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# FRAMEWORK

for the Monitoring and Evaluation  
of Early Childhood Education and Care  
in the Czech Republic





# Framework for the Monitoring and Evaluation of Early Childhood Education and Care in the Czech Republic

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# List of Acronyms

<b>AROPE</b>	At risk of poverty and social exclusion
<b>CG</b>	Children's group
<b>CGA</b>	Act on the provision of childcare services in a children's group (Children's Group Act)
<b>CLASS</b>	Classroom Assessment Scoring System
<b>CPD</b>	Continuing Professional Development
<b>CSI</b>	Czech School Inspectorate
<b>CSO</b>	Czech Statistical Office
<b>EAG</b>	Education at a Glance
<b>EC</b>	European Commission
<b>ECEC</b>	Early childhood education and care
<b>ECERS</b>	Early Childhood Environment Rating Scale
<b>EU</b>	European Union
<b>EU-SILC</b>	European Union – Statistics on Income and Living Conditions ("Living conditions" in the Czech Republic since 2005)
<b>GDP</b>	Gross Domestic Product
<b>IALS</b>	International Adult Literacy Survey
<b>IELS</b>	International Early Learning and Child Well-being Study
<b>INES</b>	Indicators of Education Systems Programme
<b>IS eEdu</b>	eEdu Education Information System
<b>ISCED</b>	International Standard Classification of Education
<b>ITERS</b>	Infant/Toddler Environment Rating Scale
<b>MEC</b>	Municipality with extended competence
<b>MoEYS</b>	Ministry of Education, Youth and Sports
<b>MoLSA</b>	Ministry of Labour and Social Affairs
<b>NGO</b>	Non-governmental (non-profit) organisation(s)
<b>NUTS</b>	Nomenclature of Units for Territorial Statistics
<b>OECD</b>	Organisation for Economic Co-operation and Development



<b>PIAAC</b>	Programme for the International Assessment of Adult Competencies
<b>PISA</b>	Programme for International Student Assessment
<b>SEN</b>	Special educational needs
<b>SFR</b>	Standardised financial requirements
<b>SSTEW</b>	Sustained Shared Thinking and Emotional Wellbeing
<b>TALIS</b>	Teaching And Learning International Survey
<b>TSI</b>	Technical Support Instrument
<b>UNICEF</b>	United Nations Children's Fund
<b>UOE</b>	Joint UIS (UNESCO Institute of Statistics)/OECD/Eurostat questionnaire
<b>VAM</b>	Voluntary associations of municipalities
<b>WG</b>	Working group



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# 1. Introduction

This report has been produced as part of the project entitled “Developing a Comprehensive Framework for the Monitoring and Evaluation of Early Childhood Education and Care in the Czech Republic” led by the Ministry of Labour and Social Affairs in close partnership with the Ministry of Education, Youth and Sports on behalf of the Czech authorities. The project is funded by the European Union via the Technical Support Instrument (TSI) and implemented by UNICEF in co-operation with the European Commission.

The main objective of the project is to support the Czech Republic in increasing the quality of and equitable access to early childhood education and care, especially services for children aged 0–3 years, by developing an overarching monitoring and evaluation system and by providing technical support to municipalities in expanding access to and increasing the quality of early childhood education and care (ECEC) services, including for the most vulnerable children<sup>1</sup>.

<sup>1</sup> For more information see: <https://www.unicef.org/eca/media/32756/file/TSI%20Brief%20for%20Czech%20Republic.pdf>



The report is a further outcome of the project and builds on the analytical documents *"Mapping of Supply and Demand for Formal and Non-formal ECEC Services"*, *"Report on Current Monitoring and Evaluation System and Practices in ECEC"* and *"Consolidated Recommendations"*. Its aim was to design a system of monitoring and evaluation of early childhood education and care in the Czech Republic, i.e. continuous and systematic collection of quantitative and qualitative data that support regular assessment of its quality. Monitoring and evaluation are based on previously agreed quality standards and indicators, which are set according to current objectives and adjusted from time to time.

A vision and quality statements describing the expected quality in five areas according to the *Council Recommendation on High-Quality Early Childhood Education and Care Systems* (Council Recommendation, 2019) were also formulated in the development of the system of indicators.

We present a set of indicators for the monitoring of all relevant aspects of the EU Quality Framework for Early Childhood Education and Care (Council Recommendation, 2019). In addition to structural indicators that paint a picture of the system as a whole, its capacity and accessibility, we also focus on process quality, i.e. staff interactions among themselves, staff interactions with children and parents<sup>2</sup>, and children's experiences and wellbeing.

The full and effective use of these indicators is conditional on the gradual introduction of data collection of in all types of ECEC facilities and the inclusion of data that are not currently collected in school statistics reports and are thus not available for any type of ECEC facility. The ideal course of action is then to develop a set of ECEC standards, an indicator system and integrated data collection that will either be common to all ECEC facilities or will take place in a uniform and consistent manner across the sectors concerned. Given the currently highly divergent legislative conditions and the funding and nature of the various types of ECEC facilities, the proposed set of indicators is intended more as a vision for the future that can serve as a basis for deliberations about the quality of ECEC in its entirety, i.e. from birth to six years of age, and about the data needed to assess the extent to which the desired quality is achieved. At the same time, it can be used as a "portfolio" for the gradual introduction of indicators, the unification of ECEC monitoring across the individual sectors and various types of facilities, and the improvement of ECEC services in the Czech Republic.

The main source for the design of the indicators were recommendations of the European Commission's working group (European Commission, 2018) and its materials on monitoring and evaluation in early childhood education and care (in particular: WG EC, 2022a, WG EC 2022b); we also drew on the Finnish recommendations for quality assessment in early childhood education and care (Finnish Education Evaluation Centre/FINEEC, 2019; Vlasov et al., 2019) and the OECD recommendations (OECD, 2021a). Other important sources were the quality standards for care in a children's group set out in Act No. 247/2014 Coll., on the provision of childcare services in a children's group and on amendments to related laws, and the Czech Schools Inspectorate's "Quality School" standards<sup>3</sup>. The indicators were designed to reflect these standards.

2 In this document, we use the term "parents" to refer to any legal representatives of the child.  
3 <https://csicr.cz/cz/Aktuality/Kvalitni-skola-%E2%80%93-metodicky-portal>



The members of the project working group<sup>4</sup> were heavily involved in the formulation and finalisation of the final vision for ECEC, the quality statements and the individual indicators through discussions at participatory working group meetings during the summer of 2024, as well as commenting on working drafts of the monitoring and evaluation framework. The final validation of the monitoring and evaluation framework took place at a full-day workshop on 19 September 2024, which was also attended by members of the Steering Committee, including a representative of the European Commission. The involvement of the members of the working group, who represent a broad spectrum of stakeholders in the system of early childhood education and care in the Czech Republic, and their agreement on the proposed framework are crucial for its future enactment into law and practical use in both ministerial sectors (MoLSA and MoEYS) and in different types of facilities.

In the annexes, we present other indicator systems that we used as a reference in the development of the framework and that are already utilised in the Czech Republic, and thus based on available data. In Annex 2, we present the indicators used to monitor Strategy 2030+, which are based on data collected by the Ministry of Education. Annex 3 provides a set of indicators that are used for international monitoring. These indicators are based on UOE (UNESCO Institute for Statistics, OECD, Eurostat) statistical data provided by the Czech Republic for the purposes of international comparison, on data from the regular EU-SILC household survey<sup>5</sup> and on conceptual work by OECD. In Annex 4, we list the indicators currently proposed for monitoring the ECEC system by the European Commission's Working Group on Early Childhood Education and Care.

- 4 A working group was established to provide input and help formulate and revise the outcomes produced for the project. The working group brought together more than 70 experts from over 30 organisations and institutions in the Czech Republic, including Government ministries and other State institutions, academia, early childhood education and care providers, professional associations, municipal associations, parents' associations and civil society organisations.
- 5 The EU-SILC (European Union – Statistics on Income and Living Conditions) sample survey has been conducted by the Czech Statistical Office since 2005, and similar surveys are also conducted in all 27 EU Member States. The sampling unit is a dwelling. The sample of dwellings is obtained by two-stage probability sampling. Interviews consist of three stable parts: dwelling, household and persons over 16 years of age.



## 2. Guiding values

In describing the guiding values, we draw on the materials of the European Commission's Working Group on Early Childhood Education and Care from 2018–2024, as well as the outcomes of the TSI project working group, which are summarised in the Consolidated Recommendations report.

The European Commission's Working Group has set out the purpose, values and principles that should guide the processes of monitoring and evaluating the quality of ECEC in all types of facilities that provide ECEC to children from birth to entry into compulsory education (EC WG, 2022b).

Monitoring and evaluation serve **three main purposes:**

- 1 Quality control** (*i.e. ensuring that early childhood education and care is aligned with national standards, rules and regulations*);
- 2 Quality improvement** (*promoting reflection and development towards better quality, including the achievement of consistency across ECEC providers*); and
- 3 Policy learning** (*generation and dissemination of information on ECEC quality for policy-makers, researchers and advocacy groups*) (WG EC, 2022b).



The Working Group **emphasised** the following values:

- ▲ **Respect for the child** – each child is unique and a competent and active learner whose potential needs to be encouraged and supported;
- ▲ **Intertwined education and care** – services should offer a nurturing and caring environment and provide a space for children to develop their present and future potential; education and care are inseparable;
- ▲ **Parents as key partners** – they should be fully involved in all aspects of education and care for their child, i.e. early childhood education and care services should be designed in partnership with families and parent-professional relationships should be based on trust and mutual respect;
- ▲ **Staff professionalism and wellbeing** – good initial professional preparation and in-service development – along with ongoing pedagogical support provided on the job – are key, ECEC staff require a competent system for reflecting on – and improving – their everyday practice;
- ▲ **Inclusiveness** – respecting the socio-economic, cultural and religious diversity of children and families and providing additional opportunities to children coming from societally disadvantaged backgrounds or with special educational needs, as well as providing support to parents from vulnerable and/or marginalised groups;
- ▲ **Early childhood education and care as a public good** – creation of participatory alliances among stakeholders for ongoing quality improvement) (WG EC, 2022b).

The following areas were emphasised in terms of the principles that should guide monitoring and evaluation of quality:

- ▲ **Democratic & participatory approach** – the monitoring and evaluation involves a wide range of stakeholders including ECEC providers, ECEC staff, parents, and children;
- ▲ **Accountability & transparency** – the priority is to ensure clear roles and responsibilities of all actors involved, as well as to ensure that evaluation processes are “readable” for all actors involved (including families), that data are acted upon to improve quality and increase all actors’ awareness, thus nurturing a shared culture of ECEC quality;

- ▲ **Support & positive impact** – monitoring and evaluation processes should support staff to systematically document, reflect upon and review their practices from a quality enhancement perspective;
- ▲ **Holistic & inclusive approach** – an equal priority to the full spectrum of children's wellbeing, including not only their educational development but also their wellbeing and social relationships;
- ▲ **Responsive & contextualised approach** – ECEC provision should be adaptive to the needs of the individual communities, facilities, children and families they serve, practices may therefore vary while still being aligned with quality requirements at system level;
- ▲ **Equity & consistency** – all children have an equal right to quality ECEC (as defined by a curricular or EU Quality Framework for Early Childhood Education and Care); therefore a key priority is to ensure that services are held accountable for providing quality ECEC regardless of variations in pedagogical approaches or practices across centres (WG EC, 2022b).

The TSI project included recommended principles, values and ethos that should be taken into account in the design of the monitoring and evaluation system. These recommendations were:

- 1 Ensure that all reforms and further developments in early childhood education and care are **child-centred**. The monitoring and evaluation process should primarily be a means towards ensuring and **improving quality**. Monitoring should therefore focus on quality improvement rather than administrative purposes or sanctions.
- 2 Develop a **shared vision** for early childhood education and care for children aged 0–6 years with clear goals and appropriate success criteria that ensure alignment with law and policy.
- 3 Ensure that society is aware of the **social and individual value** of early childhood education and care through campaigns and public communication highlighting the importance of early learning and play.

We tried to take all the above values and principles into account when designing a system of indicators for monitoring and evaluation of early childhood education and care. At the same time, it is clear that the current state of the early childhood education and care system does not make it possible to take these values and principles fully into account, and therefore the indicators need to be understood as describing a desirable target state.



The monitoring and evaluation of the education system is challenging especially due to the considerable decentralisation of public administration and the associated large number of providers of early childhood education and care services. Another challenge lies in the split responsibility for the system, where existing services operate under two ministries with different core objectives (promoting employment on the part of MoLSA as opposed to early childhood education and preparation for compulsory schooling on the part of MoEYS).

Based on agreement with both MoLSA and MoEYS and the members of the working group, we decided to develop an overarching vision of early childhood education and care, and a monitoring and evaluation framework for all types of ECEC services for children aged 0–6 years. Despite the diverse nature of the ECEC facilities and the way in which the individual criteria are met, they share the common goal of achieving the desired quality of services, and the proposed evaluation and monitoring framework is a suitable tool and guide for achieving this goal. Hence, this document is as relevant for children's groups as it is for kindergartens.

At the same time, we agreed with the ministries and the working group members that the data collection methods and data systems of the two ministries should be converged and linked as much as possible, and that some sort of monitoring is also needed for facilities that are currently not formally part of the early childhood education and care system, even though they provide similar types of services as children's groups and kindergartens (typically preschool clubs run by NGOs, adaptation clubs organised by parent and toddler groups, and preschool children's groups at youth centres), while the quality standards should ideally also benefit individual nanny services.

The quality statements and the corresponding indicators were formulated with the understanding that their application would also vary by age group (typically, monitoring the progress of two-year-old and pre-school children would focus on different aspects of their development). However, the principles are the same for all facilities.

As mentioned above, the monitoring and evaluation framework is formulated with a desired, more advanced state of the system in mind and is not linked merely to current data collection practices. This means that we do not currently have adequate data and/or data of satisfactory quality for calculating many of the indicators. In addition, the ways in which data are collected by the MoLSA and MoEYS systems differ significantly (the current state of affairs is described in detail in the Report on the Current System and Practice of Monitoring and Evaluation in the Field of Early Childhood Education and Care in the Czech Republic, which was created within the TSI project). At the same time, both ministries are currently updating the legislation governing data collection, as well as their information systems. The overview of the proposed indicators given in the table in Annex 1 also includes information on what data is currently available, as well as an estimate of how realistic it might be to obtain the individual indicators in both systems. However, this is merely an estimate made by the authors of the document.

### 3. Vision

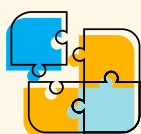
In the course of its work aimed to prepare the basis for the proposed monitoring and evaluation framework, the working group concluded that in terms of developing a quality framework, it would be essential to clarify the vision for early childhood education and care. The vision, just as the proposed framework for monitoring and evaluation, is based on the EU Council Recommendation and reflects on the strategic documents of the Czech Republic in the area of education and family policy. Based on discussions at five meetings and written comments on the draft vision submitted in between meetings, the working group proposed the following wording of the vision for early childhood education and care in the Czech Republic:

**Every child has the right to quality and available early childhood education and care services.**

#### Early childhood education and care in the Czech Republic:



Respects that each child is unique, supports their individual needs and focuses on the acquisition of competences and the promotion of active learning and exploration of the world, primarily through play;



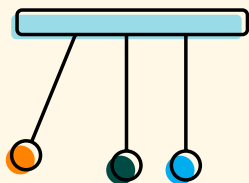
Respects children's right to make decisions and choose their own activities, while emphasising responsibility and educational goals;

Provides a safe and stimulating environment where emphasis is placed on socialisation, relationships, communication and the overall wellbeing of children;



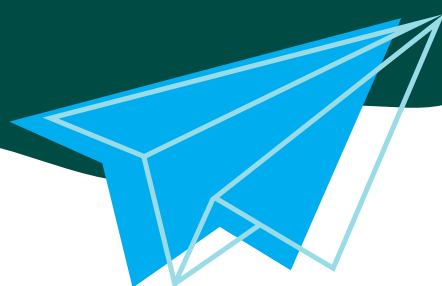
Promotes the values of respect, social cohesion and sustainable development.





The system of early childhood education and care in the Czech Republic is based on European recommendations and the objectives of Czech education and family policy. Early childhood education and care services are accessible in terms of affordability, place, time and capacity to all families, and are based on the active collaboration of all relevant stakeholders, including parents, communities, and health and social services. Particular attention is paid to the most vulnerable groups of children, for whom quality early childhood education and care is crucial in terms of their future educational success and gainful employment in life.

**An emphasis is placed on improving the quality of services through professional development, adequate and sustainable funding, and systematic, efficient and participatory quality evaluation, always centred on the best interests of the child.**





## 4. Quality statements

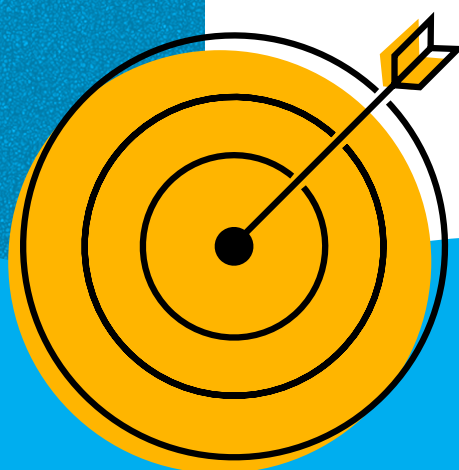
Quality statements serve as the basis for the design of the indicator system. Their aim is to describe the desired state of each area of the quality framework and to facilitate a common understanding of what quality means in each area.

Quality statements are identified by letters that refer to the quality area within the framework. We chose the first letter of the English version of the name for each area (Access, Staff, Curriculum, Evaluation & Monitoring, Governance & Funding). The number that follows refers to the order of the quality statement.



### Access

- A.** All children have access to quality early childhood education and care that promotes participation and fosters social inclusion.
- A1.** The service is available to all children from birth to school.
- A2.** The service's approach encourages participation and welcomes diversity.
- A3.** The service strengthens social inclusion and the system's equity.







## Staff

- S.** In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children and their needs, and the stability of staff is ensured. All professional staff members continue to develop their professional qualifications, have decent salary or wage, and suitable working conditions, and are led by management with a clear vision and strategy for the development of the facility that reflects the needs of children, parents and the community.

- S1** Staff members are qualified.
- S2** Staff undergo further professional development.
- S3** Staff have decent salary/wage.
- S4** Staff have suitable working conditions.
- S5** Staff are led by quality management.



## Curriculum

- C.** The legislation sets out clear and comprehensible aims, tasks and requirements for various forms of early childhood education and care. Early childhood education and care are guided by a curriculum based on educational goals, values and approaches that enable children to reach their full potential, taking into account their social, emotional, cognitive and physical development, and their well-being. The curriculum encourages staff to collaborate with children, colleagues and parents, and children to interact with each other, and requires self-evaluation of practice.
- C1.** All the types of early childhood education and care are guided by a curriculum that emphasises sensitive and nurturing interactions between staff and children, and among the children themselves.
- C2.** In all types of early childhood education and care, procedures are in place to ensure that children adapt smoothly to the environment, to the care staff and to the children's group/class, and the group's cohesion is subsequently promoted and developed. A smooth transition to the next stages of early childhood education and care and to primary education is also ensured.

- C3.** In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children, their age and their needs, and the stability of staff is ensured.
- C4.** An appropriate environment is ensured in all types of early childhood education and care, with functional equipment that develops curiosity and learning.



## Evaluation & monitoring

- E.** Availability and quality are regularly monitored and evaluated in early childhood education and care based on data that is systematically and thoughtfully collected. The data is available to users in a form that allows for easy processing and visualisation. Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.
- E1.** Data collection for regular monitoring of structural indicators is well thought-out and ensured.
- E2.** Data collection for regular monitoring of process indicators is well thought-out and ensured.
- E3.** Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.



## Governance & funding

- G.** The governance and funding of early childhood education and care are transparent, efficient, sustainable, relevant to the needs and based on constructive co-operation among all actors.
- G1.** Governance and funding of ECEC services are transparent.
- G2.** ECEC services governance is based on horizontal and vertical co-operation.
- G3.** Governance and funding of ECEC services are efficient, relevant to the needs and sustainable.





## 5. Monitoring and evaluation system

The creation of basic registers in the form of public administration information systems containing up-to-date data is essential for the establishment of a functional monitoring and evaluation system. In the sector headed by the Ministry of Labour and Social Affairs, this role is taken on by the register of providers, and in the one falling under the Ministry of Education, by the school register and reporting.

Both sectors are preparing new versions of their respective information systems. The new version of the Ministry of Labour and Social Affairs information system will collect data on the occupancy of reserved capacity and the staffing of the service for the purpose of planning available capacities, the medium-term outlook of the State budget expenditure on childcare, and related family policy measures, and also for statistical purposes. Data will be collected once a year, as at 30 September of each calendar year. At the same time, the Ministry of Education has been preparing the eEdu Education Information System (IS eEdu), which aims to provide and manage data related to public education. In the first stage, the aim is to build a functional core of the system and to computerise tasks related to the school registers. In the second stage, the system will be expanded to include a register of pupils/students, a register of employees and a system for collecting and processing statistical and administrative data, and making these data available in a suitable form to citizens and public authorities in a single central location. In our proposal, we expect this system to be functional. In order to significantly improve monitoring and evaluation, it would be

advisable for the system to be able to collect citizens' data from the moment of their entry, rather than only from three years of age, or for the MoLSA information system to collect data in the same structure and to enable linkage with MoEYS data. Other sources of data from the Ministry of Education are the Inspis information system operated by the Czech School Inspectorate (CSI) and the planned electronic application for enrolment into compulsory school education.

At the same time, it is necessary to monitor data on the age structure of the population in general and in specific localities and to take account of demographic forecasts in system capacity planning. For monitoring and evaluation of process quality, it will be necessary to extend and improve the existing procedures, i.e. to extend the obligation to monitor process quality to all ECEC providers and to include self-assessment and surveys among parents and other actors, including children, and to pay more attention to interactions between staff and children, and among the children themselves.

The system must be set up in such a way that it places the least burden on early childhood education and care providers and actively assists in the provision and improvement of services. It envisages strengthening of the middle management element.

Below is an overview of the indicators, divided into five main areas according to the EU Quality Framework for Early Childhood Education and Care: the first deals with access to ECEC; the second with the staff who care for the children; the third with the curriculum; the fourth with evaluation and monitoring; and the fifth with governance and funding.

The indicators are divided into structural and process indicators. Structural indicators describe the characteristics of the system and are usually quantitative in nature, while process indicators focus mainly on the processes involved in the support for learning and on the interactions among actors, and tend to be qualitative in nature. In some cases, the line between the two groups of indicators is somewhat blurred.

The breakdown corresponds to the numerical designation of each indicator. The first letter of the designation refers to the quality framework area (**Access, Staff, Curriculum, Evaluation & Monitoring, Governance & Funding**). The following number refers to the order of the quality statement, S denotes a structural indicator, P refers to a process indicator, and the last digit is the number of the indicator within the group.

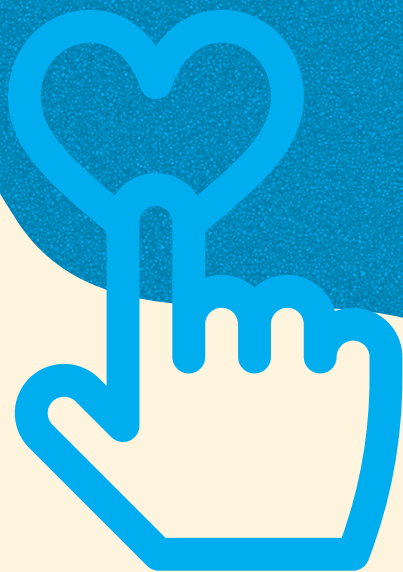
For each indicator, we consider three levels for which it could be constructed to provide valuable feedback: the individual facility level, the local level (right now we are considering municipalities with extended competence), and the system level. The proposed levels for each indicator are shown in the attached table. In the case of process indicators, we generally assume that the rating is on a point scale. At the local and national level, we expect to report the proportion of facilities that satisfactorily meet the indicator.

Where we found it useful, we added more detailed explanations to the indicators to clarify exactly what they are telling us, why they are important, or what pitfalls may be associated with them.



# ACCESS

**All children have access to quality early childhood education and care that promotes participation and fosters social inclusion.**





# A1

## The service is available to all children from birth<sup>6</sup> to school entry

### Structural Indicators

#### → A1.S.1 Routine survey of demand for early childhood education and care

At the local level, future demand for early childhood education and care is regularly assessed. An electronic system is in place where parents (both officially resident and staying in the locality, which can also be documented through an affidavit) indicate in advance that they would like to place their child in a facility providing early childhood education and care services and to what extent. This requires a unified electronic system and commitment on the part of the municipality.

#### → A1.S.2 Capacity adjustment planning

Capacities are adjusted on the basis of regularly collected information. The capacity adjustment is carried out in co-ordination with private service providers in the locality. Temporal and spatial aspects are also taken into account.

#### → A1.S.3 Capacity of facilities for a given age group of children – proportion of the registered facility capacity in relation to the population of children in the given age group

To calculate the indicator, it would be useful to get access to up-to-date data from the population register. The data provided by the Czech Statistical Office (CSO) only include people born in a given territorial unit

<sup>6</sup> The age limit will be set by the relevant legislation.



**How do we know that all children can attend kindergarten/children's group?**



Children from other countries can attend.

**ADÁMEK**, 5 years old,  
*Children's Group Klubíčko Kroměříž*

Only small children go to preschool, big ones don't.

**EMMIČKA**, 3 years old,  
*Children's Group Klubík v přírodě*

Because there are not adults.

**DENISKA**, 6 years old,  
*Kindergarten Žitenice*

(according to their permanent residence), which does not take account of people residing elsewhere than at their registered permanent place of residence, and migration. Information on capacities according to age is important, but obtaining such information is complicated by the overlap of age groups attending individual facilities<sup>7</sup>

→ **A1.S.4 Capacity utilisation – proportion of children attending ECEC facilities in relation to registered capacity**

Capacity data must be updated regularly. Furthermore, it is necessary to ascertain the number of children attending individual facilities (this is currently only the case of facilities falling under MoEYS).

→ **A1.S.5 Proportion of children not placed – the proportion of children not placed in relation to the number of children whose parents have applied for placement in ECEC**

Currently, only the number of rejected applications can be monitored. At the time, the calculation is therefore distorted by the fact that parents apply for placement in more than one facility. To increase the informative value of the indicator, applications should be recorded by individual children.

→ **A1.S.6 Percentage of average income spent on each component of ECEC – average monthly cost associated with attendance at an ECEC facility divided by the average wage**

The calculation of the indicator requires the collection of data on facility fees (“kindergarten fee”, meals, other fees). The context of the location/region is important for this indicator as prices may vary from one location to another.

→ **A1.S.7 Proportion of actively employed women with children under three years of age – the proportion of actively employed women with the youngest child under three years of age in relation to the number of women with the youngest child under three years of age**

This indicator is reported by EUROSTAT. The EU-SILC survey, for example, can serve as a data source.

→ **A1.S.8 Barrier-free facilities**

We understand a barrier-free nature (accessibility) as the absence of physical barriers (typically stairs).

<sup>7</sup> Suggested age groups: under two years, two to six years, all ages up to the start of compulsory school attendance. Capacity data must be updated regularly. The question is whether it is feasible to require facilities to determine capacity for particular age groups. Our proposed breakdown is based on the current situation: children under two years of age can only attend children's groups, so we compare the capacity of children's groups with the population of children over six months and under two years of age. Kindergartens are attended by children between the ages of two and six, so we compare the capacity of kindergartens with the number of children aged two to six years. Children's groups and kindergartens both serve the population of children up to the age of compulsory school attendance, i.e. the capacities of both types of facilities are compared with the population of children older than six months and younger than seven years.



## Process Indicators

- **A1.P.1** Parents and legal representatives are provided with information about the local range of early childhood education and care services, including their basic characteristics and child development goals, in a readable and comprehensible form.

The availability of comprehensible information about early childhood education and care options enables parents to make informed decisions regarding their children's education. Readable and comprehensible information materials help parents look for a suitable service, even if a particular facility cannot accept their child. Active communication by the municipality about the offer of ECEC facilities helps to increase children's participation in early childhood education and promotes co-operation between parents and educational institutions.

- **A1.P.2** The facility shares information on its operations in a form accessible to all parents.

Comprehensible and accessible communication regarding the facility's operation allows parents to improve their childcare planning and facilitates co-operation between parents and staff. A personalised approach by the facility's staff to parents helps to ensure that all groups of parents, including those from other cultural backgrounds, have sufficient information about what is expected, for example, regarding the children's attire for culturally based events such as holidays and celebrations. This contributes to smoother integration of children and encourages their participation in educational activities.

# A2

## The service's approach encourages participation and welcomes diversity

### Structural Indicators

- **A2.S.1** Participation in ECEC by age – the proportion of children enrolled in ECEC facilities in relation to the number of children in the given age group and territory

The indicator assumes the registration of children attending all ECEC facilities (i.e. not only in facilities that are included in MoEYS statistics), as well as the availability of data on the population living in a given territory.

- **A2.S.2** Average attendance time by age – average number of hours spent in the facility per week for each age group

Individual facilities usually record attendance, but the data is not used any further. In the case of older children, it should be considered whether it would be appropriate for some of them to increase attendance. Data are also not reported to higher levels. However, to monitor ECEC, it is useful to have information not only on the proportion of children enrolled in ECEC facilities, but also on their actual attendance. If reporting by hours proves to be too administratively onerous for the facility, reporting by days rather than hours is possible.

- **A2.S.3** Proportion of women and men among caregivers

The tracking of this indicator may result in greater pressure to balance the number of men and women in the roles of teachers and caring persons. Women and men bring different perspectives, approaches and working methods to care and education. Such diversity can enrich the learning process and create an environment that better suits the individual needs of children.



**Would it be good to have more male teachers in kindergarten/ children's group? Why?**



Yeah, that's a good idea, I'd like to have a male teacher.

**DAVID**, 6 years old, *Children's Group Klubíčko Kroměříž*

There could also be a panda – a black-and-white bear.

**NATÁLKA**, 4 years old, *Children's Group Klubíčko Kroměříž*

Because then we can learn something.

**FELIX**, 5.5 years old, *Kindergarten Žitenice*

Yes, when there was a man with dinosaurs at preschool, it was great.

**TONÍK**, 2.5 years old, *Children's Group Medvědi*

## Process Indicators

- **A2.P.1 Staff actively encourage all children to participate in the activities offered.**  
The staff make sure that no child is left behind. At the same time, they do not force children into activities and respect the child's decision not to participate.
- **A2.P.2 Staff consistently use a welcoming, respectful and supportive approach when communicating with children and parents.**  
Through their attitude, staff demonstrate that everyone is welcome and that everyone will be heard.
- **A2.P.3 Staff continuously monitor the child's development and adapt care and education to the child's current needs.**  
Ongoing monitoring is important for early identification of areas in need of targeted support.
- **A2.P.4 Staff representing the diversity of the children's team are involved in care.**  
Typically, in facilities attended by Roma children, it is appropriate to employ Roma staff members, and in facilities attended by Ukrainian children, it is appropriate to also employ Ukrainian staff members.



# A3

## The service strengthens social inclusion and the system's equity

- **A3.S.1** Proportion of socially disadvantaged children – number of socially disadvantaged children enrolled in the facility compared to the total number of children enrolled in the facility

Socially disadvantaged children are defined in reports submitted by schools, but the reporting methodology is not consistent. Therefore, more sophisticated methodologies are being developed to identify socially disadvantaged children in the education system. The proposed indicators, including the identification of socially disadvantaged children, assume that the MoEYS methodology which is currently under preparation will be applied in other ECEC facilities. Data on social benefits can also be used to identify these children; they are available but not used for this purpose.

- **A3.S.2** Proportion of children with special needs (learning and behavioural disorders, speech impairments, physical disabilities and handicaps) – number of children with special needs enrolled in the facility compared to the total number of children enrolled in the facility

Children who do not fall under school-like facilities are usually not diagnosed. Consideration should be given to how paediatricians, child psychologists/psychiatrists, clinical speech therapists and other professionals could be involved in identifying children with special needs. In any case, their co-operation in the provision of ECEC (and with the education sector in general) is desirable.



**How do children who may have difficulties or challenging circumstances – hearing, speech, or vision impairments, use a wheelchair, come from another country, fled war, or come from a very poor family – benefit from preschool?**



There are friends in preschool.  
**XAVI**, 3 years old, *Children's Group Jahoda*

So they can play.  
**VÍTEK**, 6 years old, *Children's Group ECCEHOMO Štenberk*

They learn Czech.  
**NATÁLKA**, 5 years old, *Children's Group Klubíčko Kroměříž*

→ **A3.S.3 Proportion of children with a different mother tongue – number of children with a different mother tongue enrolled in the facility compared to the total number of children enrolled in the facility**

At the facility level, these indicators should be identified as a basis for providing more support to facilities with higher numbers of children with a different mother tongue (DMT). At the local level, these indicators should be monitored as a basis for determining whether there is a concentration of children who need support in certain localities. At the same time, it serves as an indicator of the openness of facilities in a given territory to the education of children who need support and their ability to attract these children to ECEC.

→ **A3.S.4 Proportion of socially disadvantaged children in the last year of compulsory early childhood education who are educated individually**

The indicator checks that compulsory early childhood education is not being bypassed in the case of children who need it most.

→ **A3.S.5 Attendance of socially disadvantaged children by age – average absenteeism of socially disadvantaged children enrolled in the facility compared to average absenteeism of children without social disadvantages enrolled in the facility by age**

This serves as feedback to the facility on whether it is doing enough to ensure the attendance of the children who benefit most from it.

→ **A3.S.6 Existence of rules for granting financial relief**

There are clear rules for providing financial relief to families that would find it financially unaffordable to enrol their children.

→ **A3.S.7 Proportion of ECEC services expenditure earmarked for financing supporting measures – expenditure on financing supporting measures in ECEC compared to total ECEC expenditure**

→ **A3.S.8 Proportion of ECEC services expenditure earmarked for financing support for facilities with higher numbers of socially disadvantaged children – expenditure on support for facilities with higher numbers of socially disadvantaged children compared to total ECEC expenditure**

Indicators S.7 and S.8 are used to monitor the level of support over time. Designing an indicator to measure the efficiency of the support provided – for example, the annual change in absenteeism exceeding 10% of the annual support provided – would seem appropriate. However, we do not propose such an indicator because it could prove highly misleading. For example, the composition of the facility's pupils may change, which will have a negative impact on overall absenteeism even if support is provided effectively.

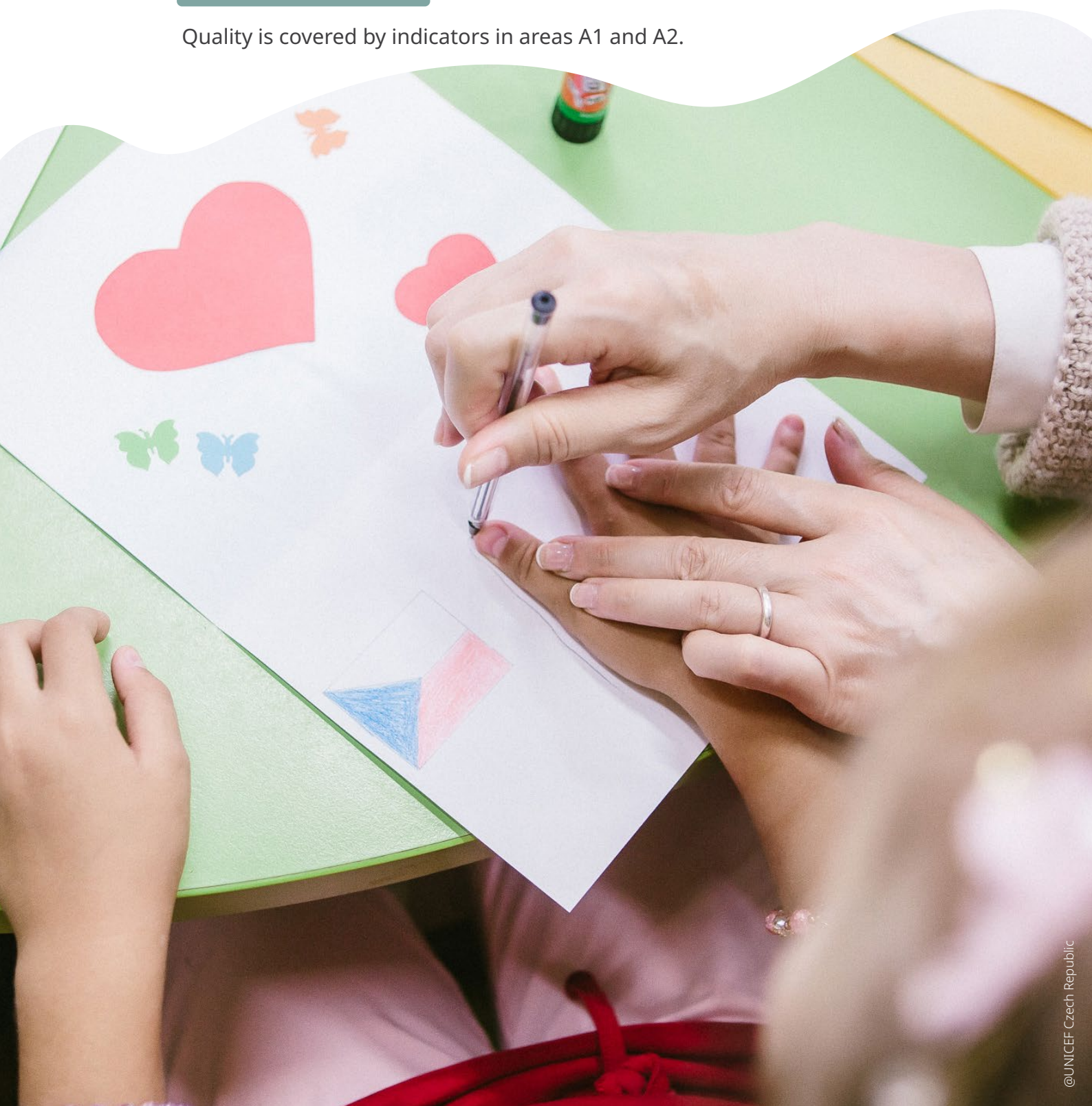


# A3

## The service strengthens inclusion and the equity of the education system.

### Process Indicators

Quality is covered by indicators in areas A1 and A2.





# STAFF

**In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children and their needs, and the stability of staff is ensured. All professional staff members continue to develop their professional qualifications, have decent salary or wage, and suitable working conditions, and are led by management with a clear vision and strategy for the development of the facility that reflects the needs of children, parents and the community.**





# S1

## Staff members are qualified

### Structural Indicators

- **S1.S.1** Proportion of staff members working directly with children who have obtained education relevant to their role in early childhood education and care (proportion of qualified staff)

The staff members' professional education and qualifications are an important prerequisite for the quality of care provided. Qualification is therefore a proxy indicator of the quality of staff activities involving children.

- **S1.S.2** Proportion of key<sup>8</sup> staff members working directly with children who have obtained education relevant to their role in early childhood education and care (proportion of key qualified staff)

Data for indicator S1.S.2 are not collected yet, but collection is proposed by the EU working group<sup>9</sup>. Until this indicator can be reported, we suggest working with the indicator "proportion of key staff members working directly with children who have education relevant to their role in ECEC facilities", which is currently reported in the MoEYS sector (see R13 report on school directorates as of 30 September).

<sup>8</sup> The "key" staff members in kindergartens are teachers; other staff members include teaching assistants, and also special educators and psychologists, where needed. In the sector of children's groups, we consider "key" staff members to be individuals who have professional qualifications according to Act No. 247/2014 Coll., on the provision of childcare services in a children's group and on amendments to related laws.

<sup>9</sup> This is the European Commission's informal expert working group on early childhood education and care; more information can be found here: <https://wikis.ec.europa.eu/display/EAC/ECEC+Documents>



**What should a teacher/caregiver know or be able to do to work in kindergarten/ children's group?**



Help us, hug us.

**LUCKA**, 4.5 years old,  
*Children's Group Zelená, Klub K2*

Teach us to cut so we don't cut ourselves.

**FELIX**, 5.5 years old,  
*Kindergarten Žitenice*

Do a somersault, a cartwheel, and train the tongue.

**RÓZA**, 3 years old, *Children's Group Louka, Klub K2*

Know how to communicate with children.

**STELA**, 5 years old, *Children's Group Klubíčko Kroměříž*

Protect children.

**JONÁŠEK**, 6 years old,  
*Kindergarten Žitenice*

Write, know how things work, how to paint.

**JURKO**, 4.5 years old, *Children's Group Klubík v přírodě*

### **S1.S.3** Minimum qualifications (ISCED) required for taking on the profession of key staff member in early childhood education and care for ages 0–3

This indicator is particularly relevant for comparing practices in different types of facilities.

#### **Process Indicators**

##### → **S1.P.1** Staff members actively collaborate and provide each other with support and feedback.

This indicator encourages the sharing of experience and innovative approaches among staff members, leading to progressive improvement in methods and approaches. Collegial collaboration and mutual visits to classes make it possible to identify and address deficiencies as required, which contributes to greater efficiency of education and care. The emphasis on teamwork ensures a consistent and co-ordinated approach to the needs of the children.

##### → **S1.P.2** Staff members strive for professional interactions based on trust, recognition and respect.

Respectful communication creates a safe and motivating environment for children, parents and colleagues. Constructive conflict resolution and an empathetic approach build trust among all the persons involved, which is key to long-term co-operation and the prevention of misunderstandings. This directly affects the satisfaction of the families and the team's stability.

##### → **S1.P.3** Staff members recognise their professional responsibilities and competences, as well as those of the actors with whom they co-operate, and utilise them in multidisciplinary collaboration.

Co-operation with other professionals (e.g. psychologists, social workers) ensures comprehensive support for children, especially those with special needs. The clear definition of competences and knowledge sharing among professions increases the effectiveness of the intervention and contributes to a personalised approach, which is the cornerstone of quality care.



# S2

## Staff undergo further professional development

### Structural Indicators

#### → S2.S.1 Number of hours per year spent on further education

The indicator provides an idea of the total volume of further education and is important for year-on-year and inter-departmental comparisons. It is also useful for calculating the cost of further education.

### Process Indicators

#### → S2.P.1 The facility's management identifies the needs of staff (monitors and evaluates their professional shortcomings) and determines areas for improving their qualifications.

Systematic assessment of staff training needs ensures that their competences are relevant to the current care and education needs of children. Development planning directly impacts the team's ability to respond to new trends, which is key to maintaining a high level of care and education.

#### → S2.P.2 Staff members participate in education that aims to respect the needs of children in view of the composition of the group of children and that responds to current issues in the field of childcare.

Staff training focused on children's needs enhances their ability to respect children's diversity (e.g. cultural, developmental) and effectively apply innovative methods. This contributes to an inclusive environment where every child can develop their full potential.

#### → S2.P.3 Staff members are proactive in their approach to professional development. They reflect on, assess and evaluate the efficiency of their work from time to time. They are aware of their strengths and weaknesses, and plan for possible further improvements. They also make effective use of self-study and various efficient forms of sharing experience. They are interested in new trends and apply the obtained knowledge efficiently in education. They are open to suggestions from parents and children.

Self-reflection and personal development planning enable staff to critically evaluate their work and continuously improve its quality. Openness to new knowledge and sharing of experience within the team encourages innovation and adaptation to the changing needs of society.

# S3

## Staff have decent salary/wage

If data on the annual amount of salary/wage were collected in the labour register based on itemised salary/wage statements, percentage of FTE (full-time equivalent) and real annual salary/wage for the previous calendar year, with the addition of a conversion to FTE, it would be possible to generate any data sets that are currently reported as specific indicators (e.g. average salaries of junior staff members, staff members with ten years of experience, broken down by occupational groups or gender, etc.).

Until such labour registers are operational, it is crucial to have the wage/salary data available in a form that is comparable to data reported for other occupational groups and allows for comparisons. In this regard, the average monthly salary/wage is the most appropriate data for both entry-level and experienced professionals. At the same time, we consider it important to monitor what part of the wage is made up of premium components.

### Structural Indicators

#### → S3.S.1 Average monthly salary/wage of staff members and senior employees compared to average wage

This indicator shows the relationship to the average wage, which is indicative of the overall prestige of the profession. An amendment approved in 2023 states that a teacher's salary should be at least 130 percent of the average gross monthly nominal wage. This provision also applies to teachers in kindergartens, but not to carers in children's groups. It is therefore important to monitor, in both ministries, how this indicator develops in the future. The indicator shows the overall social and economic position of staff employed in the ECEC sector and makes it possible to identify whether professionals in this area are underpaid.

#### → S3.S.2 Average monthly salary/wage of staff members and senior employees – by age, gender, length of experience and educational attainment

This indicator makes it possible to track pay gaps by key demographic and occupational characteristics. If these indicators are tracked in the long term, it becomes clear to what extent they are reflected in salaries and if undesirable trends are identified, it is possible to respond with targeted interventions based on the available evidence. For example, this can help identify inequalities, such as gender disparities, and the impact of educational attainment on salary levels.

- **S3.S.3** Average monthly salary/wage of staff members with qualifications similar to those of primary school teachers as a proportion of average salary/wage of primary school teachers

This indicator highlights the potential underpayment of highly qualified staff in early childhood education compared to primary education.

- **S3.S.4** Real<sup>10</sup> salary/wage of staff members

This indicator shows whether the staff members' real earnings are improving, stagnating or deteriorating, thus providing an overview of the efficiency of remuneration in relation to economic development.

- **S3.S.5** Proportion of average salary/wage in relation to average salary/wage according to itemised salary/wage statement

This indicator determines the proportion of allowances of various kinds (overtime, bonuses). It also shows what proportion of the salary is income that staff members can rely on and what proportion depends on other available resources and extra activities.



**How much should a teacher/auntie (caregiver) be paid?**



18 and 34.

**EMILKA**, 4.5 years old,  
*Children's Group Modrá, Klub K2*

They should pay for it themselves.

**KRYŠTOF**, 4 years old,  
*Children's Group Louka, Klub K2*

95 crowns.

**TIMY**, 3 years old, *Children's Group in Rodinné centrum Andělek*

Infinity.

**DENISKA**, 6 years old,  
*Kindergarten Žitenice*

7 money, but that's too little.

**MÍNA**, 3 years old, *Children's Group Klubík v přírodě*

<sup>10</sup> Real salary/wage is the average gross monthly salary/wage after adjusting for the effects of inflation or deflation. If, for example, the average wage rises by 10%, from CZK 40,000 to CZK 44,000, but prices rise simultaneously by 10%, the real wage remains the same and its growth is zero; for more details see e.g. <https://www.kurzy.cz/mzda/realna-mzda/>



# S4

## Staff have suitable working conditions

Suitable working conditions have several dimensions: the number of children per staff member; the number of children per assistant; the number of direct hours worked; the proportion of key staff members working part-time; and the proportion of staff members receiving formal support for at least the first six months of employment. In the future, it is important to set relevant benchmarks, i.e. to determine the desirable values for different types of facilities and composition of children.

### Structural Indicators

#### S4.S.1 Proportion of children in relation to all staff members and qualified staff members working directly with children

This indicator belongs among indicators showing the demands placed on staff members in each type of facility. The qualification of staff members is described in detail in the relevant legislative standards, so it is important to take the current state of legislation into account in data collection. At the beginning of 2025, all caring persons in children's groups are considered qualified staff working directly with children, while in kindergartens such staff only includes persons who are qualified as kindergarten teachers, special educators, school speech therapists, psychologists and teaching assistants in accordance with the requirements of Act No. 563/2004 Coll., as amended (the Teaching Staff Act, also amending some other laws).



**How many teachers/aunties (caregivers) should work in our class/group to have enough time for all children?**



Eleven.

**JAKUB**, 5.5 years old,  
*Kindergarten Žitenice*

2-5, one wouldn't manage alone.

**KRYŠTOF**, 4 years old,  
*Children's Group Louka, Klub K2*

Eight.

**ROZÁRKA**, 6 years old,  
*Kindergarten Žitenice*

2 teachers, so there aren't too many of them, and more children can fit in.

**EMMIČKA**, 3 years old,  
*Children's Group Klubík v přírodě*

→ **S4.S.2 Number of hours worked and number of hours of direct work with children per staff member and year**

In kindergartens, teaching staff carry out direct and indirect teaching activities. Direct activities include direct teaching, educational, special education, and pedagogical-psychological activities providing for upbringing and education. During indirect teaching activity, the teacher prepares for direct work, i.e. prepares lesson plans and teaching aids; evaluates children's work; supervises children at school and at events organised by the school; co-operates with other staff members and with the pupils' legal representatives; takes professional care of libraries and other facilities; and participates in consultations. No such division of working time is in place for children's groups.

→ **S4.S.3 Proportion of working time devoted to preparation and reflection, i.e. time when staff members are not working directly with children**

This indicator focuses specifically on the time when staff can plan and reflect on their activities, including in collaboration with their colleagues, and participate in further education and joint meetings.

→ **S4.S.4 Proportion of staff members receiving formal support for at least the first six months of employment**

This indicator is based on the concept that staff with better support will provide better services to children. Such support may be based on the work of an induction teacher, mentoring, coaching, professional supervision, weekly team meetings, observation and discussion of practice, and other measures. There are many technical details that need to be thought through, such as what would be considered support; who could provide support; whether those providing support need to be trained; whether support needs to be provided for a set number of hours per week; whether part-time staff members are included, etc. The EC working group notes that continuous support is also important, as it is possible that a staff member may encounter some challenges at any time during his/her career.

## Process Indicators

→ **S4.P.1 Management provides support to staff, especially through evaluation, reflection, team feedback, mental hygiene, and supervision.**

Regular feedback, supervision and mental hygiene reduce the risk of burnout and keep staff members motivated. This is essential for the long-term sustainability of quality services, as a satisfied team better meets educational and training goals.



# S5

## Staff are led by quality management

### Structural Indicators

#### → S5.S.1 Proportion of senior employees who have completed leadership training or have relevant leadership qualifications

This indicator is directly related to the quality of services provided, as better-trained senior employees have greater skills in organisation and management. Quality leadership needs to focus on the pedagogical component of the process, along with the traditional processes of leadership and management. However, these roles may not always be played by one person.

#### → S5.S.2 Representation of men and women in management

The tracking of this indicator may result in greater pressure to balance the number of men and women in the roles of teachers, caring persons and senior employees. There are many reasons to strive for a gender balance in early childhood education positions. For example, they can counteract stereotypes that perceive certain occupations as “typically women’s” or “typically men’s”. A balance between female and male teachers and caring persons is also important for role modelling: children can see that early childhood care and education is not gender-specific, which may have a positive impact on their future perception of gender roles. In addition, men and women can bring different perspectives, approaches and working methods to care and education. Such diversity can enrich the learning process and create an environment that better suits the individual needs of children. Greater involvement of men in early



**How can the director help teachers/aunties (caregivers) to make our kindergarten/ children’s group the best for children?**



Do paperwork and work.

**FELIX**, 5.5 years old,  
*Kindergarten Žitenice*

Help with toys.

**ALEXANDR**, 5 years old,  
*Children’s Group ECCEHOMO  
Stenberk*

Be nice to them.

**ADÁMEK**, 5 years old,  
*Children’s Group Klubičko  
Kroměříž*

Repaint.

**DENISKA**, 6 years old,  
*Kindergarten Žitenice*

Buy more toys.

**JINDŘICH**, 3 years old,  
*Children’s Group - Social  
Services Prague 9*



childhood education can also contribute to its greater prestige, which could lead to better conditions for all staff members.

### → **S5.S.3** Proportion of senior employee's time devoted to managing the education and care process

A senior employee who devotes sufficient time to managing and co-ordinating the education and care process can efficiently plan, implement and evaluate educational activities; this directly affects the quality of education and care provided. As part of the management of the education and care process, they can also provide feedback and mentoring to employees and solve problems with them as required. This can then feed back to the motivation of the whole work team. If senior employees also devote sufficient time to strategic leadership, this can help them to follow new trends in education and care and to innovate.

## Process Indicators

### → **S5.P.1** The facility has a clearly articulated vision and a realistic development strategy that is shared and implemented by staff.

A clear vision and the involvement of staff in its creation increase their ownership of the facility's goals. A shared vision helps to unify the work team and guide the care and education provided by the team.

### → **S5.P.2** The facility operates according to clear rules allowing for constructive communication among all the actors (management, staff, parents, children) and their participation in the running of the facility.

Transparent and open communication among all stakeholders promotes trust and co-operation. A participatory approach contributes to creating an environment where children learn democratic values, improves children's adaptation to the institutional environment and increases the quality of services provided.

### → **S5.P.3** The facility's management actively creates a healthy climate – it cares for the relationships among staff, children, and also the relationships between staff and children, on the one hand, and their parents, on the other hand, and for the co-operation of all the actors.

Positive relationships among staff members, children and parents create an environment of trust, which is essential for children's emotional security. This promotes their social development and willingness to co-operate.

- **S5.P.4** The facility's management focuses on meeting the relevant needs of each staff member and his/her professional development, creates conditions for the sharing of experience with other facilities, and effectively supporting junior staff members.

Respect for individual career paths and mentoring of junior team members increase team stability and prevent turnover, which contributes to continuity of care.

- **S5.P.5** The facility's management strives for optimal material conditions and provides for their purposeful utilisation.

Quality equipment and efficient management ensure that the environment meets safety standards and creates conditions for meaningful educational activities.

- **S5.P.6** The facility's management places emphasis on its own professional development.

Educating the facility's management enhances their ability to drive change and inspire the team, which is key to the adaptability of the facility in a rapidly changing world.

- **S5.P.7** All team members have a role in supporting and implementing the aims of education and care, which may include active participation in decision-making, planning and implementation of activities.



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# CURRICULUM

**The legislation sets out clear and comprehensible aims, tasks and requirements for various forms of early childhood education and care. Early childhood education and care are guided by a curriculum based on educational goals, values and approaches that enable children to reach their full potential, taking into account their social, emotional, cognitive and physical development, and their well-being. The curriculum encourages staff to collaborate with children, colleagues and parents, and children to interact with each other, and requires self-evaluation of practice.**





Currently, the process of taking care of and educating children in children's groups is guided by an education and care plan. Kindergartens develop their school curriculum based on the current Framework Educational Programme for Preschool Education. The term "Curriculum" is deliberately phrased so as to be general. It covers both relevant types of curricula – a children's group plan and a kindergarten curriculum. The aim is to emphasise the interconnection of care and education in line with the European Commission working group's approach.

The quality statement and the associated indicators are chosen so that they can be used in all types of institutional education and childcare. Some of them can also be utilised for non-institutional care (especially nannies and "neighbourly children's groups"). The future outlook is for greater linkage of curricula, or even their integration into one comprehensive framework document. Greater linkage should allow for both innovation and adaptation to the needs of specific providers/children, and ensure comparable quality of care and education regardless of the type of service.



# C1

## All the types of early childhood education and care are guided by a curriculum that emphasises sensitive and nurturing interactions between staff and children, and among the children themselves

The goal of overall child development is common to all early childhood education and care facilities and providers. The overarching framework programme should therefore be prepared in such a way that it can be adapted to manage the process of education and care not only in kindergartens, but also in children's groups and, where appropriate, also other ECEC facilities that systematically develop children.

The framework programme enshrines educational goals and practices that lead to children's physical, cognitive, social and emotional development, and well-being. Each facility has its own tailored curriculum, which is based on the framework programme and serves as a guide for staff to meet the set objectives.

In the case of children's groups, it might make the most sense for the tailored curriculum to take the form of an annual development plan for each child. The linking of curriculum documents, or the creation of a comprehensive framework programme covering the entire ECEC system, should be carried out in line with the institutional set-up for the management, financing and support of ECEC facilities within the system.



**What would an ideal day in kindergarten/ children's group look like so that children have fun and learn something new?**



We have a morning circle, there are new toys, it's fun, and there are friends.

**EMILKA**, 4.5 years old,  
*Children's Group Modrá, Klub K2*

Parents come to preschool and play with us.

**PAVEL**, 5 years old, *Children's Group Klubíčko Kroměříž*

Learning different languages, how people speak in different countries.

**ALICE**, 5 years old, *Children's Group Medvědi*

Teachers and friends come, we play with them and don't get mad at them. We draw and learn.

**KAČENKA**, 5.5 years old,  
*Kindergarten Žitenice*

We must learn something fun, learn about body parts, collect sunshine outside, and listen to nature.

**TEREZKA**, 4.5 years old,  
*Children's Group Klubík v přírodě*



## Structural Indicators

### C1.S.1 Proportion of children by age, sex and ISCED 01 / ISCED 02 / non-ISCED 0 classification in relation to all children of the given age in early childhood education and care facilities

Tracking the proportion of children attending ECEC by age and by the ISCED 2011 classification is essential for obtaining feedback on the ECEC system and for meeting the Barcelona targets.

**ISCED 0** refers to early childhood education and care curricula that have an intentional education component. Curricula at the ISCED level 0 are designed for children before the age of enrolment in primary education (ISCED level 1). The aim of these curricula is to develop the cognitive, physical and socio-emotional skills necessary to continue with primary education and to participate in society.

**ISCED 01** is defined as education and care taking place in a stimulating environment that supports learning. Emphasis is placed on the ability to express oneself, acquire language and use it for meaningful communication. Children are offered opportunities for active play to practise co-ordination and motor skills under supervision and with the help of staff. Curricula (programmes) that only comprise childcare (supervision, meals and health-care) are not considered ISCED level curricula.

**ISCED 02** is defined as pre-primary education. Emphasis is placed on interactions with peers and staff. Through these interactions, children improve their language and social skills, begin to develop logical thinking and reasoning skills, and verbalise their thought processes. Children are also introduced to sounds, letters and mathematical concepts and are encouraged to explore the world around them (UNESCO, 2012).

To report more accurately on the proportion of children in ECEC facilities, it is essential to cover, where possible, all ECEC providers and determine whether they only provide care or also engage in systematic child development.



**How can we learn about other children – what they are interested in, what they are good at, what language they speak at home, what country they come from, what customs and traditions they have?**



They tell us.

**LUKÁŠEK**, 5 years old,  
*Kindergarten Žitenice*

We ask them.

**KAČENKA**, 5.5 years old,  
*Kindergarten Žitenice*



This is particularly important for children's groups. If, in the future, children's groups are not primarily intended to serve children under three years of age, but become an alternative to kindergartens, as suggested in the Explanatory Memorandum on the amendment to the Children's Groups Act<sup>11</sup>, we recommend that consideration be given to ensuring that the children group's curriculum or education and care plan is aligned with the general definition under ISCED 02. In this case, the curriculum should develop language and social skills, reasoning and logical thinking, and related literacy and numeracy. Attendance should be more systematic (minimum two hours a day over 100 days). For children under three years of age attending a children's group, we already expect them to be included in ISCED 01, which emphasises active play, among other things.

→ **C1.S.2 Proportion of children by age, sex and ISCED 01 / ISCED 02 / non-ISCED 0 classification in relation to all catchment children of the given age**

The indicator is linked to the capacity indicator and to indicator C1.S.1. The challenge, as with C1.S.1, is to motivate private care providers to also become involved in monitoring and evaluation, and thus in reporting.

→ **C1.S.3 The curriculum involves collaboration and reflection**

The curriculum requires staff to engage with children, colleagues and parents, and to reflect on their own practice.

<sup>11</sup> The Explanatory Memorandum on the amendment to the Children's Groups Act proposes a modification to the Schools Act that would allow for addressing the eligibility for admission to early childhood education in a children's group: "it will be explicitly stated that a child who reaches the age of three before the beginning of the school year is eligible for admission to early childhood education in the catchment kindergarten, up to the permissible number of children as given in the school register. The municipality may comply with this duty by providing pre-school education in a children's group."

## Process Indicators

- **C1.P.1** Interactions are positive, caring, encouraging and sensitive to children's needs. Staff give appropriate attention to each child and to each of their classes/groups of children.

### **C1.P.2** Staff take account of children's skills, interests and needs.

Staff help each child identify his/her strengths and interests. They are able to recognise children's need for individual support. Staff assess the need for individual support together with parents or legal representatives, and if required by circumstances, external or multidisciplinary targeted support is provided. A personalised approach to children supports their development and helps them to identify their strengths and interests. The ability of teachers to identify the need for individual support and co-ordinate it with parents or other professionals contributes to early and efficient solutions to children's specific needs, leading to better development of their potential.

- **C1.P.3** Staff notice children's initiative, respond to their suggestions and encourage their activity.
- **C1.P.4** Staff use a rich language register, taking into account the age and language abilities of the children. Staff adapt language to the children's experience, verbalise activities and support children in communicating on a daily basis.

The emphasis is on developing language, the ability to express ideas and needs. Staff take into account all the children in the group and are open to various ways in which children express themselves.



**How do we know that a teacher/auntie (caregiver) notices what children want or are interested in?**



By how they look at them, their expression, and how they talk about it.

**HANIČKA**, 5 years old,  
*Children's Group Modrá, Klub K2*

It's obvious – they talk to us and listen to what we want.

**DAVID**, 6 years old, *Children's Group Klubíčko Kroměříž*

They are talking.

**EMA**, 2 years old, *Children's Group in Family Centre Andělek*



→ **C1.P.5 Early childhood education and care activities are meaningful and inspiring for children, and support their development and learning.**

Staff engage with the children in a variety of educational activities based on play, physical activity, art and cultural heritage, providing positive learning experiences for the children. The activities support the attainment of the goals set for various areas of learning and the acquisition of transversal competences.

→ **C1.P.6 Meals, rest periods, transitions between activities/parts of the daily schedule, dressing and other basic activities are carried out with regard to pedagogical objectives.**

In the case of younger children, in particular, it is very beneficial to pay due attention to routine activities in which children learn key skills (for more details, e.g. Cadima, 2020). Staff organise daily transitions between activities/parts of the daily schedule so that they are both flexible and consistent, and ensure that the daily routine as a whole supports the child's wellbeing and learning.

## C2

**In all types of early childhood education and care, procedures are in place to ensure that children adapt smoothly to the environment, to the care staff and to the children's group/class, and the group's cohesion is subsequently promoted and developed. A smooth transition to the next stages of early childhood education and care and to primary education is also ensured**

The emphasis on adaptation is consistent with the goal of a partnership and respectful approach between staff and parents. Especially in the case of parents from different socio-cultural backgrounds, it is essential to build mutual trust before the child enters the ECEC facility and from the first days of the child's entry.

### Structural Indicators

#### → **C2.S.1 Linkage between the framework programme and the primary education framework programme**

The framework programmes are interlinked, which facilitates transitions between various types of education and care, and levels of education.



**What helps children get used to kindergarten/ children's group when they are new?**



Mommy.

**VÍTEK**, 6 years old, *Children's Group ECCEHOMO Stenberk*

That they follow the rules, that other children play with them and become their friends.

**EMILKA**, 4.5 years old, *Children's Group Modrá, Klub K2*

A kangaroo.

**EMA**, 2 years old, *Children's Group in Rodinné centrum Andělek*

If parents stay here for two days.

**PĚŤA**, 6 years old, *Kindergarten Žitenice*

That they find friends here.

**KAČENKA**, 6 years old, *Kindergarten Žitenice*



**What must be in kindergarten/ children's group so that children can develop well, play together, and learn new things?**



An art studio, experiments, and discoveries.

**MALVÍNA**, 4.5 years old, *Children's Group Modrá, Klub K2*

Children and friends – without them, it wouldn't be preschool, but work – boring.

**ŠIMON**, 5.5 years old, *Children's Group Modrá, Klub K2*

Aunties (caregivers).

**JÁCHYM**, 5 years old, *Children's Group Klubíčko Kroměříž*

Flowers and a garden.

**DOMINIK**, 6 years old, *Kindergarten Žitenice*



## Process Indicators

- **C2.P.1** Staff, together with the children's parents, plan and implement procedures that lead to the smooth adaptation of the child to the facility and support the child's sense of security and the process of development and learning.
- **C2.P.2** Staff collaborate with other early childhood education actors, parents and primary school teachers to plan and implement practices that support children's seamless transition to primary education and well-being.
- **C2.P.3** Seamless transitions from home-based care to institutional early childhood education and care and then to primary education are supported at the local level (an accessible and co-ordinated network of support organisations including pedagogical-psychological consulting centres, child psychologists, paediatricians, non-profit sector and social services in general).
- **C2.P.4** Staff and children together form a learning community in which all children are meaningfully involved. Staff ensure that each child feels an integral part of the group and has a sense of belonging.
- **C2.P.5** Staff build and maintain an atmosphere in the group which is based on valuing children's individual differences and different cultures, religions and worldviews. Staff encourage multilingualism among the children in the group.

## C3

**In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children, their age and their needs, and the stability of staff is ensured.**

Structural indicators relating to the composition of staff and their qualifications are incorporated in the section Staff, while process indicators are left in the section Curriculum.

### Process Indicators

- **C3.P.1** ECEC staff members plan, develop, implement and evaluate activities for a group/class of children in a way that supports children's learning and development.
- **C3.P.2** The ECEC staff members regularly and systematically observe and document the daily lives of children in the ECEC system to understand the world and experience of individual children. The information obtained is taken into account in the planning, development, implementation and evaluation of activities.
- **C3.P.3** All staff work together to plan, implement, evaluate and develop education and care.



# C4

## **An appropriate environment is ensured in all types of early childhood education and care, with functional equipment that develops curiosity and learning**

### Structural Indicators

- **C4.S.1 Safe and healthy environment**  
A safe and healthy environment is ensured in all types of ECEC facilities.
- **C4.S.2 Stimulating environment**  
All ECEC facilities have a variety of learning stimuli, including books on different topics appropriate to the age and composition of the children.

### Process Indicators

- **C4.P.1 ECEC staff plan, regularly evaluate and adjust the environment appropriate for children's development and learning.**  
An environment appropriate for development and learning encourages children to play, be physically active, explore, create and express their feelings, thoughts and needs. The environment is regularly evaluated and adapted to the needs and interests of the children.



# EVALUATION & MONITORING

**Availability and quality are regularly monitored and evaluated in early childhood education and care based on data that is systematically and thoughtfully collected. The data is available to users in a form that allows for easy processing and visualisation. Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.**





# E1

## Data collection for regular monitoring of structural indicators is well thought-out and ensured

### Structural Indicators

- **E1.S.1** Structural indicators are defined and evaluated from time to time, and their target values are defined.
- **E1.S.2** Responsibilities and mechanisms for quantitative data collection in the ECEC system are clearly defined.
- **E1.S.3** The availability of further data sources required for the calculation of indicators is ensured.

Typically, this includes data from the population register or data on welfare recipients.



**How can we find out from parents what they think about the kindergarten/ children's group and whether they are satisfied with it?**



Well, ask them!

**ANIČKA**, 6 years old, *Children's Group Klubíčko Kroměříž*

We ask them, and then they tell us.

**LUKÁŠEK**, 5 years old, *Kindergarten Žitenice*



# E2

## Data collection for regular monitoring of process indicators is well thought-out and ensured

### Structural Indicators

- **E2.S.1** Quality standards of ECEC are defined and evaluated from time to time.  
These are standards based on a common vision and common quality statements.
- **E2.S.2** Indicators are defined based on monitoring data regarding the level of attainment of the standards and their target values.
- **E2.S.3** Responsibilities and mechanisms for qualitative data collection in the ECEC system are clearly defined.  
External evaluation is regularly initiated at the territory level, or it is monitored whether such evaluation is carried out and whether its results are used.



**Who should care about whether the kindergarten/ children's group is good and how children are doing there?**



The police?

**DAVID**, 6 years old, *Children's Group Klubíčko Kroměříž*

Me.

**PAVLÍK**, 3 years old, *Children's Group in Rodinné centrum Andělek*

Parents and then babies who don't go to preschool yet.

**LUKÁŠEK**, 5 years old, *Kindergarten Žitenice*



## E3

# Monitoring and evaluation are systematically used to improve the availability and quality of the ECEC

### Structural Indicators

- **E3.S.1** The data is available to users in a form that allows for easy processing and visualisation.

Making data accessible in a user-friendly way facilitates their use for feedback purposes.

### Process Indicators

- **E3.P.1** Facilities are supported in internal evaluation.

The aim is to ensure that proven process quality assessment tools and associated methodologies are available regarding the manner in which the outputs should be used, and to avoid unnecessary burden on individual facilities.

- **E3.P.2** Structural and process indicators are systematically used for internal evaluation.

- **E3.P.3** Parents of children and, where possible, children themselves are involved in the evaluation.

- **E3.P.4** Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.

Each facility regularly conducts internal quality assessments of ECEC according to recommended standards. The facility's management uses the results of the internal evaluation to improve the availability and quality of ECEC. At the locality (middle link) level, the information is used to improve access to and quality of care, especially by local government bodies and authorities carrying delegated powers of the State administration in education. Regular review of the set mechanisms is carried out at the system level and measures are taken to continuously improve them at the level of individual ministries and the Government.

- **E3.P.5** Effective feedback is provided to individual staff members regarding their work and this feedback is used as the starting point for further work and professional development.

→ **E3.P.6 Publicly accessible formalised means are available for providing feedback.**

A mechanism is available for parents of children attending the facility to provide feedback, express concerns or report problems without fear of a possible negative reaction from the facility or its staff. The option of contacting relevant staff members is readily available to representatives of the facility and the general public at the level of administrative authorities.

→ **E3.P.7 The administrative authority concerned systematically evaluates its activities in the area of ECEC services and takes the results of this evaluation into account in its future action.**

Together with data from the monitoring and evaluation of ECEC services and demographic data, the evaluation of the administrative authority's relevant past performance in this area provides the basis for its future action.





# GOVERNANCE & FUNDING

**The governance and funding of early childhood education and care are transparent, efficient, sustainable, relevant to the needs and based on constructive co-operation among all actors.**





# G1

## Governance and funding of ECEC services are transparent

### Structural Indicators

#### → G1.S.1 ECEC expenditure by source of funding

At the level of individual facilities, the aim is to ensure the highest possible transparency of financial management as a basic prevention of misuse of the contributions coming both from the public budget and from parents and other actors. The facility (or its operator or founder) makes financial statements/cash flow statement publicly available at predetermined intervals.

The facility (or its operator or founder) provides information in aggregated form especially on the extent to which the key expenses of each type of facility are dependent on various short-term funding sources such as ministerial grants or EU project funding. This gives an idea of how much of the facility's expenditure is covered by the State budget. For private kindergartens, the above provides the option of comparing parents' contributions among regions. It is possible monitor the impact of changes in funding policies for different types of facilities, especially when combined with data on the number of facilities of each type, the number of children attending these facilities and the total State expenditure on ECEC.



**Why is it important for the prime minister, ministers, and mayor to ensure enough funding for kindergartens and children's groups?**



So they can pay for trips, so all children can go.

**VÍTEK**, 6 years old, *Children's Group ECCEHOMO Štenberk*

So we have running water, lights, and warmth in preschool.

**DAVID**, 6 years old, *Children's Group Klubíčko Kroměříž*

So aunties (caregivers) and the director get rewards.

**ANIČKA**, 6 years old, *Children's Group Klubíčko Kroměříž*

So we have toys to play with.

**KAČENKA**, 5.5 years old, *Kindergarten Žitenice*



## Process Indicators

- **G1.P.1 Roles and responsibilities regarding governance and funding are clearly defined.**  
 At the facility level, this is primarily a matter of setting the responsibility for ensuring optimal material conditions for the provision of the service, the organisation's accounting and payroll work, and responsibility for communication with a superior administrative authority (founder, relevant regional authority or ministry).  
 At higher levels, this includes, among other things, establishing responsibility for communication with individual facilities (if needed), and horizontal and vertical communication with other administrative authorities.
- **G1.P.2 Information on the financial costs associated with the use of services is shared so that it is accessible to all parents.**  
 This includes, in particular, the creation of and adherence to formal rules for collecting contributions other than the direct service fee (e.g., contribution towards toiletries, contribution towards school trips and art supplies, etc.) and also the creation of and adherence to formal rules for reducing or waiving fees for parents in an adverse financial situation.  
 This information should be shared with parents in a comprehensible format prior to the child's entry to the facility and in case of any change to this information, and should be freely available for inspection (notice board, website).
- **G1.P.3 The rules on financial support for ECEC facilities are established by legislation.**  
 The aim is to have clear legislation on local budget support (for formal and informal services) and rules for financial support from parents and the use of other private sources.
- **G1.P.4 The catchment areas of the kindergartens within the given locality are formally defined and information on these areas is readily publicly available.**  
 This refers to the catchment areas of the municipality's kindergartens, ideally supplemented with information about children's groups operating in the area and other ECEC facilities operating within the given locality. Combined with demographic and capacity data, this data enables medium- and long-term planning at the local level. As publicly available information, it serves to inform citizens about formal ECEC options in their area of residence. MoEYS has information on catchment areas throughout the country.

# G2

## Governance and funding of ECEC services are efficient, relevant to the needs and sustainable

### Structural Indicators

- **G2.S.1 Proportion of expenditure intended for ECEC services**  
As % of VAT recommended by the European Commission expert group for the monitoring of long-term trends in funding according to the number of children attending ECEC facilities, the ratio of adults to children in facilities, and the level of education expected of ECEC staff.
- **G2.S.2 Annual expenditure on ECEC per child by facility**  
This indicator enables a comparison among different types of facilities and monitoring of long-term trends.
- **G2.S.3 Revenue of facilities by type and source of funding**  
Information on the sources of funding used, together with information on the use of subsidy titles and the use of money from European funds for the development and financing of ECEC services, should serve as a basis for building a long-term sustainable system of financing ECEC services from the State budget.



**Where should parents learn about kindergartens and children's groups in our city? And what should they know?**



At our preschool?  
**ANICKA**, 6 years old, *Children's Group Klubíčko Kroměříž*

From children.  
**LUKÁŠEK**, 5 years old, *Kindergarten Žitenice*

Whether the preschool is small or big. The teacher will tell them when they come.  
**EMMIČKA**, 3 years old, *DS Klubík v přírodě*



## Process Indicators

- **G2.P.1** The administrative authority concerned has developed a long-term strategy for the development of ECEC services within its jurisdiction.

The long-term strategy should guarantee the efficiency and sustainability of planned actions and interventions in the area of ECEC, while taking into account the shared national vision. It should respond to the needs of parents and children and consider supporting other forms of care and education, such as nannies, who can be an option for families with children under six months, families with multiple children, and families with children with health or other problems. The strategy should set clear objectives and indicators to measure the attainment of these objectives. The evaluation of these indicators should be regular and methodologically consistent.

The term “administrative authority” refers to the municipality, region, Ministry of Education and Science (for schools) and Ministry of Labour and Social Affairs (for children’s groups).

- **G2.P.2** In its short-, medium- and long-term planning, the administrative authority takes into account demographic data relating to its administrative district and data from monitoring and evaluation of ECEC services in its administrative district.

The strategy and individual policies and actions of the administrative authority should take into account quality analyses of the available data so that they pursue in the most efficient manner possible the goal of increasing the availability and quality of ECEC.

# G3

## ECEC services governance is based on horizontal and vertical co-operation

## Process Indicators

- **G3.P.1** The individual actors co-operate

The facility co-operates with important partners in the neighbourhood (e.g. other ECEC facilities, primary schools, pedagogical-psychological consulting centres, healthcare fa-

cilities, social services, NGOs). Community engagement and co-operation with other organisations should lead to a higher quality of the services offered (e.g. sharing outdoor spaces with other facilities, visits to primary schools to help in the transition from early childhood (preschool) to primary education), better co-operation with parents of children and children themselves (e.g. co-operation with social services to ensure regular attendance of children from socio-economically disadvantaged families, co-operation with NGOs in integrating children of foreigners, co-operation with consulting centres in diagnostics) and better planning skills (anticipation of demand based on data from healthcare facilities or local administration). The administrative authority systematically engages in a dialogue with representatives of local administrative authorities and representatives of ECEC facilities to improve the availability and quality of ECEC. The local administrative authority supports, or even helps to establish, co-operation among the various actors operating in its territory. Vertical and horizontal co-operation is taking place at all levels of administration (local/regional/national).

→ **G3.P.2 Co-ordinated efficient inter-departmental co-operation is taking place to increase the availability and quality of ECEC.**

All the sectors (ministries) share a common vision for the functioning of ECEC in the Czech Republic. This vision is in line with EU education policy commitments and aims to increase the quality and availability of ECEC and eventually meet the Barcelona targets. The legislative process in the area of ECEC involves inter-departmental communication and co-operation so that the emerging legislative proposals are in the best possible harmony with the activities of other ministries (departments) in this area. Regular and transparent communication and co-operation prevent excessive fragmentation of the system and inefficient use of public funds, and makes it possible to unify public communication so that the topic of ECEC is comprehensible for citizens.

→ **G3.P.3 Digital technologies are used to support inter-departmental co-operation on ECEC.**

The same or compatible data systems and IT are used, wherever possible, to facilitate easy sharing and use of data from other sectors (children's group registers, pupil registers, demographic data and Ministry of the Interior data on persons covered by temporary protection...). The data systems are of high quality and enable efficient data handling and data export for analysis purposes. The management of data systems and IT infrastructure is co-ordinated in order to avoid inefficiency or lack of inter-departmental compatibility. Appropriate IT infrastructure is an essential part of a functional monitoring and evaluation system.



## 6. Summary

The draft framework for monitoring and evaluation in the field of early childhood education and care in the Czech Republic has been developed as an outcome of the project entitled “Developing a Comprehensive Framework for the Monitoring and Evaluation of Early Childhood Education and Care in the Czech Republic” led by the Ministry of Labour and Social Affairs in close partnership with the Ministry of Education, Youth and Sports on behalf of the Czech authorities. The project is funded by the European Union via the Technical Support Instrument (TSI) and implemented by UNICEF in co-operation with the European Commission.

The principal objective of the framework was to propose a systematic approach to the evaluation of the quality of early childhood education and care (ECEC) based on clearly defined structural and process indicators. These indicators track the five main areas set out in the EU Quality Framework for Early Childhood Education and Care (Council Recommendation, 2019): Access, Staff, Curriculum, Evaluation & Monitoring, and Governance & Funding.

The basis for the selection of indicators was the above-mentioned EU Quality Framework and other foreign sources mentioned in the introduction as well as standards used in the Czech Republic. However, the proposed system also includes indicators designed to remedy the shortcomings identified in the mapping of the ECEC system and the methods of its monitoring in the Czech Republic. The proposed system is quite comprehensive and contains data that have not been systematically collected thus far. It is therefore primarily a vision for the future. Its most important starting point is the unified approach to the monitoring and evaluation of the early childhood education and care for the whole age group of preschool children. This includes increased transparency of the offer, ensuring availability of the services, and quality monitoring according to uniform standards for all types of services provided.

More detailed information on the respective roles of the different actors and the method of data collection will be included in the next project outcome. This outcome will also contain basic information on the tools for monitoring structural and process quality.

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# Annex 1

## Monitoring and evaluation framework – table

**1** Data already  
available

**2** Easily available  
(data would  
be relatively easy  
to obtain)

**3** Vision for  
the future

AREA

**ACCESS**



Quality Statement	Quality Statement - Detailed	STRUCTURAL INDICATORS						PROCESS INDICATORS					
			CG	KG	facility	local	system		CG	KG	facility	local	system
A. All children have access to quality early childhood education and care that promotes participation and fosters social inclusion.	A1. The service is available to all children from birth to school.	A1.S.1 Routine survey of demand for early childhood education and care				x		A1.P.1 Parents and legal representatives are provided with information about the local range of early childhood education and care services, including their basic characteristics and child development goals, in a readable and comprehensible form.			x	x	
		A1.S.2 Capacity adjustment planning				x		A1.P.2 The facility shares information on its operations in a form accessible to all parents.			x	x	
		A1.S.3 Capacity of facilities for a given age group of children – proportion of the registered facility capacity in relation to the population of children in the given age group				x	x						
		A1.S.4 Capacity utilisation – proportion of children attending ECEC facilities in relation to registered capacity			x	x	x						
		A1.S.5 Proportion of children not placed – the proportion of children not placed in relation to the number of children whose parents have applied for placement in ECEC			x	x	x						
		A1.S.6 Percentage of average income spent on each component of ECEC – average monthly cost associated with attendance at an ECEC facility divided by the average wage				x	x						
		A1.S.7 Proportion of actively employed women with children under three years of age – the proportion of actively employed women with the youngest child under three years of age in relation to the number of women with the youngest child under three years of age				x	x						
		A1.S.8 Barrier-free facilities			x	x	x						

		STRUCTURAL INDICATORS					PROCESS INDICATORS						
Quality Statement	Quality Statement - Detailed		CG	KG	facility	local	system		CG	KG	facility	local	system
A. All children have access to quality early childhood education and care that promotes participation and fosters social inclusion.	A2. The service's approach encourages participation and welcomes diversity.	A2.S.1 Participation in ECEC by age – the proportion of children enrolled in PVP facilities in relation to the number of children in the given age group and territory			x	x	x	A2.P.1 Staff actively encourage all children to participate in the activities offered.			x	x	x
		A2.S.2 Average attendance time by age – average number of hours spent in the facility per week for each age group			x	x	x	A2.P.2 Staff consistently use a welcoming, respectful and supportive approach when communicating with children and parents.			x	x	x
		A2.S.3 Proportion of women and men among caregivers			x	x	x	A2.P.3 Staff continuously monitor the child's development and adapt care and education to the child's current needs.			x	x	x
								A2.P.4 Staff representing the diversity of the children's team are involved in care.			x	x	x
	A3. The service strengthens social inclusion and the system's equity.	A3.S.1 Proportion of socially disadvantaged children – number of socially disadvantaged children enrolled in the facility compared to the total number of children enrolled in the facility			x	x	x						
		A3.S.2 Proportion of children with special needs (learning and behavioural disorders, speech impairments, physical disabilities and handicaps) – number of children with special needs enrolled in the facility compared to the total number of children enrolled in the facility			x	x	x						
		A3.S.3 Proportion of children with a different mother tongue – number of children with a different mother tongue enrolled in the facility compared to the total number of children enrolled in the facility			x	x	x						
		A3.S.4 Proportion of socially disadvantaged children in the last year of compulsory early childhood education who are educated individually	-		x	x	x						
		A3.S.5 Attendance of socially disadvantaged children by age – average absenteeism of socially disadvantaged children enrolled in the facility compared to average absenteeism of children without social disadvantages enrolled in the facility by age			x	x	x						
		A3.S.6 Existence of rules for granting financial relief			x	x	x						
		A3.S.7 Proportion of ECEC services expenditure earmarked for financing supporting measures – expenditure on financing supporting measures in ECEC compared to total ECEC expenditure					x						
		A3.S.8 Proportion of ECEC services expenditure earmarked for financing support for facilities with higher numbers of socially disadvantaged children – expenditure on support for facilities with higher numbers of socially disadvantaged children compared to total ECEC expenditure					x						

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3 Vision for the future



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## AREA STAFF



		STRUCTURAL INDICATORS					PROCESS INDICATORS						
Quality Statement	Quality Statement - Detailed		CG	KG	facility	local	system		CG	KG	facility	local	system
S. In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children and their needs, and the stability of staff is ensured. All professional staff members continue to develop their professional qualifications, have decent salary or wage, and suitable working conditions, and are led by management with a clear vision and strategy for the development of the facility that reflects the needs of children, parents and the community.	S1 Staff members are qualified.	S1.S.1 Proportion of staff members working directly with children who have obtained education relevant to their role in early childhood education and care (proportion of qualified staff)			x	x	x	S1.P.1 Staff members actively collaborate and provide each other with support and feedback.			x	x	x
		S1.S.2 Proportion of key staff members working directly with children who have obtained education relevant to their role in early childhood education and care (proportion of key qualified staff)			x	x	x	S1.P.2 Staff members strive for professional interactions based on trust, recognition and respect.			x	x	x
		S1.S.2 Proportion of key staff members working directly with children who have obtained education relevant to their role in early childhood education and care (proportion of key qualified staff)					x	S1.P.3 Staff members recognise their professional responsibilities and competences, as well as those of the actors with whom they co-operate, and utilise them in multidisciplinary collaboration.			x	x	x
	S2 Staff undergo further professional development.	S2.S.1 Number of hours per year spent on further education			x	x	x	S2.P.1 The facility's management identifies the needs of staff (monitors and evaluates their professional shortcomings) and determines areas for improving their qualifications.			x	x	x
								S2.P.2 Staff members participate in education that aims to respect the needs of children in view of the composition of the group of children and that responds to current issues in the field of childcare.			x	x	x
								S2.P.3 Staff members are proactive in their approach to professional development. They reflect on, assess and evaluate the efficiency of their work from time to time. They are aware of their strengths and weaknesses, and plan for possible further improvements. They also make effective use of self-study and various efficient forms of sharing experience. They are interested in new trends and apply the obtained knowledge efficiently in education. They are open to suggestions from parents and children.			x	x	x

		STRUCTURAL INDICATORS					PROCESS INDICATORS							
Quality Statement	Quality Statement - Detailed		CG	KG	facility	local	system		CG	KG	facility	local	system	
S. In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children and their needs, and the stability of staff is ensured. All professional staff members continue to develop their professional qualifications, have decent salary or wage, and suitable working conditions, and are led by management with a clear vision and strategy for the development of the facility that reflects the needs of children, parents and the community.	S3 Staff have decent salary/wage.	S3.S.1 Average monthly salary/wage of staff members and senior employees compared to average wage			x	x	x							
		S3.S.2 Average monthly salary/wage of staff members and senior employees – by age, gender, length of experience and educational attainment			x	x	x							
		S3.S.3 Average monthly salary/wage of staff members with qualifications similar to those of primary school teachers as a proportion of average salary/wage of primary school teachers												
		S3.S.4 Real salary/wage of staff members												
		S3.S.5 Proportion of average salary/wage in relation to average salary/wage according to itemised salary/wage statement												
	S4 Staff have suitable working conditions.	S4.S.1 Proportion of children in relation to all staff members and qualified staff members working directly with children				x	x	x	S4.P.1 Management provides support to staff, especially through evaluation, reflection, team feedback, mental hygiene, and supervision.			x	x	x
		S4.S.2 Number of hours worked and number of hours of direct work with children per staff member and year				x	x	x						
		S4.S.3 Proportion of working time devoted to preparation and reflection, i.e. time when staff members are not working directly with children												
		S4.S.4 Proportion of staff members receiving formal support for at least the first six months of employment				x	x	x						
	S5 Staff are led by quality management.	S5.S.1 Proportion of senior employees who have completed leadership training or have relevant leadership qualifications				x	x	x	S5.P.1 The facility has a clearly articulated vision and a realistic development strategy that is shared and implemented by staff.			x	x	x
		S5.S.2 Representation of men and women in management				x	x	x	S5.P.2 The facility operates according to clear rules allowing for constructive communication among all the actors (management, staff, parents, children) and their participation in the running of the facility.			x	x	x
		S5.S.3 Proportion of senior employee's time devoted to managing the education and care process				x	x	x	S5.P.3 The facility's management actively creates a healthy climate – it cares for the relationships among staff, children, and also the relationships between staff and children, on the one hand, and their parents, on the other hand, and for the co-operation of all the actors.			x	x	x
									S5.P.4 The facility's management focuses on meeting the relevant needs of each staff member and his/her professional development, creates conditions for the sharing of experience with other facilities, and effectively supporting junior staff members.			x	x	x
									S5.P.5 The facility's management strives for optimal material conditions and provides for their purposeful utilisation.			x	x	x
									S5.P.6 The facility's management places emphasis on its own professional development.			x	x	x
								S5.P.7 All team members have a role in supporting and implementing the aims of education and care, which may include active participation in decision-making, planning and implementation of activities.			x	x	x	

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## AREA

# CURRICULUM



Quality Statement	Quality Statement - Detailed	STRUCTURAL INDICATORS						PROCESS INDICATORS					
			CG	KG	facility	local	system		CG	KG	facility	local	system
C. The legislation sets out clear and comprehensible aims, tasks and requirements for various forms of early childhood education and care. Early childhood education and care are guided by a curriculum based on educational goals, values and approaches that enable children to reach their full potential, taking into account their social, emotional, cognitive and physical development, and their well-being. The curriculum encourages staff to collaborate with children, colleagues and parents, and children to interact with each other, and requires self-evaluation of practice.	C1. All the types of early childhood education and care are guided by a curriculum that emphasises sensitive and nurturing interactions between staff and children, and among the children themselves.	C1.S.1 Proportion of children by age, sex and ISCED 01 / ISCED 02 / non-ISCED 0 classification in relation to all children of the given age in early childhood education and care facilities.				x	x	C1.P.1 Interactions are positive, caring, encouraging and sensitive to children's needs. Staff give appropriate attention to each child and to each of their classes/groups of children.			x	x	x
		C1.S.2 Proportion of children by age, sex and ISCED 01 / ISCED 02 / non-ISCED 0 classification in relation to all catchment children of the given age.				x	x	C1.P.2 Staff take account of children's skills, interests and needs.			x	x	x
		C1.S.3 The curriculum involves collaboration and reflection.			x	x	x	C1.P.3 Staff notice children's initiative, respond to their suggestions and encourage their activity.			x	x	x
								C1.P.4 Staff use a rich language register, taking into account the age and language abilities of the children. Staff adapt language to the children's experience, verbalise activities and support children in communicating on a daily basis.			x	x	x
								C1.P.5 Early childhood education and care activities are meaningful and inspiring for children, and support their development and learning.			x	x	x
								C1.P.6 Meals, rest periods, transitions between activities/parts of the daily schedule, dressing and other basic activities are carried out with regard to pedagogical objectives.			x	x	x

Quality Statement	Quality Statement - Detailed	STRUCTURAL INDICATORS						PROCESS INDICATORS					
			CG	KG	facility	local	system		CG	KG	facility	local	system
C. The legislation sets out clear and comprehensible aims, tasks and requirements for various forms of early childhood education and care. Early childhood education and care are guided by a curriculum based on educational goals, values and approaches that enable children to reach their full potential, taking into account their social, emotional, cognitive and physical development, and their well-being. The curriculum encourages staff to collaborate with children, colleagues and parents, and children to interact with each other, and requires self-evaluation of practice.	C2. In all types of early childhood education and care, procedures are in place to ensure that children adapt smoothly to the environment, to the care staff and to the children's group/class, and the group's cohesion is subsequently promoted and developed. A smooth transition to the next stages of early childhood education and care and to primary education is also ensured.	C2.S.1 Linkage between the framework programme and the primary education framework programme.			x			C2.P.1 Staff, together with the children's parents, plan and implement procedures that lead to the smooth adaptation of the child to the facility and support the child's sense of security and the process of development and learning.			x	x	x
								C2.P.2 Staff collaborate with other early childhood education actors, parents and primary school teachers to plan and implement practices that support children's seamless transition to primary education and well-being.			x	x	x
								C2.P.3 Seamless transitions from home-based care to institutional early childhood education and care and then to primary education are supported at the local level (an accessible and co-ordinated network of support organisations including pedagogical-psychological consulting centres, child psychologists, paediatricians, non-profit sector and social services in general).			x	x	x
								C2.P.4 Staff and children together form a learning community in which all children are meaningfully involved. Staff ensure that each child feels an integral part of the group and has a sense of belonging.			x	x	x
								C2.P.5 Staff build and maintain an atmosphere in the group which is based on valuing children's individual differences and different cultures, religions and worldviews. Staff encourage multilingualism among the children in the group.			x	x	x
	C3. In all types of early childhood education and care, the staff is appropriately structured and qualified for the number of children, their age and their needs, and the stability of staff is ensured.	Structural indicators relating to the composition of staff and their qualifications are incorporated in the section Staff, while process indicators are left in the section Curriculum.						C3.P.1 ECEC staff members plan, develop, implement and evaluate activities for a group/class of children in a way that supports children's learning and development.			x	x	x
								C3.P.2 The ECEC staff members regularly and systematically observe and document the daily lives of children in the ECEC system to understand the world and experience of individual children. The information obtained is taken into account in the planning, development, implementation and evaluation of activities.			x	x	x
								C3.P.3 All staff work together to plan, implement, evaluate and develop education and care.			x	x	x
	C4. An appropriate environment is ensured in all types of early childhood education and care, with functional equipment that develops curiosity and learning.	C4.S.1 Safe and healthy environment			x	x	x	C4.P.1 ECEC staff plan, regularly evaluate and adjust the environment appropriate for children's development and learning.			x	x	x
		C4.S.2 Stimulating environment			x	x	x						

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AREA

## EVALUATION & MONITORING



		STRUCTURAL INDICATORS						PROCESS INDICATORS					
Quality Statement	Quality Statement - Detailed		CG	KG	facility	local	system		CG	KG	facility	local	system
E. Availability and quality are regularly monitored and evaluated in early childhood education and care based on data that is systematically and thoughtfully collected. The data is available to users in a form that allows for easy processing and visualisation. Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.	<b>E1. Data collection for regular monitoring of structural indicators is well thought-out and ensured.</b>	E1.S.1 Structural indicators are defined and evaluated from time to time, and their target values are defined.					x						
		E1.S.2 Responsibilities and mechanisms for quantitative data collection in the ECEC system are clearly defined.				x	x						
		E1.S.3 The availability of further data sources required for the calculation of indicators is ensured.					x						
	<b>E2. Data collection for regular monitoring of process indicators is well thought-out and ensured.</b>	E2.S.1 Quality standards of ECEC are defined and evaluated from time to time.			x	x	x						
		E2.S.2 Indicators are defined based on monitoring data regarding the level of attainment of the standards and their target values.			x	x	x						
		E2.S.3 Responsibilities and mechanisms for qualitative data collection in the ECEC system are clearly defined.			x	x	x						
	<b>E3. Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.</b>	E3.S.1 The data is available to users in a form that allows for easy processing and visualisation.			x	x	x	E3.P.1 Facilities are supported in internal evaluation.			x	x	x
								E3.P.2 Structural and process indicators are systematically used for internal evaluation.			x		
								E3.P.3 Parents of children and, where possible, children themselves are involved in the evaluation.			x		
								E3.P.4 Monitoring and evaluation findings are systematically used to improve the availability and quality of ECEC.			x	x	x
								E3.P.5 Effective feedback is provided to individual staff members regarding their work and this feedback is used as the starting point for further work and professional development.			x		
								E3.P.6 Publicly accessible formalised means are available for providing feedback.			x	x	x
								E3.P.7 The administrative authority concerned systematically evaluates its activities in the area of ECEC services and takes the results of this evaluation into account in its future action.			x	x	x

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## GOVERNANCE & FUNDING



Quality Statement	Quality Statement - Detailed	STRUCTURAL INDICATORS						PROCESS INDICATORS					
			CG	KG	facility	local	system		CG	KG	facility	local	system
G. The governance and funding of early childhood education and care are transparent, efficient, sustainable, relevant to the needs and based on constructive co-operation among all actors.	<b>G1. Governance and funding of ECEC services are transparent.</b>	G1.S.1 ECEC expenditure by source of funding			x	x	x	G1.P.1 Roles and responsibilities regarding governance and funding are clearly defined.			x	x	x
								G1.P.2 Information on the financial costs associated with the use of services is shared so that it is accessible to all parents.			x	x	x
								G1.P.3 The rules on financial support for ECEC facilities are established by legislation.					x
								G1.P.4 The catchment areas of the kindergartens within the given locality are formally defined and information on these areas is readily publicly available.				x	x
	<b>G2. ECEC services governance is based on horizontal and vertical co-operation.</b>	G2.S.1 Proportion of expenditure intended for ECEC services			x	x	x	G2.P.1 The administrative authority concerned has developed a long-term strategy for the development of ECEC services within its jurisdiction.			x	x	x
		G2.S.2 Annual expenditure on ECEC per child by facility			x	x	x	G2.P.2 In its short-, medium- and long-term planning, the administrative authority takes into account demographic data relating to its administrative district and data from monitoring and evaluation of ECEC services in its administrative district.			x	x	x
		G2.S.3 Revenue of facilities by type and source of funding			x	x	x						
	<b>G3. Governance and funding of ECEC services are efficient, relevant to the needs and sustainable.</b>							G3.P.1 The individual actors co-operate				x	x
								G3.P.2 Co-ordinated efficient inter-departmental co-operation is taking place to increase the availability and quality of ECEC.				x	x
								G3.P.3 Digital technologies are used to support inter-departmental co-operation on ECEC.				x	x



## Annex 2

# Indicators for ECEC monitoring in Strategy 2030+ monitoring

## ACCESS



Proportion of children aged two attending early childhood education in the given age group	Proportion of children aged three attending early childhood education in the given age group	Proportion of children aged four attending early childhood education in the given age group
Proportion of children aged five attending early childhood education in the given age group	Proportion of children aged six attending early childhood education in the given age group	Proportion of children completing the compulsory pre-school year in the age group
Proportion of children in special kindergarten classes	Proportion of disabled children individually integrated in mainstream kindergarten classes	Proportion of children in kindergartens with a granted support measure with SFR code
Proportion of foreign children in the total number of children in kindergartens	Proportion of children being educated in non-public kindergartens	Number of kindergartens established by VAM
Capacity of kindergartens	Proportion of children aged 3–5 attending early childhood education in the given age group	





## STAFF

Proportion of unqualified teachers in kindergartens	Number of junior teachers in kindergarten (full-time equivalent; FTE)	Number of FTE teaching assistant positions in kindergartens per 10,000 children
Number of FTE non-teaching positions in kindergartens per 10,000 children	Number of pupils per teacher in kindergartens (established by municipalities)	

## GOVERNANCE & FUNDING



Public expenditure on education and school services as a percentage of GDP (early childhood education)	Average wage of a teacher in a public kindergarten (excluding senior employees) compared to average wage	Average wage of non-teaching staff to average wage (kindergartens)
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## Annex 3

# International indicators for ECEC monitoring




### Indicators monitored by OECD

International indicators evolve over time. The OECD INES programme publishes the *Education at a Glance* (EAG) yearbook, which has gradually begun to report data on early childhood education and care (e.g. OECD, 2023). The OECD presents indicators on the education system as a result of a continuous process of development of the concepts and available data. The aim is to link education policy needs with the best international data available<sup>[1]</sup>. The INES programme is based on both administrative data and international surveys such as PISA, TALIS, IALS and PIAAC.

Since 2001, the OECD has published in the *Starting Strong* series thematic reports specifically dedicated to early childhood education and care. The OECD published the available indicators in summary form under the title *Starting Strong – Key Indicators* in 2017 (OECD, 2017). In this publication, it also announced the need for a greater link between education policy needs and quality data, and presented planned research in the field of early childhood education. These include the *TALIS Starting Strong* survey (OECD, 2019), which focuses on ECEC facilities' staff. The TALIS Starting Strong data collection took place in 2018; the Czech Republic did not participate in the project. The International Early Learning and Child Well-being Study (IELS) (OECD, 2020) is focused on children's well-being and educational outcomes, again without the involvement of the Czech Republic for the time being. The *Starting Strong – Key Indicators* publication also presented the intention to develop new indicators, especially those related to children's learning outcomes and process quality, e.g. the quality of interactions between teachers and children and between teachers and parents, and finally to the quality of interactions between children mutually, with the environment and with the things that surround them (OECD, 2017).

The resulting indicators on process quality were subsequently published by the OECD in the *Starting Strong VI: Supporting Meaningful Interactions in Early Childhood Education and Care* thematic report (OECD, 2021a) and on the online platform <https://quality-ecec.oecd.org>. It relies on two data sources: an education policy questionnaire addressed to members of the OECD ECEC network, and accompanying country reports (OECD, 2021b). The Czech Republic was also involved in the survey, although – just as other countries – it did not answer some questions.



<b>Access</b> 	<b>S</b>	Number of hours per week a child is entitled to within free access to ECEC	OECD 2017 ; EURYDICE
	<b>S</b>	Age group covered by free access to ECEC	OECD 2017 ; EURYDICE
	<b>S</b>	Nature of the legal entitlement to free access to ECEC (for specific groups or for all without exception)	OECD 2017
	<b>S</b>	Proportion of employed women with at least one child under three years of age (OECD)	OECD 2017
	<b>S</b>	Usual average weekly hours spent in ECEC by children under three years of age	OECD 2017
	<b>S</b>	Number of hours of teaching per year completed by children in the last year of ECEC (OECD)	OECD 2017
	<b>S</b>	Proportion of children under three years of age – start of early childhood education and number of hours in ECEC per week (0, 1–29, 30 and more)	EUROSTART – EU-SILC
<b>Staff</b> 	<b>S</b>	Number of hours worked, number of teaching hours per teacher and year in public facilities	OECD 2017
	<b>S</b>	Annual salary of a teacher in pre-primary education with 15 years of experience	OECD 2017
	<b>P</b>	Evaluation of the needs for CPDT, evaluation of barriers to participation in CPDT, evaluation of the quality of CPDT – at facility level	OECD 2021b
	<b>P</b>	Teacher time (by facility and standardised age group) for activities related to the quality of teaching (preparation, collaboration with colleagues, communication with parents and guardians, documentation of individual children's progress, participation in administrative activities, self-learning/development activities, reflection on own work)	OECD 2021b
<b>Curriculum</b> 	<b>S</b>	Number of children per caring person	OECD 2017; EUROSTAT
	<b>P</b>	The framework curriculum and its relationship to families (the role of families in children's learning, development and well-being is embedded in the learning objectives or the framework curriculum; the curriculum includes tips for engagement/communication with parents; the framework curriculum is written for both ECEC facilities and parents)	OECD 2021b
	<b>P</b>	The framework curriculum and its relationship to the community/family (the role of the community in children's learning, development and well-being is embedded in the learning objectives or the framework curriculum; the curriculum includes tips for engagement/communication with the community; the framework curriculum is written for both ECEC facilities and the community)	OECD 2021b
	<b>P</b>	Materials for parents on the curriculum and its objectives	OECD 2021b

[1] See page 7 of OECD's Education at a Glance 1998, published in 1999 and available at: <https://doi.org/10.1787/eag-1998-en>. The key research for this EAG yearbook was the IALS International Adult Literacy Survey (IALS).



## Monitoring & evaluation



## Governance & funding



<b>S</b>	Proportion of ECEC funding from central management level (after transfers)	OECD 2017
<b>S</b>	Representation of private facilities providing ECEC in %	OECD 2017
<b>S</b>	Annual ECEC expenditure per child by facility or by ISCED	OECD 2017; EUROSTAT
<b>S</b>	Proportion of public expenditure in total expenditure by facility or by ISCED	OECD 2017



## Indicators monitored by the European Union

## Access





Pupils in early childhood and primary education by level of education and age – as % of the corresponding age population	<b>UOE, EU-SILC<sup>12</sup></b>
Pupils enrolled in early childhood education by gender, type of institution and attendance rate	<b>UOE, EU-SILC</b>
Pupils enrolled in early childhood education and care by gender and age	<b>UOE, EU-SILC</b>
Proportion of children aged 1–2 years enrolled in early childhood education and care	<b>EU-SILC</b>
Proportion of children aged 0–2 years who participate in early childhood education and care for at least 20 hours per week, or at a level that enables their parents to participate fully in the labour market	<b>EU-SILC</b>
Pupils enrolled in early childhood education and care by gender and NUTS2 region	<b>UOE</b>
Participation rate by age or by age group as % of the corresponding age population	<b>UOE</b>
Pupils from 0, 3, 4 and 5 years of age to the age at which compulsory primary education starts, as % of the corresponding age population	<b>UOE</b>
Proportion of children from AROPE (at risk of poverty and social exclusion) and non-AROP households enrolled in early childhood education and care	<b>EU-SILC</b>
Age at which publicly funded subsidised early childhood education and care (at least 15 hours per week) is available for all children	<b>UOE</b>

<sup>12</sup> Data from the UOE and EU-SILC data collections are available at <https://ec.europa.eu/eurostat/data/database>; EURY-DICE data are published in reports and available at <https://eurydice.eacea.ec.europa.eu/publications/structural-indicators-monitoring-education-and-training-systems-europe-2023-early>.

<b>Staff</b> 	Minimum qualification level (ISCED) required for taking on the profession of key staff member in early childhood education and care (0–3 and 3+)	<b>EURYDICE</b>
	Distribution of teachers into levels of training and programme focus by age group	
	Teachers and academic staff by level of education, programme focus, gender and age group	<b>UOE</b>
	Teachers and academic staff by level of education, programme focus, gender, type of institution and employment status	<b>UOE</b>
	Part-time teachers – as % of all teachers at a given level of education	<b>UOE</b>
	Proportion of women in school management positions – as % of total school management, by level of education	<b>UOE</b>
	Annual statutory salary for teachers and headteachers – junior, with 10 years of experience and senior	<b>EURYDICE</b>
	Actual annual salary of teachers and headteachers by age, gender and career level	<b>EURYDICE</b>
	Teachers' and headteachers' allowances	<b>EURYDICE</b>
	Proportion of pupils to teachers and assistants by level of education and programme focus	<b>UOE</b>
	Assistants (excluding those assigned to a specific child) present: throughout ECEC/over 3 years only/under 3 years only/not present	<b>EURYDICE</b>
	Status of continuing professional education for key staff members in early childhood education and care (compulsory, based on entitlement, professional obligation, optional)	<b>EURYDICE</b>
	Minimum number of defined hours (h) or days (d) of continuing professional education for a given number of year(s)	<b>EURYDICE</b>
<b>Curriculum</b> 	ECEC curricula – integrated framework for the whole pre-school period / different guidelines exist for facilities working with younger and older children / no educational guidelines for the first period of ECEC	<b>EURYDICE</b>



<b>Monitoring &amp; evaluation</b> 	-	
<b>Governance &amp; funding</b> 	Total expenditure on education by level of education, programme focus and type of source	<b>UOE</b>
	Public expenditure on education by level of education, programme focus and type of source, and categories of expenditure	<b>UOE</b>
	Private expenditure on education by level of education, programme focus and type of source, and categories of expenditure	<b>UOE</b>
	Public expenditure on education at current prices, by level of education and programme focus	<b>UOE</b>
	Total expenditure on education by level of education, programme focus – as % of GDP	<b>UOE</b>
	Public subsidies to the private sector by level of education and programme focus	<b>UOE</b>
	Public expenditure on education by level of education and programme focus – as % of public expenditure or % of GDP	<b>UOE</b>
	Public expenditure on education per pupil/student in full-time equivalent by level of education and programme focus	<b>UOE</b>
	Funding of education by level of education, programme focus and funding recipient	<b>UOE</b>
	Annual ECEC expenditure per child by ISCED and facility	<b>UOE</b>
	Proportion of public expenditure in total expenditure by facility or by ISCED	<b>UOE</b>



## Annex 4

# Indicators for ECEC monitoring recommended by ECEC experts to the European Commission<sup>13</sup>

### Access



Service available to all families and their children

**I1** – Proportion of children who have financial support in access to early childhood education and care

**I2** – Proportion of expenditure related to ECEC payment for one child attending an early childhood education and care facility for at least 30 hours per week, to the average wage

Service that promotes participation, fosters social inclusion and embraces diversity

**I3** – System-level measures that encourage disadvantaged families to use ECEC services

**I4** – Proportion of children who regularly attend ECEC

### Staff



Well-qualified staff whose initial and on-going training enables them to fulfil their professional role

**I5** – Proportion of staff working directly with children who have completed training relevant to their role in ECEC

**I6** – Proportion of staff who receive formal support for at least the first six months after entering the profession

**I7** – Proportion of ECEC senior employees who have completed senior employee training or have a recognised relevant senior qualification

**I8** – Proportion of ECEC staff working directly with children who have gained at least three months of relevant work experience in an initial training programme

Supportive working conditions, including professional leadership, that create opportunities for observation, reflection, planning, teamwork and collaboration with parents

**I9** – Average salary of ECEC workers employed in the public sector (with similar qualifications as lower primary teachers) as a proportion of the average salary of a lower primary teacher

<sup>13</sup> Source: [Monitoring the quality of early childhood education and care Complementing the 2014 ECEC quality framework proposal.](#)



**I10a** – Average proportion of children to all staff working directly with children

**I10b** – Average proportion of children to trained staff working directly with children

**I11** – Proportion of staff time devoted to preparation and reflection, i.e. when not working directly with children

## Curriculum



Curriculum based on pedagogical goals, values and approaches that enable children to reach their full potential in a holistic way

**I12** – There is an official, approved or mandatory curriculum framework for ECEC

**I13** – Proportion of facilities whose work with children is based on the ECEC curriculum framework

Curriculum that requires staff to work collaboratively with children, colleagues and parents and reflect on their own practice

**I14** – The curriculum or other binding documents require staff to use feedback from children, parents and colleagues to systematically improve their practices

**I15** – Proportion of primary schools that are required to use a curriculum that builds on the ECEC teaching experience

## Monitoring & evaluation



Monitoring and evaluation generate information at the appropriate level to support continuous quality improvement of policy and practice

**I16** – Information on the quality of the ECEC system is used as a basis for improvement

**I17** – Information on the quality of the ECEC system is publicly available

Monitoring and evaluation that is in the best interest of the child

**I18** – Proportion of ECEC facilities with monitoring systems that include a focus on the best interests of the child

**I19** – Proportion of ECEC facilities that use administrative and pedagogical data to improve the quality of their services

## Governance & funding



Clear and shared understanding of roles and responsibilities; stakeholders know they are expected to work with partner organisations

**I20** – Formal arrangements enable parents and partner organisations to work with ECEC facilities

Legislation, regulation and/or funding support the move towards universal entitlement to publicly subsidised or fully funded ECEC and progress is regularly communicated to all stakeholders

**I21** – Age at which publicly subsidised or fully funded ECEC (at least 15 hours per week) is available to all children

**I22** – Percentage of gross domestic product spent on early childhood education and care

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