**Section 2 – Additional Resources:**

Supporting resources for consultative workshop

Guidelines for Presentations on the Five Core Functions of the Pre-primary Subsector

CORE FUNCTION 1: Planning and budgeting

**Background documents that may be relevant and available in your country:**

* 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

**Relevant data and indicators:**

*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 management of pre-primary education programmes

**Guidelines for presenters:**

Thank you for helping with the workshop! Following are suggestions for your presentation:

1. Please limit your presentation to 15 minutes.

2. If you have data related to the current situation in this Core Function, it will be helpful to share. Key indicators for Core Function 1 (planning and budgeting) are listed above; use any of these suggestions when they are available.

3. Slides may be helpful for displaying some of the data but are not mandatory.

4. The purpose of this Core Function is to develop strong and responsive subsector plans, across levels of government, for equitable provision of quality pre-primary education, making efficient use of available financial, human and physical resources.

*Noteworthy topics for reflection and discussions on budgeting and planning include:*

* Analysis of current pre-primary provision, gaps, and needs
* A vison or plan with clear roles and responsibilities
* Analysis of financial and human resources required to implement the plan
* Establishing governance and management systems

5. Keeping these examples in mind, it would be very helpful if you could provide:

1. A brief description of roles and responsibilities in this core function – for example, who is responsible for planning, in which ministry, at what levels does planning take place (national, provincial, district)
2. Current situation regarding budgeting and planning in your country, using any data that are available
3. Examples of challenges that block progress in strengthening this core function
4. Examples of opportunities and new or planned initiatives for more effective budgeting and planning in the pre-primary subsector

This might seem like a lot of content for 15 minutes, but you do not have to cover every point. What is needed is a quick overview.

Your comments will help ensure that all participants have a shared base of knowledge, which will encourage discussions throughout the workshop. Thank you!

CORE FUNCTION 2: Curriculum development and Implementation

**Background documents that may be relevant and available in your country:**

* 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

**Relevant data and indicators:**

*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, 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

**Guidelines for presenters:**

Thank you for helping with the workshop! Following are suggestions for your presentation.

1. Please limit your presentation to 15 minutes.

2. If you have data related to the current situation in this Core Function, it will be helpful to share. Key indicators for Core Function 2 (curriculum development and implementation) are listed above; use any of these suggestions when they are available.

3. Slides may be helpful for displaying some of the data but are not mandatory.

4. The purpose of this Core Function is to ensure that children across early learning settings benefit from a developmentally appropriate curriculum and have access to learning and play materials that stimulate their development.

*Noteworthy topics for reflection and discussions on curriculum development and implementation include:*

* Developing a curriculum framework and content appropriate for pre-primary children across different settings
* Distributing and implementing the curriculum from national to subnational levels
* Ways to strengthen the capacities of teachers and other pre-primary staff to understand and implement the curriculum
* Provision of learning materials and other resources to help with curriculum implementation
* Support for regular review of the curriculum content and how it is used

5. Keeping these examples in mind, it would be very helpful if you could provide:

1. A brief description of roles and responsibilities in this core function – for example, who is responsible for curriculum development and implementation, in which ministry, which department
2. Current situation regarding a pre-primary curriculum in your country, using any data that are available
3. Examples of challenges that block progress in strengthening this core function
4. Examples of opportunities, and new or planned initiatives for pre-primary curricula development and use

This might seem like a lot of content for 15 minutes, but you do not have to cover every point. What is needed is a quick overview.

Your comments will help ensure that all participants have a shared base of knowledge, which will encourage discussions throughout the workshop. Thank you!

CORE FUNCTION 3. Workforce development

**Background documents that may be relevant and available in your country**

* 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

**Relevant data and indicators:**

*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

**Guidelines for presenters:**

Thank you for helping with the workshop! Following are suggestions for your presentation.

1. Please limit your presentation to 15 minutes.

2. If you have data related to the current situation in this Core Function, it will be helpful to share. Key indicators for Core Function 3 (workforce development) are listed above; use any of these suggestions when they are available.

3. Slides may be helpful for displaying some of the data but are not mandatory.

4. The purpose of this Core Function is to support the recruitment, development, and retention of a sufficient number of pre-primary teachers and other key personnel into the subsector, ensuring that they have the essential competencies, training and support required to promote children’s positive development and early learning.

*Noteworthy topics for reflection and discussions on workforce development include:*

* Definition of appropriate qualifications and role descriptions for the early childhood workforce, including pre-primary teachers, assistants, specialists, etc.)
* Recruitment of pre-primary staff to meet needs in critical areas
* Provision of professional learning opportunities (pre-service and in-service)
* Policy directives specific to the early childhood workforce
* Mechanisms to promote continuous improvements and staff retention

5. Keeping these examples in mind, it would be very helpful if you could provide:

1. A brief description of roles and responsibilities in this core function
2. Current situation regarding pre-primary workforce development in your country, using any data that are available
3. Examples of challenges that block progress in strengthening this core function
4. Examples of opportunities and new or planned initiatives for pre-primary workforce development

This might seem like a lot of content for 15 minutes, but you do not have to cover every point. What is needed is a quick overview.

Your comments will help ensure that all participants have a shared base of knowledge, which will encourage discussions throughout the workshop. Thank you!

CORE FUNCTION 4: Family and community engagement

**Background documents that may be relevant and available in your country**

* 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 parental engagement

**Relevant data and indicators:**

*Pre-primary classroom/programme indicators:*

% of pre-primary programs 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

**Guidelines for presenters:**

Thank you for helping with the workshop! Following are suggestions for your presentation.

1. Please limit your presentation to 15 minutes.

2. If you have data related to the current situation in this Core Function, it will be helpful to share. Key indicators for Core Function 4 (family and community engagement) are listed above; use any of these suggestions when they are available.

3. Slides may be helpful for displaying some of the data but are not mandatory.

4. The purpose of this Core Function is to ensure that families and communities are active participants and partners in supporting children’s learning and development across early learning settings.

*Noteworthy topics for reflection and discussions on family and community engagement include:*

* Development of strategies to engage families and communities in pre-primary services
* Development of strategies to help parents support children’s learning at home
* Provision of opportunities for pre-primary teachers to learn how to collaborate with families
* Policy directives related to family involvement
* Use of monitoring data to identify gaps and improve family and community engagement

5. Keeping these examples in mind, it would be very helpful if you could provide:

1. A brief description of roles and responsibilities in this core function
2. Current situation regarding family and community engagement with pre-primary and early childhood education in your country, using any data that are available
3. Examples of challenges that block progress in strengthening this core function
4. Examples of opportunities and new or planned initiatives for families to engage with early learning programmes

This might seem like a lot of content for 15 minutes, but you do not have to cover every point. What is needed is a quick overview.

Your comments will help ensure that all participants have a shared base of knowledge, which will encourage discussions throughout the workshop. Thank you!

CORE FUNCTION 5. Quality assurance

**Background documents that may be relevant and available in your country:**

* 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

**Relevant data and indicators:**

*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 EMIS
	+ # of specialized pre-primary inspectors who monitor and ensure quality of pre-primary education services, disaggregated by province, district, etc.
	+ Average # of programmes and/or pre-primary classrooms that each inspector is assigned to (inspector-to-classroom ratio)

**Guidelines for presenters:**

1. Please limit your presentation to 15 minutes.

2. If you have data related to the current situation in this Core Function, it will be helpful to share. Key indicators for Core Function 5 (quality assurance) are listed above; use any of these suggestions when they are available.

3. Slides may be helpful for displaying some of the data but are not mandatory.

4. The purpose of this Core Function is to ensure that a coherent framework for monitoring and quality assurance of pre-primary education is in place and that quality monitoring is used to support continuing improvements in both policy and practice.

*Noteworthy topics for reflection and discussions on quality assurance include:*

* Identifying the purposes of the pre-primary quality assurance system
* Coordination of monitoring/quality assurance roles and responsibilities across pre-primary services and settings
* Identifying types of data to be collected and with what mechanisms
* Preparation and training for personnel to carry out monitoring and other quality assurance functions
* Use of information to identify areas for improvement

5. Keeping these examples in mind, it would be very helpful if you could provide:

1. A brief description of roles and responsibilities for this subsector area with associated roles and responsibilities across ministries, agencies etc.
2. Current situation regarding quality assurance for pre-primary education in your country, using any data that are available
3. Examples of some of the challenges currently facing progress in this area
4. Examples of opportunities and new or planned initiatives for ensuring quality in pre-primary services

This might seem like a lot of content for 15 minutes, but you do not have to cover every point. What is needed is a quick overview.

Your comments will help ensure that all participants have a shared base of knowledge, which will encourage discussions throughout the workshop. Thank you!

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