Measuring the outcomes of young children or analysing the effectiveness of the ECEC systems, what counts most?

Dr. Jan Peeters
Ghent University
One of my ‘life’ questions

What is good quality in ECEC and how can we monitor this quality?
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Sustainable Development Goal 4.2

EARLY CHILDHOOD DEVELOPMENT

A B C
**EQUALITY VERSUS EQUITY**

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Origins of the Equity discourse

• Pioneers in ECEC:

Their views are embedded in the social-political context of their country: the left-wing programmes for disadvantaged families in the U.S.A.; social democratic policy and family support in Scandinavian countries.

Emotional security and daycare for babies and toddlers in social-political contexts: reflections of early years pioneers since the 1970s

Elly Singer & Sandie Wong
‘I was taking the side of the weakest, of the people who carried most hope’
We do not ask you to march on our side, although, as citizens, you are free and welcome to do so. Rather, we ask you to focus on the fresh social issues of our day; to move from observing operant learning, the psychology of risk ... to the test tubes of Watts, Harlem, Selma, and Bogalusa. We ask you to make society’s problems your laboratory. We ask you to translate your data into direction – direction for action’
‘Although hope alone is not enough to achieve liberation, without hope there is no struggle at all’.
Most important, this study and others like it offer us hope, hope that we can make a difference in the lives of children, especially those living in poverty, and hope that focused government action can be a part of the solution. Hope is a fragile thing. But it is only with hope that we can make a lasting contribution to our society.
Larry Schweinhart
Peeters, 2018
The Transatlantic Forum on Inclusive Early Years

• a meeting place for policymakers and researchers on ECEC, focus on children from low-income, refugee and migrant families;

• eight meetings of two days over a period of three years, from January 2013 until September 2017;

• group of 50–70 leading researchers, practitioners, civil society representatives, civil servants and political decision makers or advisors (total 120 policymakers and 110 leading researchers);

• films, background papers, reports of discussions.
TFIEY: Monitoring and evaluation for quality assurance (Amsterdam)

- Monitoring or evaluating has to be based on a **360° view** on quality
- Who defines quality? Not only researchers, also migrant and refugee parents and practitioners.
- Measure outcomes for children, adult child interactions
- Evaluate what contributes to good service delivery or to staff quality: the level of commitment, the inspiring leadership, the style, the personal relationships
- Standardised evaluative systems of children (school readiness) can sometimes result in more judgemental effects towards children
Conclusions TFIETY what must be evaluated and monitored

- Accessibility for the most vulnerable
- Professionalization of the workforce
- A coherent pedagogical curriculum that builds upon research and addresses local needs and is negotiated with all stakeholders
- Measuring Process quality
- The involvement of parents as first educators
- Building partnerships with other social organisations
- Systematic monitoring and evaluation of the ECEC system
- A policy that supports all these aspects of quality
European Quality Framework for ECEC

Quality informed by high expectations

- Access: available, affordable for all; encourages participation and strengthens inclusion; embraces diversity
- Workforce: professional and well-qualified; strong leadership; supportive working conditions
- Curriculum: holistic; flexible; requires collaboration; improved/revised regularly
- Governance and funding: coordinated legislation and funding; responsibilities clear; collaboration encouraged; progress towards universal legal entitlement
- Evaluation and Monitoring: regular and transparent; in the best interest of the child; effective use for policy development
Millenium Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Global partnership for development
Achievements of MDG’s?
TARGET 4.2 Early childhood development and pre-primary education
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

More than 800 persons reached through interviews and focus groups

Survey in all municipalities in Georgia

- Albania, UNICEF
- Armenia (OSI)
- Bosnia-Herzegovina, UNICEF
- Georgia, UNICEF
- Kosovo, UNICEF
- Montenegro, UNICEF
- Serbia, UNICEF
- Ukraine, UNICEF
Accessibility

- Lack of data and of coherent policy to increase enrolment disadvantaged children
- Difference between 20 and 30% between rural - urban
- Children with disabilities: much attention in policy documents

“Putting a big plate of food without providing spoon’s” (parent from Ukraine about access of children with disabilities)
Workforce

• Level of qualification is high in 7 countries from 3 to 5 years of university training
• The initial training is rather decontextualized: content is not always relevant for working with children and families,
  - more hours of internship for the students.
  Serbia and Georgia: new training profile is promising
• Investment in innovative pedagogical practice needed.
• Low wages
Curriculum

• All countries have new curriculum with support from UNICEF, but not yet implemented.

• Focus more on play and forms of natural learning.

• Not enough focus on working with parents.
Monitoring and evaluation: not well developed

Lack of regulatory framework and operational guidelines

Need for a comprehensive system of monitoring and evaluation:

- a monitor system for the inspection
- Self-evaluation instrument
- Tool that documents the individual progress of the child.
Держись подальше от опасных мест!
Держись подальше от опасных предметов!

Обращая внимание на предупреждающие знаки!
Не прикаться каким-либо образом к подозрительным предметам!

STOP! ДANGER!
About Fathers, the story of Aziz and Dzhan

De Sloep

The Sloop

Family centre for disadvantaged families in Gent
Go where the silence is!

“Go where the silence is. Hear a stranger’s name and let it mean you. Go to where the silence is, and feel a child’s dying heartbeat at the border and let it be yours. Go to where the silence is, stand still, and speak where you sing.”

Patrick Gaspard
Haitian-American
President of Open Society Foundation