COMMENTS
11.1 Policies for dealing with infectious diseases and the medical needs of sick children and of children with chronic illnesses (including confidentiality);			
11.2 Cleanliness and hygiene			
11.3 Training staff on first aid, identifying illness, and preventing spread of infection			
Records, registers for medicine storage and use			
SECTION 2: EDUCATIONAL DEVELOPMENT (STIMULATION)			
12. Educational Play area	YES	NO	COMMENTS
12.1 Daily Programme displayed on the wall, implemented showing a balance between practitioner-directed, free play and routine activities.			
12.2 Equipment is stored on low shelves, and colourful posters, pictures, and children's work decorate the walls			
12.3 Indoor Play Area with space for:			
<ul style="list-style-type: none"> • Creative activities - drawing, painting, cutting and pasting, collage, printmaking, box-construction, play dough • Construction activities - blocks, lego, construction toys • Fantasy – a 'home corner' and old clothes for dressing up, dolls and equipment for pretend play • Quiet activities – puzzles, games and books 			

<p>12.4 Outdoor Play Area:</p> <ul style="list-style-type: none"> • Children to develop their large muscles in running, climbing, swinging • Sand play – to dig and construct either in a sand-pit or sand tray • Garden – in which children can plant and harvest 			
<p>12.5 Practitioner: Smiling, prepared, making contact with each child and parent/caregiver, alert to individual needs, mediating learning and with evidence of thorough planning for each session of the Daily Programme</p>			
<p>12.6 Use of Developmental Areas (separate space): Practitioner to display these areas and show how she uses/understands them</p>			
<p>Sensory development: learning through the five senses, sight, hearing, touch, smell and taste. exploring and experimentation that young children build up concepts and knowledge</p>			
<p>Cognitive development: processes that happen in the brain, including thinking, reasoning, interpreting, mathematical and language skills, sorting, classifying and solving problems</p>			
<p>Physical development:</p>			
<p>Large muscle development: Is the term used to describe physical development, through growth and exercise, of the large muscles of the body, i.e. legs, arms, shoulders, tummy etc. and includes the child's ability to move easily and confidently and with good co-ordination and control</p>			
<p>Small muscle development: This is the development of the small or fine muscles in the body i.e. hand and fingers, feet and toes, and even eye muscles. Hand-eye co-ordination includes the child's ability to move his fingers and eyes together when drawing, painting and later writing and using the compute</p>			
<p>Emotional, social, spiritual and moral development:</p>			
<p>• Emotional development refers to the child's self-image, confidence and ability to persevere when faced with challenges. • Moral development refers to the child's evolving sense of right and wrong and sensitivity to the needs of others and the environment</p>			
<p>• Social development refers to the child's ability to form relationships with other children, the practitioner and other members of staff</p>			
<p>• Spiritual development refers to the child's understanding of cultural and religious beliefs of their family and tolerance for differing cultural and religious beliefs.</p>			

• Moral development refers to the child's evolving sense of right and wrong and sensitivity to the needs of others and the environment			

SECTION 3: SITE COMPLIANCE (EVIDENCE)

Expected Evidence	Yes	No	Managers Comments
• Staff Register			
• Childrens register			
• Adequate bathrooms/toilets			
• First Aid Kit			
• Adequate fire extinguishers			
• Cables neatly placed			
• Emergency exits clearly visible			
• Assembly point			
• Evacuation plan			
• Storage facility			
• Classroom facilities e.g. chairs, tables *Number of children equivalent to class size.			

DECLARATION BY PRINCIPAL:

I _____ state that all the evidence required as per this checklist are available in the Centre/ some of the required evidence is not available, namely:

SIGNATURE: _____ **(Principal)**

SIGNATURE: _____ **(ACT Project Manager)**

Date : _____

TEMPLATE 8
ACTIVITY BASED COSTING FORMAT

Activity	# of Unit	Unit rate (in rands)	Total Amount	ACT Contribution	Requested Partner Contribution
1. Procure ECD play equipment					
1.1 Scooters	10	R160.00	R1 600.00	R1 600.00	None
1.2. Netball and soccer set	2	R8 300.00	R16 600.00	R8 300.00	R 8 300.00
1.3. Netball and soccer balls	4	R60.00	R240.00	R240.00	None
1.4. Lego toys (set)	3	R2 500.00	R7 500.00	None	R7 500.00
2. Improve health and safety infrastructure					
2.1. Prefabricated structure	3	R48 000.00	R144 000.00	R144 000.00	None
2.2. Ablution facilities	1	R19 500.00	R19 500.00	R19 500.00	None
3. Establish food garden to improve nutrition					
3.1. Repair borehole	Once-off	R21 500.00	R21 500.00	R21 500.00	None
3.2. Jojo tank	2	R4 500.00	R4 500.00	None	R4 500.00
3.3. Garden inputs and equipment	3	R5 000.00	R15 000.00	R15 000.00	None
TOTAL					

This activity based template will be converted into excel spreadsheet

TEMPLATE 9
FUNDING PROPOSAL FORMAT

Name of ECD Centre		
DSD Registration Number		
Location	Municipality	Ward
Physical Address		
Total Funding Request		
Contact Person		
Position of Contact Person		
Contact Number		
Email Address		

1. Brief background of the ECD Centre
2. Brief description of the project/programme (goal and objectives)
3. Description of major project activities
4. Expected results (targets)
5. History of funding of the ECD Centre

Funder	Purpose	Year/s

6. Project implementation plan

Specific Objective/s	Activities	Responsible Person	Timeframe

	<p>Department of Social Development</p> <p>CSI Partners</p> <p>NPO Partners</p>	<p>to registration of child-minders.</p> <ul style="list-style-type: none"> • To facilitate approval of land and plans for ECD centres. • To provide funding for construction of ECD sites. • To provide occupational health and safety training and equipment to ECD centres. • To facilitate registration of NPOs and partial care facilities. • To ensure oversight in meeting the norms and standards articulated in the Children’s Act. • To assist supported/identified ECD sites to access funding. • To provide financial and non-financial support to ECD sites in identified areas.
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	<p>Traditional Leadership</p>	<ul style="list-style-type: none"> • To strengthen the advocacy capacity of ECD sites in identified areas to mobilise resources. • To create a learning network of ECD practitioners to share good practices, exchange knowledge and information.. • To develop stage and age appropriate curriculum for ECD sites. • To provide training and institutional strengthening interventions (policy development, mentoring and coaching) at ECD sites. • To provide land and other amenities to improve the quality of life at ECD sites.
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TEMPLATE 11

STAKEHOLDER ENGAGEMENT AND COMMUNICATION

I think communication to be directed at the Chief Director level not the HOD because also communication takes longer to reach or be attended in the HOD office as compared to the Chief Director office.

Name of Stakeholder	Key Activities	Expected Outcomes	Responsible Person
1. Department of Social Development	<ol style="list-style-type: none"> 1. Write a letter to HOD of provincial DSD to secure appointment to introduce ACT programme. 2. Brief HOD/designated official on ACT programme. 3. Arrange site visit to earmarked/supported ECD site. 4. Undertake site visit to ECD site. 5. Agree on remedial action to enable the ECD centre to access subsidy from DSD. 6. Assist the ECD site to secure and provide required information to enable processing of subsidy. 	Allocation of subsidy for funded ECD centre	Project Manager

TEMPLATE 12
PROJECT CLOSE OUT REPORT FORMAT

Name of ECD Centre		
DSD Registration Number		
Location	Municipality	Ward
Physical Address		
Total Funding Request		
Contact Person		
Position of Contact Person		
Contact Number		
Email Address		

1. Project Background and Context
2. Purpose and Objectives of the Evaluation
3. Audience of the Evaluation
4. Methodology
5. Key Evaluation Issues and Questions

5.1. Quality and Relevance of the Design

- Was there a need for ACT to support implementation of interventions envisaged in the community assessment.
- Where the means and strategy of the overall project adequate to achieve the proposed objectives, and with regard to the needs identified?

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5.2. Effectiveness

- To what extent was the overall project implemented according to the initial plan?
- To what extent has the ECD centre achieved expected results?
- How well were the project resources spent?

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5.3. Efficiency

- How significant is the effect (results and impacts) of the overall project compared to the costs and resources spent in accordance with the timeframes?
- Was the overall project managed efficiently?
- Were the resources spent efficiently?

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5.4. Impact

- What has been the project's impact on the target group?
- To what extent has the project helped the ECD partner strengthen its capacity to monitor, analyse, advocate and influence decisions pertaining to access to quality basic ECD services.

5.5. Sustainability

- What lasting effects can be identified (positive and negative) – from the whole project and supported ECD interventions?
- Has the project contributed to structural/organisational improvements for the ECD centre?
- What permanent systemic changes are there to ensure continued and meaningful ECD contribution to social dialogue and citizen participation in local implementation of public policy?

5.6. Gender

- To what extent did the ECD centre succeed in including gender perspectives across various intervention?
- To what extent has the ECD contributed to greater gender responsiveness in the broader community?

6. Lessons learned

7. Specific Observations and Recommendations

CONCLUSION

The detailed standard operating procedures outlined in this document provide a solid basis for standardisation and streamlining of business processes. It is expected that they would be applied effectively and consistently. At an operational level, they will facilitate seamless “on boarding” of new members of the ACT family.

The “operational tools” are intended to guide the gathering, analysis and presentation of critical information for decision making, communication and knowledge management.