



Proposal for a quality framework on early childhood education and care (ECEC)

Nora Milotay
European Commission
DG Education and Culture
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Structure of the Key Principles for a Quality Framework



Image and Voice of the Child

Partnership



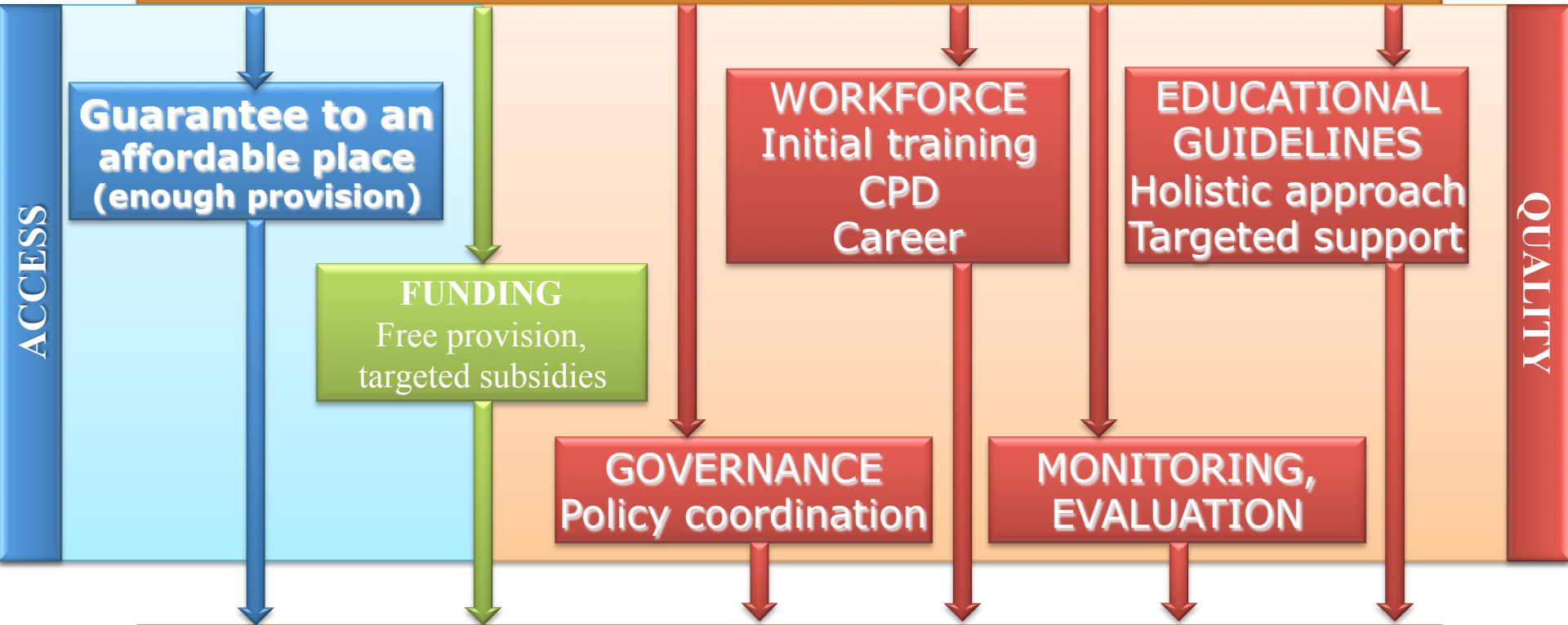
Process Quality

Competent System





Main topics of Key data



Guarantee to an affordable place (enough provision)

FUNDING
Free provision, targeted subsidies

WORKFORCE
Initial training
CPD
Career

EDUCATIONAL GUIDELINES
Holistic approach
Targeted support

GOVERNANCE
Policy coordination

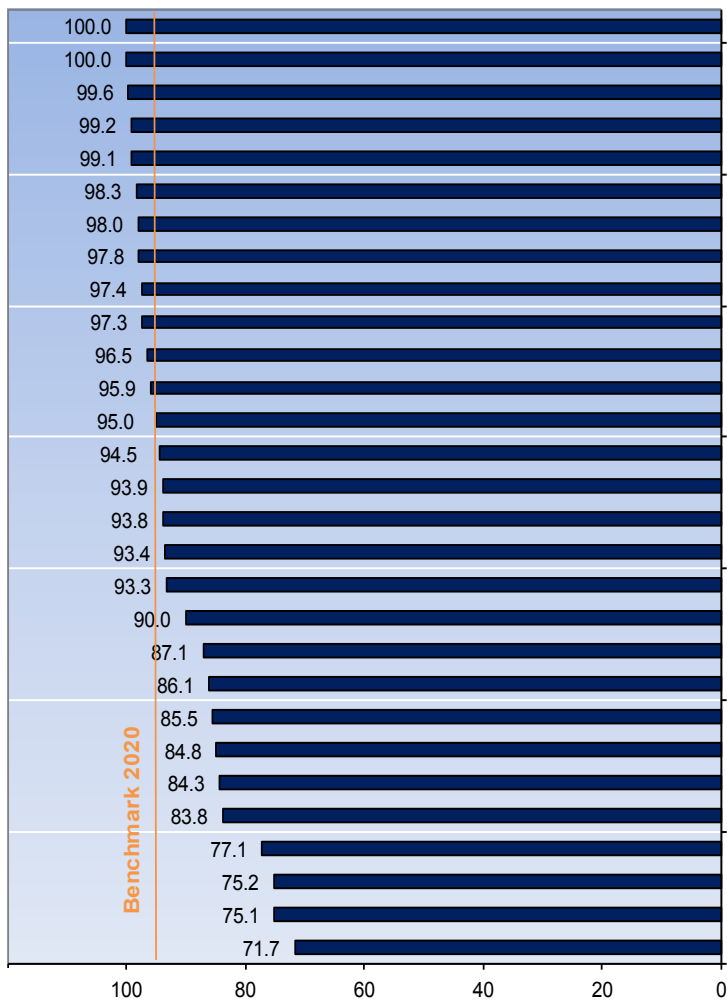
MONITORING, EVALUATION

GREATEST BENEFITS FOR ALL CHILDREN
Intensive verbal interactions
Cognitive stimulation
Encouraging climate, safe environment
Socialisation, physical development

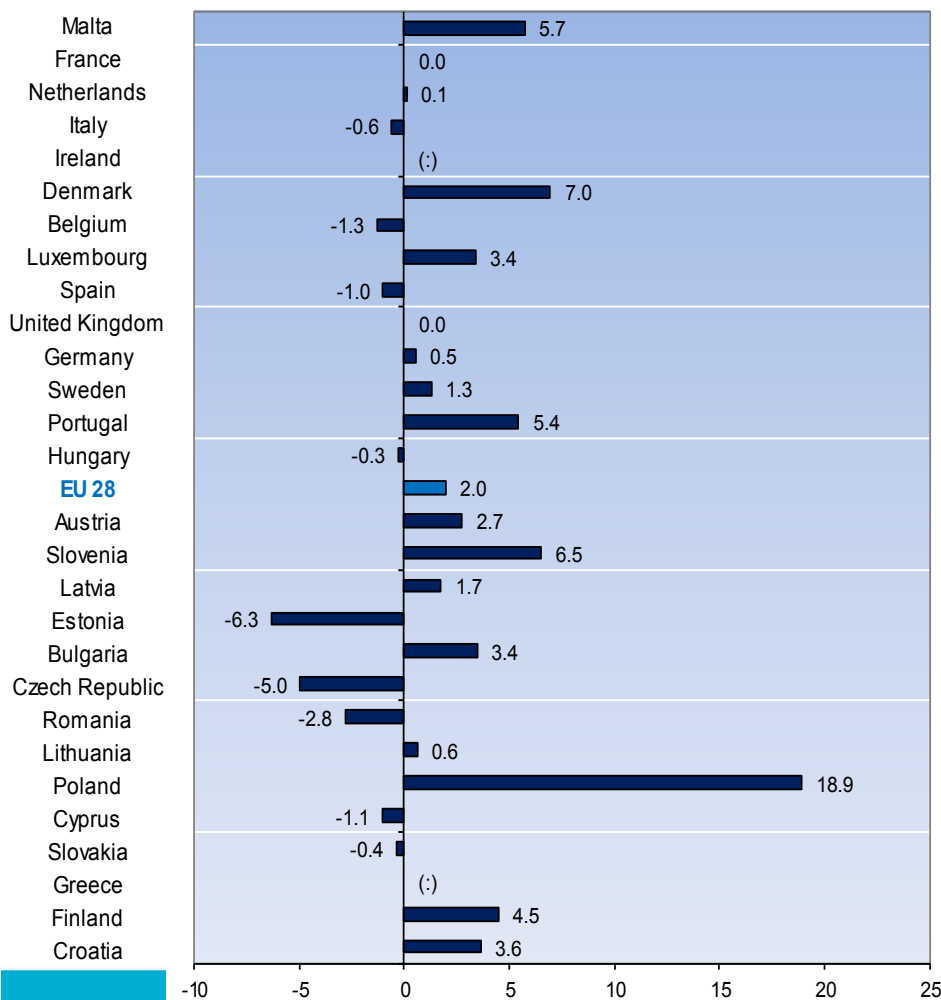
Accessibility: Participation in ECEC at age 4



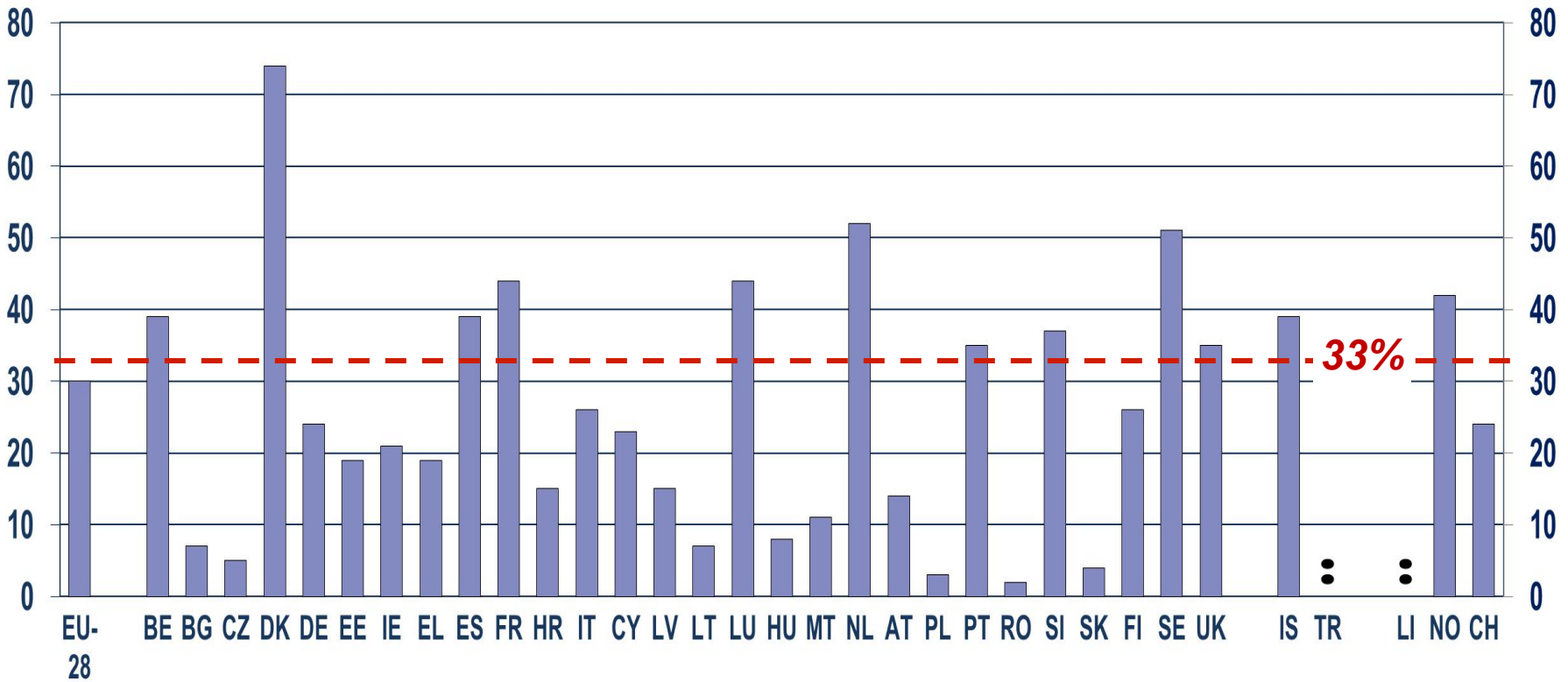
Participation in early childhood education, 2012 (%)



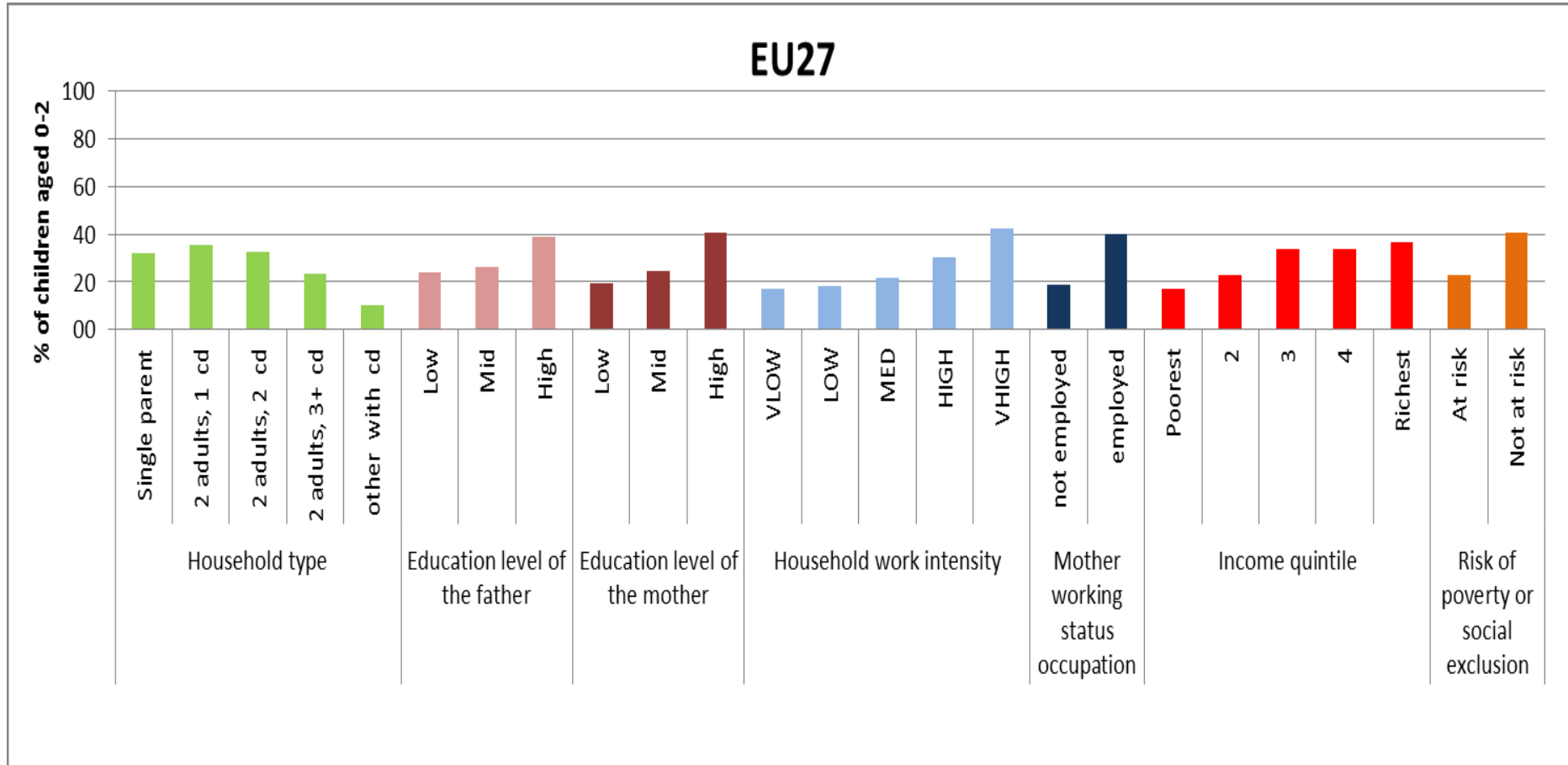
Evolution 2009-2012 (% relative change)



Participation rates of children under the age of 3 in ECEC, by hours per week, 2011



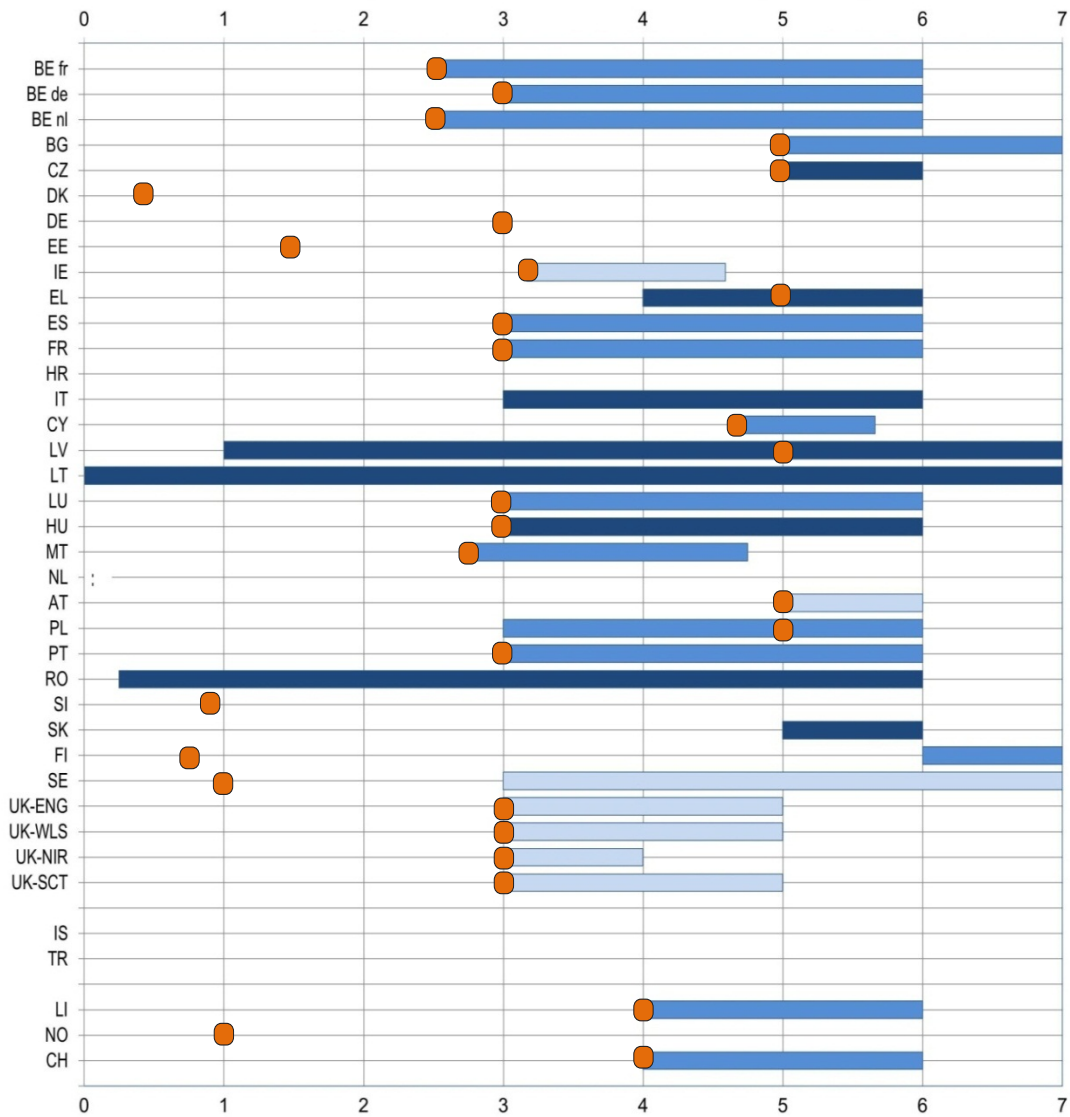
Strong social gradient in the use of formal childcare for children aged 0-2



Affordability Availability

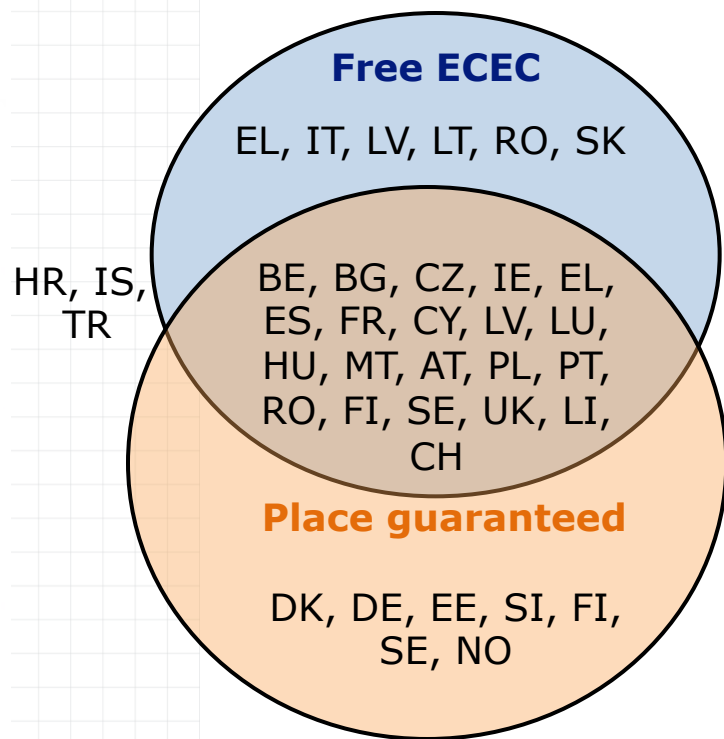


Free ECEC provision, by age and weekly hours, 2012/13



- Place guarantee
- 19 hours or less
- 20-39 hours or less
- 40 hours or more

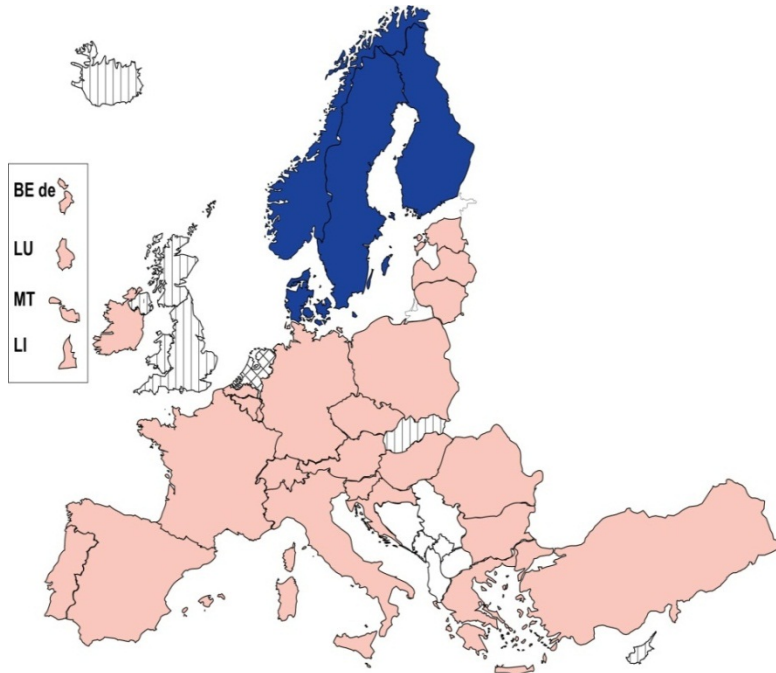
Four possible approaches:



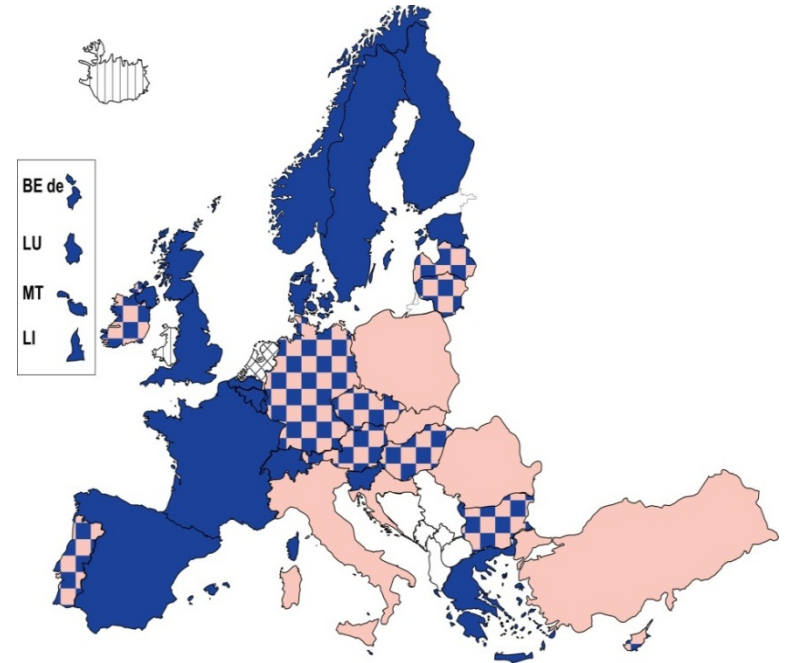
Demand and supply of places in publicly subsidised centre-based ECEC settings, 2012/13



Children under 3



3 years and older children



- Demand is higher than supply
- Supply meets demand
- ▨ No data

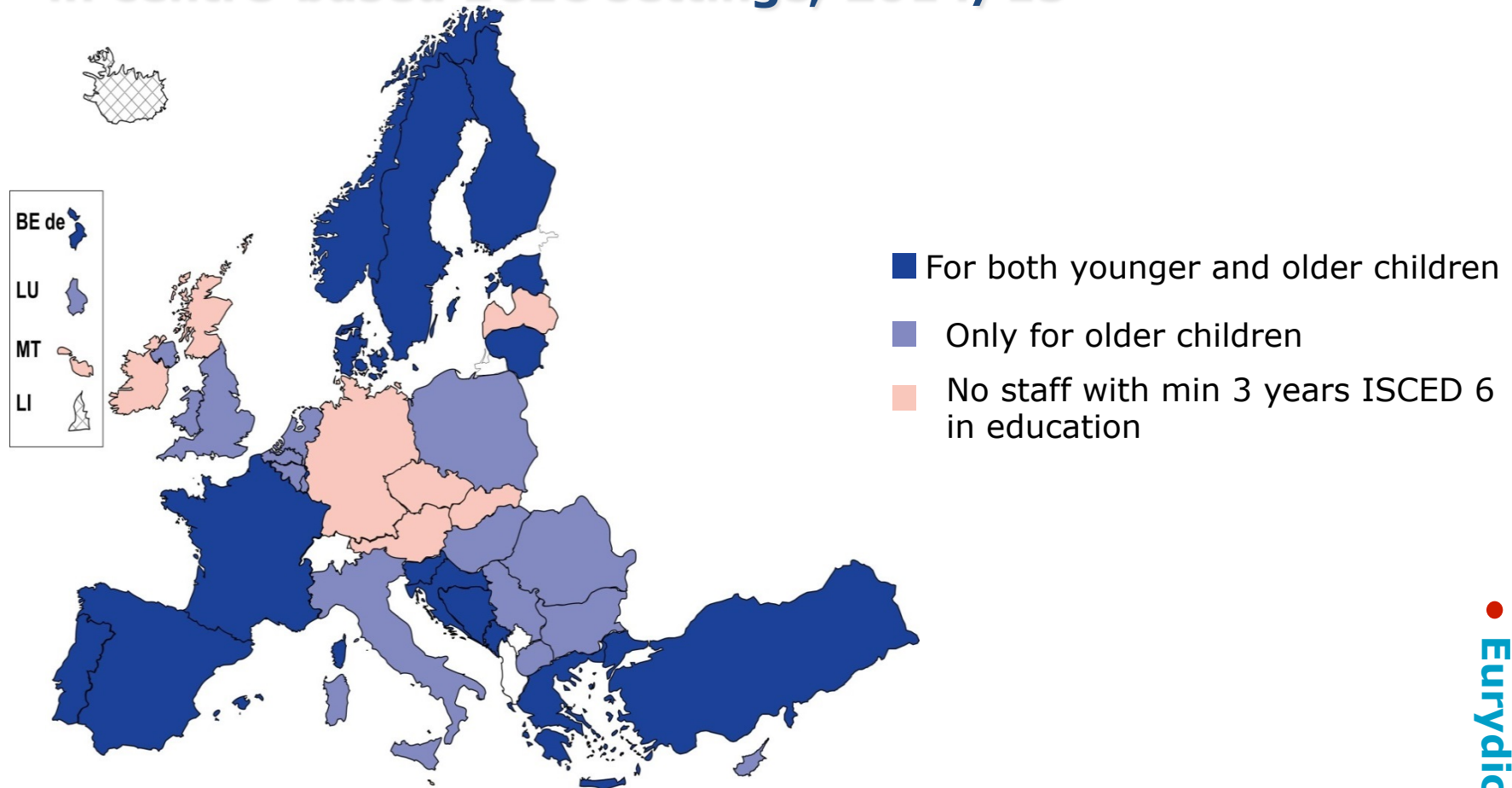
Source: Eurydice, 2014.

Framework proposal on access to ECEC



- Provision that is **available** and **affordable** to all families and their children
- Provision that encourages **participation**, strengthens **social inclusion** and **embraces diversity**
- *rights-based, cost, opening hours, geography, outreach, co -construction (usefulness and comprehensibility),*

Staff with a minimum 3 years of ISCED 6 in education, in centre-based ECEC settings, 2014/15



Source: Eurydice, forthcoming.

Workforce



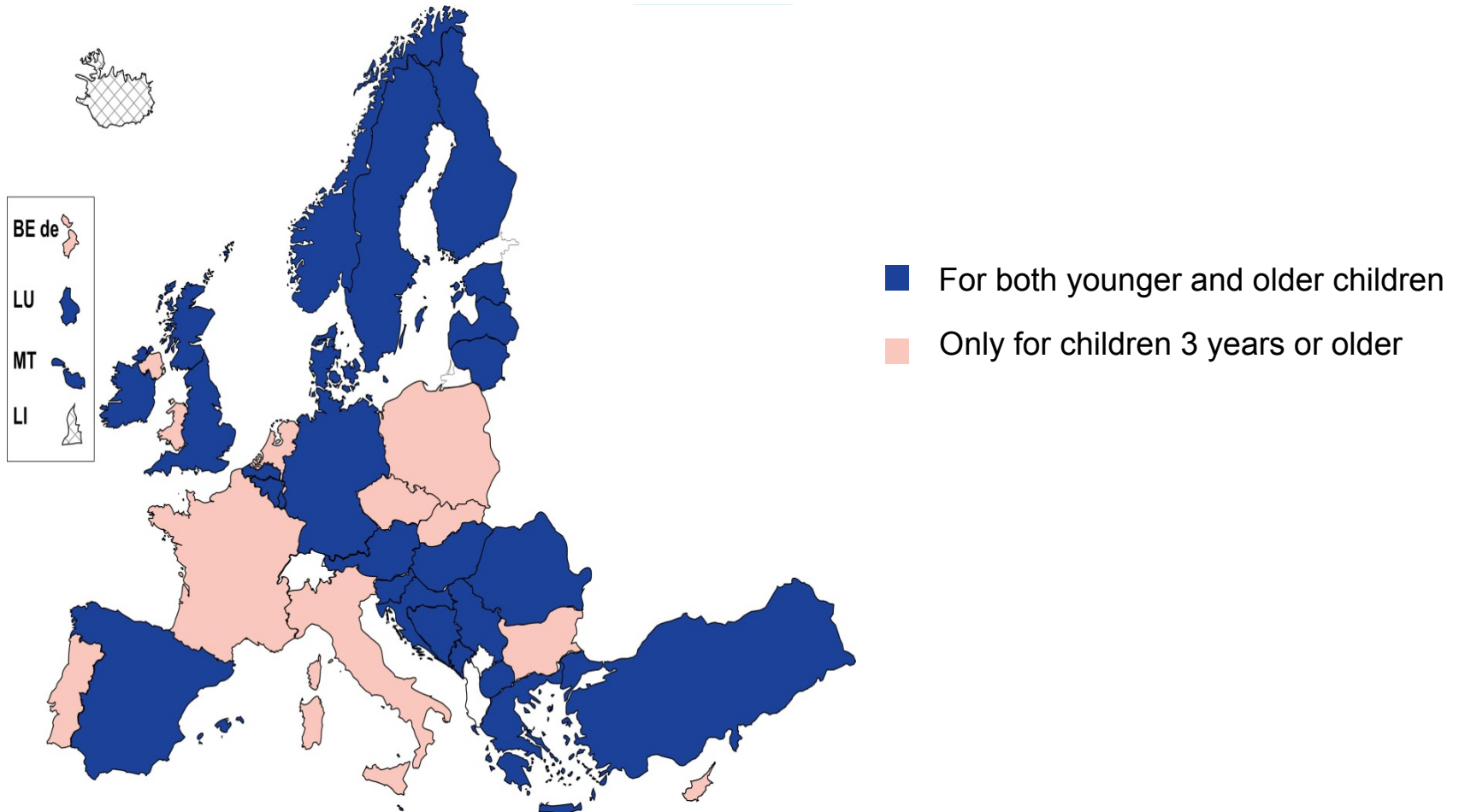
- The **younger the children the lower the minimum qualification requirements** for staff
- **Continuous professional development is professional duty** for education and care staff in settings for younger children in 2/3 of European countries
- **Childminders** – min. level of qualification is required in 1/3 ed. systems with home based provision, in half only special course is needed

Framework proposal on ECEC workforce



- Well qualified staff whose **initial and continuing training** enables them to fulfil their professional role
- Supportive **working conditions**, including **professional leadership**, which creates **opportunities** for observation, reflection, planning, teamwork and cooperation with parents
- *theory and practice, needs-based training, flexible career pathways, networks*

Educational guidelines in center-based ECEC, 2014/15



Source: Eurydice, forthcoming.

Educational guidelines



Children Over 3 years +	<ul style="list-style-type: none">• literacy• numerical and logical reasoning• adaptation to school life
SOME countries +	<ul style="list-style-type: none">• understanding of the world• health education• physical development• artistic skills
ALL countries	<ul style="list-style-type: none">• personal development• emotional and social development• language and communication
Learning objectives	

<ul style="list-style-type: none">• balance between adult-led and children-initiated activities• free play
Learning approaches

Framework proposal on ECEC curriculum



- A curriculum based on **pedagogic goals, values and approaches** which enable children to reach their **full potential** in a **holistic** way
- A curriculum which requires **staff to collaborate** with children, colleagues and parents and to **reflect on their own practice**
- *traditions, based on child development, sense of identity and belonging, co-construction*

Monitoring and evaluation



- **Each country has a monitoring system** in place but the focus is mainly on **structural quality**, on compliance with rules. For older children it is more complex.
- Monitoring and evaluation often happens under **different bodies** at central, regional and local level.
- Often **accreditation** is done by a different body.

Framework proposal on ECEC monitoring and evaluation



- Monitoring and evaluating produces **information** at the relevant **local, regional** and/or **national** level to **support continuing improvements** in the quality of policy and practice
- Monitoring and evaluation which is in the **best interest of the child**
- *what, how, for which purpose*

ECEC systems

SPLIT SYSTEM

'Childcare' (under 3 years)

- Ministry responsible for health, welfare or family affairs
- No educational guidelines
- Care staff (upper secondary education)
- Low staff/child ratios
- No place guarantee

'Early childhood education' (3 years and older)

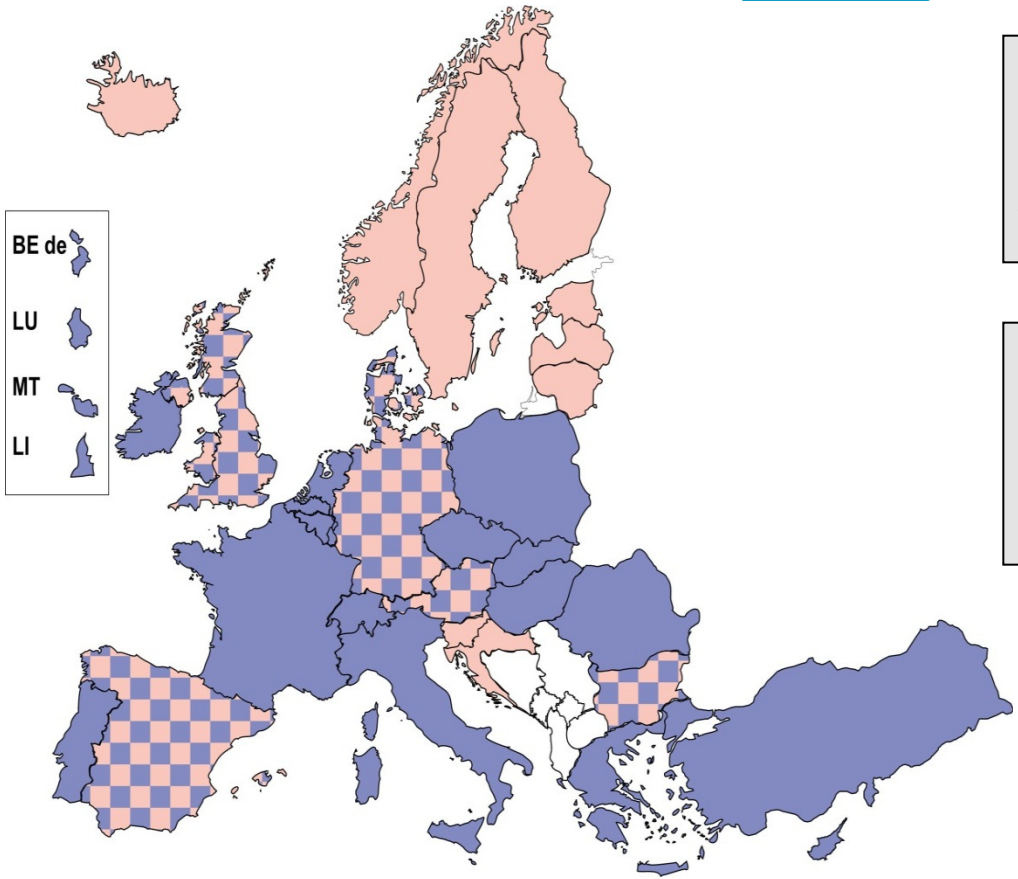
- Ministry of education
- Educational guidelines
- Educational staff with tertiary degrees
- High staff/child ratios
- Place guaranteed

'Early childhood education and care' (0/1-6/7 years)

- Ministry of education
- Educational guidelines
- Educational staff with tertiary degrees
- Low/medium staff/child ratios
- Place guaranteed

UNITARY SYSTEM

Organisation of centre-based ECEC, 2012/13



Unitary settings
0/1 to 6/7 years
with or without pre-primary classes

Separate settings for
under 3 years
3 years and more

Source: Eurydice, 2014.

Framework proposal on ECEC governance and funding



- **Stakeholders** in the ECEC system have **clear** and **shared understanding** of their **role** and **responsibilities**, and know that they are expected to **collaborate** with partner organisation
- **Legislation, regulation** and/or **funding** supports **progress towards a universal legal entitlement** to publicly subsidised or funded ECEC, and progress is regularly reported to all stakeholders
- *coherent frameworks, public commitment, targeted vs. universal*

Next steps



- Identifying specific obstacles and challenges within **national contexts**
- Deepening **research, data** collection and analysis
- Supporting search for efficient **solutions through Erasmus+** (experimentation, piloting, upscaling)
- Supporting Member States through the **European Semester, ESF** and **ERDF**
- **Cross-sectoral cooperation** (EMPL, JUST)



Thank you for your attention.