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

Network on Early Childhood Education and Care

**SUMMARY RECORD OF THE 15TH MEETING OF THE OECD NETWORK ON EARLY
CHILDHOOD EDUCATION AND CARE (ECEC)**

**2-3 June 2014
Conference Centre Room CC6
OECD, Paris, France**

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SUMMARY RECORD OF THE 15TH MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

1. The 15th meeting of the ECEC Network was held from 2 to 3 June 2014 at OECD Headquarters in Paris, France. The meeting was chaired by Ms. Tove Mogstad Slinde (Norway) and was attended by 80 participants from 25 OECD countries, including Austria, Belgium, Canada, Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Portugal, Slovak Republic, Spain, Sweden, Switzerland, United Kingdom and the United States, as well as by partner countries the Russian Federation, Kazakhstan and Lithuania, and international organisations, including the European Commission, UNESCO and the International Association for the Evaluation of Educational Achievement. The main objectives of the meeting were to:

- Advance the work on “Review of policies and practices for monitoring quality in early learning and development” and “Data development for Early Learning” for the Programme of Work and Budget (PWB) 2013/14;
- Facilitate peer-learning opportunities; and
- Prepare the work on the development of quality data for ECEC as well as transitions for the PWB 2015/16.

Adoption of the agenda and summary record of the 14th meeting

2. Following the opening of the meeting by Ms. Tove Mogstad-Slinde, the agenda [doc. ref. [EDU/EDPC/ECEC/A\(2014\)1/REV3](#)] for the meeting was adopted, as well as the summary record of the 14th meeting [doc. ref. [EDU/EDPC/ECEC/M\(2013\)2](#)].

Opening remarks and progress report

3. Mr. Andreas Schleicher, Director, and Mr. Michael Davidson, Head of Division, welcomed participants and informed the Network of the current work in the Early Childhood and Schools Division. Mr. Schleicher provided an overview of the guiding themes of the OECD’s work in the coming two years in general and specifically within the Directorate of Education and Skills. Mr. Davidson provided an update on the intermediary outputs for the PWB 2013/14 as well as the preparatory outputs for the PWB 2015/16. The Network:

- NOTED that the OECD’s work will evolve around two strands in 2015/16, and these will apply to the work on ECEC as well:
 1. Strengthening the effectiveness and efficiency of institutions to make reform happen, and
 2. Strengthening employability, social participation and inclusive growth.
- NOTED that the priorities for the work on ECEC are:
 - Data development regarding context, ECEC systems, learning and well-being environments, and child outcomes.

- The transition from ECEC to primary school.
- Country reviews for England, Kazakhstan and Norway. Countries interested in a review, can still sign up.
- NOTED the intermediate outputs for the PWB 2013/14.

Preparatory time for Thematic Working Groups (TWG)

4. The four Thematic Working Groups (TWG) on Data, Outcomes, Workforce Quality and Monitoring Quality met in parallel sessions to discuss the outputs of their work since the last meeting and prepare their presentations for the plenary sessions.

Session on Strand 1: Monitoring quality

5. Ms. Miho Taguma, Senior Analyst, presented the proposed outline of the final Starting Strong report on monitoring quality and invited the Network to clarify their responses, comment on the draft outline and suggest key policy issues and country cases to be highlighted in the final report.

6. Mr. Karl Le Quesne (New Zealand), moderator of the TWG on Monitoring Quality, presented the key issues and concerns that should be included in the final report and suggested priority questions for which countries should revisit their responses. The TWG also suggested country case studies to be included in the final report and provided feedback on the outline.

7. Ms. Nora Milotay (European Commission) presented a draft of the European Quality Framework in Early Childhood Education and Care. The framework is based on a shared understanding of quality of EU countries and is built around five key aspects of quality: access, workforce, curriculum, evaluation and monitoring, and governance and funding. The framework incorporates the belief that image and voice of the child should be values, and it highlights the importance of parents' participation. A glossary has been prepared to clarify the terms frequently used in the framework.

Small group discussions on the Starting Strong report on monitoring quality

8. As an outcome of the discussion on the final report in the plenary session and in small groups, the Network:

- PROPOSED to merge the introductory parts on ECEC and monitoring systems into one chapter and AGREED that the final report should follow the following structure:
 - Chapter 1: Introduction to quality monitoring systems
 - Chapter 2: Monitoring service quality and regulation compliance
 - Chapter 3: Monitoring staff quality
 - Chapter 4: Monitoring child outcomes
 - Chapter 5: Policy lessons and implications
 - List of monitoring instruments
- PROPOSED to highlight the following country examples in the final report: Australia, Canada, Germany, Ireland, Norway, New Zealand, and the United Kingdom. Other countries may be

highlighted as well, depending on country examples, and the Secretariat will contact countries for further country information to be included in the final report.

- PROPOSED to highlight the following issues in the final report: purpose and consequences of monitoring, latest research findings from questions, links between policy, research and monitoring, alignment of monitoring between provision for different age groups, involvement of stakeholders, risks and intended and unintended consequences, as well as alternative options for monitoring where possible.
- AGREED to revisit their responses by 20 June 2014 to provide the Secretariat with the information needed for its analysis of those issues with a particular focus on questions: 4, 5, 7, 9, 22- 24, 33, 35, 43, 45, 54, 57, 59, 62, 65, 81, 86, 90, 103, 104, 111, 113, 119, 120, 132, 133, 136, 140, 143-145, 147, 148 and 150.

Session on Strand 2: Data development

9. Ms. Ineke Litjens, Analyst, presented the preliminary contextual data on ECEC monitoring collected through the online survey. The Network WELCOMED and AGREED that:

- The data will not rank countries regarding best or worst-performing practices.
- The data in figures/tables are provided for informative purposes, to facilitate learning from other experiences while keeping country context in mind.
- The final report will include data on context, background data on monitoring, as well as specific information on monitoring service quality, staff quality and monitoring child development and outcomes.

10. Mr. Eric Charbonnier, Analyst, and Ms. Nhung Tuong, Consultant, presented the work of INES regarding ISCED 0 data development. They reported that the INES Working Party members were grateful for the constructive input received from the Network regarding the criteria to classify educational programmes at ISCED level 0 and welcomed the Network's offer to continue the co-operation. The Network NOTED that:

- The draft version of the joint operational manual for the use of ISCED 2011 will be finalised by the end of June 2014.
- That the questionnaires for *Education at a Glance 2015*, sent out in June 2014, will include ISCED 0 according to the new definition.
- The main and subsidiary criteria for inclusion in ISCED 0 are set out in the operational manual.

11. Ms. Emily Knowles (United Kingdom), moderator of the TWG on Data, presented ways to review the metadata in ISCED 0 as well as the draft survey on pedagogy. The Network:

- AGREED that data on ISCED 0 should be submitted to the OECD even in the presence of data gaps, but that this data should be accompanied by metadata.
- AGREED that collaboration between different ministries is necessary to ensure successful data collection on ISCED 0.

- AGREED that it will be useful for the ECEC Network to review data and descriptions.
- AGREED that the authors of *Education at a Glance* could be encouraged to use spotlight boxes to inform about ECEC under the age of three and family day care services.
- AGREED that the revised pedagogy survey will be sent to countries for response during the summer, with responses to be collected within one month.
- AGREED that the survey will cover contextual information, information on curriculum and pedagogies, evidence and research, inspection, and policy levers.

Session on PWB 2015/16 preparation: Policy analysis on transition from ECEC to primary education

12. Ms. Claude Sevenig (Luxembourg), moderator of the TWG on Transitions, presented her working group's experiences in transitions in ECEC. In Luxembourg, transitions experienced in ECEC include the transition from home to family day care, from home to centre-based settings, transitions from ECEC to public schools, and daily transitions from home to ECEC and school. To smooth those transitions, the government seeks to put an integrated system in place. In Italy, transitions within different ECEC settings in the split system may be organised by local guidelines and personal files for pupils as well as in-service training. For the transition from ECEC to primary school, legislation from the 1990s compelled state-run services to assure a smooth transition through exchange of information concerning pupils, involvement of families, co-ordination of curricula and assessment procedures as well as co-operation with local social and health services. Although this legislation was repelled, some of the good practices are still in place. In Japan, it was decided in 2014 to provide incentives to encourage co-operation between child care, kindergarten and elementary school teachers. In 2016, such collaboration will be equally encouraged through national curriculum guidelines. In Korea, transition issues are less prominent, but guidelines help teachers to connect the different curricula for 0-2- and 3-5-year-olds. However, a lack of communication between ECEC and primary school teachers still prevails. The Network:

- WELCOMED that members shared their experiences with transitions as a peer-learning experience.
- AGREED that the TWG on Transitions start defining exploratory policy questions on transition, which will feed into the PWB 2015/16 on Transitions.
- AGREED that these policy questions should focus on policies to ensure a coherent national context, a child-centred pedagogical curriculum, professional transition between ECEC and primary school through staff, and should also pay attention to collaboration with other early childhood services and families.
- AGREED that countries who wish to participate in this group can indicate their interest to the leader of the group as well as the Secretariat.

Session on PWB 2015/16 preparation: Data development

13. Ms. Miho Taguma, Senior Analyst, presented a discussion paper on the plans for an international staff-level survey, inviting the Network to comment on what should be measured and how the measurement could be realised. The Network:

- WELCOMED that data development will be policy-driven and informed by policy needs as well as data gap analyses carried out in the context of the PWB 2013/14 and a technical review on international staff-level surveys.
- WELCOMED that the suggested policy framework covers contextual information, staff recruitment and retention, professional development, assurance of quality learning and well-being environment as well as transition to primary schools.
- NOTED how sampling could be realised at centre-level and within centres, and what services could realistically be included, namely centre-based provision.
- AGREED that there is great interest in the survey, but indicated that national technical experts outside the Network should be considered to be involved in this project since they are found to be better able to advise on technical questions.

14. Ms. Wytse Boomsma (Netherlands), moderator of the TWG on Workforce Quality, commented on the discussion paper and presented an overview of instruments to monitor process quality, and provided some recommendations for capturing process quality at the international level. The Network:

- NOTED that most countries do not have standardised public monitoring systems for staff-child interactions at the national level, but use the inspectorate, evaluation committee or authorised officers to monitor quality, which means that most instruments are observations and self-evaluations by teachers.
- NOTED that the countries in the TWG on Workforce Quality often use rating scales, such as (a nationally adapted) ECECRS-R and other observation scales, with different scales and instruments in countries.
- NOTED that staff-parent interactions are monitored either through surveys or observation.
- NOTED that the TWG on Workforce Quality agrees with the suggested policy questions of the proposed staff-level survey, and suggests to ensure that directors, assistants and parents are included.
- NOTED that TALIS is regarded as highly relevant for the ECEC staff-level survey, although an adaptation to ECEC is needed.

15. Mr. Jim Grieve (Canada), moderator of the TWG on Outcomes, provided an update on the status of the “Common Understandings” document and shared the group’s comments on the draft outline of the technical review on outcome measures commissioned to Rutgers University. Regarding the latter, he explained that the TWG welcomes the comprehensive scope of the outline but calls for an alignment with the “Common Understandings” document to ensure that a set of cognitive and non-cognitive outcomes are being covered. He also shared national practices for monitoring child outcomes, such as England’s EPPE study, PRIDI in Latin America, UNICEF’s work in West Africa, Norway’s survey of child well-being, Canada’s EDI and an ethnographic study in Luxemburg. The Network:

- NOTED that the TWG on Outcomes has achieved a consensus on the thrust of the “Common Understandings” paper and is revising the precise wording when needed.
- NOTED that the “Common Understandings” document has been defined as a synthesis of the policy and practice statements of participating Network countries.

- AGREED on the proposal to use the “Common Understandings” document to inform the ongoing work plan and the next PWB.

16. Mr. W. Steven Barnett, Director, NIEER, Rutgers University (United States), presented a draft outline and preliminary findings of a review of international child outcomes assessments in early years. He pointed out that his report seeks to provide an overview of outcome domains and methodologies. In light of time and space constraints, he invited the Network to provide guidance on the criteria according to which measures should be included in the review and highlighted that research suggests a focus on cognitive ability and achievement test score, executive functions, pro-social skills and problem behaviour, stress or stressors, relationships and progress through the education system and attendance. The Network:

- WELCOMED Mr. Barnett’s proposal and SUGGESTED to also focus on areas where no measurements are available yet.
- AGREED that for the review no outcomes should be considered more important than others.
- AGREED to communicate additional measures to be considered in the review to the Secretariat in the summer.

17. Ms. Maria Huerta, Analyst of the Education and Social Progress (ESP) project, presented instruments used to measure social-emotional outcomes. She explained that the study focuses on three skill areas over time: achieving goals, working with others, and dealing with stress. These are measured through self-assessments, teachers, parents and other’s ratings, as well as through assessments of an individuals’ performance on tasks. She illustrated that early skills, such as self-control, are associated with later school outcomes and obesity. She indicated that the ESP project targets cohorts of children in grades 1 and 7, with annual data collection starting in 2016 in participating cities, states or provinces. The Network:

- WELCOMED Ms. Huerta’s presentation and EMPHASISED the relevance of the ESP project for the Network’s work on child outcomes.

The way forward

18. Ms. Tove Mogstad Slinde, Chair of the Network, reflected on the 15th Network meeting and indicated that it had been a successful meeting with fruitful discussions and opportunities for peer-learning. She underlined that the outputs of the PWB 2013/14 have gained a clear shape, especially the final report on monitoring quality. Looking ahead, the Chair specifically pointed at the input the Network in general, and the TWGs in particular, will give to the Secretariat to finalise the deliverables for the current PWB and to prepare the projects of the PWB 2015/16 on ECEC. She noted that significant progress has been made on the current project, which is paving the way for the next PWB. She summarised that the Network:

- AGREED to express interest in participation in the TWGs, especially transitions.
- AGREED to revise/clarify responses to the monitoring survey and provide comments on the draft outline in writing before 20 June 2014.
- AGREED to provide input for country examples for the final report before Q3 2014.
- AGREED to provide feedback on the working paper on the staff-level survey and on the outline of the expert paper on the assessment of outcomes by 20 June 2014.
- AGREED to respond to the quick survey on pedagogy before Q3 2014.

- WELCOMED that the TWGs on Data and Workforce Quality will create a list of what is expected to be covered in a project proposal for an international staff-level survey;
- AGREED to comment on the TALIS questions for primary schools by 5 September 2014.
- NOTED that countries participating in Strand 3 will revise their country background reports and work with the Secretariat for policy reviews, while other countries are still invited to contact the Secretariat if interested.
- AGREED to discuss instructions of the ISCED-2011 manual and comment on the ECEC chapter in *Education at a Glance 2015*.
- AGREED to comment on the “Common Understandings” once they are finalised by the TWG on Outcomes with the purpose to prepare endorsement.
- WELCOMED that the Secretariat will:
 - Revise the outline for the final report on monitoring quality according to comments, updated country responses, and draft the preliminary synthesis report by November 2014 for Strand 1.
 - Process the data from the monitoring survey and work with the TWG on Data to collect data on pedagogy for Strand 2.
 - Conduct fact-finding and policy visits for, and inform interested countries about possibilities to participate in, Strand 3.
 - Prepare the PWB 2015/16 work on data by presenting a proposal on a staff-level survey, send the executive summary of TALIS 2014 to the Network, work with Mr. Barnett on his expert paper and present his research report at the November 2014 meeting, and send a first draft proposal for the project regarding a staff-level survey by November 2014.
 - Prepare the PWB 2015/16 work on transitions by working with the TWG on Transitions, and draft an outline of the project.

Any other business

19. The Chair handed the word over to Ms. Carolyn Seybel (Germany) to announce details for the next Network meeting. The Network NOTED that:

- The 16th OECD ECEC Network meeting will be held on 18-19 November 2014 at Hotel Aquino in Berlin, Germany, and will focus on the current and future PWB.
- An international conference on the importance of longitudinal studies will be held on 17 November 2014.
- Site visits will be organised in the morning of 18 November 2014.
- Invitations for both the conference and the Network meeting will be sent by the Secretariat as soon as possible.

20. The Chair thanked the Network members and other participants for their active participation, and she also thanked the interpreters and note-takers, as well as the OECD Secretariat, for their assistance in the preparation and delivery of the meeting.

**Participants List for 15th Meeting of the Network on Early Childhood
Education and Care**

**Liste des Participants pour 15^e réunion du Réseau sur l'accueil et
l'éducation des jeunes enfants**

2/6/2014 - 3/6/2014

All Sessions

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