



Access and Quality in ECEC



Jan Peeters
Innovations in the Early Years
Ghent University

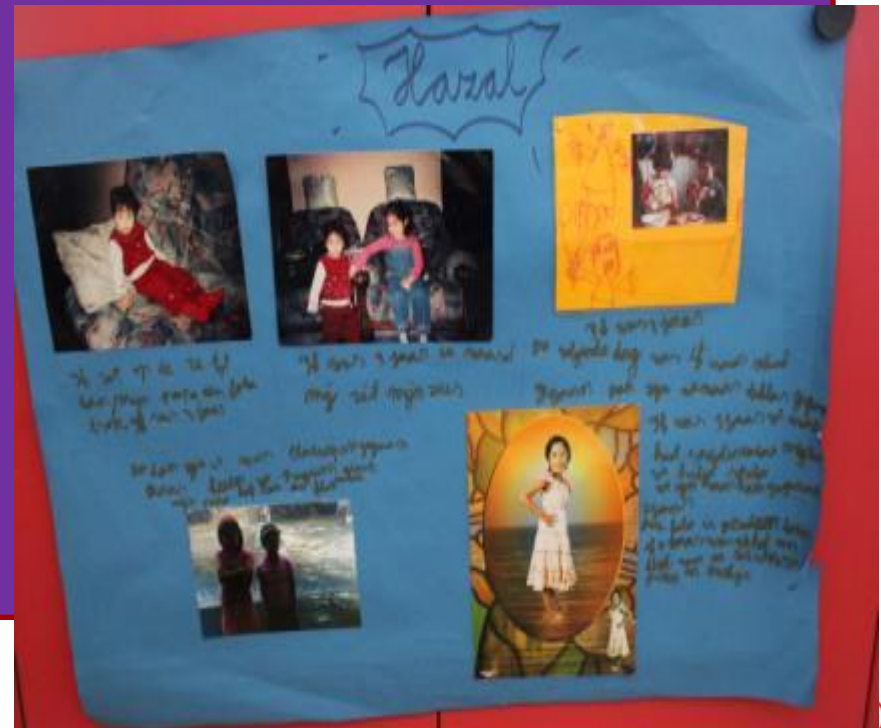
- http://www.youtube.com/watch?v=IFfy_VvLhdQ&feature=player_embedded
- <http://www.kbs-frb.be/event.aspx?id=301332&langtype=1033>

Lessons learned on accessibility from TFIEY

- Progressive universalism :Universal provisions addressing a diverse population with tailored services for disadvantaged children may be more beneficial than targeted provisions
- Disadvantaged children benefit from socially mixed environments
- Staff diversification: hiring staff who have had the experience of living in poverty can be a cornerstone of success

Lessons learned on accessibility from TFIEY

- TFIEY:
- Close supervision, monitoring and accountability at the program level is necessary in order to ensure that policies are being carried out as intended



Key Points raised by Participants

- Continuity major challenge: even when ECEC is of high quality, the transition to a primary school that is unprepared for diversity can be damaging
- How to succeed in making services not only accessible, affordable, and available, but also desirable and relevant to all families
- Need to ensure that high-quality ECEC practice always includes not only children but their parents as their first educators



Lessons learned on accessibility for hard to reach families

- TFIEY: ECEC need a deeper understanding of poverty and cultures, values and background of parents
- respect and utilize the skills and capacities that parents can offer. (e.g. immigrant families themselves are very effective at reaching out to newly-arrived immigrants)
- inclusion is not adapting families to the system, but adapting systems to diverse families
- Using diverse methods of communication (e.g. film, pictures)

- Vulnerable families: not only focus on risk factors but also assets and strengths of diverse children and families (e.g. bilingualism)

Policy for progressive universalism City of Ghent

- Schools with lot's of disadvantaged or migrant families are loosing pupils



- Pedagogical Guidance centre set up a new school inside building, that attracts middle class families (Freinet or Jena Plan school)



- School with disadvantaged children is integrated in new school

City of Ghent : coherent policy towards accessibility of ECEC services to all children



- Integration early childhood care and education
- Pedagogical Guidance Center Ghent supports innovation since 35 years
- Networking and co-operation with national and European partners (ESF projects)

Lessons learned on accessibility for hard to reach families

Ghent:

- In schools bridging persons work on 4 issues
- Support to develop strategies tot equal opportunities
- Help teachers to be open minded to the home culture
- Support vulnerable parents regarding school activities, attitude and communication
- Involve each parent and address them as a partner in the educational process

- Ghent:, staff reflects diversity of the local community
- Project Home language, make it visible, hearable, understandable
- Anti-bias training for staff



Tinkerbelle registration system for childcare in Ghent: accessibility in a context of shortage of places

- 50% places reserved for families living in neighborhood
- 30 à 50% places reserved for families with
 - a low income of work, unemployment or social security
 - a different home language than Dutch
 - the mother does not have diploma secondary school
 - single parent or teenage parent

Tinkerbelle registration system: equal access

- 2 extra places reserved in each group in each early childcare center in total 152 places for
 - immigrant parents following training for integration and Dutch language
 - parents following training for employment
 - parents in crisis with urgent unforeseen need for regular childcare (maximum 3 month)

Being part of the local community

Project “community based schools”

- Stimulate cooperation with all actors on the broad development of children
- Optimizes the use of infrastructure
- Stimulate social cohesion and positive actions
- Coordinates activities for children in school time and out of school time



Pedagogical quality

Common holistic view on education and care for all children from 0 to 6 years in ECEC with focus on

- Agency of the child as motor of his own education
- Well-being of the child: children can choose workshops in afternoon
- Natural learning strategies



Conclusion

- Alderman of Ghent: 'ECEC centers of Ghent prove that services for poor children and parents are not poor services but a rich environment for all children and their parents'



- [Download for free film of TIEY:](#)
- <http://www.kbs-frb.be/event.aspx?id=301332&langtype=1033>





a Raas Van Gaverestraat 67A, 9000 Gent
Belgium/Belgique
t +32 (0)9 232 47 35
f +32 (0)9 232 47 50
e info@vbjk.be
w www.vbjk.be