

A child's desk with wooden blocks, paint, and pencils. The word "dream" is written in large, light-colored wooden letters on a wooden surface. To the left are colorful wooden blocks with numbers and letters. To the right are various art supplies including paint pots, pencils, and a small container of water.

dream

**المعروف**  
Knowledge المعرفة

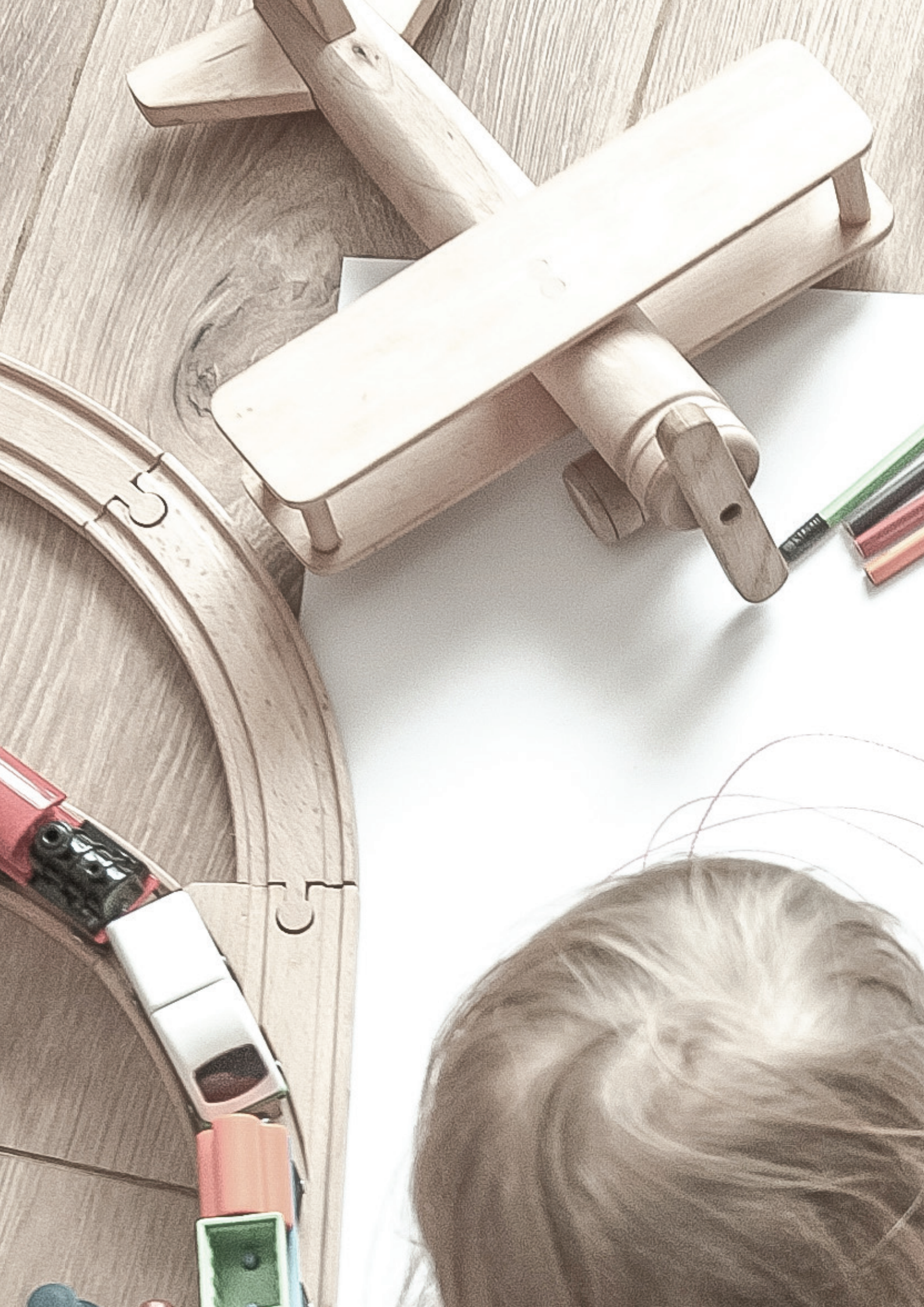
# How to open or expand an early childhood centre in Dubai

## A Guide for Applicants



2021-2022









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# I N T R O D U C T I O N

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Dubai has high expectations for its ECEC sector, and we have deep trust in our community's ability to meet them.

The long-term benefits of high-quality ECEC to children's development are well documented. A high-quality ECEC sector is responsible for much more than educating children- the sector enables parents to contribute more fully to the economy; it builds citizens who live in a tolerant and equitable society; it enables families, communities, cities and nations to thrive.

This guide is intended to:

- provide a useful and transparent reference to help you acquire an Educational Services Permit<sup>1</sup>;
- outline the steps to complete and submit an Education and Care Plan and other required documentation; and
- outline the main regulatory requirements<sup>2</sup> to support your application to obtain an Educational Services Permit.

The process of acquiring a permit is informed by the following Executive Council Resolutions:

- Executive Council Resolution No. (35) of 2020 Regulating Early Childhood Centres in the Emirate of Dubai and
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.

If you have any questions about any aspect of this publication, please send an email to [ECC@khda.gov.ae](mailto:ECC@khda.gov.ae).

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<sup>1</sup>To operate legally, every ECEC provider in Dubai requires an Educational Services Permit from KHDA.

<sup>2</sup> Please click on this link to be taken to the up-to-date, mandatory health and safety protocols currently in operation in Dubai ECEC settings.







# SECTION ONE

## HOW TO OBTAIN AN EDUCATIONAL SERVICES PERMIT





## A. IF YOU INTEND TO OPEN A NEW ECC OR AN ADDITIONAL BRANCH OF AN EXISTING ECC:

1. Contact KHDA to start the Educational Services Permit application process. If applicable, the 'trade name' you wish to use for the centre can be reserved at this time.
2. Complete and submit an Education and Care Plan (ECP). The ECP outlines the proposed infrastructure, curriculum, services, staffing, and pedagogical approach and is evaluated as part of the application for an Educational Services Permit. This process is detailed in Section 2 of this guide.
3. When the ECP meets the expected quality standard, you may begin construction or adaptation of the planned premises. You can also advertise, shortlist, interview and select your preferred candidate for Centre Manager (refer to Section 3 for details on the process to obtain recognition of the Centre Manager from KHDA).
4. Ensure you have the necessary approvals from other relevant government authorities, including those issued by the Dubai Municipality, Civil Defense and Dubai Health Authority. Once all the approvals are in place, KHDA's compliance team will visit the centre to review the readiness of the premises.
5. When the centre is found to be operation-ready, make a payment to KHDA to issue the Educational Services Permit.

## B. IF YOU INTEND TO EXPAND AN EXISTING ECEC PROVISION

ECCs that have a valid operating permit but do not currently offer the full range of early childhood provision, can apply to expand their provision as follows:

1. Submit an ECP to add specific age groups. These must be within the age range of 45 days to 71 months. (see Section 2 of this guide for further details).
2. If it is confirmed that the ECP meets the expected quality standard, KHDA will issue approval to add the age group and the centre can begin the operation of its expanded provision.
3. A compliance visit needs to take place to confirm the setting's health, safety and safeguarding standards.

N.B. Schools have a separate 'adding grades' process to expand their provision. However, if you plan to open an ECC by setting up on a school campus, a full ECP (for a new ECC) should be submitted, in addition to ensuring that other government approvals are obtained.



## SECTION TWO

### THE EDUCATION AND CARE PLAN (ECP)





The ECP should be completed and submitted as part of the initial application for an Educational Services Permit. It should be completed in full, whether you are applying to open a new ECC (including a new branch) or to add new age groups. It will be evaluated by KHDA.

*All responses should be kept as concise as possible – please write a maximum of 250 words for each sub-section.*

The content of the application must be original. It cannot replicate information from other organisations, or from other branches within an operating group.



## ECP PART 1 | BACKGROUND INFORMATION

This part of the plan should clarify the type of application being made, demonstrating how this setting/additional provision will contribute to the early childhood education and care landscape in Dubai.

Provide the following information for the planned provision:

- 1.1 Indicate the proposal type
  - a) a New ECC- Indicate whether:
    - i) the applicant is an existing provider in Dubai or new to Dubai
    - ii) the project is located on an independent site or within a school
  - b) an Existing ECC that is adding age groups. Please indicate
    - i) the age groups the ECC is currently licensed for
    - ii) the new age groups being proposed.
- 1.2 Include a short biography of applicants. If applicable, provide evidence of their experience of operating in the ECEC sector from a business or education / care background.
- 1.3 Intended date (day, month, and year) of opening
- 1.4 Intended number of staff and job titles when the setting is operating at capacity<sup>3</sup>
- 1.5 Age range and maximum number of children in each age group (in the case of an age-addition proposal, identify the additional years proposed)
- 1.6 Fee structure breakdown, including any additional and supplementary fees (e.g., catering, transportation, extra-curricular activities, extended day care, medical support, specific additional support)

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<sup>3</sup> Further information on staff requirements is provided in Section 3



## ECP PART 2 | VISION, MISSION AND PHILOSOPHY

Provide the following information for the planned provision:

- 2.1 a statement indicating the reasons for entering the market or for expanding existing provision
- 2.2 the vision and mission statements
- 2.3 the philosophy and core values
- 2.4 a brief account of how the vision, mission and philosophy will be applied in practice to ensure successful outcomes for children
- 2.5 outline how self-review and improvement planning will help ensure ongoing improvement and innovation in children's learning, care and development, in teaching and in leadership
- 2.6 a statement indicating how the proposed provision will attract and support Emirati families
- 2.7 a statement indicating how this proposed provision will attract and support children of determination.

## ECP PART 3 | TEACHING, LEARNING, CARE AND WELLBEING

Provide an outline:

- 3.1 on how the teaching approach (based on the stated philosophy) will promote children's wellbeing, learning and development
- 3.2 of the curriculum for all age groups within the setting
- 3.3 if you intend to implement combined programmes (e.g. the Reggio Emilia approach together with the UK Early Years Foundation Stage), indicate how they will complement each other to ensure a seamless, quality provision
- 3.4 of how you intend to group the children
- 3.5 of pedagogical age-appropriate approaches for Arabic acquisition
- 3.6 of how the proposed programme will promote UAE culture, and help nurture a national identity, especially for Emirati learners
- 3.7 of your Inclusive Education Development Plan, which should be aligned to the Dubai Inclusive Education Policy Framework<sup>4</sup>
- 3.8 of the approach to children demonstrating exceptionally rapid learning or development and/or highly apparent, specific skills in one or more domains
- 3.9 of how individual and cohort-level data will be collected and used to determine children's progress over time against age-related expectations
- 3.10 of the proposed approach to partnership with parents and guardians, including the implementation of The Parent - ECC Contract
- 3.11 showing the planned approach to protecting and promoting the wellbeing of children in the setting
- 3.12 of the planned safeguarding and arrangements for child protection
- 3.13 of the approach to risk assessment and mitigation.



## ECP PART 4 | REQUIRED POLICIES AND DOCUMENTATION

The following key policies, related procedures and documentation should be included with your application. All policies should be concise, current, relevant to the age range of children being cared for and specific to the setting.

KHDA recognises that respective ECCs will organise their policies differently (combining some and presenting others as stand-alone policies), and that the requested information would be in place and included somewhere in your portfolio of included documentation.

- 4.1 Admissions
- 4.2 Daily arrival and departure of children
- 4.3 Curriculum / learning programme
- 4.4 Wellbeing, health, safety and safeguarding
- 4.5 Inclusive education provision
- 4.6 Intimate and personal care
- 4.7 Partnerships with parents
- 4.8 Positive behaviour
- 4.9 Teaching, learning and assessment and tracking of developmental progress
- 4.10 Governance - documentation should include:
  - the management committee / board structure and its terms of reference
  - the skills, experience and roles of members, including the involvement of parents
- 4.11 Proposed annual schedule of activities
- 4.12 A copy of the detailed floor and layout plans with clearly defined indoor and outdoor spaces, changing facilities, bathrooms, food preparation areas, sleeping areas, and facilities dedicated to the needs of specific groups of children (please see Section 3 of this guide for guidance on the required minimum areas).

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<sup>4</sup> Dubai Inclusive Education Policy Framework (2017) - [CLICK HERE](#)

## ECP PART 5 | ADDITIONAL POLICIES AND DOCUMENTATION

The following policies and documentation should NOT be included as part of this ECP. However, they should be in place and available for review prior to commencement of operations.

- 5.1 Absence management
- 5.2 Adverse weather
- 5.3 Allergies and reactions
- 5.4 Complaints procedure
- 5.5 Illnesses
- 5.6 Fees and Funding for Places
- 5.7 Financial model and projection
- 5.8 Information access and storage
- 5.9 Information technology (including Acceptable Use)
- 5.10 Non-discrimination and diversity policy
- 5.11 Nutrition and catering
- 5.12 Offsite visits and activity
- 5.13 Sleep
- 5.14 Travel and transport.
- 5.15 Staffing - documentation should include:
  - the recruitment policy outlining how the centre will meet KHDA qualifications and staffing requirements
  - policies and procedures relating to safer recruitment of staff (as part of the safeguarding and child-protection policy suite).







## SECTION THREE

### REGULATORY REQUIREMENTS





It is the responsibility of the owners of an ECC (or school with early years provision) to ensure that they remain up to date on prevailing compliance requirements, including those for health and safety, (from, KHDA, DHA, Dubai Municipality and other relevant government entities), and to adapt their policies accordingly.

*Please click on this link* to be taken to the up-to-date, mandatory health and safety protocols currently in operation in Dubai early childhood settings.

The following requirements must be complied with in all settings providing early childhood education and care. KHDA team members will expect full compliance in this regard during their visits.

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## GOVERNANCE

Each setting should have a clear governance structure in place. The size, scale and nature of the management committee/board will depend on the nature and size of the centre. The operator of the setting will oversee its administrative, financial, technical, academic, and other affairs.

The role of the management committee/board is to ensure the setting runs effectively, efficiently and safely, is true to its vision and mission, and that all statutory and compliance requirements are satisfied. Most committees/boards will comprise members possessing a range of skills and are likely to include parent members.

Applicants are directed to read *The Gift of Good Governance*, a publication customised for the Dubai private education sector.<sup>5</sup> Whilst intended for private K-12 schools, it articulates the key features of good governance, which are equally applicable to early childhood settings.

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<sup>5</sup> [https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20181125085902\\_The\\_Gift\\_Of\\_Good\\_Governance\\_En.pdf](https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20181125085902_The_Gift_Of_Good_Governance_En.pdf)

## STAFFING

Early childhood education providers in Dubai should ensure that all staff employed meet all expectations for the attributes, qualifications, knowledge and experience outlined in this Guide.

This section sets out the requirements and qualifications necessary for each post in the ECC.

### 1. EARLY CHILDHOOD CENTRE MANAGER

The manager of the setting should:

- possess an extensive knowledge and understanding of:
  - the requirements for an effective, supportive, and appropriate indoor and outdoor learning environment;
  - strong curriculum leadership; and
  - child development and the learning needs of young children.
- have acquired substantial experience in implementing successful quality assurance to prioritise improvement;
- ensure that all staff provide high-quality care, stage-appropriate, innovative pedagogical experiences, and a safe and healthy environment for the children registered at the setting;
- promote an environment conducive to professional learning and organise robust, relevant and tailored induction and continuous professional development programmes for all staff; and
- ensure consistently regular, high-quality engagement with parents and make sure that they are provided with regular updates on their child's development and progress.

The recruitment, selection and appointment of a centre manager is one of the most important responsibilities of the applicant. The aim is to appoint an individual who can lead the setting well and can demonstrate the above-mentioned attributes.

Recognition is required from KHDA before a manager can be formally appointed. To be recognised by KHDA, the successful candidate must meet the requirements set in the table below.



Upon submission of an application form for verification of the selected candidate (this can be found in the appendix), KHDA will review the documentation sent and determine if the conditions set in the table below are met. If the application meets the required conditions, a formal letter of recognition will be issued based on the documentation submitted by the centre. The quality of leadership, including that of the centre manager or administrator, will be reviewed by KHDA in subsequent visits to the setting. KHDA reserves the right, at any time, to interview an ECC Manager with regard to the required qualifications and experience to lead an ECC.

Once recognition is issued, the successful candidate may be invited into KHDA for a meet-and-greet orientation session, which provides an opportunity to discuss the next steps for the ECC under the manager's leadership.

EARLY CHILDHOOD CENTRE MANAGER	
Qualification Requirements	Required Experience
<p>EXPECTED TO HAVE:</p> <ul style="list-style-type: none"> <li>a bachelor's degree, and preferably working towards a post-graduate qualification in early childhood education</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>professional certification* in leading an early learning centre (for example: level five vocational qualification)</li> </ul>	<p>3+ years' experience in an early childhood setting</p>

\*Any certification must be recognised against the National Qualifications Framework of the country of origin and must meet KHDA requirements.

## 2. EARLY CHILDHOOD CENTRE TEACHERS

### *Early Childhood Teachers (Educators) for children aged from 45 days to 35 months*

Where appropriate to the setting, teachers of the youngest children should have expertise in baby and toddler care and development. They should maintain a stimulating and welcoming childcare environment, and ensure that children's development, learning, wellbeing, health, and safety are maintained at all times.

Teachers of children aged from 45 days to 35 months have a key role in establishing the foundations for the development of language and communication, gross motor skills, and personal, social, and emotional skills and dispositions.

Teachers should set achievable, stage-appropriate milestones for children while meeting and managing their individual needs as they move developmentally from the infant through to the toddler stage. Building upon these developmental milestones is an important part of the educator's role and critical to children's overall wellbeing.

### *Early Childhood Teachers (Educators) for children aged from 36 to 71 months*

Teachers play a key role in developing the many languages of expression in early childhood education, including the specific aspects of communication, language and literacy, inquiry, and mathematics skills of children.

Early childhood teachers are required to plan a secure, welcoming, accessible and high-quality learning and care experience that meets relevant legislation and the children's individual needs. They should ensure effective liaison with parents and, where appropriate, deputise for the manager where required.

EARLY CHILDHOOD TEACHERS	
Qualification Requirements	Required Experience
<p>EXPECTED TO HAVE:</p> <ul style="list-style-type: none"><li>• or be working towards a bachelor's degree in early childhood education (preferable) or another area*</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• professional certification in early childhood education (for example level three vocational qualification)</li></ul>	<p>Recommended relevant experience in an early childhood setting</p>

## 3. EARLY CHILDHOOD CENTRE TEACHER ASSISTANTS

### *Early Childhood Teacher Assistants for children aged 45 days to 35 months*

The early childhood teacher assistant takes day-to-day responsibility for the care of the babies and young children in the designated room, within the setting. The role will include a focus on children's secure attachment, the preparation of individual learning and care plans for each child and maintaining positive, daily interaction and ongoing communication with parents. As the child grows, consideration should be given to the requirements of the ECP and its implementation in a developmentally-appropriate manner, under the guidance of the educator.

### *Early Childhood Teacher Assistants for children aged 36 to 71 months*

Under the guidance of the teacher, the early childhood teacher assistant provides a high level of learning support and care for each child and ensures that they are safe. They monitor the children's progress and provide activities that enable children to progress in their learning and development. Teacher assistants help children to develop their language, literacy and mathematics skills and support them to become more independent.



EARLY CHILDHOOD TEACHER ASSISTANTS	
Qualification Requirements	Required Experience
<p>EXPECTED TO:</p> <ul style="list-style-type: none"> <li>hold a university degree</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>have experience of working in an early childhood setting with a minimum of a high school certificate (or equivalent).</li> </ul>	<p>Work experience in ECEC</p>

All Teacher Assistants are expected to be trained in children's developmental needs and ways to provide care for children. They should be encouraged to enrol in a certification in early childhood education, to a minimum level two vocational qualification.

#### 4. EARLY CHILDHOOD CENTRE HELPERS (CARE ASSISTANTS)

With guidance from teachers and teacher assistants, early childhood education support staff (helpers or care assistants) provide a high level of support for children's development, learning and care and ensure children are safe. They look after children's personal hygiene needs as appropriate and work as an active member of the ECC team. They work with and assist the early childhood educators and the early childhood education assistants to endorse and practise the philosophy and pedagogy of the centre including learning, teaching and assessment. Helpers should never be in charge of a group of children, unless supervised by a teacher or teacher assistant.



## ADMISSION AGE AND GUIDELINES

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AGE OF THE STUDENTS AS OF AUGUST 31		
Grade/Stage	Minimum Age	Maximum Age
Early Learning Stage	45 days	1
	1	2
	2	3
Pre-KG/FS 1	3	4
KG 1/ FS 2	4	5
KG 2/ Year 1	5	6

- The age mentioned in the table is the age of the child on August 31.
- The child must be at least 45 days old to be admitted to an ECC.
- The age of the child must meet the minimum age for the grade/year group outlined in the table below. This is in accordance with the legislation governing the enrolment of students/children at ECCs in Dubai.
- In accordance with resolution No. (24) of 2021, there will be no exceptions to the specified age requirements.

## STAFF-CHILD RATIOS<sup>6</sup>

The table below indicates minimum expectations in relation to staff to child ratios. Where a curriculum states that additional requirements are necessary, as long as the minimum standards are met, any specific requirements of the curriculum can be added. Where there are mixed age groups the staff-child ratio is based on the youngest age group.

Age Group	Staff to Child ratios
45 days to 17 months	1:3
18 to 35 months	1:5
36 to 47 months	1:8
48 to 71 months	1:12

## INDOOR AREA

The indoor floor plan layout must stipulate the age groups to which it applies, be certified by suitably-qualified personnel, and meet fire, and health and safety regulations.

The indoor area is calculated after excluding the corridors, bathrooms, offices, stores, staff rooms, kitchen, cabinets, and other fixtures, other than desks/learning resources. The indoor space requirements per child are detailed in the table below.

Age range	Indoor space requirements per child
45 days to 17 months	4.5 m <sup>2</sup>
18 to 35 months	3.5 m <sup>2</sup>
36 to 47 months	3 m <sup>2</sup>
48 to 71 months	3 m <sup>2</sup>

<sup>6</sup> Any amended protocols (e.g., during a pandemic) must be abided by, until notified otherwise.



## OUTDOOR AREA

The outdoor space should be risk assessed, and should have safe access and exit points, with childproof latches on all gates, which must remain closed when children are present. Arrangements should be in place to ensure that unauthorised access by unknown adults or children is not permitted.

If the outdoor space is close to hazards such as roads it should have suitable fencing of at least 1.8 metres in height. The outside space must also:

- be shaded to protect children from the natural elements whilst allowing access as often as possible;
- have well maintained flooring, free from trips and hazards;
- be free from hazards (e.g., large containers that collect water, manholes and pest control devices should be covered; storage sheds must be locked when not in use); and
- conform to relevant health and safety protocols.

The outdoor space requirements per child are detailed in the table below.

Age Group	Outdoor space requirements per child
45 days to 35 months	4.5 m <sup>2</sup> based on 1/5 of number of children*
36 – 71 months	5 m <sup>2</sup> based on 1/5 of number of children*

*\* For example*

*If you have 40 children aged 0-35 months, 1/5 of that is 8 children, so you would need to ensure  $8 \times 4.5\text{m}^2 = 36\text{m}^2$  for this group of children.*







## A P P E N D I C E S



## APPLICATION FOR THE RECOGNITION OF THE CENTRE MANAGER

Centre Name: \_\_\_\_\_

Job title: \_\_\_\_\_

Candidate name: \_\_\_\_\_

*Please attach the required documentation (CV, copy of qualifications and evidence of experience etc...)*

Date of interview by centre interview panel: \_\_\_\_\_

Names and roles of centre's interview panel: \_\_\_\_\_

**Concise written rationale for appointing this candidate, based on evidence from the centre's interview and assessment process, outlining how the candidate demonstrated the following:**

1. *Relevant qualifications and experience*

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2. *Leadership and management skills*

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3. *Understanding of the Dubai context and expectations*

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4. *Candidate's vision and values and their alignment with the direction and needs of the Centre*

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5. *Knowledge and experience of ECEC teaching, learning, care, inclusion*

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6. *Quality assurance experience: approaches to monitoring, review and evaluation, and Centre improvement planning*

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Concluding remarks:

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Signed by the Permit holder

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# KHDA GLOSSARY OF TERMS FOR EARLY CHILDHOOD EDUCATION AND CARE PROVISION

## **ACTIVITY**

This refers to the type of business a company is permitted to conduct

## **APPLICANT**

An individual or company applying for a KHDA permit or service

## **ARABIC LANGUAGE ACQUISITION**

Language acquisition is the process of learning patterns and rules for the use of sounds and words, and appropriate ways to convey meaning. It begins in infancy. [Arabic] language acquisition, in the diverse linguistic context of the UAE, extends on a continuum that starts from a dialect from home and blends with the more formal Modern Standard Arabic (MSA) through ECCE and school

## **CHILDREN**

All young people attending early childhood centres and schools [KG/FS etc]; this term replaces 'students', which is generally used when referring to a school, university or training institute settings

## **CHILDREN OF DETERMINATION**

Children who experience barriers associated with physical, mental, intellectual, communication or sensory impairment, and as a result, are vulnerable to inequitable provision

## **CONCERNED GOVERNMENT ENTITIES**

Any relevant government entity either local or federal such as the Department of Economic Development (DED), the Community Development Authority (CDA), KHDA, the Ministry of Education (MOE) etc

## **DIALECT**

Emirati and Arab-origin children come to a nursery and/or school setting with a dialect of Arabic. Their mother tongue in the context of ECEC would be the dialect

## **EARLY CHILDHOOD CENTRE (ECC)**

Independent centres for children's education and care that cater to children from 45 days to six years

## **EARLY CHILDHOOD EDUCATION AND CARE (ECEC)**

The promotion of a child's emotional, social, cognitive and physical development; the term given to the sector that provides for children from 45 days to six years; this term replaces 'nursery', 'kindergarten' and other similar terms

## **EARLY CHILDHOOD SETTING ('THE SETTING')**

Any provision that serves the Early Childhood Education and Care sector; this includes dedicated early childhood centres and K-12 schools with early childhood education provision

## **EDUCATIONAL SERVICES PERMIT**

A document issued by KHDA authorising an early childhood centre to conduct its activity in Dubai

## **EDUCATION AND CARE PLAN (ECP)**

The ECP outlines the proposed infrastructure, curriculum, services, staffing, and pedagogical approach – to be evaluated as part of the application for an Educational Services Permit

## **FINE MOTOR SKILLS**

Gaining and achieving skilful control of the small muscles of the body - including mark-making and early handwriting, drawing, cutting with scissors, and playing a musical instrument

## **GIFTED AND TALENTED (G&T)**

Children who demonstrate uncommonly high potential, knowledge, or skills in one or more academic or non-academic endeavours; gifted and talented children may also acquire such skills at a rate beyond that expected of their age and stage

## **GROSS MOTOR SKILLS**

A child's development of large muscle movement and control including crawling, walking, climbing, running, and jumping





## **INITIAL APPROVAL**

An approval issued by the KHDA to an applicant to proceed with obtaining the relevant licences, permits, and approvals from the concerned government entities and meeting the relevant requirements for obtaining the Permit and conducting the Activity

## **LANGUAGE 1 AND LANGUAGE 2**

L1 and L2 are used to refer to first and second language of the learner. L1 and mother tongue concepts may overlap. These references in this document and in the future will be informed by the diverse linguistic context of the UAE. licences, permits, and approvals from the concerned government entities and meeting the relevant requirements for obtaining the Permit and conducting the Activity

## **LEARNING EXPERIENCES**

All planned activities that take place during the time a child spends in the ECC

## **LICENCE**

The document issued by the licensing authority (i.e, Department of Economic Development) to an early childhood centre

## **MANAGER**

An individual in charge of running the centre's day-to-day operations

## **MODERN STANDARD ARABIC**

Modern Standard Arabic (MSA), or the standard variety used as a language of instruction, in books, the media and official communications; in ECEC, Arabic language acquisition will bridge the children's L1/mother tongue to support their future learning of MSA

## **MOTHER TONGUE INSTRUCTION**

Mother tongue instruction refers to the use of the learner's mother tongue [in this context, Arabic language] as a medium and a subject of instruction. It is an important component of quality education in ECCE

## **OPERATOR**

A person or company contracted by an owner to supervise and operate the centre

## **PLAY**

Play defines children's engagement and interaction with the world around them; exploring and experimenting to develop their social, emotional, motor and language skills and competencies - including dramatic, creative, constructive, motor and physical play

## **SAFEGUARDING AND CHILD PROTECTION**

Safeguarding is the application of policies and practices that are intended to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children have access to the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child

## **SHAREHOLDER/OWNER**

An individual or company which legally owns the centre

## **STAFF**

An employee of the ECC, including teaching and non-teaching staff



KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY

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