

Early Childhood Education Study

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Research

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Study team

National Foundation for Educational Research (parent and provider surveys)

Centre for Research in Early Childhood (policy survey and child assessments)

DPC (study coordination, sampling and data processing)

Country Involvement

Joint Management Committee (NFER, CREC and DPC)

Project Advisory Group IEA, TEG and international experts

National Centres with National Research Coordinators

Scrutiny and discussion at General Assembly Meetings

Why study Early Childhood Education?

Early childhood is widely acknowledged to be a critical and sensitive period for physical and cognitive development.

Evidence is mounting that interventions made in education during the early childhood years contribute to children's outcomes achieved in adulthood.

Increased government investment in early childhood development, if directed well, can result in annual returns to wider society ranging from 8% to 17%*.

*Rolnick and Grunewald, (2003). *Early childhood development: economic development with a high public return*, and Heckman, et al (2009). *The rate of return to the High/Scope Perry Preschool Program*

Purpose of the study

To explore, describe and critically analyse early childhood education (ECE) and its role in preparing children for the learning and social demands of school.



Study aims

To explore the diversity of responses worldwide to the challenge of supporting, educating and preparing our youngest citizens for school

To map the systems, structures and user pathways in place, along with the perceptions of stakeholders about the system, its functioning and impact

To measure the outcomes of ECE for school readiness

To understand the relationships between policy aims, provision, parental satisfaction and child outcomes

To inform the development of high quality and inclusive ECE policy both nationally and internationally.

Definitions and focus

ECE: Formal education and care provision for young children from birth up to the age of compulsory schooling (entry to primary school)

Focus on the quality, availability and outcomes of ECE *immediately before compulsory schooling* within the broader policy context of ECE provision from birth (ISCED 0).

As the age of compulsory schooling ranges from 4 to 7 years old, the age of the focus study population will range from 3 to 6 years old.

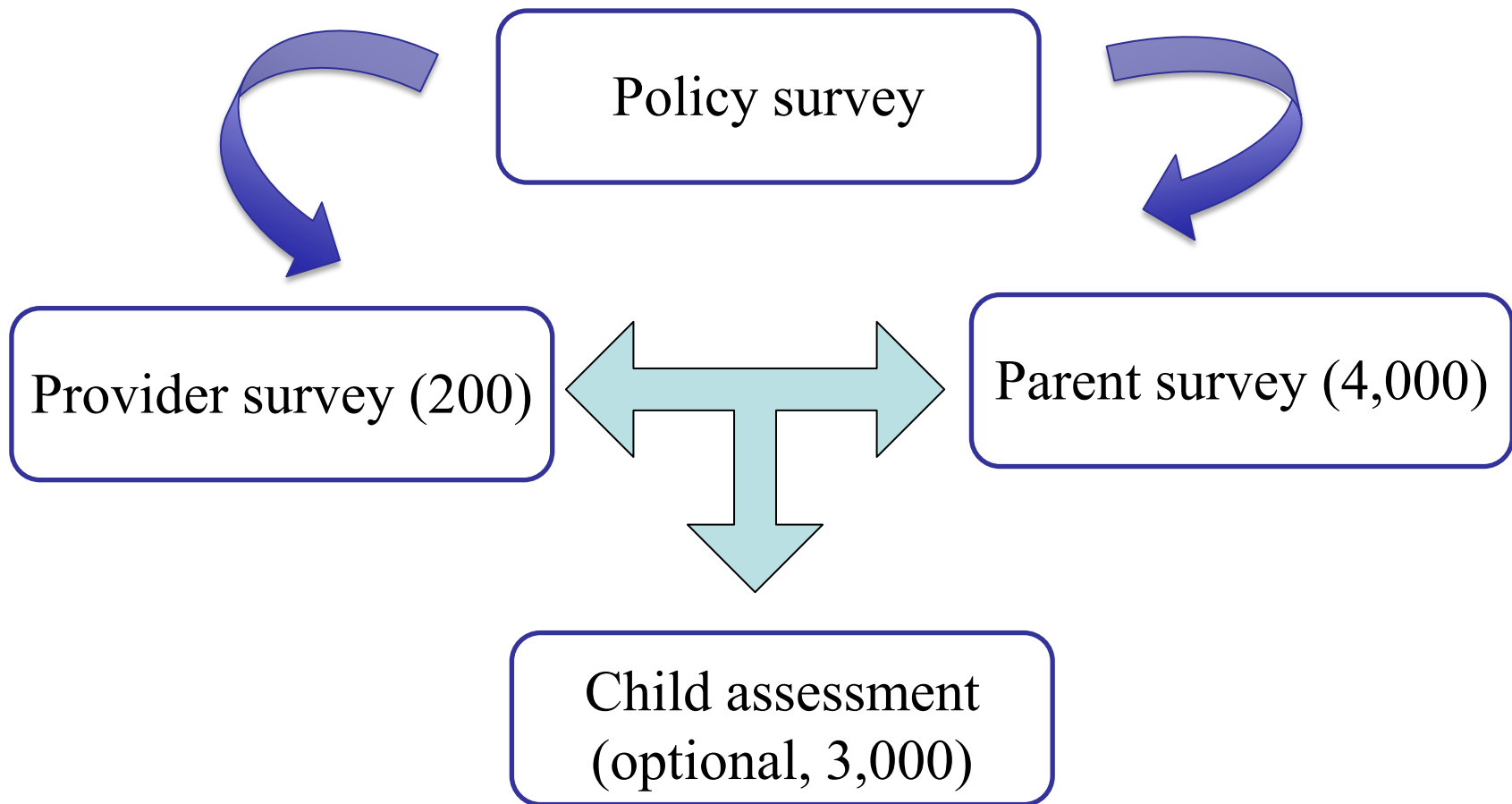
3 Key themes

1. ECE accessibility, reach & inclusion

2. ECE quality

3. ECE outcomes for school readiness

Study design and sample per country



1. Policy survey

Public policy (e.g. aims and focus of ECE; proportion of GDP)

Delivery models (e.g. provision for different ages; funding model)

Access and participation (e.g. geographical coverage; barriers; participation by age, gender, social deprivation, cultural group, disability)

Quality questions (e.g. regulations, curriculum, qualifications, staff-child ratios)

Expectations for child outcomes (including assessment policy)

2. Provider survey

Provider information (e.g. philosophy; age range; number of children; opening hours)

Access and participation (e.g. admission criteria and targeting; fee structure; sufficiency of places; average distance travelled)

Quality questions (e.g. staff qualifications and deployment, space and facilities; curriculum; quality assurance; support for transition)

Expectations for child outcomes (including assessment and use of assessment information)

3. Parent survey

Family characteristics (e.g. income level – below, at, above national average; cultural background, special needs; language spoken; child’s ECE history; home learning environment)

Access and participation (e.g. extent of choice; proportion of income spent; distance travelled; reason for choice)

Quality questions (e.g. parental satisfaction; communication; parental involvement)

Expectations for child outcomes (information about child’s progress in ECE; expectations for child outcomes)

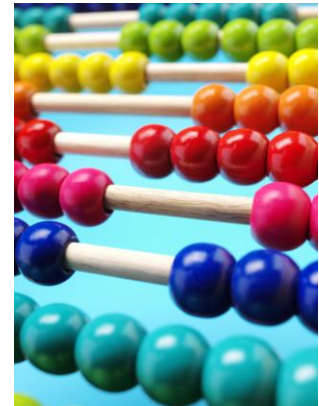
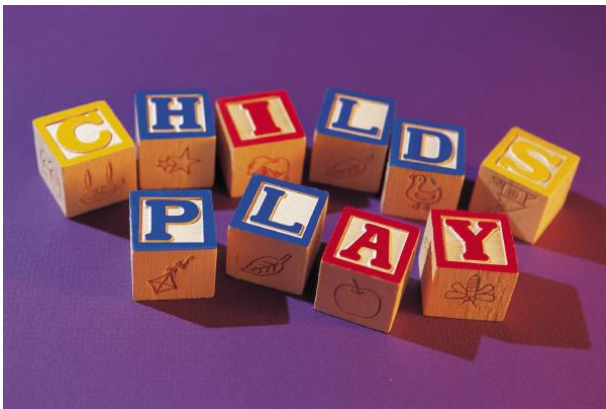
4. Child assessment options

Early literacy

Early numeracy

Social and emotional development

No assessment of physical development



Assessment module

All assessments administered by a familiar adult

With a test administrator/moderator present for some or all of the administrations

Social and emotional aspects captured by a test or teacher assessment in a more qualitative format

An optional test administered one to one for early literacy and numeracy

Reports and new outline timeline

1 Policy context report (2015)

2a ECE providers report (2018)

2b Parents' views and experiences report (2018)

3 Child assessment report (2018)

4 Final report (2019)



What the study will provide

A typology of different policy responses to delivering ECE

A framework for scoring, ranking and benchmarking countries against the study dimensions

A profile of each country's position, relative to all countries

Relationships between the typology of policy responses, provision, parental satisfaction and child outcomes for school readiness

Identification of study dimensions associated with higher parental satisfaction and child outcomes for school readiness

