



Encouraging Quality in Early Childhood Education and Care (ECEC)

SELF-REFLECTION: QUALITY GOALS AND MINIMUM STANDARDS

This sheet has been prepared based on international trends and is designed to facilitate reflection on where your country stands.

The aim is to raise awareness about new issues and identify areas where changes could be made; the aim is not to give marks on practices. Please reflect on the current state of play by circling a number on the scale from 1-5.

Quality goals	Not at all					Very well				
	1	2	3	4	5	1	2	3	4	5
1. Quality goals are set as SMART:										
a) Specific	1	2	3	4	5					
b) Measurable	1	2	3	4	5					
c) Achievable	1	2	3	4	5					
d) Relevant	1	2	3	4	5					
e) Timely	1	2	3	4	5					
f) Time-bound	1	2	3	4	5					
2. Quality-specific goals are aligned with the overall policy goals of ECEC.	1	2	3	4	5					
3. Quality-target goals are shared among relevant ministries and key stakeholders.	1	2	3	4	5					
4. Quality goals are aligned with sustained public funding and regulations.	1	2	3	4	5					
Minimum standards	Not at all					Very well				
5. Minimum standards include key quality indicators (e.g. safety, space, staff-child ratio, staff qualification) in the regulatory framework.	1	2	3	4	5					
6. The minimum standards have been applied to all providers.	1	2	3	4	5					

7. Key quality indicators are monitored – not only structural indicators (e.g. safety, staff-child ratio) but also process quality (e.g. curriculum, staff-child relationship, staff-parent communication).	1	2	3	4	5
8. Actions are taken as a result of monitoring, such as:					
a) making results available to parents	1	2	3	4	5
b) making results publicly available	1	2	3	4	5
c) implementing follow-up consequences to services that do not meet standards	1	2	3	4	5
d) linking to funding of services	1	2	3	4	5
e) providing additional services to support centres in raising standards	1	2	3	4	5
f) other option of your own country	1	2	3	4	5