

Quality Education Conference Podgorica ,Montenegro



Challenges in ensuring quality of preschool education

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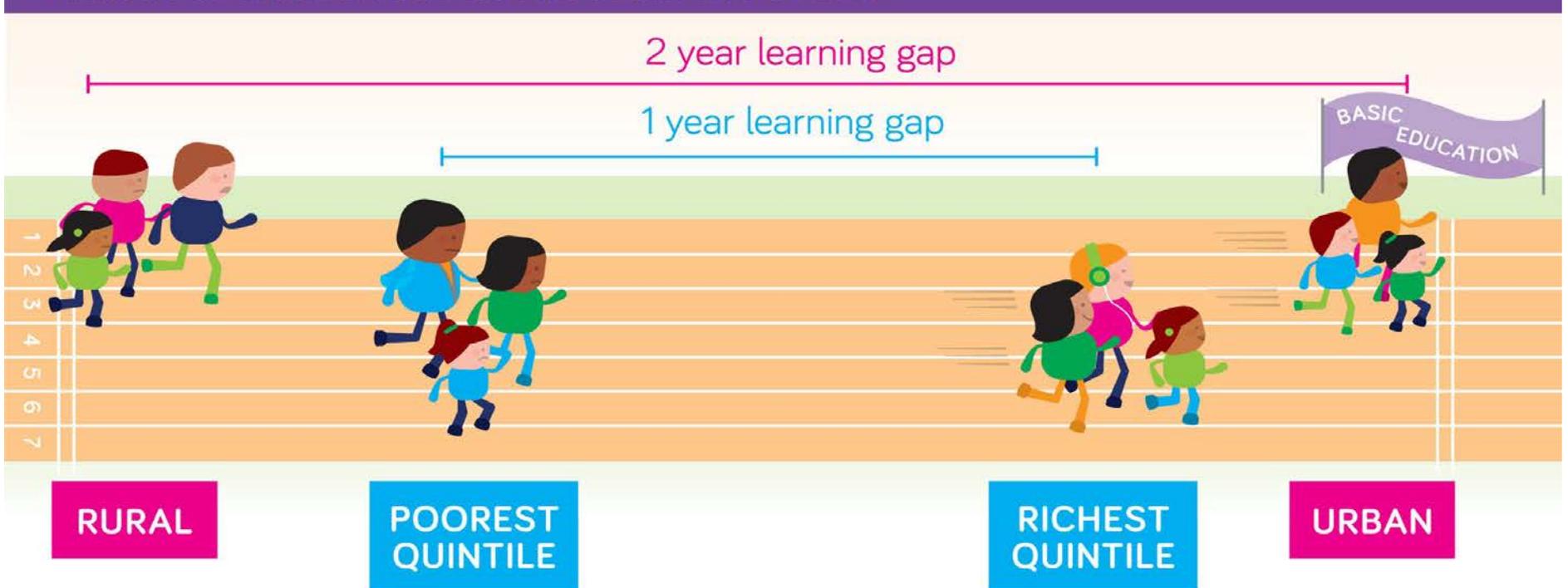
Ghent University

- *“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)*

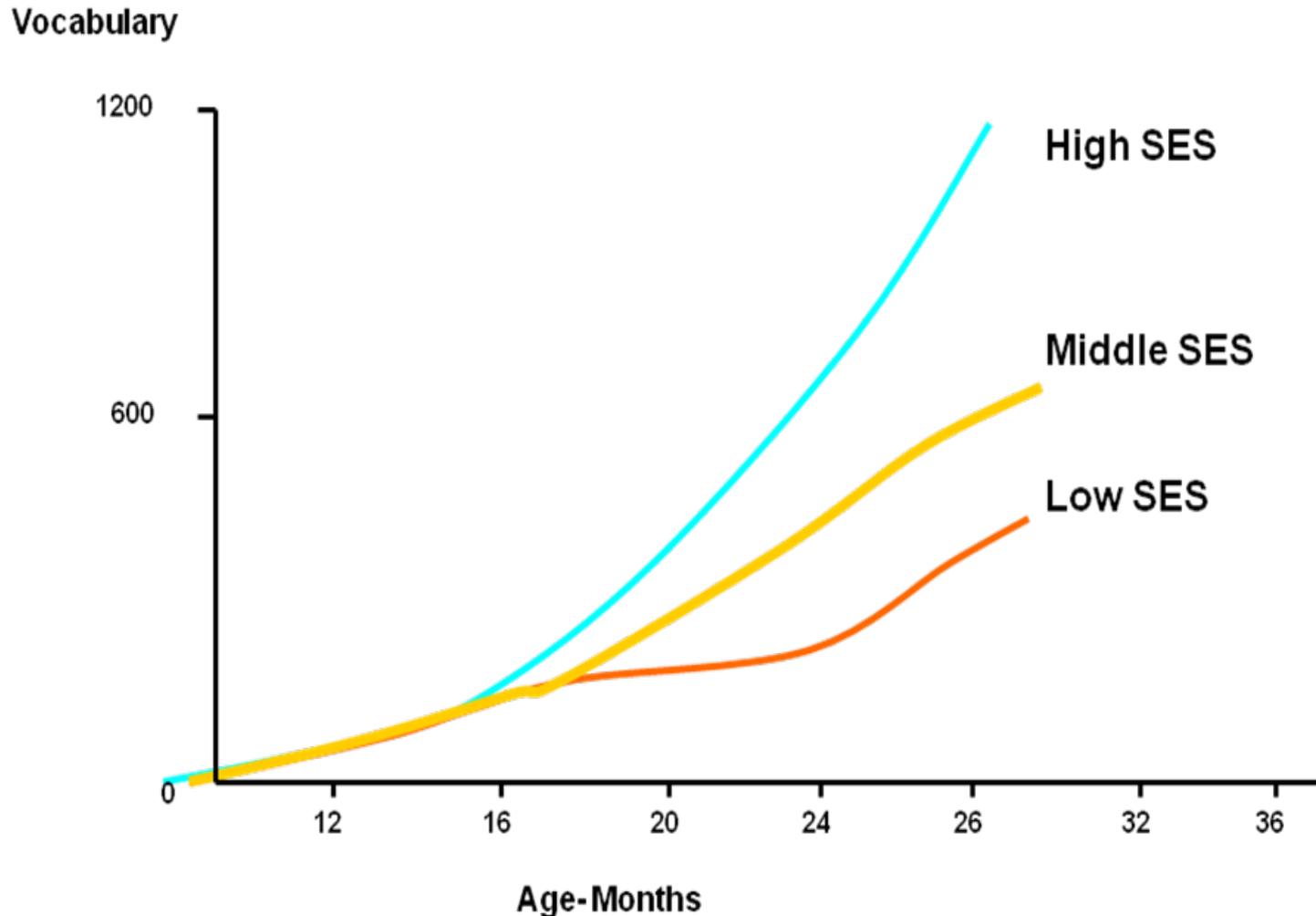


ECA countries: 1, 6 million children are not attending preschool

Millions of children and adolescents left behind



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



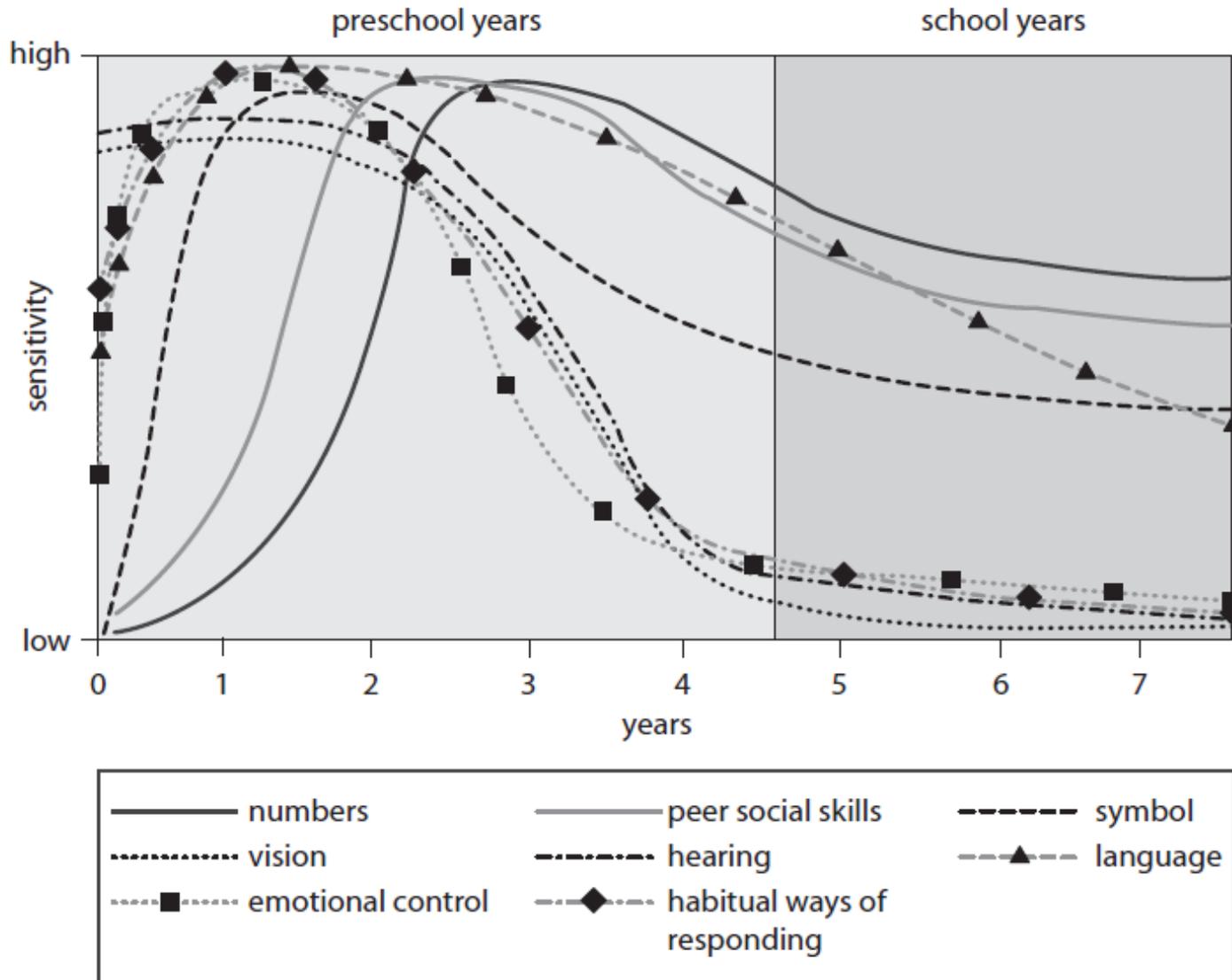
ECEC: laying the foundation for LLL

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

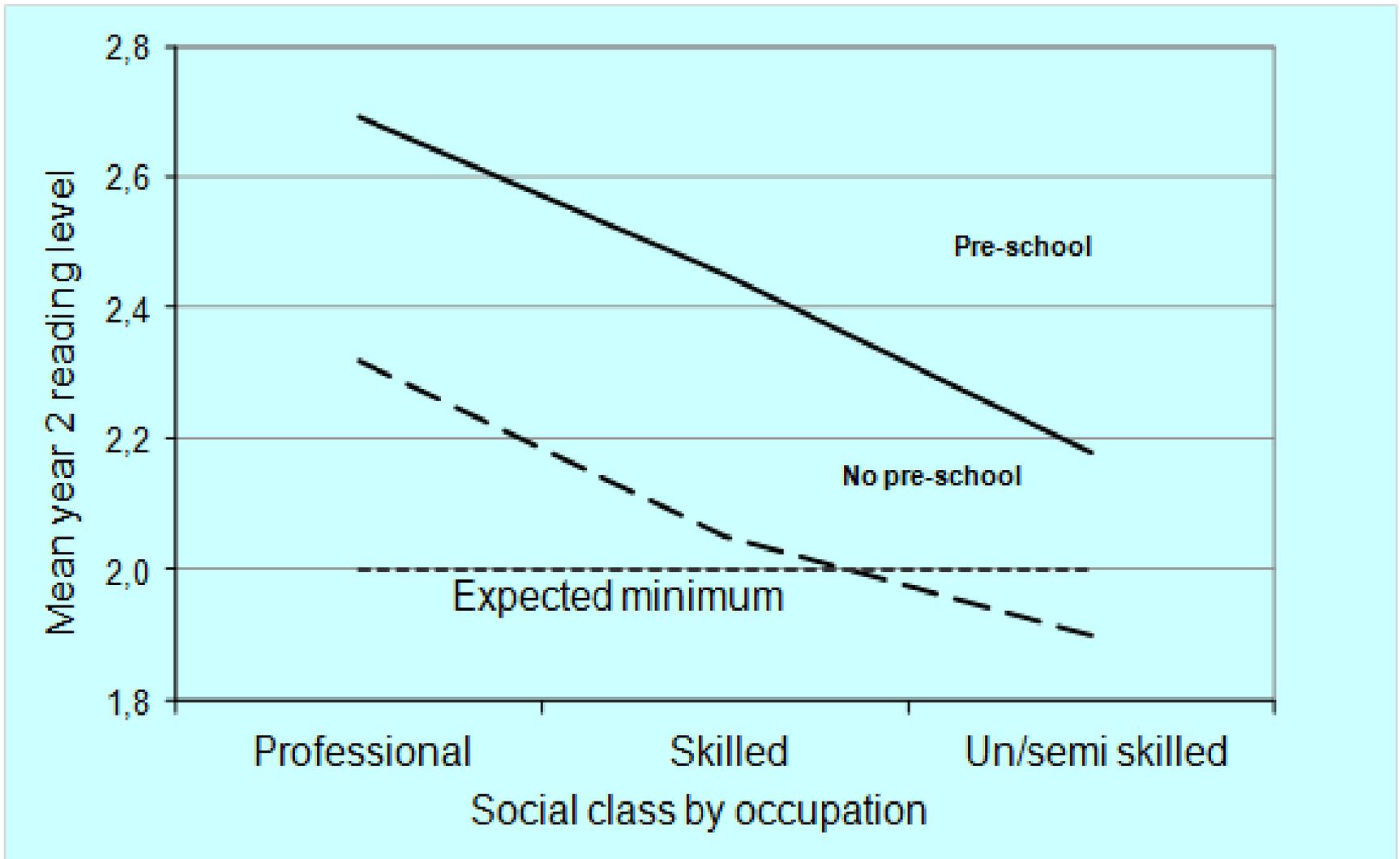


Figure 1.3.1 Sensitive Periods in Early Brain Development

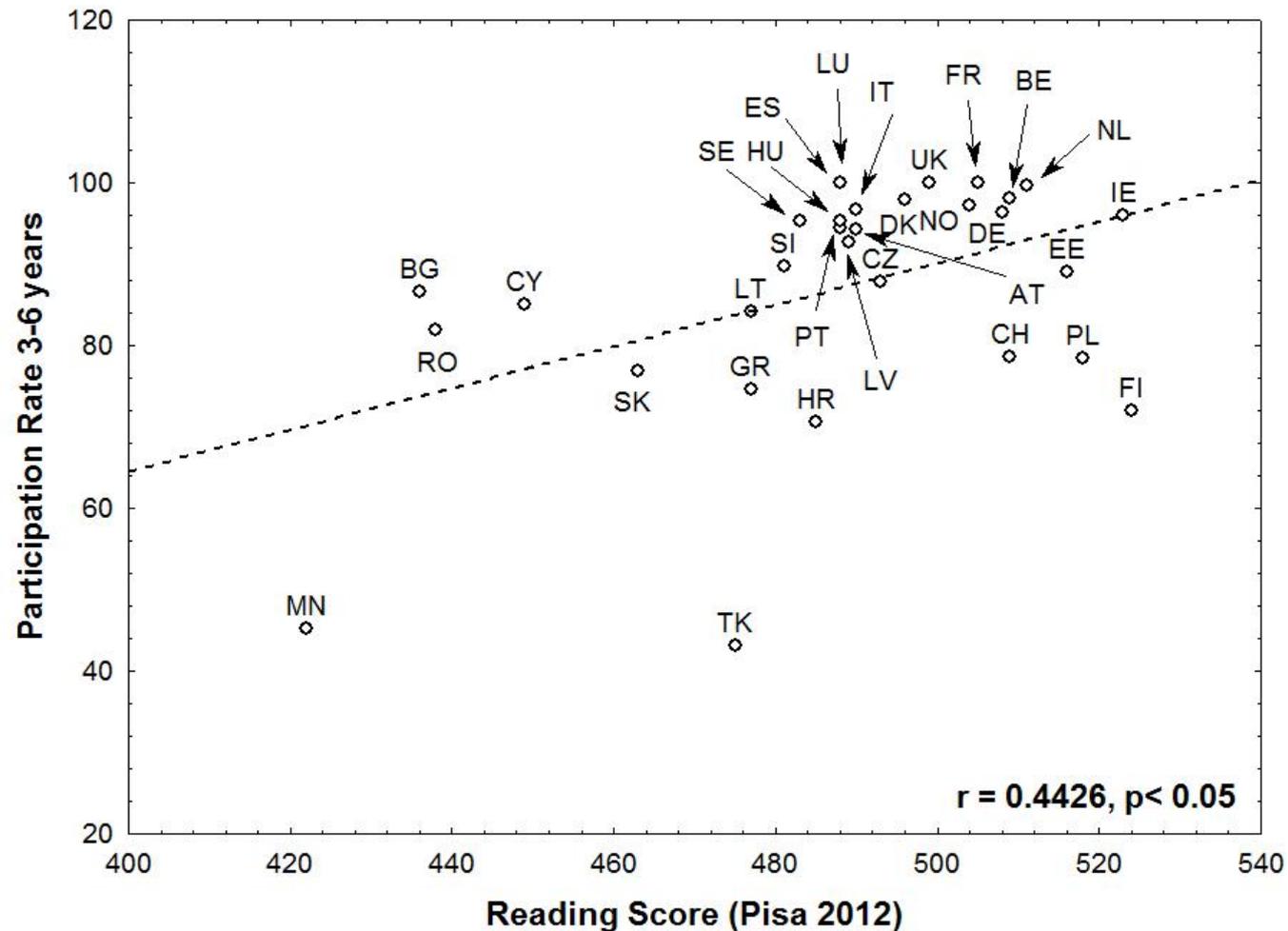


Source: Council for Early Child Development (2010).

EPPE study: effect on children from low SES



Long term impact of participation in ECEC



Importance of ECEC in preparing children for LLL

skills which are developed in early years persist into future periods (Cunha et al. 2005); Camilli, 2010)

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)

Broad scientific evidence
on outcomes for
children of quality ECEC



Broad scientific evidence on outcomes for children of quality ECEC

Source: (Dumcius, Peeters et al, 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))

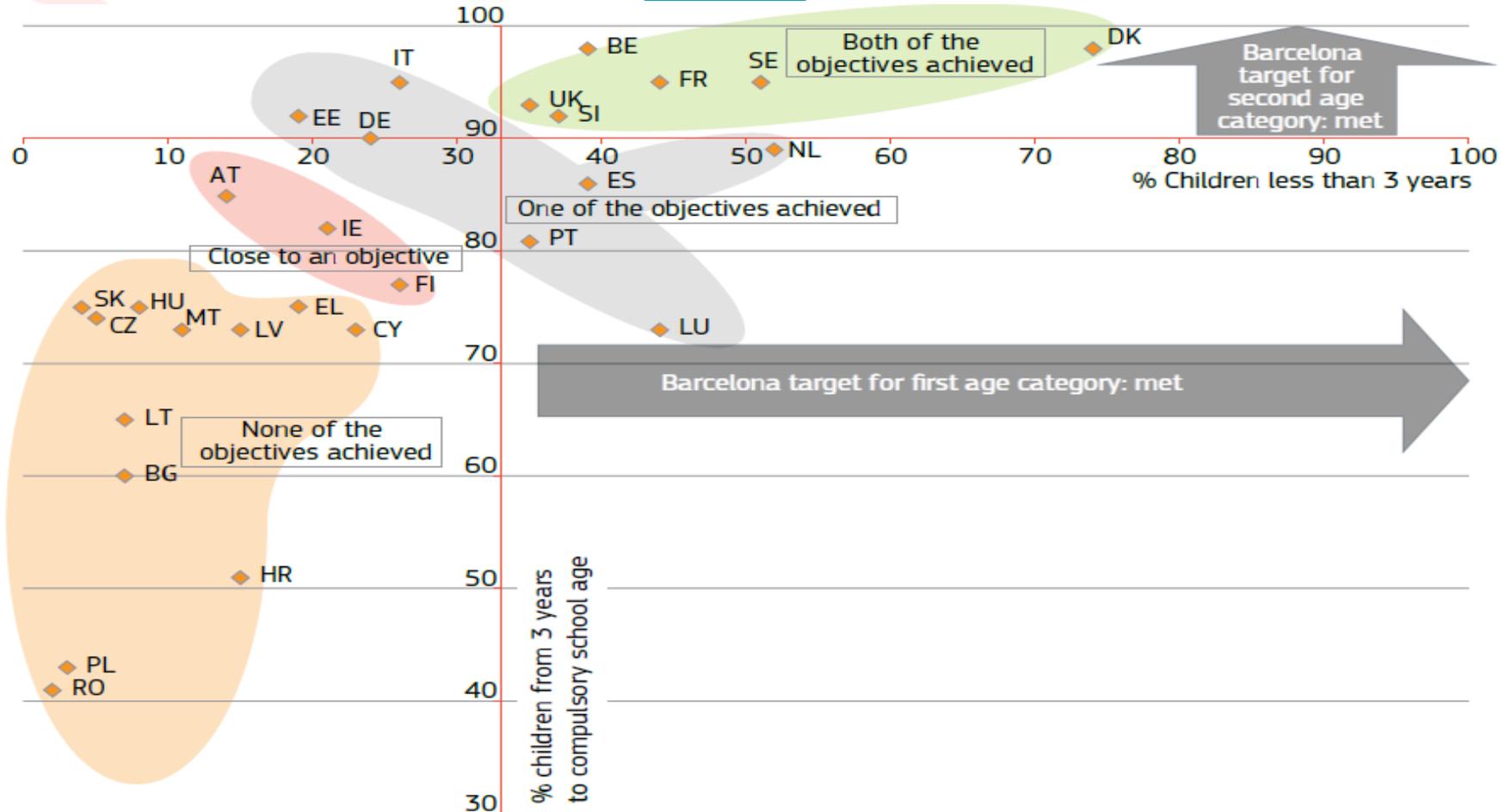
children, taught by teachers with higher levels of education, play more creatively and imaginatively; score higher on language tests; have higher self-confidence, spend more time in goal-directed activities; present less problematic behaviour in the classroom and are more sociable with peers. (NIEER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

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

Montenegro: 40%

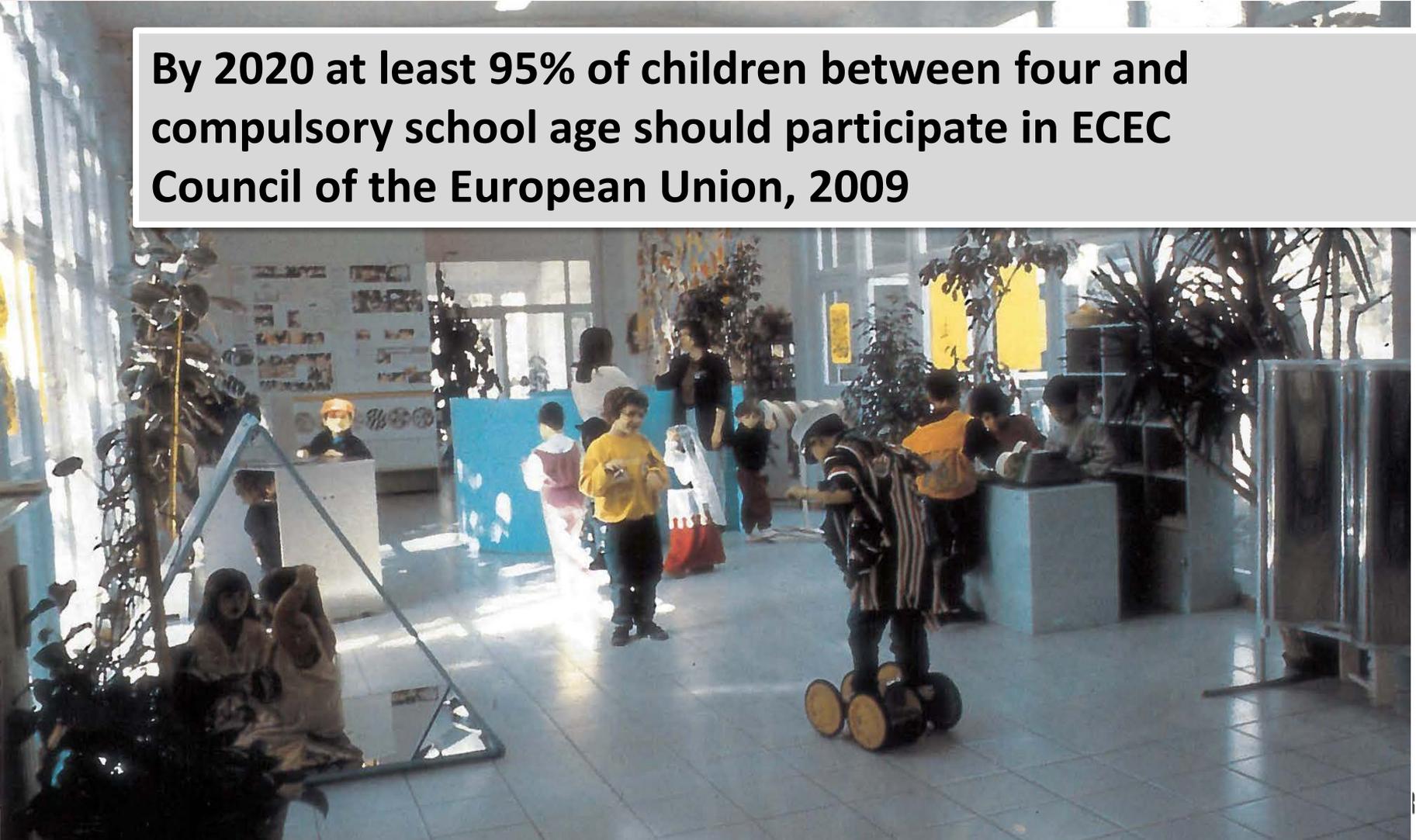
Notes: 'Close to an objective' refers to countries that had around 25 % of coverage for children under 3 (Finland) or around 80 % coverage of children aged 3 to the mandatory school age (Austria, Ireland).

Montenegro: ambitious Five-year strategy for ECE reform

- From 40% now to 95% coverage in 2020
- Free three hours program
- Integrating socially excluded and marginalized children (Roma and Egyptian: now 20% attendance)
- need for integrated services



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



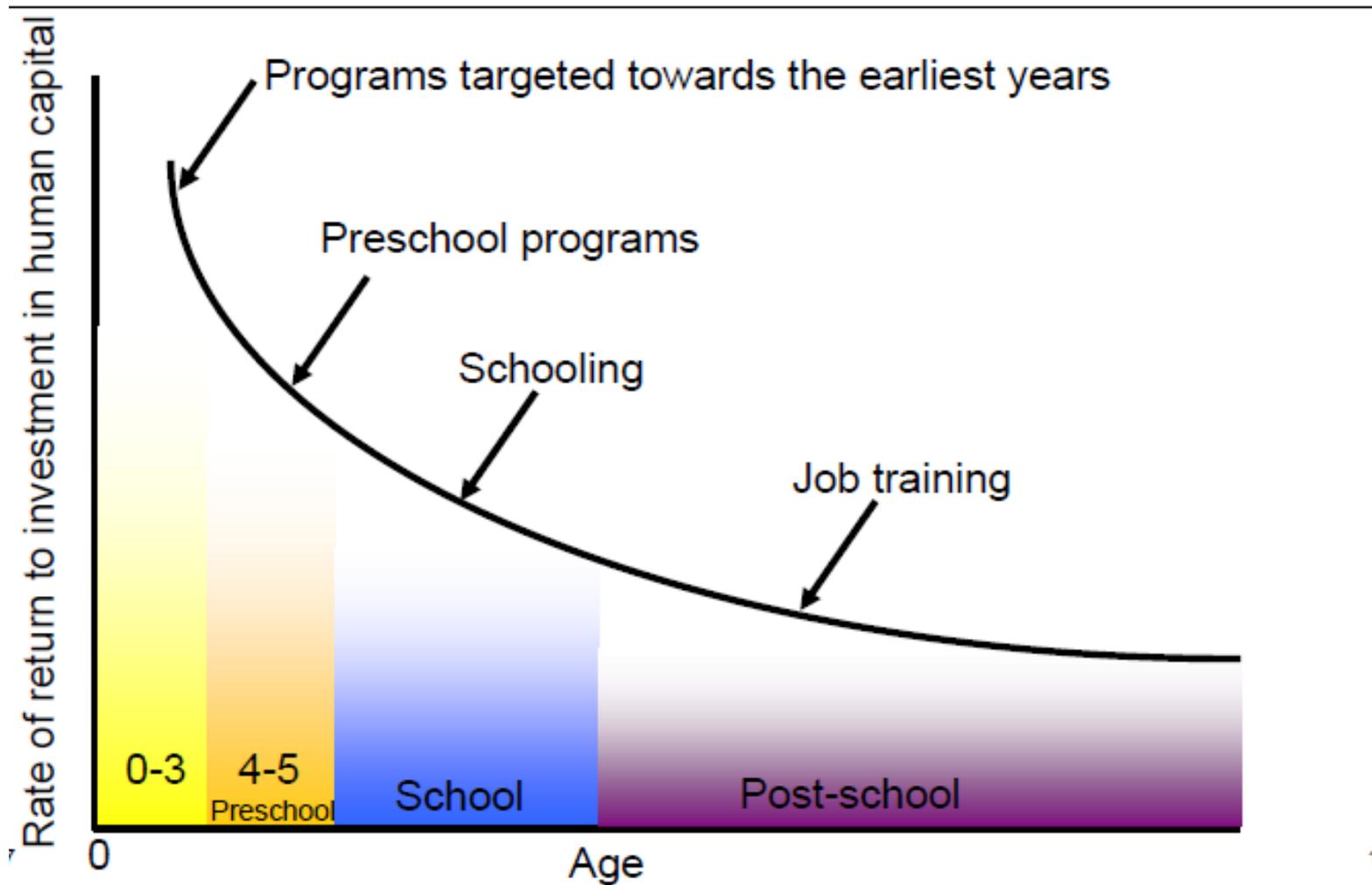
Broad scientific evidence on outcomes for children of quality ECEC

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, OECD,2010, FaHCSIA, 2012)

ECEC an efficient investment!



Flavio Cunha & James J. HECKMAN, 2009. "Investing in our Young People

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

Children 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

For Children

in relation to school .

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

positive about themselves as learners.

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.

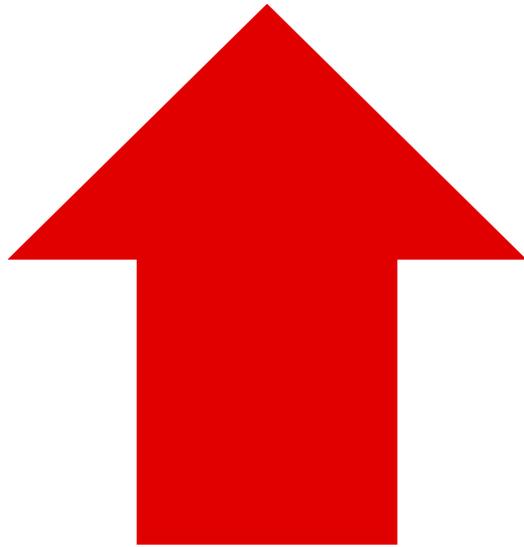
Source: Nolan, A., Hamm, C., McCartin, J., Hunt., Scott, C., and Barty, K., *Outcomes and Indicators of a Positive Start to School: Report prepared by Victoria University for the Department of Education and Early Childhood Development*. Melbourne: Victoria University, 2009.

Successful transitions=school readiness?

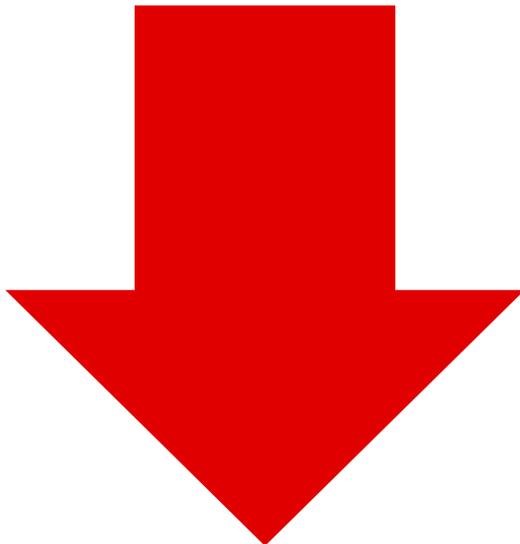
- “School readiness does not reside solely in the child, but reflects the environments in which children find themselves” (Nolan et al., 2009).
- preschool skill-based assessments of children’s performance have proven to be poor predictors of subsequent school integration and achievement (La Paro and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

How to design effective ECEC systems?

Structural quality

- qualification, continuing professional development, pedagogical guidance, autonomy in recruitment
- 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,

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 ECEC systems?

Structural Quality

- 50% bachelor qualification, continuing professional development, pedagogical guidance, autonomy in recruitment
- staff wages, gender and ethnical diversity
- Low staff /child ratio, low group size
- holistic curriculum, stimulating ECEC environments, programme duration (at least half a day, 220 hours , during three years

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, reflection on practice

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

Rethink Continuous Professional Development

Systematic review: Which CPD interventions are effective? (Eurofound:Peeters, et al., 2015)

Intensive CPD programs

- with an active involvement of practitioners in the transformative process for the improvement of educational practices within ECEC settings
- focused on practitioners learning in practice, in dialogue with colleagues and parents
- where a mentor or coach is available during non-contact hours.
- have to be embedded in a coherent pedagogical framework or curriculum that builds upon research and addresses local needs

ECEC in Montenegro

Strengths

- High initial training
- Political will to invest in ECEC
- Free of charge

Weaknesses

- Low enrolment
- Disadvantaged children less represented
- Additional spaces

Challenges

- Ensure quality with major increase of places

Inspiration

- Dumcius, Peeters, et al. (2014). 'Study on the effective use of early childhood education and care in preventing early school leaving' , commissioned by DG EaC, 33 European countries (5 ECA) (2013-2014)
- Urban, Vandenbroeck, Peeters, Lazarri, Van Laere, (2011). Competence Requirements in ECEC / Brussels : European Commission, DG EaC 2009-2011 in 15 European countries
- *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)
- Peeters, Cameron et al. (2015) Working Conditions, training of ECEC workers and quality of services. A systematic review. Luxemburg: Eurofound



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