

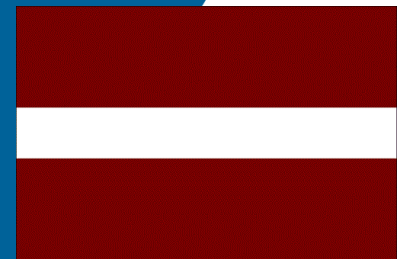


IMPROVING ACCESS, QUALITY AND EQUITY IN ECEC: AN OECD PERSPECTIVE

20 May 2016

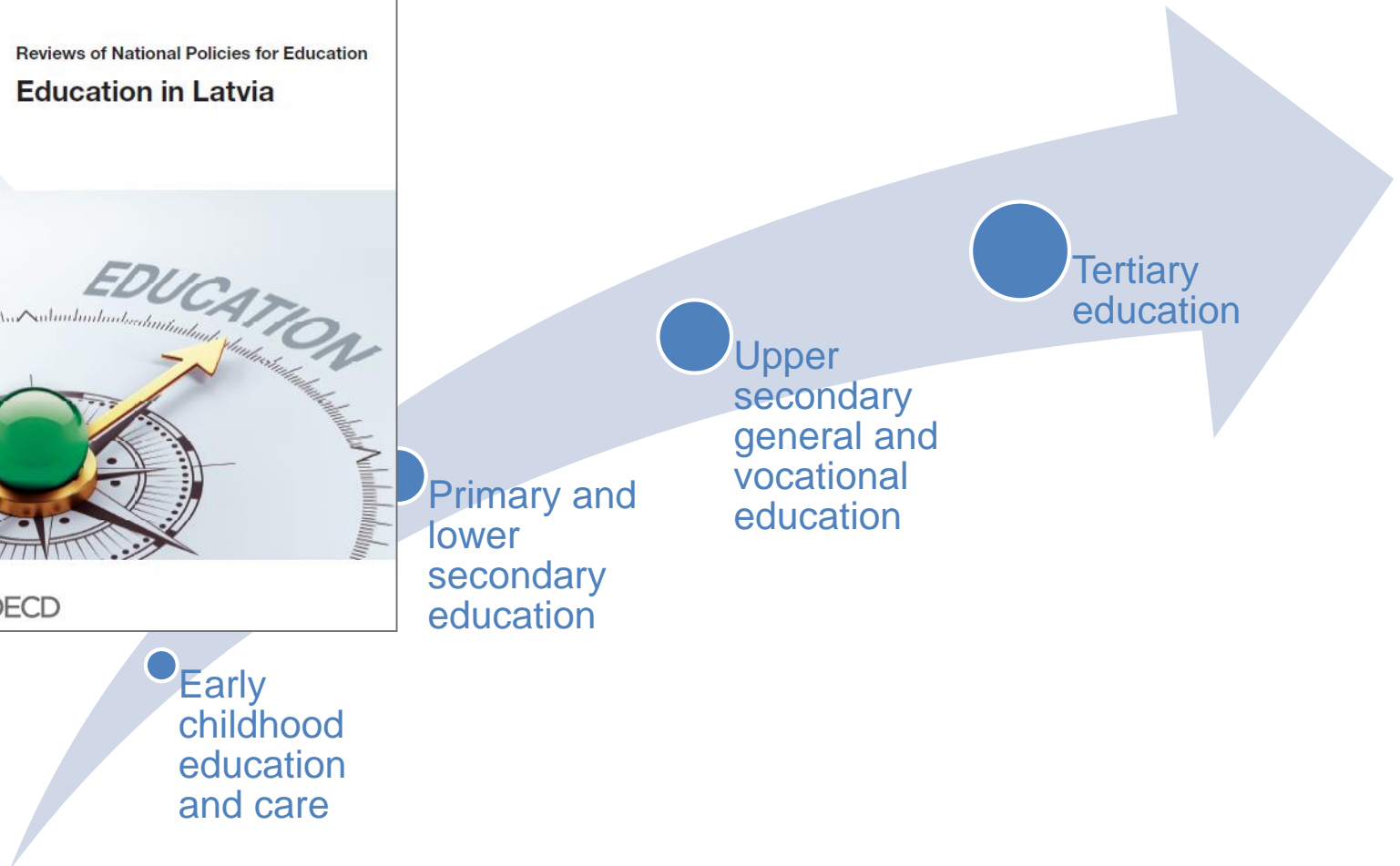
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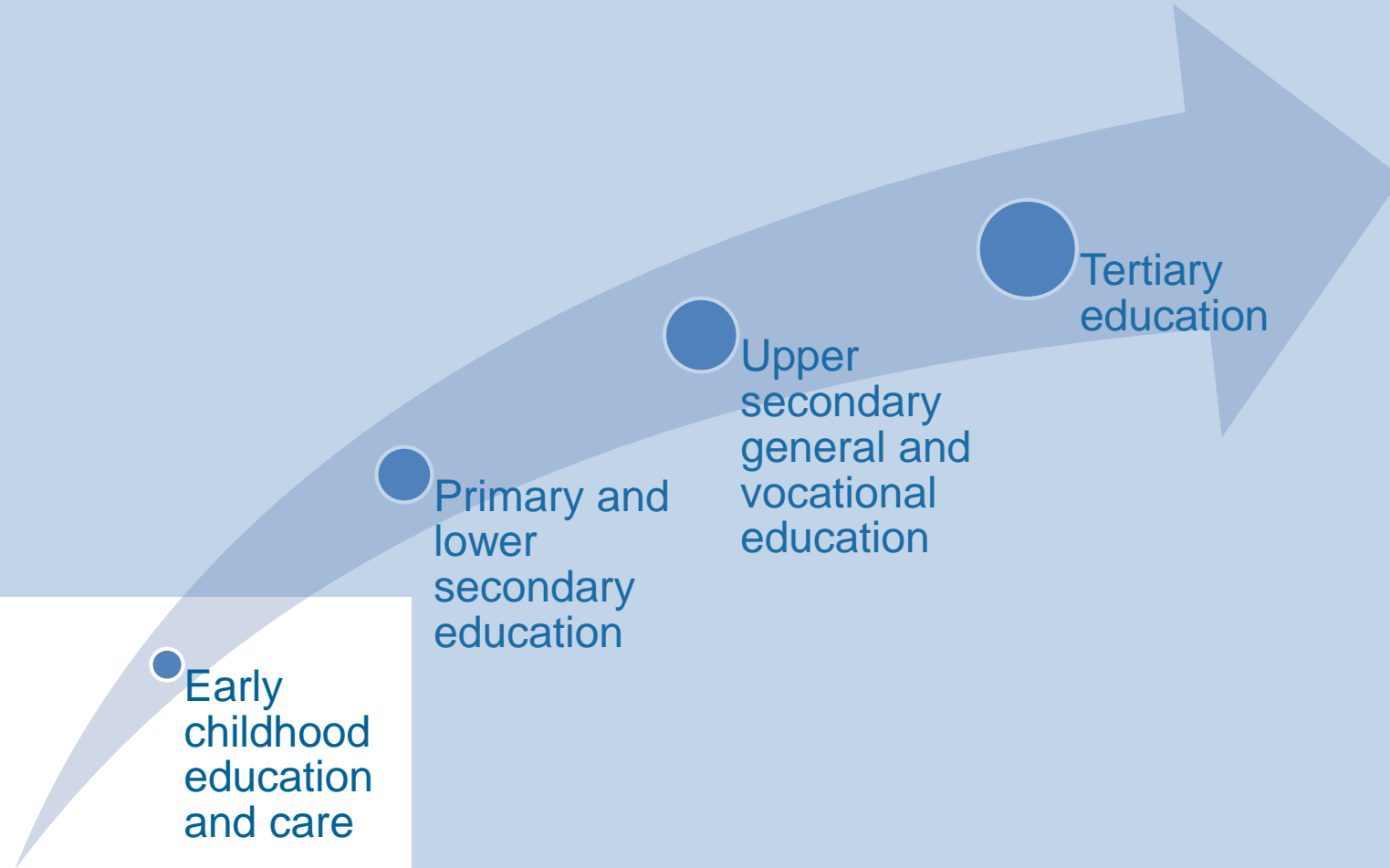


Reviews of National Policies for Education: Education in Latvia



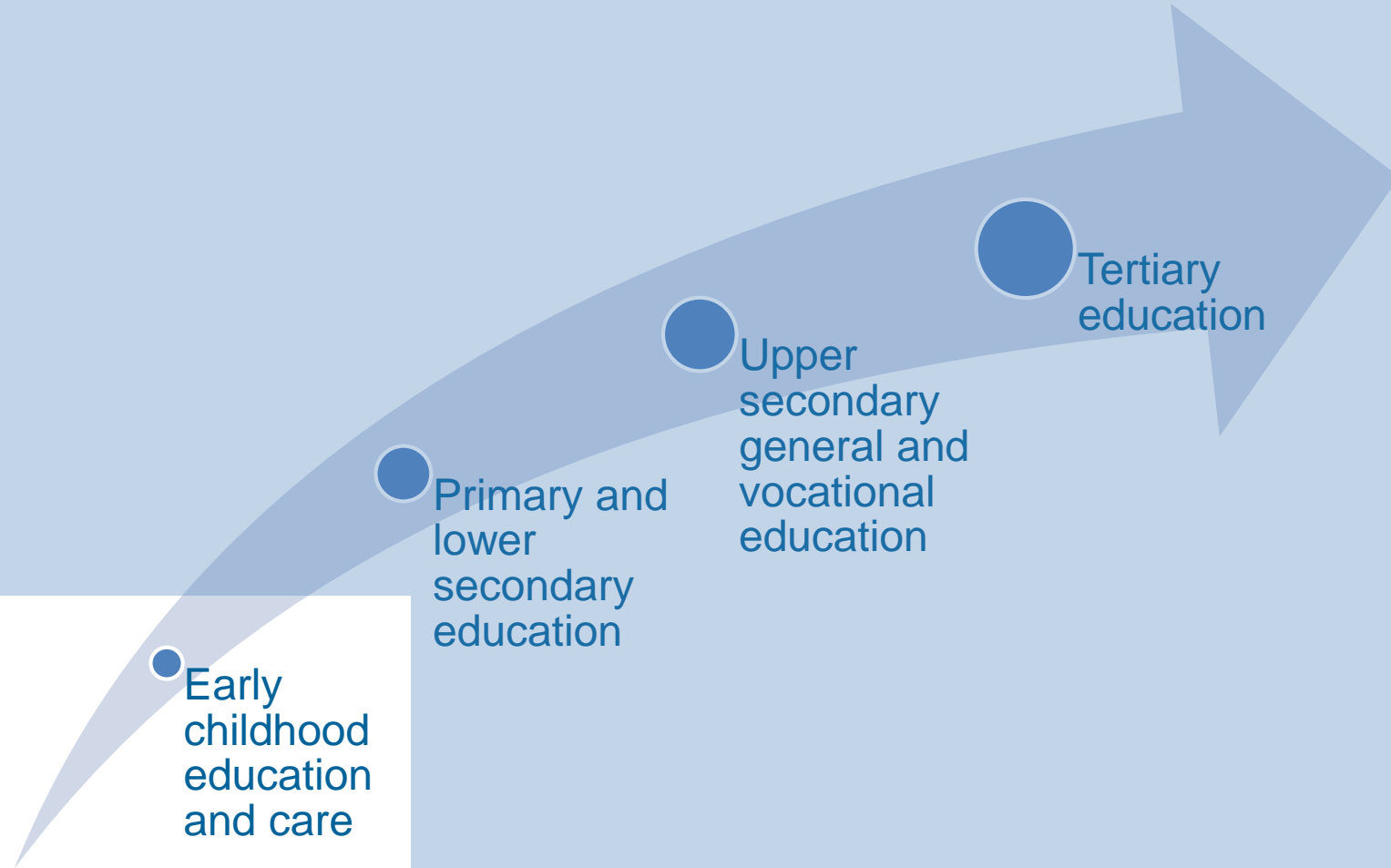


Strengths, challenges and recommendations





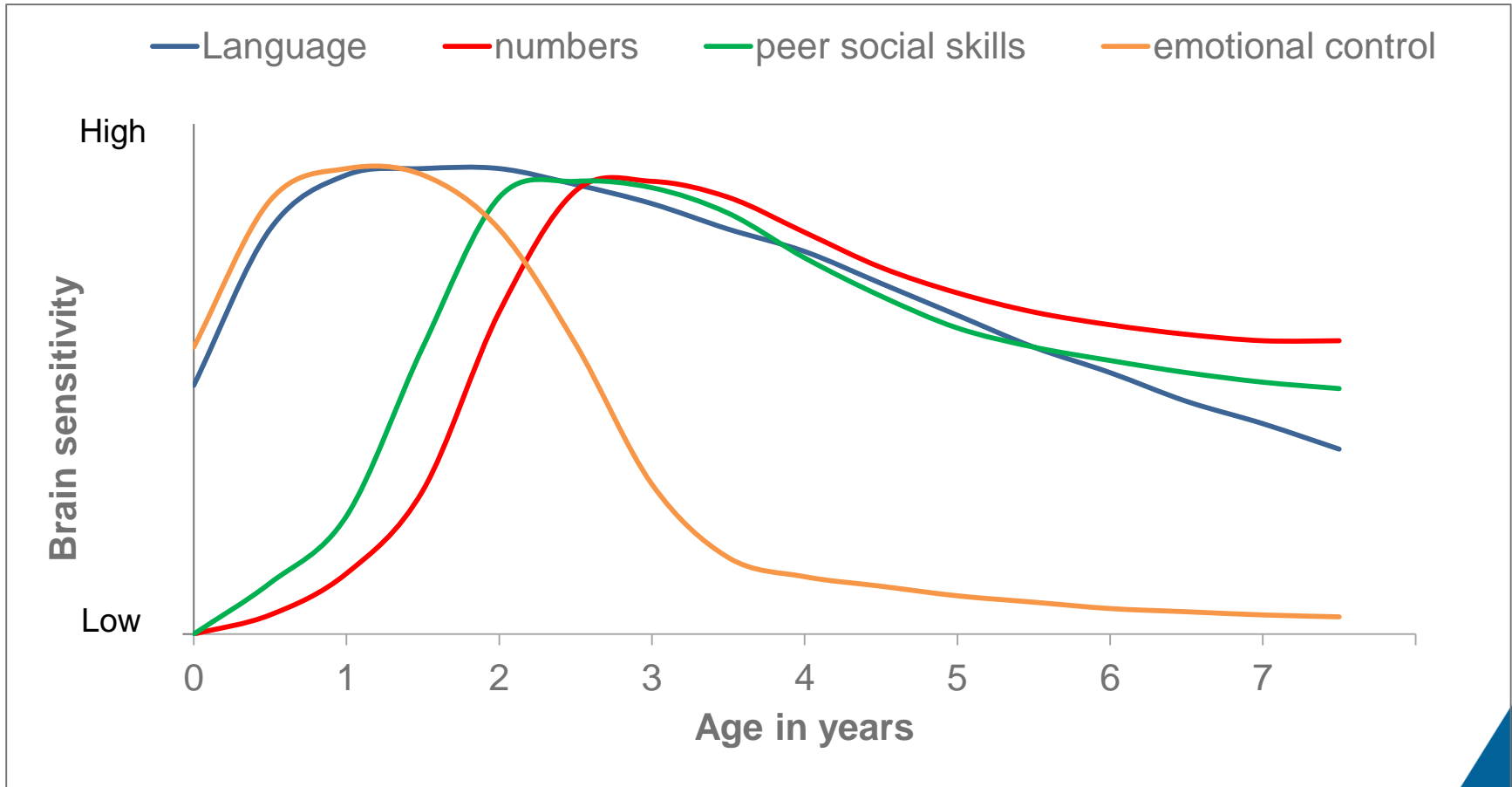
Why invest in high-quality early childhood education and care (ECEC)?





ECEC – “the potential for good”

- Can enhance children’s cognitive, linguistic, emotional and social development





ECEC – “the potential for good”

- Can help boost educational achievement
- Can be an investment in good citizenship
- Can limit the early establishment of disadvantage, narrow economic and social gaps and promote social inclusion

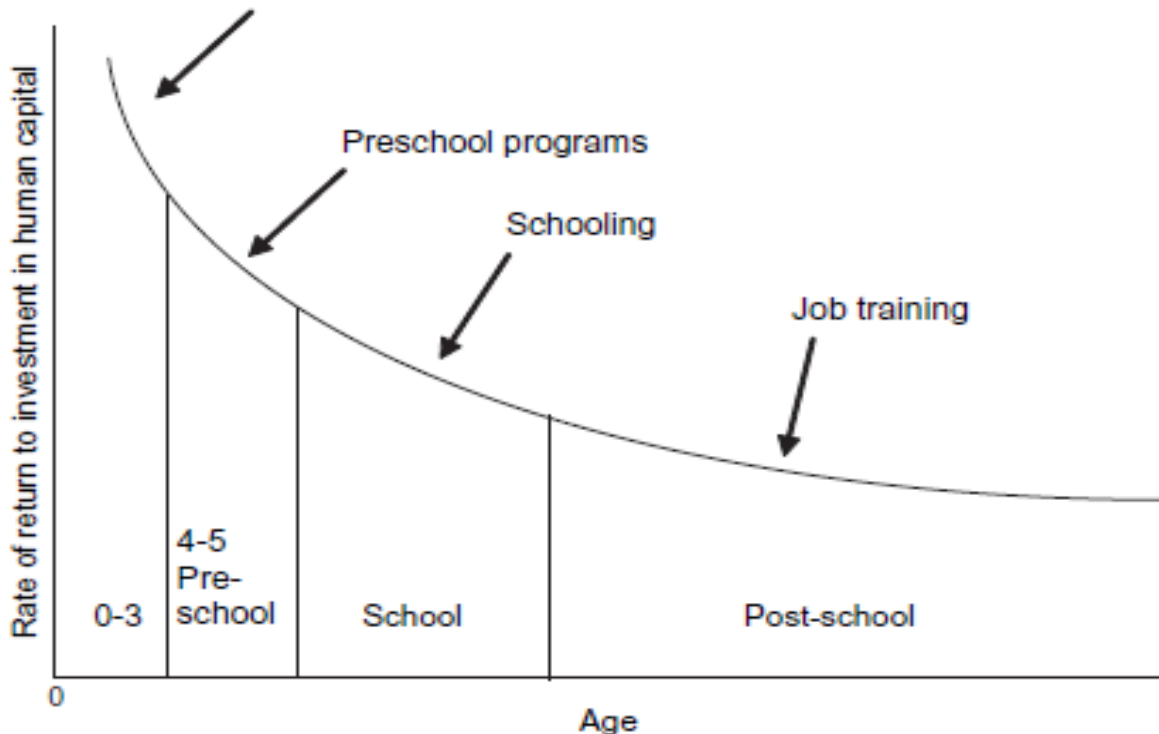


ECEC – “the potential for good”

- Investing in ECEC is a cost-effective strategy for promoting economic growth

Returns to a Unit Dollar Invested

(a) Return to a Unit Dollar Invested at Different Ages from the Perspective of the Beginning of Life, Assuming One Dollar Initially Invested at Each Age
Programs targeted towards the earliest years





Poor quality ECEC – “the potential for harm”

- Poor quality ECEC can lead to both immediate and long-term harm, including when care outside the home is ‘too early and for too long’



Poor quality ECEC – “the potential for harm”

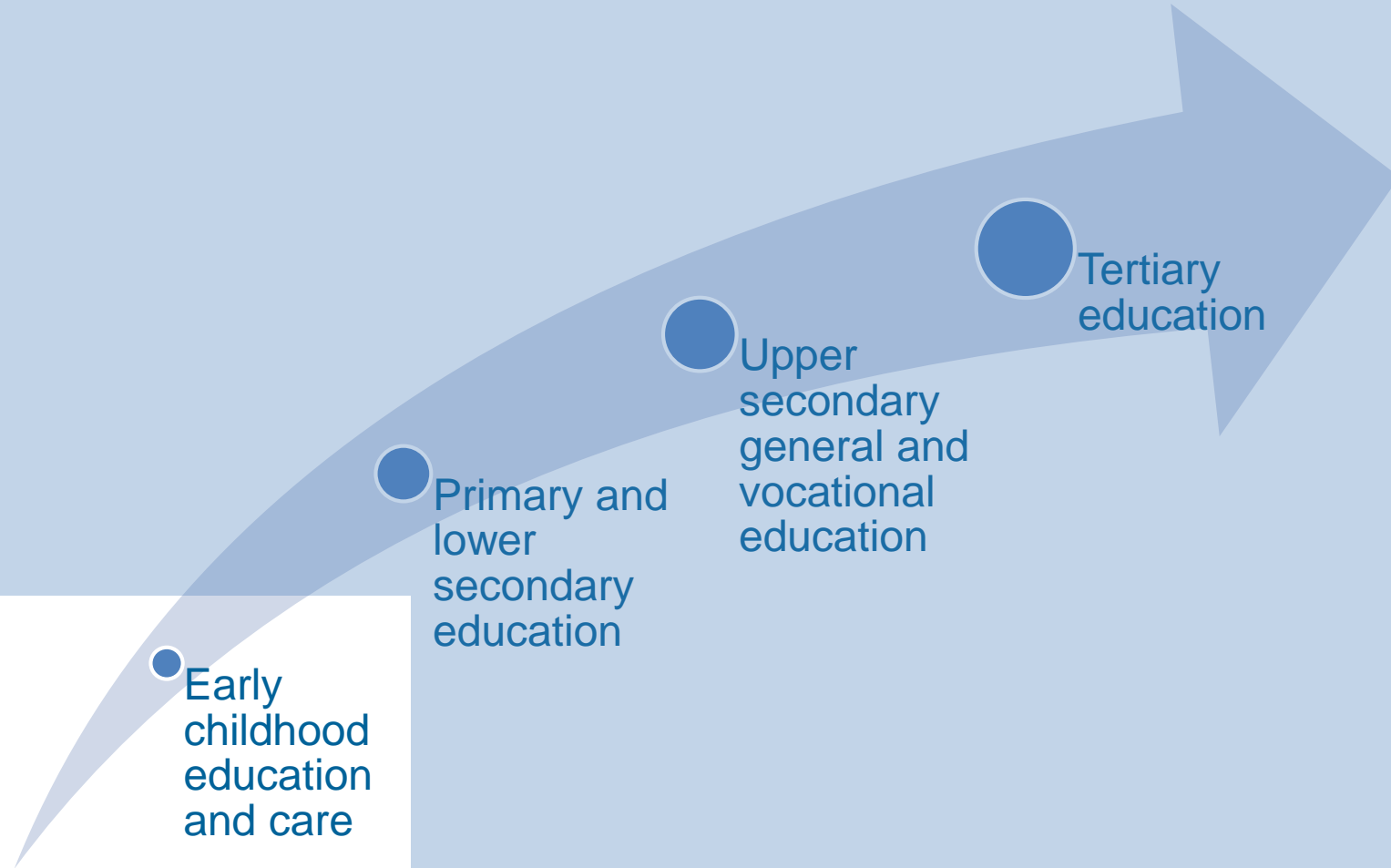
- Poor quality ECEC can lead to both immediate and long-term harm, including when care outside the home is ‘too early and for too long’



Increased focuses on monitoring the quality of ECEC
among OECD countries



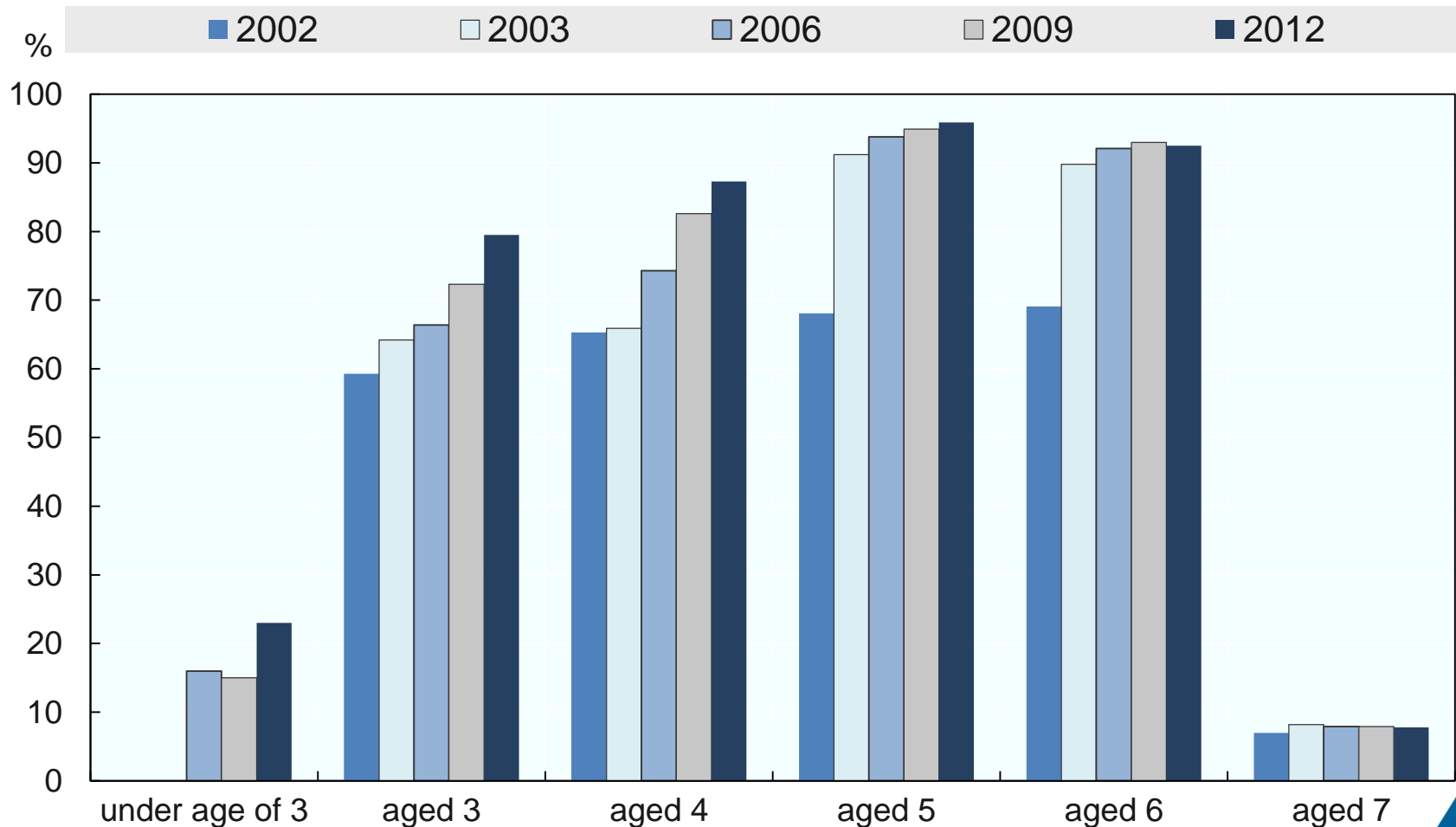
Strengths





Participation in ECEC is high and starts early in Latvia

Net enrolment rate of children up to age 7, 2002-2012

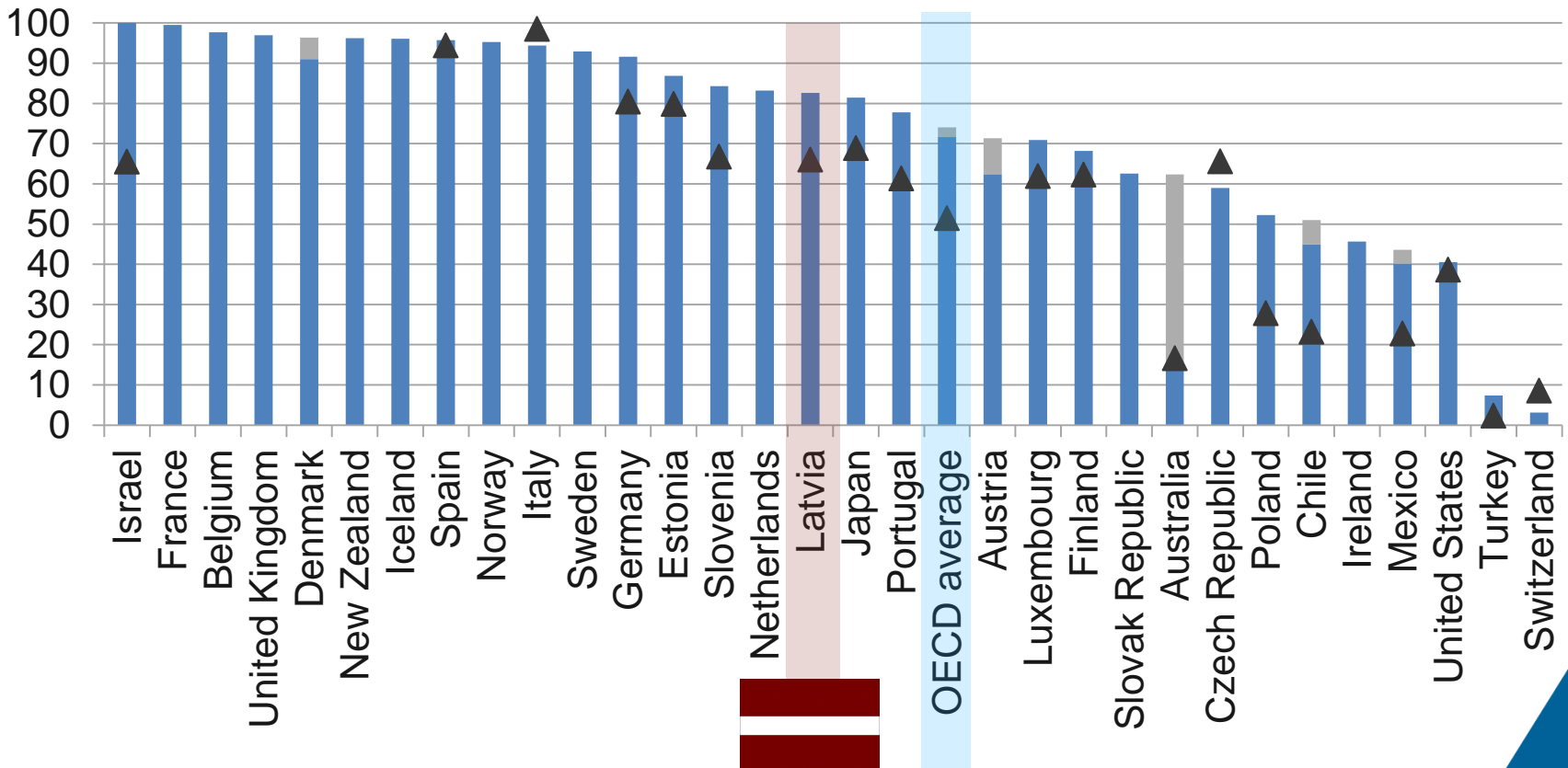




Participation rates for 3- and 4-year-olds above the OECD average

Enrolment rate at age 3 in ECEC, 2013

- Early childhood educational programmes (ISCED 01)
- Pre-primary education (ISCED 02)
- ▲ Pre-primary education (ISCED 02) (2005)





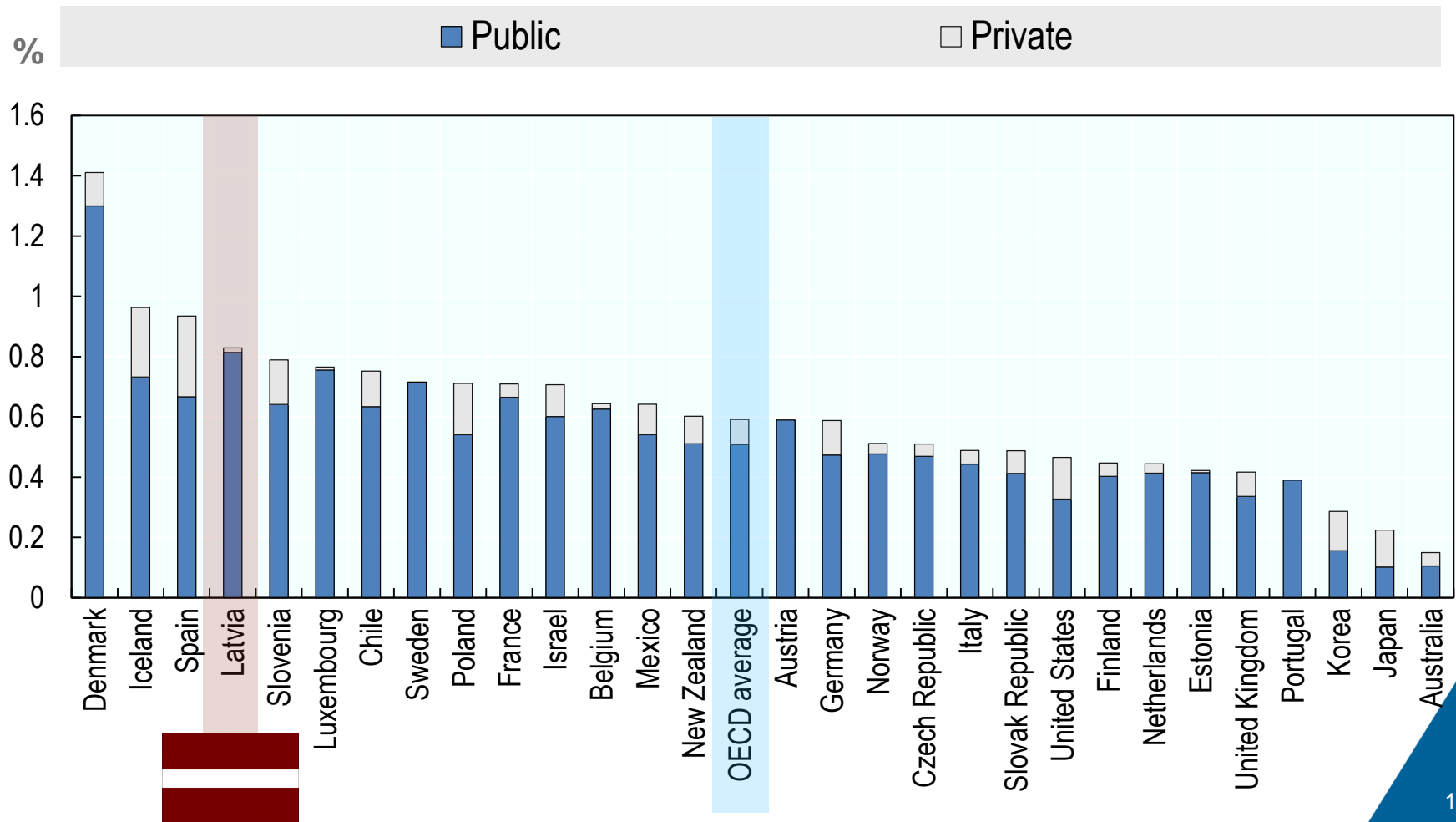
Entitlement to an ECEC place from 1.5 years old

Jurisdiction	Starting age of compulsory school	Age of children	Entitlement to a place in ECEC		Entitlement to free access	
			Legal entitlement	Hours/week	Free access entitlement	Hours/week
Latvia	5	0-1.5	none	a		
		1.5-6	universal	No central regulation	unconditional	
Belgium-Flemish Community	6	2.5-5	universal	23.33	unconditional	23.33
France	6	0-2	none	a	conditional	40
		3-5	universal	24	unconditional	24
Italy	6	3-5	universal	40	unconditional	40
Luxembourg	4	0-3	none	a	conditional	3
		3-5	universal	26	unconditional	≤26
Mexico	3	0-2	none	a	targeted	m
		3-5	universal	15-20	unconditional	15-20
Netherlands	5	0-4	none	a	targeted	10
Norway	6	1-5	universal	41	none	a
Slovenia	6	11 months-5 years	universal	45	conditional	45
Sweden	7	1-2	universal	15-50	none	a
		3-6	universal	15-50	unconditional	15
UK-England	5	2	none	a	conditional	15
		3-4	none	a	unconditional	15



High expenditure level on ECEC and large share of public spending

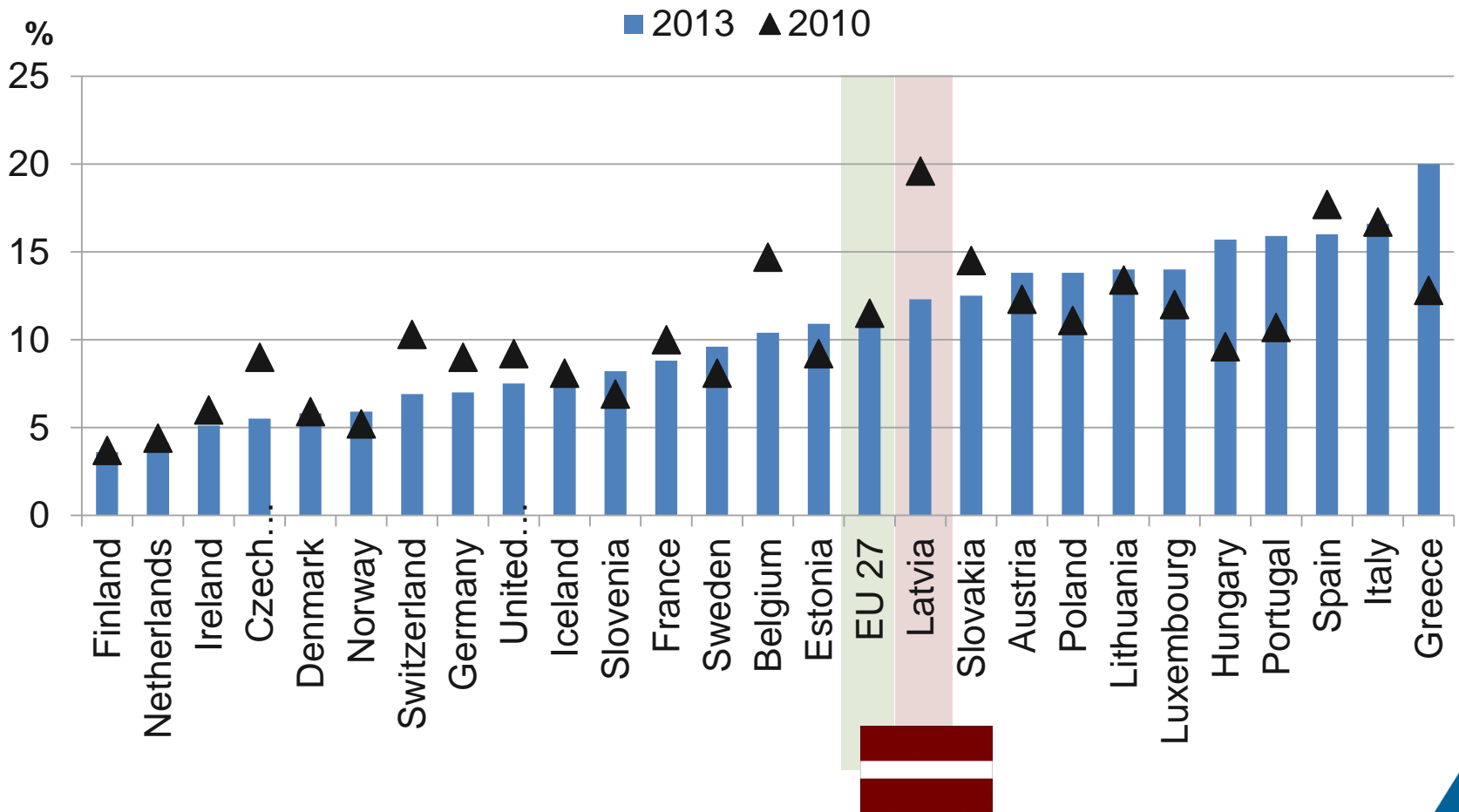
Expenditure on ECEC (age 3 and older) as a percentage of GDP (2011)





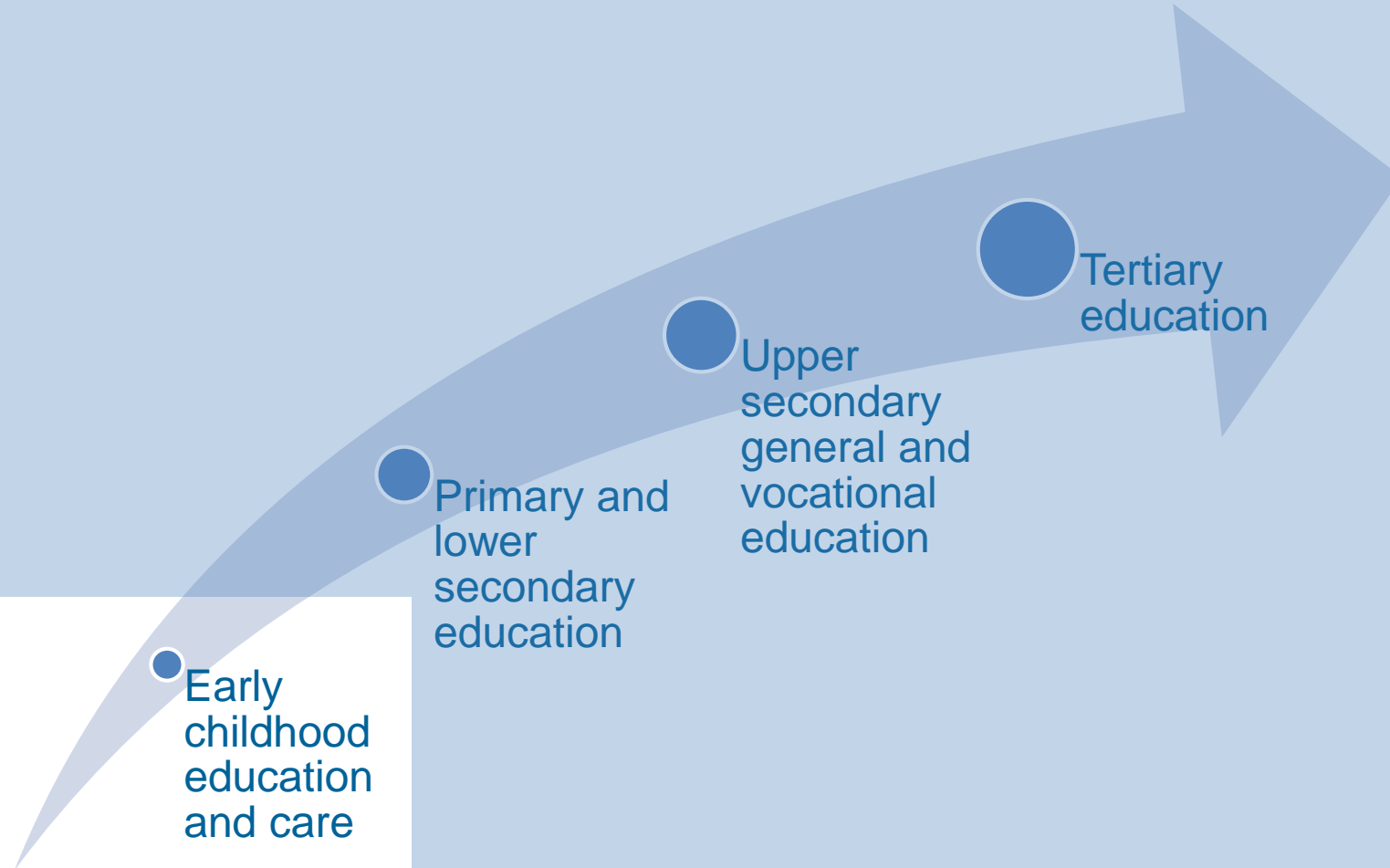
Poverty among young children has been decreasing

At-risk-of-poverty rate for children under age 6





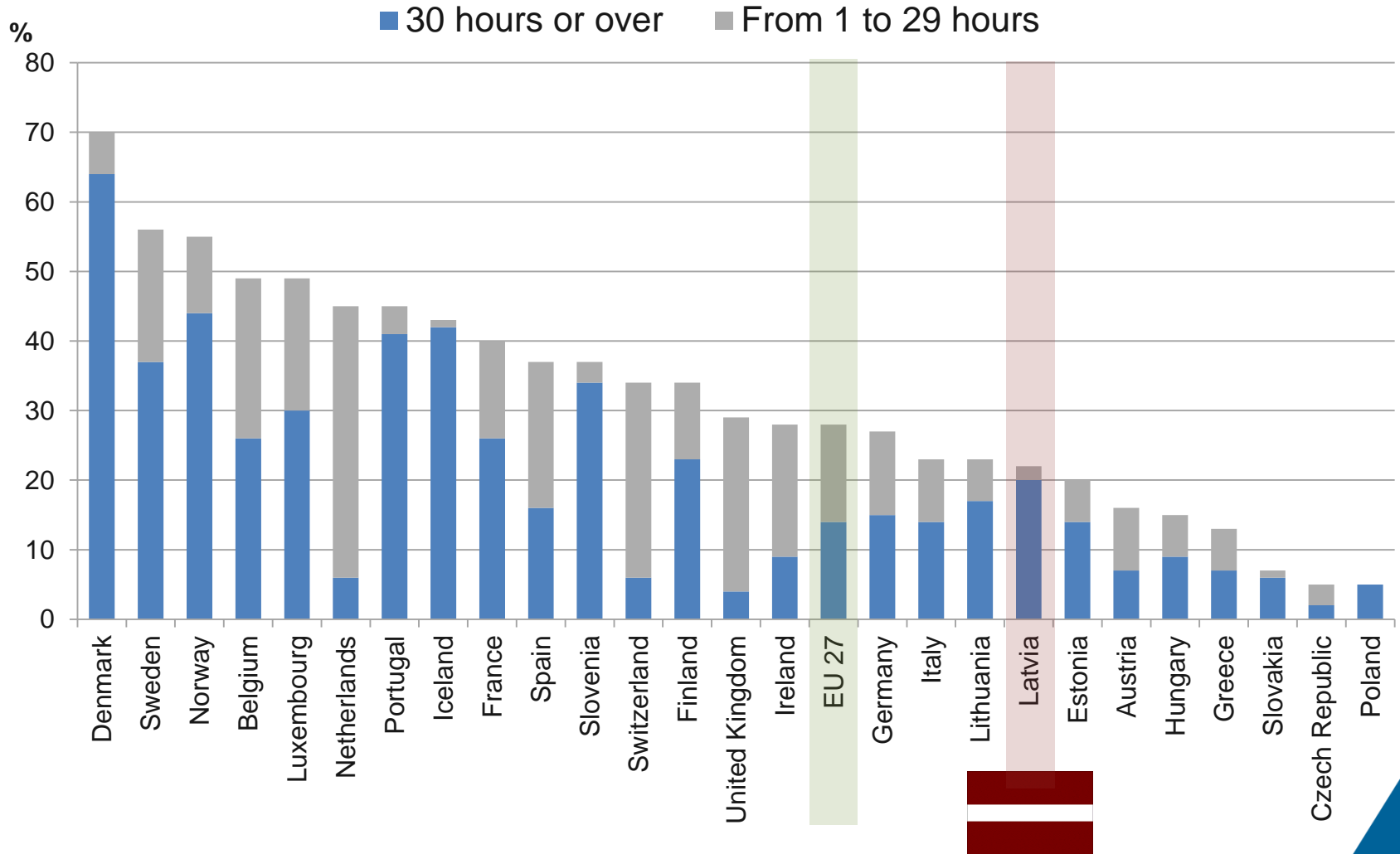
Challenges and areas for further improvement





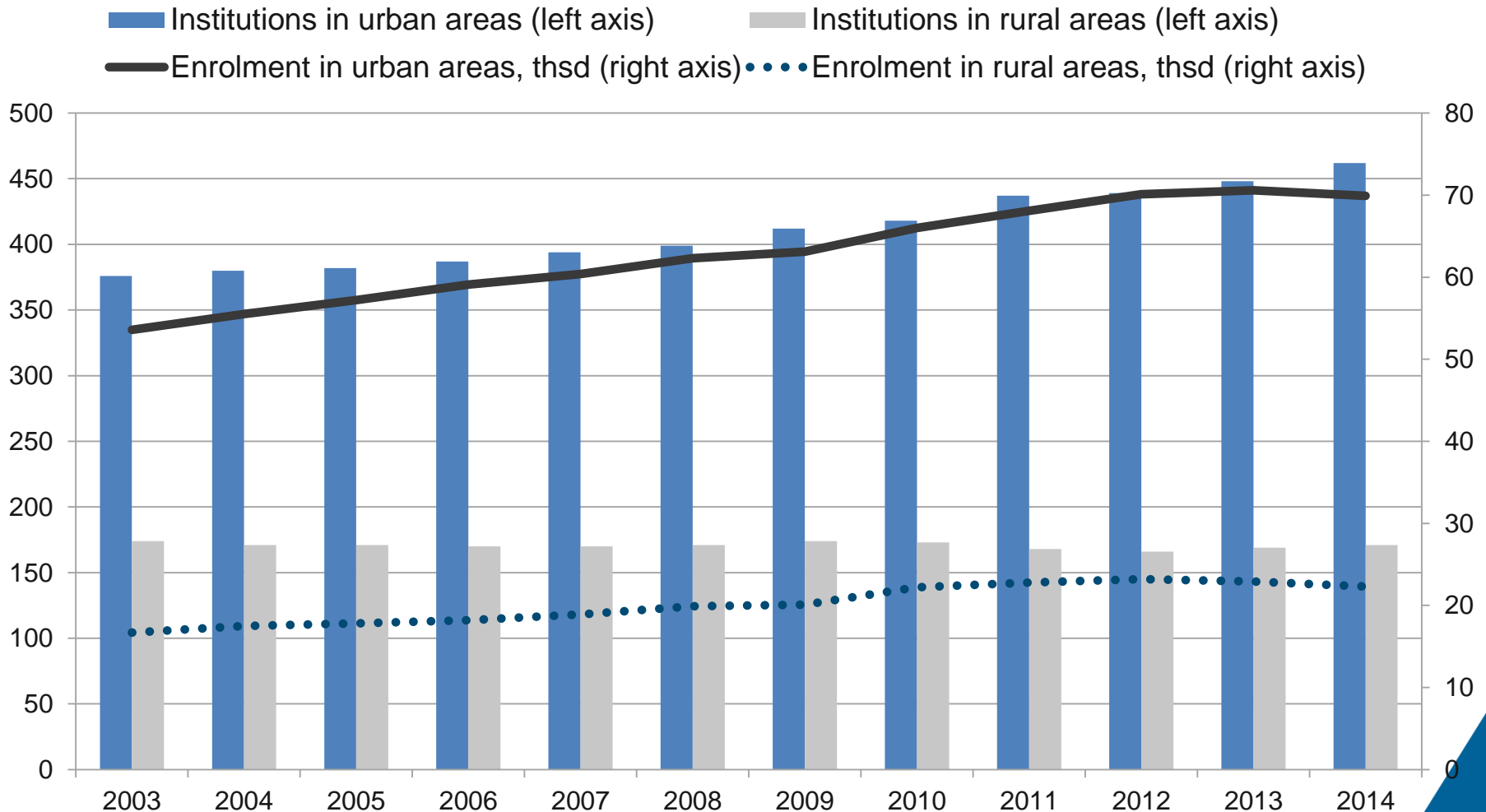
Despite recent progress participation of the youngest children is still relatively low

Formal childcare by duration - % over the population of 0-2 year-olds (2014)





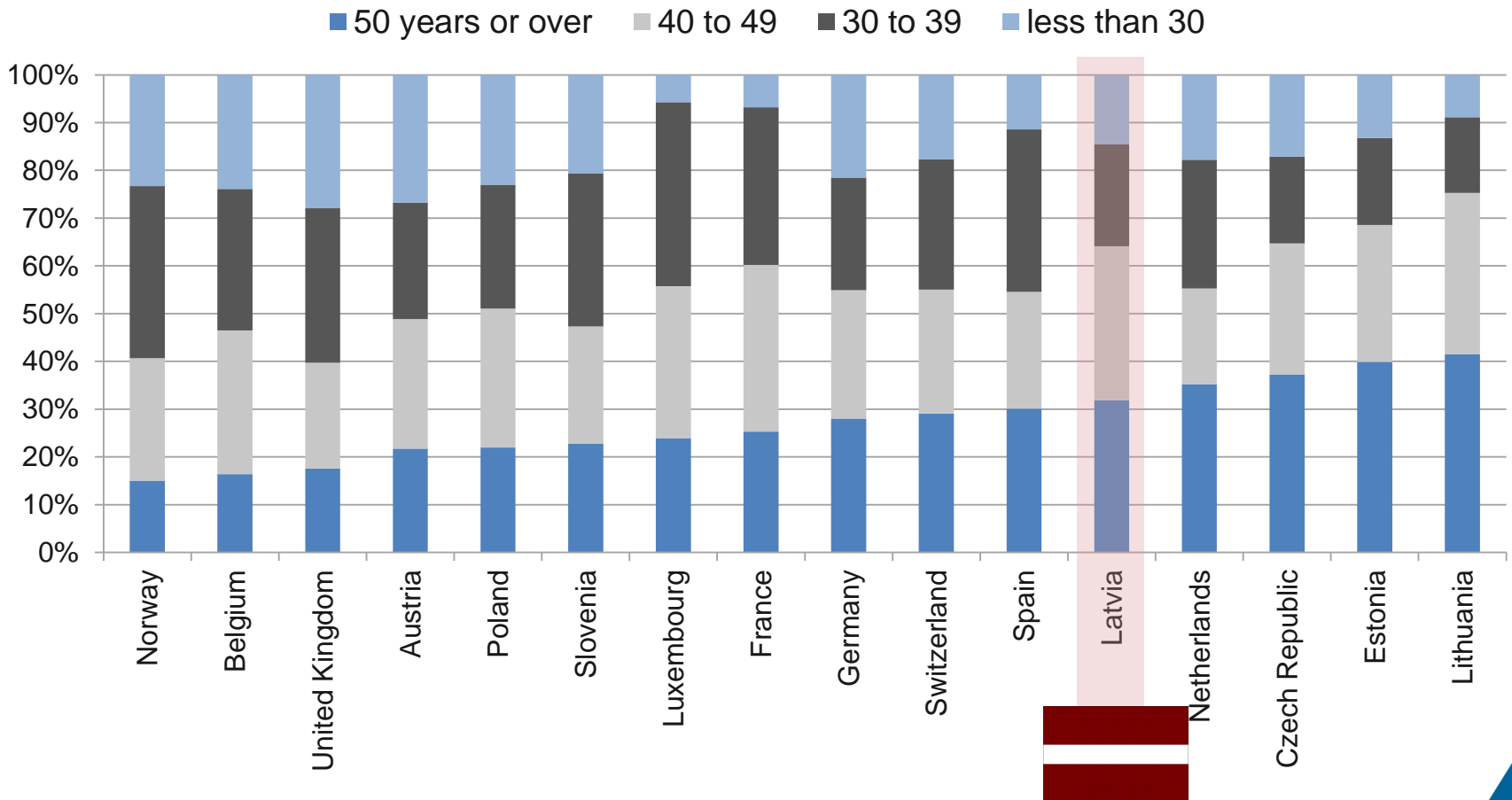
Participation in ECEC is unequal across Latvia





Barriers to developing a high-quality and motivated ECEC profession

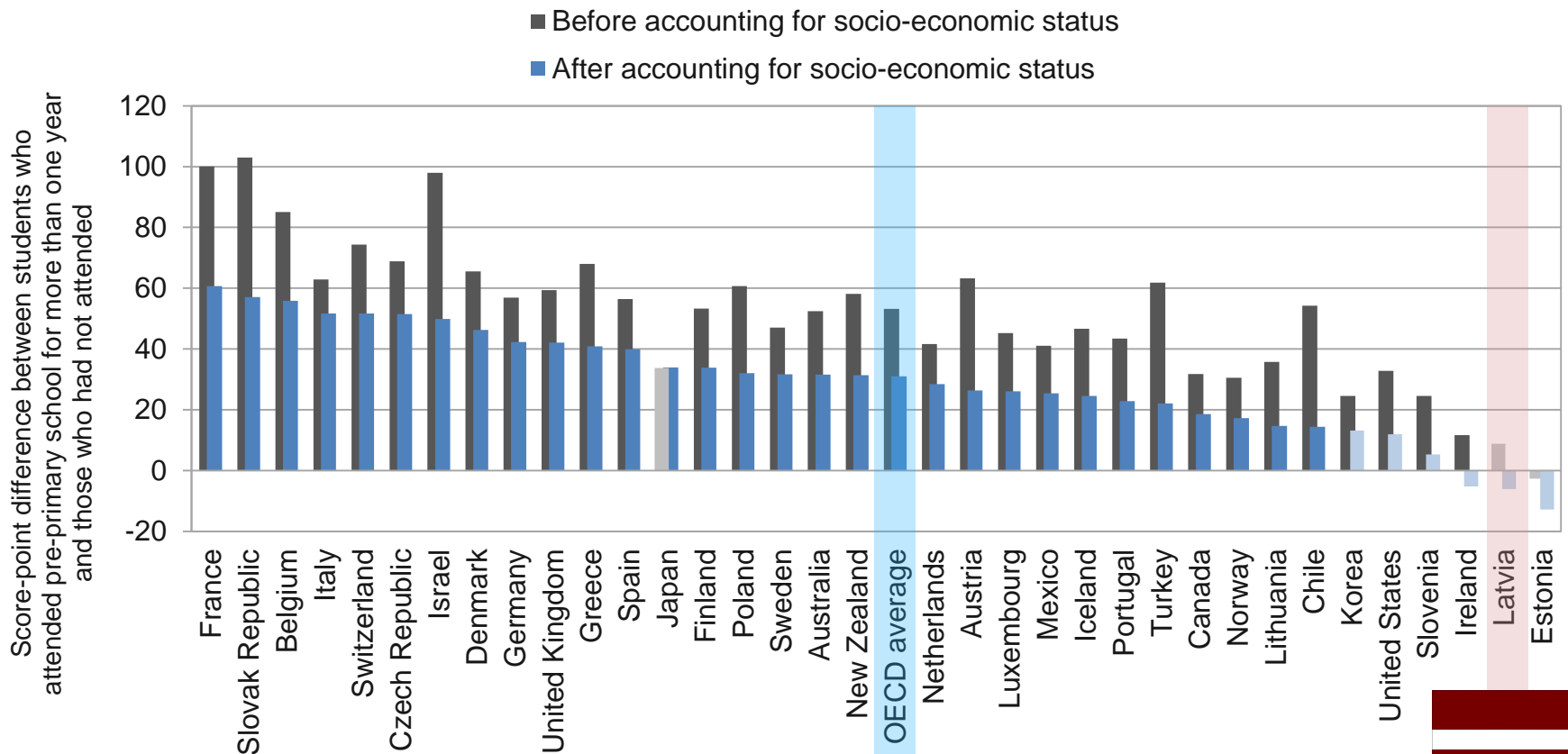
Age distribution of ECEC teachers





Need for strengthening data collection, monitoring and use of research

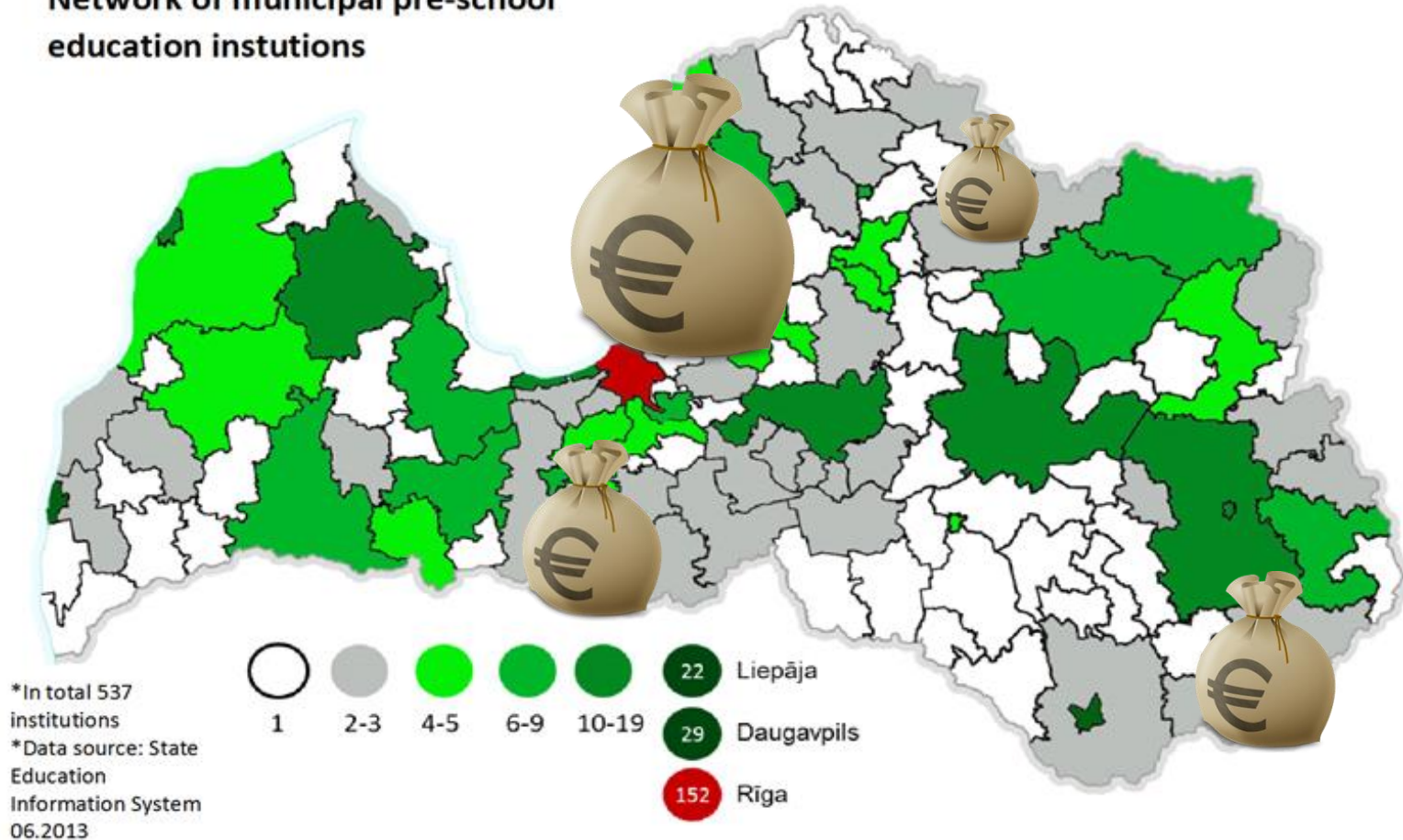
Differences in mathematics performance, by attendance at pre-primary school





Governance and financing hamper equal access to quality ECEC

Network of municipal pre-school education institutions



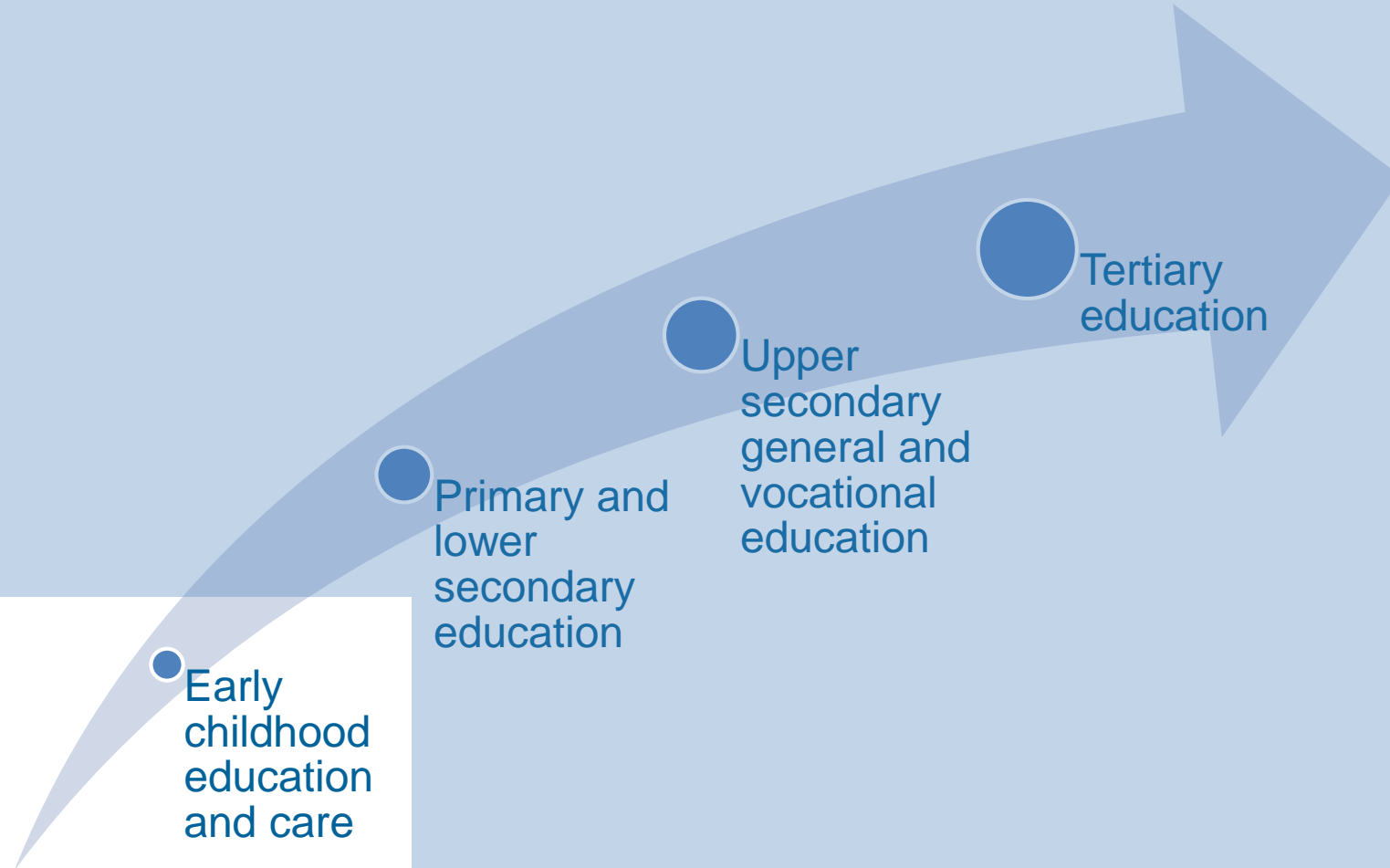


Governance and financing hamper equal access to quality ECEC

- Latvia provides supplementary funding for children with additional educational needs.
- The financial support is only provided for those children in special ECEC institutions and not those who are enrolled in regular ECEC institutions



Recommendations





Continue expanding ECEC, in particular in rural areas and for the youngest children

- Continue expanding access to ECEC services for children aged three and younger
- Shifting policy attention to children living in rural areas where participation is low
- Option of lowering the age of compulsory ECEC to 4 years which is likely to benefit children in rural areas in particular



Take a strategic approach to improving the quality and motivation of ECEC staff

- Well-designed career structure, includes reviewing salaries of staff
- Build head teachers capacity to assess staff, including for providing effective feedback and support for professional development
- National standards for ECEC staff – outlining professional expectations at all career stages



Example of ECEC standards from New Zealand

Beginning Teachers, Fully Registered Teachers and Experienced Teachers

<i>Beginning Teacher (1-2 assessments)</i>	<i>Fully Registered Teacher (3-5 assessments)</i>	<i>Experienced Teacher (6+ assessments)</i>
Beginning Teachers have not yet attained full registration. They are working with the advice and guidance towards gaining the expected skills and knowledge of the teacher.	Fully Registered Teachers have taught for at least two years, have attained full registration and display a high level of competence in the performance of their day-to-day teaching responsibilities.	Experienced Teachers are highly skilled teachers. They have a highly developed understanding of teaching and learning and are to support and provide assistance to teaching colleagues.
Learning and Teaching		
Teaching and Learning Strategies (including use of resources and technology)		
<ul style="list-style-type: none"> ➤ demonstrates flexibility and responsiveness ➤ provides encouragement, warmth and acceptance along with challenges for creative and complex thinking 	<ul style="list-style-type: none"> ➤ evaluate and reflect on teaching and learning with a view to improvement 	<ul style="list-style-type: none"> ➤ continually evaluate and reflect on their teaching and act on areas where it can be improved
Planning, Assessment and Evaluation		
<ul style="list-style-type: none"> ➤ plans assesses and evaluates programmes based on children's strengths and interests with reflection on teaching and learning 	<ul style="list-style-type: none"> ➤ utilises assessment as a conscious practice of noticing, recognising and supporting documentation 	
Learning Environment		
Positive Guidance		
<ul style="list-style-type: none"> ➤ demonstrate an understanding of positive guidance strategies 	<ul style="list-style-type: none"> ➤ demonstrate effective positive guidance strategies 	<ul style="list-style-type: none"> ➤ demonstrate a high level of commitment to children's well-being and social competence

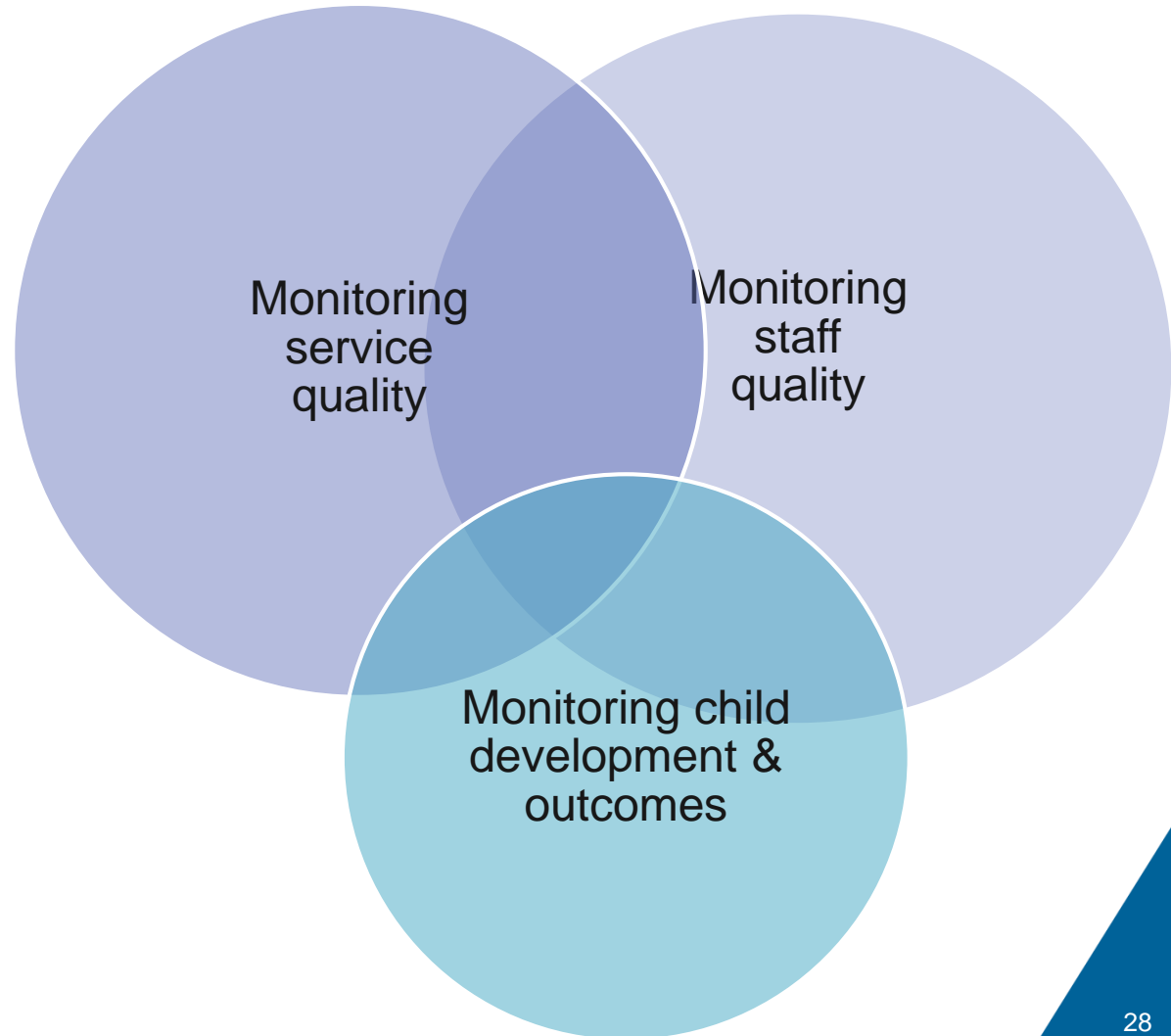


Take a strategic approach to improving the quality and motivation of ECEC staff

- Consider investigating the quality of initial education and professional development programmes
 - E.g. there is an apparent need for strengthening the preparation for identifying and working with children with special needs
- Strategic workforce planning should be based on projections and regular discussions between MoES and municipalities



Strengthen data collection, monitoring and use of research





Strengthen data collection, monitoring and use of research

- Systematic monitoring of developmental outcomes of children & the quality of ECEC staff
- Promote and provide clear guidance to municipalities on how to conduct school self-evaluations
- Consider expanding State Education Quality Service's mandate to evaluate ECEC programmes
- Increase efforts to collect and disseminate good practice to enhance peer learning



Review the governance and financing arrangements of ECEC

- In particular funds should promote integration of children with special needs in regular ECEC institutions
- Staff in poorer municipalities should have equal access to professional development e.g. through discretionary funding or targeted programmes
- Stronger public accountability to data collection, monitoring and research
- Ensure well-functioning equalization fund
- More targeted approach to child and family benefits



Thank you

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