

# OECD Thematic Review of Early Childhood Education and Care

This Issue File provides links to all the material now available from the OECD's Thematic Review of Early Childhood Education and Care. This includes documents already linked to the CRRU website and material not previously available including other related documents and news stories about the Thematic Review.

Thematic Review of ECEC on the OECD's website: [direct link](#) <sup>[1]</sup>

This Issue File is organized into the following sections:

1. Introduction
2. *Starting Strong II* (2006)
3. Canada's participation in the second round of reviews
4. *Starting Strong* (2001)
5. Country Notes and Background Reports
6. OECD workshop papers
7. Next steps

test: States expect early education benefits <sup>[2]</sup>

<sup>[3]</sup>

Tue, 05/24/2011

**Tags:**

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

## Introduction

The Thematic Review of Early Childhood Education and Care (ECEC) was launched by the Education Committee of the Paris-based Organization for Economic Co-operation and Development (OECD) in 1998. It was motivated by a 1996 meeting of the OECD Education Ministers on the topic "Making Lifelong Learning a Reality for All". With the aim of strengthening the foundations of lifelong learning, the ministers set a goal of improving access to and quality in early childhood education and care and recommended conducting a Thematic Review (a cross-national study).

Through national Education Ministries, OECD member countries were invited to participate. By the end of the project, twenty countries had participated in the review's two rounds.

Early in the review process, country representatives agreed upon the framework, scope and process of the review, and identified the major policy issues for investigation. Each country agreed to prepare or commission a Background Report to provide contextual/demographic information and respond to a set of questions about its provision of ECEC programs and family policy. Each country was then visited by a four member international expert team that met with ECEC officials and community groups and visited ECEC programs. The team then prepared for the OECD a Country Note presenting an analysis of the country's ELCC issues. Two summary reports were developed; *Starting Strong*, in 2001, and *Starting Strong II* in 2006. In addition, a series of international workshops on key topics (curricula and pedagogies; financing; ECEC for children from low income families; data), commissioning a paper on each topic.

Fri, 05/20/2011

**Tags:**

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

# Starting Strong II (2006)

On September 19, 2006, the OECD released the final summary report from the Thematic Review of Early Childhood Education and Care. *Starting Strong II* outlines progress made by the 20 participating countries in responding to key aspects of successful ECEC policy outlined in *Starting Strong* (2001). The report offers many examples of new policy initiatives adopted in the ECEC field as well as comparative data that puts each country in the international context. In their conclusions, the authors identify ten policy areas for further critical attention from governments.

Print copies and full PDF of *Starting Strong II* are available for purchase only from the OECD Bookshop.

- **Order *Starting Strong II*** <sup>[6]</sup>

[To view a read-only PDF of the report prior to making your purchase, follow the order link and click on the icon of a page with an eye on it that will appear to the right of the page. This will open the "browse-it" version.]

## Public access documents

- **Complete executive summary** <sup>[7]</sup>

- **OECD Press release** <sup>[8]</sup>

- **Table. 5.3. Public expenditure on ECEC services (0-6 yrs) in selected OECD countries (%)** <sup>[9]</sup>

## Related analysis

*Early learning and child care: How does Canada measure up?* <sup>[10]</sup> CRRU Briefing Note

Martha Friendly, 2006

Fri, 05/20/2011

**Tags:**

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

# Canada's participation in the second round of reviews

The Canadian Review followed the protocols designed by participating countries. A national Background Report, answering a set of questions common to all the Country Reviews, was commissioned by Human Resources Development Canada. Following its completion, a team of four international ECEC experts came to Canada in September 2003. Based on their site visits, interviews, and review of the Background Report and other documents, the expert OECD team prepared a second report on ECEC in Canada – the Canada Country Note – identifying key strengths and weaknesses and making suggestions for progress.

## Public access documents

- **Background Report (in English** <sup>[11]</sup>; **en français** <sup>[12]</sup>)

- **Country Note (in English** <sup>[13]</sup>; **en français** <sup>[14]</sup>)

## Related document

- **CRRU BRIEFing NOTE Highlights from the recommendations** <sup>[15]</sup>

## News articles

**Canada's new shame: Cheating its children with two-bit child care** <sup>[16]</sup>

Vancouver Province, Oct 27, 2004

**Report spurs push for child care reform** <sup>[17]</sup>

Globe and Mail, October 26, 2004

A call to action on child care <sup>[18]</sup>  
Toronto Star, October 26, 2004

Quebec's the odd one out in its ambition for day care <sup>[19]</sup>  
Montreal Gazette, October 26, 2004

Stop tossing cash at 'bad' child care system: Analyst <sup>[20]</sup>  
Ottawa Citizen, October 26, 2004

Child care report hailed <sup>[21]</sup>  
Toronto Star, October 26, 2004

Canada's child care will improve, Dryden insists <sup>[22]</sup>  
CBC.ca News, October 25, 2004

Canada's child care is failing, OECD says <sup>[23]</sup>  
Globe and Mail, October 25, 2004

Ad hoc approach to childcare panned <sup>[24]</sup>  
Toronto Star, October 25, 2004  
Fri, 05/20/2011

Tags:

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

## Starting Strong (2001)

*Starting Strong* is the comparative report on the findings from the first three years work of the Thematic Review of Early Childhood Education and Care carried out by the OECD. It includes information and data about ECEC in the 12 countries that took part in the Review's first round and the eight "policy lessons" likely to promote equitable access to quality ECEC that were identified in this phase of the work.

*Starting Strong* observed that

Early childhood education and care has experienced a surge of policy attention in OECD countries over the past decade. Policy makers have recognized that equitable access to quality early childhood education and care can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families. There is a need to strengthen knowledge of the range of approaches adopted by different countries, along with the successes and challenges encountered.

Print copies and full PDF of *Starting Strong* (2001) are available for purchase only from the OECD Bookshop.

- Order *Starting Strong* (2001) <sup>[25]</sup>

[To view a read-only PDF of the report prior to making your purchase, follow the order link and click on the icon of a page with an eye on it that will appear to the right of the page. This will open the "browse-it" version.]

- <sup>[26]</sup>Executive summary <sup>[26]</sup> CRRU BRIEFing NOTE, reproduced with permission  
Fri, 05/20/2011

Tags:

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

## Background reports and country notes

# Background reports and country notes

## First round 1998-2000

### AUSTRALIA

- Background Report <sup>[27]</sup>

- Country Note <sup>[28]</sup>

### BELGIUM

- Background Report

Flanders - Part 1 <sup>[29]</sup>

Flanders - Part 2 <sup>[30]</sup>

French community <sup>[31]</sup> (in French only)

- Country Note

Flanders <sup>[32]</sup>

French community <sup>[33]</sup> (in French only)

### CZECH REPUBLIC

- Background Report <sup>[34]</sup>

- Country Note <sup>[35]</sup>

### DENMARK

- Background Report <sup>[36]</sup>

- Country Note <sup>[37]</sup>

### FINLAND

- Background Report <sup>[38]</sup>

- Country Note <sup>[39]</sup>

### ITALY

- Background Report (not available)

- Country Note <sup>[40]</sup>

### NETHERLANDS

- Background Report <sup>[41]</sup>

- Country Note

<sup>[42]</sup>

### NORWAY

- Background Report <sup>[43]</sup>

- Country Note <sup>[44]</sup>

### PORTUGAL

- Background Report

Part 1 <sup>[45]</sup>

Part 2 <sup>[46]</sup>

Part 3 <sup>[47]</sup>

Part 4 <sup>[48]</sup>

Part 5 <sup>[49]</sup>

Part 6 <sup>[50]</sup>

- Country Note <sup>[51]</sup>

## SWEDEN

- Background Report <sup>[52]</sup>

- Country Note <sup>[53]</sup>

## UNITED KINGDOM

- Background Report <sup>[54]</sup>

- Country Note <sup>[55]</sup>

## UNITED STATES

- Background Report <sup>[56]</sup>

- Country Note

<sup>[57]</sup>

# Second round 2003-2004

## AUSTRIA

- Background Report <sup>[58]</sup>

- Country Note <sup>[59]</sup>

## CANADA

- Background Report <sup>[11]</sup>

- Country Note <sup>[13]</sup>

## FRANCE

- Background Report <sup>[60]</sup>(French only)

- Country Note <sup>[61]</sup>

## GERMANY

- Background Report <sup>[62]</sup>

- Country Note <sup>[63]</sup>

## HUNGARY

- Background Report (not available)

- Country Note <sup>[64]</sup>

## IRELAND

- Background Report <sup>[65]</sup>

- Country Note <sup>[66]</sup>

## KOREA

- Background Report <sup>[67]</sup>

- Country Note <sup>[68]</sup>

## MEXICO

- Background Report <sup>[69]</sup> (Spanish only)

- Country Note <sup>[70]</sup>

Fri, 05/20/2011

Tags:

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

# OECD workshop papers

Starting Strong: Curricula and pedagogies in early childhood education and care – Five curriculum outlines <sup>[71]</sup>

May, H., Laevers, F., Pramling, I., Rinaldi, C. & Weikart, D., 2003

Financing ECEC services in OECD countries <sup>[72]</sup>

Cleveland, G. & Krashinsky, M., 2003

Data needs in early childhood education and care <sup>[73]</sup>

Bennett, J., 2002

Early childhood education and care for children from low-income or minority backgrounds <sup>[74]</sup>

Leseman, P., 2002

Early childhood education and care policy in Sweden <sup>[75]</sup>

Korpi, B., 2000

Early child development: The base for a learning society <sup>[76]</sup>

F. Mustard, 2000

Fri, 05/20/2011

Tags:

funding <sup>[77]</sup>

outcomes <sup>[4]</sup>

international organizations <sup>[5]</sup>

curricula and pedagogy <sup>[78]</sup>

# Next Steps

After the publication of the comparative report, Starting Strong II, responsibility for the Starting Strong project was passed by the Directorate for Education at the OECD to **Kind en Gezin** <sup>[79]</sup>, the government agency responsible for child care in Flanders. At the request of several countries that had taken part in the reviews, the project was transformed into a specialised inter-country network, called the OECD Starting Strong Network.

The Network has received a mandate from the OECD Committee for Education Policy to achieve the following goals:

- To bring together senior administrators from the national ministries in charge of children's services in the member countries;
- To organise two workshops annually for country administrators on (emerging) topics important for policy in the early childhood field;

- To maintain the knowledge base established by the OECD reviews -  
and, in particular, to collect accurate statistical information on the  
various countries participating in the network - in co-operation with  
the Indicators and Analysis Division at the OECD.

Source URL (modified on 7 Aug 2020): <https://childcarecanada.org/resources/issue-files/oecd-thematic-review-early-childhood-education-and-care>  
Links

[1] [http://www.oecd.org/document/3/0,3343,en\\_2649\\_34511\\_27000067\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/3/0,3343,en_2649_34511_27000067_1_1_1_1,00.html) [2] <http://pages.childcarecanada.org/documents/child-care-news/03/06/states-expect-early-education-benefits-us> [3] <http://pages.childcarecanada.org/documents/child-care-news/06/09/childcare-industry-scores-poorly-oecd-au> [4] <https://childcarecanada.org/category/tags/outcomes> [5] <https://childcarecanada.org/category/tags/international-organizations> [6] <http://www.oecdbookshop.org/oecd/display.asp?sf1=identifiers&lang=EN&st1=9789264035454> [7] [http://www.oecd.org/document/63/0,2340,en\\_2649\\_34511\\_37416703\\_1\\_1\\_1\\_1,00.html#ES](http://www.oecd.org/document/63/0,2340,en_2649_34511_37416703_1_1_1_1,00.html#ES) [8] [http://www.oecd.org/document/61/0,2340,en\\_2649\\_201185\\_37426685\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/61/0,2340,en_2649_201185_37426685_1_1_1_1,00.html) [9] [http://www.oecd.org/vgn/images/portal/cit\\_731/38/7/37417162Figure%205.3.JPG](http://www.oecd.org/vgn/images/portal/cit_731/38/7/37417162Figure%205.3.JPG) [10] <https://childcarecanada.org/publications/briefing-notes/06/10/early-learning-and-child-care-how-does-canada-measure> [11] <http://www.oecd.org/dataoecd/41/36/33852192.pdf> [12] <http://www.oecd.org/dataoecd/41/35/33852210.pdf> [13] <http://www.oecd.org/dataoecd/42/34/33850725.pdf> [14] <http://www.oecd.org/dataoecd/42/33/33850796.pdf> [15] <https://childcarecanada.org/publications/briefing-notes/04/10/oecd-thematic-review-canadian-early-childhood-education-and-care-h> [16] <https://childcarecanada.org/documents/child-care-news/04/10/canadas-new-shame-cheating-its-children-two-bit-child-care> [17] <https://childcarecanada.org/documents/child-care-news/04/10/report-spurs-push-child-care-reform> [18] <https://childcarecanada.org/documents/child-care-news/04/10/call-action-child-care> [19] <https://childcarecanada.org/documents/child-care-news/04/10/quebecs-odd-one-out-its-ambition-day-care> [20] <https://childcarecanada.org/documents/child-care-news/04/10/stop-tossing-cash-bad-child-care-system-analyst> [21] <https://childcarecanada.org/documents/child-care-news/04/10/child-care-report-hailed> [22] <https://childcarecanada.org/documents/child-care-news/04/10/canadas-child-care-will-improve-dryden-insists> [23] <https://childcarecanada.org/documents/child-care-news/04/10/canadas-child-care-failing-oecd-says> [24] <https://childcarecanada.org/documents/child-care-news/04/10/ad-hoc-approach-child-care-panned> [25] <http://www.oecdbookshop.org/oecd/display.asp?CID=&LANG=EN&SF1=DI&ST1=5LMQCR2K9TJT> [26] <https://childcarecanada.org/publications/briefing-notes/01/12/executive-summary-starting-strong%E2%80%94early-education-and-care-report-> [27] <http://www.oecd.org/dataoecd/61/58/1900259.pdf> [28] <http://www.oecd.org/dataoecd/48/34/2673543.pdf> [29] <http://www.oecd.org/dataoecd/62/35/1900278.pdf> [30] <http://www.oecd.org/dataoecd/62/37/1900295.pdf> [31] [http://www.oejaj.cfwb.be/?id\\_article=147](http://www.oejaj.cfwb.be/?id_article=147) [32] <http://www.oecd.org/dataoecd/47/40/2479277.pdf> [33] <http://www.oecd.org/dataoecd/9/38/1915159.pdf> [34] <http://www.oecd.org/dataoecd/62/40/1900320.pdf> [35] <http://www.oecd.org/dataoecd/52/26/2534726.pdf> [36] <http://www.oecd.org/dataoecd/48/37/2475168.pdf> [37] <http://www.oecd.org/dataoecd/31/56/33685537.pdf> [38] <http://www.oecd.org/dataoecd/48/55/2476019.pdf> [39] <http://www.oecd.org/dataoecd/52/27/2534770.pdf> [40] <http://www.oecd.org/dataoecd/15/17/33915831.pdf> [41] <http://www.oecd.org/dataoecd/48/54/2476092.pdf> [42] <http://www.oecd.org/dataoecd/52/28/2534828.pdf> [43] <http://www.oecd.org/dataoecd/48/53/2476185.pdf> [44] <http://www.oecd.org/dataoecd/52/29/2534885.pdf> [45] <http://www.oecd.org/dataoecd/48/51/2476551.pdf> [46] <http://www.oecd.org/dataoecd/48/49/2476768.pdf> [47] <http://www.oecd.org/dataoecd/48/47/2477090.pdf> [48] <http://www.oecd.org/dataoecd/48/6/2477475.pdf> [49] <http://www.oecd.org/dataoecd/48/4/2477789.pdf> [50] <http://www.oecd.org/dataoecd/48/2/2478191.pdf> [51] <http://www.oecd.org/dataoecd/52/30/2534928.pdf> [52] <http://www.oecd.org/dataoecd/48/17/2479039.pdf> [53] <http://www.oecd.org/dataoecd/52/31/2534972.pdf> [54] <http://www.oecd.org/dataoecd/48/16/2479205.pdf> [55] <http://www.oecd.org/dataoecd/52/32/2535034.pdf> [56] <http://www.oecd.org/dataoecd/25/55/27856788.pdf> [57] <http://www.oecd.org/dataoecd/52/33/2535075.pdf> [58] <http://www.oecd.org/dataoecd/9/46/34431926.pdf> [59] <http://www.oecd.org/dataoecd/14/57/36472878.pdf> [60] <http://www.oecd.org/dataoecd/60/38/34402477.pdf> [61] <http://www.oecd.org/dataoecd/60/36/34400146.pdf> [62] <http://www.oecd.org/dataoecd/41/24/34411165.pdf> [63] <http://www.oecd.org/dataoecd/42/1/33978768.pdf> [64] <http://www.oecd.org/dataoecd/51/20/34425201.pdf> [65] [https://www.education.ie/servlet/blobServlet/oecd\\_thematic\\_reivew\\_early\\_childhood\\_background\\_report.pdf](https://www.education.ie/servlet/blobServlet/oecd_thematic_reivew_early_childhood_background_report.pdf) [66] <http://www.oecd.org/dataoecd/51/18/34425332.pdf> [67] <http://www.oecd.org/dataoecd/33/46/39279389.pdf> [68] <http://www.oecd.org/dataoecd/42/43/33689774.pdf> [69] <http://www.oecd.org/dataoecd/10/38/34429901.pdf> [70] <http://www.oecd.org/dataoecd/11/39/34429196.pdf> [71] <http://www.oecd.org/dataoecd/23/36/31672150.pdf> [72] <http://www.oecd.org/dataoecd/55/59/28123665.pdf> [73] <http://www.oecd.org/dataoecd/25/54/27858604.pdf> [74] <http://www.oecd.org/dataoecd/48/15/1960663.pdf> [75] <http://www.oecd.org/dataoecd/31/17/31551259.pdf> [76] <http://www.oecd.org/dataoecd/31/18/31551283.pdf> [77] <https://childcarecanada.org/category/tags/funding> [78] <https://childcarecanada.org/category/tags/curricula-and-pedagogy> [79] [http://www.kindengezin.be/KG/English\\_pages/default.jsp](http://www.kindengezin.be/KG/English_pages/default.jsp)