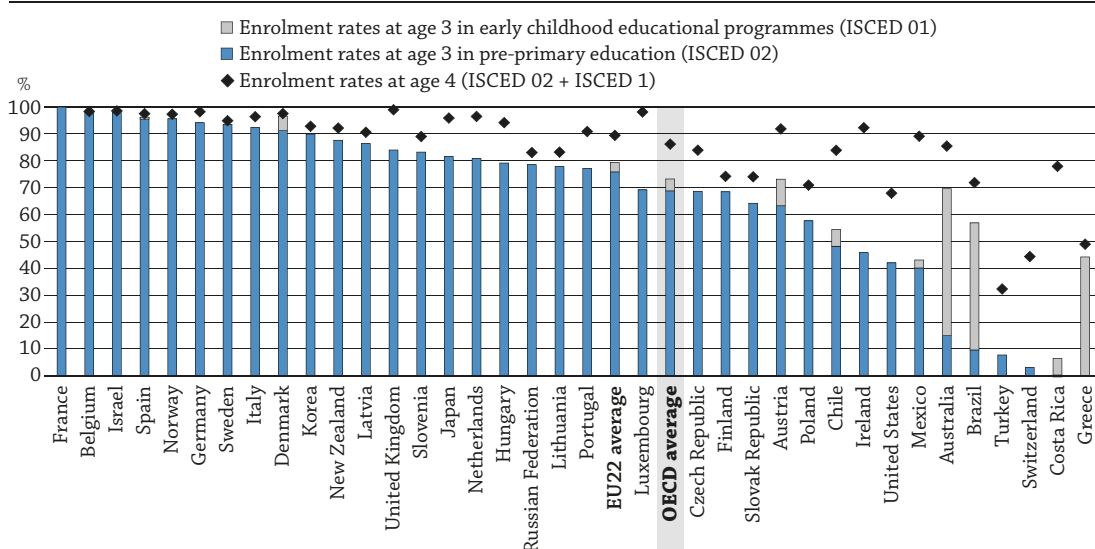


HOW DO EARLY CHILDHOOD EDUCATION SYSTEMS DIFFER AROUND THE WORLD?

- Fifteen-year-old students who attended at least one year of pre-primary education perform better on the OECD Programme for International Student Assessment (PISA) than those who did not, even after accounting for their socio-economic background.
- Early childhood education is particularly beneficial for students with an immigrant background. Immigrant students who reported attending pre-primary education outperformed students of immigrant status who had not participated in such programmes by 49 points in the PISA reading assessment, which roughly corresponds to one additional year of schooling.
- In a majority of OECD countries, education now begins for most children well before they are 5 years old. Some 71% of 3-year-olds are enrolled in early childhood education across OECD countries. In OECD countries that are part of the European Union, 77% of 3-year-olds are enrolled.

Figure C2.1. Enrolment rates at age 3 and 4 in early childhood and primary education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD, Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

As parents are more likely to be in the workforce today, there is a growing need for early childhood education. In addition, there is increasing awareness of the key role that early childhood education plays for children's well-being and cognitive and social-emotional development. As a result, ensuring the quality of early childhood education and care (ECEC) has become a policy priority in many countries.

Enrolling children in early childhood education can also mitigate social inequalities and promote better student outcomes overall. Many of the inequalities found in education systems are already evident when children enter formal schooling and persist (or increase) as they progress through the school system. In addition, pre-primary education helps to prepare children to enter and succeed in formal schooling.

There are many different ECEC systems and structures within OECD countries. Consequently, there is also a range of different approaches to identifying the boundary between early childhood education and childcare (see the *Definitions* section at the end of this indicator). These differences should be taken into account when drawing conclusions from international comparisons.

■ Other findings

- Almost nine out of ten 4-year-olds (86%) are enrolled in pre-primary (or primary education for few of them) across OECD countries.
- Some 77% of pre-primary children in European OECD countries are enrolled in public institutions, compared to 68% on average across all OECD countries.
- Expenditure on pre-primary education accounts for an average of 0.6% of GDP, while expenditure on early childhood education development accounts for an average of 0.2% of GDP.
- In most countries, the proportion of children enrolled in private early childhood education is considerably larger than the proportion enrolled in private primary and secondary educational institutions. Thus, more than 50% of children enrolled in early childhood development programmes and one-third of those enrolled in pre-primary education attend private institutions, on average.
- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. The child-teacher ratio at the pre-primary level, excluding teachers' aides, ranges from more than 20 children per teacher in Chile, China, France and Mexico to fewer than 10 in Australia, New Zealand, Slovenia and Sweden.
- Some countries make extensive use of teachers' aides in pre-primary education, which is shown by smaller ratios of children to contact staff than of children to teaching staff. In Chile, France and the United Kingdom, there is one teachers' aide per each fourteen pupils or less in pre-primary education.

■ Trends

Over the past decade, many countries have expanded early childhood education. This increased focus has resulted in the extension of compulsory education to lower ages in some countries, free early childhood education, universal provision of early childhood education and the creation of programmes that integrate care with formal pre-primary education.

On average across OECD countries with 2005 and 2014 data, enrolments in pre-primary education rose from 54% of 3-year-olds in 2005 to 69% in 2014, and from 73% of 4-year-olds in 2005 to 85% in 2014. The enrolment rates of 4-year-olds in pre-primary education increased by 30 percentage points or more in Australia, Chile, Korea, Poland and the Russian Federation between 2005 and 2014.

Analysis

In a majority of OECD countries, ECEC policy has paralleled the evolution of women's participation in the labour force. More and more women have become salaried employees since the 1970s, as the service- and knowledge-based economies expanded. Because economic prosperity depends on maintaining a high employment-to-population ratio, encouraging more women to enter the labour market has prompted greater government interest in expanding ECEC services. In the 1970s and 1980s, European governments, in particular, put in place family and childcare policies to encourage couples to have children and ensure that it is feasible for women to combine work and family responsibilities (OECD, 2013a; OECD, 2011a).

There is a growing body of evidence that children who start strong in their development, learning and well-being will have better outcomes when they grow older. Such evidence has prompted policy makers to design early interventions and rethink their education spending patterns to gain “value for money”.

Enrolment in early childhood education

While primary and lower secondary enrolment patterns are fairly similar throughout OECD countries, there is significant variation in early childhood education programmes among OECD and other G20 countries. This includes financing, the overall level of participation in programmes, the typical starting age for children and the duration of programmes (Table C2.5).

In most OECD countries, early childhood education now begins for most children well before they are 5 years old. Almost nine out of ten 4-year-olds (86%) are enrolled in pre-primary and primary education across OECD countries. In the OECD countries that are part of the European Union, 89% of 4-year-olds are enrolled. Enrolment rates for pre-primary and primary education at this age vary from 95% or more in Belgium, Denmark, France, Germany, Israel, Italy, Japan, Luxembourg, the Netherlands, Norway, Spain, Sweden and the United Kingdom to less than 60% in Greece, Switzerland and Turkey. Early childhood education can be provided in more school-like settings or in integrated early childhood provision, as is more common, for example, in the Nordic countries and Germany.

Early childhood education programmes for even younger children are not as extensive. In some countries, demand for early childhood education for children aged 3 and under far outstrips supply, even in countries that provide for long parental leave. Almost four out of ten (36%) 2-year-olds are enrolled in early childhood education across all OECD countries, growing to almost three out of four (71%) for 3-year-olds. The highest enrolment rates of 3-year-olds in early childhood education are found in Denmark, France, Israel, Norway and Spain. In countries where public funding for parental leave is limited, many working parents must either look to the private market, where parents' ability to pay significantly influences access to quality services, or else rely on informal arrangements with family, friends and neighbours (Table C2.1, Figure C2.1 and OECD, 2011b).

Enrolment in early childhood education and PISA performance at age 15

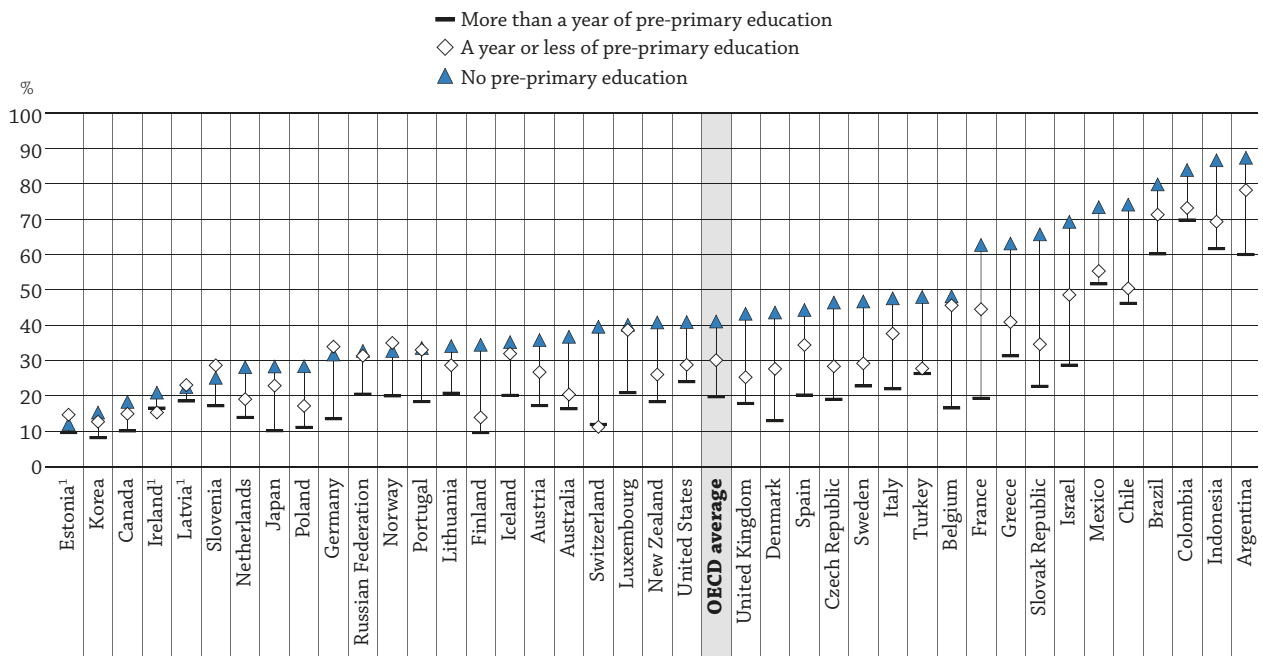
On average across OECD countries, 74% of the 15-year-old students assessed by the OECD Programme for International Student Assessment reported that they had attended more than one year of pre-primary education. According to students' responses, enrolment in more than one year of pre-primary education was nearly universal about ten years ago in Belgium, France, Hungary, Iceland, Japan and the Netherlands, where over 90% of 15-year-olds reported that they had attended pre-primary education for more than one year. Pre-primary education is rare in Turkey, where fewer than 30% of 15-year-olds had attended pre-primary education for any period of time. More than one year of pre-primary education is uncommon in Australia, Chile, Ireland and Poland, where fewer than 52% of students reported that they had attended pre-primary education for that length of time (see OECD, 2013b, Table IV.3.33).

PISA analyses find that, in most countries, students who had attended at least one year of pre-primary education tend to perform better than those who had not, even after accounting for students' socio-economic background. PISA research also shows that the relationship between pre-primary attendance and performance tends to be stronger in school systems with longer-duration pre-primary education, smaller child-to-teacher ratios in pre-primary education, and higher public expenditure per child at the pre-primary level (OECD, 2013c, Table II.4.12).

Early childhood education is particularly important for students with an immigrant background. On average, immigrant students who reported attending pre-primary education scored 49 points higher in the PISA reading assessment than immigrant students who reported they had not participated in such programmes (see OECD, 2015, Figure 4.15). The difference in the PISA reading score corresponds to roughly one additional year of schooling. However, the disparity in achievement for immigrant students with and without exposure to pre-primary education should be interpreted carefully. Parental preferences, in addition to availability and accessibility of early childhood education, may have an impact on both the likelihood of attending pre-primary education and the learning outcomes captured by PISA.

In most countries, students who attended pre-primary education at some point are much less likely to be low performers in mathematics than those who did not (Figure C2.2). Moreover, attending pre-primary education for more than one year also boosts their performance in mathematics, further reducing their chances of being low performers.

Figure C2.2. Percentage of low performers in mathematics, by attendance at pre-primary school (2012)
Share of students who are low performers in mathematics



1. Percentage-point differences between the share of low-performing students who had not attended pre-primary school and those who had attended for at least one year are not statistically significant.

Countries and economies are ranked in ascending order of the percentage of low-performing students who had not attended pre-primary school.

Source: OECD, *Low-Performing Students: Why They Fall Behind and How To Help Them Succeed*, PISA (<http://dx.doi.org/10.1787/9789264250246-en>), Figure 2.13. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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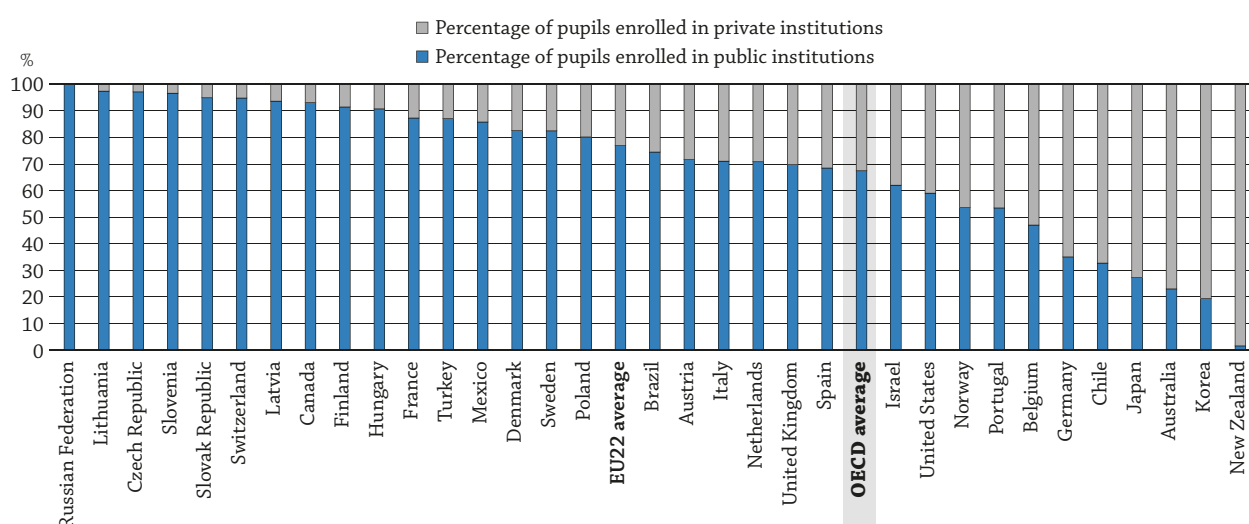
Early childhood education, by type of institutions

As countries continue to expand their early childhood education programmes, it will be important to consider parents' needs and expectations regarding accessibility, cost, programme and staff quality, and accountability. When parents' needs for quality, accessibility or accountability are not met in public institutions, some parents may be more inclined to send their children to private pre-primary institutions (Shin, Young and Park, 2009).

In most countries, a minority of children attend private schools at primary through upper secondary levels. However, the proportions of children enrolled in private early childhood educational institutions are considerably larger. The private institutions in early childhood education also include publicly funded/government-dependent institutions in some countries. In half of the 17 countries with available data on early childhood development programmes, most pupils are enrolled in private institutions. In New Zealand, for example, almost all early childhood educational institutions are private and government-dependent, and these cover 98% of enrolled children at ISCED 01. On the other hand, in countries such as Finland, Lithuania, the Russian Federation, Slovenia and Sweden, over 80% of pupils at that level are enrolled in public institutions.

At the pre-primary level, some 10% of children in pre-primary education are enrolled in independent private schools, on average across OECD countries. When considering pre-primary independent private and government-dependent private schools together, 32% of children are enrolled in private pre-primary programmes. This proportion exceeds 50% in Australia, Belgium, Chile, Germany, Japan, Korea and New Zealand (Table C2.2 and Figure C2.3).

Figure C2.3. Percentage of pupils enrolled in public and private institutions in pre-primary education (2014)



Countries are ranked in descending order of the percentage of pupils enrolled in public institutions in pre-primary education.

Source: OECD, Table C2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

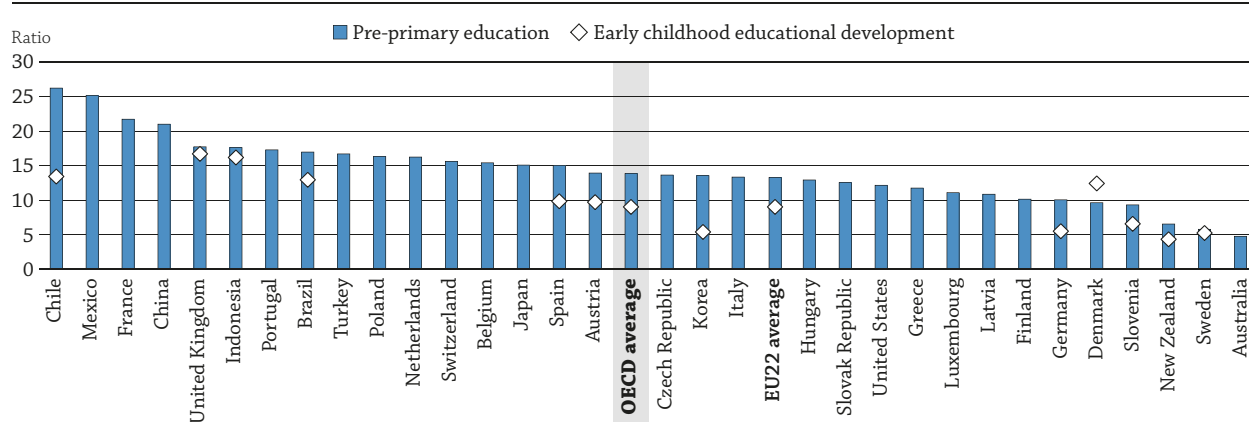
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Variation in child-teacher ratios across OECD countries

Research demonstrates that enriched, stimulating environments and high-quality pedagogy are fostered by better-qualified practitioners, and that better-quality staff-child interactions facilitate better learning outcomes. While qualifications are one of the strongest predictors of staff quality, the level of qualification tells only part of the story. Qualifications indicate how much specialised and practical training is included in initial staff education, what types of professional development and education are available and taken up by staff, and how many years of experience staff have accumulated. In addition, working conditions can influence professional satisfaction, which is likely to affect the ability and willingness of professionals to build relationships and interact attentively with children. High turnover disrupts the continuity of care, undermines professional development efforts, lowers overall quality and adversely affects child outcomes.

Figure C2.4. Ratio of pupils to teaching staff in early childhood education (2014)

Public and private institutions, calculation based on full-time equivalents



Note: The figures should be interpreted with some caution because the indicator compares the teacher/pupil ratios in countries with “education-only” and “integrated education and day-care” programmes. In some countries, the staff requirements in these two types of provision are very different. Countries are ranked in descending order of pupils to teaching staff ratios in pre-primary education.

Source: OECD, Table C2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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The ratio of children to teaching staff is an important indicator of the resources devoted to education. That ratio is obtained by dividing the number of full-time equivalent children at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions. However, it cannot be interpreted in terms of group/class size. The number of children per group/class summarises different factors, but distinguishing between these factors helps to identify differences in the quality of education systems (see Indicator D2).

Table C2.2 shows the ratio of children to teaching staff and also the ratio of children to contact staff (e.g. teachers and teachers' aides) in early childhood education. Some countries make extensive use of teachers' aides at the pre-primary level. In Chile and the United Kingdom, around half of teaching staff is composed of teachers' aides. On average across OECD countries, there are 14 children for every teacher in pre-primary education. The child-teacher ratio, excluding teachers' aides, ranges from more than 20 children per teacher in Chile, China, France and Mexico to fewer than 10 in Australia, New Zealand, Slovenia and Sweden (Table C2.2 and Figure C2.4).

Financing early childhood education

Sustained public funding is critical for supporting the growth and quality of early childhood education programmes. Appropriate funding helps to recruit professional staff who are qualified to support children's cognitive, social and emotional development. Investment in early childhood facilities and materials also helps support the development of child-centred environments for well-being and learning. In countries that do not channel sufficient public funding to cover both quantity and quality, some parents may be more inclined to send their children to private ECEC services, which implies heavy financial burdens (OECD, 2011b). Others may prefer to stay home, which can hinder parents' participation in the labour force (OECD, 2011a).

Public expenditure on pre-primary education is mainly used to support public institutions, but in some countries it also funds private institutions, to varying degrees. At the pre-primary level, annual expenditure per child, from both public and private sources, for both public and private institutions, averages USD 8 070 in OECD countries. However, expenditure varies from USD 4 000 or less in Turkey to more than USD 14 000 in Luxembourg and Norway (Table C2.3).

In the majority of countries, expenditure per child is much higher in public than private institutions. Publicly funded pre-primary education tends to be more strongly developed in the European countries of the OECD than in the non-European countries. In Europe, the concept of universal access to education for 3-6 year-olds is generally accepted. Most countries in this region provide all children with at least two years of free, publicly funded pre-primary education in schools before they begin primary education. With the exception of Ireland and the Netherlands, such access is generally a statutory right from the age of 3, and even before then in some countries. In other countries, however, private funding is much stronger than public funding. For example, in the Netherlands, expenditure per pupil in private early childhood education is almost twice that in public institutions, and in New Zealand, expenditure on private institutions is eleven times higher than on public ones, given that the single public early childhood education (ECE) provider is distance-based and virtually all ECE institutions are private. Moreover, in New Zealand, all pre-primary education up to 20 hours per week is paid for by the government and is free to parents.

In early childhood educational development (ISCED 01), public sources account for 69% of total expenditure, while in pre-primary education (ISCED 02), the share of public expenditure is 83% of the total. In countries such as Australia, Colombia and Israel, the share of private expenditure is 75% or higher, while in Finland, Norway and Sweden, over 90% of expenditure comes from public sources. In pre-primary education, there is higher public funding, and in 11 of the 32 countries with available data, 90% or more of expenditure comes from the government. Australia and Japan are the only countries where private sources account for more than 50% of total expenditure at pre-primary level. In the case of Australia, much of the private funding is actually subsidised by the government in form of grants to households. Although these grants are used as private funding for early childhood programmes, their initial source is from government's subsidies.

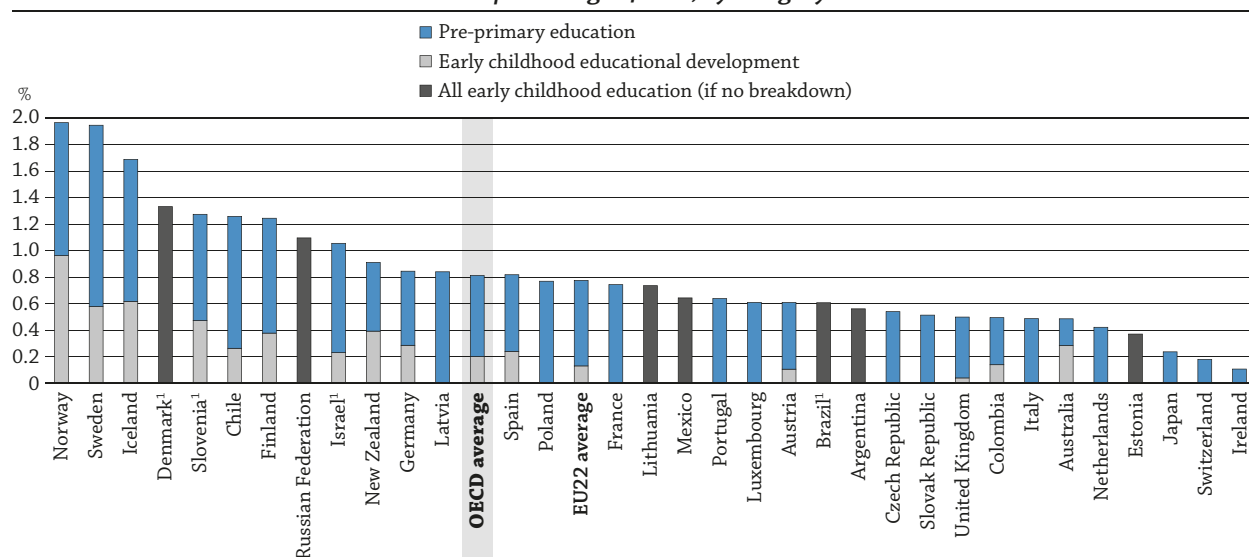
At the level of early childhood educational development, annual expenditure per child, from both public and private sources, for both public and private institutions, averages USD 12 501 in OECD countries with available data. At pre-primary level, the expenditure is lower, at USD 8 070 on average for the OECD. In almost all countries, expenditure per child is much higher in early childhood educational development than in pre-primary education.

Expenditure on all early childhood education accounts for an average of 0.8% of the collective GDP, of which 0.2% goes to early childhood educational development and 0.6% to pre-primary education. Differences between countries are significant. For example, while 0.2% or less of GDP is spent on pre-primary education in Ireland and Switzerland,

1% or more is spent in Chile, Iceland, Norway and Sweden (Table C2.3 and Figure C2.5). These differences are largely explained by enrolment rates, legal entitlements and costs, and the different starting age for primary education. They are also influenced by the extent to which this indicator covers private early childhood education. Differences in expenditure as a percentage of GDP could be influenced by the duration of programmes (Table C2.5), which has an impact on the level of expenditure devoted to early childhood education.

Figure C2.5. Expenditure on early childhood educational institutions (2013)

As a percentage of GDP, by category



1. Includes some expenditure on childcare.

Countries are ranked in descending order of public and private expenditure on educational institutions.

Source: OECD, Table C2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Definitions

Education-only programmes in early childhood education are those that primarily offer education services for a short period of the day. Working parents usually have to use additional care services in the morning and/or afternoon.

Integrated programmes in early childhood education are those that provide both early childhood education and care in the same programme.

Some variations at the national level cannot be presented, and information on the characteristics of programmes has been simplified in some cases. For example, in some countries, the starting age of early childhood education programmes differs among jurisdictions or regions. In these instances, the information that is the most common or typical is reported.

ISCED level 0 refers to early childhood programmes that have an intentional education component. ISCED level 0 programmes cover early childhood education for all ages and target children below the age of entry into primary education (ISCED level 1).

Programmes at ISCED level 0 are typically designed with a holistic approach to support children's early cognitive, language, physical, social and emotional development and to introduce young children to organised instruction in an institutionalised setting. At this level, programmes are not necessarily highly structured, but they are designed to provide an organised and purposeful set of learning activities in a safe environment. They allow children to learn through interaction with other children under the guidance of staff/educators, typically through creative and play-based activities.

ISCED level 0 refers to those early childhood programmes that have an intentional education component. These programmes aim to develop the socio-emotional skills necessary for participation in school and society, to develop some of the skills needed for academic readiness, and to prepare children for entry into primary education.

Along with an intentional child-development and education focus, a key defining factor of ISCED level 0 programmes is the sustained intensity and duration of delivery of intentional educational activities. These are what differentiate ISCED level 0 from other programmes, such as childcare and occasional, after-hours or vacation care.

Some countries internally define early childhood education more broadly than others. Thus, the comparability of international statistics on programmes at ISCED level 0 depends on each country's willingness and ability to report data for this level according to a standard international definition, even if that definition diverges from the one that the country uses in compiling its own national statistics. In this regard, the data reported in *Education at a Glance* as ISCED level 0 programmes may differ from national reporting of early childhood education.

Programmes classified at ISCED level 0 may be referred to in many ways in different countries, for example: early childhood education and development, play school, reception, pre-primary, pre-school or *Kindergarten*. For programmes provided in *crèches*, day-care centres, private homes, nurseries, it is important to ensure that they meet the ISCED level 0 classification criteria specified below. For international comparability purposes, the term “early childhood education” (ECE) is used to label ISCED level 0 (see ISCED 2011 operational manual).

To ensure international comparability of data, several criteria need to be met to determine whether or not a programme should be classified as ISCED level 0 and included in reporting. For a programme to be reported as ISCED level 0, it must:

- have adequate intentional educational properties
- be institutionalised
- be targeted at children within the age range (starting from age 0 up to the age of entry into ISCED level 1 education)
- meet the minimum intensity/duration (an intensity of at least 2 hours per day; and a duration of at least 100 days a year).

Programmes should also, wherever possible, have:

- a regulatory framework recognised by the relevant national authorities
- trained or accredited staff as per the appropriate regulatory framework.

Programmes that provide childcare only (i.e. supervision, nutrition and health) are excluded from this indicator. Where both educational and non-educational programmes exist and it is possible to enrol in each independently, only the educational programmes are reported in this indicator. For example, in an institution that offers a daytime educational programme as well as extended afternoon or evening childcare programmes, and where parents may choose to enrol their child in either or both programmes, only the daytime educational programme is reported. Integrated programmes in which the non-educational portion is greater than the educational portion may be included, as long as the educational portion meets certain criteria.

ISCED level 0 also excludes purely family-based arrangements that may be purposeful but do not meet the UOE definition of a “programme” (i.e. informal learning by children from their parents, other relatives or friends is not included under ISCED level 0). Learning activities delivered from private homes or other institutionalised centres that are outside the jurisdiction of an appropriate national early childhood education authority or regulatory body are also excluded, regardless of whether the activities are organised in the style of an approved early childhood education programme. Examples of programmes to be excluded from reporting are:

- programmes where attendance can be ad-hoc or of a drop-in style where individual children will not experience a continuity of structured learning opportunities
- short-duration programmes, such as vacation care, which may have an educational curriculum but not a sustained period of instruction or learning opportunities
- programmes with intentional educational properties but with no minimum level of attendance, such as when parents are free to choose an intensity and duration of their child's attendance that does not meet the ISCED level 0 criteria
- early childhood services that are open for extended hours and provide intentional educational activities during these hours, but do not require a minimum intensity/duration of attendance or enrolment.

Categories of ISCED 0

There are two categories of ISCED level 0 programmes, which are classified depending on age and the level of complexity of the educational content: ISCED 01, early childhood educational development, and ISCED 02, pre-primary education.

ISCED 01 has intentional educational content designed for younger children (typically in the age range of 0 to 2 years), while ISCED 02 is typically designed for children from age 3 to the start of primary education (ISCED level 1). In addition to the above, the educational properties of ISCED level 0 programmes can be further described as follows:

- **ISCED 01 – Early childhood educational development**

Typically aimed at very young children, aged 0-2. The learning environment is visually stimulating and language rich, and fosters self-expression with an emphasis on language acquisition and the use of language for meaningful communication. There are opportunities for active play so that children can exercise their co-ordination and motor skills under supervision and in interaction with staff. Early childhood educational development programmes are not reported in Belgium (French Community), the Czech Republic, France, Ireland, Italy, Japan, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Switzerland and the United States. In these countries, other structures exist, but the programmes providing ECEC are outside the scope of ISCED 2011 or outside the scope of the UOE data collection.

- **ISCED 02 – Pre-primary education**

Aimed at children in the years immediately prior to starting compulsory schooling, typically aged 3-5. Through interaction with peers and educators, children improve their use of language and their social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts, understanding and use of language, and are encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness.

Reporting to ISCED 01 and 02

For UOE data-reporting purposes, countries separate ISCED level 0 data into ISCED 01 and ISCED 02 by age only, as follows: data from age-integrated programmes designed to include children younger and older than 3 are allocated to 01 and 02 according to the age of the children, as described above. This may involve estimation of expenditures and personnel at levels 01 and 02.

Methodology

ISCED level 0 programmes are usually school-based or otherwise institutionalised for a *group* of children. As the institutions authorised to provide ISCED level 0 programmes vary between jurisdictions (e.g. centre-based, community-based, home-based), to be reported in the UOE collection both the *programme* and the *mode or institution of delivery* should be recognised within the country's early childhood education system. Particular care is given to programmes delivered from home-based settings: if the programme meets the criteria as set out above *and* is recognised under the country's regulations, it is included in reporting.

To further ensure international comparability of data, once a programme has been identified as an ISCED level 0 early childhood education programme by meeting the criteria above, the following rules apply when collecting data on the programmes for UOE purposes. These rules are applied to programmes in their entirety (not just to the intentional education component).

Full-time equivalents for enrolments

The concepts used to define full-time and part-time participation at other ISCED levels, such as study load, child participation, and the academic value or progress that the study represents, are not easily applicable to ISCED level 0. In addition, the number of daily or weekly hours that represent a typical full-time enrolment in an education programme at ISCED level 0 varies widely between countries. Because of this, full-time-equivalents (FTE) cannot be calculated for ISCED level 0 programmes in the same way as for other ISCED levels.

A consensus has not been reached on a methodology for calculating FTE for enrolments at ISCED level 0 but it is recommended in UOE reporting to estimate children enrolled in full-time equivalents by ISCED 0 enrolment head count (i.e. all enrolments counted as full time). Head count is not a satisfying criterion for full-time equivalent for indicators such as expenditure per child (even if it is accepted for enrolment comparisons), but most countries are in favour of this solution, as the same guarantee was not offered by other estimation methods.

Institutions that provide both education programmes and childcare programmes

In some countries, institutions providing early childhood education also provide extended day or evening childcare programmes. Education programmes traditionally provided during the day may now be provided outside these hours to offer further flexibility to parents and carers of children. These are given special consideration in reporting.

Where the childcare components are distinctly separate from early childhood education components (for example, the two components are offered as individual programmes in which children must enrol separately), the childcare components are excluded from reporting. If the programmes are in the form of extended day or evening programmes that meet all of the criteria listed above, they are included in reporting as educational programmes.

Where both education and non-education programmes exist and it is possible to enrol in each independently, only the education programmes are reported. Integrated programmes are included when the non-education portion is greater than the education portion, only when the education portion meets the criteria listed above. For example, in an institution that offers a daytime education programme as well as extended afternoon or evening childcare programmes, and parents may choose to enrol their child in either or both programmes, only the daytime educational programme is reported in the UOE data collection.

Reporting to ISCED 01 and 02

For UOE data-reporting purposes, countries separate ISCED level 0 data into ISCED 01 and ISCED 02 by age only, as follows: data from age-integrated programmes designed to include children younger and older than 3 are allocated to 01 and 02 according to the age of the children, as described above. This may involve estimation of expenditures and personnel at levels 01 and 02.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator C2 Tables


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Table C2.1 Enrolment rates in early childhood and primary education, by age (2005 and 2014)

Table C2.2 Profile of early childhood educational development programmes and pre-primary education (2014)

Table C2.3 Expenditure on early childhood educational institutions (2013)

Table C2.4 Profile of education-only and integrated pre-primary programmes (2014)

Table C2.5 Coverage of early childhood education programmes in OECD and partner countries

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table C2.1. **Enrolment rates in early childhood and primary education, by age (2005 and 2014)**

		Enrolment rates (2014)															Enrolment rates (2005)			
		Age 2			Age 3			Age 4			Age 5			Age 6			Age 3		Age 4	
		ISCED 01	ISCED 02	Total	ISCED 01	ISCED 02	Total	ISCED 02	ISCED 1	Total	ISCED 02	ISCED 1	Total	ISCED 02	ISCED 1	Total	ISCED 02	ISCED 02	ISCED 1	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
OECD	Australia	54	0	54	54	15	69	83	2	85	18	83	101	1	103	104	17	51	2	53
	Austria	30	6	36	10	63	73	92	0	92	96	0	96	41	58	99	m	m	m	m
	Belgium	m	52	m	m	98	m	98	0	98	97	1	98	4	94	98	100	100	0	100
	Canada ¹	m	m	m	m	m	m	m	m	m	x(12)	x(12)	93	m	98	m	m	m	m	m
	Chile	29	2	30	6	48	54	84	0	84	94	0	94	15	83	97	23	30	12	42
	Czech Republic	a	12	12	a	68	68	84	0	84	89	0	89	45	49	94	66	91	0	91
	Denmark	92	1	93	5	91	96	97	0	97	96	2	98	8	92	99	m	m	m	m
	Estonia	x(3)	x(3)	58	x(6)	x(6)	86	m	0	m	m	0	m	m	1	m	80	84	0	84
	Finland	52	0	52	0	68	68	74	0	74	79	0	79	97	0	98	62	69	0	69
	France	a	12	12	a	100	100	100	0	101	100	1	101	1	99	101	101	101	0	101
	Germany	65	0	65	0	94	94	98	0	98	99	0	99	35	63	98	80	89	0	89
	Greece	29	0	29	44	0	44	49	0	49	91	0	91	3	95	98	0	56	0	56
	Hungary	m	11	m	m	79	m	94	0	94	96	0	96	62	30	92	73	91	0	91
	Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Ireland	a	0	0	a	46	46	56	36	92	3	98	100	0	100	100	m	m	44	m
	Israel	46	0	46	0	98	98	98	0	98	97	0	98	16	81	97	66	84	0	84
	Italy	a	15	15	a	92	92	96	0	96	88	9	97	1	97	98	99	102	0	102
	Japan	a	0	0	a	81	81	96	0	96	96	0	96	0	102	102	69	95	0	95
	Korea	89	0	89	0	90	90	92	0	92	94	0	94	0	96	96	14	30	0	30
	Latvia	m	0	m	m	86	m	90	0	90	96	0	96	93	4	97	66	73	0	73
	Luxembourg	a	5	5	a	69	69	98	0	98	93	6	99	5	93	98	62	95	0	95
	Mexico	5	0	5	3	40	43	89	0	89	85	28	113	1	103	103	23	69	0	69
	Netherlands	a	0	0	a	81	81	96	0	96	99	0	99	0	99	99	m	98	0	98
	New Zealand	63	0	63	0	87	87	92	0	92	3	95	98	0	99	99	m	m	0	m
	Norway	91	0	91	0	95	95	97	0	97	98	0	98	1	99	100	m	m	0	m
	Poland	a	6	6	a	57	57	71	0	71	94	0	94	79	16	95	28	38	0	38
	Portugal	m	0	m	m	77	m	91	0	91	96	0	96	6	93	99	61	84	3	87
	Slovak Republic	a	12	12	a	64	64	74	0	74	81	0	81	40	50	90	m	m	0	m
	Slovenia	66	0	66	0	83	83	89	0	89	90	0	90	5	93	98	67	76	0	76
	Spain	52	0	52	0	96	96	97	0	97	97	0	97	1	96	97	94	99	0	99
	Sweden	89	0	89	0	93	93	95	0	95	95	0	95	97	1	98	m	m	m	m
	Switzerland	a	0	0	a	3	3	44	0	44	98	0	98	59	41	100	9	39	0	39
	Turkey	0	0	0	0	8	8	32	0	32	43	27	71	0	98	98	2	5	0	5
	United Kingdom	20	0	20	0	84	84	95	3	99	0	99	99	0	98	98	m	m	32	m
	United States	m	0	m	m	42	42	68	0	68	84	6	90	21	80	101	39	68	0	68
	OECD average	34	4	36	4	69	71	85	1	86	81	14	95	23	74	98	54	73	3	76
	EU22 average	31	6	35	3	76	77	87	2	89	85	10	95	30	65	97	69	84	4	84
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	33	1	34	47	10	57	72	0	72	86	8	94	10	87	97	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	1	m	m	21	m	m	78	m	m	m	m	m
	Costa Rica	4	0	4	6	0	6	78	0	78	101	0	102	3	101	103	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	55	0	55	0	78	78	83	0	83	86	0	86	91	5	96	m	m	m	m
	Russian Federation	47	0	47	0	78	78	83	0	83	82	1	83	76	12	88	42	42	0	42
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Early childhood education targets children aged below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development (ISCED 01) and pre-primary education (ISCED 02). Enrolment rates at young ages should be interpreted with care: mismatches between the coverage of the population data and the enrolment data mean that the participation rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for those that are net importers.

1. Year of reference 2013.

Source: OECD, Argentina, China, Colombia, Indonesia: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398291>

Table C2.2. **Profile of early childhood educational development programmes and pre-primary education (2014)**

Early childhood educational development programmes = ISCED 01, pre-primary education = ISCED 02

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	Pupils enrolled in pre-primary education (ISCED 02) as a percentage of total enrolment in early childhood education (ISCED 01+ ISCED 02)	Distribution of pupils in ISCED 01, by type of institution				Distribution of pupils in ISCED 02, by type of institution				Ratio of pupils to teaching staff in full-time equivalents					
										ISCED 01		ISCED 02		Total (ISCED 0)	
		Public	Government-dependent private	Independent private	Total	Public	Government-dependent private	Independent private	Total	Pupils to contact staff (teachers and teachers aides)	Pupils to teaching staff	Pupils to contact staff (teachers and teachers aides)	Pupils to teaching staff	Pupils to contact staff (teachers and teachers aides)	Pupils to teaching staff
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	41	m	m	a	m	23	77	a	77	m	m	4	5	m	m
Austria	85	33	x(5)	x(5)	67	72	x(9)	x(9)	28	7	9	9	14	9	13
Belgium	100	m	m	m	m	47	53	0	53	m	m	15	15	15	15
Canada ¹	m	m	m	m	m	93	x(9)	x(9)	7	m	m	m	m	m	m
Chile	80	69	29	2	31	33	61	7	67	5	13	12	26	12	26
Czech Republic	100	a	a	a	a	97	3	a	3	a	a	13	14	13	14
Denmark	64	47	10	43	53	83	17	0	17	4	12	6	10	5	10
Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Finland	80	88	12	a	12	91	9	a	9	m	m	m	10	m	m
France	100	a	a	a	a	87	12	0	13	a	a	15	22	15	22
Germany	75	27	x(5)	x(5)	73	35	x(9)	x(9)	65	5	5	9	10	7	8
Greece	m	m	m	m	m	m	m	m	m	m	m	12	12	m	m
Hungary	m	m	m	m	m	91	6	3	9	m	m	13	13	m	m
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	100	a	a	a	a	m	m	m	m	a	a	m	m	m	m
Israel	75	a	71	29	100	62	30	8	38	m	m	m	m	m	m
Italy	100	a	a	a	a	71	0	29	29	a	a	13	13	13	13
Japan	100	a	a	a	a	27	a	73	73	a	a	14	15	14	15
Korea	64	8	92	0	92	19	81	0	81	5	5	14	14	9	9
Latvia	100	a	a	a	a	94	a	6	6	a	a	m	11	m	11
Luxembourg	100	a	m	m	m	m	m	m	m	a	a	11	11	11	11
Mexico	95	37	a	63	63	86	a	14	14	24	m	25	25	25	26
Netherlands	100	a	a	a	a	71	a	29	29	a	a	14	16	14	16
New Zealand	61	2	98	0	98	2	98	0	98	m	4	m	7	m	5
Norway	65	49	51	a	51	54	46	a	46	m	m	m	m	5	11
Poland	100	a	a	a	a	80	2	18	20	a	a	m	16	m	16
Portugal	100	m	m	m	m	54	31	16	46	m	m	m	17	m	17
Slovak Republic	100	a	a	a	a	95	5	a	5	a	a	12	13	12	13
Slovenia	71	95	4	0	5	97	3	0	3	6	6	9	9	8	8
Spain	76	52	16	33	48	69	28	4	31	m	9	m	15	m	13
Sweden	74	80	20	0	20	83	17	0	17	5	5	6	6	5	5
Switzerland	100	a	a	a	a	95	1	4	5	a	a	m	16	m	16
Turkey	100	a	a	100	100	87	a	13	13	m	m	m	17	m	m
United Kingdom	90	41	50	9	59	70	26	5	30	12	16	10	18	10	18
United States	m	m	m	m	m	59	a	41	41	m	m	10	12	m	m
OECD average	86	42	m	m	58	68	23	10	32	8	9	12	14	11	14
EU22 average	90	58	m	m	42	77	14	7	23	6	9	11	13	11	13
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	63	a	37	37	75	a	25	25	8	12	15	17	11	15
China	m	m	m	m	m	m	m	m	m	a	a	16	21	16	21
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	16	16	18	m	17
Lithuania	84	95	a	5	5	97	a	3	3	m	m	m	m	7	10
Russian Federation	85	100	a	a	a	100	a	a	a	m	m	m	m	4	10
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Columns listing the characteristics of early childhood education programmes (Columns 16–22) are available for consultation on line (see StatLink below).

1. Year of reference 2013.

Source: OECD, Argentina, China, Colombia, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398305>

Table C2.3. **Expenditure on early childhood educational institutions (2013)**

		Expenditure on educational institutions as a percentage of GDP			Annual expenditure by educational institutions per student (in USD using PPPs)				Proportions of total expenditure from public sources (%)				
		Early childhood educational development	Pre-primary	All early childhood education	Early childhood educational development	Pre-primary	All early childhood education			Early childhood educational development	Pre-primary	All early childhood education	
							Public	Private	Total				
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD	Australia	0.3	0.2	0.5	11 852	13 171	x(8)	x(8)	12 364	4	42	20	
	Austria	0.1	0.5	0.6	10 307	8 737	8 888	9 142	8 977	73	88	85	
	Belgium	m	0.7	m	m	7 576	m	m	m	m	96	m	
	Canada ¹	m	m	m	m	m	m	m	m	m	m	m	
	Chile	0.3	1.0	1.3	7 032	6 408	5 447	7 249	6 530	86	85	85	
	Czech Republic	a	0.5	0.5	a	4 655	4 699	3 124	4 655	a	92	92	
	Denmark ²	x(3)	x(3)	1.3	x(8)	x(8)	16 341	a	16 341	x(11)	x(11)	81	
	Estonia	x(3)	x(3)	0.4	x(8)	x(8)	1 940	3 186	1 987	x(11)	x(11)	94	
	Finland	0.4	0.9	1.2	18 668	10 477	12 057	13 103	12 092	91	89	89	
	France	a	0.7	0.7	a	7 507	7 957	4 267	7 507	a	93	93	
	Germany	0.3	0.6	0.8	14 886	9 167	11 923	9 863	10 542	71	79	76	
	Greece	m	m	m	m	m	m	m	m	m	m	m	
	Hungary ²	m	0.7	m	m	5 074	m	m	m	m	91	m	
	Iceland	0.6	1.1	1.7	14 167	10 956	11 948	11 946	11 948	89	84	86	
	Ireland	a	0.1	0.1	a	6 532	16 249	6 352	6 532	a	100	100	
	Israel ²	0.2	0.8	1.1	4 219	4 302	5 983	2 889	4 282	25	90	75	
	Italy	a	0.5	0.5	a	6 233	8 183	1 534	6 233	a	92	92	
	Japan	a	0.2	0.2	a	6 247	8 129	5 841	6 247	a	44	44	
	Korea	m	0.4	m	m	6 227	m	m	m	m	78	m	
	Latvia	a	0.8	0.8	a	4 854	4 809	5 528	4 854	a	98	98	
	Luxembourg	a	0.6	0.6	a	19 233	19 286	18 753	19 233	a	98	98	
	Mexico	x(3)	x(3)	0.6	x(8)	x(8)	2 601	2 440	2 575	x(11)	x(11)	83	
	Netherlands	a	0.4	0.4	a	8 305	7 795	14 490	8 305	a	88	88	
	New Zealand	0.4	0.5	0.9	13 579	10 252	1 020	11 671	11 465	72	86	80	
	Norway	1.0	1.0	2.0	24 329	14 704	22 416	14 153	18 240	93	93	93	
	Poland	a	0.8	0.8	a	5 552	x(8)	x(8)	5 552	a	77	77	
	Portugal	a	0.6	0.6	a	6 604	6 684	6 511	6 604	a	65	65	
	Slovak Republic	a	0.5	0.5	a	4 996	5 049	3 968	4 996	a	85	85	
	Slovenia ²	0.5	0.8	1.3	11 857	8 101	9 337	4 978	9 177	75	76	76	
	Spain	0.2	0.6	0.8	8 160	6 021	7 134	5 406	6 523	58	82	75	
	Sweden	0.6	1.4	1.9	14 787	12 833	13 448	12 939	13 356	94	94	94	
	Switzerland	a	0.2	0.2	a	5 479	5 524	799	5 479	a	m	m	
	Turkey	m	0.2	m	m	3 172	m	m	m	m	73	m	
	United Kingdom	0.0	0.5	0.5	8 668	8 727	8 541	9 074	8 722	60	66	65	
	United States ²	m	0.4	m	m	9 986	m	m	m	m	74	m	
	OECD average		0.2	0.6	0.8	12 501	8 070	8 976	7 568	8 618	69	83	81
	EU22 average		0.1	0.6	0.8	12 476	7 957	9 462	7 777	8 536	75	87	86
Partners	Argentina	x(3)	x(3)	0.6	m	m	x(8)	x(8)	3 395	x(11)	x(11)	76	
	Brazil ²	x(3)	x(3)	0.6	m	m	3 747	m	m	m	m	m	
	China	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	0.1	0.4	0.5	m	m	m	m	1 748	10	72	m	
	Costa Rica	m	m	m	m	m	m	m	m	m	66	m	
	India	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	0.1	m	m	m	m	m	m	m	m	m	
	Lithuania	x(3)	x(3)	0.7	x(8)	x(8)	5 043	7 333	5 093	x(11)	x(11)	85	
	Russian Federation	x(3)	x(3)	1.1	x(8)	x(8)	x(8)	x(8)	5 588	x(11)	x(11)	90	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	
	G20 average		m	m	m	m	m	m	m	m	m	m	

1. Year of reference 2012.

2. Includes some expenditure on childcare.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398316>

Table C2.4. **Profile of education-only and integrated pre-primary programmes (2014)**

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	Education-only programmes			Integrated programmes (includes education and childcare services)			Relative proportion of enrolments reported in <i>Education at a Glance</i> (%)		
	Exist nationally	Delivered by qualified teacher	Have a formal curriculum	Exist nationally	Delivered by qualified teacher	Have a formal curriculum	Education- only programmes	Integrated programmes	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD	Australia	Yes	Yes	Yes	Yes	Yes	x(9)	x(9)	100
	Austria	Yes	Yes	Yes	Yes	No	3	97	100
	Belgium	Yes	Yes	Yes	No	a	100	a	100
	Canada	Yes	Yes	Yes	Yes	Yes	m	m	m
	Chile	Yes	Yes	Yes	Yes	Yes	x(9)	x(9)	100
	Czech Republic	Yes	Yes	Yes	No	a	100	a	100
	Denmark	No	a	a	Yes	Yes	a	100	100
	Estonia	No	a	a	Yes	Yes	a	100	100
	Finland	Yes	Yes	Yes	Yes	Yes	31	69	100
	France	Yes	Yes	Yes	No	a	100	a	100
	Germany	Yes	Yes	Yes	No	a	100	a	100
	Greece	Yes	Yes	Yes	Yes	m	100	m	100
	Hungary	No	a	a	Yes	Yes	a	100	100
	Iceland	Yes	Yes	Yes	Yes	Yes	1	99	100
	Ireland	No	a	a	Yes	a	a	100	100
	Israel	Yes	Yes	Yes	Yes	Yes	98	2	100
	Italy	No	a	a	Yes	m	a	100	m
	Japan	Yes	Yes	Yes	Yes	Varies	x(9)	x(9)	100
	Korea	Yes	Yes	Yes	Yes	Yes	x(9)	x(9)	100
	Latvia	m	m	m	m	m	m	m	m
	Luxembourg	Yes	Yes	Yes	No	a	100	a	100
	Mexico	Yes	Yes	Yes	Yes	Yes	99	1	100
	Netherlands	Yes	Yes	Yes	Yes	No	70	30	100
	New Zealand	No	a	a	Yes	Yes	a	100	100
	Norway	No	a	a	Yes	Yes	a	100	100
	Poland	Yes	Yes	Yes	No	a	100	a	100
	Portugal	No	a	a	Yes	Yes	a	100	100
	Slovak Republic	Yes	Yes	Yes	No	a	100	a	100
	Slovenia	No	a	a	Yes	Yes	a	100	100
	Spain	Yes	Yes	Yes	No	a	100	a	100
	Sweden	Yes	Yes	Yes	Yes	Yes	17	83	100
	Switzerland	Yes	Yes	Yes	Yes	m	100	m	100
	Turkey	Yes	Yes	Yes	No	a	100	a	100
	United Kingdom	Yes	Yes	Yes	Yes	Varies	x(9)	x(9)	100
	United States	Yes	Varies	Varies	Yes	Varies	x(9)	x(9)	100
Partners	Argentina	m	m	m	m	m	m	m	m
	Brazil	Yes	Yes	No	Yes	Yes	No	x(9)	100
	China	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m
	Costa Rica	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Lithuania	No	a	a	Yes	Yes	a	100	100
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m

Source: OECD, INES Working Party special data collection on early childhood education programmes. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table C2.5. [1/3] **Coverage of early childhood education programmes in OECD and partner countries**
ISCED 01 and ISCED 02, based on ISCED 2011 classifications

	ISCED 01 – Early childhood development programmes				ISCED 02 – Pre-primary education			
	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)
Australia	Early childhood education	Early childhood education	0	2 - 4	Pre-primary, preschool	Preschool programmes delivered in educational institution settings or educational long-day care settings.	4	1
Austria	Kinderkrippe	Crèche	0	3	Kindergarten	Kindergarten	3	3
					Vorschulstufe	Pre-primary stage (of primary school)	6	1
Belgium (Fl.)	Kinderopvang van baby's en peuters	Childcare of babies and toddlers	0	2.5 - 3	Gewoon kleuteronderwijs	Regular nursery education	2.5 - 3	3
					Buitengewoon kleuteronderwijs	Special nursery education	2.5 - 3	3
Belgium (Fr.)	a				Enseignement maternel ordinaire	Regular pre-primary education	2.5 - 3	3
					Enseignement maternel spécialisé	Special pre-primary education	2.5 - 3	3
Canada	Early childhood development or equivalent	Pre-elementary education or equivalent – early childhood development	3 - 4	1 - 2	Kindergarten	Pre-elementary education or equivalent - kindergarten	4 - 5	1
Chile	Educación parvularia (sala cuna y nivel medio menor)	Pre-primary education (day care and lower middle level)	0 - 2	3	Educación parvularia (nivel medio mayor, nivel de transición 1 y nivel de transición 2)	Pre-primary education (upper middle level, 1st transition level and 2nd transition level)	3 - 5	3
Czech Republic	a				Mateřská škola	Kindergarten	3	3
					Přípravné třídy pro děti se sociálním znevýhodněním	Preparatory classes for socially disadvantaged children	6	1
					Přípravný stupeň základní školy speciální	Preparatory stage of special basic school	6	3
Denmark	Vuggestue	Nursery school	0 - 2	3	Børnehave	Kindergarten	3 - 5	2
Estonia	Included with ISCED-02				Alusharidus (alushariduse raamõppekava)	Pre-primary education (general study programme of pre-primary education)	0	6
Finland	0-2-v. lapset päiväkodeissa	Kindergartens (0-2 year-old children), including special education programmes	0 - 2	1 - 3	3-5-v. lapset päiväkodeissa	Kindergartens (3-5 year-old children), including special education programmes	3 - 5	1 - 3
	0-2-v. lapset perhepäivähoidossa	Family day care (0-2 year-old children), including special education programmes	0 - 2	1 - 3	6-v. lasten esiopetus	Pre-primary education for 6-year-old children in kindergartens and comprehensive schools, including special education programmes	6	1
					3-5-v. lapset perhepäivähoidossa	Family day care (3-5 year-old children), including special education programmes	3 - 5	1 - 3
France	a				Enseignement préélémentaire	Pre-elementary education	2 - 3	3
Germany	Krippen	Crèche, Day nursery	0	2 - 3	01 Kindergärten	Kindergarten	3	3
					02 Schulkindergärten	School kindergarten	6	1
					03 Vorklassen	Pre-school classes	5	1
Greece	Vrefonipiakos stathmos	Kindergarten Early childhood	0	1 - 3	Nipiagogio	Pre-primary	4 - 5	1 - 2
Hungary	Gyógypedagógiai tanácsadás, korai fejlesztés, oktatás és gondozás	Special education consulting, early development, education and care	0	5	Óvoda	Kindergarten (of which one year pre-school education)	3	3
	Egységes óvoda-bölcsőde	Integrated kindergarten-infant nurseries	2	1				
	Óvoda (3 év alatt)	Kindergarten (under 3 years)	2 - 5	0 - 5				

Source: ISCED 2011 mappings. For more details see ISCED-2011 classification and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm). Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table C2.5. [2/3] **Coverage of early childhood education programmes in OECD and partner countries**
ISCED 01 and ISCED 02, based on ISCED 2011 classifications

C2

OECD	ISCED 01 – Early childhood development programmes					ISCED 02 – Pre-primary education			
	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)	
Iceland	Leikskóli I	Pre-primary schools I	0	1 - 3	Leikskóli II	Pre-primary schools II	3	0 to 3 years, variable	
					5 ára bekkur	0 grade for 5-year-olds	5	1	
Ireland	a				Early start	Early start	3 - 4	1	
					Traveller Pre-School Programmes	Traveller Pre-School Programmes	3 - 4	1	
					Privately provided pre-primary education – Early Childhood Care and Education (ECCE) Scheme and the Community Childcare Subvention (CCS) Programme	Privately provided pre-primary education – Early Childhood Care and Education (ECCE) Scheme and the Community Childcare Subvention (CCS) Programme	3 years to 4 years 6 months	1	
Israel	Hinuh be ganey misrad ha kalkala or harevacha	Early childhood education supervised by Ministry of Economy or by Ministry of Welfare	0	3	Hinuh kdam yesody-ganey yeladim-ziburi (misrad ha kalkala, misrad ha revacha ve misrad ha hinuh)	Pre-primary education-public (supervised by Ministry of Economy, Ministry of Welfare or by Ministry of Education)	3	3	
					Hinuh kdam yesody-ganey yeladim-prati	Pre-primary education-independent private	3	3	
Italy	a				Scuola dell'infanzia	Pre-primary school	3	3	
Japan	a				Yohorenkeigata-Nintei-Kodomo-En	Integrated centre for early childhood education and care	3-5	1-3	
					Yochien	Kindergarten	3-5	1-3	
					Tokubetsu-shien-gakko Yochi-bu	School for special needs education, kindergarten department	3-5	1-3	
					Hoikusho	Day nursery	3-5	1-3	
Korea	어린이집 (0 - 2세) (Eorinyijip, age 0 - 2)	Infant course, childcare centre	0 - 2	1 - 3	어린이집 (3 - 5세) (Eorinyijip, age 3 - 5)	Kindergarten course, childcare centre	3 - 5	1 - 3	
	특수학교 (Teuksu-hakgyo), 영아과정 (Younga kwajeong)	Infant course, special school	0 - 2	1 - 3	유치원 (Yuchiwon)	Kindergarten	3 - 5	1 - 3	
					특수학교 (Teuksu-hakgyo), 유치원과정 (Yuchiwon-kwajeong)	Kindergarten course, special school	3 - 5	1 - 3	
Latvia	Pirmskolas izglitibas programmas (lidz 2 gadu vecumam)	Pre-primary education programmes (part of the programme up until the age of 2 years) (early childhood education)	0	1 - 2	Pirmskolas izglitibas programmas (no 3 gadu vecuma)	Pre-primary education programmes (part of the programme from the age of 3 years on)	3	1 - 4	
Luxembourg	a				Enseignement fondamental/cycle 1 – éducation précoce	Early maturity education	3	1	
					Éducation précoce	Early maturity education (independent private institutions)	<4	1	
					Enseignement fondamental/cycle 1 – éducation préscolaire (Spillschoul)	Pre-primary education	4	2	
					Éducation préscolaire	Pre-primary education (independent private institutions)	4	2	
Mexico	Educación inicial	Early childhood education	0	3	Educación preescolar	Pre-primary education	3	2 - 3	
Netherlands	a				Voorschools onderwijs	Pre-school education in day care centers and play groups	3	1	
					Basisonderwijs en speciaal basisonderwijs, groep 1 en 2	Pre-primary education in school settings, including pre-primary special needs education group (class) 1 and 2	4	2	

Source: ISCED 2011 mappings. For more details see ISCED-2011 classification and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm). Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.



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Table C2.5. [3/3] **Coverage of early childhood education programmes in OECD and partner countries**
ISCED 01 and ISCED 02, based on ISCED 2011 classifications

	ISCED 01 – Early childhood development programmes				ISCED 02 – Pre-primary education				
	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)	Name of the programme in national language	Name of the programme in English	Theoretical starting age	Theoretical duration of the programme (years)	
OECD	New Zealand	Early childhood education	Early childhood education	0	<= 3	Early childhood education	Early childhood education	3	2
	Norway	Barnehage, 0 - 2 åringer	Kindergarten	0	2	Barnehage, 3 - 5 åringer	Kindergarten	3	3
	Poland	a				Wychowanie przedszkolne	Pre-school education	3	4
						Wychowanie przedszkolne specjalne	Special pre-school education	3	4
	Portugal	a				Educação pré-escolar	Pre-primary education	3 - 5	3
	Slovak Republic	a				Materská škola	Kindergarten	3	3
						Špeciálna materská škola	Special kindergarten	3	3
						Prípravné triedy na základnej škole	Preparatory classes in basic school	6	1
						Prípravné triedy v špeciálnej škole	Preparatory classes in special school	6	1
	Slovenia	Pedšolska vzgoja (1.starostno obdobje)	Pre-school education (1st age period)	1	2	Predšolska vzgoja (2. starostno obdobje)	Pre-school education (2nd age period)	3	3
	Spain	Educación infantil primer ciclo (0-2 años)	Early childhood education	0	3	Educación infantil segundo ciclo (3+ años)	Pre-primary education	3	3
	Sweden	Förskola för barn/elever under 3 år	Pre-school, for children/pupils younger than 3 years	0	0 - 2	Förskola för barn/elever 3 år eller äldre	Pre-school, for children/pupils 3 years of age or older	3	3
						Förskoleklass	Pre-school classes	6	1
	Switzerland	a				Vorschule, préscolarité, prescolarità	Kindergarten	4 - 6	2
						Besonderer Lehrplan, programme d'enseignement spécial, programma scolastico speciale	Special needs education programmes	4 - 6	2
Turkey	Erken çocukluk dönemi eğitimi (0-2 yaş)	Early childhood care and education (ages 0-2)	0 - 2	1 - 2	Okul öncesi eğitimi (3-5 yaş)	Pre-primary education (ages 3-5)	3 - 5	1 - 3	
United Kingdom	Children's centres (including Sure Start centres)	Children's centres (including Sure Start centres)	0	2	Reception and nursery classes in schools	Reception and nursery classes in schools	3	1-2	
	Registered childminders	Registered childminders	0	2	Preschool or pre-kindergarten	Preschool or pre-kindergarten	2 - 4	1 - 2	
	Day nurseries	Day nurseries	0	2					
United States	a				Preschool or pre-kindergarten	Preschool or pre-kindergarten	2 - 4	1 - 2	
					Kindergarten	Kindergarten	4 - 6	1	
Partners	Brazil	Educação infantil – creche	Nursery schools/ day-care centres	0	3	Educação Infantil – pré-escola	Pre-school	4	2
	Colombia	Atención integral a la primera infancia	Early childhood educational development	0	3	Pre-jardín (3-year-olds), jardín (4-year-olds) and transición (5-year-olds)	Pre-primary education	3 - 5	1 - 3
	Lithuania	Ikimokyklinio ugdymo programos	Early childhood educational development	0	1 - 2	Ikimokyklinio ir priešmokyklinio ugdymo programos	Pre-primary education	3	1 - 4
	Russian Federation	Программы развития детей младшего возраста	Early childhood educational development	0	2	Дошкольное образование	Pre-primary education	3	3

Source: ISCED 2011 mappings. For more details see ISCED-2011 classification and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm). Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

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