

Education : Early Childhood Education

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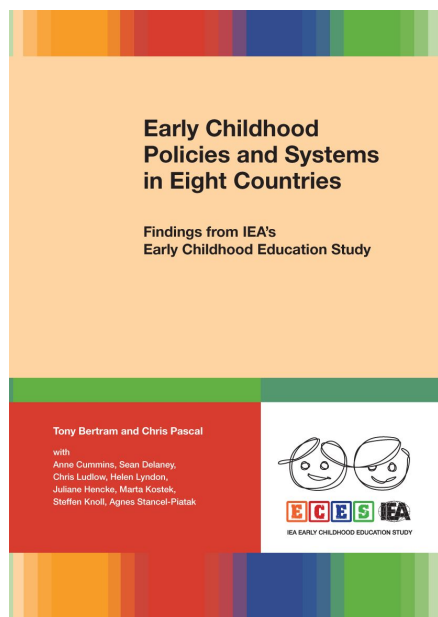
Early Childhood Policies and Systems in Eight Countries

Findings from IEA's Early Childhood Education Study

- Highlights key differences and similarities across a range of agreed policy indicators of early childhood education (ECE) policy
- Provokes dialogue about the inter- and intra-country variations in ECE policy responses and the delivery of ECE systems
- Identifies patterns and emerging issues in policy and system responses that add value to current and future knowledge creation and policy development
- Provides evidence on the use of child outcomes data to inform system development and improvement

This report provides an overview of policy strategies on early childhood education settings (from birth to primary schooling) in eight countries. Data were collected using a policy questionnaire addressed to and completed by the National Research Coordinator(s) (NRC) of Chile, the Czech Republic, Denmark, Estonia, Italy, Poland, the Russian Federation and the United States. The countries that participated provide interesting illustrations of early childhood education policy in action in a range of diverse contexts. Analysis of the systemic and structural results of ECE policy at national and, where necessary, subnational levels, enables transnational comparisons in policy and systems. Key policy changes, both underway and planned, are documented. These data reveal key findings in each of the five policy areas as covered in the questionnaire and this report: public policy; delivery models and providers; participation and enrollment; quality assurance systems; and expectations for child outcomes. In particular, the study aims to provide meaningful information for countries, states and jurisdictions across the world in relation to early childhood education, mapping the systems, structures and user pathways in place, along with the perceptions of stakeholders about the system, its functioning and impact.

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