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APPENDIX A:
Glossary

Accreditation:
Accreditation of ECE settings is the process of gaining official approval from an independent external body usually involving a site visit and inspection to assess whether the setting owners have met minimum requirements for operation. Accreditation can be given before opening or shortly after opening and sometimes has to be regularly renewed.

Assessment:
Refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of children, in this case, at ISCED 0.

Capital grants:
A start-up grant is usually given by a governmental body to a provider to allow them to acquire or improve capital goods like land or buildings.

Catchment area:
This is the geographical reach area of the setting, that is, the extent of the settings' range from which it draws its children. In some countries, in order to avoid geographical gaps in provision or over subscription in others, this is carefully regulated.

Central funds:
Central funds are funds that come from a central organizing body usually the government.

Child protection:
Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

Children's well-being:
Bradshaw et al. (2007) offer this definition of well-being: "…*well-being can be defined as the realization of children's rights and the fulfilment of the opportunity for every child to be all she or he can be in the light of a child's abilities, potential and skills. The degree to which this is achieved can be measured in terms of positive child outcomes, whereas negative outcomes and deprivation point to the neglect of children's rights.*"

Commissioning:
Commissioning is a process of ensuring that the programs and services are provided effectively to meet the needs of the population. Public bodies or private for-profit or nonprofit organizations or charities can apply, usually competitively, to the "commissioning agent" (often a national or regional government department) for funds to provide a program or service. It is a systemic process of bringing the operation of market forces into public services.

Compliance monitoring body:
A compliance monitoring body is an organization (often part of the quality control and accountability structure) that ensures that ECE settings comply with regulatory requirements either nationally or locally.

Crèche:
A crèche is a **nursery** where babies and young children are cared for and educated during the working day.

Cultural diversity:
Cultural diversity refers to the cultural variety and cultural differences that exist in the world, a society, an organization or an institution. Groups or organizations which embrace cultural diversity are said to be inclusive. Cultures which are diverse are not monocultural. Diversity provides richness and variety, and also has the potential to create particular issues or tensions within the educational system, arising from such matters as different value bases, beliefs or attitudes, different languages or diets or behaviors.

Daily length of provision:
The usual hours that a setting is open each day. Not all children will take up all this availability, but the opportunity to do so is there for them and their parents.

Demand-side funding:
Demand-side funding refers to a situation in which government makes external funds available directly to parents so parents can choose where to place their children. It enables parents to be consumers and to make choices. Such funding may take the form of parent grants or reduced fees, parent vouchers or credit authorization for ECE child care, tax relief or reduction, or general child or family allowances where parents receive weekly or monthly funds from the state to support their child's upbringing.

ECE providers:
A provider is someone who provides or makes provision for a service. This can be at a micro level, where one owner is providing a setting. More usually the word is used to describe a body or organization providing more than one setting. Typically the greatest provider in social welfare oriented countries is the government (local or national), whose settings are maintained by central funds and usually free to parents and provision is universal (accessible to everyone). Other providers may be religious bodies and other nongovernment bodies, such as charities. Many providers are private businesses, either run for profit or nonprofit making. Some industries, factories and unions may also provide ECE settings for their staff or members.

ECE setting:
ECE setting is a general term for a range of different types of ECE organizations that offer ECE to children (such as a nursery, kindergarten or school).

Enrollment rates:
This refers to the numbers of children at various ages enrolled in settings as a percentage of the total population.

Family allowances:
This is a regular government payment to the parents of children up to a certain age. It is sometimes called child benefit. In some countries this is used as a mechanism to influence demographics.

Freinet:
The French educator, Freinet, began the Modern School Movement which is practiced in many countries. The approach includes: 1. a pedagogy of work (*pédagogie du travai*l) where pupils are encouraged to learn by making products or providing services. 2. Enquiry-based learning (*tâtonnement expérimental*) which involves group-based trial and error work. 3. Cooperative learning (*travail coopératif*) where pupils are required to co-operate in the production process. 4. Centers of interest (*complexe d'intérêt* in which the children's interests and natural curiosity are starting points for a learning process. 5. The natural method (*méthode naturelle*) which is seen as authentic learning by using real experiences of children and learning about democracy.

Funded places subsidy:
This is a demand-side funding mechanism where providers receive full or part funding for places in their settings on condition they reserve those places for particular categories of children, usually those who are considered to be in need, either as free places with no cost to the parent or at a reduced fee.

Gross domestic product (GDP):
The monetary value of all the finished goods and services produced within a country's borders in a specific time period (usually calculated on an annual basis). It includes all of private and public consumption, government outlays, investments and exports after the value of imports has been deducted. Where possible, GDP data in this study should refer to the period 2013–2014. Where national data are not readily available, the reader should consult World Bank or UNESCO data.

Guidance:
Guidance is the act or function of giving direction, advice or counselling to support and improve setting or staff activities. Sometimes guidance is legally enforced and thus becomes a requirement or regulation (see below).

Guidelines:
Generally guidelines are recommendations, suggestions or prompts seeking to promote good practice, but are not usually statutory obligations or legally enforced.

High income:
High income families are defined as families that are supported by or earn income considered high in comparison with that of the larger population. In this study, families in the top 20% of income earners in the country are considered "high income."

HighScope:
Weikart and others designed an approach to learning in the early years based on what is now referred to as "executive functioning." It included approaches to learning, such as, Initiative: children demonstrate initiative as they explore their world, Planning: children make plans and follow through on their intentions, Engagement: children focus on activities that interest them, Problem solving: children solve problems encountered in play, Use of resources: children gather information and formulate ideas about their world, and Reflection: children reflecting on their experiences.

Illness protocols:
Many settings will have prescribed protocols for children who become ill or arrive at the setting ill. These may include isolation whilst infected, parent notification or exclusion protocols. These protocols may be determined by policy making bodies or authorities.

Inspection:
Inspection is the act of looking at something closely in order to learn more about it, to find problems, to scrutinize or assess it. Sometimes the processes are standardized nationally or subnationally to enable comparisons between one setting and another. Most countries have an inspection service that includes an official visit to a setting.

ISCED 0:
Defined by the UNESCO (2012) as:
"the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere. ISCED level 0 programs should be center or school-based, be designed to meet the educational and developmental needs of children at least three years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational program for the children."
See also the attached Appendix 1 from the UNESCO Institute for Statistics for a fuller description or the complete PDF at: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf

ISCED 1 covers Primary education: a fuller description can be found in pp30-32 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 2 covers Lower Secondary education: a fuller description can be found in pp. 33–37 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 3 covers Upper Secondary education: a fuller description can be found in pp. 38–42 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 4 covers Post-secondary non-tertiary education: a fuller description can be found in pp. 43–45 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 5 covers Short-cycle tertiary education: a fuller description can be found in pp. 48–50 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 6 is a Bachelor's or equivalent level degree: a fuller description can be found in pp. 51–54 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 7 is Master's or equivalent level: a fuller description can be found in pp. 55–58 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

ISCED 8 is Doctoral or equivalent level: a fuller description can be found in pp. 59-61 in: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

Kindergarten:
A kindergarten is an establishment where children below the age of compulsory education play and learn. It is also used to refer to a class or school that prepares children, usually five- or six-year-olds, for the first year of formal education.

Learning contexts and/or environments:
Learning contexts or environments are the spaces or situations that are constructed by settings or their staff to ensure that children's learning takes place within them or is intensified or maximized.

Low income:
Low-income families are defined as families that are supported by or earn income considered low in comparison with that of the larger population. In this study, families with less than 20% of income earners in the country are considered "low income."

Medicine protocols:
When children who need continual medication are allowed to attend and bring these medicines to settings, it would be usual for protocols to be in place to regulate who and how they are administered, what permissions are needed, and how potential consequences are recognized.

Minority ethnic:
Minority ethnic is defined as a group within a community which has different language or cultural traditions from the majority of the population. In some countries there may be several minority ethnic groups.

Montessori:
Montessori is an educational approach developed by Italian physician and educator Maria Montessori and characterized by an emphasis on autonomy within a social environment of freedom within limits, and respect for a child's natural psychological, physical, and social development. In early years settings they are usually mixed age classes with a constructivist approach, based upon a carefully prepared and rich environment with self-correcting developmental materials, where the child is free to choose the activities. Children best develop following their interests through a self-guided curriculum. The role of a Montessori teacher is to observe and guide, rather than to provide directive teaching.

Nursery school:
A school for young children, mainly between the ages of three and five.

Parents or primary care-givers:
A parent is defined as the child's mother, father, adopter, guardian, special guardian or foster parent; or someone who is married to, or the partner/civil partner of the child's mother, father, adopter, guardian, special guardian or foster parent, that is a person who acts as a parent and guardian for a child in place of the child's natural parents but without legally adopting the child. A primary care-giver will be someone who does not fit the definition of a parent but has unpaid, primary responsibility for the child, for example, a grandparent or an aunt.

Pedagogic approaches:
Pedagogic approaches to teaching and learning undertaken by the practitioners in a setting, which reflect the philosophies, values, theories or concepts adopted in the setting and inform the teaching and learning.

Project approach:
This is an open-ended, in-depth approach encouraging children to develop their strong disposition to explore and discover. The project approach builds on natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and more. This kind of authentic learning extends beyond the classroom to each student's home, community, nation, and the world. It essentially makes learning the stuff of real life and children active participants in and shapers of their worlds.

Providers:
An ECE provider is an individual or organization that supplies services or settings for the education and care of young children. ECE providers can be very varied: for example, they may include a single individual, such as a home-based carer or child minder; a nationwide central government education department funding and maintaining all ECE settings; a local government funding a regional area; "for profit" or "not for profit" organizations; or other nongovernmental organizations, charities, religious groups or foundations.

Publicly subsidized and private expenditure or funding:
Public funding comes out of the public purse through government and is not paid by parents or charities or private organizations. In ECE, many settings will be funded centrally from local or national governments (public funding) either through supply-side or demand-side grants. Some settings may be funded independently of government through parental contributions, charities, business or employee organizations or other nongovernmental organizations. If these bodies and individuals are not receiving public funds, then their expenditure for ECE services is termed "private."

Quality assurance:
Quality assurance is the regular and continuous process by which those who work in or administer ECE ensure that children receive a quality experience. This may include review, evaluation and reflection, monitoring and measurement, assessment, professional development, and curriculum improvement. It can be undertaken internally or externally by independent assessors or inspectors.

Reggio Emilia:
The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education, developed by the Italian socialist Loris Malaguzzi. The assumption is that people form their own personality during the early years of development and, moreover, that children are endowed with "a hundred languages." The aim of this approach is teaching how to make them useful in everyday life. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.

Regulations:
A regulation is a rule or law designed to control or govern conduct. Governments and other executive agencies generally produce written instruments containing rules having the force of law.

Reduced fees:
Fee reduction is a mechanism to make ECE more cost attractive to certain groups or families. Sometimes providers, for example, will do this for charitable reasons or to attract particular types of pupils. More usually a subsidy may be paid by a government body to a provider to encourage them to take on particular types of pupils, or directly to parents to encourage them to take up ECE.

Resource grants:
As part of a supply-side funding strategy, some countries or organizations support providers by providing grants for resources, for example, computers, sports facilities or books.

Responsibility:
Responsibility in this context seeks to determine where, or by whom, ECE legislation and the legal and policy framework is set. Who has the overarching authority to make these decisions?

Risk assessments:
A risk assessment is a careful examination of what could cause harm to children or other people, so that formal consideration is given as to whether enough precautions have been taken or more should be done to prevent, reduce or mitigate harm.

Special needs:
Special needs refer to a child's needs or disabilities that affect their ability to learn. For example:
- behavioral/social (e.g. difficulty making friends)
- reading and writing (e.g. dyslexia)
- understanding things (poor cognitive functioning)
- concentrating (e.g. attention deficit hyperactivity disorder)
- physical needs or impairments.

Staff salary subsidy:
As part of a supply-side funding strategy, some countries or organizations support providers by making grants available to cover staffing costs to lower the cost of ECE for parents whilst improving the quality of staff.

Standardized tasks and tests:

A "**test**" is a set of questions or responses designed to assess the level of performance of a child in a defined area of learning. A "**task**" is an activity in which a child takes part and which is designed to provide the child with an opportunity to display their competence or ability in a certain area of learning. "**Standardized**" means that the content and format of the test or task and the conditions under which it is administered and scored are controlled to make it the same for all test and task takers. Children will take the same test or task, in the same conditions, at the same time, if possible, so results can be attributed to the child's performance and not to differences in the administration of the form of the task or test or any other bias.

Statutory entitlement:

Countries may have laws, regulations or decrees about the statutory rights of parents to free or subsidized ECE provision and for how many hours a day. In addition many countries will have statutory or legal entitlements to parental leave, or to such things as payments to parents for child support. Not all parents will avail themselves of their statutory entitlements.

Steiner:

Waldorf (Steiner) education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner. Waldorf pedagogy in early years' education focuses on providing practical, hands-on activities and environments that encourage creative play. The approach stresses the role of the imagination in learning and places a strong value on integrating intellectual, practical, and artistic themes. The educational philosophy's overarching goal is to develop free, morally responsible, and integrated individuals equipped with a high degree of social competence.

Strategies:

Strategies are systems, pathways or route maps, for finding, formulating and developing a doctrine or a series of actions, which by using higher level strategic planning or thinking is intended to ensure long-term success if followed.

Step by Step:

Step by Step is an education reform program that introduces child-centered teaching methods and supports community and family involvement in preschools and primary schools. The aim of the program is to engender democratic ideas and principles within young children and their families. The Step by Step methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, help each other, develop critical thinking skills, and practice independent thinking. Parents actively participate in the education of their children. The program promotes the rights of all children to a quality education, and provides materials and training to insure equal access for children of minority families, children with disabilities, Roma, refugee and families living in poverty. The program is funded by George Soros' Open Society and operates particularly in Eastern Europe, Africa and the former Soviet areas of Asia.

Supply-side funding:

This is when, in order to make services cheaper, or of better quality or more accessible to parents, external funds are made available by the state or other public body to a supplier or provider of ECE to increase or improve their provision. Supply-side funds, for example, may take the form of direct grants for building (capital grants), resources (resource grants), grants to supplement staff wages (staff salary subsidy) or increase quality through their training. Sometimes government bodies will fund private providers by paying a subsidy based on places provided. Such grants are termed, "funded places subsidies."

Tax credits/relief:

Is a mechanism by which governments reduce the amount that can be deducted from a person's taxable annual income to reduce the amount on which tax is paid. For example, in some countries tax credits are made available to working parents with young children to help with the costs of ECE. Some countries use this mechanism to target specific types of families, for example, low salaried, unemployed or single parents.

Te Whāriki:
Te Whāriki is New Zealand's Ministry of Education's early childhood curriculum policy statement. Te Whāriki is a framework for providing children's early learning and development within a sociocultural context. It emphasizes the learning partnership between teachers, parents, and families. Teachers weave a holistic curriculum in response to children's learning and development in the early childhood setting and the wider context of the child's world. Te Whariki has had a worldwide influence on pedagogic approaches.

Transition:
In ECE, this describes the process and procedures of transferring children from one setting to another. Sometimes there are policies in place, such as record sharing or pre-transition visits, to ease the process for parents and children or settings to ensure there is some connection or continuity of experience.

Universal or targeted:
Universal services are available to everyone, whereas targeted services are intended to be available to specified individuals, groups, communities or regions.

Universal coverage:
Universal coverage of ECE programs and provision occurs where early years' settings and programs are accessible and available to all children, even though parents may not always take up that availability.

Voluntary:
In early years, the "voluntary sector" describes those organizations who may have a philanthropic, vocational approach, that is, they may rely on volunteers and usually do not work for profit. For example, many churches and charities provide child care and education support for parents. Voluntary providers may get direct help from the state but are usually not described as being in the state-maintained sector or "private for profit" sector.

Vouchers:
A voucher is usually a printed ticket (or electronic version of a ticket) that can be exchanged for goods. Some governments and firms give parents vouchers to help with their child care needs. Vouchers can be used to create a market based on parent choice. They can also be targeted at certain groups who are seen as requiring particular support.

Vulnerable children:
Children with a disadvantaged background often face barriers to educational achievement. Poverty and underachievement at school are the two most predictive factors in a child's future success. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations. This complex interaction of social and demographic factors, low expectation, poor attainment and underperformance, and the subsequent cost of this alienation and social exclusion has led many governments to target these children defined as "vulnerable" or, sometimes, "most in need."

Work/life balance:
Work/life balance refers to the balancing of the time given to an individual's personal life with that given to work to maintain health and productivity.

Organizations and Individuals Involved in ECES

The study was designed as a collaborative effort involving many individuals around the world. This appendix acknowledges the individuals and organizations for their contributions. Given that work on ECES has spanned approximately four years and has involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent.

Study Management and Coordination

The study has been managed by a central consortium of three partner organizations, steered by a Joint Management Committee (JMC) led by the IEA, and a Project Advisory Committee (PAC), and implemented in participating countries by NRC led national study centers.

The consortium comprised three organizations, working closely together as equal partners, which will maintain an overview and provide a steer throughout the project. The partner organizations are: the IEA Data Processing and Research Center, the National Foundation for Educational Research (NFER), and the Centre for Research in Early Childhood (CREC). Together these organizations have an excellent track record in conducting and interpreting international comparative studies and surveys in education and in researching early childhood education.

http://www.iea-dpc.de

The **IEA DPC** is part of the International Association for the Evaluation of Educational Achievement (IEA), a non-profit foundation with headquarters in Amsterdam. Since 1995, the IEA DPC has been responsible for all data processing related tasks for all IEA studies including maintaining a close collaboration with participating countries to monitor their implementation of the survey operation procedures and to assist them in case of problems. Staffed by a team of more than 140 experienced and dedicated individuals, the IEA DPC is well equipped to conduct the variety of data management, data analysis, and sampling tasks associated with international large scale assessments. This includes all cycles of the TIMSS and PIRLS assessments, but also studies such as IEA CIVIC and ICCS, IEA TEDS-M, and the quantitative modules I and III of the IEA SITES. For more recent studies, the responsibility of the IEA DPC has widened, including additional tasks such as weighting and scaling of data and developing analysis software. The IEA DPC is the International Study Center for the OECD TALIS study and the International Coordination Center for the IEA ICCS 2016 study.

http://www.nfer.ac.uk

NFER is the UK's largest independent provider of research, assessment and information services for education, training and children's services. It aims, through its work, to make a difference to learners of all ages, especially to the lives of children and young people, by supporting improvement in the practice and understanding of those who work with and for learners. NFER is and/or has been the National Research Centre for many large-scale international comparison surveys, including TIMSS (1995 onwards), PIRLS (2001 onwards), CivEd (1999) and ICCS (2009), and PISA (2006 onwards). NFER staff members also have experience at consortium level within some of these surveys. NFER has also conducted numerous research projects in the field of ECE.

CREC is a UK-based, independent early years' research and training center, which aims to work collaboratively to pursue research, evaluation, scholarship, professional development, and research-related consultancy within the field of early childhood in order to raise the quality, status and visibility of this crucial area of national policy and practice. Led by Professor Dr Christine Pascal and Professor Dr Tony Bertram, who also serve as President and Coordinating Editor, respectively, for the European Early Childhood Education Research Association (EECERA), CREC has worked extensively on ECE curriculum and assessment at policy and practice levels, both within the UK and internationally. Although an independent research organization, CREC is formally affiliated with three UK Universities and in the most recent academic year has seen over 150 of its students gain doctoral or postgraduate qualifications. CREC has conducted several large scale cross-national research studies and has recently completed an international ECE policy focused comparative benchmarking exercise on behalf of The Economist Intelligence Unit (EIU, 2012). The CREC Secretariat hosts the *European Early Childhood Education Research Journal*, one of only three citation listed EC journals in the world, holds an international ECE database, and hosts a network of ECE researchers with whom they have an agreement to cooperate on accessing international data and evidence.

The **IEA Secretariat** is headquartered in Amsterdam, the Netherlands. The Secretariat manages the translation verification and quality control monitoring programs for all IEA studies, as well as the publication and dissemination processes. The IEA Secretariat also provides management and coordination, financial services and administration for the Association, and is responsible for organizing the IEA annual General Assembly and the IEA's biennial International Research Conference (IRC).

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