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Organisation de Coopération et de Développement Économiques
Organisation for Economic Co-operation and Development

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

Network on Early Childhood Education and Care

ECES IEA Early Childhood Education Study

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

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ECES can help countries around the world in their efforts to **give children a successful start in compulsory school and beyond**

ECES

IEA Early Childhood Education Study

What is ECES?

The **Early Childhood Education Study (ECES)** is a cross-national study that aims to explore, describe, and analyze early childhood education provision and its role in preparing children to learn and function in school and the broader environment. The study aims to:

- Provide a framework for countries to benchmark their early childhood education systems (ISCED 0) in an international context.
- Develop a profile of each participating country on various dimensions of early childhood education.
- Examine the relationships between policy aims, provision, staffing, and parental satisfaction.
- Investigate relationships between characteristics of early childhood education and children's skills in preparation for school (optional module).

The study will include a comprehensive set of **questionnaires** designed to capture the wider policy contexts and settings for early childhood education; teacher/practitioner qualifications, pedagogy, professional development, and job satisfaction; and parental views and expectations. An optional module will evaluate aspects of children's development and learning.





International Association
for the Evaluation of
Educational Achievement

ECES is a cross-national study that examines the range of early education approaches and programs, and their relationship to child learning and development

ECES will provide a rich data resource on the **contexts for early childhood education** as a vital element of an effective school system

ECES can inform the development of **high quality and inclusive policies** for early childhood education

Why participate in ECES?

ECES can support countries in their efforts to develop high quality early childhood education programs, which research shows to be crucial for children's socialization and lifelong learning and achievement. Participation in ECES will enable countries to:

- Develop robust indicators in three key dimensions of early childhood education—availability, reach, and inclusion; quality; and outcomes.
- Examine their system's approaches and implementation of early childhood education in comparison to other countries.
- Collect evidence on key aspects of children's transition to school.
- Evaluate the role of early education programs in children's social and emotional development, early language and literacy, and early numeracy.

Who will participate?

ECES will collect a rich array of information on the systems, contexts, and results of early childhood education from:

- policy makers
- directors and teachers/practitioners in early childhood education settings
- parents
- children (for countries participating in the child skills development module)

International study consortium

- National Foundation for Educational Research in England and Wales (director, teacher/practitioner, and parent surveys)
- Centre for Research in Early Childhood in England (policy survey and child module)
- IEA Data Processing and Research Center (study coordination, sampling, and data processing)

For country enrollment, contact:

IEA Secretariat, www.iea.nl, department@iea.nl

Project highlights

2013

Framework
Development

2014

Phase 1
Policy Survey

2015

Phase 1
Reporting

2015–2016

Phase 2
ECE Settings and Home Surveys
Child Module

2017–2018

Phase 2
Reporting