Providing Quality Early Childhood Education and Care Perspectives from the OECD

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Enrolment in ECEC and primary education for children aged 3 to 5 is on the rise

Percentage of children enrolled in early childhood education and care (ISCED 2011 Level 0) or primary education (ISCED 2011 Level 1), 3-5 year-olds

Source: Education at a Glance 2021, Indicator B2
And more children under the age of 3 are enrolling in ECEC, although not in all countries

Enrolment rates of children under age 3 in early childhood education and care, by type of service (2015 and 2019)

Source: Education at a Glance 2021, Indicator B2
Sustained public financial support is critical for the growth and quality of ECEC

Expenditure on early childhood education and care (ISCED 0) as a percentage of GDP (2018)

Public and private institutions

Source: Education at a Glance 2021, Indicator B2
Meaningful interactions define high-quality early childhood education and care
Policy pointers for workforce development

- Increase the **quality standards of initial education for all categories of ECEC staff** (e.g. work-based learning, curriculum framework implementation, accreditation mechanisms)
- Support **participation in professional development** through **protected time** for activities without children
- Ensure that **working conditions** help attract and retain **high-quality professionals**
- Develop a **shared understanding** of how **leadership** can best support quality in ECEC centres and facilitate leaders’ professional development
Lessons from COVID-19 pandemic:
Teacher training is a top priority for a better integration of digital technologies in early education.

- **High priority (Pre-primary)**
  - Training programmes for teachers
  - Development of learning apps, platforms and digital material specifically targeted to young children
  - Development of learning apps, platforms and digital material for use by teachers for tasks without children (e.g. administration, communication with parents)
  - Development of learning apps, platforms and digital material that can adapt to children’s needs and interests

- **Moderate priority (Pre-primary)**

- **High priority (Primary)**

- **Moderate priority (Primary)**

Source: OECD Survey on Distance Education for Young Children in 2020.
Thank you!

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www.oecd.org/education/school/earlychildhoodeducationandcare.htm