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INTRODUCTORY REMARKS, GUIDELINES AND GLOSSARY FOR THE SURVEY ON MONITORING QUALITY IN ECEC

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INTRODUCTORY REMARKS, GUIDELINES AND GLOSSARY FOR THE SURVEY ON MONITORING QUALITY IN ECEC

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INTRODUCTION

1.   This survey asks jurisdictions to provide the information required for the OECD project "Monitoring and Evaluating Quality in Early Learning and Development".

2.   With increasing investments, both public and private, in early childhood education and care (ECEC), it is becoming critical to know whether ECEC systems are delivering high-quality services. To understand how an ECEC system performs is not only important for accountability purposes, but also for (improvement of) policy design and implementation and for informing parents of what level of quality is being offered (Levitt, Janta and Wegrich, 2008). Furthermore, monitoring results can be used to foster the improvement of teaching/ caring practices, e.g. by assessing teaching practices and pedagogy, which is of great interest for policymakers.

3.   By collecting information on monitoring practices in countries, knowledge can be shared on monitoring systems across countries which can be used for peer-policy learning, sharing good practices, and providing guidance or recommendations on improving monitoring systems. The information collected through this survey will be analysed and published in a final report providing international practices, experiences, challenges and lessons learned regarding monitoring across a broad group of countries.

4.   For more information on research regarding monitoring and evaluation of quality in early childhood education and care, please consult the literature review "Monitoring Quality in Early Childhood Education and Care (ECEC)" (OECD, 2013).

5.   **Please note that after 10 minutes of inactivity your session will expire.** We therefore recommend that you click on "Save And Exit" if you need to pause answering the survey for more than 10 minutes. You can continue filling in the survey by using the link you have received via email.

Outline of the survey

6.   The survey consists of five parts: the first part (Part I) collects contextual information, the second part (Part II) seeks information on monitoring in early learning and development in general, the subsequent parts correspond to the four monitoring subjects the project focuses on, namely "Service, Staff Quality and Curriculum Implementation (Part III)" and "Child Development/Outcomes (Part IV). Lastly, the fifth part (Part V) asks for monitoring results and challenges.. They have the following objectives:

7.   **The contextual part of the survey (Part I)** collects background information relevant for correct understanding and interpretation of the ECEC system in a country. This part aims at gathering information on e.g. governance of ECEC systems, legal entitlements to ECEC services/settings, and what types of ECEC settings exist in countries. Countries are requested to provide an overview of ECEC settings in a table. The names/titles for these settings should be used consistently throughout the survey (part I to V) and should correspond to the names/titles for settings as used in Part I of the survey.

8.   **The overview part on monitoring (Part II)** seeks to elicit general information about the monitoring systems, implementation and funding structures in place, as well as regarding who is responsible for their design, funding and implementation.

9.   **The in focus parts (Part III to IV)** aim to gather more detailed information on the instruments, scope and frequency of monitoring in the area of service quality, the level of staff quality, curriculum implementation and regarding child development and outcomes.

10.   **The last part on results and challenges (Part V)** collects information on the usage of monitoring results and outcomes. Furthermore this part asks about challenges faced in monitoring and strategies applied to overcome these challenges.

11.   In the majority of questions, you are asked to **tick appropriate boxes**, i.e. select the categories applicable to your ECEC system and to introduce relevant complementary information. Depending on the question, it might be possible to mark several options. In other questions, you are asked to **insert text** into a text box.

12.   You will find **comment text boxes** in several questions that you are invited to use for more details about your national situation in relation to the addressed topics. Those boxes also allow the respondent to explain why the question cannot be answered for his or her country. Please be ensured that those comments will be considered in the preparation of the final report.

Scope of information collection

13.   The scope of the survey concerns public and private ECEC provision/ settings that are regulated/are within the regulatory framework, i.e. have to comply with a certain set of rules, minimum standards and/or undergo accreditation procedures. It covers **home-based as well as centre-/school-based provision/ settings**. Definitions for these can be found in the glossary. Although this is not systematically recalled through the survey, authors should take it into consideration when completing questions.

14.   If there are differences in responses for public and private ECEC settings (privately owned settings which receive some public funding or that are non-subsidised), countries should answer the relevant questions with a focus on public and/or (partially) publically subsidised settings and the situation referring to private non-subsidised settings should be described in 'Comments' or described separately in open-ended questions.

15.   For the purpose of comparability across all participating countries the information collection in the final report will focus on the **mainstream provision** and therefore –as in line with the work on ECEC by the European Commission- exclude the information on settings providing services to children with special needs only, settings integrated into hospitals (and all other ECEC services targeting children with disabilities attributable to organic pathologies), orphanages or similar institutions. Those completing the survey should also keep in mind that if there are separate settings targeting only children with disadvantages arising from socio-economic, cultural and/or linguistic factors, these settings should not be included in the survey since this is beyond the scope of the project.

16.   Furthermore, among the mainstream provision, only the main types of ECEC settings are included. The information collection excludes the following types of settings:

17.   Settings and provisions which are used *in addition to* regular ECEC settings, and which operate before or after the main ECEC provision ends such as afternoon services focusing on leisure or sport activities only and "after-school clubs" or "gym clubs for children" etc. Settings operating mainly during school/public holidays and other ECEC settings providing only occasional services (e.g., "*haltes-garderies*" in France). This refers to settings which only operate during specific periods in the year and do not provide dare or early education on a continuous basis, such as summer camps.

18.   Settings having the character of a pilot project (even if centrally funded and nationwide).

Sources of information and data

19.   When responding to the survey, please use official documents issued and/or acknowledged by central level authorities (if not specified differently) as be the foremost sources of information. Countries in which the regions (Communities, Länder, etc.) are competent in all/most areas relating to ECEC may request additional invitations to the survey to allow regions/states etc. to submit separate responses. The Secretariat can provide further bilateral support for countries concerned by this issue.

Year(s) of reference

20.   When asking for specific numbers or data, the reference year for the entire survey is the **school year starting in 2012**. If the information for this reference year is not available, countries are requested to provide data/information for the latest available year, specifying clearly to which year they are referring in the comment box.

21.   If certain aspects of ECEC have recently been (or are currently being) subject to **reforms**, it should be indicated in 'Comments' or text boxes related to questions/areas concerned.

Information and data consistency

22.   Countries should ensure that the information provided in the present questionnaire is consistent with other OECD data and information collections covering ECEC (e.g., Education at a Glance).

23.   If responses to a particular question are exactly similar as the response in another question, countries do not need to answer the exact same answer. Instead, countries can refer to the answer of another question which applies to this question by indicating e.g. "Response is exactly the same as in Question XX"

The deadline to send the completed survey back to OECD is:

23 December 2013

GENERAL GUIDELINES FOR COMPLETING THE SURVEY

24.	If responses are similar for different settings, please complete the response for one setting only and indicate in the comment box that responses apply to all other settings as well.

25.	If responses to a particular question are exactly similar as the response in another question, countries do not need to answer the exact same answer twice. Instead, countries can refer to the answer of another question which applies to this question by indicating e.g. "Response is exactly the same as in Question XX".

26.	If you are unable to answer a question – instead of a non-response being interpreted as missing or unavailable - you can explain in the comment box of that particular question why/for what reason you are unable to answer the question for your country.

27.	Responses should be given with regard to (concerning) the highest authority responsible in your country or region responsible for ECEC. This means that if you answer the survey for the Netherlands, please respond to all questions from a national authority (Ministry responsible for ECEC) perspective. If you respond for a region or state, e.g. Ontario (Canada), please respond to all questions from the point of view from the highest authority in charge of ECEC in Ontario (and not for Canada).

28.	If certain ECEC areas are not covered by central level practices/regulations/recommendations (i.e. they fall under the responsibility of local authorities), countries can still provide the information on the most **common practices**. In this case, countries should clearly indicate that there are no central/top level practices/regulations/recommendations and answer about the most common practices. Yet, the information provided should be, as far as possible, evidence-based, i.e. supported by official documents, representative surveys, analyses and/or reports.

GLOSSARY OF TERMS USED IN SURVEY (IN ALPHABETICAL ORDER)

29.	**Accountability** (in ECEC settings): ECEC providers and staff being held responsible for monitoring and measuring the effectiveness and quality of their service provision, teaching / caring and children's learning and well-being.[1]

30.	**Accreditation** (in ECEC settings): A process in which ECEC service providers, training providers, or staff undergo an evaluation, by an external institution (such as an accrediting body), of their service, programme provision, or teaching/caring practices to confirm if they meet a certain set of regulations or standards.

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1 .	Adapted from Kilderry, A. D. (2012). Teacher Decision Making in Early Childhood Education; PhD thesis, Queensland University of Technology.

31.   **Autonomy:** The ability of a child to undertake activities, tasks etc. without the help of others (mastery of skills), to make his/her own decisions, and to express his/her own opinions or ideas, feel secure in themselves and have confidence in their own ability.

32.   **Appraisal:** The review of a pre-school teacher's or educator's work by the centre management, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

33.   **Assessment:** Judgments on individual progress and achievement of goals. It covers classroom/playroom-based assessments as well as large-scale, external assessments and examinations. It refers to the process of documenting knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner and staff. [2]

34.   **Assessor (or: evaluator):** A person or organisation/company who conducts assessment or evaluation on the effectiveness or the level of quality of someone or something, e.g. level of service quality, staff performance, effective curriculum implementation, child development/outcomes.

35.   **Attention:** Concentration of the mental powers upon an object, subject or person; a careful observing or listening.

36.   **Centre-based/school-based provision or settings**: Publically regulated ECEC settings provided outside the home. The services provided can be full-time or part-time and can include e.g. nurseries, day care centres, *crèches*, and kindergartens (OECD, 2012).[3]

37.   **Creative skills (e.g. art, music, dance, imagination):** Child's capacities and competencies to generate ideas and feelings, use imagination, and convey thoughts and experiences in many forms of expressions, including artistic skills (e.g., painting, drawing, handicrafts etc.), musical skills (e.g., singing, playing an instrument, recognising songs, etc.). It also refers to the capacity to observe and reflect; explore on their own and; search for their own answers and solutions.

38.   **Curriculum implementation:** The actual use in practice (practical application) of the curriculum by ECEC staff, managers and children. It refers to how the concepts of the curriculum are put into effect, and how they are used in practices and activities by staff and children, how they are interpreted, how they are used in development and learning, and how they influence teaching, caring and interactions between staff and staff with children.

39.   **Decentralised system:** An organisation wherein the decision-making authority/ies for ECEC does not sit with a central institution. The decision-making on ECEC is done at decentralised level, at the level of regions, provinces, or municipalities. The central authority has little or no influence on decision-making in ECEC.

40.   **ECEC setting**: A place where ECEC is delivered. Also referred to as ECEC centre or provision. With regard to ECEC settings, two types of provision can be distinguished → **Centre-based/school-based** and → **Home-based**.[4]

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[2] .Adopted from OECD (2013). Synergies for Better Learning - An International Perspective on Evaluation and Assessment. Paris. OECD.

[3] Definition as used in Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

41.   **Evaluation:** Judgements on the effectiveness of ECEC settings or ECEC systems, policies and programmes.[5]

42.   **Evaluator:** See definition of 'Assessor'.

43.   **External monitoring practices**: See definition of 'Monitoring practice'.

44.   **Government**: The entirety of the executive at all levels of governance, at national, state-level, regional and local level.

45.   **Health development:** The physical health status of a child which encompasses the physical well-being only (adapted from WHO definition)[6]. Mental, emotional, and social development are in this definition excluded – these are included in the definition of "Socio-emotional skills".

46.   **Home-based provision**: Publically regulated ECEC provision that is delivered in the provider's home. Regulations usually require providers to meet minimum health, safety, and nutrition standards. Home-based provision excludes live-in and live-out nannies and baby-sitters. [7]

47.   **Inspection:** The process of assessing (inspecting, investigating) the quality and/or performance of institutions, staff, services, and programmes by those (inspectors) who are not directly involved in the ECEC settings being monitored, and who are usually specially appointed to fulfil these responsibilities.

48.   **ICT:** The teaching and learning of technological and digital skills. Creating and developing the capacity to use digital and technological environments for development, communication, and knowledge creating. Digital environments refer to computers (including laptops, tablets, ipads, netbooks, whiteboards etc.) and computer games, the internet, television and radio among others.

49.   **Instrument or Tool:** A means used for monitoring. It is a material that is used to conduct the monitoring process. Examples of instrument or tools for monitoring include checklist, rating scales, surveys.

50.   **Integrated system:** The responsibilities of ECEC services are under one (leading) authority (at the national and/or regional level), e.g. the education ministry, ministry of social welfare, or another authority.

51.   **Internal monitoring practices**: See definition of 'Monitoring practice'.

52.   **Language and literacy skills:** Children's productive and receptive language skills on all levels: syntax (ability to form sentences), morphology (ability to form words), semantics (understanding the meaning of words/sentences), phonology (awareness of speech sounds), pragmatics (how language is used

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[4] As defined by Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

5 .Adopted from OECD (2013). Synergies for Better Learning - An International Perspective on Evaluation and Assessment. Paris. OECD.

[6] Constitution of the World Health Organisation (2006). Constitution of the World Health Organization, Geneva, WHO.

[7].Definition as used in Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

in different contexts), vocabulary. It also refers to children's (precursor) literacy skills related, i.e. all skills related to reading and writing, e.g. recognising and writing letters and words, understanding pictures, etc.

53.   **Learning standards:** Standards regarding child outcomes or child development set at a national or regional level. The standards set clear expectations that children need to meet on different developmental subjects, *e.g.* numeracy, reading, motor skills, etc.

54.   **Legal entitlement to ECEC**: Two types of legal entitlement to ECEC are distinguished:[8]

55.   **Universal legal entitlement**: Statutory duty for ECEC providers to secure (publically subsidized) ECEC provision for all children living in a catchment area whose parents, regardless of their employment, socio-economic or family status, require an ECEC place.

56.   **Targeted legal entitlement**: Statutory duty for ECEC providers to secure (publically subsidized) ECEC provision for children living in a catchment area who fall under certain categories. These categories can be based on various aspects, including employment, socio-economic or family status of their parents.

57.   **Local level or local authorities:** The local level is a decentralised level of ECEC governance. It is located at city/town level in the vast majority of countries. In some countries, the municipalities take the main responsibilities relating to ECEC.

58.   **Minimum quality standards:** The minimum benchmark for structural aspects of ECEC settings to ensure a minimum level of quality. These are often aspects of ECEC that can be regulated (e.g. staff-child ratio, space, group size and qualifications of ECEC staff).

59.   **Motor skills:** The ability to perform complex muscle and nerve acts that produce movements, the ability to coordinate the body. It refers to both fine and gross motor skills and awareness own their own body. Fine motor skills are small movements like drawing and writing, crawling or putting shoes on. Gross motor skills are large movements like walking and kicking, running and cycling.

60.   **Monitoring:** The process of systematically tracking aspects of ECEC services, staff, child development and curriculum implementation, with a view to data collection, accountability and/or enhancing the effectiveness and/or quality.

61.   **Monitoring practice:** The main activity/ies involved in monitoring, such as inspections or self-assessments. There are two different types of monitoring practices:

- **External monitoring practices**: Any monitoring practices conducted by evaluators/ assessors/ actors who are not part of the ECEC service that is being monitored. These can include e.g. inspections, surveys completed by people who are not employed by the ECEC setting that is being monitored, or peer reviews conducted by external staff (peer review of a person working in one ECEC setting, by a person not working in that ECEC setting).

- **Internal monitoring practices**: Any monitoring practices conducted by evaluators/ assessors/ actors who are part of the ECEC service that is being monitored. These can include e.g. self-evaluations of staff working in ECEC settings (teachers, managers, care givers etc.) or peer reviews conducted by internal staff (among colleagues in the same setting).

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[8] Definition as used in Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

62.   **Narrative assessments:** Descriptions of the development of a child through narratives/stories. Narrative assessment is a more inclusive approach to assessing child development, as it involves not only professionals but also the children's work, and can also include inputs or feedback from parents. It is a combination or package of what a child has done and learned, such as examples of drawings and exercises, feedback from staff, and staff planning or example practices. Portfolios or storybooks of children's development are well known examples of narrative assessment practices.

63.   **National level/ National authorities (also referred to as Central level or Central authorities)**: The authorities responsible for ECEC within one entire country, that is at the highest level of governance. Depending on the governance structure of the country, such as a federal structure of education governance, those authorities may or may not exert the key power of decision over ECEC policies and implementation.

64.   **Numeracy:** The ability to reason and to apply simple numerical concepts and understand numbers. Basic numeracy skills consist of knowing and recognising space, shapes, location and direction, the basic properties of sets, quantity, order and number concepts, time and change, being able to count, to comprehending fundamental mathematics like addition, subtraction, multiplication, and division.

65.   **Observation:** Observation is a method to collect information on a subject with an outsider's view. It can be for a specific purpose (e.g. inspection, peer review) or open-ended (e.g. document a child's progress as observation recordings to be used when in need such as a note for a parent).

66.   **Other private entities:** Include private businesses and non-profit organisations, e.g. religious organisations, charitable organisations and business and labour associations.

67.   **Peer review:** Peer review: an assessment process of a colleague's work and practices. This can be done internally (by an internal colleague or a manager) or externally (by a colleague or a manager not working in the same setting).

68.   **Portfolio:** A collection of pieces of work that can tell a story of child/staff progress, or achievement in given areas.

69.   **Practical skills:** Skills which involve active involvement of the child him- or herself and refers to only those skills which children need in daily life such as shoe-lacing, brushing teeth etc.

70.   **Private non publically-subsidised setting**: A setting which is administered/owned directly or indirectly by a non-governmental organisation or private person/organisation (church, trade union, business or other concern) and which receives no funding from the public authorities. It is independent in its finances and governance; it is not dependent upon national or local government for financing its operations and is funded by private sources which can be tuition charges/enrolment fees, gifts, sponsoring etc.

71.   **Private publically-subsidised private setting**: A setting which is administered/owned directly or indirectly by a non-governmental organisation or private person/organisation (church, trade union, business or other concern) and which receives some funding from public authorities. It is a setting that operates completely privately but receives public funding.

72.   **Process quality:** What children actually experience in their programme – that which happens within a setting, such as interactions between educators and children. It also consists of the relationships with parents, available materials and professional skills of staff.

73.   **Public setting**: A setting administered and governed directly or indirectly by a public education authority and financed from public sources.[9]

74.   **Rating scale:** A set of categories designed to elicit information about a quantitative or a qualitative attribute. A common example is the 1-10 rating scale in which a person (evaluator or assessor) selects the number which is considered to reflect the perceived quality or performance of the subject being monitored.

75.   **Regional level/ Regional authorities**: A decentralised level of governance. It is located at state or province level in the vast majority of countries, and can be referred to as e.g. communities, *Länder*, cantons, states etc. Regional authorities in federal countries are often responsible for ECEC in their particular region.

76.   **Registration of settings/provisions:** The requirement to register the provision into a registry before it is able to operate and provide ECEC services. Registration can be done government authorities or other professional bodies for registration.

77.   **Regulations/recommendations**: Different kinds of official documents containing guidelines, obligations and/or recommendations for ECEC institutions. **Regulations** are laws, rules or other order prescribed by public authority to regulate conduct. **Recommendations** are official documents proposing the use of specific tools, methods and/or strategies for teaching and learning. They do not have mandatory application.[10]

78.   **Review:** The process of examining, considering, and judging a situation or process carefully in order to see e.g. if changes are necessary, analyse strengths and weaknesses, and look for improvement.

79.   **Science:** All scientific subjects such as geography and natural science as interest and understanding of different cycles in nature but also to the development of scientific knowledge, question scientific phenomena, and the ability to draw conclusions about scientific subjects. Science also refers to the development of awareness of how science and technology shape and affects our material, intellectual and cultural environments and the ability to understand that we all are a part of nature´s recycling process.

80.   **Screening:** A tool designed to identify problems or delays during normal childhood development. Usually involves a short test to tell if a child is learning basic skills when he or she should, or if there are delays. It can include some questions the professional asks to a child or parent (depending on a child's age) or talk and play with the child during an examination to see how he or she plays, learns, speaks, behaves, and moves. Screening is often used to identify delays or problems in learning disabilities, speech or language problems, autism, intellectual disability, emotional/behavioural conditions, hearing or vision impairment, or attention deficit hyperactivity disorder (ADHD).

81.   **Self-evaluation (or: self-assessment):** Self-evaluation (or: self-assessment): The process in which an ECEC setting evaluates its own performance regarding the accomplishment of certain goals or standards, or a process in which staff members assess their own skills and capabilities as a way to monitor progress, goal attainment and foster improvement.

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[9] Definition as used in Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

[10] Definition as used in Eurydice (2013). *Reference Document 2 - Key Data ECEC 2014 – Questionnaire for Eurydice Figures*. Brussels, Education, Audiovisual and Culture Executive Agency.

82. **Sensitivity**: The quality of understanding how a child feels and the staff member's responsiveness to children's needs and emotions. The ability of a person (in this case: staff member) to respond and interact age-appropriately and with care, warmth, and attentiveness.

83. **Service quality:** The level of quality at setting/provision level. It is the level of quality provided by an ECEC setting, and refers to all the features that are regarded by a country/region/local authority to be of importance for quality, children's environments and experiences that are presumed to be beneficial to their well-being. This most often includes the use of a curriculum, staff characteristics, teacher or caregiver behaviours and practices, and staff-child interactions which form the core of children's ECEC experiences, in literature referred to as process quality. In addition, quality in most countries involves structural features of the setting such as space, group size and other standards or regulations, e.g. safety standards (NCES, 1997; OECD, 2006; OECD, 2012a).

84. **Socio-emotional skills:** The emotional and social development of a child. It includes children's ability to express and regulate emotions, children's relations with others (including peers), play with others (including peers), self-concept, development of personality identity, self-efficacy, and personality of a child which forms his/her thinking, feeling, and behaving. It also refers to cooperation and solving problems together. Examples of socio-emotional development include the forming and sustaining of positive relationships, experiencing, managing, and expressing emotions, and exploring and engaging with the environment.

85. **Split system:** ECEC services are governed by different ministries or authorities at national/regional level. In many countries with a split system, policies for 'care' and 'early education' have developed separately and fall under the responsibility of different authorities. Childcare and early education is provided as two different services and for different age groups. For instance, 'child care' for younger children - most often of under age 3 - and 'early education' for (most often) children of 3 years of age and older.

86. **Staff-child ratio:** The number of children per full-time member of staff. This can be a maximum (regulated) number, which indicates the maximum number of children one full-time member of staff is allowed to be responsible for, or an average: the average number of children a full-time staff member can be responsible for. Ratios can be either for main staff only (such as teacher or care giver), but also include auxiliary staff such as assistants.

87. **Standardised test:** A test administered and scored in a consistent or "standard" manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. Any test in which the same test is given in the same manner to all test takers is a standardized test.

88. **Storytelling:** see 'narrative assessment'. The process of evaluating child development through telling stories. It usually involves different examples of work and feedback which tell the story of the child's development of a certain period of time.

89. **Structural quality:** Quality aspects that consist of "inputs to process-characteristics which create the framework for the processes that children experience". These characteristics are not only part of the ECEC location in which children participate, but they are part of the environment that surrounds the ECEC setting, e.g., the community. They are often aspects of ECEC that can be regulated, though they may contain variables which cannot be regulated

90. **Subjective well-being**: How children experience their own lives, i.e. how children perceive their material environment, their social relationships and their own abilities.

91.   **Subsidised services**: Settings which receive grants/funding from the state or other public governmental bodies (e.g. regional/local authorities or municipalities) to finance operation of the ECEC service and ensure ECEC provision at reduced fees or even for free.

92.   **Tool**: See definition of 'Instrument'.