



Early Years Study 3:
Making decisions, Taking action

Early Childhood Education Report Review
Winnipeg, November 22, 2012

Atkinson Centre, OISE, University of Toronto

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Public policy making

Evidence	Values	Pragmatics
Administrative data	What's important	Timing in political cycle
Cost/benefit analysis	History	Ability to communicate
Policy analysis	Cultural context	Leadership capacities
Empirical studies		Systems capacities
Observational studies		
Action Research		

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Evidence – Policy

- A consilience of best available scientific, professional and government data and information
- Recognition of strengths and limitations of each line of evidence
- Recommendations to inform the policy making process

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Early Childhood Education Defined

- Programs for young children based on an explicit curriculum delivered by qualified educators and designed to support children's development and learning.
- Settings may include child care centres, nursery schools, preschools, pre- or junior kindergarten and kindergarten.
- Attendance is regular and children may participate on their own or with a parent or caregiver.

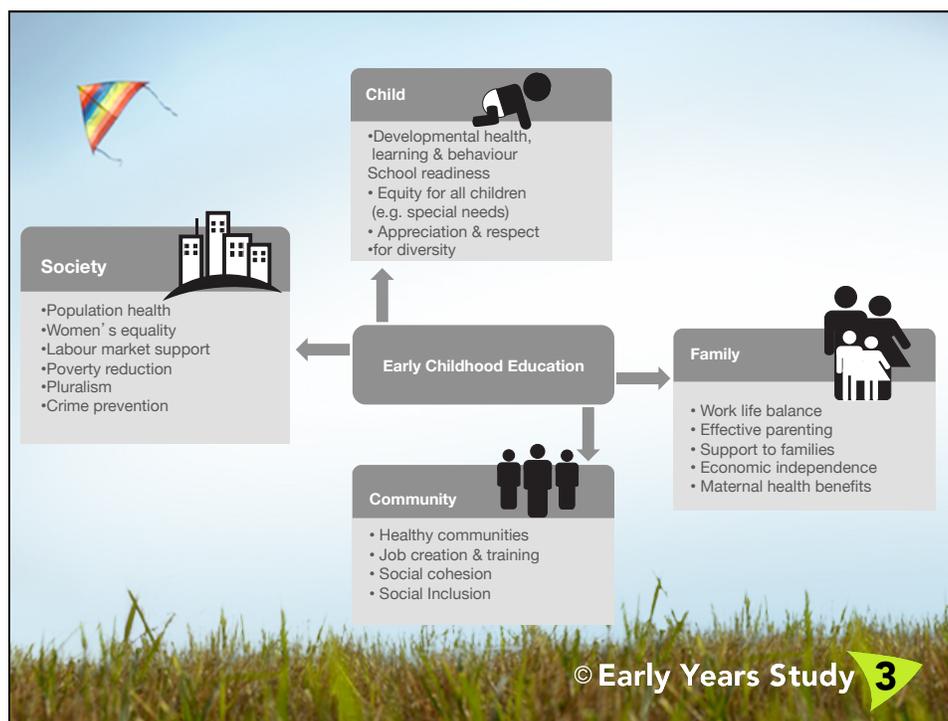
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Impact of Early Childhood Education

- ECE offers opportunities for more extensive social contacts with peers and adults, and thus extends social worlds for children
- Positive effects of ECE on language, cognitive development, and school achievement are confirmed by converging findings from longitudinal studies and smaller, randomized trials with long-term follow-ups

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OECD policy elements adapted to Canadian context

- **5 Categories/equally weighted**
- **19 Benchmarks**
 - Limited by the availability of consistent data across jurisdictions
 - Availability of similar information in future to allow for across time comparisons
- **Thresholds**
 - Influenced by those established by UNICEF (2008) and UNESCO (2010) to support international comparisons
 - Adapted to Canada - had been achieved, or be in development, in at least one jurisdiction

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Category 1 - Governance

OECD recommends:

- A central vision at the centre of ECE policy and a devoted ministry created to put the vision into reality
- A unified approach to bridging early education and elementary education
- **Q: Is the oversight of early education split between multiple departments, or does it have coherent direction backed by policies with goals, timelines and sound service delivery?**

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Oversight and policy

Integrated Governance

ECE under common department/ministry	0/0.5
Common ECE supervisory unit	0/0.5
Common ECE policy framework	1
Common local authority for ECE management and administration	0/0.5

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Category 2 – Funding

OECD recommends:

- An efficient means of funding a universal early education and care service prior to elementary school
- Substantial government investment in quality and infrastructure of ECEC
- European Commission Network on Childcare (ECEC) recommendation \$8000 (USD) per child per year in full-day early education programs
- ECEC recommended a minimum investment of 1% of GDP
- **Q: Is funding adequate to support program quality and provide reasonable access?**

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Funding to improve access and quality

Funding	
At least two-thirds of child care funding goes to program operations	1
Mandated salary and fee scale	1
At least 3% of budget devoted to ECE	(1.71%)

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Category 3 - Access

OECD recommends:

- Universal access to ECEC with attention given to appropriateness and equality
- **Q: Are there enough programs to meet demand? Are barriers to participation addressed?**

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Equitable access

Access	
Full-day kindergarten offered	1
50% of 2-4-year-olds regularly attend an ECE program	(41%)
Funding is conditional on including children with special needs	1

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Category 4 – Learning Environment

OECD recommends:

- Devise ECEC regulatory standards and a participatory process to ensure quality
- Involve stakeholders: parents, families and professionals
- High quality training and strategies to recruit and retain a well-qualified, diverse workforce
- *“Ensure a satisfying, respected and financially viable career in this field” (pg. 158)*
- **Q: Is quality supported by curricula, program standards and trained, adequate & respected staffing?**

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Quality in the early learning environment

Learning environment	
Early childhood curriculum/framework	0.5
Alignment of EC framework with kindergarten	0.5
Programs for 2-4-year-olds require 2/3 staff with ECE qualifications	(1/20)
Kindergarten educators require ECE qualifications	0.5
Salaries of ECES are 2/3 of teacher salary	(46%)
ECE professional certification/professional development required	0.5

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Category 5 – Accountability

OECD recommends:

Systematic procedure to collect and provide consistent and comparable information on newborns to 6 year olds

- Eradicating the lack of data for children under the age of 3
- Strengthen the essential elements of national research
- Develop a range of instruments and procedures sensitive to the complex dynamics of early childhood environments (e.g. cost benefit analysis, information dissemination, etc.)
- **Is there constant quality improvement supported by data collection and the monitoring and reporting of child outcomes? Is research supported and the findings incorporated into practice?**

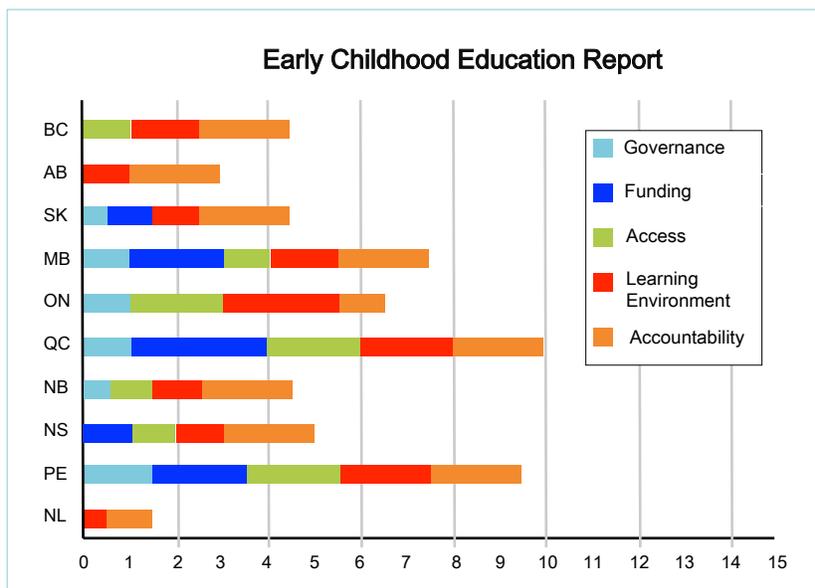
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More attention to monitoring

Accountability	
Annual progress reports posted (2008 or later)	1
Program standards for ECE programs (including kindergarten)	
EDI or population measures for preschool learning collected and reported	1
Total score	9.5/15

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The ECE Report

- Did we get the index right for Manitoba?
- Are there missing benchmarks that could be reasonably populated?
- Do you see Manitoba improving its score by the next ECE Report release in 2014?