

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

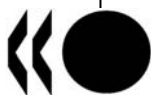
**COMMUNICATIONS OUTLINE FOR THE OECD NETWORK ON EARLY CHILDHOOD  
EDUCATION AND CARE**

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## COMMUNICATIONS OUTLINE FOR THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE<sup>1</sup>

### 1. Communication with the OECD Network on Early Childhood Education and Care (ECEC)

#### 1.1. Email

The Secretariat uses email as the primary mean for communicating with members of the Network on Early Childhood Education and Care (ECEC). Network membership is open to OECD member countries as well as observers to the Education Policy Committee (EDPC) and other non-member economies in line with the global strategy of the Committee as approved by the Council.

##### *OECD member countries*

Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States

##### *EDPC observers*

Egypt, Estonia, Romania, Russian Federation

##### *EDPC ad hoc observers*

Brazil, China, India, Indonesia, South Africa

##### *Other non-member economies in line with global strategy*

The OECD has expanded its co-operation with economies outside its membership: South-East Europe, Central and Eastern Europe, the Caucasus, Asia, Latin America, Africa and the Middle East.

Emails that are sent to Network members generally include meeting invitations, meeting documents, meeting follow up (*e.g.* presentations, conclusions, etc.) and Network updates (*e.g.* meeting dates, changes in bureau members, etc.). Separate messages containing the same information are sent to EDPC observer countries. While member countries have permanent delegations to the OECD through which they are encouraged to communicate with the Secretariat, EDPC observer countries do not have permanent delegations and are instructed to communicate directly with the Secretariat. For other non-member economies in line with the global strategy, these countries are contacted via email on a case by case basis usually depending on whether they have expressed interest in the work of the OECD ECEC Network.

#### 1.2. Clearspace

<https://community.oecd.org/community/educationpolicycommittee>

Clearspace is accessible via the “OECD Communities” section of Olis. The Clearspace portal has an Education Policy Committee (EDPC) community that is used to provide a collaborative web space for sharing ideas and information. The Secretariat posts the following items on the EDPC Clearspace site:

- **Meeting announcements:** the same meeting invitation that is emailed to the Network is also posted on Clearspace.

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<sup>1</sup> This communications outline is specific to the OECD Network on Early Childhood Education and Care. For information regarding the OECD Directorate for Education’s communications framework, please refer to EDU(2010)6.

- Document declassifications: before official OECD documents can be made publicly available (e.g. posted on the OECD's public website), the documents must be declassified. The Secretariat posts a message on Clearspace listing the documents to be declassified and asks the Network whether there are objections to the declassification of the documents. The Network is given at least two weeks to either post objections on Clearspace or send objections to the Secretariat via email. If there are objections to the declassification of particular documents, these documents will not be declassified, and they will not appear on the OECD's public website. If there are no objections, the documents will be declassified and placed on the OECD's Early Childhood Education and Care website.
- Nominations: when the Secretariat is seeking to fill posts such as Chair, Vice-Chair or Bureau Members, an announcement is posted on Clearspace asking for nominations. As nominations are communicated to the Secretariat, this information is also posted on Clearspace.

### 1.3. Website

[www.oecd.org/edu/earlychildhood](http://www.oecd.org/edu/earlychildhood)

The Early Childhood Education and Care (ECEC) website contains up-to-date information about the OECD's work on ECEC. The work dates back to 1996 when the OECD initiated reviews of national early childhood policies and organisation. The history and context of these reviews, the Background Reports, the Country Notes and the Country Profiles can all be found on this site. More recently, from 2007-10, the Network has conducted eight meetings on various ECEC topics, and the website includes documentation from each of these meetings. The Network will continue to hold meetings through 2011, which will be documented online.

In 2010, a webpage was created specifically for the project "Encouraging Quality in Early Childhood Education and Care": [www.oecd.org/edu/earlychildhood/quality](http://www.oecd.org/edu/earlychildhood/quality). This site explains the project, lists the four different types of project outputs and provides detailed information about the project methodology. As the project progresses, an online Quality Toolbox will be developed. The Toolbox aims to aid countries in transforming policies into practical policy tools, checklists, materials and/or strategies for implementation. The project outputs to be included in the Toolbox will remain internal working tools, and countries will be asked to validate all final outputs before they are made available online in the public domain.

Also in 2010, a country-specific information bank was created. It aims to pool relevant documentation by countries. The countries listed on this webpage have participated in the OECD's work on ECEC, and documentation has been compiled to give a complete picture of each country's participation in the Network and/or the Policy Review. As UNESCO and the European Commission have participated in Network meetings, these organisations are included in the information bank as well. The documentation includes the following for each country/organisation (where applicable):

- Country Background Report<sup>2</sup>
- Country Note<sup>3</sup>
- Country Profile<sup>4</sup>
- Presentations given at Network meetings

<sup>2</sup> These are comprehensive reports on the status of ECEC policy in participating countries commissioned by government ministries and prepared by a team of researchers in each country.

<sup>3</sup> These are reports written by the OECD expert teams. Country Notes highlight policy issues, interesting initiatives and innovative programmes in the countries under review, and make recommendations for consideration by the public authorities.

<sup>4</sup> These are the profiles of the countries that have participated in the review. Each profile uses the following descriptors: auspices of ECEC; developments; country context; provision; staffing and training; policy issues.

The Secretariat would also like to include country responses to the four questionnaires that have been sent out to the Network over the course of 2009-10. Before placing countries' responses on the website, the Secretariat must go through the document declassification process. If there are no objections to publicising the responses, the Secretariat will post them on the country-specific information bank website. If certain countries object to the posting of their responses, these particular responses will not appear on the website.

From 2009-10, the Secretariat has been developing an ECEC Portal (retrievable in the future at [www.oecd.org/edu/earlychildhood/database](http://www.oecd.org/edu/earlychildhood/database)). The portal will be a one-stop-shop, bringing together data from various sources from different departments of the OECD on the input, process and outcomes of ECEC. Unlike the OECD's earlier work on ECEC (*Starting Strong I and II*), data will not be presented in the form of country profiles but organised by topic. As agreed with the Network, the presentation of this data will be in online form. The format will be flexible, permitting the integration of a wide range of data sources and formats into a common framework and allowing for further updates and possible extension of data. The aim is to present the data in a simple and user-friendly way and to ensure transparency with regards to information about data sources, their quality and comparability. All data will remain internal until countries have validated the final outputs, at which point they will be made available online in the public domain.

## **2. Communication with the public**

### **2.1. Website**

The Secretariat's primary mean for communicating with the public is via the OECD website. Occasionally, the Secretariat receives inquiries via the website regarding the OECD's work on ECEC. If someone requests information or documentation, the Secretariat only shares information and documentation that has been made public. The Secretariat does not share classified or internal materials with the public.

## **3. Outreach to target communities**

### **3.1. Education and Training Policy Alert**

The Directorate for Education's Education and Training Policy (ETP) Division sends a monthly alert via email with updates on ETP projects (e.g. publication, meetings, etc.). The OECD's work on ECEC is housed in the ETP Division, so ECEC updates are included in the alert. There is a communications officer for the division who is responsible for compiling the updates, sending the alert and maintaining a distribution list of email contacts. The distribution list consists of the various distribution lists within ETP, including the Network on ECEC distribution list. Others who receive the alert are those who have registered with "MyOECD" and indicated that they would like to receive updates about the work of ETP.

### **3.2. Social media**

The Directorate for Education has been pursuing a social media strategy that involves communicating with the public via educationtoday (a collaborative online platform: [www.oecd.org/edu/educationtoday](http://www.oecd.org/edu/educationtoday)), Twitter ([www.twitter.com/OECD\\_EDU](http://www.twitter.com/OECD_EDU)), YouTube ([www.youtube.com/EDUContact](http://www.youtube.com/EDUContact)), Slideshare ([www.slideshare.net/OECD/EDU](http://www.slideshare.net/OECD/EDU)), etc. The work of the ECEC Network is highlighted via these various platforms. For example, during the 7<sup>th</sup> meeting of the ECEC Network, several experts and delegates were interviewed on the topic of financing ECEC services, and these videos were posted on educationtoday and YouTube with permission of the interviewees. Blog posts have also been created for educationtoday to generate online discussions about ECEC and many other topics in education.