



INTERNATIONAL PERSPECTIVES ON EARLY CHILDHOOD EDUCATION AND CARE

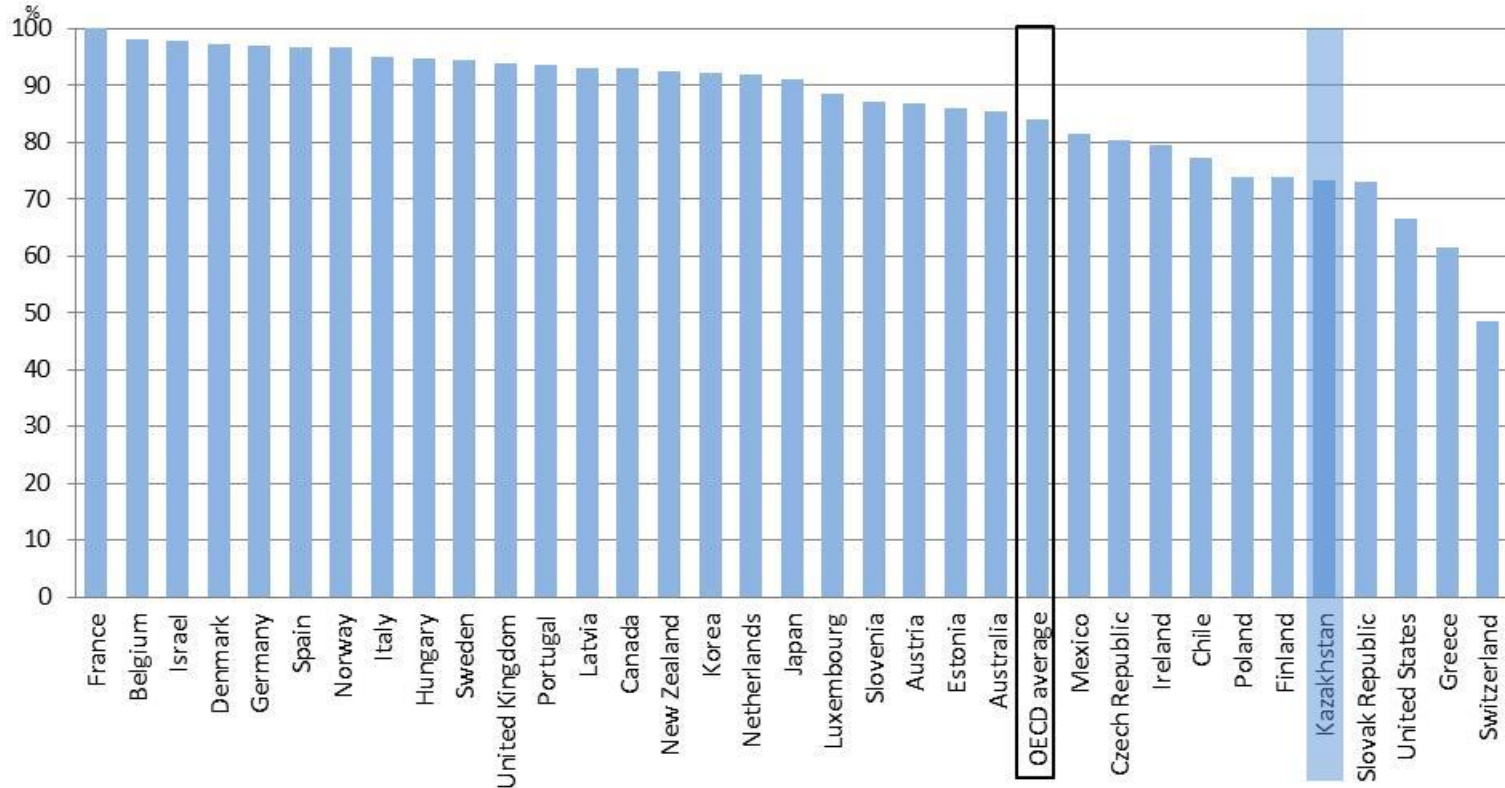
Taking Change to Scale in Education
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High participation rates for 3-5 year olds

Enrolment rates of children aged 3 to 5 in early childhood and primary education (2014)



Notes:

Countries are ranked in descending order of enrolment rates at age 3 -5

Data for Kazakhstan refers to 3-6 year olds

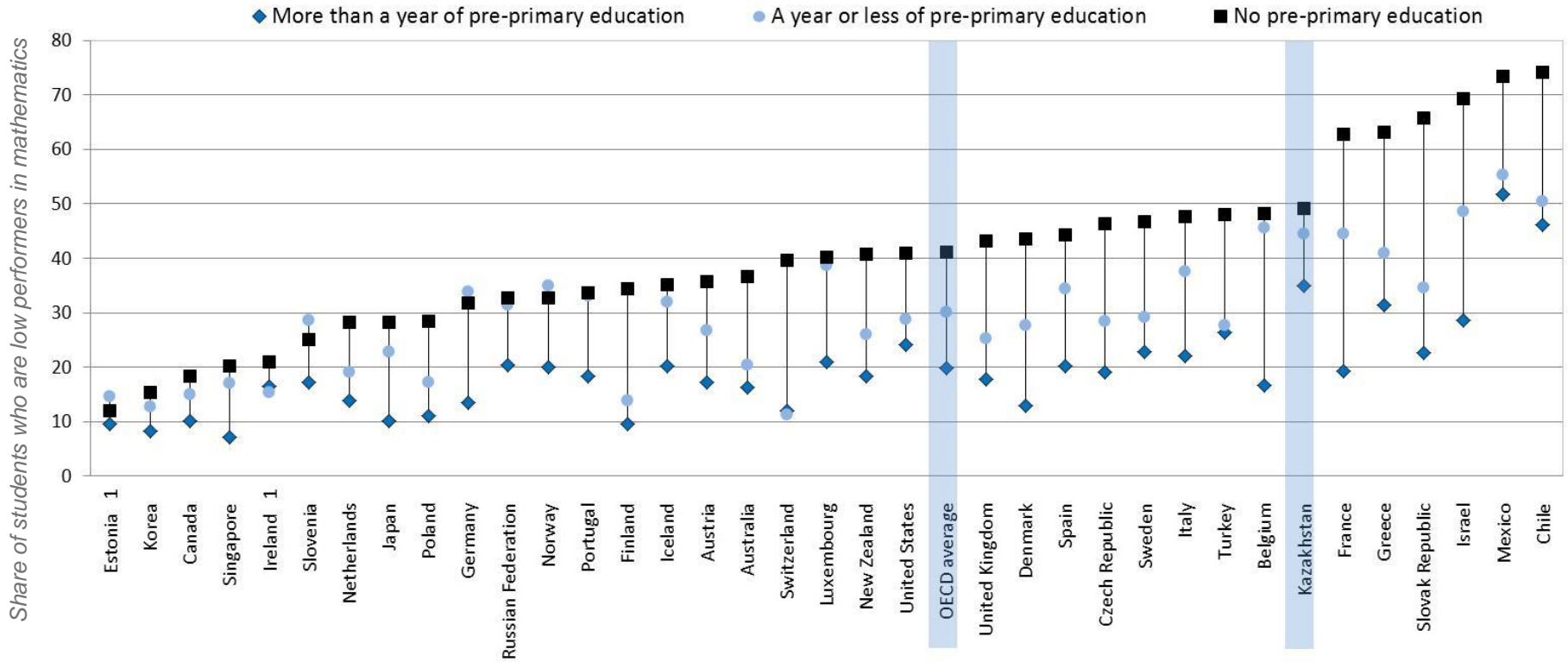
Source: OECD (2016), Education at a Glance 2016. **For Kazakhstan:** National Centre for Education Statistics, 2014.



Increasing attention to equity issues

Students who attended at least one year of pre-primary education tend to perform better than those who had not

Percentage of low performers in mathematics, by attendance at pre-primary school (2012)



Notes:

1. Percentage-point differences between the share of low-performing students who had not attended pre-primary school and those who had attended for at least one year are not statistically significant.

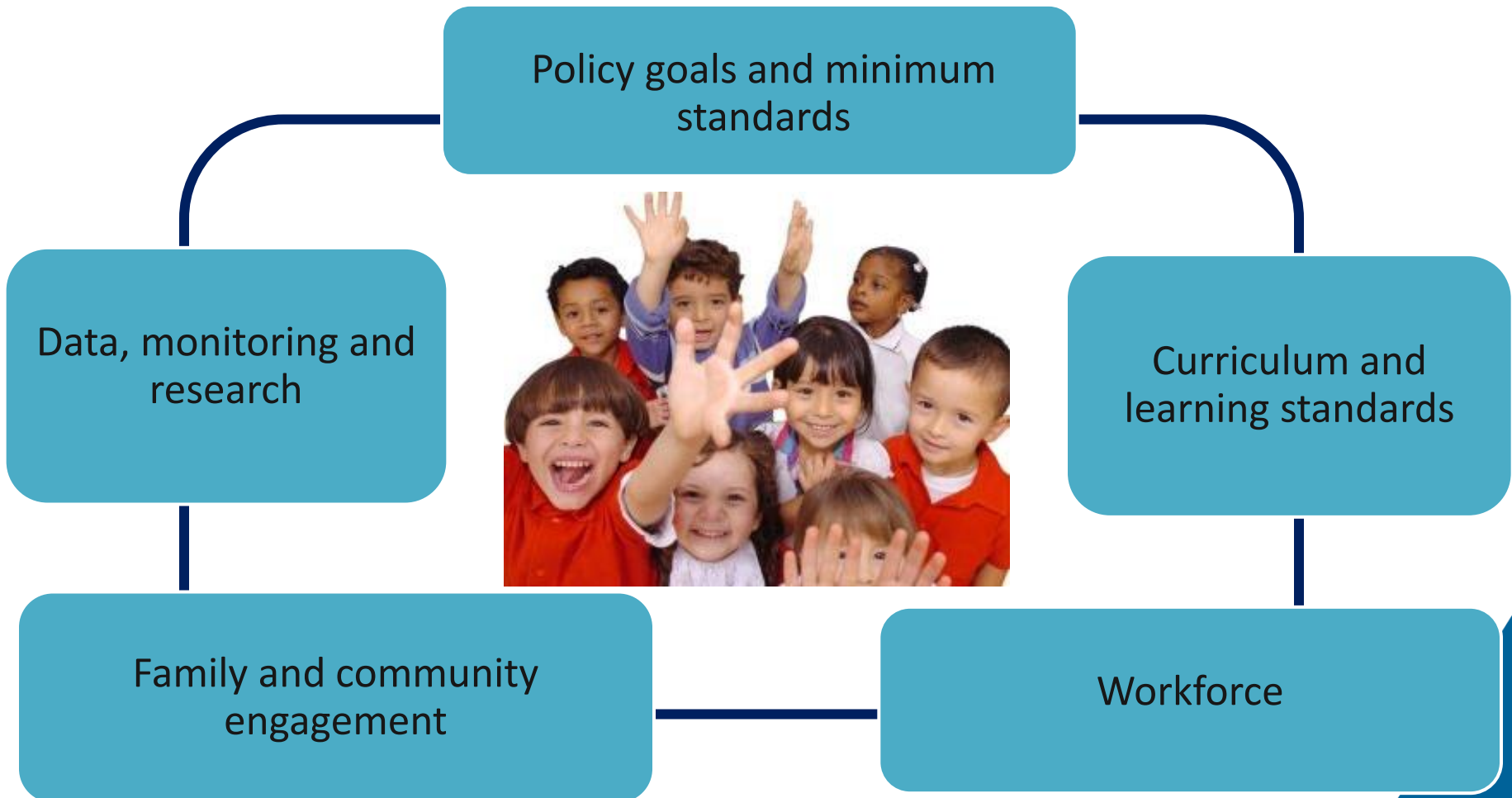
Countries and economies are ranked in ascending order of the percentage of low-performing students who had not attended pre-primary school.

Source: OECD, PISA 2012 Database, Table 2.14.



Benefits of ECEC depend on quality

5 policy levers to encourage quality in ECEC:





Quality goals and minimum standards

- Minimum standards influence staff's ability to provide high quality care and education
- Minimum standards enable “adequate” or “good enough” quality ECEC provisions.
- Structural requirements may include:
 - the quality of the physical environment (e.g., buildings, space, outdoors);
 - training levels for staff;
 - staff-child ratios;
 - work conditions; etc.

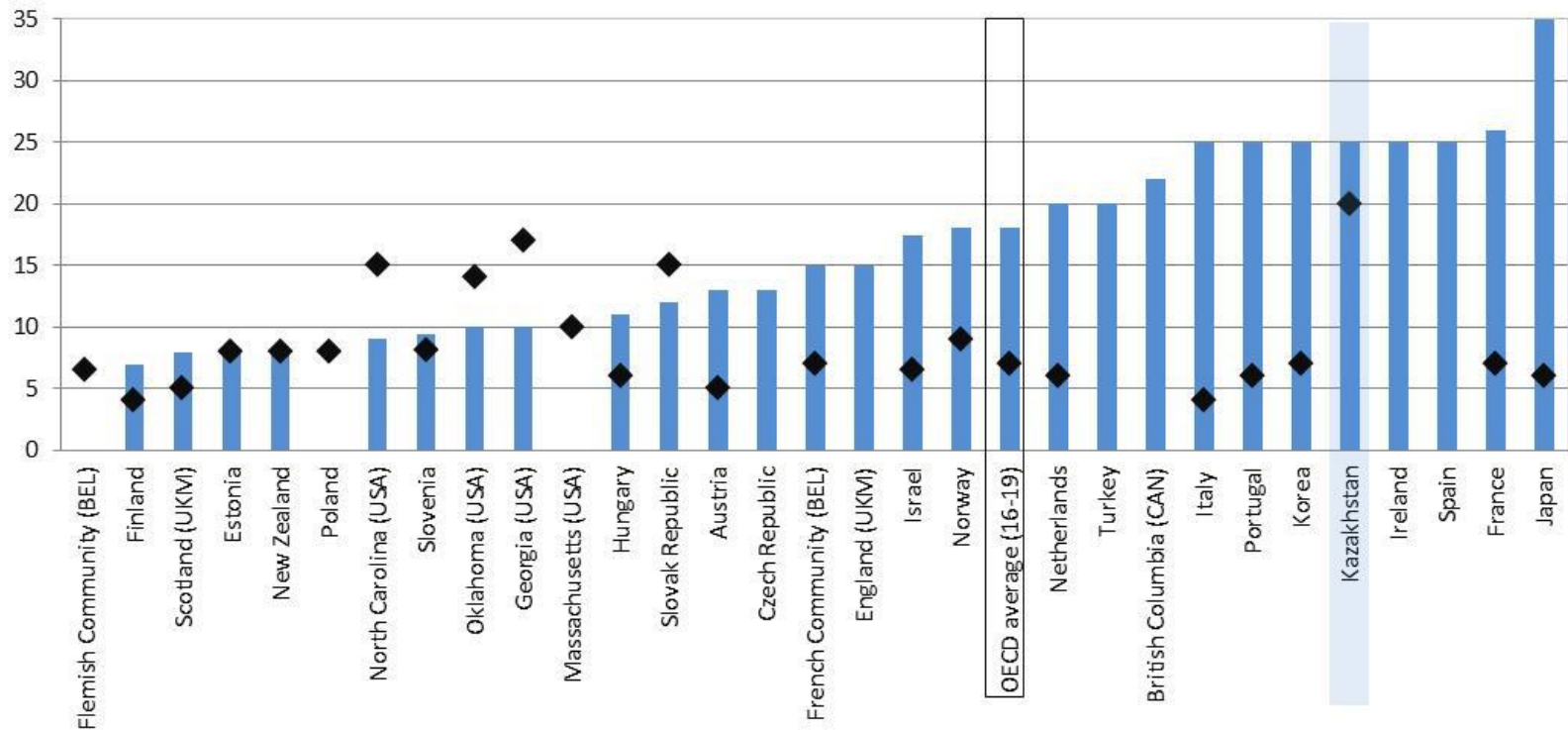


Quality standards: child-to-staff ratio indicator of resources invested & quality of services

Regulated child-to-staff ratio in ECEC for 2-year-olds and 3-4 year-olds

Number of children per teaching staff

■ 3-4-year-olds ◆ 2-year-olds





Curriculum and learning standards

International picture:

- A move towards a more **holistic** child development view.
- General acceptance of some structuring and orientation of children's learning in ECEC services
- Most OECD countries use a curriculum in early childhood services that ensures continuous child development, especially in countries with an integrated system.
- Countries with a split ECEC system tend to offer a curricula for over 3-year-olds only, the general preschool-age.
- Some countries are aligning ECEC curriculum with other levels of education – lifelong learning approach.



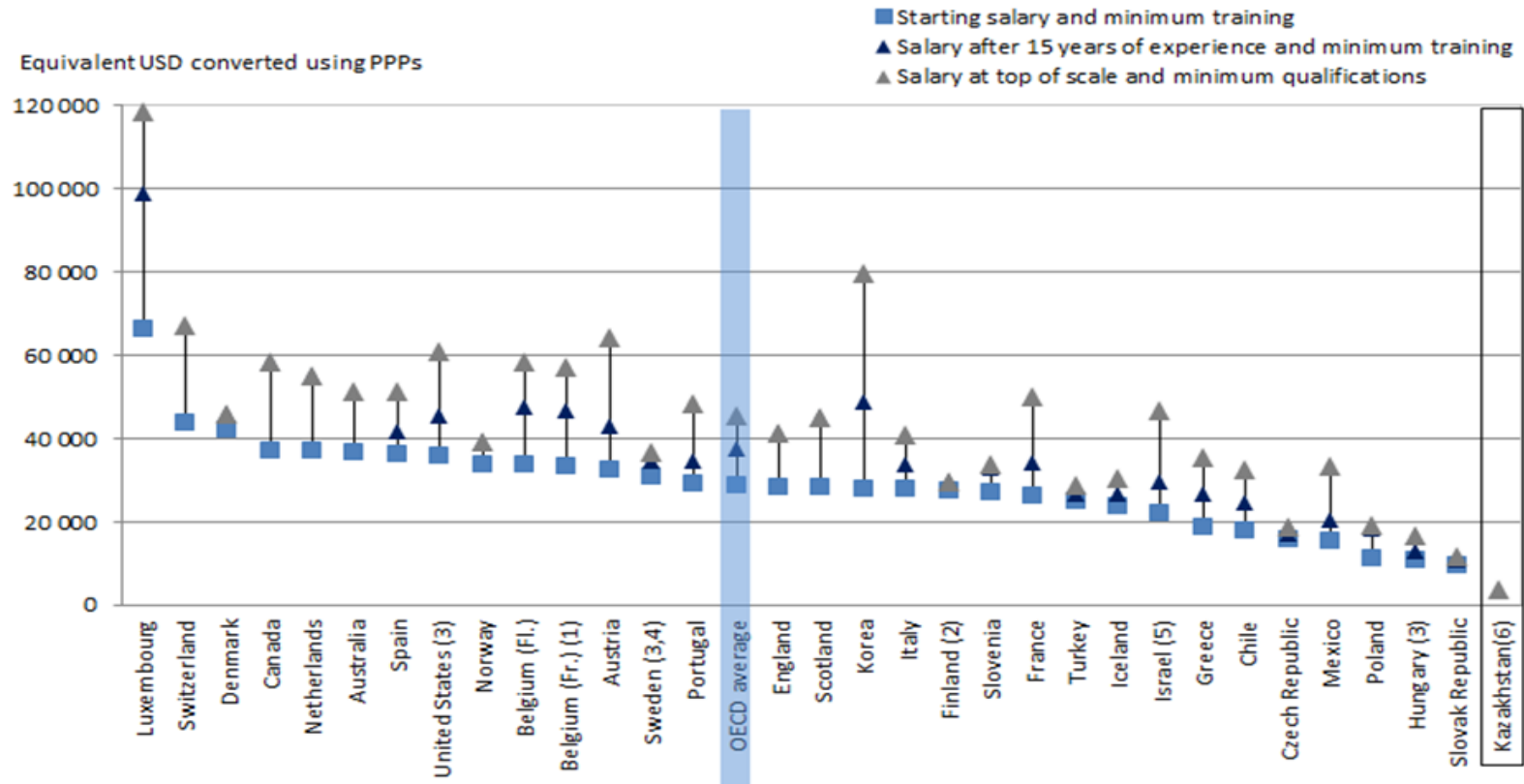
Workforce

- **Staff qualifications, initial education and professional development** contribute to enhancing pedagogical quality.
- **Working conditions** improve staff's job satisfaction, motivation and retention.
- Both aspects influence child development through staff's knowledge, skills and quality of caring and interactions with children.



Working conditions - salaries

Annual statutory teachers' salaries, in public institutions, in equivalent USD converted using PPPs



Notes:

- Salaries of teachers with typical qualification instead of minimum. Please refer to Annex 3 for salaries of teachers with minimum qualification.
 - Includes kindergarten teachers.
 - Actual base salaries.
 - Year of reference 2011.
 - The data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.
 - Countries are ranked in descending order of starting salaries for pre-primary teachers with minimum training.
 - Data for Kazakhstan is provided by the National Centre for Education Statistics.
- Source: OECD (2014a), *Education at a Glance 2014: OECD Indicators*, Table D3.1. See Annex 3 for notes (www.oecd.org/edu/eag.htm).



CHALLENGES AND RECOMMENDATIONS FOR KAZAKHSTAN



Challenges and recommendations for KZK: Access

Challenges:

- Access of under 3-year-olds
- Efficiency of ECEC services provision and expansion
- The planned expansion of the system needs more teachers and recurrent costs budgeting

Recommendations:

- Ensuring more equal, inclusive, and flexible services for children at ages from 0 to 3;
- Introducing balanced per-capita approach based on service cost equal for public and private providers;
- Launching an inter-agency co-operation on child-centred regulations for construction and provision of services;
- Ensuring the sustainable budgeting of the newly created infrastructure and appropriate training of ECEC workforce.



Challenges and recommendations: Equity

Challenges:

- There is a variety of unmet needs and inequities based on:
 - Socio-economic background,
 - Regional differences, and
 - Special needs

Recommendations:

- An integrated approach to monitoring and improving equity;
- Improving access and participation for children with special needs



Challenges and recommendations: Quality

Challenges:

- *Quality assurance*: rapid expansion, no licensing, unfavourable minimum standards
- *Curriculum*: continuous child development, flexibility for staff, meeting different needs
- *ECEC staff*: (expected) shortages, working conditions (low salaries) are not very favourable in attracting and retaining new staff;
- *Data*: shortage or lack of important indicators for assessing ECEC system



Challenges and recommendations: Quality (2)

Recommendations:

- *Quality assurance*: Gradual upgrading of minimum standards within a licensing approach
- *Curriculum*: integrated ECEC curriculum with flexibility and guidance for staff – in collaboration with stakeholders
- *ECEC staff*: strengthening existing education and training system
- *Data collection*: development of a national, inter-ministerial database in line with international standards



OECD ECEC ACTIVITIES



OECD activities on ECEC in 2016 and beyond

- The **TALIS Starting Strong Survey** measuring the quality of ECEC settings through the reports of ECEC staff and leaders.
- The **International Early Learning Study**: a study to measure child well-being and early learning outcomes.
- A review on **transitions** from ECEC to primary school
- A review of **quality dimensions** and choices



OECD development of international data on quality in ECEC

TALIS Starting Strong Survey

- **Objective:** collect information on pedagogical practices; organisation and quality within ECEC settings; beliefs, experiences and attitudes of pedagogues/teachers.
- **Method:** a survey of ECEC staff and centre heads.
- **Scope:** ISCED 0.2; optional: ISCED 0.1 + home-based
- **Timetable:** a 5-year programme started in the end of 2014, includes a pilot survey in 2016, a field trial in 2017, the main data collection in 2018, for reporting in 2019.



THANK YOU !

