Warum internationale Zusammenarbeit in der frühkindlichen Betreuung, Bildung und Erziehung?

Ziele und Strategien der OECD

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Enhancing equity

Performance difference in PISA reading 2009 between students who attended pre-primary school for more than one year and those who did not

Observed performance advantage
Performance advantage after accounting for socio-economic factors
Enhancing enrolment and participation of all

Enrolment rates at age 4 in early childhood and primary education (2005 and 2010)

- Developing programmes for disadvantaged children and parents
- Providing free ECEC for large number of hours
Balancing work-life and increasing labour market participation

Maternal employment rates (2009)

Maternal employment with child < 3 years

Maternal employment with child 3-5 years
Enhancing quality

Regulated staff-child ratio in ECEC for 2 to 3-year-olds

Providing additional public funding to meet standards

Setting national quality standards
Public investment is essential

Distribution of public and private expenditure on pre-primary education (2009)

- Public expenditure on educational institutions
- Household expenditure
- Expenditure of other private entities
- All private sources, including subsidies for payments to educational institutions received from public sources

The diagram shows the distribution of public and private expenditure on pre-primary education for various countries, with Sweden, Finland, Denmark, Italy, Iceland, Austria, Belgium, Spain, France, United States, OECD average, Czech Republic, Japan, Germany, New Zealand, Netherlands, Australia, United Kingdom, Korea, and Norway. The percentages vary significantly across countries, with some countries having a high percentage of public expenditure, while others have a higher percentage of private expenditure.
Starting Strong III: 5 policy levers to encourage quality in ECEC:

- Policy goals and minimum standards
- Data, monitoring and research
- Curriculum (and learning standards)
- Family and community engagement
- Workforce
Outline of work 2013-14

• How can quality be evaluated: monitoring practices and policies in ECEC
  Focus on four aspects:
  1. Monitoring service quality
  2. Monitoring staff quality
  3. Monitoring child development/outcomes
  4. Monitoring curriculum implementation

• Data collection on learning and well-being environments through survey

• Further ECEC data coverage in Education at a Glance
Thank you