

HIGH-LEVEL CONFERENCE

ON POLICIES FOR EQUAL AGEING: A LIFE-COURSE APPROACH

Brdo pri Kranju, 25 and 26 January 2018



SESSION 1

Early childhood development,
disadvantage and development

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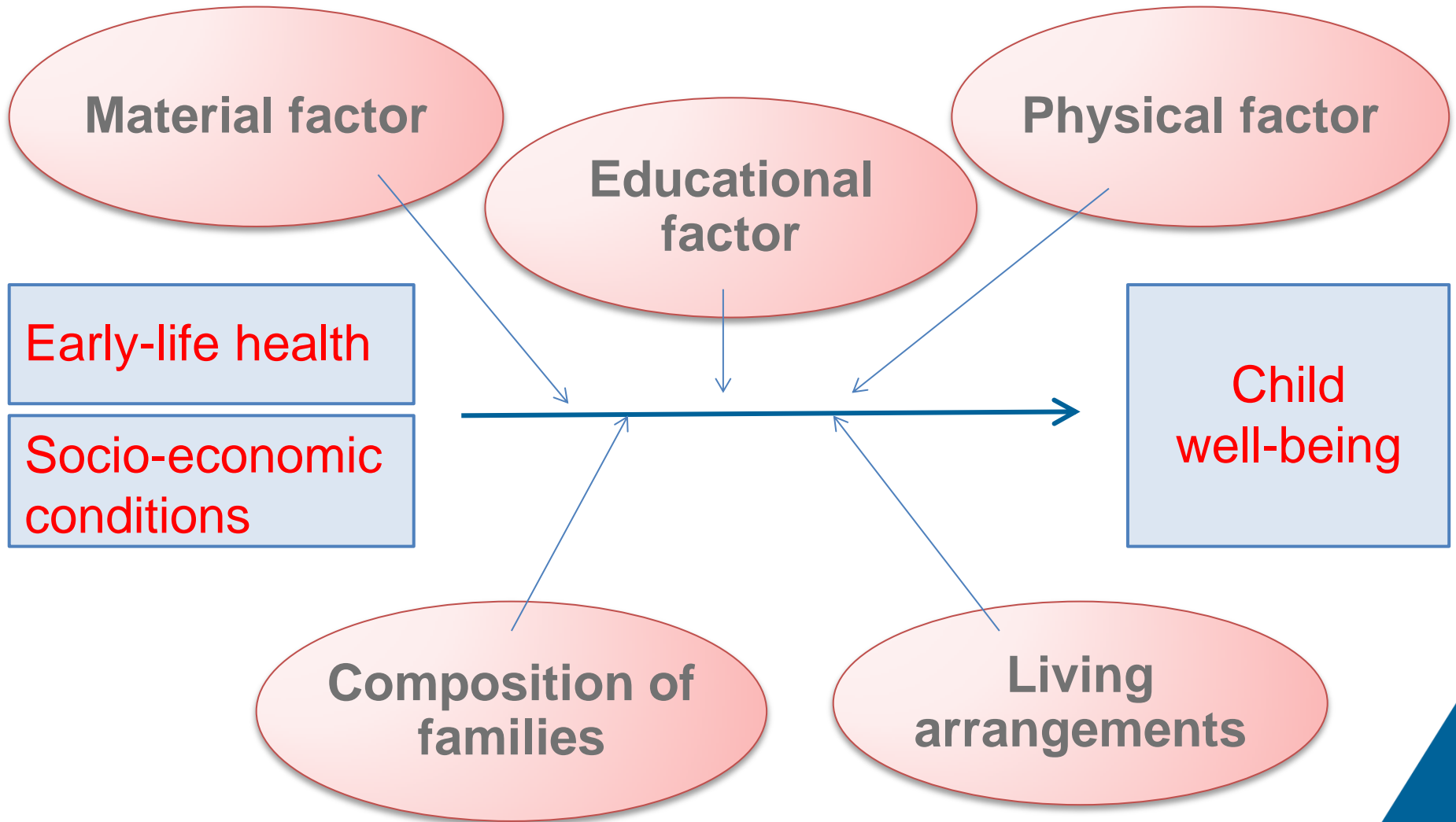
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www.oecd.org/social/equal-ageing-2018.htm



Many factors affect child well-being





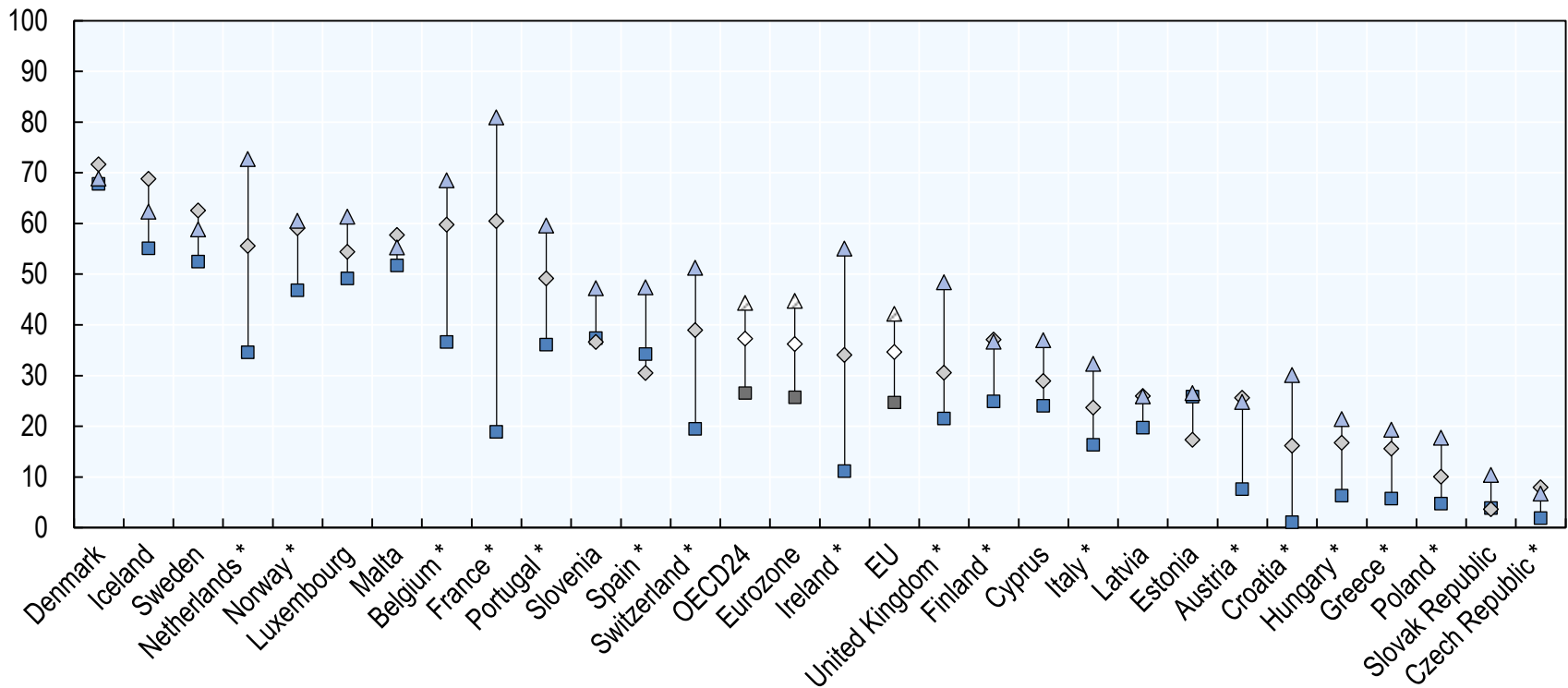
Participation rates for 0-2 year-olds in formal childcare and pre-school services, by equivalised disposable income tertile, 2014

■ 1st tertile (lowest)

◇ 2nd tertile

△ 3rd tertile (highest)

Participation rate (%)

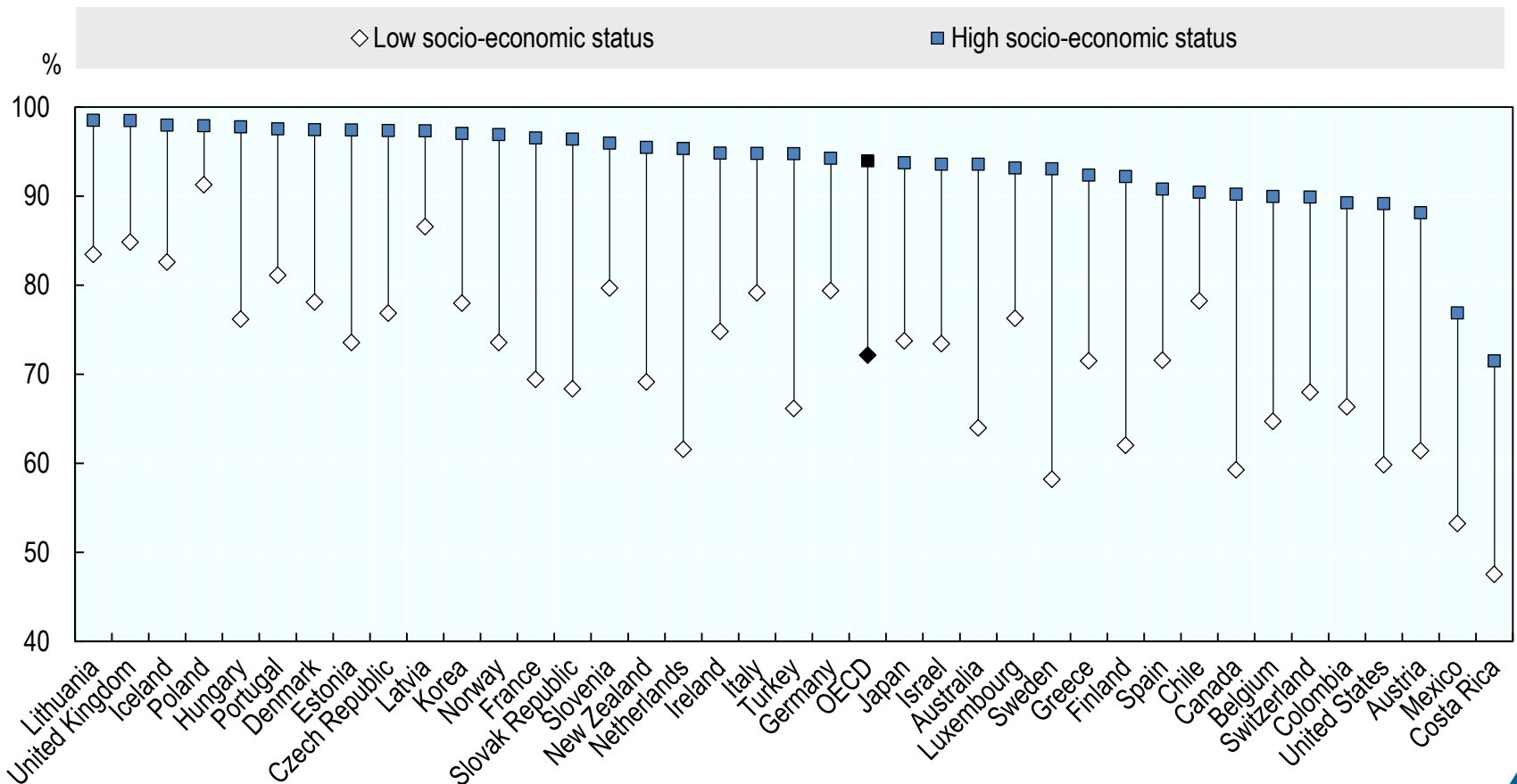


Source: OECD Family Database (<http://oe.cd/fdb>) – Indicator PF3.2 – Calculations based on EU-SILC.



Children from disadvantaged backgrounds are less likely to have access to essential resources like books to help with school work

Percent of 15-year-olds who report having books to help with their school work in their home, by socio-economic status, 2015

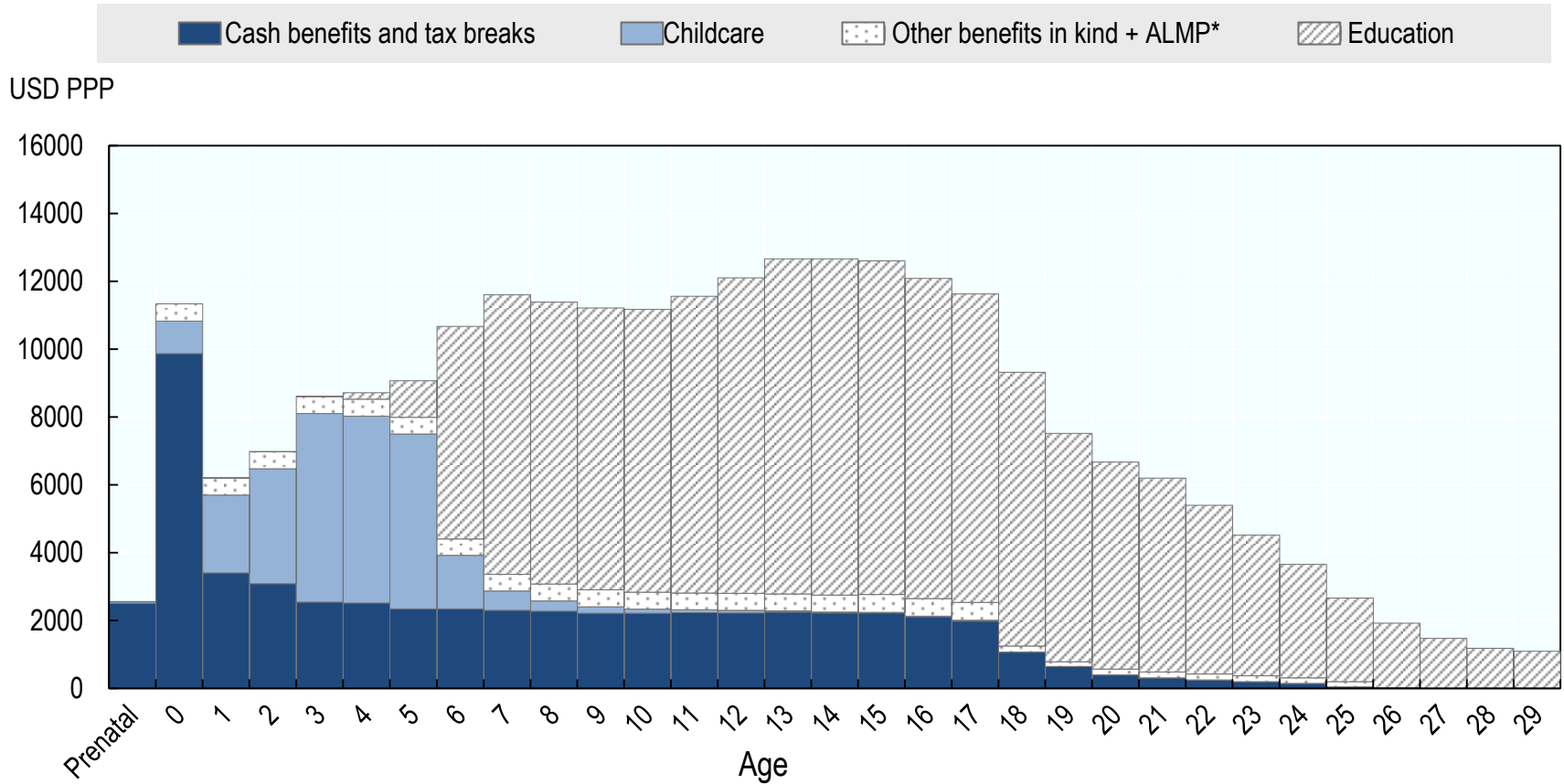


Source: OECD Child Well-Being Portal (<http://oe.cd/child-well-being>) based on PISA 2015 Database.



OECD average public spending on children across the child's life course

Public expenditure on children by age of the child and type of expenditure, OECD average, in USD (PPP) per capita, 2013



*ALMP refers to Active Labour Market Programmes (which can benefit youth and unemployed parents and their families).

Source: OECD Family Database, based on the OECD Social Expenditure Database and OECD Education Database



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- The earlier, the better.
 - Early intervention is necessary.



Policy challenges & recommendations

1 Place early-life interventions at the top of the policy agenda

2 Prevent as much as possible negative impacts of parental deprivation on child outcomes

3 Focus on early-childhood education, health nutrition and disease prevention