

**DIRECTORATE FOR EDUCATION AND SKILLS  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

**Annex 3 to the Draft Proposal on the Data Development Strategy of the OECD Network on Early  
Childhood Education and Care**

**Proposed menu of Indicators for Discussion**

**17-18 June 2013  
Conference Centre Room CC13  
OECD, Paris, France**

Miho Taguma, Project Leader; Tel: +33 (0) 1 45 24 92 65; Email: [miho.taguma@oecd.org](mailto:miho.taguma@oecd.org)  
Arno Engel, Trainee; Tel: +33 (0) 1 45 24 99 13; Email: [arno.engel@oecd.org](mailto:arno.engel@oecd.org)

**JT03341267**

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**PROPOSED MENUE OF INDICATORS FOR DISCUSSION**

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A menu of indicators is being suggested based on the existing research that support the importance of the indicators as well as country needs and priorities. They are organised based on the proposed analytical framework [[EDU/EDPC/ECEC\(2013\)1/ANN2](#)]

### What are the child outcomes in early years? How are the outcomes distributed?

Suggested indicators		Breakdown	Data Status/ Plans
Outcomes	Early year's cognitive outcomes (e.g., literacy, numeracy, practical skills, creativity)	By age group, family background, immigrant status	<u>New</u> to be defined by the working group on outcomes  (Long term plan)
	Early year's non-cognitive outcomes (e.g., socio-emotional development, interaction and play with peers, ability to play independently )	By age group, family background, immigrant status	<u>New</u> to be defined by the working group on outcomes  (Long term plan)
	Early year's well-being outcomes (e.g., being out of poverty, health)	By age group, family background, immigrant status	<u>New</u> to be defined by the working group on outcomes  (Long term plan)

### What factors can influence those outcomes ?

Suggested indicators		Breakdown	Data Status/ Plans
Factors	Children/ parents level <sup>1</sup>		
	Participation	Types of provision (supervision and care, early childhood educational development, pre-primary education); duration (in years), intensity (in hours), age, family income, language spoken at home/ etc.	<u>New</u> – currently in field trial for PISA 2015  (Long term plan)

Classroom level		
Staff backgrounds, quality of pedagogy and performance (e.g., skills acquired by staff, including leadership aspects)	Types of provision	<u>New &amp; To update/improve</u> Table 5.2 of Starting Strong III
Staff job satisfaction (self-reported)	Types of provision, qualification levels	New to be collected through staff survey  (Long term plan)
Quality of interactions, attachment between staff and child	Types of provision	<u>New</u>  With a provider/staff survey  (Long term plan)
Quality of interactions between staff and parents	Types of provision	<u>New</u>  With a provider/staff survey  (Long term plan)
Quality of child experience	Types of provision	<u>New</u>  With a provider/staff survey  (Long term plan)
Quality of participation of parents and communities in ECEC	Types of provision	<u>New</u>  With a provider/staff survey  (Long term plan)
ECEC settings		
De-facto standards (e.g., staff-child ratio; group size; space per child; availability/ surface of outdoor facilities)	Types of provision	<u>New and For improvement</u> from Starting Strong III and EAG 2012
Mixture of qualification levels within settings	Types of provision	New – through a survey with a provider survey (Long term)
Professional development (availabilities, structures around provision and delivery; participation; support systems)	Types of provision	<u>New and For improvement</u> from Table 3.9 of Starting Strong III
Access to resources– toys, books, play equipment; access to trips and visits, etc.)	Types of provision	<u>New</u>

Early education / child care fees for a four-year-old attending accredited ECEC services	Types of provision	To improve by adopting the model of the child care fees for a two-year-old attending ECEC services in Chart PF3.4A of the Family Database
Net early education fees as a % of average wage by different family types – two-earners (both 100%; one with 100%, other 50%; single parent with 100%)	Types of provision	To improve by complementing the net child care fees Figure Chart PF3.4B of the Family Database
System level		
ECEC governance (split/integrate; local/federal/centralised; starting year of compulsory schooling; starting year of primary schooling)	Types of provision	To update from unpublished data collected for SSIII as well as Table C1.1 of EAG 2012
Legal entitlements (to free ECEC; public subsidies, other special targeted measures to improve access, availability and affordability)	Types of provision, by family income, ethnicity/ immigrant/ refugee status, etc	To update from unpublished data collected for SSIII
Public spending on early education / child care (as a proportion of median working-age household income), per capita (as a % of GDP capita or in equivalent USD using PPP, based on full-time equivalents), etc.	Per age, by family income, ethnicity/ immigrant/, etc	To improve by adapting ISCED 2011 definition, in collaboration with INES and ELS
Public spending on cash benefits, tax breaks (as a proportion of median working-age household income), per capita (as a % of GDP capita or in equivalent USD using PPP, based on full-time equivalents), etc.	By age, types of provision	To improve by adapting ISCED 2011 definition, in collaboration with INES and ELS
Share of household expenditure on early education / child care as a % of total expenditure	Types of provision	To improve by adapting ISCED 2011 definition, in collaboration with INES and ELS
Minimum and maximum cost of public and private grant-aided ECEC settings	Types of provision	New, in collaboration with Eurydice
Monitoring to support informed decisions	Types of provision	For improvement and To update Tables 5.2-5.8 of Starting Strong III; being collected in "Monitoring quality in early learning and development: Strand 1" of the PoWB 2013/14)
Access: Total number of ECEC places in formal childcare per total population	By areas (e.g. deprived neighbourhoods, as compared to the average; available places per number of children; length and	New, For improvement and/or To update Starting Strong III, Table 2.2 of EAG 2012, Family Database and Eurydice

		types of provision, with hours per day and days per year by age; full/half days; types of access; types of providers with age coverage)	
	Regulated (minimum) standards  (e.g., group size, staff-child ratio, required staff qualification level, space per child; availability/ surface of outdoor facilities; access to resources– toys, books, play equipment; access to trips and visits)	Types of provision	<u>For improvement and/or To update</u> Figure 1.5-1.8 and unpublished data of Starting Strong III and Table D.2.2 of EAG 2012
	Curriculum design: age coverage, scope and focus and content areas	Types of provision	<u>To update</u> Figures 2.3-2.5 of Starting Strong III
	Curriculum implementation: Recommendations on teaching approaches, time tables and classroom organisation/management	Types of provision	<u>New</u> , in collaboration with Eurydice
	Staff qualifications  (Required level, content and duration of different education programmes for different age groups e.g. curriculum; duration in years; teaching practicum required - yes/ no or in hours; requirements for a head in an ECEC setting; in-service training requirements)	Types of provision	<u>To update</u> Figure 3.1 of Starting Strong III and <u>For improvement</u> from Table D5.4 of EAG 2012; <u>new</u> , in collaboration with Eurydice
	Professional registration/ licensing	Types of provision	<u>New</u> , <u>For improvement</u> from Table D5.5 of EAG 2012 and from Table 3.7 of Starting Strong II
	Staff time  (e.g. time spent in playroom versus time spent on non-ECEC activities such as administrative and preparatory work)	Types of provision	
	Staff remuneration  (e.g. remuneration in comparison with the minimum wage and with that of primary teachers OR starting salary, salary after 10 years of experience, salary after 15 years of experience and salary at the top)	Types of provision	<u>For improvement</u> from Figure 3.7 of Starting Strong III OR Table D.3.1 of EAG 2012
	Turnover rates of staff  (average duration of contracts, civil	Types of provision	<u>To update and for improvement</u> Figure 3.8 of Starting Strong III

	servant status, legal protection etc.)		
	Transition from ECEC to primary schooling	Types of provision	Is being collected in "Monitoring quality in early learning and development: Strand 1" of the PoWB 2013/14)

### What policies can influence those factors?

Analysis will be based on data collected about factors.

### What conditions support or hinder the policy implementation?

Suggested indicators		Breakdown	Data Status/ Plans
Contextual	Individual		
	Family backgrounds	Types of provision,	New (Long term)
	Community		
	Socio-economic composition of the neighbourhood	Types of provision	New (Long term)
	Proportion of children on the waiting list	By age, Types of provision	New (Long term)
	Varying conditions and needs of children before schooling (e.g. special needs, foreign language)	Types of provision	New (Long term)
	Society		
	Gross population coverage with the number of children	By age, proportion of immigrants; indigenous	<u>To update</u> part of the Annexes of Starting Strong II
	Age structure of society	By age	<u>To update</u> part of the Annexes of Starting Strong II
	Social norms regarding division of domestic work (e.g. gender roles)	N.A.	To confirm existing data/knowledge
	Political priorities (e.g. budget consolidation, investment in human capital)	N.A.	To confirm existing data/knowledge