2.5 CHECKLIST
ESA ECE ALIGNMENT CHECKLIST

Checklist: ESA's ECE Components' Development and Alignment

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
A. PROCESS		
1. Is the ECE TWG involved in the ESA's drafting and/or validation (i.e. generally in agreement with the identified ECE content included in the ESA)? *Note: The Early Childhood Education Technical Working Group (ECE TWG) may have different titles and composition depending on context. Refer to Tool 1.4 to learn more about the proposed composition and roles and responsibilities of ECE TWG.* **If yes:** Great! Refer to Tool 1.4 to confirm the proposed composition, roles and responsibilities of stakeholders involved in drafting or validating the ECE components in the ESA. **If somewhat or no:** There may be opportunities to strengthen the composition of stakeholders involved in drafting or validating the ECE components of the ESA. Refer to Tool 1.4 for ideas on the proposed composition, roles and responsibilities of stakeholders involved in drafting or validating the ECE components in the ESA.		
2. Is there an agreed process for validating (i.e. generally agreeing on ECE content for the ESA) the ECE section(s) and/or chapter with: • Stakeholders at regional/subnational and local levels who are not part of the ECE TWG, including teachers and caregivers? • Other education decision making stakeholders not part of the ECE TWG?		

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
If yes: Great! You have developed a participatory, multi-stakeholder process for developing the ECE components of the ESA. **If somewhat or no:** consider how to make this process as transparent, consultative and participatory across system levels and stakeholder types as possible. Refer to Tool 1.3 and Tool 1.4 for more ideas.		
3. Is there an agreement on priority indicators to be used for the ECE component of the ESA?		
4. Do the agreed upon priority indicators align with (i.e. are generally consistent with) education system-wide priority indicators? *Note: It is a reality that the ECE priority indicators may not align – or be consistent - directly with other subsectors' priority indicators. Where there are subsector differences, a clear rationale for divergences in pre-primary priority indicators should be stated.*		
5. Is there an agreement on additional ECE data gaps to fill in advance of the ESA or over a longer-term timeframe (not in time for the ESA)? **If yes to Questions 3, 4 and 5:** Great! You may refer to Tool 2.1 to confirm that the priority indicators align with suggested ECE priority indicators and identify additional ideas to plan to fill data gaps over time. **If somewhat or no to Questions 3, 4, and 5:** Refer to Tool 2.1 to identify ECE priority indicators and develop a plan to fill data gaps over time.		

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
6. Has the ECE TWG validated (i.e. content agreed through a consultative process) the ECE section(s) and ensured they align – or are generally consistent – with other parts of the ESA report (i.e., are there inconsistencies between the ECE sections and the other sections in terms of analysis, terminology, etc. If there are differences, is a clear justification and rationale explained)?		
7. Have the ECE section(s)/chapter been validated (i.e. content agreed through a consultative process) across system levels (national, regional, local) and with relevant decision-makers (for example, district education officials)?		
If yes to Questions 6 and 7: Excellent! It appears as if you have developed a robust, participatory and consultative process for developing the ECE components of the ESA. **If somewhat or not to Questions 6 and 7:** You may need to develop a transparent, participatory process for validation. Refer to the Additional Resources of Tool 2.2 for ideas on holding a consultative workshop.		

B. ESA REPORT FORMAT AND CONTENT

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
8. Is there a preferred approach and agreement on the approach regarding how ECE content will be featured in the ESA (separate chapter or integrated across sections)?		
If yes: Excellent! You may also refer to Tool 2.4 to confirm the approach with examples featured in 2.4. **If somewhat or no:** Refer to Tool 2.4 to see examples on including ECE content as a chapter or across chapters. This will need to be agreed upon with Education Sector stakeholders in your context.		

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
9. Is there a narrative analyzing the overall context and enabling environment for ECE, as distinct from the education sector as a whole?		
10. Is the ECE narrative on the content and enabling environment consistent with the narrative for the other subsectors or overall education sector (in terms of analytic methods, terminology used, presentation, etc.)?		
11. Is there a separate (but related) narrative analyzing the core functions of the ECE subsector, utilizing data on priority indicators previously mapped and other thematic sources (please refer to the _Build to Last conceptual framework_)? *Note: The Build to Last conceptual framework describes the key building blocks of an effective pre-primary subsector. These building blocks are: (1) an enabling environment; and (2) five core functions. For more information, please see Build to Last in Section 1.*		
12. Is the ECE narrative for each core function consistent with the narrative for these areas for the other subsectors (in terms of analysis, terminology, presentation, etc.) and if not, is a clear rationale for the pre-primary subsector narrative's differences stated? *Note: It is a reality that the ECE core functions may not align – or be consistent - directly with other subsectors' priorities. Where there are subsector differences in subsector performance and priorities, a clear rationale for divergences in pre-primary priorities should be stated.* *For example, secondary education may not have as in-depth information or material on family and community engagement, or if equitable, accessible primary and secondary education were historically prioritized, access and equity issues and related strategies may not be the same as those required for the pre-primary subsector.*		

Checklist item	Yes/Somewhat/No	Rationale (why or why not?)
13. Have key strengths of the ECE subsector been identified and summarized?		
14. Do the prioritized ECE strengths fit in with the broader education sector's priorities? *[Note; if they do not fit in, or are not generally consistent with education sector priorities, is there a clear rationale stated?]*		
15. Have challenges of the ECE subsector been identified and summarized?		
16. Do the prioritized ECE challenges fit in – or are generally consistent- with the broader education sector's priorities? [Note; if they do not fit in or are not generally consistent, is there a clear rationale stated?] If Yes to this and the majority of the above series of questions: Excellent! You have answered yes to the majority of questions, which indicates that you have a developed a strong ECE chapter(s) in the ESA. If you haven't done so already, you may refer to Tool 2.4 for more ideas on how to strengthen the ECE components in your ESA. If somewhat or no to this or the above majority of questions: You have answered somewhat or no to the majority of these questions. There may be opportunities to strengthen your ECE components of your ESA. For further guidance and suggestions, refer to Tool 2.4.		