

**DIRECTORATE FOR EDUCATION AND SKILLS  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

**Annex 4 to Quality Early Childhood Education and Care – What does it mean and how it be monitored ?**

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*This paper has been prepared by by Mr. David De Silva , Monitor of the ECEC Network's Thematic Working Group on Monitoring Quality.*

Miho Taguma, Project Leader; Tel: +33 (0) 1 45 24 92 65; Email: miho.taguma@oecd.org  
Ineke Litjens, Analyst; Tel: +33 (0) 1 45 24 86 19; Email: ineke.litjens@oecd.org

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**Possible Survey Questions**

<b>Monitoring service quality</b>	
<p><i>System Level:</i></p> <ul style="list-style-type: none"> <li>• How is quality defined in your country?                             <ul style="list-style-type: none"> <li>○ Who by?</li> <li>○ How is this definition used? Does it link to regulatory requirements?</li> <li>○ Does this definition apply to all service types?</li> <li>○ How are the quality indicators defined in Starting Stronger incorporated into your country’s definition and measurement of quality?</li> </ul> </li> <li>• How does your country monitor quality at a system level?                             <ul style="list-style-type: none"> <li>○ Who does this monitoring?</li> <li>○ What are the governance structures for the entity that does the monitoring?</li> <li>○ What minimum standards are used to measure quality and how does your country ensure quality assurance?</li> <li>○ How is monitoring funded?</li> <li>○ What methods/frameworks/tools are used for monitoring?</li> <li>○ How do these methods/frameworks/tools relate to regulatory requirements?</li> </ul> </li> <li>• What are the benefits of the approach used to monitor quality at a system level? What are the challenges?</li> <li>• What research/evaluation does your country have about the effectiveness and impact of any monitoring undertaken at a system level?</li> </ul>	<p><i>Individual Service level:</i></p> <ul style="list-style-type: none"> <li>• How does your country monitor quality at an individual service level?                             <ul style="list-style-type: none"> <li>○ Who does this monitoring?</li> <li>○ What are the governance structures for the entity that does the monitoring?</li> <li>○ How often is monitoring undertaken</li> <li>○ Are there different expectations of quality for different types of services/provision?</li> <li>○ Is there different monitoring for different levels/standards of quality?</li> </ul> </li> <li>• What expectations are there that services will monitor their quality? (internal evaluation or review)?</li> <li>• What methods/frameworks/tools are used for monitoring?</li> <li>• Are parent’s perceptions and experience of the service included in monitoring?</li> <li>• What consideration is given to the service’s internal evaluation information?</li> <li>• What are the benefits of the approach used to monitor quality at an individual service level? For whom? What are the challenges? For whom?</li> <li>• What research/evaluation does your country have about the effectiveness and impact of any monitoring undertaken at an individual service level?</li> </ul>

***Accessibility/affordability issues***

- How is demand and supply in ECEC monitored?
- What subsidies are available to services and parents?
- Is access to ECEC services within your country equitable?
- Are there options available to parents to ensure flexibility? What times and days do services operate? Is occasional care available?
- What is the coverage of ECEC services available to the population? Are service types available to parents in regional and remote areas?

<b>Monitoring staff quality</b>
<ul style="list-style-type: none"> <li>• Does monitoring include the quality of initial teacher education providers?</li> <li>• Do you have any professional bodies that support/mentor/monitor staff quality and professional development?</li> <li>• Are minimum level qualifications required for different staffing categories – service director, educator?</li> <li>• What methods/frameworks/tools are used for monitoring? Do such frameworks include process quality?</li> <li>• What is the nature and scope of information generated/gathered?</li> <li>• What are the benefits of the approach used to monitor staff quality? For whom? What are the challenges? For whom?</li> <li>• What research/evaluation does your country have about the effectiveness and impact of any monitoring undertaken of staff quality?</li> <li>• What research/evaluation does your country have about staffing profiles – staff qualifications, proportion of male/female staff, staff turnover rate, staff absences due to illness?</li> </ul>
<b>Monitoring child development/outcomes</b>
<ul style="list-style-type: none"> <li>• What aspects of child development/outcomes are monitored – eg wellbeing of the child, social and personal competences, linguistic development, numerical and logical reasoning and school readiness?</li> <li>• What level (system or individual service) does monitoring happen?</li> <li>• What methods or assessment tools are used to monitor child development?</li> <li>• What are the benefits of the approach used to monitor child development outcomes? For whom? What are the challenges? For whom?</li> <li>• What research/evaluation does your country have about the effectiveness and impact of any monitoring undertaken of child development/outcomes?</li> </ul>
<b>Monitoring curriculum implementation</b>
<ul style="list-style-type: none"> <li>• Does your country monitor curriculum implementation?</li> <li>• At what level (system/individual service) does monitoring happen?</li> <li>• Who is responsible for the implementation of curriculum?</li> <li>• What methods, tools or frameworks are used to monitor curriculum implementation?</li> <li>• What are the benefits of the approach used to monitor curriculum implementation? For whom? What are the challenges? For whom?</li> <li>• What research/evaluation does your country have about the effectiveness and impact of any monitoring undertaken of curriculum implementation?</li> </ul>