



BETTER POLICIES FOR BETTER LIVES

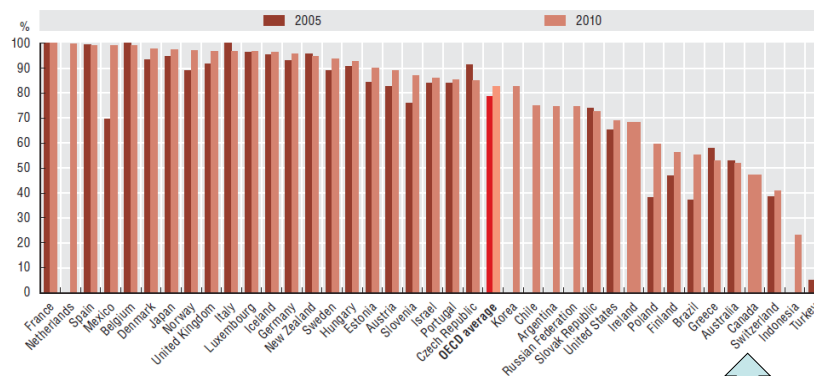
Integrated Early Childhood Education and Care (ECEC): Findings from Starting Strong III and Norway's experience

Acting Chair, Tove Mogstad Slinde,
 Network for Early Childhood Education and Care
 Senior Adviser, Ministry of Education and Research, Norway

Education at a Glance

Figure 5.3. Enrolment rates at age 4 in education (2005 and 2010)

This figure compares the 2005 and 2010 enrolment rates of full-time and part-time pupils aged 4 in public and private institutions.



Source: OECD (2012), Education at a Glance 2012, Table C2.1, available at: <http://dx.doi.org/10.1787/888932667026>.



Starting Strong

Integrated ECEC

- Historical and cultural context
- Care and Education
- Levels , Governance and Policy development
- Accessibility
- Quality
- Holistic and coherent (and - Child centred?)



Starting Strong III

Investing in ECEC is investing in the Future
- Effect of ECEC conditional on quality

5 Policy Levers That Can Encourage Quality in ECEC

1. Quality goals and minimum standards
2. Curriculum and learning standards
3. Workforce
4. Family and community engagement
5. Data, research and monitoring



Each policy lever includes **5 action areas**:

- Action Area 1 : What does research say
- Action Area 2 : What is the international overview
- Action Area 3 : What are the challenges and strategy options to tackle the challenges
- Action Area 4 : What are the key lessons learned
- Action Area 5 : Self-reflection assessment



Action Area 1: What does research say

- Integrated at governance level, provide better quality ECEC (from the start)
 - more co-ordinated and goal-oriented services
 - Funding, Qualifications, Monitoring
 - Reducing Inequalities and Increasing Accessibility
 - Combining Resources, Consistent Vision and Policies for Quality
 - Increased possibilities for Coherence for children and families



Discussions in the Network for ECEC

Why integrate/not integrate?

- What does 'integration/non-integration of ECEC' mean for child and parents? For ECEC managers and staff? For researchers? For local governments? (vs national governments)
- Who will benefit from it? Who will face difficulties?

What to integrate?

- How can countries manage the cost of policies for integration?
- Is there an effective alignment order e.g. curriculum before qualifications?

How to integrate?

- What are the major challenges and constraints in implementing integration initiatives? What works / doesn't work?
- If it works, under what conditions?
- If not, what alternatives are available?



Action Area 2: International overview

| Integrated system | Split system | Other system |
|-----------------------------------|----------------------------|----------------------------------------------------------------------------------------------|
| Chile (EDU) | Belgium - Flanders | Australia (Federal - States and Territories) Canada (Federal – Provinces and Territories) |
| Finland (SOC for 0-6; EDU for 6+) | Belgium - French Community | |
| New Zealand (EDU) | Czech Republic | |
| Norway (EDU) | Hungary | |
| Scotland - U.K. (EDU) | Ireland | |
| Slovenia (EDU) | Italy | |
| Sweden (EDU) | Japan | |
| | Mexico | |
| | Portugal | |
| | Turkey | |



What to integrate

Under the integrated system...

| Target Components | CHL | FIN | NZL | NOR | SCO | SLN | SWE |
|----------------------------------------------------------------------|------|------|---------|------|----------|------|------|
| Policy, policy goals | Done | Done | Done | Done | Done | Done | Done |
| Administration | Done | Done | Done | Done | Done | Done | Done |
| Legal framework and regulations (teachers, buildings, hours, etc.) | Done | Done | Done | Done | Done | Done | Done |
| Funding | Done | Done | Done | Done | Done | Done | Done |
| Curriculum and pedagogy | Done | Done | Done | Done | Done | Done | Done |
| Quality assurance (Inspections, monitoring, etc.) | Done | Done | Done | Done | Done | Done | Done |
| Teacher salaries | Done | Done | Done | Done | Done | Done | Done |
| Fees for parents | Done | Done | Done | Done | Intended | Done | Done |
| Teacher qualifications; Teacher education and training | Done | Done | No plan | Done | Done | Done | Done |
| Delivery of services; joint location; age; staff / child ratio, etc. | Done | Done | No plan | Done | Intended | Done | Done |
| Others | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Under the split system and other systems...

* **administration; framework; delivery (programme, access, opening hours, etc.); primary and kindergarten teachers; national curriculum**



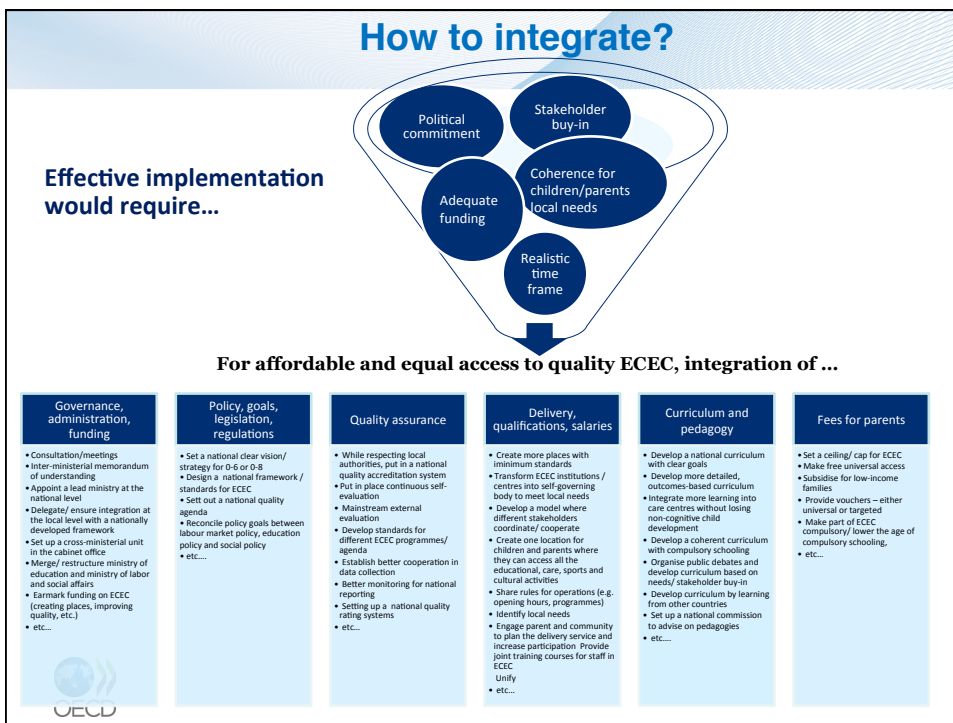
Action Area 2: International overview

Overall Framework

| Age | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|---------------------------|------------------------------------------------------------------------------------------------|---|------|------------------------------------------|-------------------------------------------------------------|-----------------|--------------------------------------------------------------------|----------|--|
| Australia | Belonging, Being, Becoming - Early Years Learning Framework for Australia | | | | | | | | |
| Canada (British Columbia) | British Columbia Early Learning Framework for 0-5 year olds | | | | British Columbia Early Learning Framework for 5-6 year olds | | | | |
| Finland | National curriculum guidelines on early childhood education | | | | | | Core Curriculum for Pre-primary education | | |
| France | | | 2.5y | National curriculum for école maternelle | | | | | |
| Germany (Hamburg) | Hamburger Bildungsempfehlungen für die Bildung und Erziehung von Kindern in Tageseinrichtungen | | | | | | | up to 15 | |
| Germany (Hesse) | Bildungs- und Erziehungsplans für Kinder von 0 bis 10 Jahren in Hessen | | | | | | | up to 15 | |
| Japan | | | | Course of Study for Kindergarten | | | | | |
| | National curriculum of day care centers | | | | | | | | |
| Korea | | | | National curriculum for kindergarten | | Nuri Curriculum | | | |
| | Standardized childcare curriculum | | | | | | | | |
| New Zealand | Te Whāriki | | | | | | | | |
| Norway | Framework Plan for the Content and Tasks of Kindergartens | | | | | | | | |
| Sweden | Läroplan för förskolan Lpfö 98 | | | | | | Läroplan för grundskolan, förskoleklassen och fritidshemmet Lgr 11 | | |
| United Kingdom (England) | Statutory Framework for the Early Years Foundation Stage | | | | | | | | |
| United Kingdom (Scotland) | Pre-birth to three - staff guidelines | | | Curriculum for Excellence | | | | up to 15 | |
| United States (Georgia) | Georgia's Pre-K Content Standards | | | | | | | | |

Action Area 3: Strategies countries have taken Designing Frameworks

- Align curriculum frameworks with broader quality goals and assessment practices
- Set up common or integrated frameworks for ages 0-6, building on existing framework(s)
- Align curriculum for ECEC with other levels of education to ensure smooth transition
- Set out a framework based on “child experiences or outcomes”
- Involve stakeholders in the development/revision process
- Use language accessible to ECEC staff and parents
- Pilot before implementing nation- or state-wide
- Launch a review on curriculum



The case of Norway

- Historical context – the Nordic tradition
- Integrated ECEC from 1975 (3 % of children in ECEC)
 - the first Kindergarten Act
- Children and Families
 - welfare policies, gender equality
- Care and Education
- Social equity and lifelong learning
- Since 2006 Ministry of Education and Research
 - 2009 individual right to a place from 1 year of
 - 2011 just below 90 % of all children attend



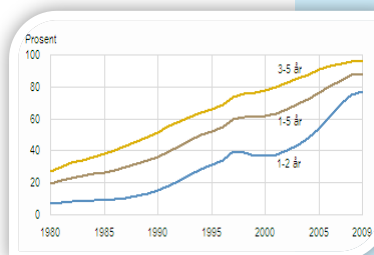
13

Norwegian Ministry of Education and Research

From an opportunity for the few to a universal good

Kindergarten participation

- In 1970: 3 %
- In 2003: 70 %
- In 2011: 90 %

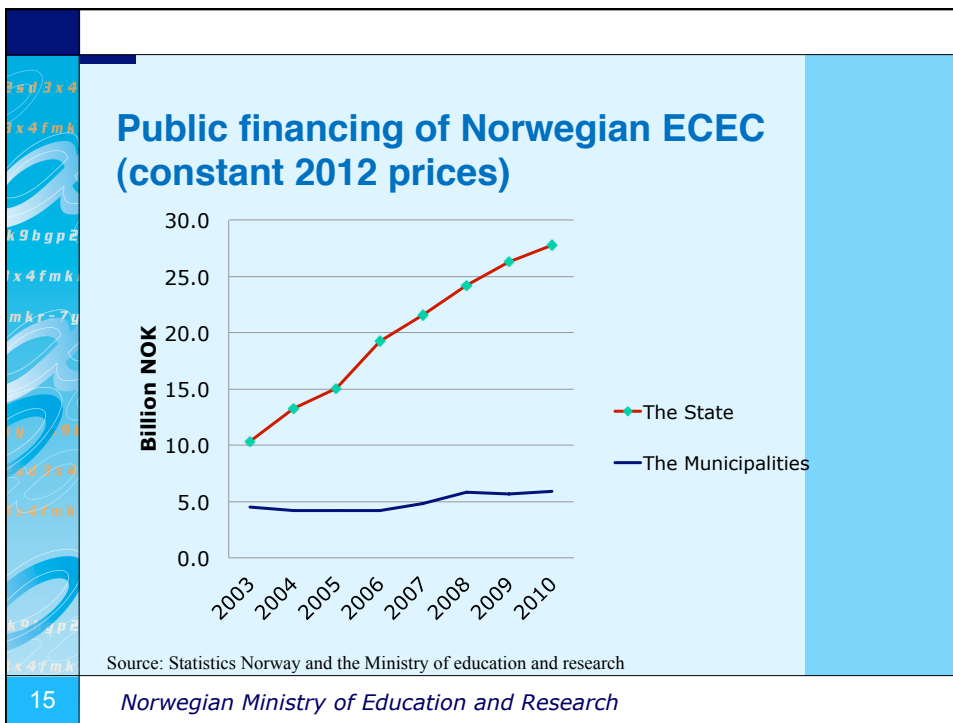


Female workforce participation

- In 1970: 50 %
- In 2010: 80 %

14

Norwegian Ministry of Education and Research



High Quality ECEC for all

- Legislation and regulations
- Curriculum
- Teacher education and staff competence
- Governance and Policy goals
- Monitoring quality
- Knowledge development

16 Norwegian Ministry of Education and Research

NEXT STEPS ---


OECD focus on “Quality” will continue

- **OECD is launching a new project on ECEC for 2013/14.**
 - Strand 1: Monitoring quality
Child development/ outcomes and staff performance (process)
 - Strand 2: Data development
*Learning and well being environment
ISCED 0 (2011) – development of indicators more consistent with integrated services.*
 - Strand 3: Policy review on *Monitoring quality*



2 5 y 3 x 4
 7 x 4 f m k
 k 9 b g p z
 1 x 4 f m k
 m k r = 7 y
 y
 4 6 2 x 9
 7 x 4 f m k
 k 9 - 4 p z
 7 x 4 f m k

Starting strong...



Thank you for your attention

12
Norwegian Ministry of Education and Research