For education systems around the world, increasing access to early childhood education (ECE) can both improve student learning outcomes and close gaps in achievement between advantaged and disadvantaged students.

The OECD’s most recent *Education at a Glance* report found that students who had attended at least a year of pre-primary education performed better on PISA than those who did not, even after accounting for differences in socio-economic backgrounds.

Immigrant students who attended pre-primary education outperformed their immigrant peers who had not attended pre-primary education by 49 points on the PISA reading assessment, the equivalent of a full year of extra schooling.

Enrollment rates in pre-primary education have increased worldwide over the past decade, as more women enter the workforce and countries increase access.

For more on ECE in the world’s top-performing education systems, stay tuned for an upcoming CIEB study led by Sharon Lynn Kagan of Columbia University’s Teachers College. This is the first study in over a decade to analyze the nature, scope and promising practices of ECE in the highest performing jurisdictions to better understand how they serve as a building block of student achievement and success. Jurisdictions to be studied include Australia, Finland, Hong Kong, Singapore, South Korea, and the United Kingdom.

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