



IEA Early Childhood Education Study ECES Progress Report

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About ECES

- ECES is a cross-national study...
 - Exploring, describing, and analysing the provision of early childhood education (ECE)
- Managed by study consortium consisting of
 - IEA Data Processing and Research Center (IEA DPC)
 - National Foundation for Educational Research (NFER)
 - Centre for Research in Early Childhood (CREC)
 - IEA Secretariat



About ECES (cont.)

- The study had been designed to be conducted in two phases:
 - Phase 1: Administers a Policy Questionnaire on country level resulting in a Policy Report
 - Phase 2: Administers questionnaires and assesses child outcomes within a sample of ECE settings
- Phase 1 is in progress and the Policy Report presenting the findings of the Policy Questionnaire will be completed in the first quarter of 2016
- Phase 2 has been postponed



The Policy Questionnaire

- Collects basic information about the wider policy context for early childhood education from birth until the age of primary schooling
- Captures trans-national comparisons in policy and systems
- Documents key policy changes underway and planned



Content

The questionnaire captured data around five major policy areas

1. Public Policy

(e.g., policy aims and goals for ECE; location of responsibility for ECE)

2. Delivery Models and Providers

(e.g., the range of provider types; funding mechanisms and processes)

3. Access and Participation

(e.g., percentage of pre-school population accessing ECE; cultural responsiveness)

4. Quality

(e.g., regulatory environment; staff qualifications and training; group sizes and ratios)

5. Expectations for Outcomes

(e.g., national systems for assessment of outcomes)



Administration

- Countries completed the questionnaire online between October 2014 until mid-April 2015
- The questionnaire was addressed to the National Research Coordinators, who completed it often in close collaboration with responsible authorities in their countries
- Whenever possible, respondents were asked to provide references for their answers



Participating Countries

- Eight countries completed the Policy Questionnaire: Chile, Czech Republic, Denmark, Estonia, Italy, Poland, Russian Federation, United States





The Policy Report*: Aims

- Present information on the wider policy context for ECE in each participating country
- Provide an overview of policy strategies as well as the systemic and structural results of ECE policy at national and, where necessary, sub-national level
- Stimulate dialogue and ECE policy and system development in participating countries

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The Policy Report: Content

- Results are presented in five main chapters matching the policy areas as administered in the Policy Questionnaire
- Age range spans from birth till entry to school
- However, the programs within this age range were clustered¹ into
 - Early childhood and development (ECED) programs: serving children from birth till the age of 3
 - Pre-primary education (PPE) programs: serving children from 3 years till they enter school

¹ based on ISCED definition (UNESCO-UIS, 2012)



The Policy Report: Content (cont.)

- The main chapters in the report are introduced by an overview chapter summarizing the structures of the ECE systems in the eight participating countries
- Furthermore, the report contains an individual country profile for each participant
 - Short description of their ECE system
 - Summary of the country results
- The report closes with final reflections and emerging policy issues



Main Findings: National Curriculum

- All study countries have developed national curriculum guidance for the older age group, while fewer countries (five) have this for the younger age group.
- The scope of the curriculum is broad and usually includes guidance on learning content, pedagogic approaches, learning goals and assessment.
- Non-cognitive areas are well-balanced with cognitive areas.
- Usually no single pedagogic approach is promoted over others. The range of pedagogies include more progressive, play-based approach as well as more academic, formal, instructional approaches.
- This allows settings to develop their preferred approach.



Next Steps

Upcoming Milestones	Date
Revision of Policy Report based on countries feedback	September to October 2015
IEA PEC reviews Policy Report	November 2015
Finalization of Policy Report	December 2015
Production of the Policy Report	January to February 2016
Publication of Policy Report	March 2016



Thank you for your attention.