



ECES can help countries around the world in their efforts to **give children a successful start in compulsory school and beyond**

# ECES

## IEA Early Childhood Education Study

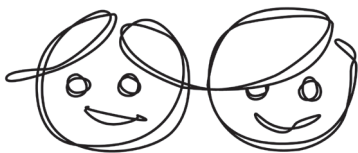
### What is ECES?

The **Early Childhood Education Study (ECES)** is a cross-national study that aims to explore, describe, and analyze early childhood education provision and its role in preparing children to learn and function in school and the broader environment. The study aims to:

- Provide a framework for countries to benchmark their early childhood education systems (ISCED 0) in an international context.
- Develop a profile for each participating country on various dimensions of early childhood education (ECE).
- Examine the relationships between policy aims, ECE provision, family background, and child outcomes.
- Investigate relationships between characteristics of early childhood education and children's competencies toward the end of preprimary education.

The study will include a comprehensive assessment of child outcomes, as well as a rich set of questionnaires designed to capture the wider policy contexts and settings for early childhood education; teacher/practitioner qualifications, pedagogy, professional development, and job satisfaction; and parental views and expectations.





International Association  
for the Evaluation of  
Educational Achievement

**ECES is a cross-national study** that examines the range of early education approaches and programs, and their relationship to child learning and outcomes

ECES will provide a rich data resource on the **contexts for early childhood education** as a vital element of an effective school system

ECES can inform the development of **high quality and inclusive policies** for early childhood education

### Why participate in ECES?

ECES can support countries in their efforts to develop high quality early childhood education programs, which research shows to be crucial for children's socialization and lifelong learning and achievement. Participation in ECES will enable countries to:

- Examine their system's approaches and implementation of early childhood education in comparison to other countries.
- Gain an evidence-based understanding of the competencies that children need to develop in order to make a successful transition to school.
- Evaluate the role of early education programs in developing children's social and emotional competence, dispositional and learning competence, physical competence, language and literacy competence and numeracy competence.

### Who will participate?

ECES will collect a rich array of information on the systems, contexts, and results of early childhood education from:

- policy makers
- early childhood education settings and practitioners
- parents
- children

### International study consortium

- IEA Data Processing and Research Center (study coordination, practitioner questionnaire, sampling, data processing and analysis)
- National Foundation for Educational Research in England and Wales (study framework, ECE setting and home questionnaires)
- Centre for Research in Early Childhood in England (policy questionnaire and child assessment)
- IEA Secretariat (translation verification, quality monitoring)

#### For country enrollment, contact:

IEA Secretariat, [department@iea.nl](mailto:department@iea.nl)  
<http://eces.iea.nl>

### Project highlights

#### 2013

Framework Development

#### 2014

Phase 1  
Policy questionnaire

#### 2015

Phase 1  
Reporting

#### 2015–2016

Phase 2  
ECE setting, practitioner and home questionnaires  
Child assessment

#### 2017–2018

Phase 2  
Reporting