



The power of effective early childhood education in preparing all children for lifelong learning

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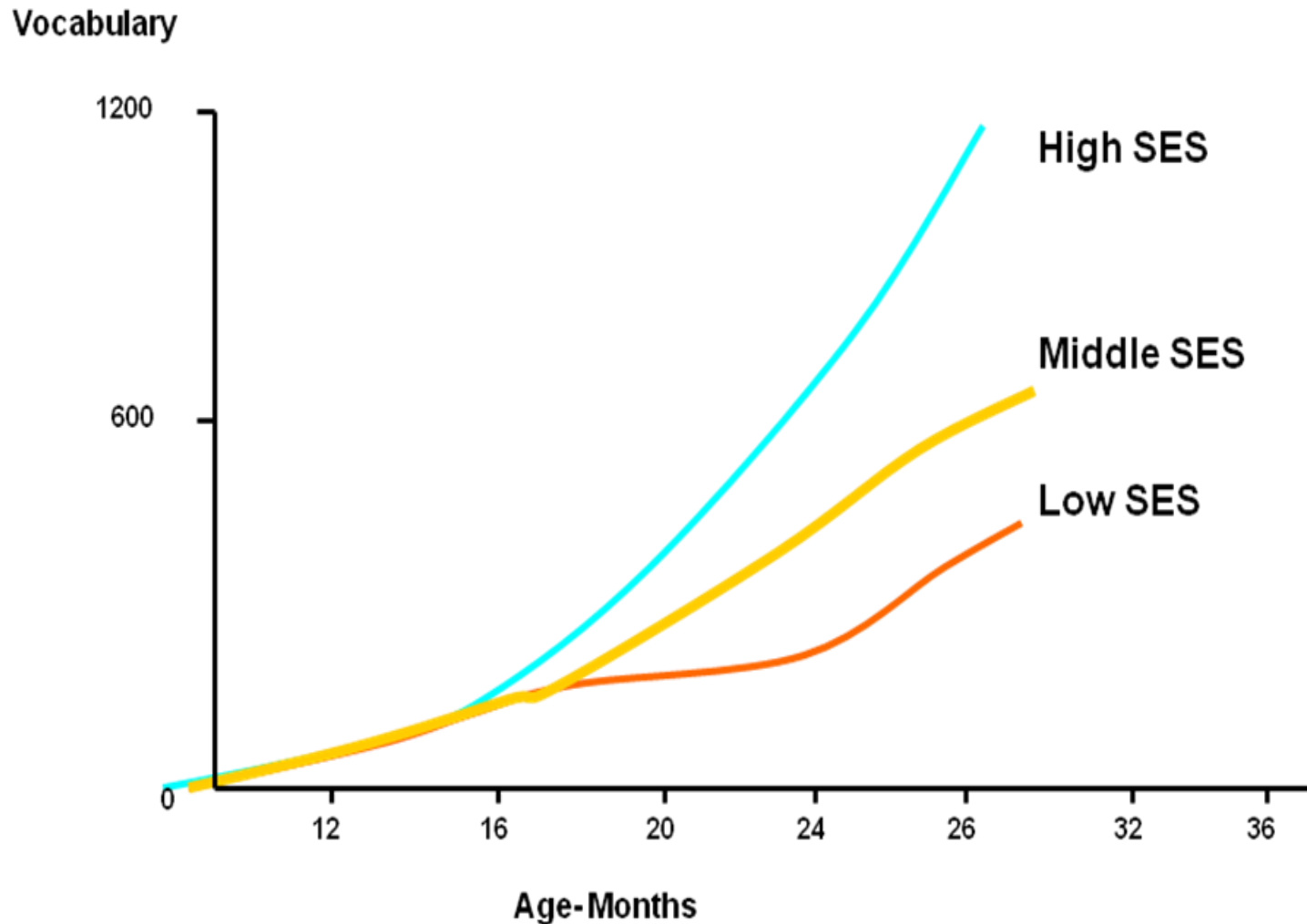
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- *“If the race is already halfway run even before children begin school, then we clearly need to examine what happens in the earliest years.” (Esping-Andersen, 2005)*



An unequal start



B. Hart & T. Risley (1995)

Outline

Enrolment in ECEC

Quality ECEC

- Laying the foundation for LLL
- Broad scientific evidence on outcomes for children

Smooth Transition ECEC –primary

- push factors
- pull factors
- Outcomes positive experiences
- Successful transitions=school readiness?

Effective ECE systems

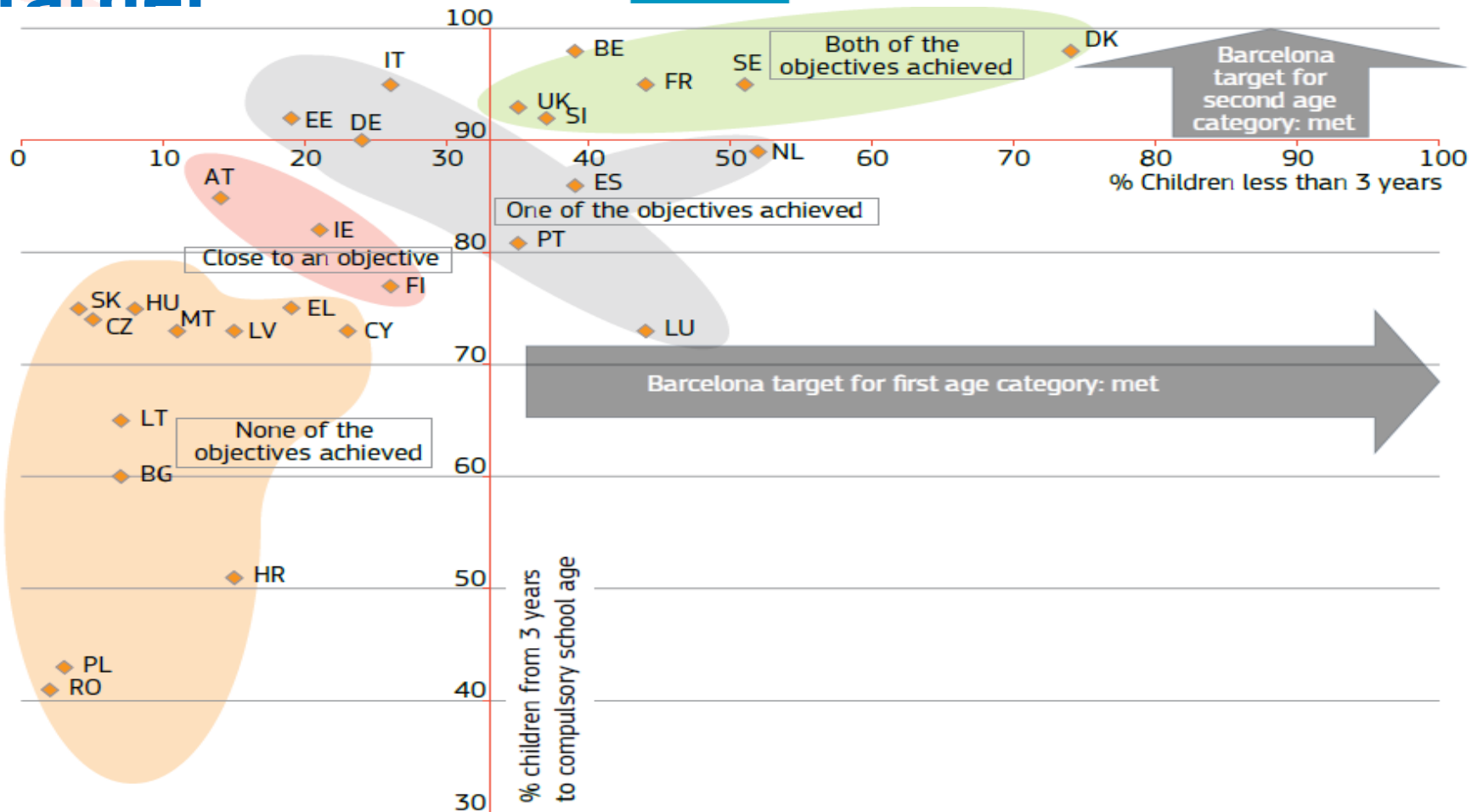
- Governance and access quality
- Structural and proces quality

Accessibility: Barcelona target



Formal child care by age category (2011)

Children cared for as a percentage of all children in the same age category



Sources: Eurostat — EU-SILC 2010

Notes: 'Close to an objective' refers to countries that had around 25 % of coverage for children under 3 (Finland) or around 80 % coverage of children aged 3 to the mandatory school age (Austria, Ireland).

Mandatory school age/enrolment in

4 years

- Luxembourg

5

- Cyprus, Greece, Hungary, Latvia, Malta, Netherlands, United Kingdom, Serbia

6

- Austria, Belgium, Czech Republic, Denmark, France, Germany, Ireland, Italy, Poland, Portugal, Slovakia, Slovenia, Spain, Romania

7

- Bulgaria, Estonia, Finland, Lithuania, Sweden

Country	From what age ECEC is compulsory?	Age of starting primary school	Length of compulsory ECEC attendance
Austria	5 years	6 years	1 year
Bulgaria	5 years	7 years	2 years
Croatia	5 years	6 years	1 year
Cyprus	4 years 8 months	5.8 years	1 year
Greece	5 years	6 years	1 year
Hungary	5 years (now), 3 years (from 2014)	6 years	1 year (from 2014 – 3 years)
Latvia	5 years	7 years	2 years
Luxembourg	4 years	6 years	2 years
Malta	5 years	7 years	2 years
Netherlands	5 years	6 years	1 year
Poland	5 years	7 years	2 years
Switzerland	4 years (but in some cantons it may differ)	6 years	2 years (in some cantons it may differ)
Serbia	5.5 years	7 years	1.5 year

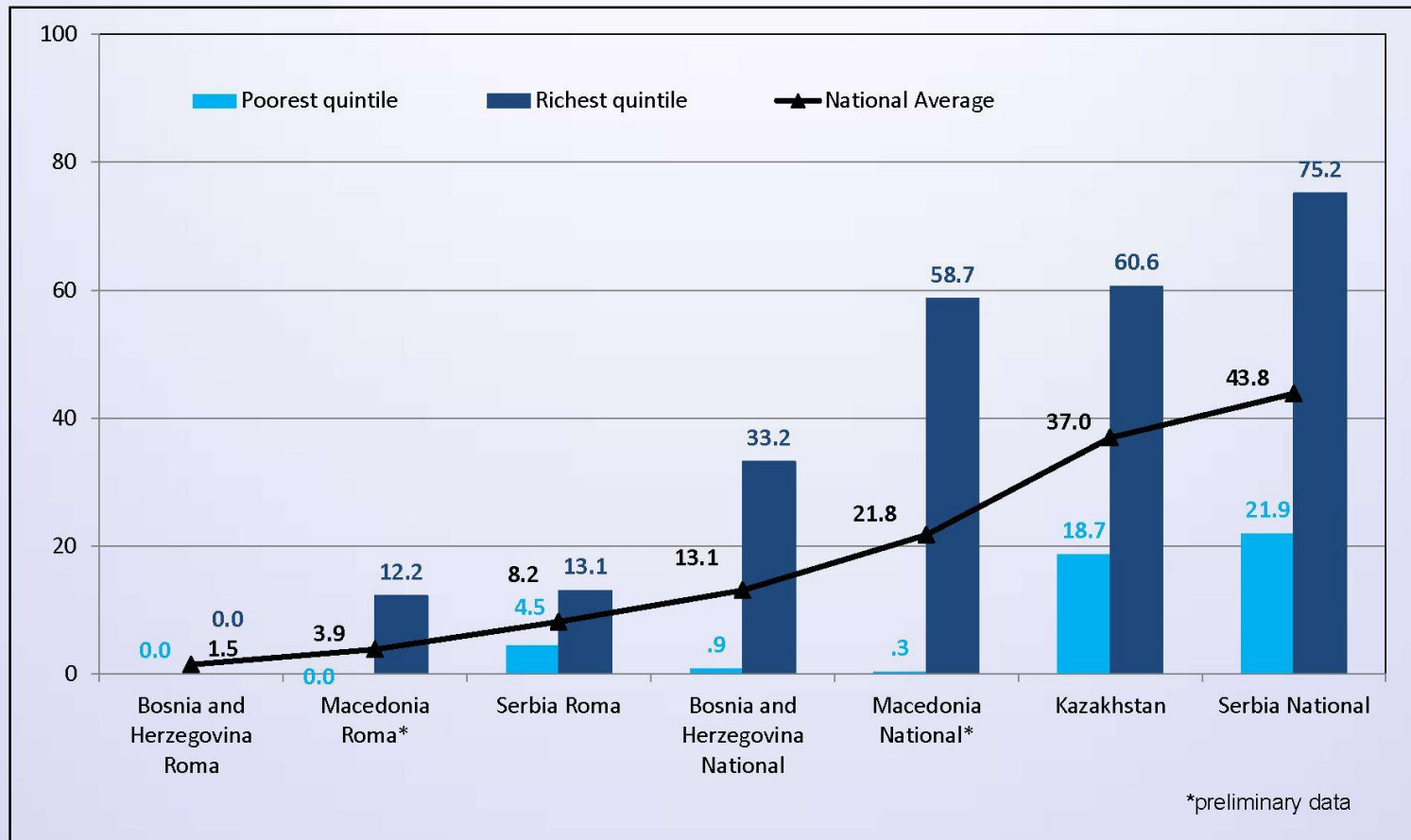
**By 2020 at least 95% of children between four and compulsory school age should participate in ECEC
Council of the European Union, 2009**





Attendance in Early Childhood Education (ECE) is low with poorest children lagging significantly behind.

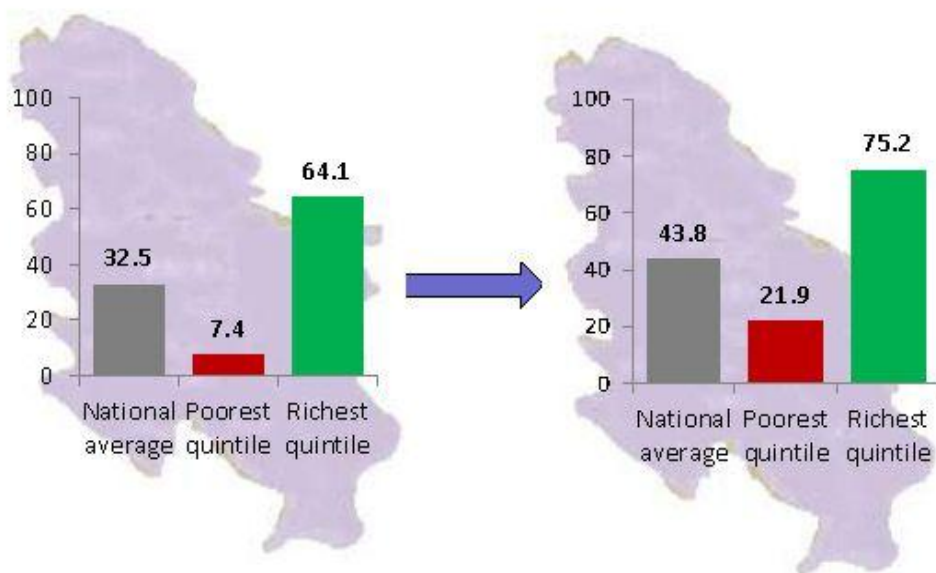
Percentage of children age 36-59 months who are attending an early childhood education programme





Disparities in attending Early Childhood Education have reduced over time in Serbia

Percentage of children age 36-59 months who are attending an early childhood education programme



MICS3
2005-2007

UNICEF, Global Databases, 2012.
Based on MICS Round 3 (2005-2007)

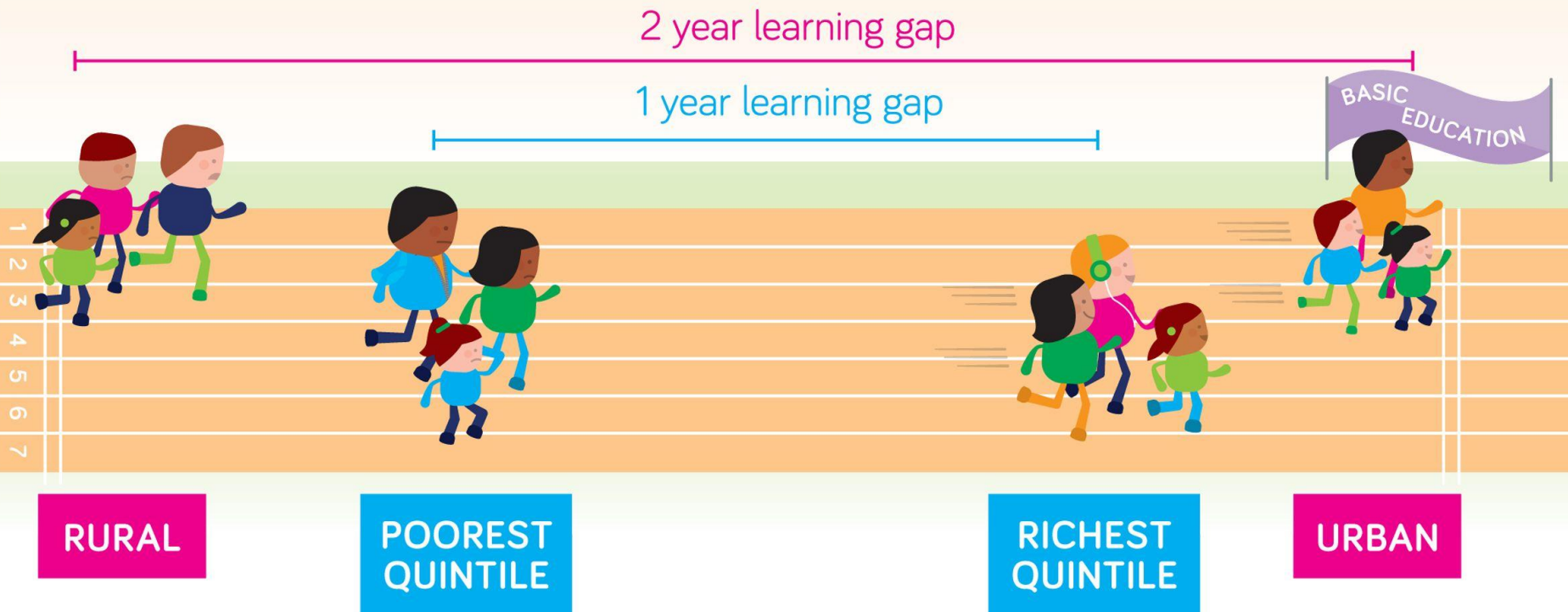
MICS4
2009-2010

UNICEF, Global Databases, 2012.
Based on MICS Round 4 (2009-2010)

	MICS3 (2005- 2007)	MICS4 (2009- 2010)
Poorest Quintile	7.4	21.9
Richest Quintile	64.1	75.2
Total	32.5	43.8

ECA countries: 1, 6 million children are not attending preschool

Millions of children and adolescents left behind





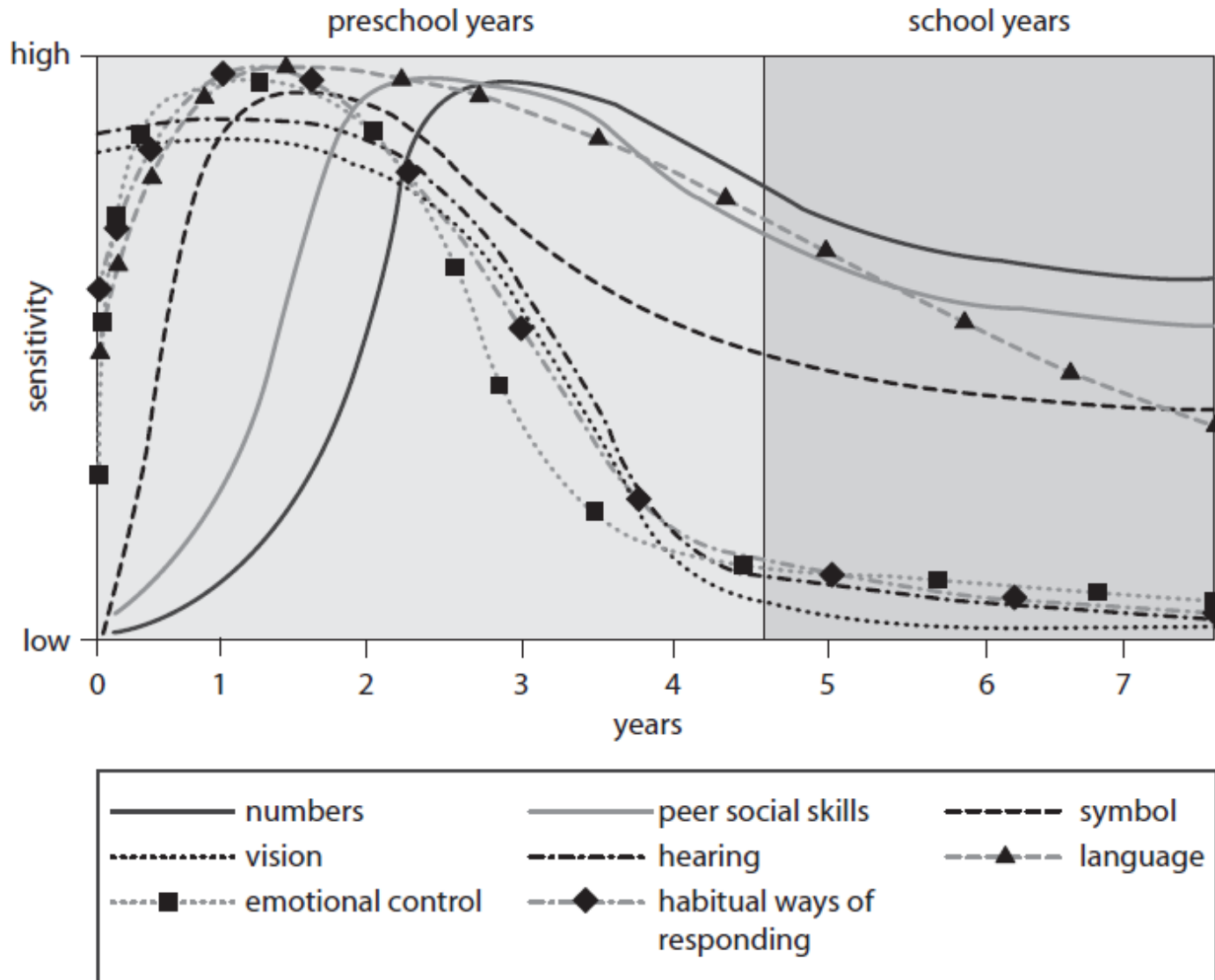
ECEC: laying the foundation for LLL

Developmental delays before the age of six are difficult to compensate later in life because EC is a particular sensitive period for brain formation.

Nadeau et al, 2011



Figure 1.3.1 Sensitive Periods in Early Brain Development



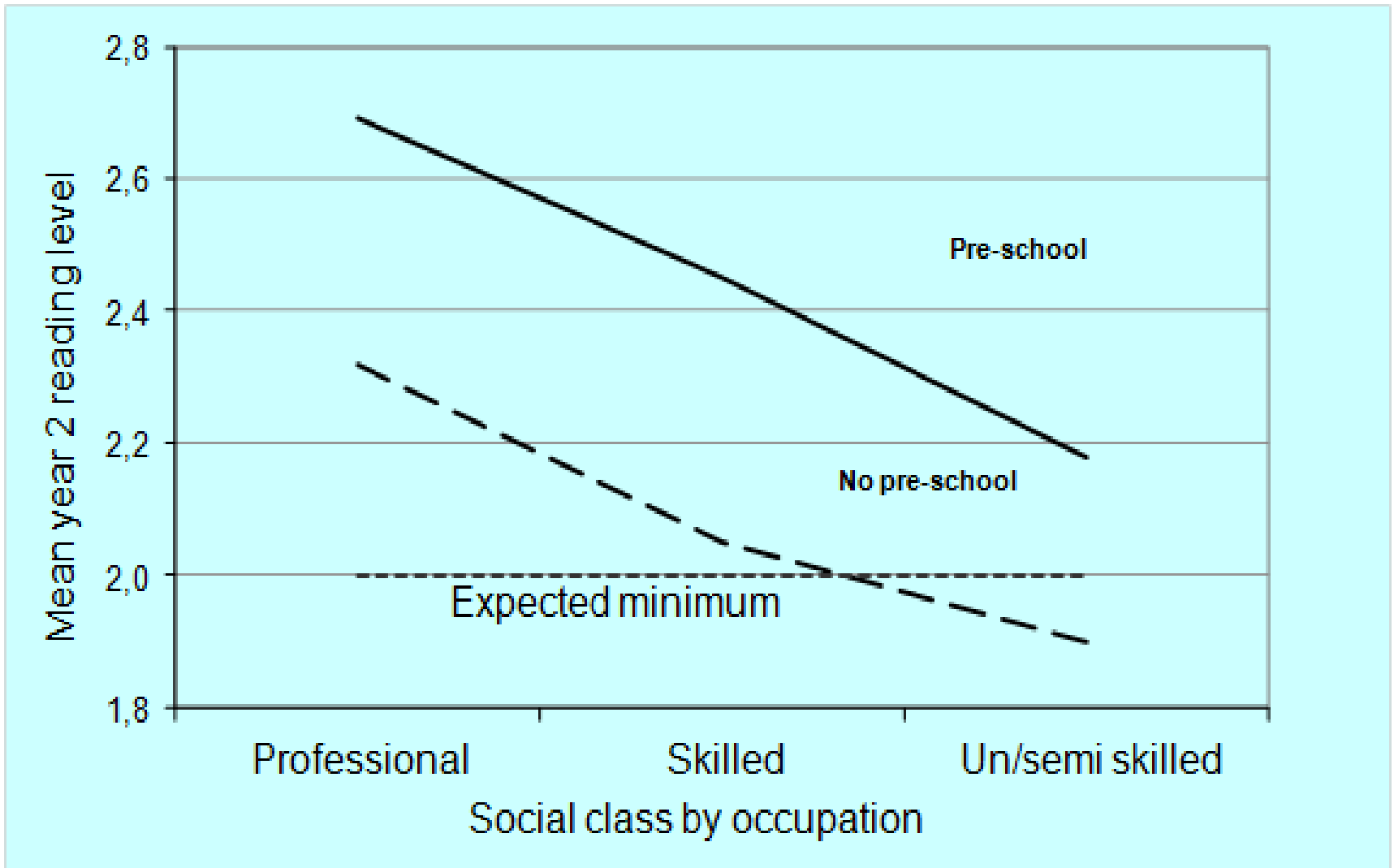
Source: Council for Early Child Development (2010).

Importance of ECEC in preparing children for LLL

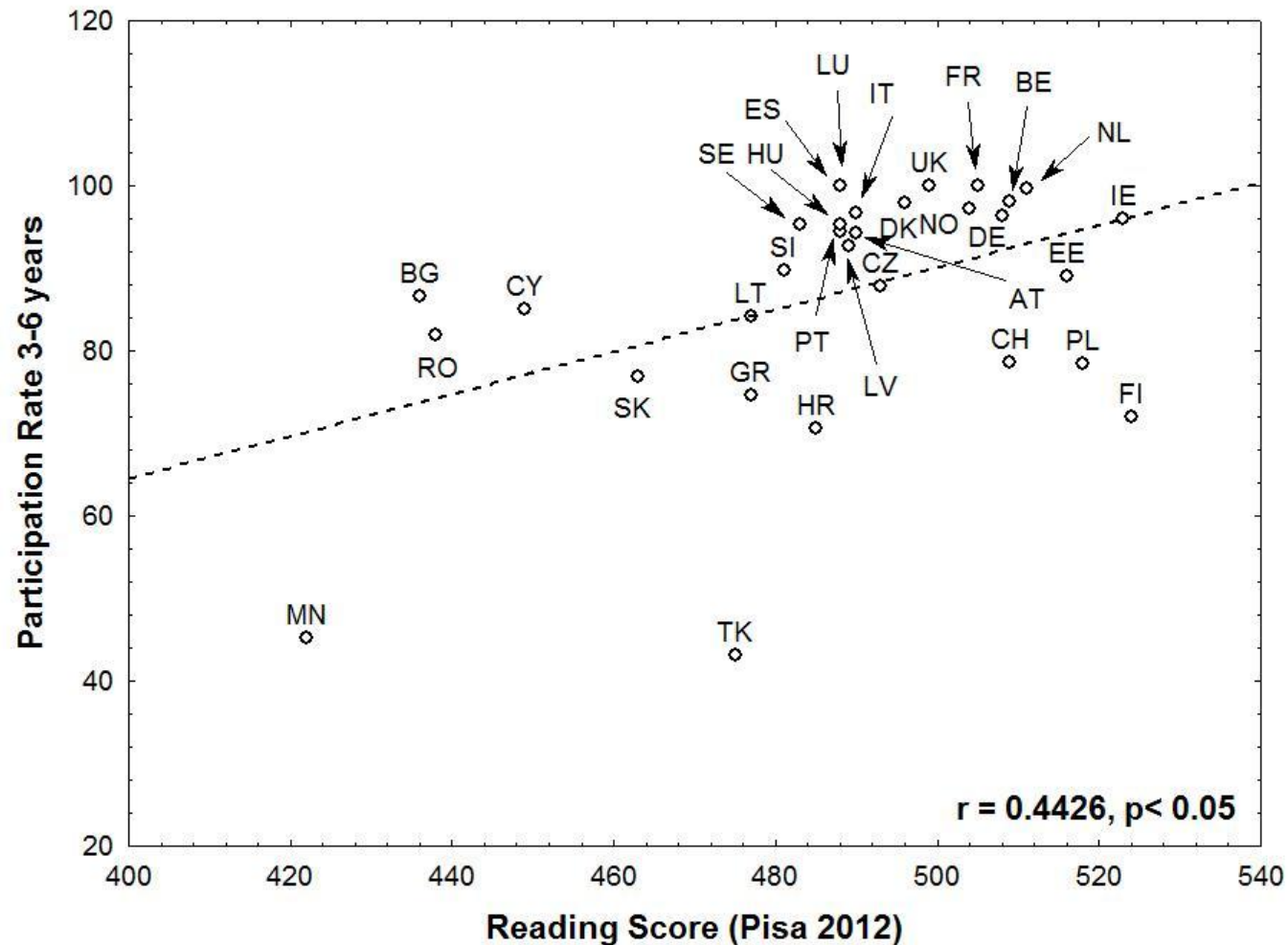
skills which are developed in early years persist into future periods (Cunha et al. 2005)

exposure to high-quality education in the early years leads to better developmental outcomes (Barnett, 1995; Shonkoff and Phillips, 2000; Leseman, 2002, 2009; New and Cochran, 2007; Mitchell et al., 2008)

EPPE study: effect on children from low SES



Long term impact of participation in ECEC





Broad scientific
evidence on outcomes
for children of quality
ECEC



Broad scientific evidence on outcomes for children of quality ECEC

Strongest evidence for cognitive development (literature

overview Lazarri, Vandenbroeck,, 2013)

More socially and emotionally mature (Barnett, 1996; Puma et al., 2012;

Zupančič and Kavčič, 2006; Kruszewska, 2011).

significant positive effect of ECEC on school readiness

(OECD, 2010; FaHCSIA, 2012; Dursun, 2009; Erkan and Kirca, 2010; Unutkan Polat, 2007; Gormley, Phillips and Gayer, 2008)

Better prepared for school (OECD,2010, FaHCSIA, 2012)

Broad scientific evidence on outcomes for children of quality ECEC

Source: PPMI (based on literature review, 2014).

Cognitive (refers to knowledge and its application)

- Literacy, reading, language (language comprehension, receptive language and expressive language),
- general knowledge,
- numeracy (mathematics).

Non-cognitive (refers to attitudes and values, social and emotional behaviours)

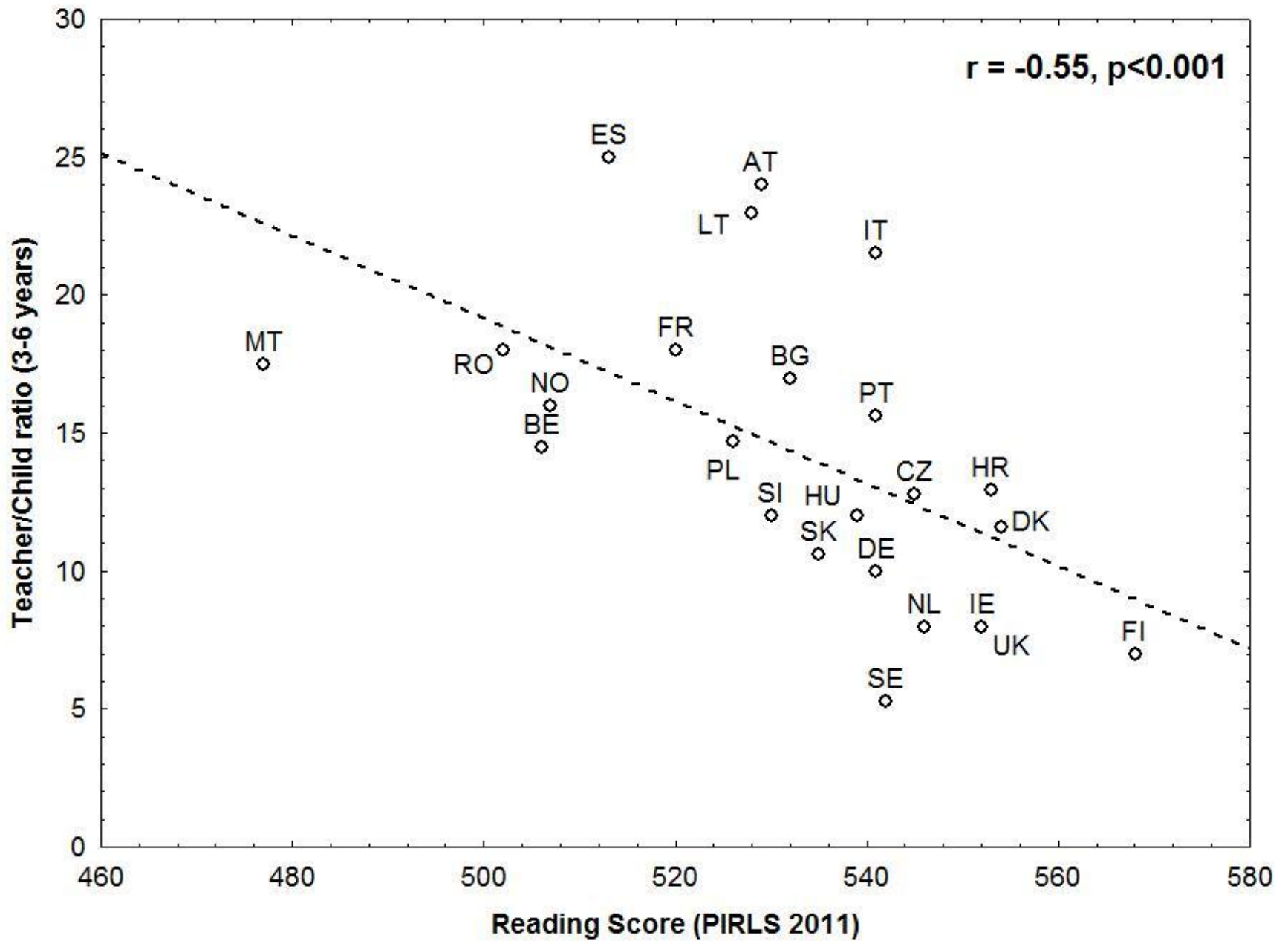
- Pro-social behaviour (sharing, co-operation, conformity, compliance, peer sociability),
- self-regulation (autonomy, social and emotional maturity, self-esteem),
- learning dispositions (academic motivation, on-task behaviour, capacity for independent work, responsibility in doing tasks).

Link between quality factors and outcomes for children

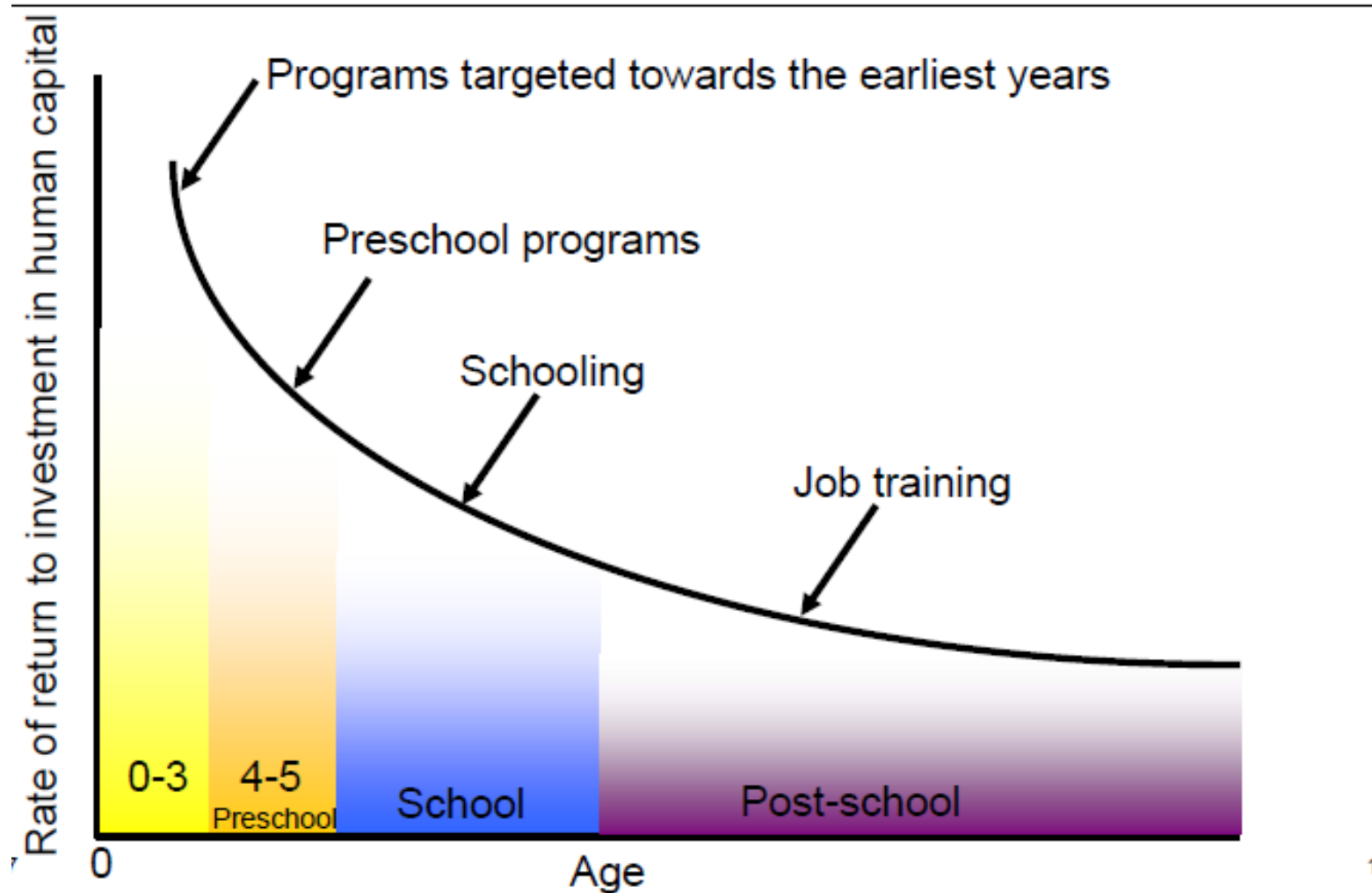
Curriculum, adult /child ratio: higher level of mathematics (Broberg et al., 1997)

higher level of qualification and teacher-supported small group activities are highly associated with children's better results in literacy, numeracy and cognitive development (Vernon-Feagans, Emanuel and Blood (1997), Vandell et al. (2000), Burchinal et al. (2002), Harrison, Linda, J., et al. (2009))

children, taught by teachers with higher levels of education, play more creatively and imaginatively; score higher on language tests; have higher self-confidence, spend more time in goal-directed activities; present less problematic behaviour in the classroom and are more sociable with peers. (NIEER (2003))



ECEC an efficient investment!



Less than 0.50%	From 0.50% to 1%	More than 1%
Cyprus, Estonia, Finland, Greece* Ireland, Italy, the Netherlands, Serbia*, Switzerland, United Kingdom, Turkey	Austria, Belgium, Bulgaria, Czech Republic, Croatia, France, Germany, Hungary, Latvia, Lithuania, Luxembourg, Malta, Montenegro*, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain	Denmark, Sweden

Share of GDP allocated to public expenditure on ECEC services source eurostat



Smooth transition ECEC-primay



- “Too many children experience the transition to school as a culture shock, and each day brings too many challenges or wrong kinds of challenges”. (Borstrom, 2005)



Pull and Push factors for smooth transition



Push factors for smooth transition

Positive or negative experience during transition to school (emotional and academic) is critical factor for children's future success and development . (Dockett and Perry, 2007; Dunlop and Fabian, 2007; Margetts, 2007; Peters, 2010; Woodhead and Moss, 2007; Einarsdottir, 2007; Moss, 2013).

Children from low SES more difficulties in transition. (Alimisis et al. 2007, Neuman 2000, Stamm, 2012)

Different visions of ECEC and primary teachers

Hollerer, 2002

Pull factors for successful transitions PPMI 2014

Structural continuity

- - under the same administrative authorities at the national level

Pedagogical and curriculum continuity

- integrated curricular approaches
- from play-oriented and child-centred to more structured and systematic school settings.

Professional continuity

- joint training, knowledge sharing

Continuity with home and community

- adjust to ethnic, cultural, linguistic diversity

Outcomes of positive transition experience



Outcomes of positive transition experience

perceive school as an important place, positive attitude to learning and positive expectations of their abilities to succeed at school (Alexander and Entwisle, 1998; Dockett and Perry, 2007; Dunlop and Fabian, 2007; Margetts, 2007; Peters, 2010).

neutralizing the negative effects of unequal opportunities at the entrance of compulsory education and promoting pupil's resilience (Hayes, 2011, Vrinioti, Einarsdottir and Brostrom, 2010).

Outcomes of positive transition experience

- neutralizing social and economic disadvantage and

perceive school as an important place, positive attitude to learning and positive expectations of their abilities to succeed at school (Alexander and Entwisle, 1998; Dockett and Perry, 2007; Dunlop and Fabian, 2007; Margetts, 2007; Peters, 2010).

neutralizing the negative effects of unequal opportunities at the entrance of compulsory education (Vrinioti, Einarsdottir and Brostrom, 2010).

Outcomes of positive transition experience

For Children

in relation to school .

- feel safe, secure and supported.
- social and emotional resilience in.
- a sense of belonging
- positive relationships with educators and other children.

positive about themselves as learners.

display dispositions for learning.

For Families

- have access to information related to the transition to school tailored to suit the family.
- involved in the school.

For teachers

- prepared and confident that they can plan appropriately for the children starting school.

Relationships between families and the school are respectful, reciprocal and responsive.

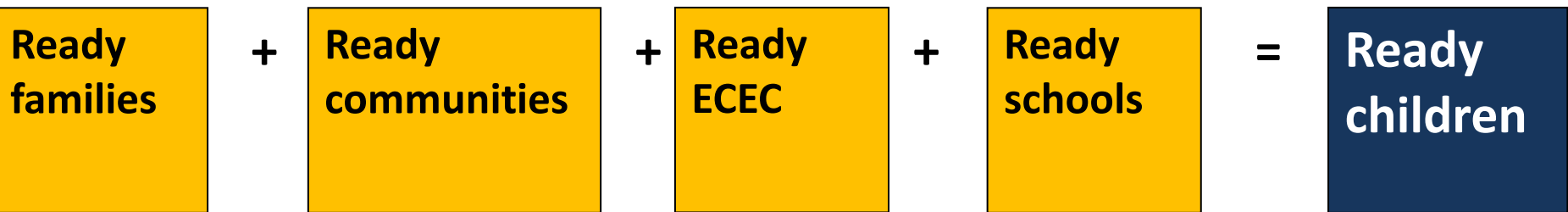
Source: Nolan, A., Hamm, C., McCartin, J., Hunt., Scott, C., and Barty, K., *Outcomes and Indicators of a Positive Start to School: Report prepared by Victoria University for the Department of Education and Early Childhood Development*. Melbourne: Victoria University, 2009.

potential threat: 'schoolification' of ECEC

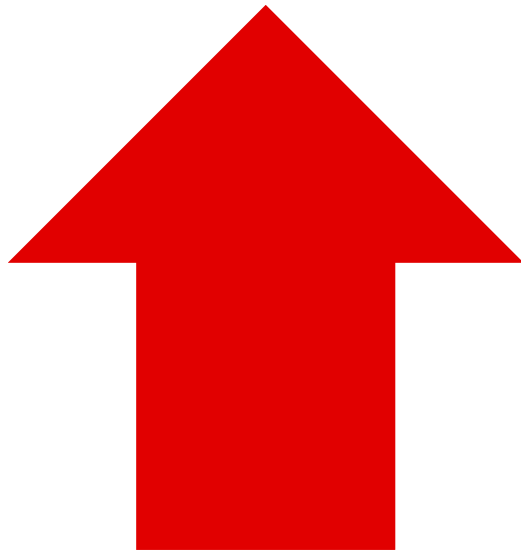


Successful transitions=school readiness?

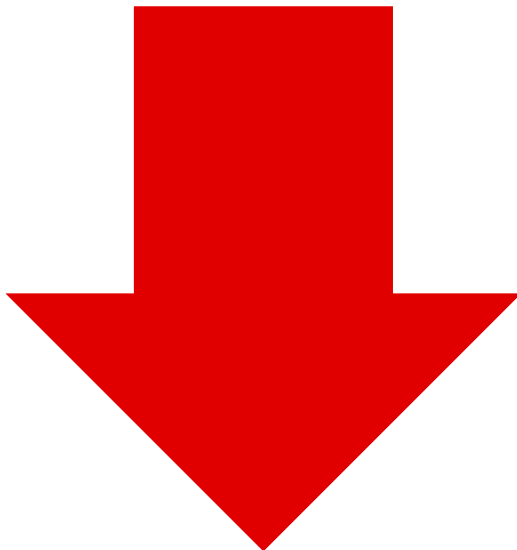
- “School readiness does not reside solely in the child, but reflects the environments in which children find themselves” (Nolan et al., 2009).
- preschool skill-based assessments of children’s performance have proven to be poor predictors of subsequent school integration and achievement (La Paro and Pianta, 2001; Pianta and La Paro, 2003).



Discussion on school readiness (Neuman, 2000)



UK- FR : Preparation for school: Adopt school-like characteristics: schoolification ECEC



Scandinavian countries, Northern Italy : Develop natural learning strategies: greater transition difficulties

School readiness and transition

- 2/3 to 4 years: learning through play
- Last year before compulsory school: intense collaboration between pre-primary and primary teachers, common projects



How to design effective ECEC systems?

Structural quality

- qualification, continuing professional development
- staff wages,, gender and ethnical diversity
- staff /child ratio, size of group,
- curriculum, ECEC environments, programme duration

Process quality

- interactions , relationship quality, child centered, , parental engagement, health and safety, pedagogical guidance, autonomy in recrutement

Access quality

- accessible, inclusive, social mix, affordability, usefulness for families, comprehensibility

Governance quality

- leadership, assesment and evaluation, unitary systems, autonomy of centres

How to design effective workforce preparation (structural quality)(Core, 2011)

Equal and reciprocal relation theory/practice

- reflection on working with poor/migrant roma parents
- development of new practices

Build leadership capacity

- Training of directors

Invest in competent system

- Policies that address entire ECEC system
- Professionalisation is multi-layered

How to design effective workforce preparation (Core, 2011) of lower qualified ECEC workers

Rethink professional development

- Pedagogical mentoring
- Learning from practice
- Focus on tackling inequities

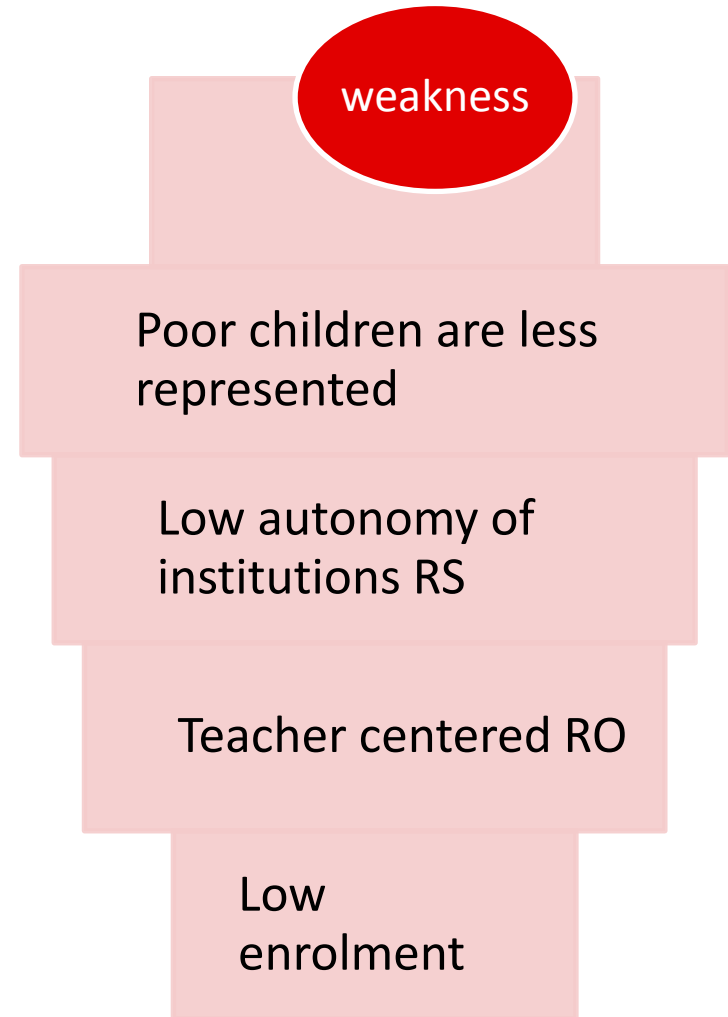
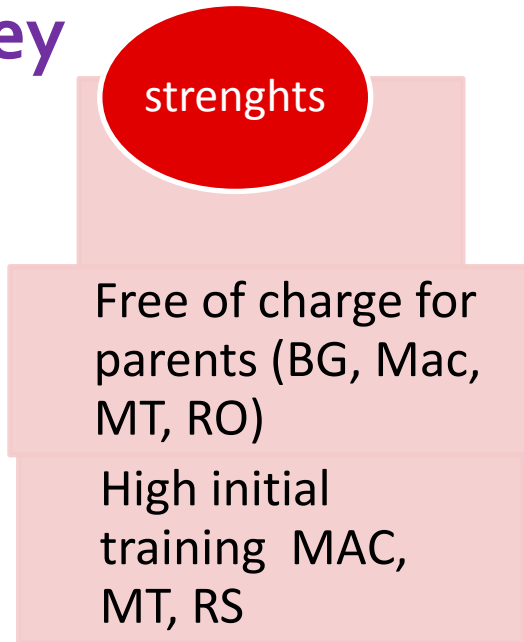
Increase job mobility

- Credits for learning in practice
- No dead end jobs

Include low qualified workers in qualifying training

- Denmark, France, Slovenia

Towards effective ECEC systems in Bulgaria, Macedonia, Montenegro, Serbia, Romania and Turkey



Inspiration

- 'Study on the effective use of early childhood education and care in preventing early school leaving', commissioned by DG EaC, promoter: PPMI (Lithuania), 33 European countries (5 ECA) (2013-2014)
- Competence Requirements in ECEC (a study for DG EaC) 2009-2011 in 15 European countries
- Impress project (for SOFRECO) in Serbia funded by the European Commission (2012-2014)
- *Transatlantic Forum on Inclusive Early Years (TFIEY)*. Funded and commissioned by the King Baudouin Foundation and a consortium of Foundations from Europe and USA (2012-2016)
- Since 2010 board member ISSA a network of European and Middle Asian countries

- Photo's : UNICEF and Worldbank and Innovations in the Early Years





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