

FORMAT		
1. Name of resource	Play, Create and Learn: what matters most for five-year-olds	
2. Location	https://issuu.com/oecd.publishing/docs/play-create-learn-what-matters-most-for-five-year-	
3. Alternative location	https://www.oecd.org/education/school/early-learning-and-child-well-being-study/	
4. Author[s]	OECD	
5. Publisher/producer/host	OECD	
6. Year	2021	
7. Suggested citation	OECD (2021). Play, Create and Learn: what matters most for five-year-olds. https://issuu.com/oecd.publishing/docs/play-create-learn-what-matters-most-for-five-year-	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?	International Early Learning and Child Well-being Study. This resource is a summary from the full report, available at https://www.oecd-ilibrary.org/sites/3990407f-en/1/1/1/index.html?itemId=/content/publication/3990407f-en&csp=1938dea70b28530a9eb0f29fac225722&itemIGO=oecd&itemContentType=book#execsumm-1	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to develop programmes drawing on collections.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		

iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	
vii.	security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
	1952, 71 Protection of Copyright and Neighbouring Rights	
	1954 Protection of Cultural Property in the Event of Armed Conflict	
	1970 Fighting Against the Illicit Trafficking of Cultural Property	
	1972 Protection of the World Cultural and Natural Heritage	
	2001 Protection of the Underwater Cultural Heritage	
	2003 Safeguarding of the Intangible Cultural Heritage	
	2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:		
	Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT		
20. What issues does the resource aim to address?	<p>“The three countries that participated in the International Early Learning and Child Well-being Study - England (United Kingdom), Estonia and the United States - wished to better understand how well five-year-old children in their country were faring, in relation to children in other countries. These countries wished to create a common basis for countries to learn from each other on how to improve children’s early learning and well-being. They also wished to have a means to benchmark their progress over time.</p> <p>The study investigated how well five-year-old children were developing across the range of early skills they need to succeed in education and grow up into happy, healthy and responsible citizens. These skills include both early cognitive development and social-emotional development. Children without this balance of skills will struggle to do well in school and in other areas of their lives. The study includes a direct assessment of children’s development and skills, enabling children to show us how they are really doing.</p>	

	<p>The study highlights early differences between children, such as between boys and girls and between children from advantaged and disadvantaged families. This helps us to see how we can better support children and their families, both in the earliest years and in the first years of schooling. Education systems that orient their priorities from an institutional lens to children’s actual needs will have greater success overall and will be better able to achieve improved equity.” (Foreword from full report)</p>
21. Intended audience of resource	<p>“Governments, education leaders, teachers, parents [working with five-year-olds]”</p>
22. Process of development	<p>“The OECD's International Early Learning and Child Well-being Study asked over 4,500 five-year-olds what they liked most about their kindergarten or school. By listening to children, genuinely and regularly, education leaders and practitioners can better provide children with environments that foster children’s well-being and early skill development, and establishes positive expectations among children for their future learning experiences.” (website)</p>
23. Organisation/structure/contents	<p>Listening to children The International Early Learning and Child Well-being Study Being able to play is most important to five-year-olds Children’s favourite types of play Making and creating Young children enjoy learning Being physically active But eating and resting are also top-of-mind for many five-year-olds Being with their friends and teachers Being able to choose what they do is also important What does this mean for ECEC [early learning environments] settings and early schooling?</p>
<p>FRAMEWORKS</p>	
24. Framework structure	<p>The contents can be considered as a framework or set of guidelines. P.15 can be considered as a framework:</p> <p>What does this mean for ECEC [early learning environments] settings and early schooling?</p> <ul style="list-style-type: none"> • Provide children with ample opportunities to play with other children, to be outdoor and to have breaks. • Give children regular opportunities to make and create their own designs and structures. • Enable children to have some level of control over the activities they undertake.

	<ul style="list-style-type: none"> Engage children in developmentally- appropriate learning, such as language-related and emergent numeracy activities.
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	
Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource can support SDG targets on early childhood development (SDG 4.2), promoting health and wellbeing (3.4), inclusive and welcoming learning environments (4.A), universal social, economic and political inclusion (10.2), and universal access to inclusive and accessible green and public spaces (11.7).

35. SDGs and SDG targets the resource helps advance	
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p>	<p>Number of programmes drawing on collections that support early childhood development.</p> <p>Number of programmes drawing on collections that aim to prepare children for primary education.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 10. Reduce inequality within and between countries</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex,</p>

<p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>				
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	