



EARLY LEARNING AND CHILD WELL-BEING

20 June 2017



Early Learning and Child Well-being Study

- Origins of the Study
- Interest from countries
- The importance of early learning
- Focus of the study
- Timeline.



Origins of the Study

- Initiated by members of the OECD ECEC Network in 2012
- The OECD Education Policy Committee included work on child outcomes in the 2014/15 Programme of Work and Budget
- A group of interested countries convened in 2015 to scope the Study.



Interest from countries arose from ...

- Concerns about uneven quality of ECEC provision and poor measures for assessing quality
- Intentions to lift ECEC participation, and wanting to ensure quality and impact
- Interest in improving equity for disadvantaged children
- Interest in getting the maximum value from ECEC for their students.

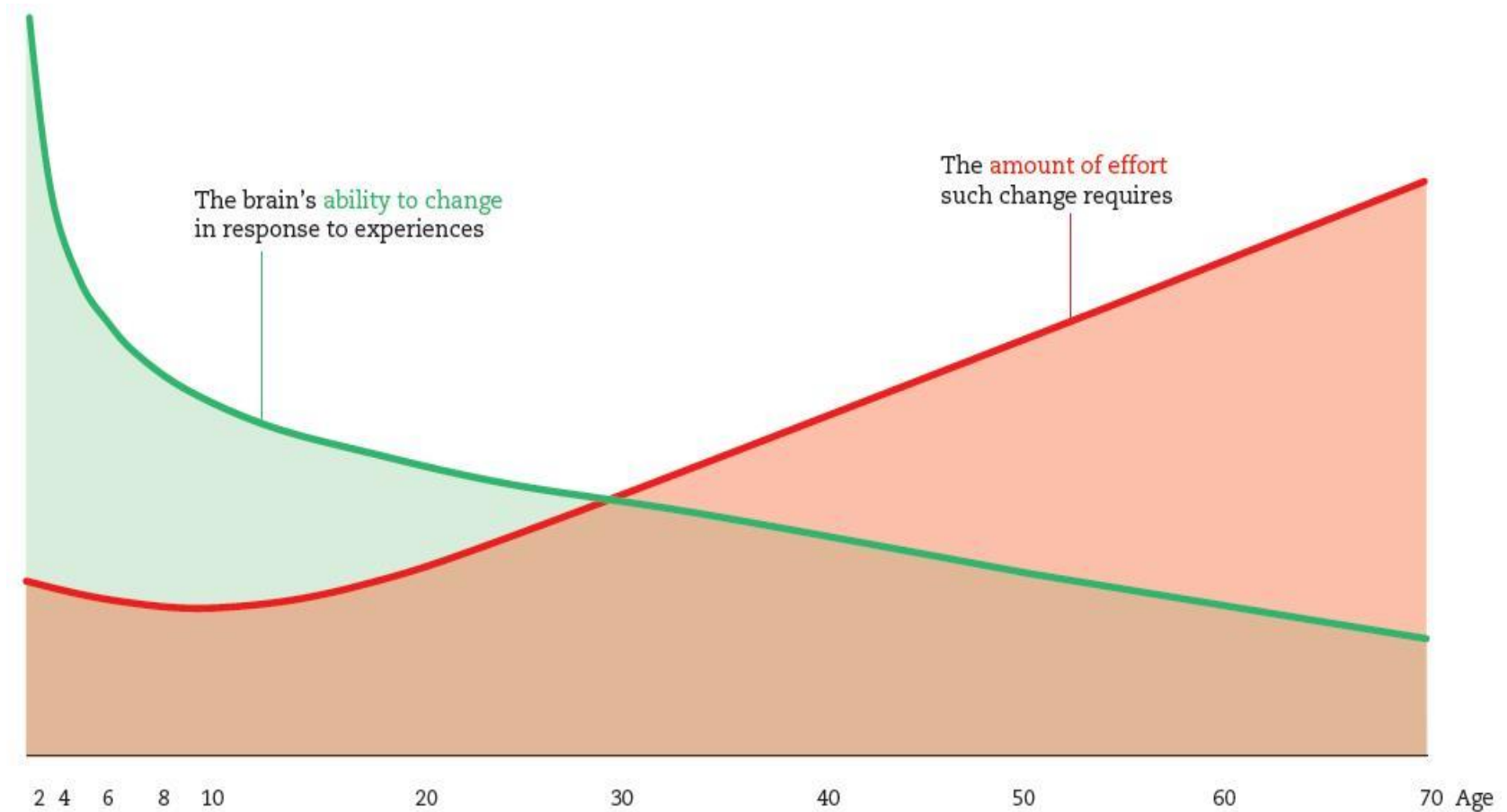


In the context of ...

- Growing interest in the importance and potential of children's early learning
- Early learning increasingly seen as part of a continuum for the child/student versus primarily an institutional arrangement
- Ongoing concerns about effectively addressing inequity in outcomes and declines in overall educational performance.



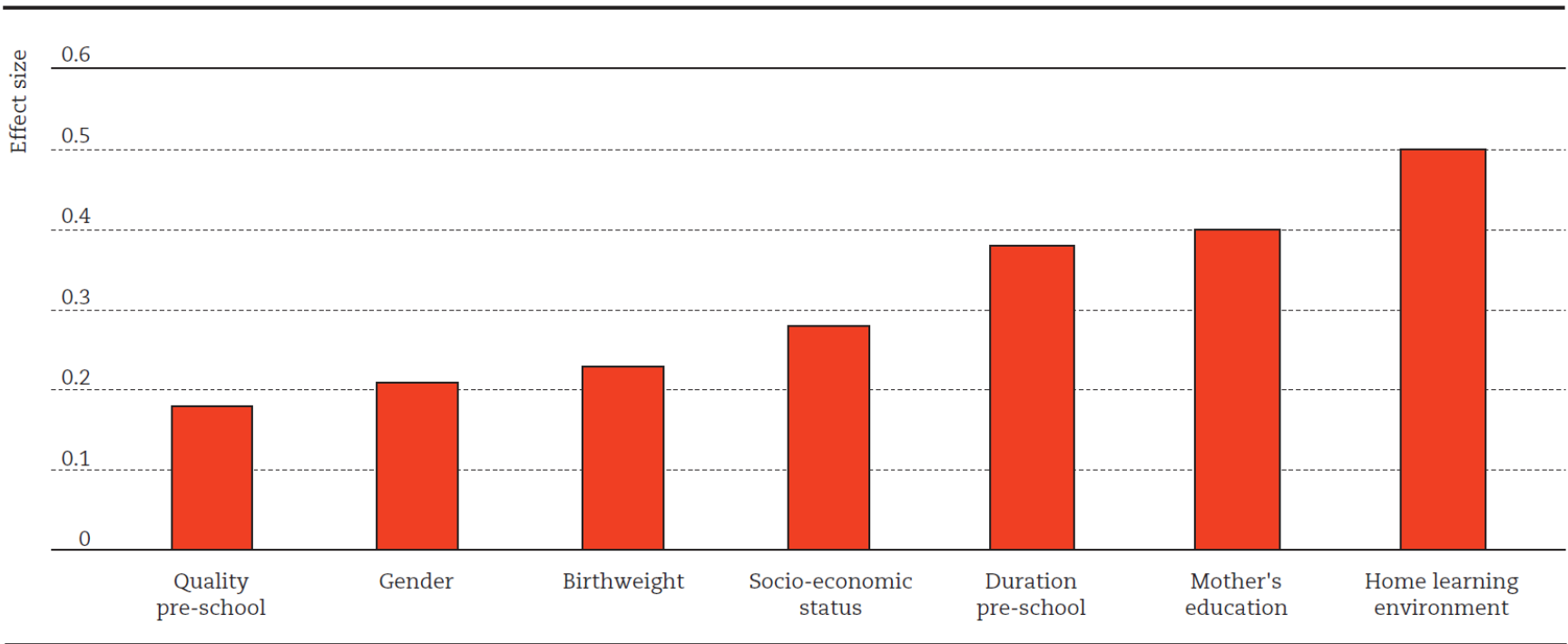
Early learning can be powerful





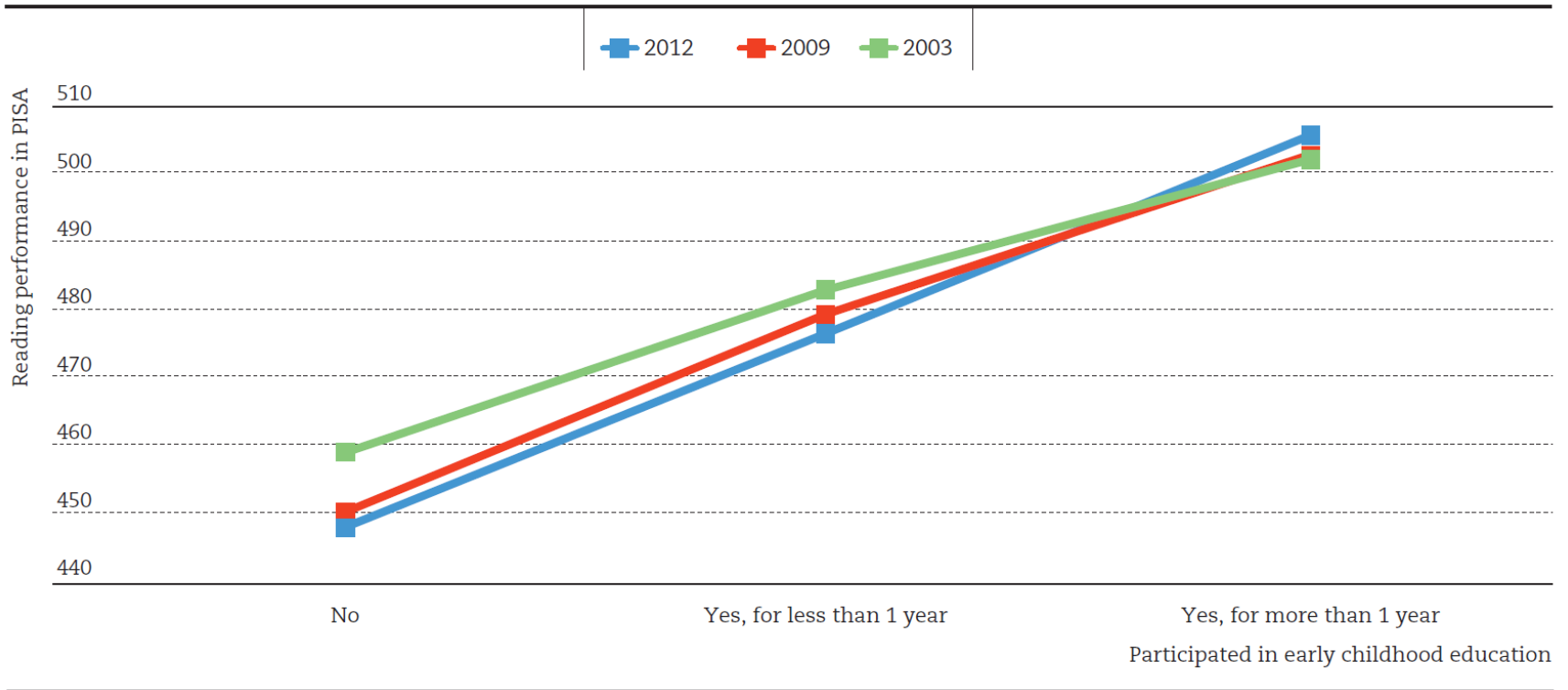
We know the family is the most significant factor, especially in the early years

Impact of contextual factors on children's literacy performance at age 5



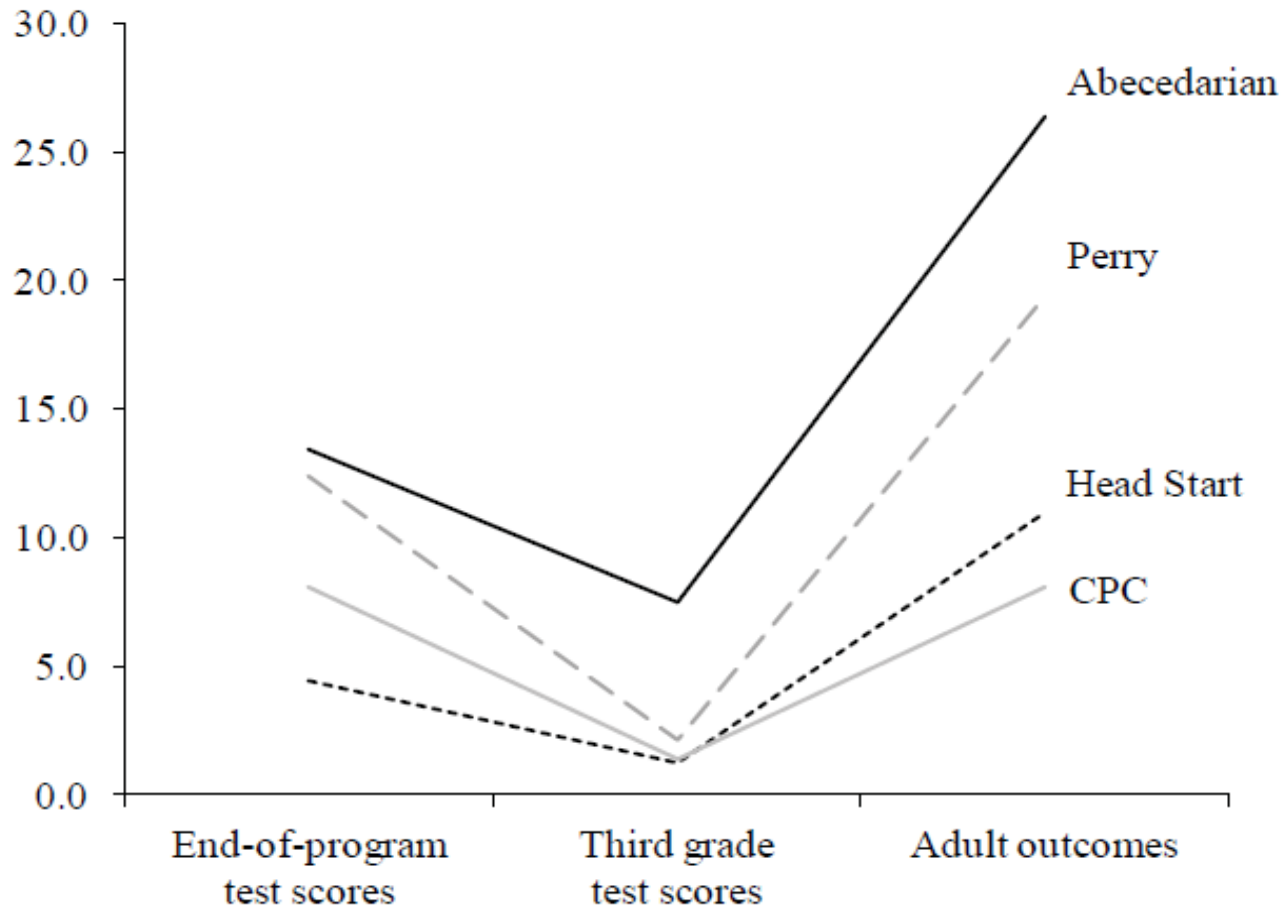


The impacts of ECEC are evident in PISA results





ECEC effects can last into adulthood





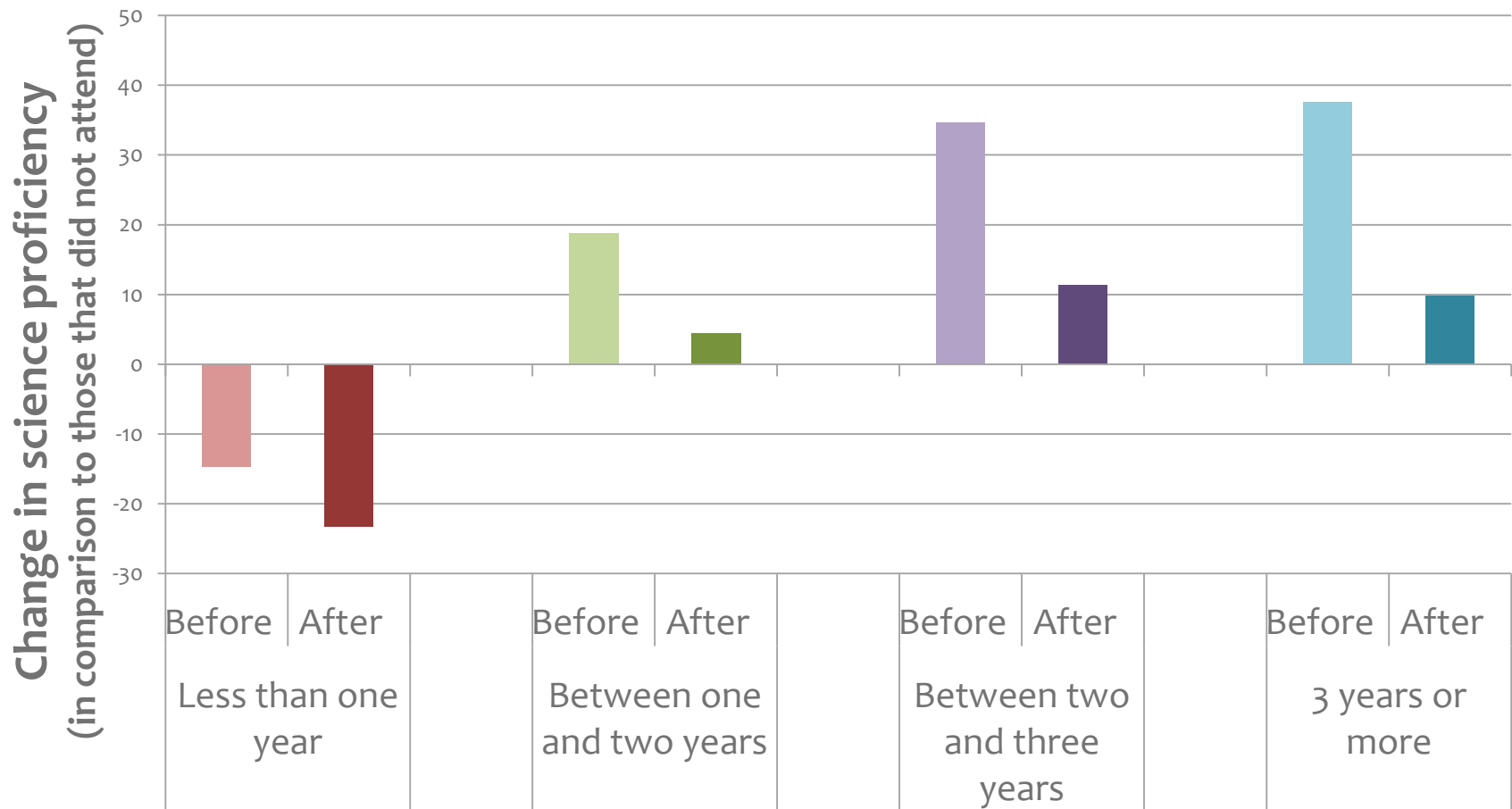
Although not everyone is convinced ...

- There are still assumptions that:
 - Children that have a poor start will catch up later in school
 - Early learning fades out in the first few years of elementary school
 - Children are too young to learn before they start school.



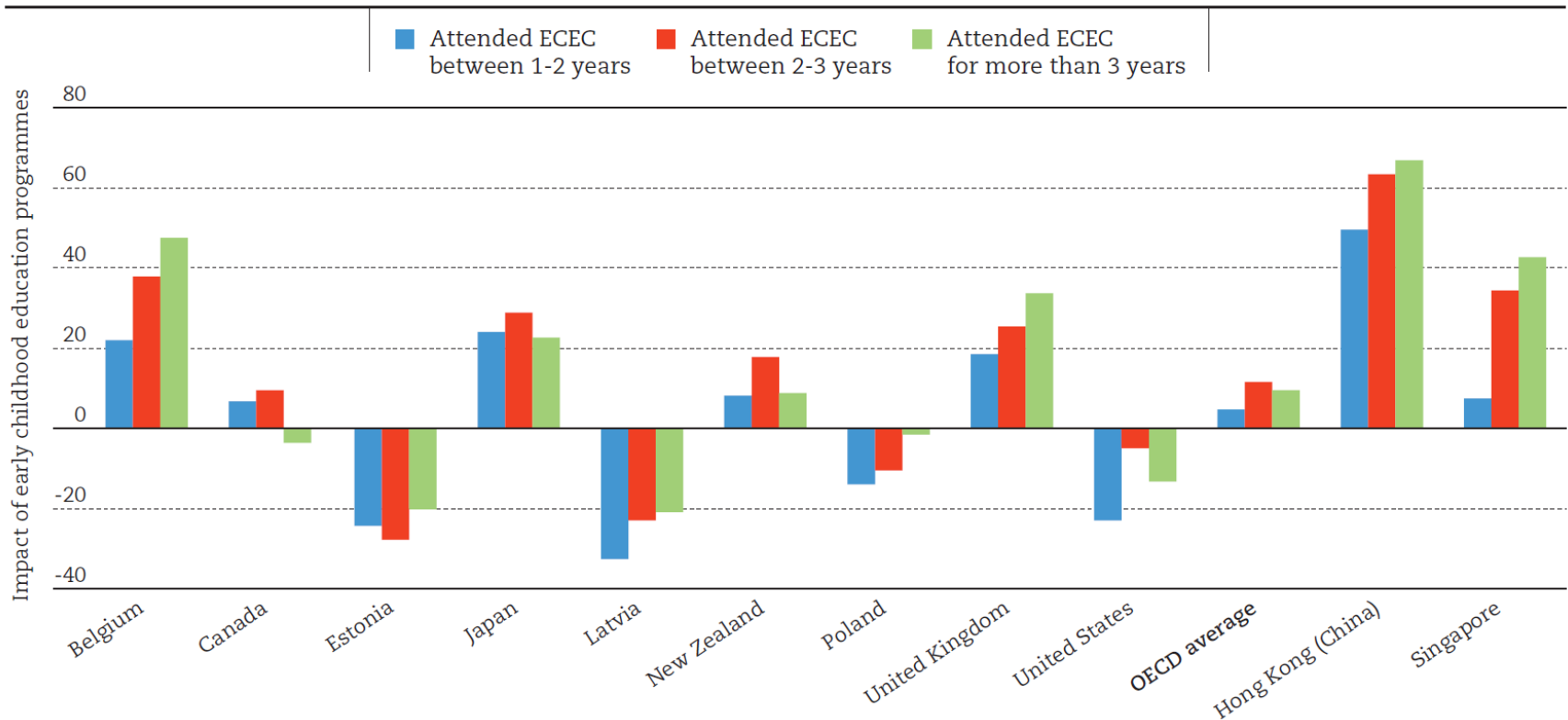
The impact of ECEC is smaller once SES is accounted for

Impact of ECEC duration after accounting for background characteristics





The effects are variable across countries

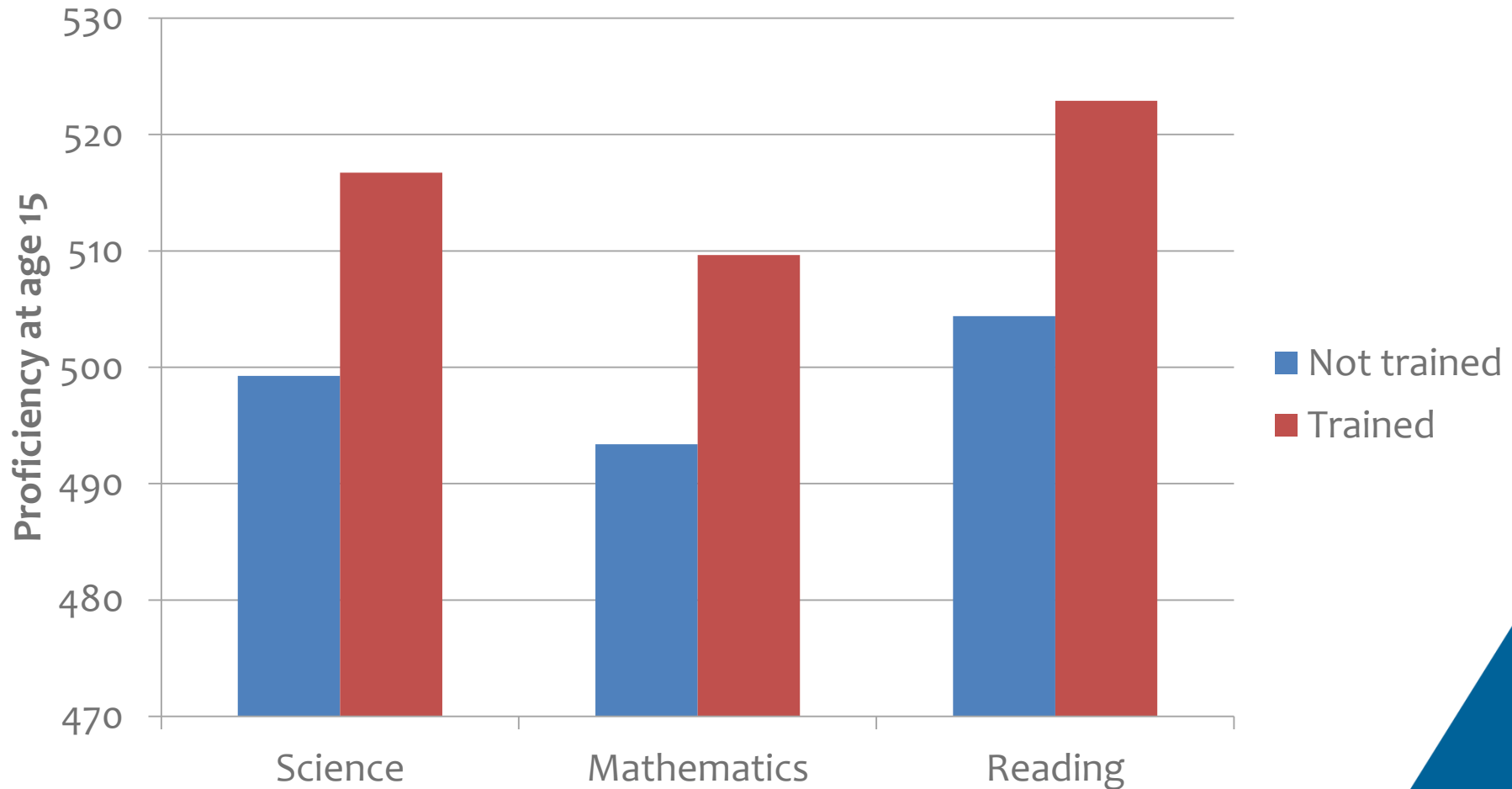






“Quality” clearly matters

Supervision done by trained staff and proficiency at age 15





Quality matters but ...

- Measures of ECEC quality:
 - Tend to focus on structural aspects
 - Have weak predictive capability
 - Are costly
- Comparative, cross-national information on early learning outcomes does not exist
- Nor does data on what helps different groups of children best.



Countries initiated an international study

- To produce robust, comparative data to see what is possible to achieve
- What helps different groups of children in:
 - ECEC participation and provision
 - Parenting and early intervention programmes
- What is needed in early schooling, e.g. curriculum and teacher professional development
- And benchmark and monitor progress over time.



For the benefit of children

- To improve children's experiences and outcomes
 - at a critical point in their development
 - across emotional and social well-being, and emerging cognitive skills
 - in the context of children's individual characteristics, their home environment and their early learning experiences.



To better achieve system-level goals

- Mitigating disadvantage, before it is more difficult and costly to do so in later years
- Lifting the overall performance of their education systems
- Gauging the value-for-money that ECEC is providing at a system-level.



With benefits across stakeholders

Improve
early learning
environment
at home and
in ECEC



Provide better
parenting programmes
and other support
given to parents



Improve
understanding of
childrens' needs
in early learning



Identify
ECEC settings
that are most
conductive
to early learning





Guiding principles

- Policy relevant
- Practical and feasible
- Reliability, validity and comparability
- The well-being of children is central
- Limited burden on parents and teachers/practitioners.

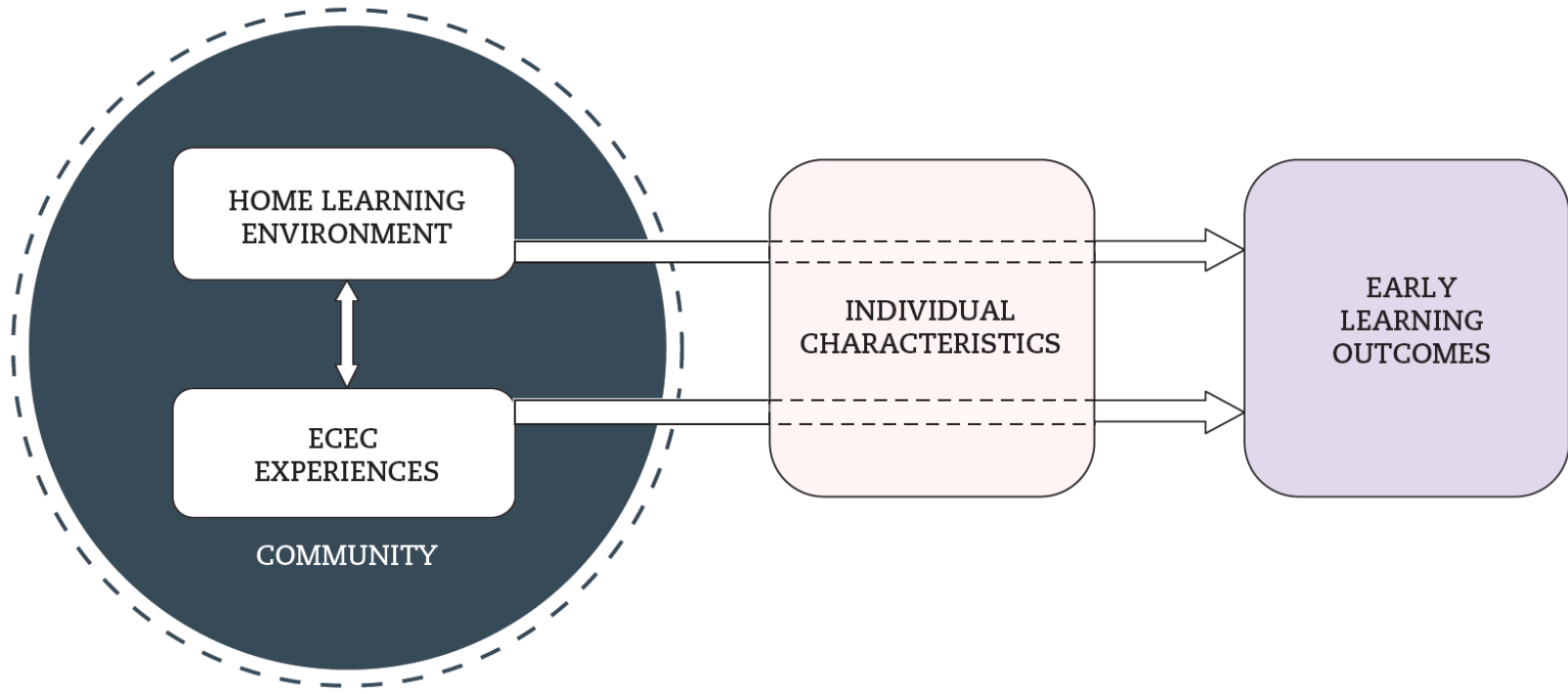


A broad and balanced approach

- The domains include children's:
 - Social and emotional skills, and
 - Cognitive development
- Context is a key part of the Study:
 - The home learning environment
 - ECEC experiences, both the nature of participation and the type of ECEC provision
 - Children's individual and background characteristics.



Conceptual framework for the Study





Focus of the Study

- Children's early learning outcomes and development through a wide scope of domains
- The relationship between children's early learning and their home learning environment
- The relationship between children's early learning and their early childhood experiences
- The role socio-economic factors play on moderating these relationships.



Focus of the Study ...

- Children at five years of age, attending an institutional setting that provides education and care
- For every sampled child...
 - One or more of the child's parents or main caregivers will complete the Parent/Home Questionnaire
 - The staff member who knows the child best will complete the Staff Questionnaire.



Contextual information

INDIVIDUAL BACKGROUND

- Age
- Gender
- Language
- Immigrant background
- Parental SES
- Family composition

HOME LEARNING ENVIRONMENT

- Relations with child
- Activities with child
- Home learning resources

ECEC EXPERIENCES

- Age of entry
- Duration
- Frequency
- Continuity
- ECEC type



Information is collected through a range of means

- Direct assessment is on tablet, administered on an individual child basis
- Indirect assessment by parents, teachers/ECEC staff, and administrators
- Collection of contextual information from background questionnaires.



Ensuring children's well-being

- *Engaging activities*

The activities the children engage in are stories and games. These are presented on tablets and are simple and fun. Initial feedback is very encouraging

- *Child's perspective*

After completing the direct assessment sections, children are asked if they liked the assessment content and activity.



Meet Mia and Tom





Study timeline



2016

Planning,
tendering and
contracting



2016/2017

Domain, survey and
instrument design and
development



2017

Field trial



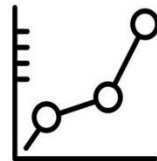
2018

Instrument
finalisation



2020

Report



2019/20

Quality control &
data analysis



2019

Main study
Southern
hemisphere



2018

Main study
Northern
hemisphere

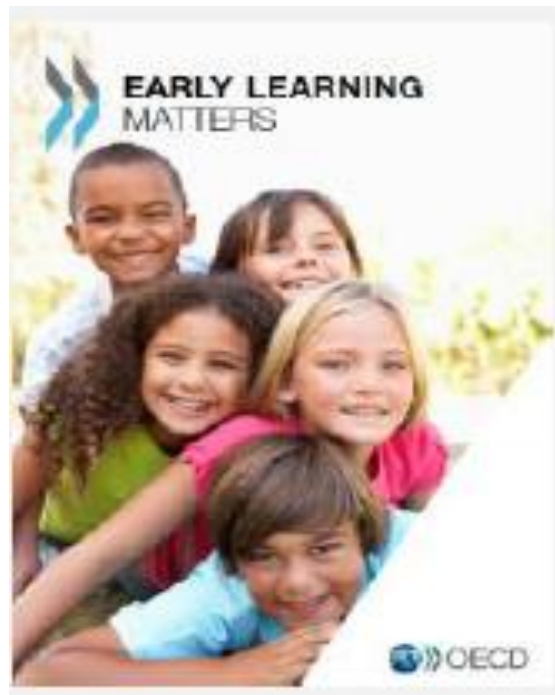


Information and resources

- Website

<http://www.oecd.org/edu/school/international-early-learning-and-child-well-being-study.htm>

- Brochure





Thank You

- Questions?
- Comments?