

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

Network on Early Childhood Education and Care

DRAFT TEMPLATE FOR UPDATING COUNTRY PROFILES

OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE

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2 rue André Pascal, 75016 Paris France

The Network on Early Childhood Education and Care is invited to:

- *AGREE on the template for updating the country profiles.*
- *COMMENT on the process, contents, and dissemination methods of the outputs.*

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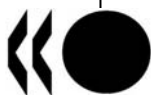


TABLE OF CONTENTS

Purpose.....	3
Background.....	3
Draft template.....	4
Suggested topics.....	4
Questions for discussion.....	4
Suggested indicators/descriptive information.....	5
Questions for discussion.....	8
Proposed method of publishing the results.....	8
Questions for discussion.....	8
REFERENCES.....	9

Purpose

1. One of the main objectives of the fifth meeting of the OECD Network on Early Childhood Education and Care is to define the scope of the updating exercise of country profiles and to streamline the data collection process. This paper sets out to:

- Provide background information of the updating exercise;
- Present a draft template (i.e. topics to be covered and information to be collected); and
- Propose the method to publish the outputs.

2. The Network is invited to:

- AGREE on the topics to be covered in the template;
- COMMENT on the suggested information to be collected under each topic in the template; and
- AGREE that the outputs will be published in a web-format.

Background

3. At the fourth Meeting of the OECD Network on Early Childhood Education and Care, the network discussed whether or not to continue with the exercise of updating the country profiles. The network emphasised that it will serve the purpose of peer-learning and will be useful for countries such as when responding to the Parliamentary inquires by referring to other country practices. The network however called for the need to prioritise which information should be collected. Some countries experienced that the data-collection process was 'cumbersome' partly due to the wide coverage of the issues and partly due to the nature of the questions requiring the federal/state or inter-ministerial cooperation to answer the questions.

4. The network further suggested that the Secretariat continue with the exercise by¹:

- Providing a simple basic template for data collection;
- Providing quick comparative results, possibly in a web-format;
- Focusing on specific themes of high policy relevance;
- Linking to the new project on quality;
- Working with DELSA; and
- Collecting case studies.

1. Summary record of the fourth meeting of the OECD Network on ECEC [EDU/EDPC/ECEC/M(2009)1].

Draft template

5. Based on the suggestions of the network, the Secretariat has prepared a draft template for updating the country profiles.

Suggested topics

6. The basic structure will follow the format of the *Starting Strong II*, which many countries are already familiar with. Some modifications have been made to better respond to the needs of countries and of the new project. The template will aim to feature: *i)* the themes which countries identified as most relevant during the 4th meeting of the network; *ii)* the themes that have been selected for future meetings; *iii)* a special focus on quality as it will feed into the new project 'Encouraging Quality in ECEC'. The template will aim to serve as a roadmap of the data/information collection of the network for the upcoming years.

7. The draft template includes 9 topics:

1. General information (demography, socio-economic information, pre-schooling system)
2. Context (labour force participation, parental leave)
3. Auspices (Main responsibility for policy, funding, provision, and legislation)
4. Costs and financing
5. Access and provision
6. Workforce supply, qualifications and development
7. Quality
8. Integration of education and care
9. Recent developments (policy and research)

Questions for discussion

- Will the suggested 9 topics cover the information that you would like to see from other countries? Have we missed anything important?
- Are there any topics that would be less relevant and could be cut?

2. *i.e. costs and financing; integration of care services and education; expanding access; parental involvement.*
[EDU/EDPC/ECEC/M(2009)1]

3. *i.e. 1) Workforce supply, qualifications and development; 2) Integration of education and care; 3) Pedagogy for under three year olds; 4) Funding and financing; 5) National curriculum policy and frameworks; and 6) linking research and policy.*

Suggested indicators/descriptive information

8. Each topic will suggest a list of key information to be collected like a menu (See Table 1). The information may be quantitative indicators and/or descriptive information. Of the list, countries are invited to indicate which information is most relevant and will be most useful for their policy design and dialogue.
9. The Secretariat has paid particular attention in seeking information from countries to avoid duplication. We carried out a mapping exercise to find the information that already exists in the OECD or will be collected in the near future.
10. Sources of such information mainly include: i) the questionnaires for the Network meetings (OECD NQ); ii) the *Starting Strong II* (OECD SS); iii) the *Family Database* (OECD FD); and iv) other work from DELSA on child well-being such as *Babies and Bosses*, *Wiki-Child*, etc.
11. When the requested information already exists or will soon be collected in the OECD, the columns on the right side in Table 1 are marked with '*x (data source with the year, where applicable)*'. Where no information has been available, the columns are marked with '*m*'. Where the categories are not applicable, the columns are marked with '*a*'.
12. By definition, the Secretariat will aim to minimise the data collection. We will only ask countries to provide information for the items marked with '*m*'; with '*x*' but the dates are outdated and therefore the updates are needed; and with '*x*' but some clarifications are still necessary.
13. The Secretariat will also aim to seek a way to avoid duplication of data/information has been collected by other international organisations such as UNESCO and European Commission (such as the *SILC* data).

Table 1. Suggested Menu of Indicators/Descriptive Information to be Collected

	Existing data/information	
	Quantitative	Qualitative
1. General information		
1.1. Demography		
Population	<i>x (OECD PD, 2007)</i>	<i>a</i>
Fertility rate in recent time series	<i>x (OECD FD, 2006)</i>	<i>a</i>
Children under 6 years in recent time series	<i>m</i>	<i>a</i>
1.2. Socio-economic information		
GDP per capita in US\$ in 2007	<i>x (OECD GS, 2007)</i>	<i>a</i>
Child poverty rate	<i>x (OECD FD, mid-2000)</i>	<i>a</i>
1.3. Pre-schooling system		
Major service type and duration	<i>a</i>	<i>x (OECD SS, 2007)</i>
Compulsory school starting age	<i>x (OECD FD)</i>	<i>a</i>
Legal entitlement to a free pre-schooling service	<i>a</i>	<i>x (OECD SS, but needs clarification)</i>
2. Context		
2.1 Labour force participation		
Female (15-64 years)	<i>x (OECD GS, 2007)</i>	<i>a</i>
Female part-time	<i>x (OECD FD, 2005)</i>	<i>a</i>
Male part-time	<i>x (OECD FD, 2005)</i>	<i>a</i>
Female with children under 6 years	<i>x (OECD FD, 2005)</i>	<i>a</i>
Labour force participation by marital status	<i>x (OECD FD, tba 2009)</i>	<i>a</i>
2.2 Parental leave		
Availability of paid leave	<i>x (OECD FD, 2006/7)</i>	
Female use of parental leave	<i>x (OECD FD, 2006/7)</i>	
Male use of parental leave	<i>x (OECD FD, 2006/7)</i>	
3. Auspices		
Main responsibility for policy, funding, provision, and legislation	<i>a</i>	<i>x (OECD SS, but needs clarification)</i>
4. Costs and financing		
Social expenditure	<i>x (OECD FD, 2005)</i>	<i>a</i>
Educational expenditure	<i>x (OECD FD, 2005) (OECD ED, 2008)</i>	<i>a</i>
Funding of services for children aged 0-6	<i>x (OECD FD, 2005) (OECD ED, 2008)</i>	<i>a</i>
Average cost to parents	<i>x (OECD FD, 2004)</i>	<i>a</i>
Estimated costs of a quality ECEC programme (full-day; half-day) per child	<i>m</i>	<i>a</i>

5. Access and provision		
5.1 Rates of participation		
Children Age 0-2*	<i>x</i> (OECD FD, 2003/4)	<i>a</i>
Children Age 3-6*	<i>x</i> (OECD FD, 2003/4)	<i>a</i>
Children with disabilities	<i>m</i>	<i>x</i> (OECD SS, but needs clarification)
Children from low income families	<i>m</i>	<i>x</i> (OECD SS, but needs clarification)
Ethnic and bilingual children	<i>m</i>	<i>x</i> (OECD SS, but needs clarification)
Children with sole parents	<i>m</i>	<i>a</i>
5.2 Provision		
Provision of 'out-of-school time'	<i>m</i>	<i>m</i>
Regulations and provision of opening hours	<i>a</i>	<i>m</i>
Licensing and regulatory frameworks for providers (minimum standards –e.g. maximum group size, space, qualifications of staff, etc.)	<i>a</i>	<i>m</i>
Targeted provision (e.g. children from low income families, disadvantaged areas of living, etc.)	<i>a</i>	<i>m</i>
6. Workforce supply, qualifications and development		
Licensing and regulatory regimes for staff	<i>a</i>	<i>x</i> (OECD NQ, Q2 2009)
Staff profiles, recruiting and retaining,	<i>a</i>	<i>x</i> (OECD NQ, Q2 2009)
Training	<i>a</i>	<i>x</i> (OECD NQ, Q2 2009)
Working conditions	<i>a</i>	<i>x</i> (OECD NQ, Q2 2009)
7. Quality		
Child-staff ratio	<i>x</i> (OECD NQ, Q2 2009)	<i>a</i>
Quality assurance mechanisms	<i>a</i>	<i>m</i>
Curriculum and pedagogy from age 3-6	<i>a</i>	<i>m</i>
Curriculum, if any, and pedagogy under 3	<i>a</i>	<i>m</i>
Monitoring, evaluation, research	<i>a</i>	<i>m</i>
Parent and community involvement	<i>a</i>	<i>m</i>
8. Integration of education and care		
Approaches, strategies, and appropriate sequencing of actions to be taken	<i>a</i>	<i>x</i> (OECD NQ, Q4 2009)
9. Recent developments (policy and research)		
New policy or change of policy, implementation of policies, evaluation of policies, as case studies, and recent research findings	<i>a</i>	<i>m</i>

Note 1: * Education Database collects enrolment rates by "4 and under as a percentage of the population aged 3 to 4"
Note 2: category not applicable (*a*); data included in other sources or categories (*x*); data not available (*m*); OECD ED (Education Database); PD (Population Data); FD (Family Database); SS (Starting Strong); NW (Network on ECEC – Questionnaire); GS (General Statistics).

Questions for discussion

14. The country profile updates will aim to respond to the immediate needs of countries and will serve the purpose of helping the decision making process. Therefore, the outputs should be delivered and the data-collection should be carried out in a timely manner.

- Have we covered the right indicators/descriptive information in the menu? Have we missed anything important?
- Of the list, which indicators/information will be most relevant for your current policy thinking? In other words, which will be of immediate use for your government in its policy discussion and decision making process? Which would you choose as priorities from the menu? Which information is necessary to inform policy and public?
- Which indicators/information may pose some challenges for you to gather the data/information?
- Once a list of indicators and descriptive information to be collected is agreed by countries, how should the Secretariat proceed with the data collection process? One option is to send a template once and collect the requested information all at once? Another option is to collect indicators and information by themes as part of the preparation for the Network meetings. Which option would you prefer? Are there other suggestions?

Proposed method of publishing the results

15. The Secretariat would agree on the proposal of the last meeting; *i.e.* to provide quick comparative results, possibly in a web-format. This will help publish the results quickly without going through a time-taking printing process. It will also have less cost implications.

16. The Secretariat proposes the format like a shorter version of the *Family Database*, *i.e.* to present the comparative results rather than preparing a country specific note for each country.

17. It will be important that this website will be linked to relevant databases – within the OECD (e.g. *Education at a Glance*, *Family Database*, *Wiki-child*, etc) as well as internationally and nationally. Countries are invited to link the website to the relevant government database on early childhood education and care, if any.

Questions for discussion

- Would you find this method as a relevant way to give a comparative view and to show the results quickly? Would you suggest other ways?
- How could we best disseminate the outputs?

REFERENCES

OECD (2001), *Starting Strong: Early Childhood Education and Care*, OECD, Paris.

OECD (2004), *Education at a Glance: OECD Indicators*, OECD, Paris.

OECD (2006), *Starting Strong II: Early Childhood Education and Care*, OECD, Paris.

OECD (2007), *Babies and Bosses: Reconciling Work and Family Life – A synthesis of Findings for OECD countries*, OECD, Paris.

OECD (2008), *Education at a Glance: OECD Indicators*, OECD, Paris.

OECD Family Database - www.oecd.org/els/social/family/database

OECD.STAT - <http://dotstat.oecd.org/wbos/Index.aspx>