





- 1) Systematic and integrated approach to ECE policy
- 2)



OECD policy elements adapted to Canadian context



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?



Oversight and policy

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



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
- “ ECEC recommended a minimum investment of 1% of GDP
- “ Q: Is funding adequate to support program quality and provide



Funding to improve access and quality

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

Change in Canada ECE Spending as a Percentage of the GDP





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?



Equitable access

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







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.)
- “

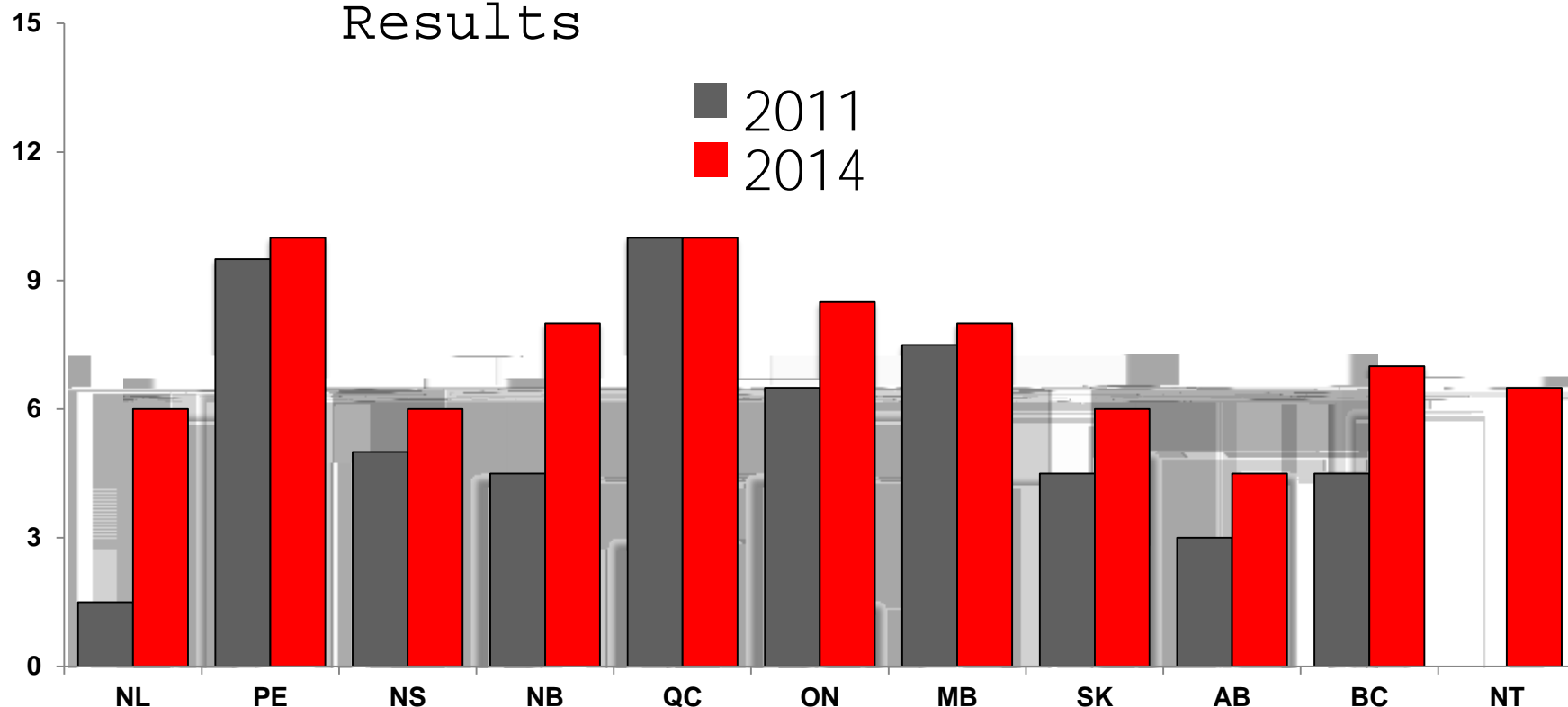


More attention to monitoring

Annual progress reports posted (2011 or later)	1
Program standards for ECE programs (including kindergarten)	1
EDI or population measures for preschool learning collected and reported	1
Total score	15

More attention to Early Childhood Education

Change in ECE Report Results



EDI - Background

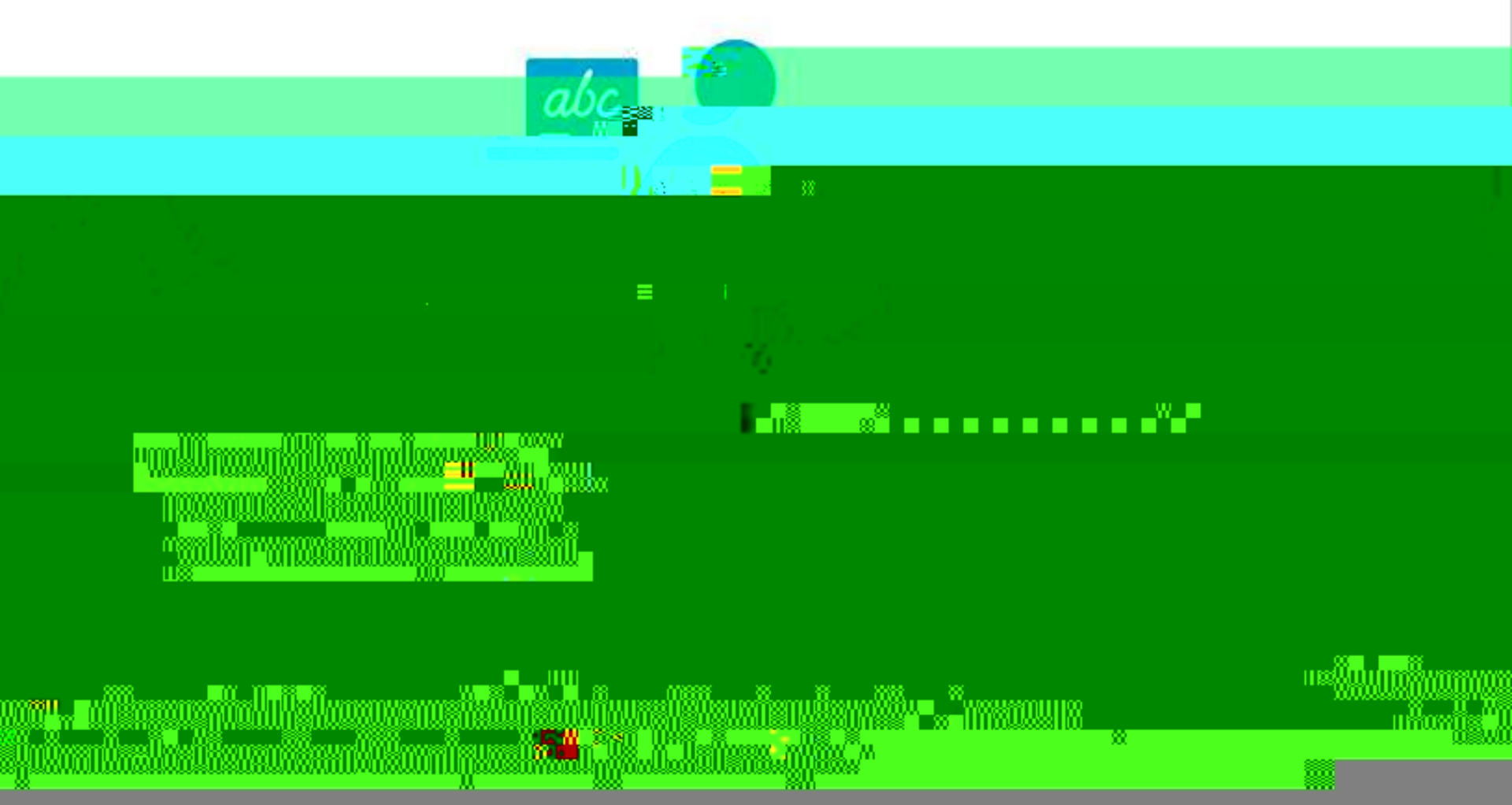
“ Full name: Î

The tool

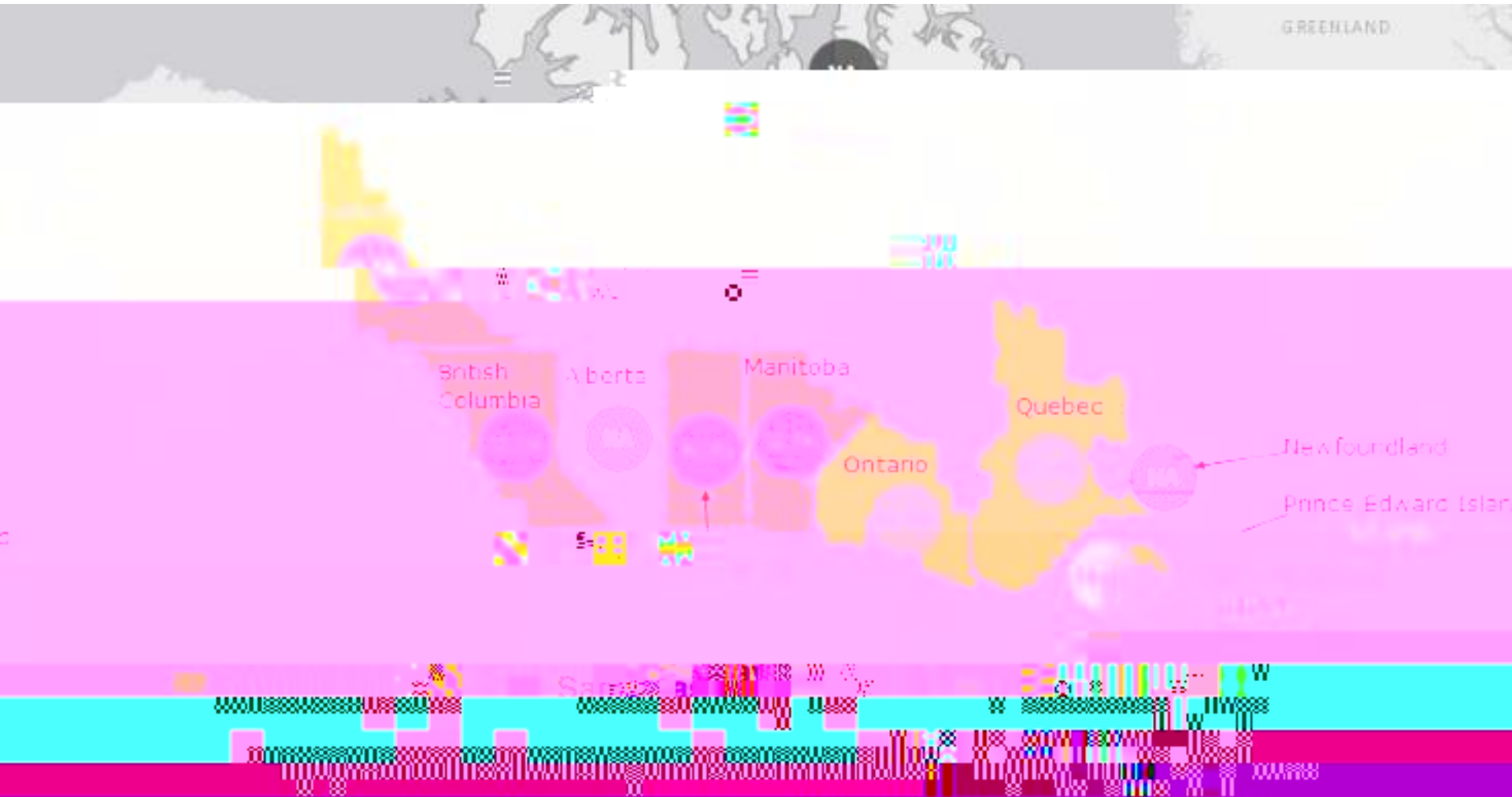
“ A teacher-completed instrument measuring children’s readiness for school. Collected on kindergarten-aged children during second half of the school year.

”

Vulnerability rate in Canadian children

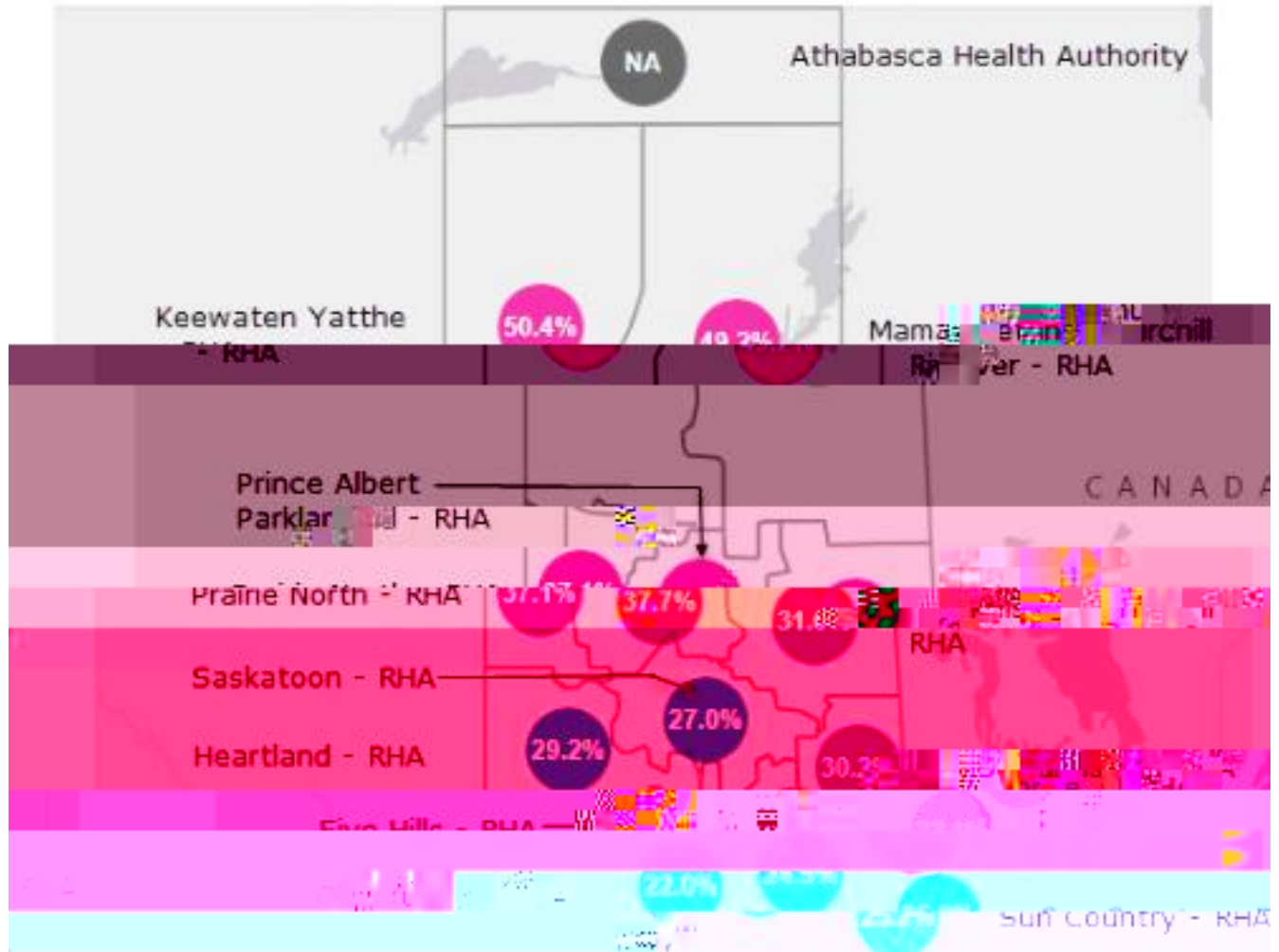


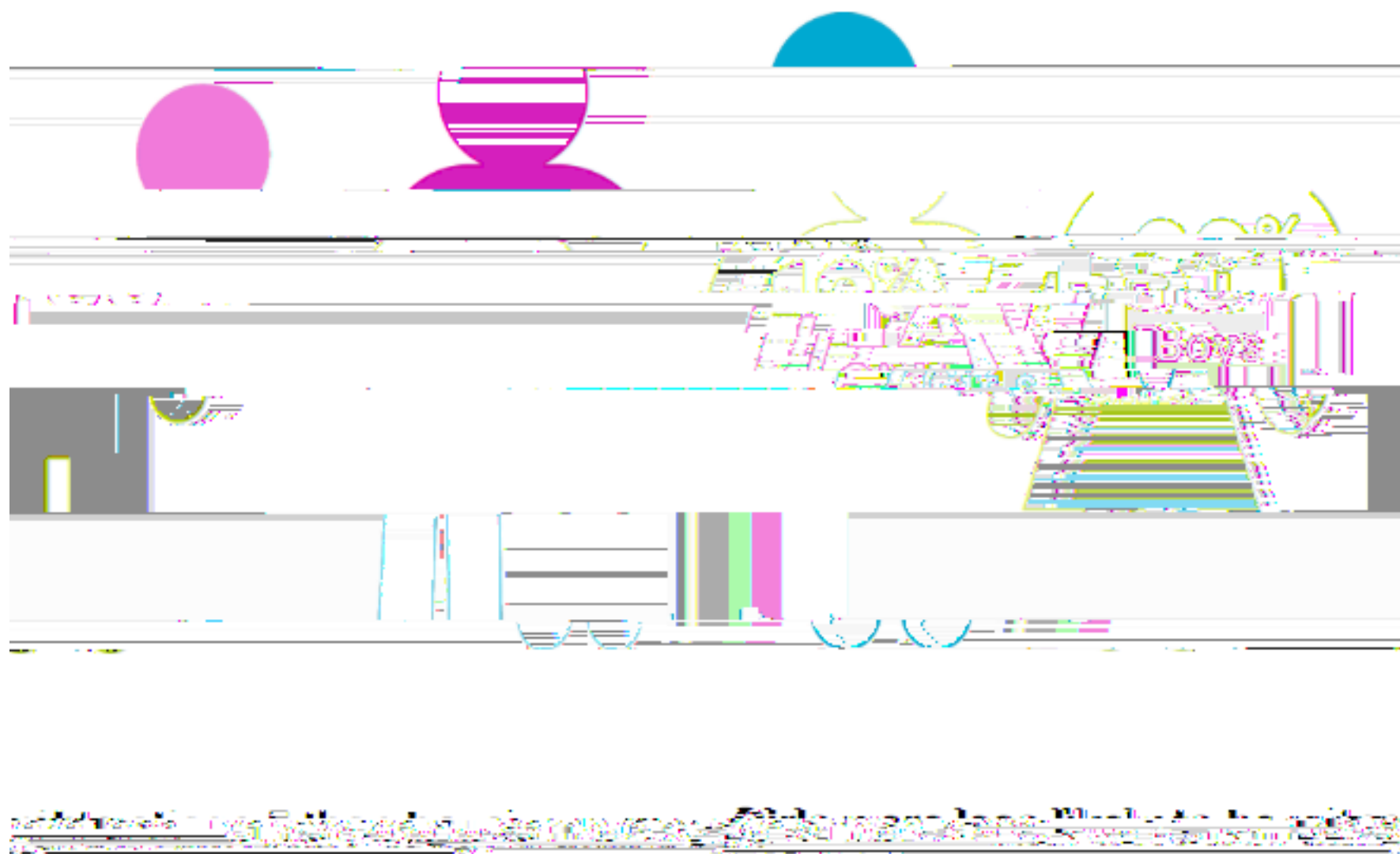
Rates of vulnerability by province/territory





Rates by region









Key Messages

Variability in vulnerability rates found across provinces

Neighbourhood, income and sex are strong predictors of vulnerability

Vulnerability in children follows the income gradient and is more pronounced in boys than girls

Programs and policies exist across all P/Ts that have some impact on child outcomes

Integrated approaches with proportionate universalism are needed across all P/T (universal programs for ECE but with a scale and intensity that is proportionate to the level of disadvantage)

Purpose of EDI

“

EDI .

BC	2001-04	2004, 2006, 2008, 2010, 2012. Wave 6 - Small schools annually; larger schools every 2-3 yrs
AB	2009	2011/13, 2016 & 2019
SK		2009, 2010, 2011
MB	1999, 2003, 2004	2005, 2006, 2007, 2009, 2011, 2013,2015
ON	1999	2004, 2007, 2009, 2012, 2014/15
QC	2006, 2007, 2009	2012
NB	N/A	N/A
NS	2006-11	2013
PE	1999	2008
NL	2007, 2010, 2011	2013
NU	1999	
NT		2012, 2013,2014.2015
YK		2010, 2011, 2012

EDI . Continued?

BC	Y
AB	Y
SK	Y
MB	Y
ON	Y
QC	Y
NB	N
NS	TBD
PE	N
NL	TBD
NU	N
NT	Y
YK	Y

EDI . Analyze

BC	HELP
AB	ECMap
SK	Offord Centre
MB	Offord Centre, HCMO
ON	Offord Centre working with 53 regional DACs
QC	Offord Centre for AE; ISQ for province,
NB	
NS	Offord Centre
PE	Offord Centre
NL	Offord Centre
NU	
NT	Offord Centre
YK	HELP

EDI

EDI . Analyzed reports go to

BC	School districts, community coalitions
AB	Community coalitions/ then online
SK	Schools boards
MB	Community coalitions/ school divisions
ON	DACs, school boards, also to community planning tables, or regional governments (on request)
QC	AE sites, Public Health Montreal, provincial reports, schools, municipalities
NB	
NS	Schools, school districts
PE	
NL	Schools, school districts
NU	
NT	School districts
YK	Schools, school districts

EDI . Used by

BC	Community coalitions; school boards & ministries
AB	Community coalitions
SK	School boards
MB	Community coalitions, Schools & ministries for planning
ON	Community coalition, schools for internal planning, indicator for poverty reduction strategy, some municipal governments
QC	AE sites; provincial and regional planning
NB	
NS	School boards
PE	

EDI . Active parent consent

BC	N
AB	Y
SK	N
MB	N
ON	N
QC	N
NB	
NS	N
PE	
NL	N
NU	
NT	N
YK	N

First Nations collection

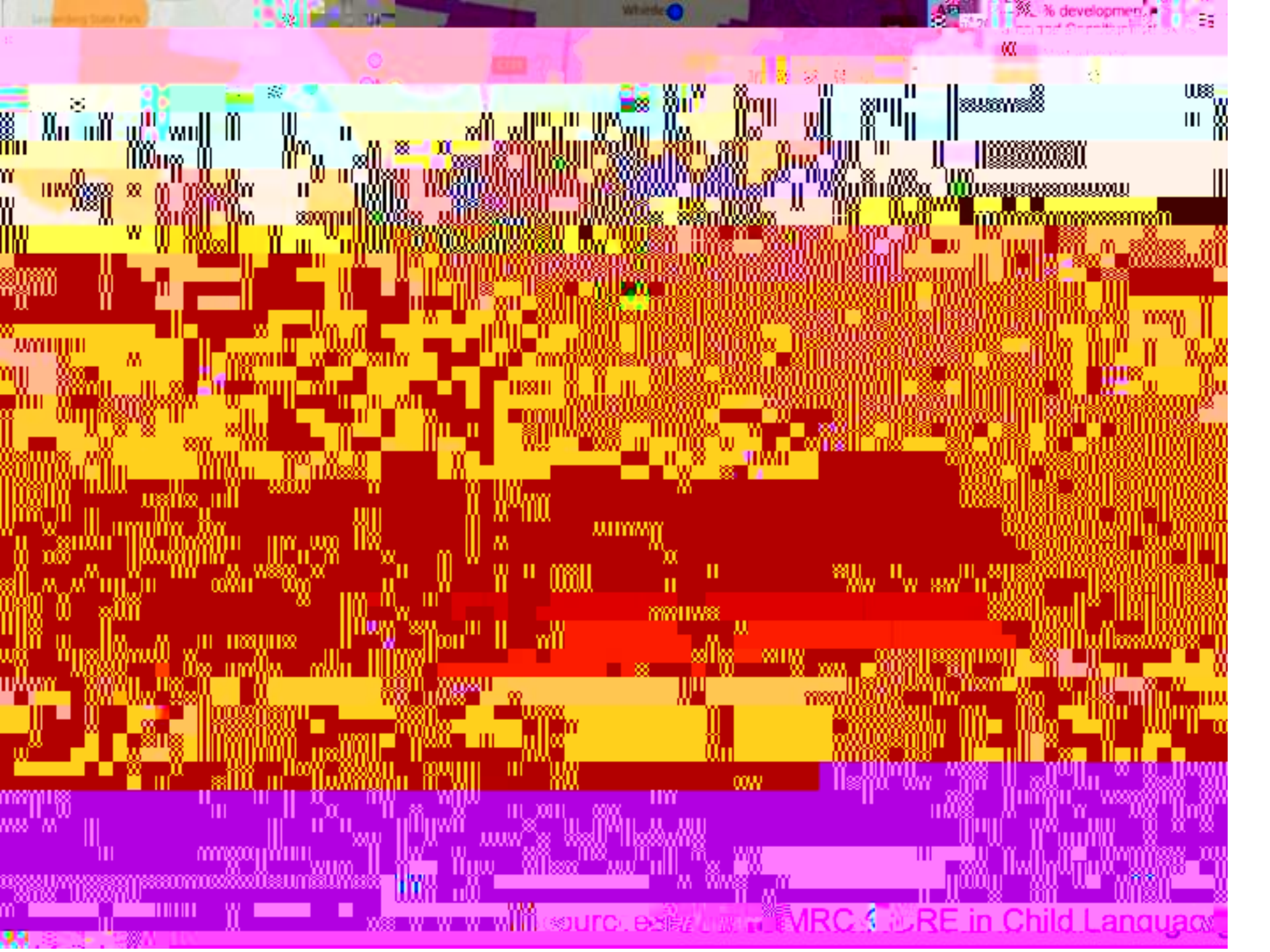
	First Nations collection	Analyzed	Reported
BC	Some on reserve schools	HELP in association with Aboriginal Education committees	By language territories or school districts
AB	Under discussion		
SK	Under discussion		
MB	HCMO supports collection in 13 FN schools	FN Education Resource Centre with support from HCMO	As part of HCMO reports
ON	By direct agreement with the Offord Centre and First Nations Band Councils.	Offord Centre	According to agreements for FN schools and as part of demographic information for FN children living off reserve
QC	Some by agreement		
NB	N/A		
NS	N/A		
PE	No		
NL	N/A		
NU	N/A		
NT	All schools are part of Education department		

Australian EDI

Piloted 2004 to 2008, implemented nationwide in 2009. Community discussions of EDI results have produced a range of local actions:

- “ Nutrition centres
- “ Parenting information
- “ Community coalitions
- “ Summer programs in schools
- “ Training for child minders
- “ Expanded speech therapy, child psychology services and prenatal health care
- “ Community supported playgroups

Results were also used to focus preschool curriculum on developmental needs and to target existing



Pluses and minuses

- “ EDI is widely credited with increasing community awareness of early childhood issues and engaging the community in working toward solutions.
- “ Coalitions among service providers and advocates were created, strengthened and better focused.
- “ Funding constraints and program rules make it difficult to adapt programs based on EDI results, making it difficult to maintain