

WB, Romania, 2014

# ACCESS and INCLUSION in ECCE

Michel Vandebroek  
Department of Social Welfare Studies  
Ghent University, Belgium



## Access is unequal in three ways

1.Children from poor and migrant families are less often enrolled in ECEC

1.Children from poor and migrant families are more often in ECEC from lower quality

1.Once enrolled, these children are more often absent and less often listened to

Inequality in access to early education  
has been documented in (among others)

U.S. (e.g. Hernandez, Takanishi, & Marotz, 2009)

France (e.g. Brabant-Delannoy & Lemoine, 2009)

Germany (e.g. Büchel & Spiess, 2002)

Italy (e.g. Del Boca, 2010)

The Netherlands (e.g. Driessen, 2004; Noailly, Visser, & Grout, 2007)

Belgium (e.g. Ghysels & Van Lancker, 2011)

England (e.g. Sylva, Stein, Leach, Barnes, & Malmberg, 2007)

Nordic countries (e.g. Wall & Jose, 2004).

# WHY?

## One dimensional studies Characteristics of families

(e.g. Hofferth & Wissoker, 1992  
Peyton, Jacobs, O'Brien, & Roy, 2001  
Shlay, Tran, Weinraub, & Harmon, 2005)

Migrant and poor families are more inclined to practical criteria ?

Are less often at work ?

Parental behaviour as the result of maternal beliefs?

One dimensional studies do not offer sufficient explanation

# WHY?

Two dimensional studies

Preferences are moulded by environmental constraints

(e.g. Henly & Lyons, 2000

Himmelweit & Sigala, 2004

Vandenbroeck, De Visscher, Van Nuffel & Ferla, 2008 )

The concept of “choice” is problematic  
A more ecological approach is necessary

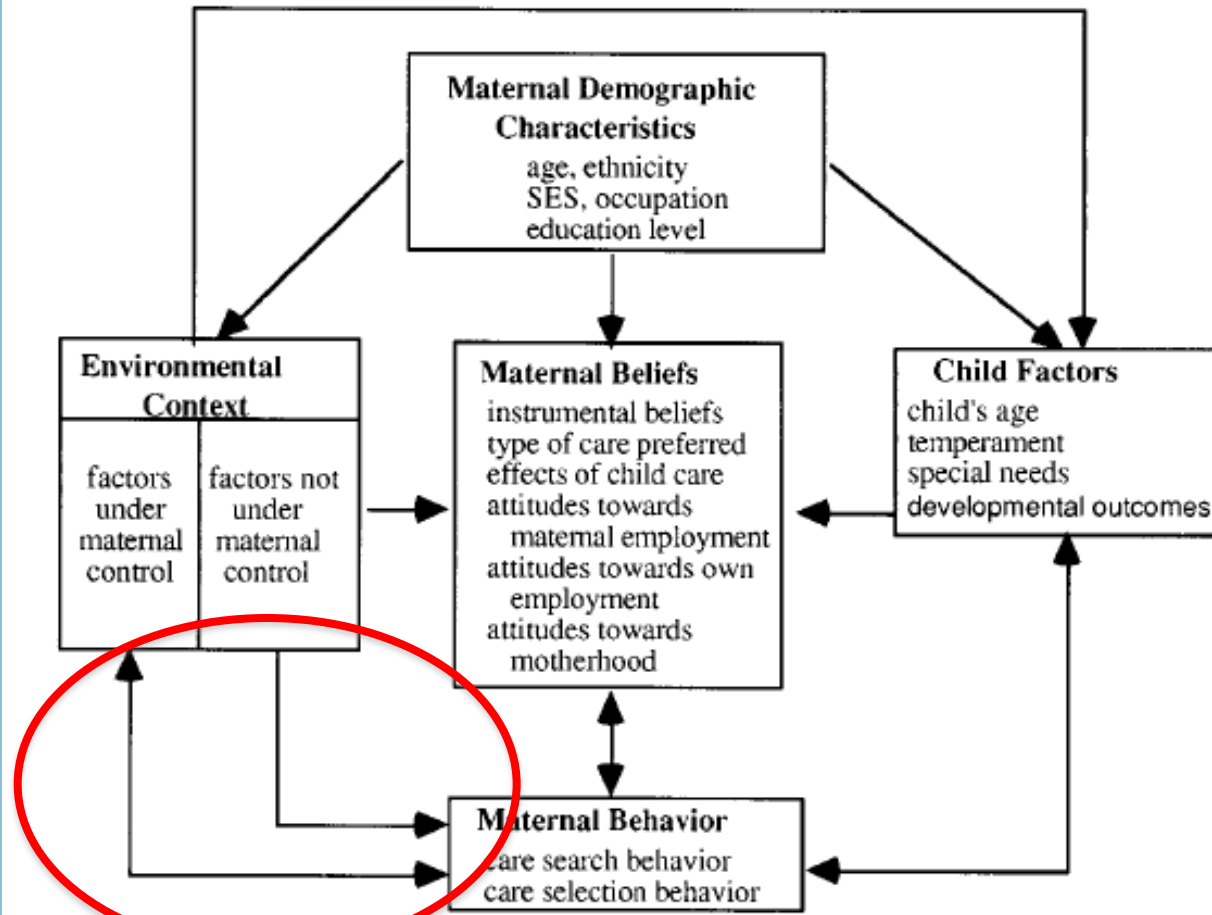


FIG. 2. Modification to general model: (1) maternal behavior may also influence the environmental context; (2) child factors include outcomes and specific characteristics; and (3) maternal demographic characteristics may have a direct influence on the environmental context, maternal beliefs, and child factors and an indirect influence on maternal behaviors via these constructs.

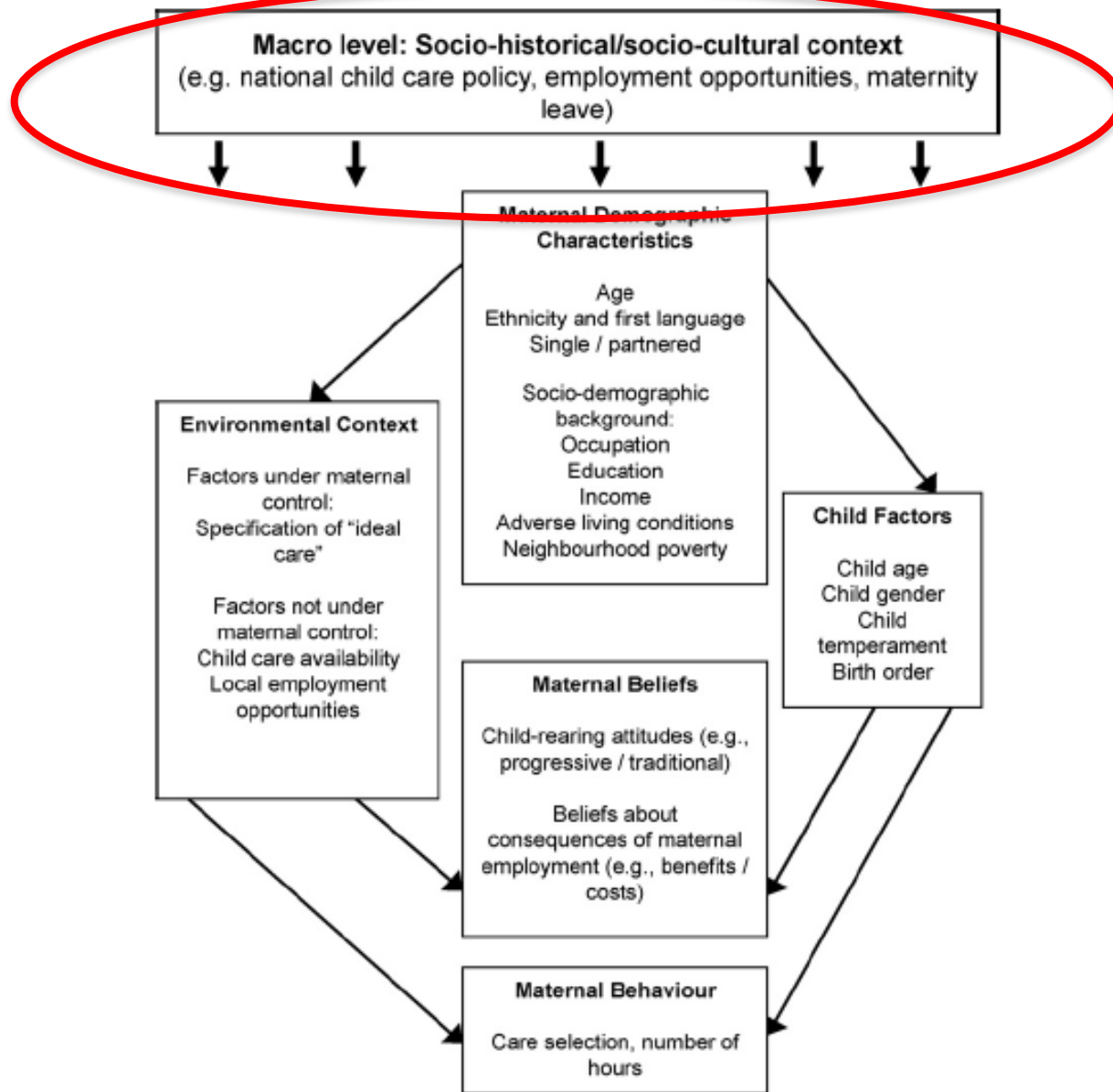
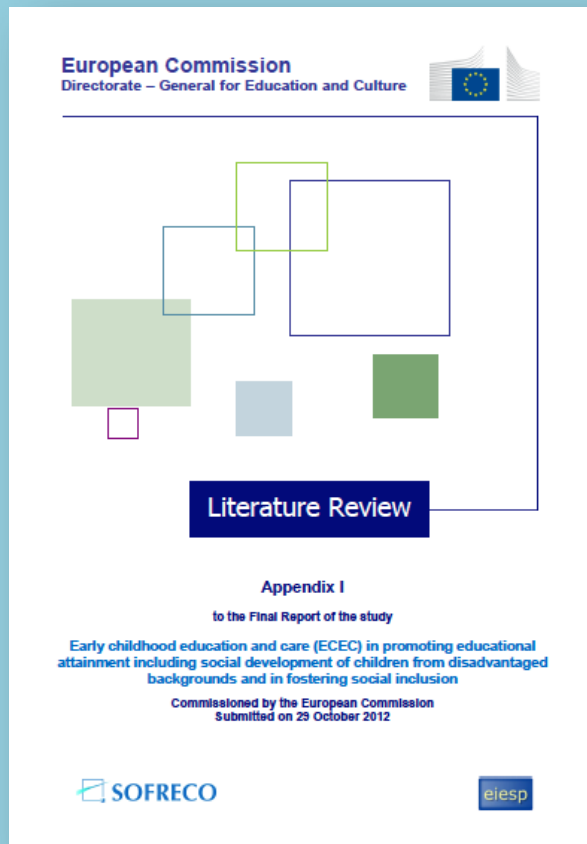


Fig. 1. Contextual model of child care use (adapted from 'Influences on child care selection' in Pungello & Kurtz-Costes, 1999).

Sylva, K., Stein, A., Leach, P., Barnes, J., & Malmberg, L.E. (2007). Family and child factors related to the use of non-maternal infant care: An English study. *Early Childhood Research Quarterly*, 26(1), 118-136.

# WHY?



Lazzari, A, & Vandebroek, M. (2012). Literature Review of the Participation of Disadvantaged Children and families in ECEC Services in Europe. In J. Bennett (Ed.), *Early childhood education and care (ECEC) for children from disadvantaged backgrounds: Findings from a European literature review and two case studies, Study commissioned by the Directorate general for Education and Culture*. Brussels: European Commission.



# WHY?

Availability

Affordability

Accessibility

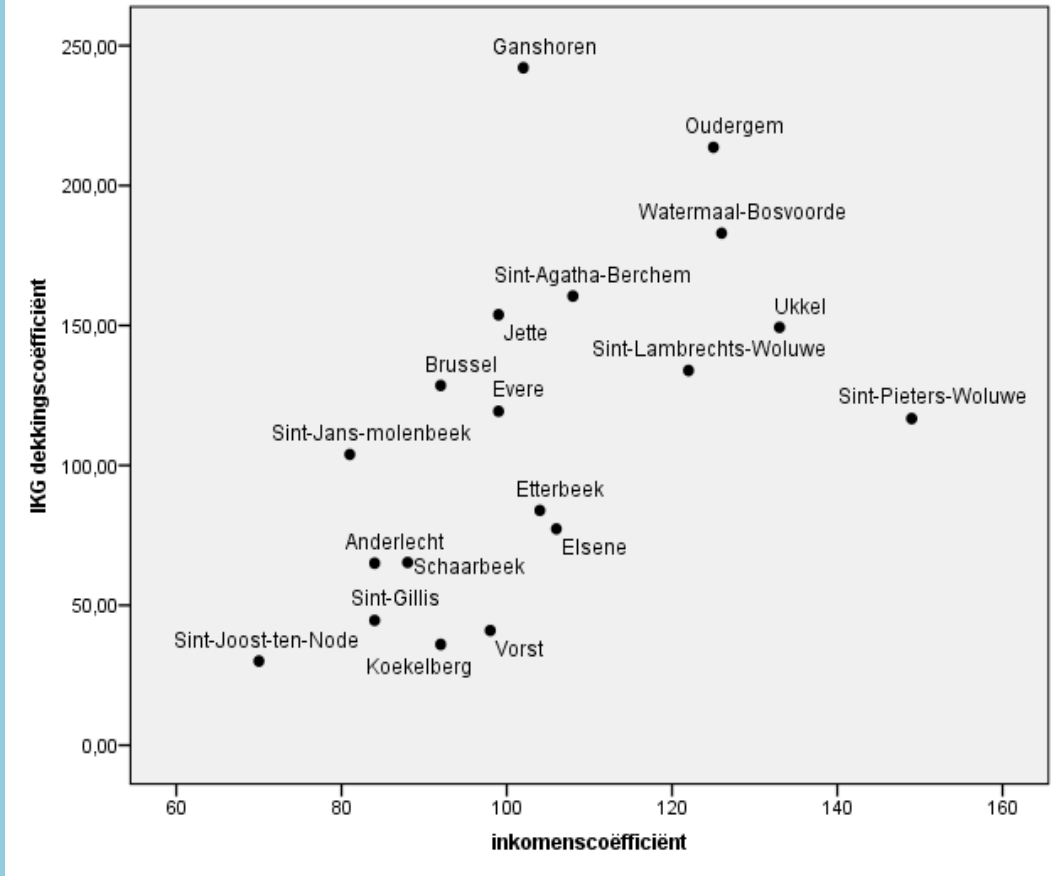
Usefulness

Comprehensibility

Vandenbroeck, M, Geens, N, & Berten, H. (2014). The impact of policy measures and coaching on availability and accessibility of early child care: A longitudinal study. *International Journal of Social Welfare*, 23, 69-79.

# WHY?

## Availability



# WHY?

## Availability

In many countries ECEC is not available in the poorest neighbourhoods. This is particularly the case in rural areas (e.g. Poland) and in urban areas where many Roma children live.

# WHY?

Availability

Affordability

Funding parents is less effective than funding provisions  
(effects on price, quality, staff and families just above threshold)

As shown in

The Netherlands (Noailly, Visser & Grout, 2007)

Hong Kong (Yuen, 2007)

Taiwan (Lee, 2008)

Canada (Cleveland, 2008)

UK (Osgood, 2004)

...

# WHY?

Availability

Affordability

Accessibility

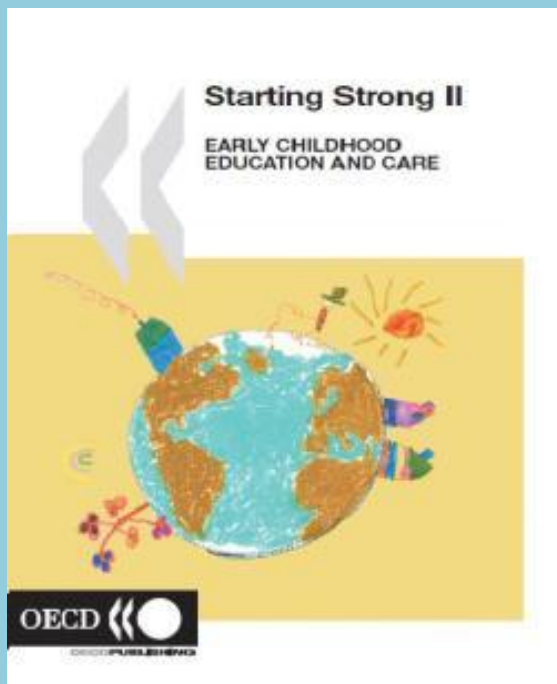
Migrant workers often work irregular hours

And have less care by kin available

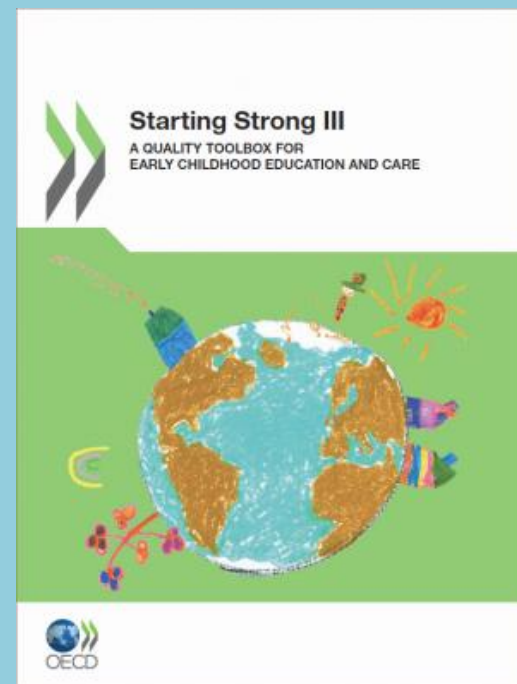
(e.g. Hernandez, Takanishi, & Marotz, 2009

Wall & Jose, 2004)

# WHY?



Availability  
Affordability  
Accessibility  
Usefulness  
Comprehensibility



“a two-way process of knowledge and information flowing freely both ways” (2006)

“Parents and communities should be regarded as partners working towards the same goal. Home learning environments and neighbourhood matter for healthy child development and learning.” (2011)

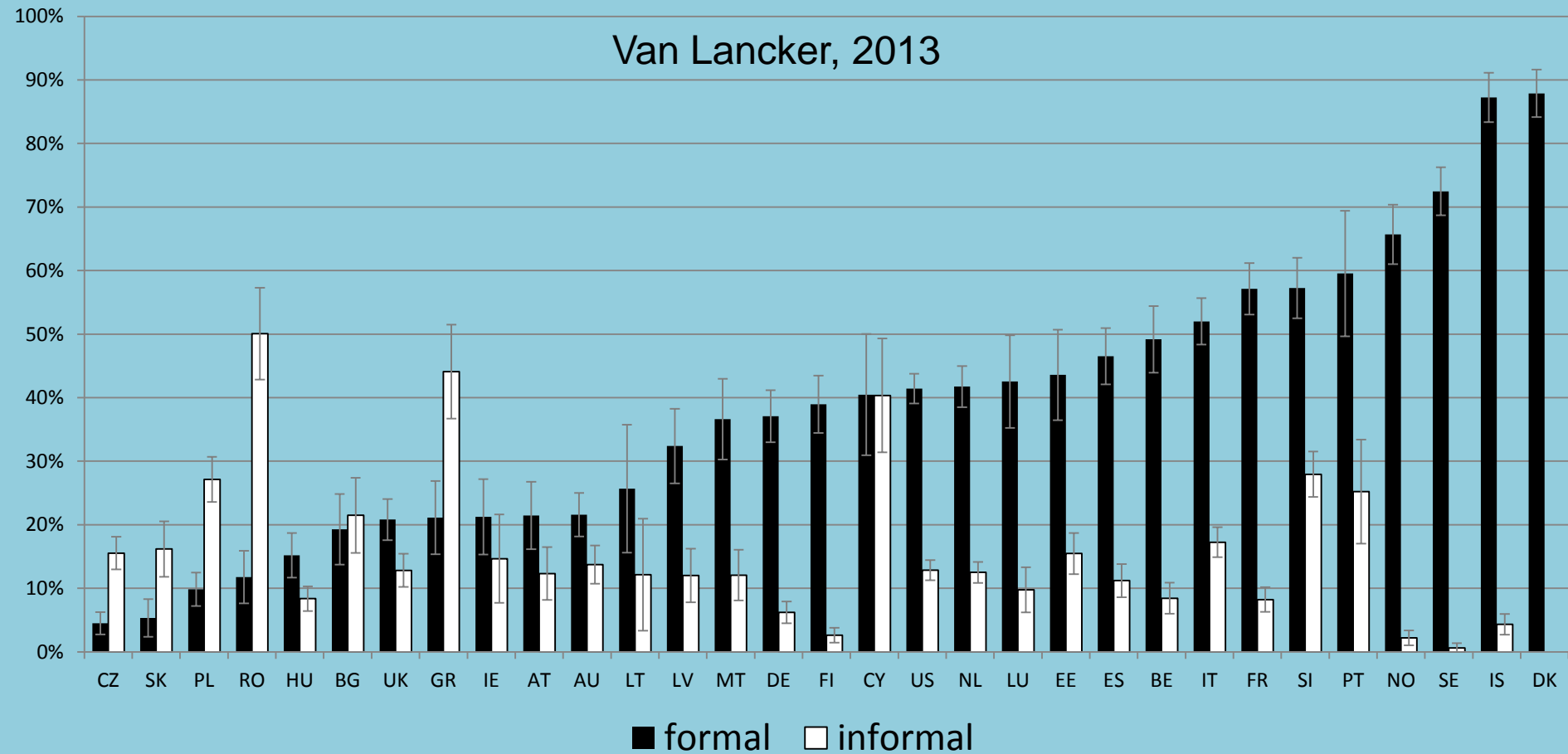
# HOW ?

Policy level	Provision level	Parental level
1. Funding	6. Democratic	12. Involvement
2. Educare	7. Priorities	13. Information
3. Universal	8. Outreach	
4. Costs	9. Opening hours	
5. Monitoring	10. Workforce	
	11. Cooperation	

# HOW ?

## 1. Funding

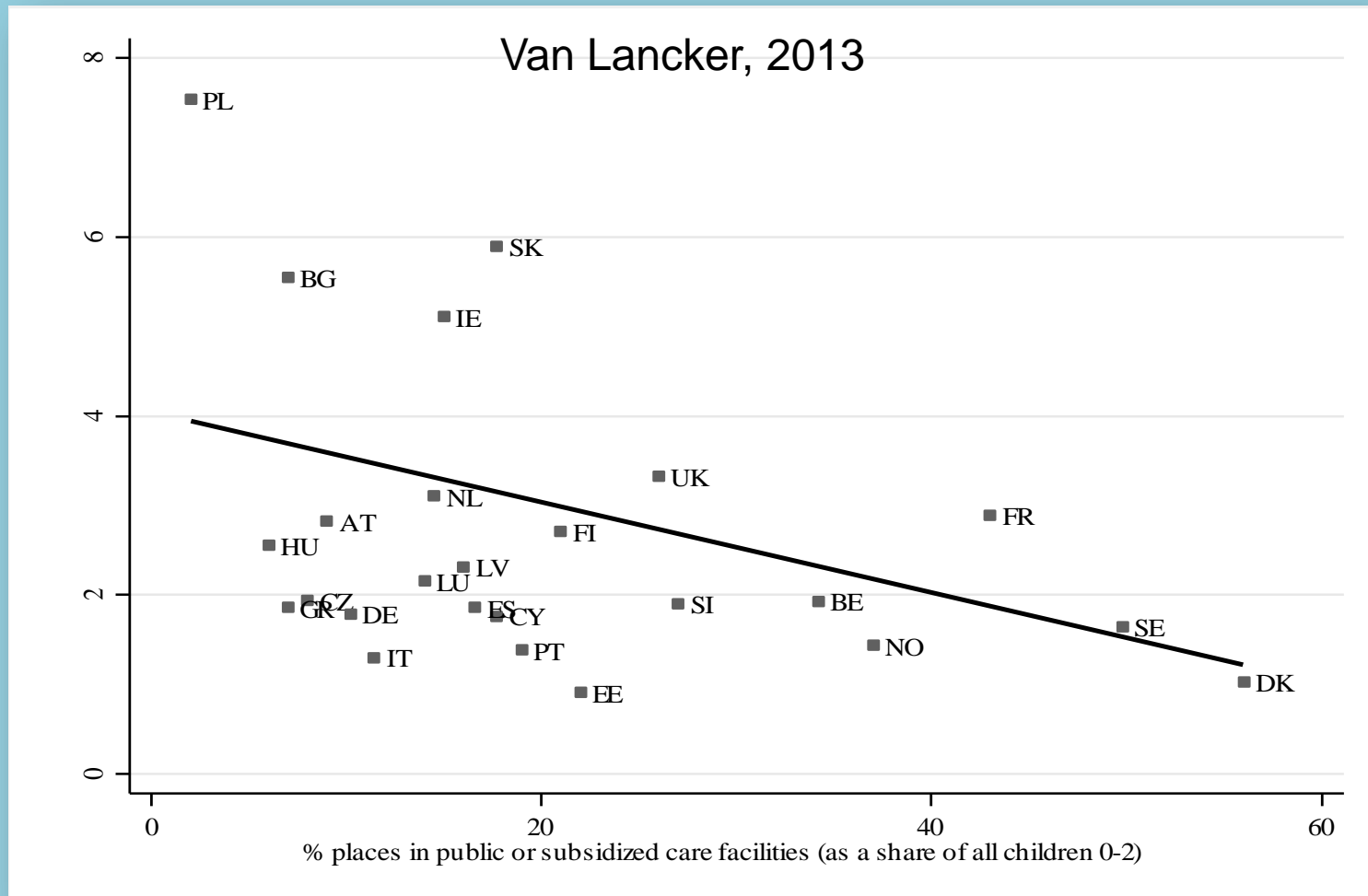
Van Lancker, 2013





# HOW ?

## 2. Educare / 3. Universal



# HOW ?

4. **Monitoring:** on local levels (e.g. The Netherlands) vs on central level (e.g; Flemish Community) vs on local AND national levels (e.g. Sweden, Denmark)

# HOW ?

6. Democratic

7. Priorities

8. Outreach

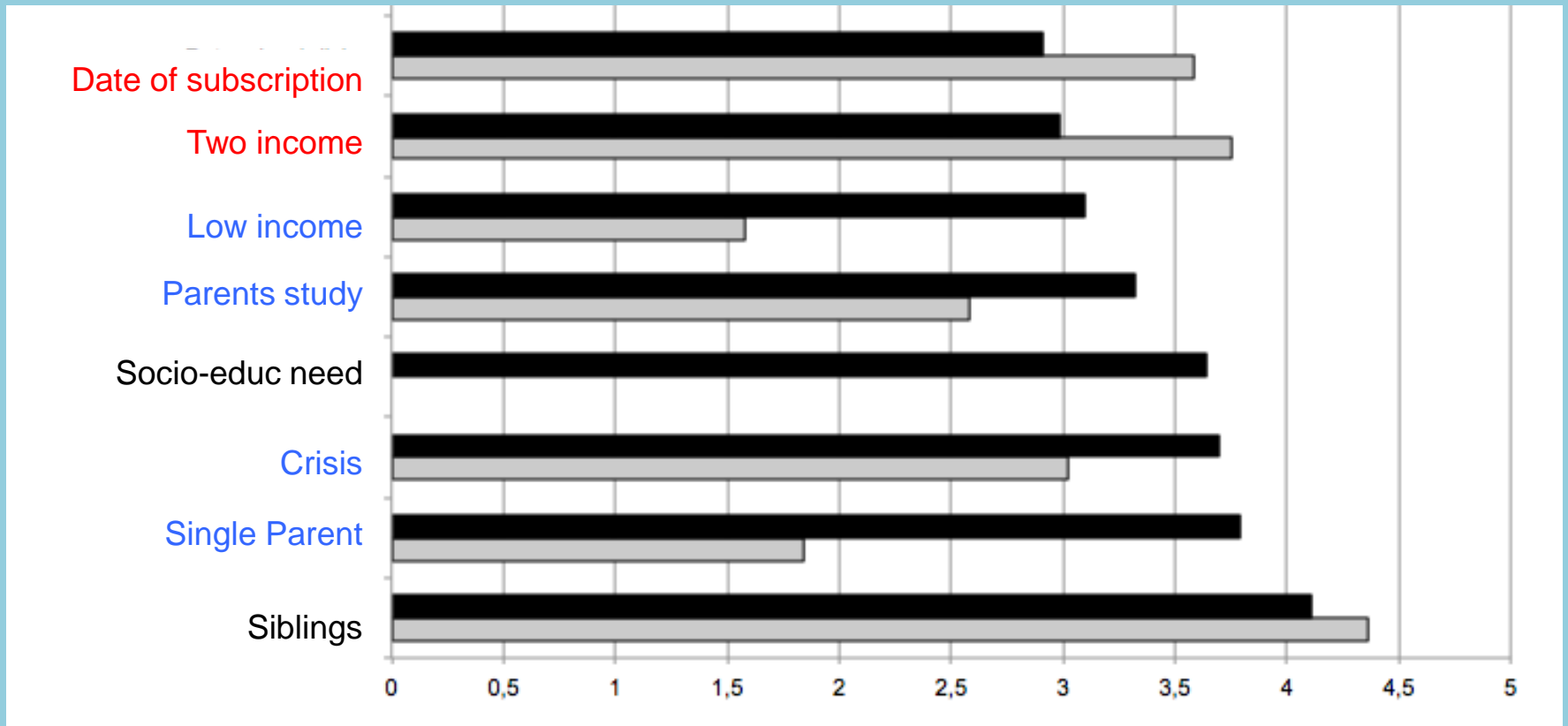
Parents search on average 9 months before need

Native (M = 10,26) > Minority (M = 6,52)

Higher education (M = 10,13) > Lower education (M = 5,33)

# HOW ?

Vandenbroeck, M, Geens, N, & Berten, H. (2014). The impact of policy measures and coaching on availability and accessibility of early child care: A longitudinal study. *International Journal of Social Welfare*, 23, 69-79.



# HOW ?

Parents search on average 9 months before need

Native (M = 10,26) > Minority (M = 6,52)

Higher education (M = 10,13) > Lower education (M = 5,33)

% single parent families doubled

% low-income families more than doubled

% ethnic minority families increased but did not double

But still not equal

# HOW ?

6. Democratic

7. Priorities

8. Outreach

On-going research in context of available, affordable and accessible ECEC  
(3-6 years old)

No differential enrollment

But unequal use due to

Different concepts of care and education

Poverty / material needs

Cultural habits / cultural sensitivity of the provision

Image of the self of the mother

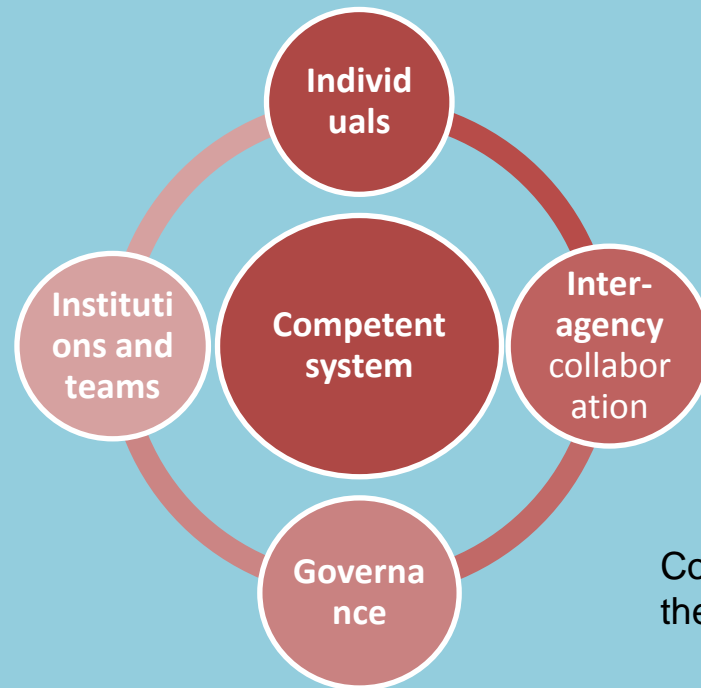
Separation of the inside and the outside (all or nothing)

# HOW ?

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# HOW ?

9. Flexible opening hours for those who have irregular working hours
10. Diverse workforce, reflecting the minorities served
11. Inter-agency cooperation, integration of social, educational, ... services
12. Involvement: staff is supported to listen to parents



CoRe study for  
the European Commission

9. Information is accessible and meaningful for parents



The Communication therefore advocates for a more systemic and integrated approach to ECEC services at local, regional and national level, for the involvement of all relevant stakeholders – in particular, families – and for closer cross-sectoral collaboration between different policy domains such as education, culture, social affairs, employment, health and justice.  
(Council of the European Union, 2011, p.5).



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Vandenbroeck, M, Geens, N, & Berten, H. (2014). The impact of policy measures and coaching on availability and accessibility of early child care: A longitudinal study. *International Journal of Social Welfare*, 23, 69-79.

Vandenbroeck, M. & Lazzari, A. (forthcoming June 2014). Accessibility of Early Childhood Education and Care: A state of affairs. *European Early Childhood Education Research Journal*.

