



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



ECES aims to analyse...

- **quality** of two major learning contexts in early childhood:
 - early childhood education settings and
 - home learning environments
- **children's competencies** using a comprehensive approach (social and emotional, dispositional and learning, physical, language and literacy, numeracy competencies)
- **relationships** between the quality factors of early childhood learning contexts and children's outcomes taking a cross-country comparative approach
- **national context** in which early childhood education takes place (Policy Questionnaire)



ECES phases

Phase 1

- Policy Questionnaire

Phase 2

- Assessment module evaluating different aspects of children's outcomes (social & emotional, dispositional & learning, physical, language & literacy, numeracy competencies)
 - Practitioner ratings
 - Assessment tasks
- Comprehensive set of contextual questionnaires
 - ECE Setting Questionnaire
 - Practitioner Questionnaire
 - Home Questionnaire
- National options: setting observations, additional target cohort



ECES participation – Phase 1

- 6 countries (Chile, Czech Republic, Estonia, Italy, New Zealand, USA)
- 4 countries are very much interested in phase 1 and currently securing funds (Korea, Poland, Russian Federation, Thailand)
- 4 countries are positive but no funding yet (Costa Rica, Lithuania, Slovenia, Switzerland)
- 12 countries undecided



Progress since 2013

Step	Date
Updated study proposal and study material provided to all GA members and interested institutions	Nov 2013
Presented ECES at EC Education and Culture division	Nov 2013
Administered pilot of Policy Questionnaire	Nov - Dec 2013
Attended 14 th OECD ECEC Network Meeting	Dec 2013
Attended 2 nd PAC Meeting	Jan 2014
2 nd NRC Meeting scheduled for February was postponed due low country registrations	Feb 2014



Progress in 2014 till now

Step	Date
<ul style="list-style-type: none">- The study was presented to UNESCO, IADB, OECD, OEI, EC Conference, EARLI Sig5 and several national ministries or educational organizations.- Development of Study Framework continued; revised draft is available.- Feedback to pilot Policy Questionnaire was analyzed and addressed.- Meeting materials for 2nd NRC meeting have been prepared.	Feb - Aug 2014



Progress in 2014 till now

Step	Date
2 nd NRC Meeting	Sep 2014
Countries provided final feedback to Policy Questionnaire	Sep 2014
Revision of Policy Questionnaire version based on feedback from 2 nd NRC meeting (CREC)	Sep - Oct 2014



Progress Study Framework

- Study Framework
 - New study design and conceptual diagram
 - Continued definition of learning domains
 - Investigation on observational element as national option
 - Flexibility in administering the study in additional target populations as national option



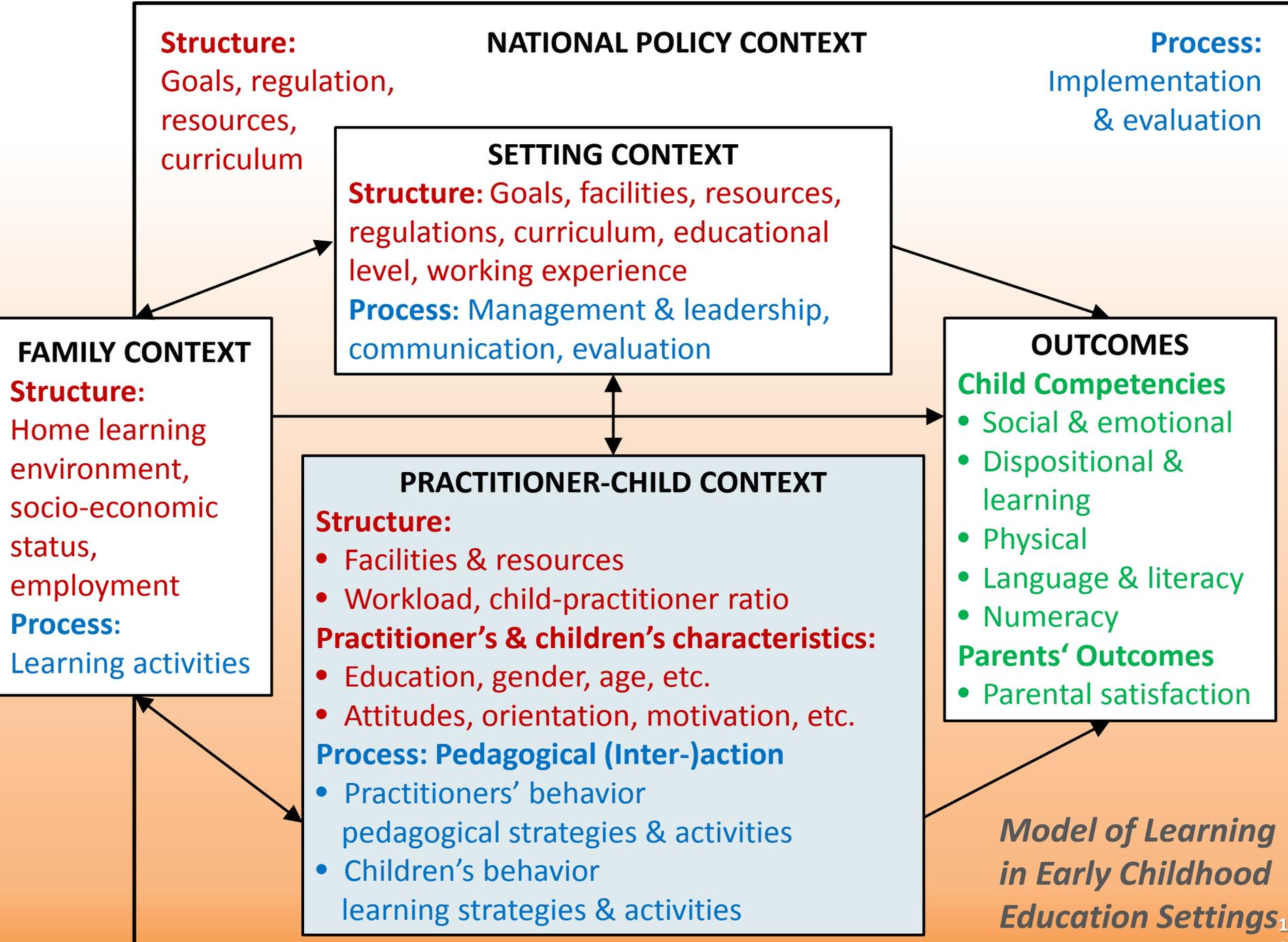
Progress Study Framework

- ECES Consortium continued to work on conceptual framework
- Invited experts provided chapters on the five learning domains:
 - Dr. Olaf Zylicz (Poland) – social and emotional competence
 - Dr. Piotr M. Rycielski (Poland) – dispositional and learning competence
 - Prof. Dr. Maureen Samms-Vaughan (Jamaika) – physical competence
 - Prof. Dr. Katrin Liebers & Maria Bergau (Germany) – language and literacy competence
 - Prof. Dr. Aiso Heinze (Germany) – numeracy competence



Quality dimensions

- **Structural quality:** how the ECEC system is designed and organized, framing conditions of an educational setting, e.g. staff-child ratio, group size, and staff qualification
- **Orientational quality:** beliefs and opinions concerning education of actors within an educational setting
- **Process quality (!):** especially interactions between practitioners and children
 - Process quality is at the center of interest as it mediates between the structural and orientational input conditions and outcomes (Baeumer et al., 2011)





Progress on Policy Questionnaire

Policy Questionnaire

- Pilot Study conducted in Chile, Estonia, Italy, Poland, and Thailand
- Revised questionnaire based on pilot results
- Presented at 2nd NRC meeting
- Finalized and distributed to participating countries (2 Oct. 2014)



Progress on Policy Questionnaire

Structural and systemic aspects of ECE policy

1. Public Policy
2. Delivery models and setting types
3. Access and participation
4. Quality
5. Expectations for outcomes



Progress on Policy Questionnaire

1. Public Policy (examples)

- Stated policy aims
- Location of responsibility for ECE at national or sub-national level
- key policy changes in the past 5 years



Progress on Policy Questionnaire

2. Delivery models and setting types (examples)

- Types and characteristics of settings
- Targeting of specific groups of parents/children
- Transition points from ECE to the school system



Progress on Policy Questionnaire

3. Access and participation (examples)

- Level of access to ECE
- Cultural and social responsiveness of ECE programs
- Cost to parents
- Target subsidies and early intervention programs



Progress on Policy Questionnaire

4. Quality (examples)

- Existing regulatory frameworks
- Staff qualification, training and remuneration
- Group size and ratio
- Parental involvement
- Quality assurance, accreditation of ECE



Progress on Policy Questionnaire

5. Expectations for outcomes (examples)

- Expectations for outcomes of children's learning
- Assessments of children's learning and development
- Reporting of data
- Use of data



Progress on Policy Report

The Policy Report aims to

- present information on the wider policy context for ECE in each participating country, particularly in year before ISCED 1,
- facilitate understanding and provoke dialogue about the inter- and intra-country variations in ECE policy responses and the delivery of ECE systems,
- highlight key differences and similarities across a range of agreed policy indicators clustered into five structural and systemic aspects of ECE policy,
- stimulate dialogue and ECE policy and system development in participating countries.



Policy Report – Chapter Outline

1. Introduction

2. Public Policy

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

3. Delivery Models and Providers

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

4. Access and Participation

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

5. Quality

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

6. Expectations for Outcomes

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

7. Individual Country Profiles

8. Typology and Final Reflections



Development of an ECE Policy Typology

- present comparative cross-national data in tabular form in the main chapters of the report
- use these empirical data to build a ‘typology’ of alternative ECE policy and system models or approaches
- apply the typology to each participating country to profile its similarities and differences with other countries and highlight the range of alternative policy and system options within the study countries



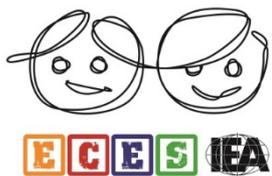
Case study and hypotheses

- The low number of participating countries in phase 1 will probably prevent us from developing a typology.
- case study report based on the data collected in 6 (+4) countries; including country profiles
- Generate interesting hypotheses based on the policy data that could convince countries to join the study



What makes IEA ECES unique?

- Cross-national study with a diversity of countries
- Provides a reliable, robust and holistic measure of child outcomes based on an international framework
- Provides insight in the nature of an ECE system and which structure an ECE system needs to achieve these outcomes
- Provides detailed information on children outcomes to help inform investment decisions
- Covers different levels of ECE: intended vs. implemented vs. achieved policies
- Covers diverse consumer perspectives (settings, practitioners, parents)



Next Steps – 2014 and beyond

Step	Date
Countries complete Policy Questionnaire	21 Oct - 30 Nov 2014
Analyses and interpretation of Policy Questionnaire data	Dec 2014 - Mar 2015
Countries review first draft of Policy Report	Apr 2015
Finalization of Policy Report	May - Sep 2015
Release of Policy Report	Oct 2015



Current Status

- **Phase 1 is in progress**
 - Chile, Czech Republic, Estonia, Italy, Korea, New Zealand, Poland, Russian Federation, Thailand, United States
 - Interested countries can still join phase 1, will be included in the Policy Report, and can benefit from the results.
- **Phase 2 is on hold until a sufficient number of countries commits to the study.**



Thank you very much for your attention!