**Section 2 – Additional Resources:**

Supporting resources for consultative workshop

List of Key Documents and Indicators for the Five Core Functions

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| **CORE FUNCTION 1: *Planning and budgeting*** | |
| **Key documents** | **Key indicators** |
| * Documents detailing the status of pre-primary education in the country in terms of access, scope, providers, conditions, programming, etc. – for example, education country status report; ECE situation analyses/reports; household surveys that include an indicator on access to early learning * Reports tracking the demand, supply and distribution of materials, including curriculum handbooks, teachers’ guides, toys and classroom materials * Documents relating to alternative and innovative delivery models, e.g., evaluations and process documentation * Pre-primary expansion and/or implementation plans * Pre-primary budget and a pre-primary costed plan | * **Enrolment/attendance indicators:**   + - % of preschool-age children enrolled in (or attending) a pre-primary education programme     - % of children 1 year prior to school entry enrolled in (or attending) a pre-primary education programme     - % of children enrolled in (or attending) programmes by different providers, e.g., private, public, NGOs and other relevant providers     - % of children who have access to *publicly funded or subsidized* pre-primary education * **Equity indicators:**   + - % of children from poorest households attending a pre-primary education programme     - % of children from rural areas attending a pre-primary education programme     - % of children in each district, province or other geographical area attending a pre-primary education programme     - % of children with disabilities attending pre-primary education     - Other equity factors, e.g., girls’ attendance, can be considered * **Financial indicators:**    + - Overall national budget allocated to pre-primary education across key ministries     - % of education budget allocated to pre-primary education (if relevant)     - # of provincial (subregional or local) governments that allocate funds to pre-primary education * **Other indicators:**   + - # of ECE centres/institutions, by district/province     - # of provincial, district or local governments that have a plan for pre-primary education     - National or subnational initiatives to develop or strengthen capacities for planning and managing pre-primary education programmes     - % of the pre-primary education budget specifically allocated to support children and families from marginalized groups (ex. children with disabilities, refugees, etc.) |

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| **CORE FUNCTION 2: *Curriculum development and implementation*** | |
| **Key documents** | **Key indicators** |
| * Curriculum framework and standards; early learning and childhood development standards * Implementation plan/strategy for the curriculum * Documentation relating to the development and/or validation process for the curriculum * Documentation and reports on how the curriculum is being used * Teaching-and-learning materials and tools, such as teachers’ guides, student workbooks, toys, furniture, equipment, manipulatives, art supplies, books and child assessment tools * Assessment tools to monitor implementation and use of the curriculum | * + **Pre-primary school/classroom indicators:**     - % of ECE/pre-primary centres implementing the national pre-primary curriculum, disaggregated by type of provider and/or district or province * % of ECE/pre-primary centres/schools that monitor and evaluate the implementation of the curriculum * % of classrooms with appropriate learning and teaching materials as per the curriculum (i.e. domains and/or thematic content, inclusive, gender-equitable, etc.), disaggregated by provider and/or district or province * **Child indicators:** * % of children developmentally on track in key domains of development (MICS[[1]](#footnote-1) indicator) or % of children reaching key developmental or curriculum milestones * **Staff indicators:** * % of teachers who are trained to use the curriculum * % of teachers and support staff who require additional support on curriculum implementation * % of pre-primary leaders (principals, supervisors) who are trained to carry out or support implementation of the curriculum * **Other indicators:** * Number of provincial (subregional or local) governments with a dedicated budget for curriculum dissemination and implementation * # of national and local professionals trained to assist and implement curriculum training, etc. * % ECE/pre-primary programmes receiving expert assistance on curriculum implementation * Existence of a pre-primary curriculum and associated teaching and learning materials in accessible formats for children with disabilities and in languages that children understand * **Play-based learning indicators:** * Existence of a pre-primary curriculum which promotes play-based learning approach * Existence of implementation guidelines of pre-primary curriculum which promotes play-based learning approach * Existence of teaching and learning materials as per national standards to support the implementation of the play-based learning curriculum * % of pre-primary institutions that implement a pre-primary curriculum which promotes play-based learning approach |

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| **CORE FUNCTION 3: *Workforce development*** | |
| **Key documents** | **Key indicators** |
| * Documentation setting out the qualifications, profiles, roles and responsibilities of pre-primary teachers and other personnel such as directors and assistant teachers – for example, terms of reference, by-law or regulation on teacher qualifications * Documentation relating to career development plans for pre-primary teachers * Assessment tools to monitor teachers’ performance * Mapping of existing teacher education and training programmes in the country * Content of pre-service and in-service training packages and standards * Orientation materials available for other pre-primary personnel, e.g., directors, supervisors, inspectors * List of higher education or professional institutions with accredited pre-primary education programmes/degrees * Data relating to teacher recruitment and support – for example, % of teachers enrolled in teacher education/training programmes or % of teachers receiving in-service training | * **Teacher indicators:**   + - # of pre-primary teachers available nationally, disaggregated by geographical area, location and other relevant factors     - Average pupil-to-teacher ratio, disaggregated by geographical area, location and other relevant factors     - Average salary of pre-primary teachers, disaggregated by geographical area, location and other relevant factors     - Annual % of pre-primary teachers who leave the workforce * **Staff training indicators:**   + - % of qualified (or trained) pre-primary teachers, based on national qualifications     - Average pupil-to-trained-teacher ratio, disaggregated by geographical area, location and other relevant factors     - % of pre-primary teachers meeting performance standards     - % of pre-primary staff who have received pre-service training, disaggregated by geographical area, location and other relevant factors     - % of pre-primary staff who have gone through practicum, fieldwork and/or in-classroom experience     - % of pre-primary staff who receive continuous professional development (e.g., courses, workshops) on an annual or regular basis     - % of pre-primary leaders (principals, supervisors) with relevant training     - # of teacher training institutions specializing in pre-primary teacher training, disaggregated by geographical area, location and other relevant factors * **Other indicators:**    + - % of female pre-primary teachers     - % of pre-primary teachers who are receiving timely remuneration     - % of pre-primary staff trained in inclusive early childhood education     - Existence of continuing professional development opportunities on inclusive early childhood education * **Play-based teaching indicators:**   + - % of pre-primary teachers with relevant training on play-based pedagogies     - % of pre-primary teachers who receive continuous professional development opportunities on play-based pedagogies     - % of pre-primary leaders with relevant training on play-based approach     - % of trained pre-primary leaders who provide ongoing coaching and mentoring on play-based approach |

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| **CORE FUNCTION 4: *Family and community engagement*** | |
| **Key documents** | **Key indicators** |
| * Family or child policy aimed at engaging families of preschool-age children * Parent education curriculum and/or programme framework * Parent and community engagement standards * Documentation and materials promoting home learning environments, e.g., brochures, flyers, pamphlets, training materials * Assessment tool to evaluate parents’ engagement | * **Pre-primary classroom/programme indicators:**   + - % of pre-primary programmes that provide parents’ education or parents’ involvement, e.g., parent-teacher association, classroom visits, parent-teacher conferences     - % of pre-primary programmes/centres that regularly communicate with families about their child’s progress     - % of pre-primary staff trained on family engagement and support * **Child/home indicators:**    + - % of children who have three or more children’s books (MICS indicator)     - % of children who play with two or more types of playthings (MICS)     - % of children who are left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the past week (MICS)     - % of children who experienced any physical punishment and/or psychological aggression by caregivers in the past month (MICS)     - % of children for whom an adult household member discussed child’s progress with teachers     - Existence of resources to support playful learning at home for marginalized/disadvantaged children (ex. children with disabilities, children from ethnic and linguistic minorities) * **Play-based learning indicators:**   + - % of pre-primary teachers with relevant training on supporting families to promote more play at home     - % of pre-primary institutions that provide parents’/caregivers’ education or involvement opportunities on playful learning at home |

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| **CORE FUNCTION 5: *Quality assurance*** | |
| **Key documents** | **Key indicators** |
| * National monitoring framework for pre-primary education or relevant indicators in the education monitoring and evaluation framework * Education Management Information System (EMIS) module focused on pre-primary education * Inspection/regulation framework and/or standardized inspection tools for pre-primary programmes/centres * Assessment tools to monitor child development and learning * Service quality standards, e.g., standards for accreditation and regulation of programmes and providers; service quality reports * Documentation relating to the use of standards and regulations to improve practice * Documentation relating to the use of data for programme improvement | * + **Quality/regulation indicators:** * % of providers that meet the minimum quality standards, disaggregated by provider and/or geographical location (e.g., province or district) * % of providers that are officially accredited * % of providers that have annual quality self-improvement plans in place (relevant for some systems only) * % of providers/programmes that are regularly assessed to improve quality * % of pre-primary programmes regularly included in the EMIS * # of specialized pre-primary inspectors who monitor and ensure quality of pre-primary education, disaggregated by province, district, etc. * Average # of programmes and/or pre-primary classrooms that each inspector is assigned to (inspector-to-classroom ratio)   + **Play-based indicators:** * Existence of play-related indicators that are included in national monitoring tools to assess the quality of pre-primary services * Data on play related indicators are collected and reported regularly * Data on play related indicators are used to inform policy decisions |

1. UNICEF, Multiple Indicator Cluster Surveys, <http://mics.unicef.org>. [↑](#footnote-ref-1)