OECD INTERNATIONAL COMPARATIVE DATA ON ECEC:

From data on participation/financing to quality (from enhancing quality, monitoring quality, to measuring quality)

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Why the OECD focuses on education?

Education is an investment in the future

- OECD work on education aims to make that investment strong, effective and fair. The Directorate for Education and Skills focuses on key challenges facing education systems today using three approaches:
Today’s Focus

• Aim of the OECD Data Development on ECEC and some indicators created till today

• Current work and future plans
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Aim of our data development on ECEC

Our data development starts by setting out questions raised by policymakers in OECD countries

Example from PISA:

Does participation in ECEC have long-term effects on student outcomes?

• ECEC matters for better performance in school later on.
• At age 15, students who had attended at least one year of pre-primary education perform better than those who did not, even after accounting for their socio-economic backgrounds.
Students fall behind their peers at age 15 if they had not attended pre-primary education for more than one year.

Score-point difference between students who had attended pre-primary education for more than one year and those who hadn’t.
The degree of disadvantage by not attending pre-primary education is on the rise.

Score-point difference between students who had attended pre-primary education for more than one year and those who hadn’t

- 2012 higher than 2003
- 2012 lower than 2003
Example PISA 2015:

**Who do not participate and why?**

**What kinds of ECEC experiences have long-term effects on student outcomes?**

**EDUCATIONAL PATHWAYS IN EARLY CHILDHOOD**

- Starting age
- Reasons for attendance or no attendance
- Service types (e.g. childcare/child development/pre-primary; centre-based, home-based; public/private financing)
- Adult types (e.g. grandparents, baby-sitter, trained teacher)
- Intensity (full-time, half-)
Example from EAG: **How do early childhood education systems differ around the world?**

- Annual publication. Since 2012, a stand-alone section on ECEC
- Policy questions “system-level data”, e.g.
  - Access (e.g. enrolment rates)
  - Financing (e.g. expenditure on institutions)
  - Quality (e.g. staff-child ratio)
  - Environment (e.g. staff salary)
At age 5, ECEC is almost universal in a majority of OECD countries.
At age 3, participation rates vary across countries.
It’s not simply participation but participation in quality ECEC matters. Example:

Ratio of pupils to teaching staff

Public and private institutions, calculation based on full-time equivalents (2012)
Indicators on quality

**EAG (structural quality)**

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*Need for more data on quality in ECEC*
Policy interest in enhancing quality

Example from SSIII:

**How does ECEC quality compare across countries and how can it be enhanced?**

5 policy levers:

1. Quality standards and regulations
2. Curriculum and pedagogy
3. Workforce quality
4. Family and community engagements
5. Data, research and monitoring
Working condition plays an important role in ensuring quality workforce (e.g. salary, working hours, actual staff-child ratio)

Remuneration of kindergarten/preschool teachers and primary school teachers in comparison (comparison with the minimum wage level)
SS III (structural quality)

Need for more data on:
(1) Monitoring policies and practices
(2) Learning and well-being environment/working conditions/child development in ECEC
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Current study (2013-14)

Monitoring Quality in ECEC:

**Why and how do countries monitor quality in ECEC?**

Monitoring for:

- Services quality and curriculum implementation
- Staff quality
- Quality in child development and outcomes

Starting Strong: Monitoring Quality in ECEC (tbc)

To be published in April 2015
“Preliminary” findings

Why do countries monitor quality?

- To inform the public
- To inform policy making
- To identify learning needs for children
- To identify learning needs for staff
- To enhance child outcomes/child development
- To improve staff performance
- To improve the level of service quality
- For accountability purposes with explicit sanction or reward
- For accountability purposes without explicit sanction or reward

- Service quality (n=25)
- Staff quality (n=22)
- Curriculum implementation (n=21)
- Child development or outcomes (n=18)
“Preliminary” findings

What does research say?

• **Service quality**
  Difficult to assess the impact of monitoring itself, but...

• **Staff quality**
  Little consensus on the effect, for example...

• **Child outcomes**
  Little research is available, but...
“Preliminary” findings

What are the lessons learnt?

1. Defining quality
2. Aligning purposes and practices
3. Ensuring practical relevance
4. Involving stakeholders
5. Training evaluators
6. Developmental appropriateness (age, different skills, cultural differences)
7. Piloting before implementation
8. Dissemination of results (linked to purpose)
New study (2015-)

Measuring Quality in ECEC:

**What works?**
What aspects of learning and wellbeing environments can enhance better child development and outcomes?

**What works best?**
Which aspects of learning and well-being environments can ensure better child development and outcomes from improving qualifications, numbers of staff, ongoing professional development, or any other factors?

**How do Governments make it work?**
What is the mixture of expenditure, regulation, and information across various domains of policies that achieve meaningful gains? And at what cost?

**How are the gains distributed?**
Gains should accrue particularly to children from disadvantaged backgrounds. How can systems ensure this?
Analytical Framework

**POLICY**
- Starting Strong I, II, III
- Education at a Glance (yearly)
- Monitoring Quality Survey

**CHILD DEVELOPMENT & OUTCOMES**
- cognitive & non-cognitive measures*

**ECEC Environment Staff Survey**

**Home-learning Environment Parental Survey**

* The OECD’s Education and Social Progress (ESP) project measures cognitive and non-cognitive outcomes
Thank you