CARE

Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care

The Early Years – Why Quality of Daycare Matters
Oslo, 24th of August 2015

Expectations of daycare from a European perspective: views of parents, daycare staff and policymakers

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STAKEHOLDER STUDY - What is this about?

A study, part of the CARE project, in 9 European countries into the

- values, beliefs and concerns of
- parents, teachers and policy representatives regarding ECEC.

This will address the topics of

- developmental and educational goals
- curriculum
- quality
- inclusiveness of ECEC and
- perspectives on child well-being, and
- An attempt to identify cross-cultural commonalities and differences.

Presentation - Overview

- About the CARE project
- The stakeholder study – focus on parents
  - Knowledge base, theory
  - Some methodological considerations
  - Preliminary findings

http://ecec-care.org/

7th Framework program, THEME [SSH.2013.3.2-2]
Early childhood education and care: promoting quality for
individual, social and economic benefits

Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

Aim
Develop an evidence-based and culture-sensitive European framework of Developmental goals, quality assessment, curriculum approaches and policy measures for improving the quality and effectiveness of ECEC.

January 2014 – December 2016
Collaborative project

7th Framework Program - Call Identifier: FP7-SSH-2013-2
Early childhood education and care: promoting quality for individual, social and economic benefits

CARE partners - 11 countries: England, Finland, Germany, Greece, Italy, the Netherlands, Norway, Poland, Portugal, Belgium, Denmark.

Utrecht (NL)   Oxford (GB)   FU Berlin (D)   Aarhus (DK)

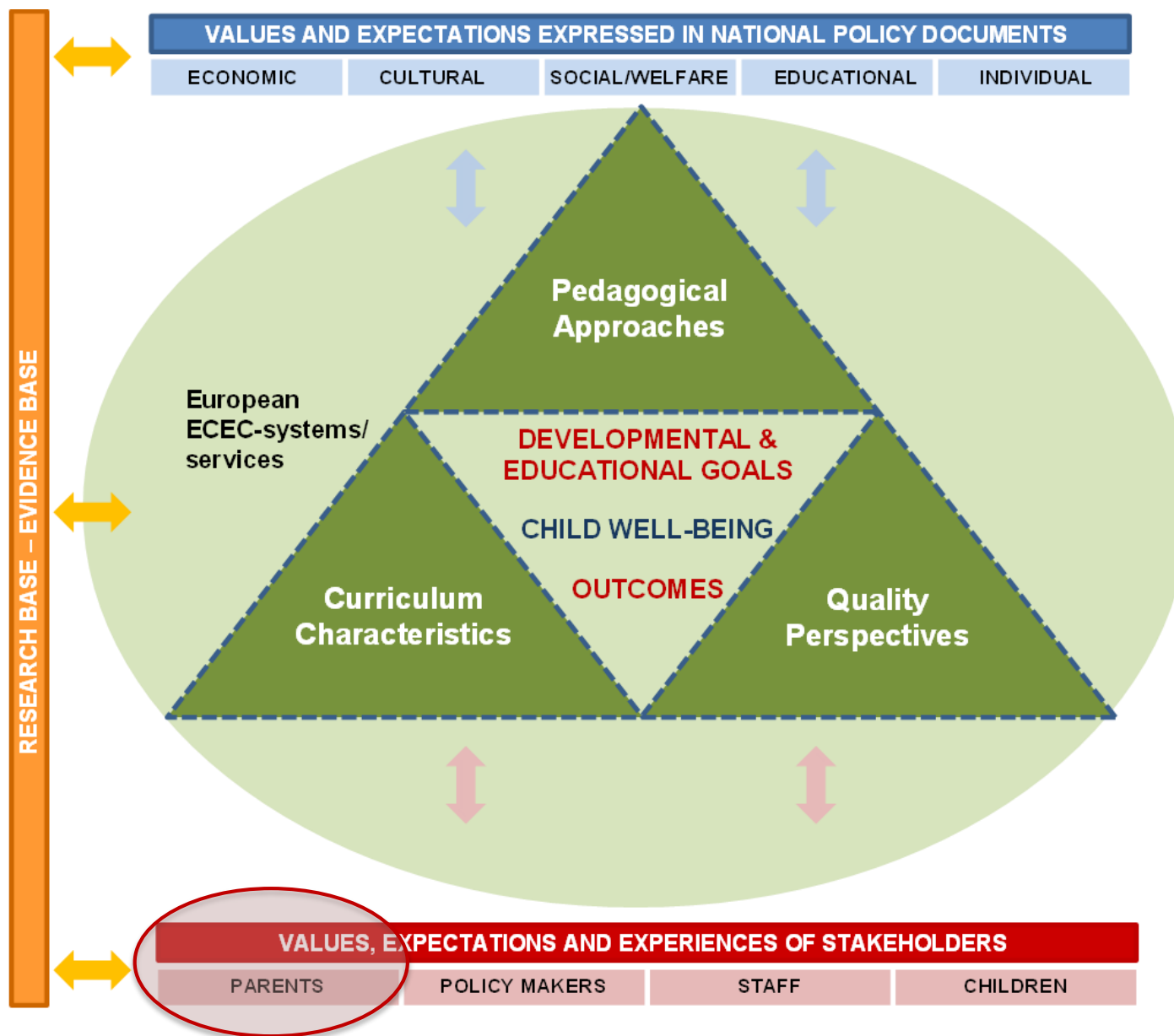Leuven (B)   Jyväskylä (FI)   Milano (I)   Hellenic Open Univ. (GR)
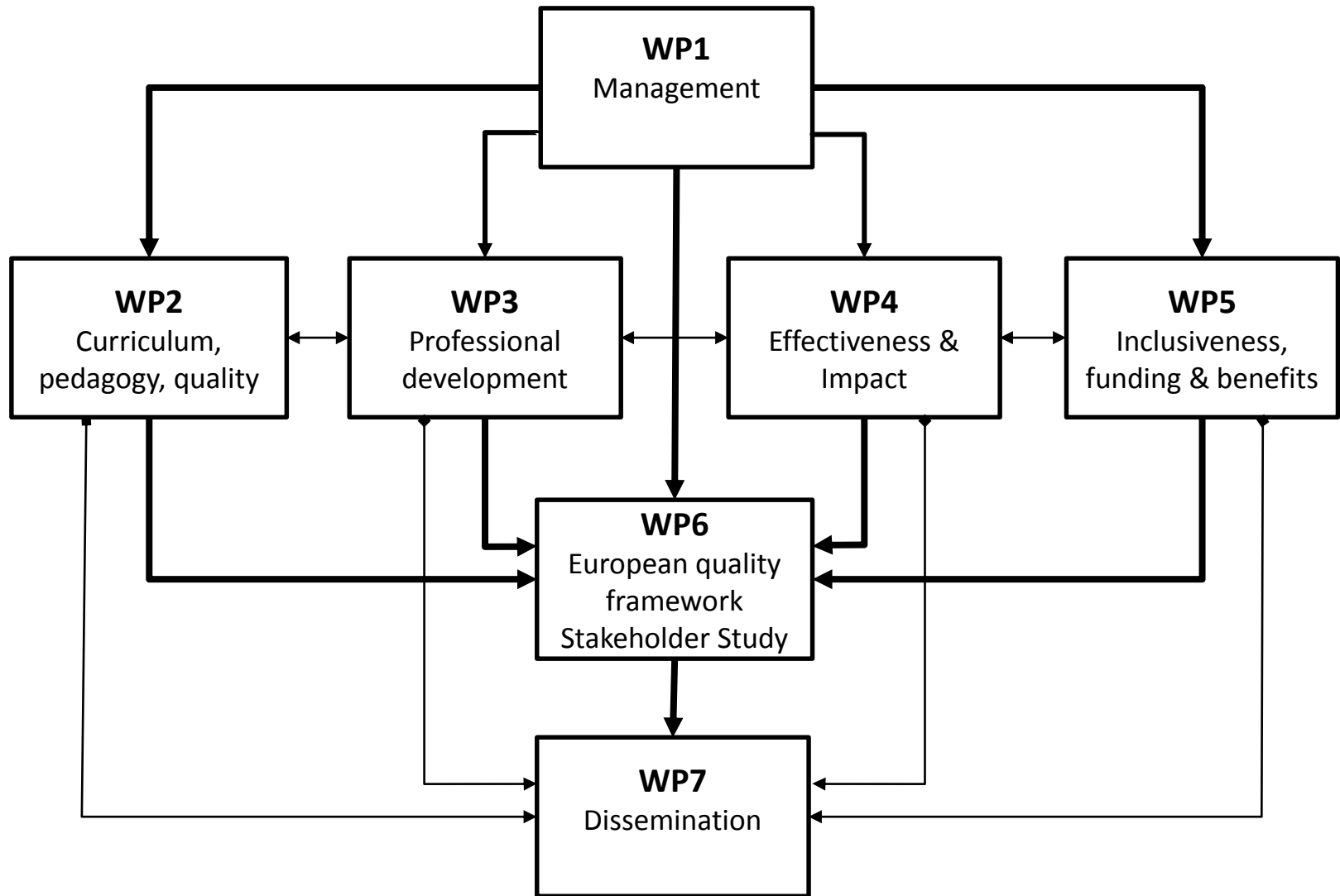
Lisboa (P)   Warszawa (PL)   Vestfold (N)

About (+) 40 researchers involved ...

CARE
Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

VALUES AND EXPECTATIONS EXPRESSED IN NATIONAL POLICY DOCUMENTS

| ECONOMIC | CULTURAL | SOCIAL/WELFARE | EDUCATIONAL | INDIVIDUAL |

RESEARCH BASE – EVIDENCE BASE

European
ECEC-systems/
services

Pedagogical Approaches

DEVELOPMENTAL &
EDUCATIONAL GOALS

CHILD WELL-BEING

OUTCOMES

Curriculum Characteristics

Quality Perspectives

VALUES, EXPECTATIONS AND EXPERIENCES OF STAKEHOLDERS

| PARENTS | POLICY MAKERS | STAFF | CHILDREN |

CARE Organization: 7 Work Packages

Year 1	Year 2	Year 3

WP7 – Dissemination: website, stakeholder groups, workshops, video's, ……., final conference

WP2 Curr. Conference (D2.1)

WP2 Curriculum overview and template (D2.2)

WP2 Multiple casestudy in ECEC centers in 7 countries (D2.4)

WP2 Integration (D2.5)

WP2 Existing data: quality & outcomes (D2.3)

WP6/all Initial framework (D6.1)

WP 4 Literature review of impact (D4.1)

WP 4 Meta-analysis of (moderators of) impact (D4.2)

WP4 Quality monitoring (D4.3)

WP4 Policy recom (D4.4)

WP6/all Final framework (D6.4)

WP3 Professional development: review (D3.1)

WP3 Quantitative anal. (D3.2)

WP3 Three case studies of good practice (D3.3)

WP3 Typology (D3.4)

WP6 Interviews with stakeholders (parents, teachers, policy makers) in 9 countries (D6.2)

WP6 Adapted framework & indicators (D6.3)

WP5 Determinants of inclusiveness, costs & funding (D5.1)

WP5 Access disadvantaged groups (D5.3)

WP5 Costs & Benefits (D5.4)

WP5 Policy recomm (D5.5)

WP5 Educational & employment impact (D5.2)

The stakeholder study – focus on parents

Knowledge base, theory

Stakeholder study - Aim

To identify cross-cultural commonalities and differences in values, beliefs and concerns of parents, staff and policy makers regarding ECEC.

Main topics
1. Developmental goals (social, academic, physical, emotional, personal)
2. Quality
   a) Structural quality
   b) Process quality
   c) Curriculum
3. (Conditions for) children's well-being
4. Ideology about motherhood
5. Choice processes when selecting ECEC
6. Inclusiveness of ECEC

Stakeholder

- Stakeholders are all people who are affected by a change, which is in line with notions of democracy and social justice stakeholder management (Bryson, 2004).

- Today, stakeholder involvement is widely acknowledged and advocated as an important contribution to policy development (European Commission, 2015).

- Well prepared stakeholder involvement may significantly increase the quality of the knowledge base for policy development (Bijlsma, Bots, Wolters, & Hoekstra, 2011).

- Achieving high quality childcare requires that different stakeholder perspectives are acknowledged and recognised, including the perspectives of researchers and professionals, parents, children and staff (Ceglowski & Bacigalupa, 2002).

- Stakeholder involvement is also relevant for policy development because "… we might better understand the child care landscape and influence the choices available to families, program types, and staff support and professional development opportunities" (Ceglowski, 2004, p. 110).

There is abundant evidence that the values, norms and goals regarding childrearing, care and education are related to cultural background, holding for parents as well as ECEC staff.

Bemak, 2005; Bhavnagri & Gonzalez-Mena, 1997; Cryer, Tietze, & Wessels, 2002; Fleer, 2006; Huijbregts, Leseman, & Tavecchio, 2008; Sheridan, Giota, Han, & Kwon, 2009; Van Schaik, Leseman, & Huijbregts, 2014;

Basis of culture, cultural commonalities and differences
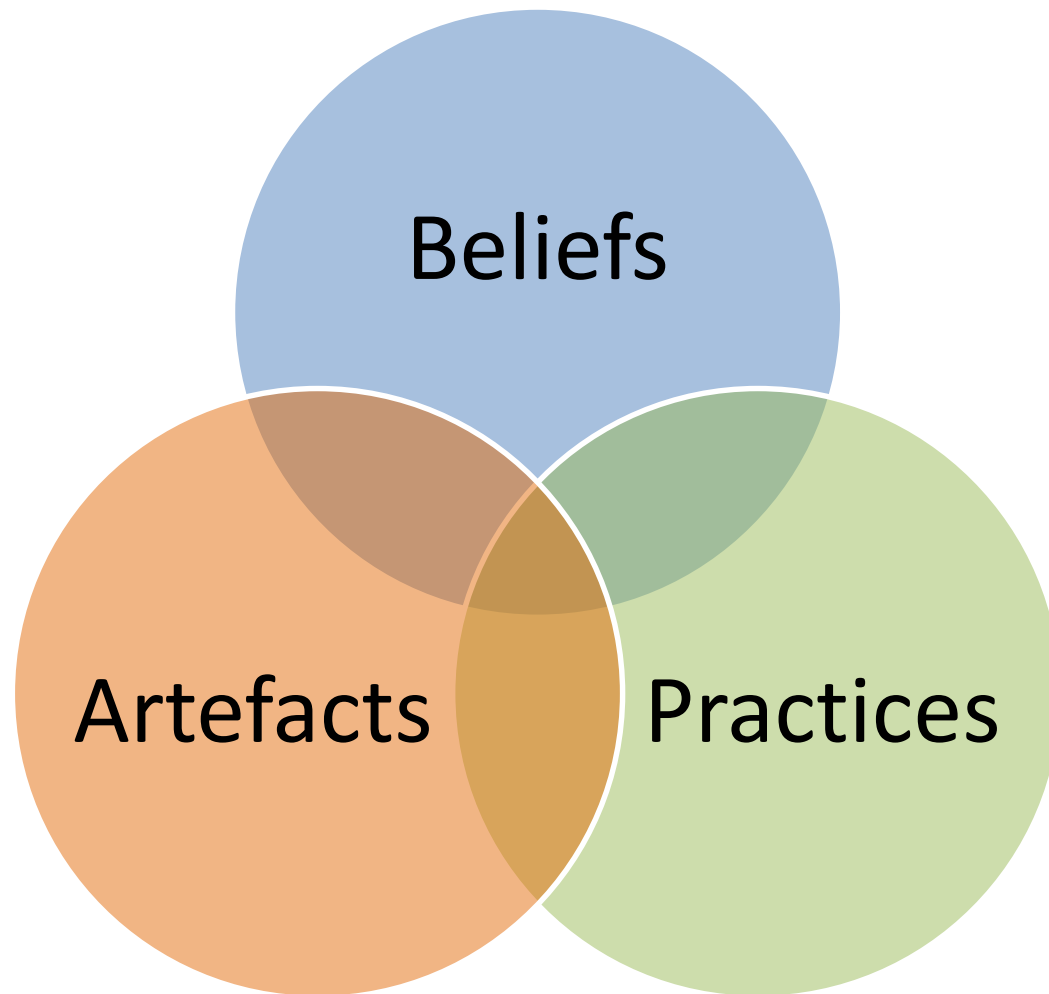
Diversity in values and beliefs on ECEC

Cultural

Studies in non-western cultural communities, including immigrant communities, reveal important differences in emphasis concerning the value of **emotional independence** and expectations regarding **children's behavior towards adults and authorities**.

(Dörglu et al., 2009; Greenfield et al., 2003; Kağıtçıbaşı & Ataca, 2005; Pels & De Haan, 2006; Tulviste et al., 2012)

Example on values in child rearing (Citlak et al., 2008):

German: Psychological independence, emotional self-control, and feeling good.

Turkish-German: Personal achievement, school readiness, good demeanor and relationships with the family.

Diversity in values and beliefs on ECEC

Socio-economic status (SES)

Do high SES parents have more similar beliefs about quality of ECEC *between European countries* than low and high SES parents *within European countries*?

Diversity in values and beliefs on ECEC

Conflicts between the staff's professional values of learning through play and Asian immigrant parents expectations of academic preparation for primary education (Ho, 2008).

Parents in the USA, compared to professional caregivers and to a research-based quality framework, especially emphasize happiness of the child, a liking and loving relationship of the caregiver with the child, and communicative competence of the caregiver and the ECEC-provision management to make parents feel comfortable and welcome (Ceglowksi, 2004).

Happiness and loving relationships emerged as important themes among Irish parents (Duignan, 2005).

Tulviste, Mizera & De Geer (2012) compared the socialization values of Swedish, Estonian and Russian-Estonian mothers.

- Swedish mothers emphasized independence, self-confidence, happiness and pleasure as important goals in early childhood.

- Estonian and Russian-Estonian mothers valued obedience, politeness, respect for authorities, responsibility and hard-work in order to be successful.

Aukrust, Edwards, Kumru, Knoche and Kim (2003)

strong cultural differences between parental descriptions of their child's friendships and their beliefs about the needs of young children in preschool and primary school.

Parents in Oslo (Norway) favoured the value of long-term continuity of the relationships with peers and teachers from preschool to primary school.

Parents in Lincoln (USA) had a stronger academic than relational focus and wanted their children to deal successfully with different teachers in different settings.

Parents in Ankara (Turkey) put less emphasis on their child's friendships at preschool, but valued especially good parent-teacher and parent-child relationships in primary school in view of the child's academic success.

Parents in Seoul (South-Korea) were most strongly oriented to educational goals as a means to economic success in primary school, while they favored their children having quality learning experiences and close peer relationships in preschool.

HOWEVER: Fei-Yin Ng, Tamis-LeMonda, Godfrey, Hunter & Yoshikawa (2012)

… a dynamic and nuanced, rather than static, perspective on parents' socialization goal. Parents continually renegotiate their goals as their young children undergo rapid development, and these negotiations occur in a broader sociocultural context.

… mothers of diverse ethnic backgrounds differed in the specific qualities that they deemed as desirable or undesirable for children, there was much in common in the general foci of parents' socialization goals.

Social Development 21(4), 821-848
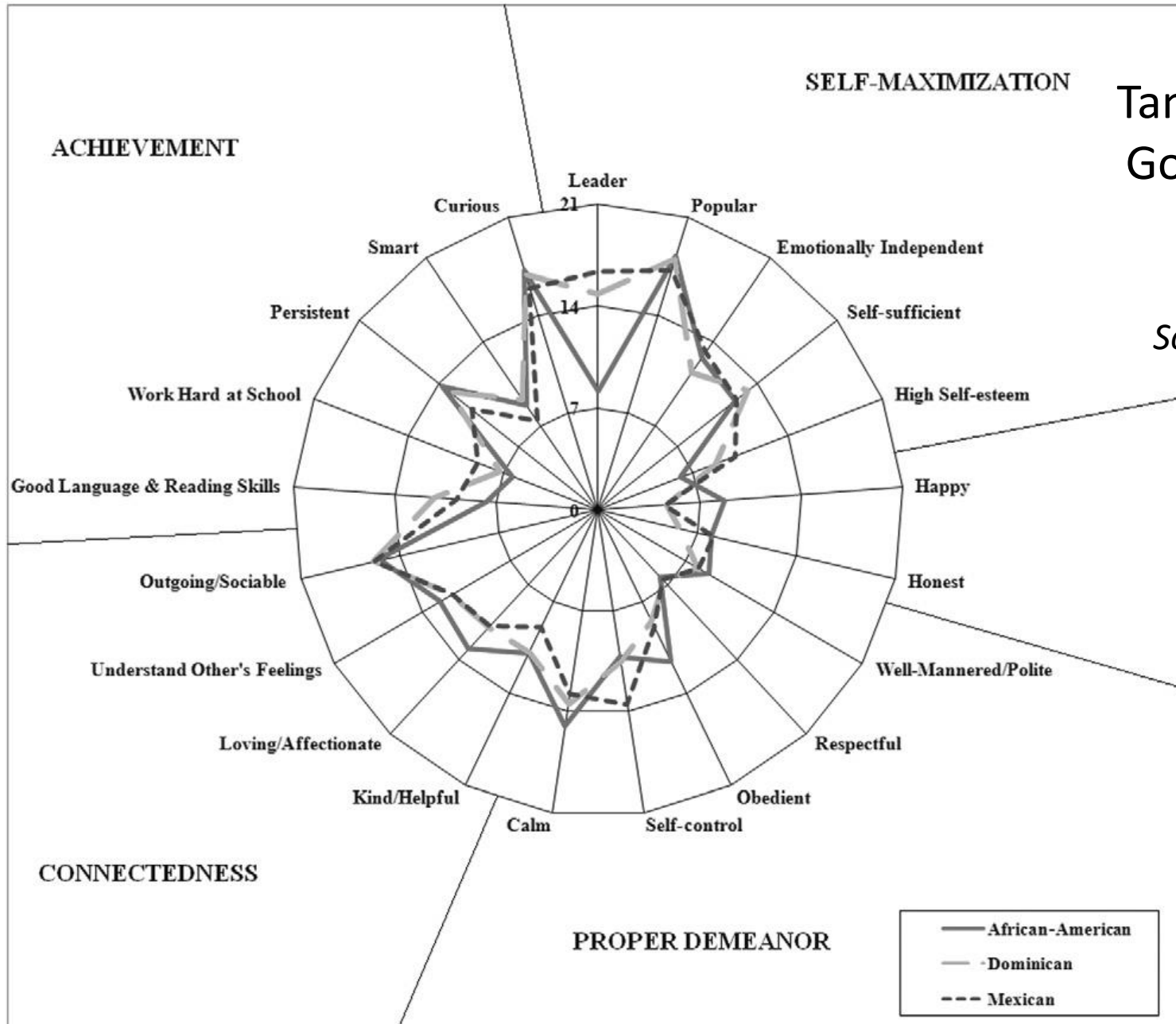
Fei-Yin Ng,
Tamis-LeMonda,
Godfrey, Hunter
& Yoshikawa
(2012, 836)
Social Development
21(4), 821-848

Fei-Yin Ng, Tamis-LeMonda, Godfrey, Hunter & Yoshikawa (2012)

… the influence of socioeconomic factors in early childhood is not limited to tangible resources or cognitive stimulation, but may include socialization goals for children.

… the distinct patterns found for desirable and undesirable qualities highlight the importance of distinguishing between the promotion and prevention of attributes when conceptualizing parents' socialization goals.

Within Western communities, the same valued developmental goals are sometimes rather differently defined (Keller et al., 2006; Harkness, Super, & Van Tijen, 2000; Suizzo, 2002).

USA and Dutch middleclass parents find development of independence in early childhood equally important,

- in the US context this means stimulating competitiveness and becoming smart,

- in the Dutch context independence means promoting self-regulation of emotions and self-reliance (Harkness et al., 2007).

- French middleclass parents are similar to US middleclass parents in valuing cognitive stimulation and independence, but also stress proper presentation of the child, emotion regulation and good manners (Suizzo, 2002).

Henry A. Murray and Clyde Kluckhohn (1953): *Personality in Nature, Society, and Culture*

EVERY MAN is in certain respects

a. like all other men,

b. like some other men,

c. like no other man.

http://www.panarchy.org/kluckhohn/personality.1953.html

Some theoretical perspectives and interests - CARE Stakeholder Study

- Soft vs. hard skills; 21st century skills
- Teacher-centered vs. child-centered pedagogy
- Play-based vs. education-based curricula
- Stimulating individual children vs. group processes
- (More) individualistic vs. (more) collectivistic social development
  - indepence vs. interdependence
  - autonomy vs. obedience

The challenge is to examine what is common to all cultures and what is culturally specific for successful membership of the community.

The stakeholder study – focus on parents

Methodological considerations

Methods

- Developed a structured questionnaire including several open questions addressing these themes (0-3 and 3-6 years).
  - Many feedback rounds and informal pilots
  - Formal translation check
- Personal Interview and Internet Questionnaire
- At least 60 parents, 15 teachers and 6 policymakers per country (but often many more).

(Current) Analyses

- Compare values and beliefs on ECEC across 1) countries, 2) stakeholders, 2) educational levels and 4) mainstream and minority groups .
- Examining psychometric properties of questionnaire
  - Factor analysis (CFI), Measurement invariance, etc.

Sample items developmental goals

What children should get out of Early Childhood Education and Care (ECEC). In your opinion, how important is it that ECEC-settings focus on developing the following outcomes in children?

Please give your opinion for both groups, children younger than 3 years and children 3 to 6 years.

Social development

The child...

Children younger than 3 years						Children 3 to 6 years				
Unimportant	Of little importance	Moderately important	Important	Highly important		Unimportant	Of little importance	Moderately important	Important	Highly important
○	○	○	○	○	Is able to communicate and interact well with peers and adults	○	○	○	○	○
○	○	○	○	○	Shows respectful behaviors towards adults	○	○	○	○	○
○	○	○	○	○	Can solve conflicts with other children	○	○	○	○	○
○	○	○	○	○	Can share toys/things with other children	○	○	○	○	○
○	○	○	○	○	Has a sense of autonomy/independence	○	○	○	○	○
○	○	○	○	○	Understands and respect rules	○	○	○	○	○
○	○	○	○	○	Knows the difference between right and wrong	○	○	○	○	○
○	○	○	○	○	Respects other children's ideas and interests	○	○	○	○	○
○	○	○	○	○	Takes responsibility for her/his own behaviour	○	○	○	○	○

Sample items quality/curriculum

Educational principles

In the ECEC setting there is an emphasis on...

	Unimportant	Of little importance	Moderately important	Important	Highly important
The individual child and her/his talents	○	○	○	○	○
Freedom of choice of activities for children	○	○	○	○	○
The child acting independently	○	○	○	○	○
Lots of small group activities	○	○	○	○	○
Children playing together	○	○	○	○	○
Children's free play	○	○	○	○	○
Children's learning	○	○	○	○	○
Recognizing children's point of view	○	○	○	○	○
Preparing children older than 3 years for school	○	○	○	○	○
Stimulating children's creativity	○	○	○	○	○
Teaching children good manners	○	○	○	○	○
Children learning a second language	○	○	○	○	○

Sample items quality/curriculum

Social and emotional climate

How important do you consider the following characteristics of the group or classroom?

	Unimportant	Of little importance	Moderately important	Important	Highly important
Caregiver(s)/teacher(s) respond sensitively and adequately to the needs of each child	○	○	○	○	○
Caregiver(s)/teacher(s) respond sensitively and adequately to what is happening in the group	○	○	○	○	○
Children establish warm and stable relations with each other (experience belongingness to the group)	○	○	○	○	○
Children are seen as individuals whose voices should be heard	○	○	○	○	○

Sample items ideology about motherhood

To what extent do you agree or disagree with the following statements?

Please give your opinion for both groups, children younger than 3 years and children 3 to 6 years.

| Children younger than 3 years | | | | | | Children 3 to 6 years | | | | |
Totally disagree	Disagree	Don't agree/ disagree	Agree	Completely agree		Totally disagree	Disagree	Don't agree/ disagree	Agree	Completely agree
○	○	○	○	○	It's more difficult for a child to develop a secure relationship with a mother who goes out working than with a mother staying at home	○	○	○	○	○
○	○	○	○	○	Working out of home makes a mother feel better, which has a positive influence on children	○	○	○	○	○
○	○	○	○	○	Being in the the own family is better for a child than being in an ECEC setting	○	○	○	○	○
○	○	○	○	○	Qualified caregivers or teachers are better for my child than relatives or acquaintances who are not educated in this field	○	○	○	○	○
○	○	○	○	○	In families with sufficient income, one of the parents should stay at home with their children	○	○	○	○	○

The stakeholder study – focus on parents

Preliminary findings

Descriptive statistics - Parents (credits to Ioanna Strataki)

N=2158

|	UK	DL	GR EL	IT	FI	NL	NO	PL	PO
	M (SD)	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*
N (start)	47	436	193	2182	294	527	187	230	170
N (demogr.) gender	34	237	136	1317	154	277	89	200	93
Age	34.22 (7.33)	35.42 (6.32)	37.75 (5.07)	37.38 (5.22)	35.58 (5.62)	36.16 (5.29)	35.76 (7.40)	35.97 (7.08)	35.2 (5.55)
Gender, woman %	94.1%	85.7%	86.0%	87.8%	92.2%	87.4%	75.3%	78.5%	84.9%
Born native %	76.5%	87.8%	85.2%	90.1%	97.4%	83.8%	78.9%	99.5%	79.3%
Educational level									
Low (1) %	38.2%	8.0%	20.3%	15.7%	3.9%	3.6%	7.8%	6.1%	30.8%
Medium (2) %	23.5%	36.6%	26.6%	35.5%	20.1%	14.7%	13.3%	21.7%	12.1%
High (3) %	27.7%	55.5%	53.1%	48.7%	76.0%	81.7%	78.9%	72.2%	57.1%
Living with partner %	70.6%	90.7%	93.9%	96.1%	94.2%	94.6%	84.4%	90.8	90.2%
Work hours - mother	26.15 (10.90)	28.10 (11.60)	33.67 (12.43)	31.92 (10.05)	37.02 (6.38)	27.34 (7.09)	35.99 (6.67)	35.47 (13.64)	37.25 (9.10)
Work hours - father	41.72 (10.89)	39.70 (9.83)	43.12 (13.91)	40.93 (9.72)	39.76 (7.57)	37.17 (6.03)	39.08 (5.80)	43.76 (11.37)	39.56 (7.78)
Children	2.03(1.0)	1.76 (0.95)	1.77 (0.61)	1.78 (1.09)	2.05 (0.93)	1.95 (0.89)	1.99 (0.95)	1.86 (0.95)	1.84 (0.94)
Children in ECEC	1.00 (0.62)	1.13 (0.55)	1.23 (0.51)	1.21 (0.48)	1.43 (.63)	1.47 (0.65)	1.34 (0.60)	0.85 (0.64)	1.02 (0.63)

# Descriptive statistics - Teachers (credits to Ioanna Strataki)
N=2173

|	UK	DL	GR EL	IT	FI	NL	NO	PL	PO
	M (SD)	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*	*M (SD)*
N (start)	39	558	391	1693	149	442	158	409	127
N (demogr.) gender	28	279	180	937	80	211	81	325	51
Age	43.89 (9.75)	44.71 (10.12)	39.73 (8.28)	45.78 (10.24)	43.24 (11.09)	44.88 (11.71)	41.75 (9.78)	39.47 (10.79)	40.88 (9.23)
Gender, woman %	89.3%	95.0%	100.0%	98.7%	100.0%	97.6%	91.4%	99.4%	96.1%
Born native %	96.4%	92.7%	92.2%	98.3%	100.0%	96.2%	92.6%	100.0%	92.2%
Educ level									
Low (1) %	-	2.9%	2.4%	7.0%	2.5%	-	-	11.1%	-
Medium (2) %	21.4%	67.9%	44.7%	59.0%	41.8%	43.0%	-	26.2%	-
High (3) %	78.6%	29.2%	52.9%	34.0%	55.7%	57.0%	100.0%	62.7%	100.0%
Work years in ECCE	13.41 (8.56)	11.74 (10.82)	14.30 (7.72)	20.12 (11.33)	17.01 (11.46)	16.07 (9.05)	15.90 (9.48)	12.70 (10.97)	16.67 (10.06)
Work hours per week	32.79 (14.01)	37.24 (9.5)	30.65 (12.08)	26.97 (6.79)	37.33 (5.06)	25.89 (8.77)	36.56 (4.38)	34.48 (10.45)	32.44 (9.08)

Developmental goals –"European Average" (N=2158)
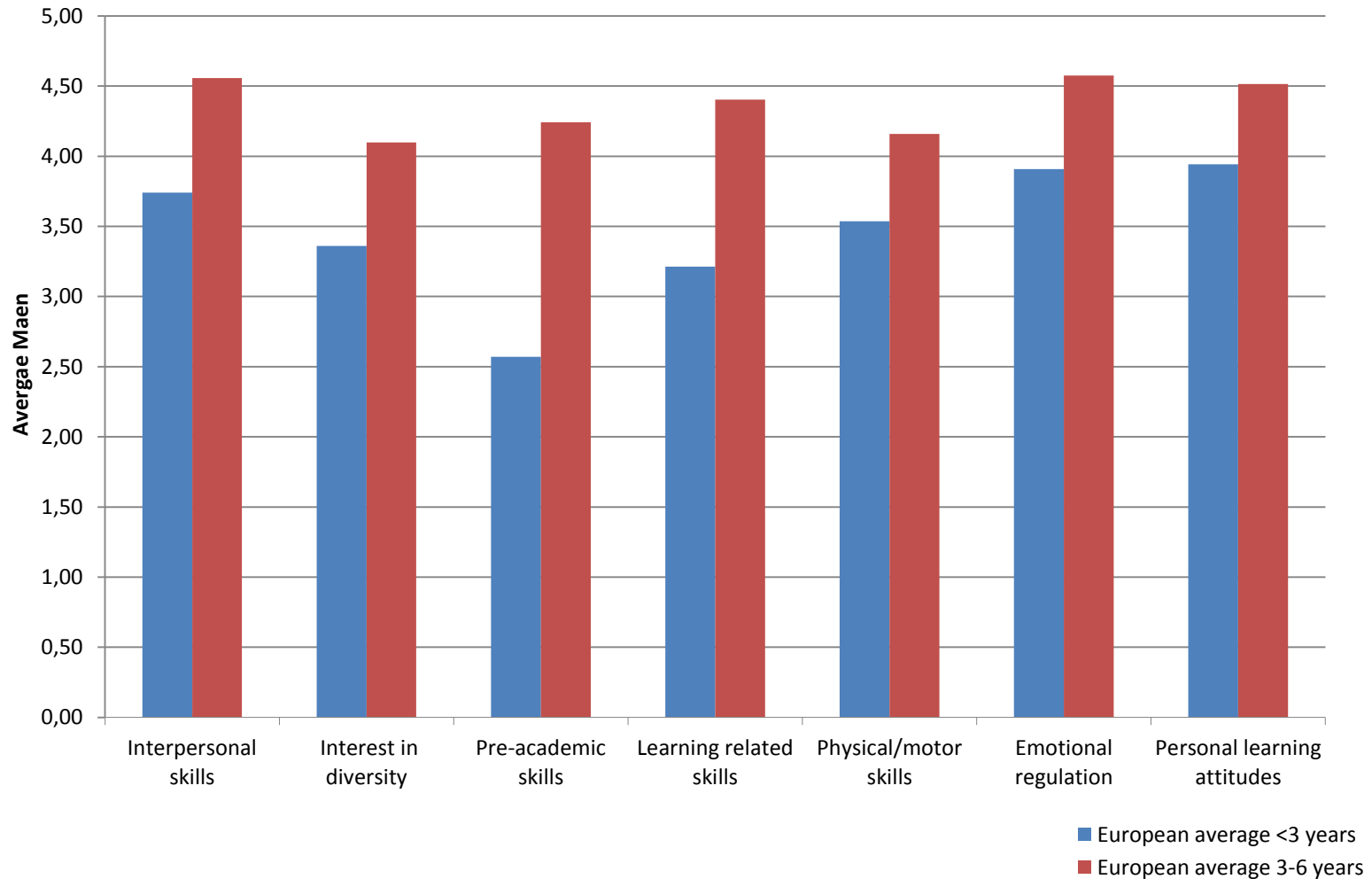
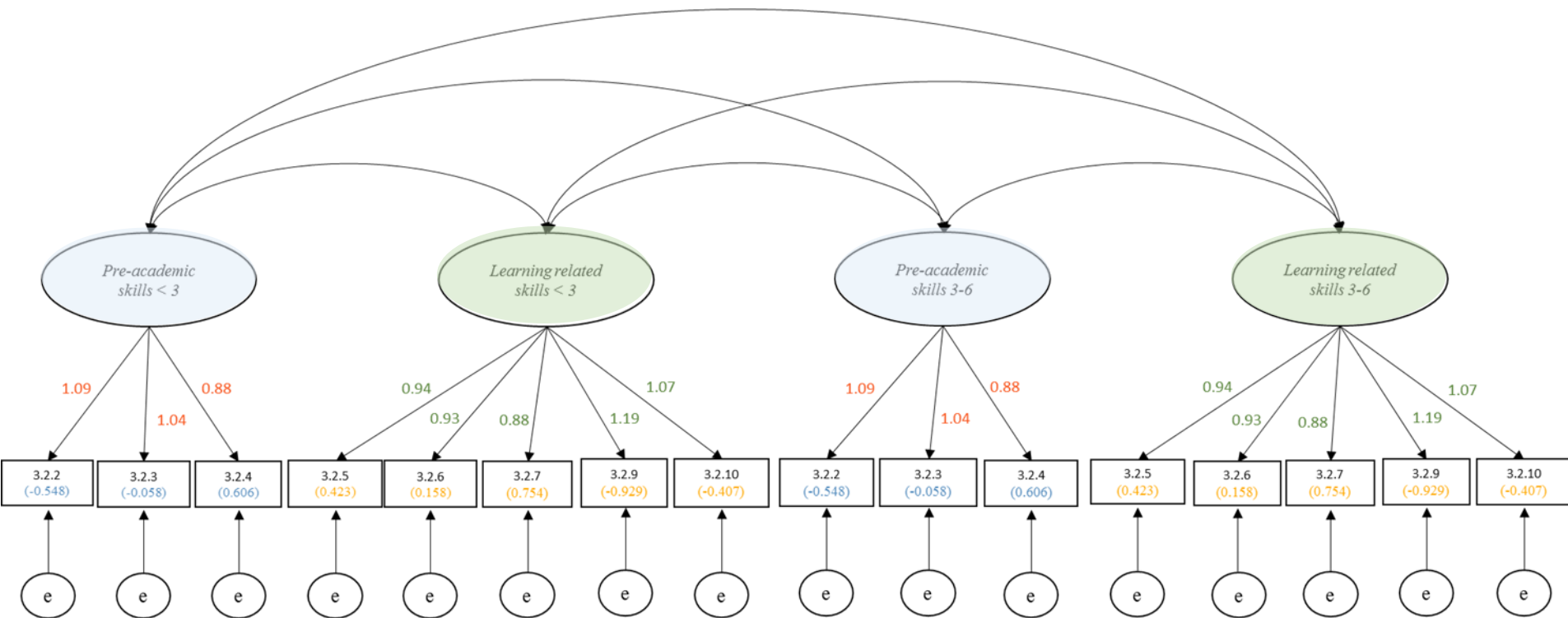# Developmental goals – Country differences age < 3
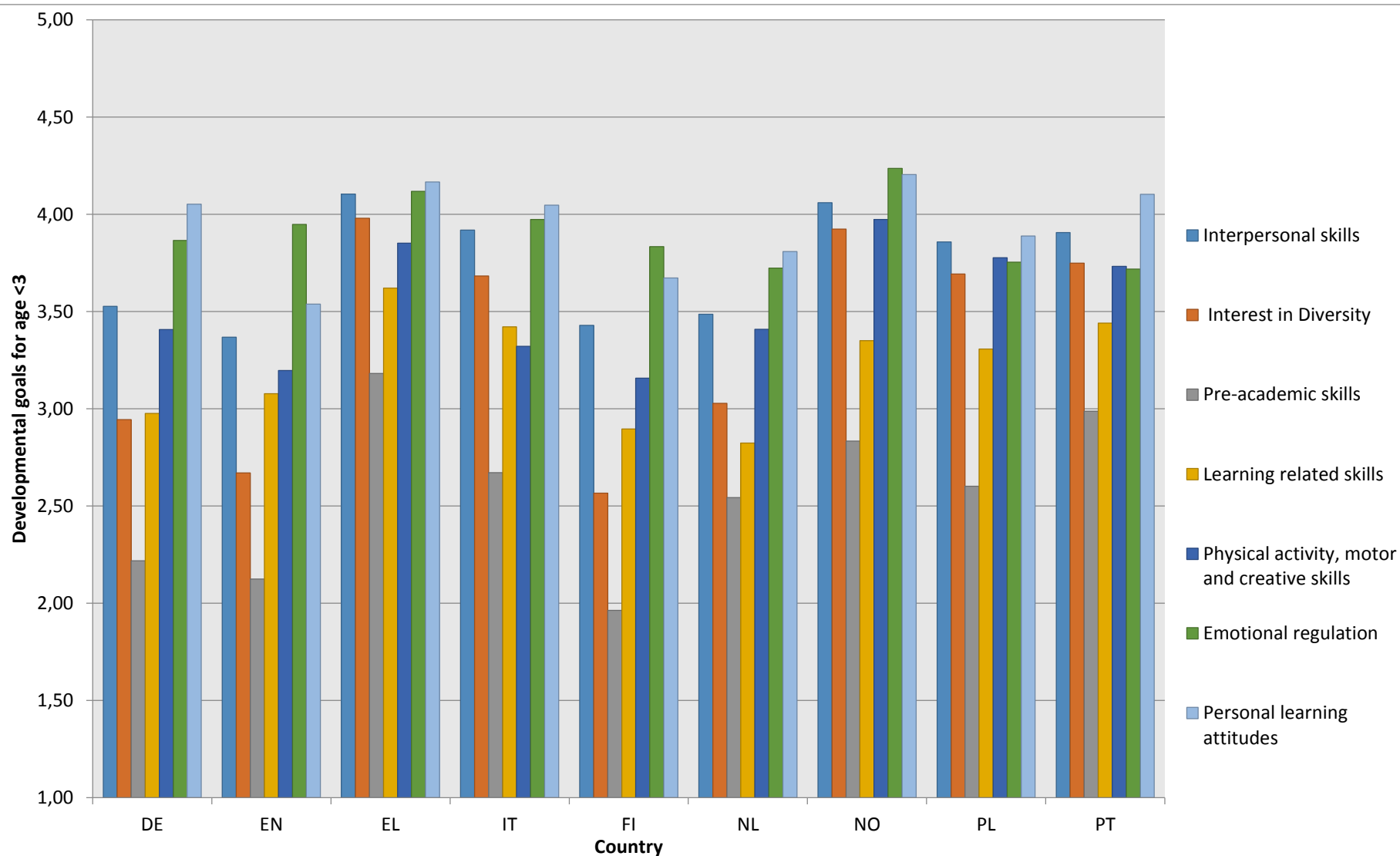
Developmental goals – Country differences age 3-6
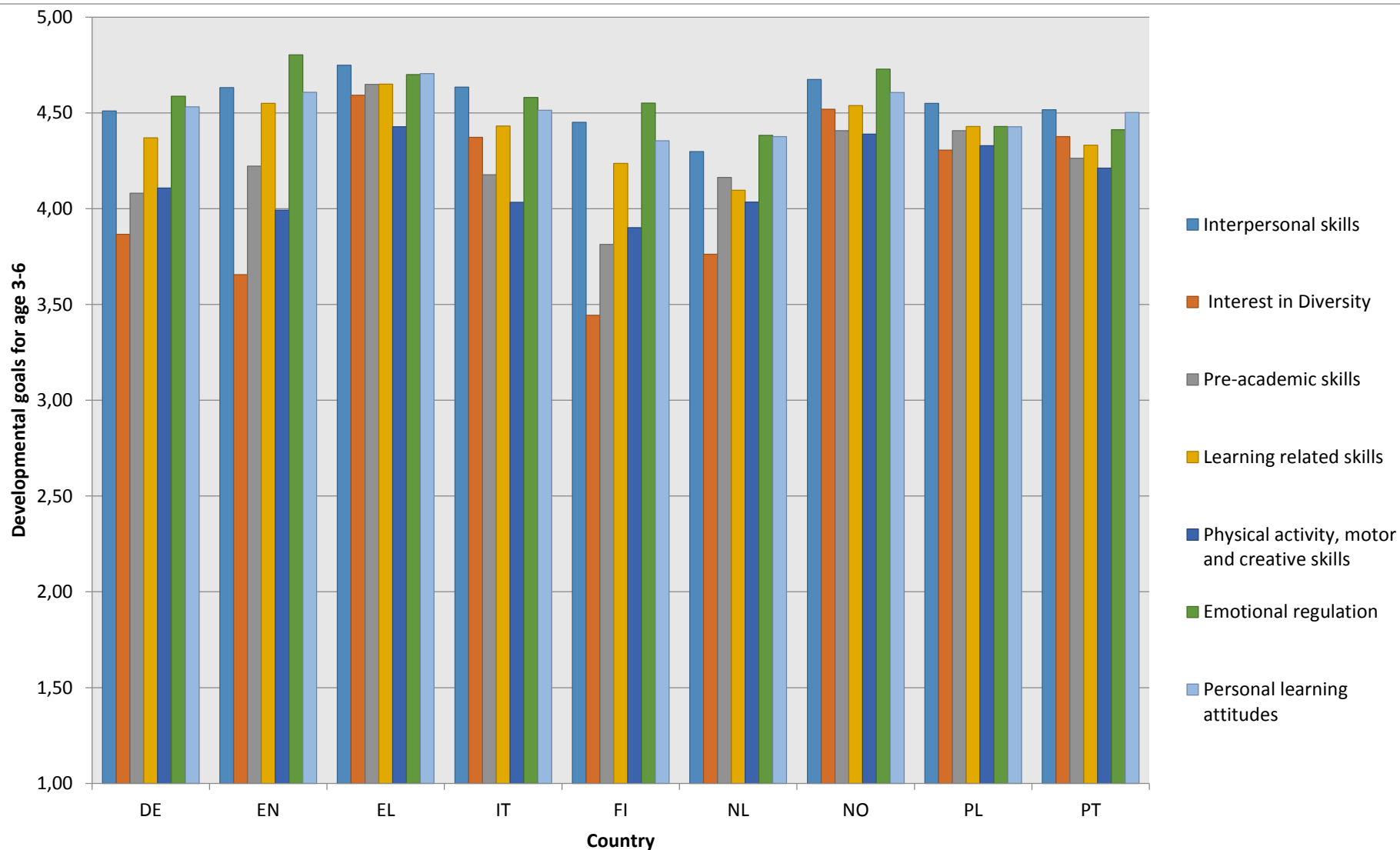
Comparing across countries: CFA models

Pre-academic and Learning related skills - unstandardized factor loadings (λ) and standard errors (SE) of the final model.

Items		Pre-academic skills <3 & 3-6	Learning related skills <3 & 3-6
		λ (SE)	λ (SE)
3.2.2	Has elementary knowledge of writing and reading (e.g., writes letters of her/his name)	1.085 (.007)	-
3.2.3	Has basic understanding of numbers (for example, can count to 10)	1.040 (.006)	-
3.2.4	Has basic understanding of shapes	0.875 (.007)	-
3.2.5	Can communicate own ideas and experiences	-	0.944 (.011)
3.2.6	Is interested in knowledge of the physical world	-	0.927 (.014)
3.2.7	Can ask questions to get information	-	0.875 (.011)
3.2.9	Is able to describe, explain and reason about the world	-	1.188 (.010)
3.2.10	Can make plans for play and work	-	1.066 (.012)

Parents' ratings of the importance of stimulating the development of pre-academic skills in ECEC - Latent means (M) by country for the <3 and 3-6 years age range
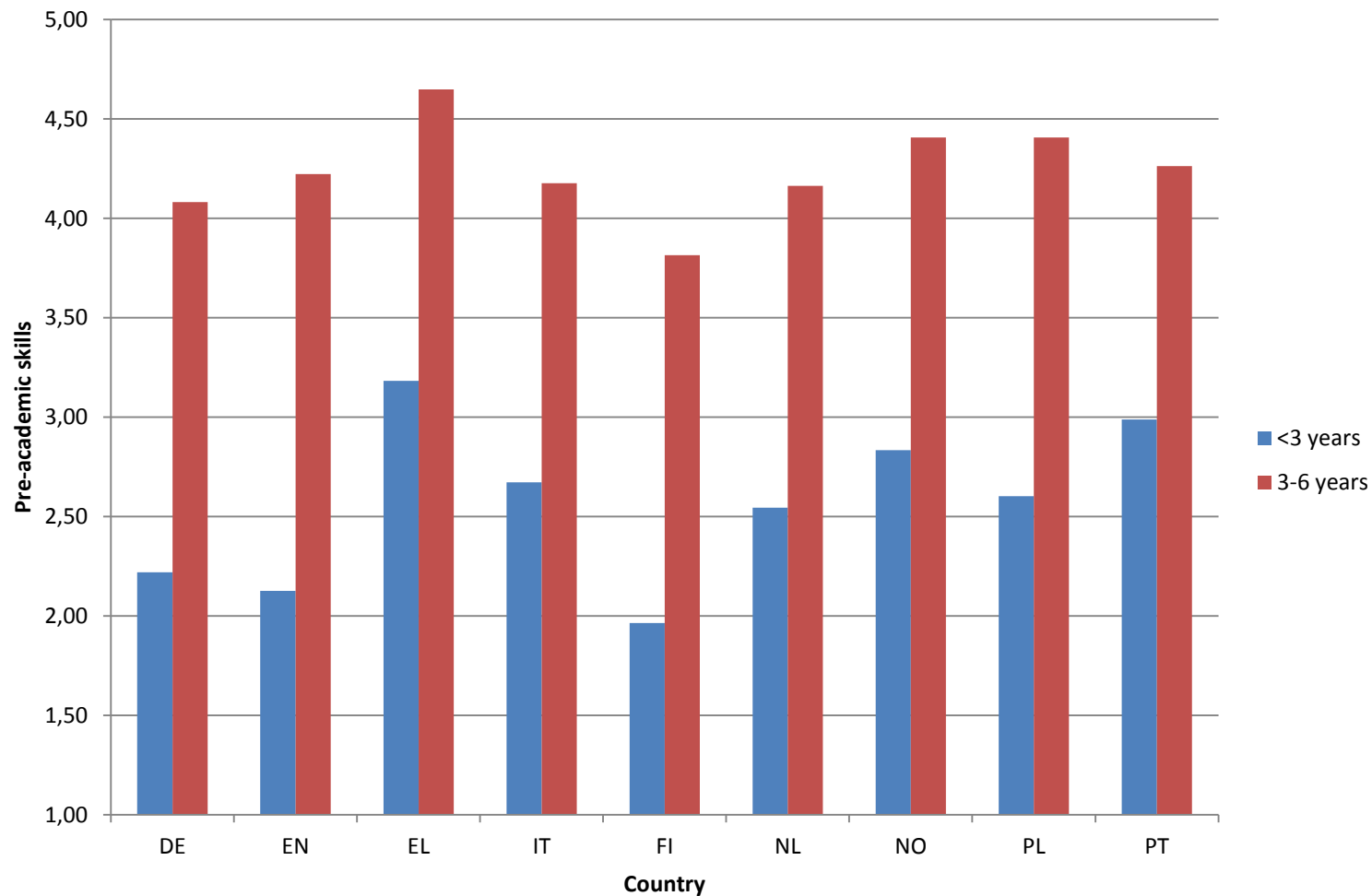
Parents' ratings of the importance of stimulating the development of learning related skills in ECEC - Latent means (M) by country for the <3 and 3-6 years age range
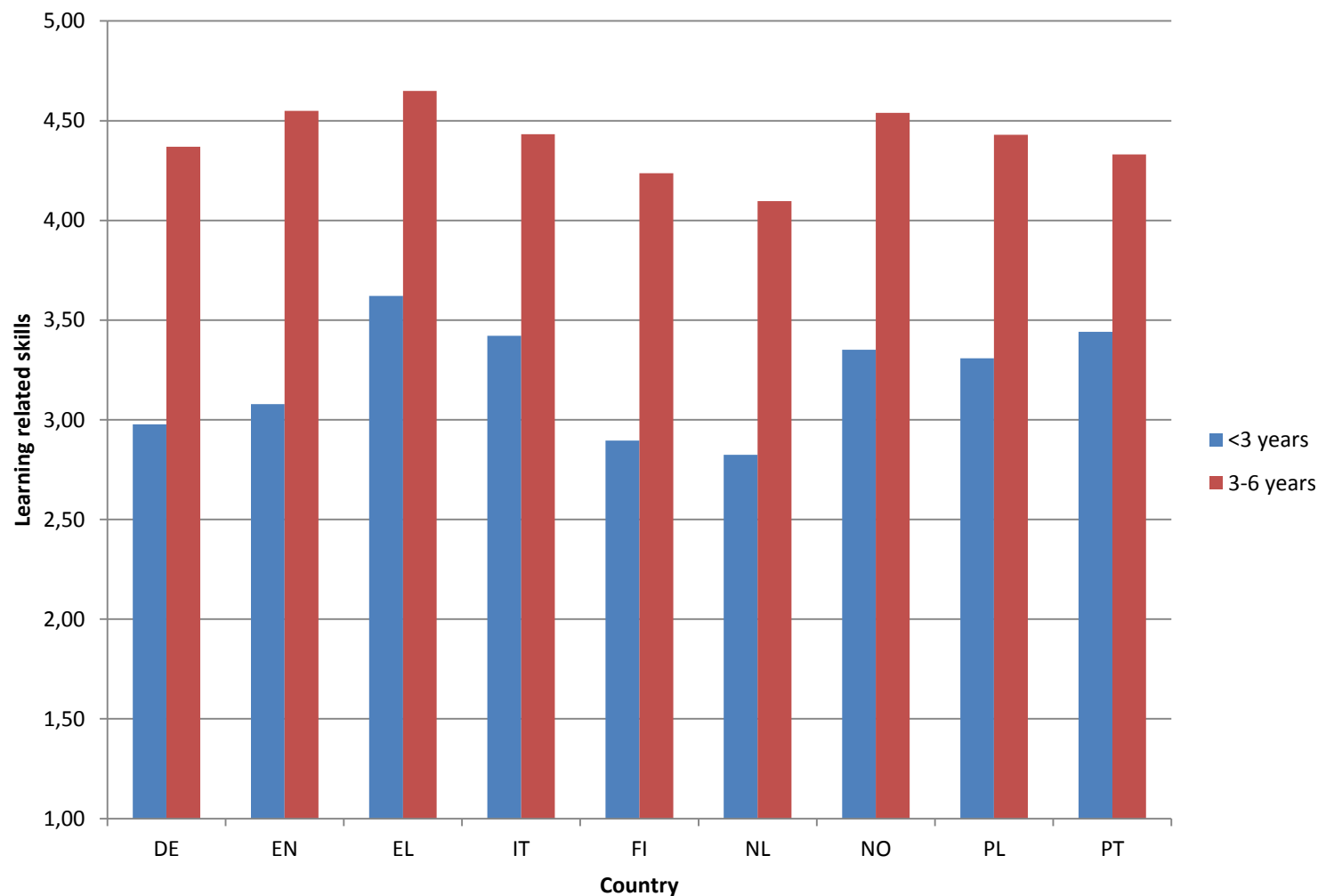
Results Q 3.2 – Pre-academic skills (2, 3, 4)

Pre-academic skills

Model Fit
CFI: 0.887
RMSEA: 0.083

	0-3 years	3-6 years
DL	0,000	2,021
UK	-0,102	2,173
GR	1,045	2,637
IT	0,491	2,124
FI	-0,277	1,731
NL	0,353	2,109
NO	0,667	2,374
PL	0,415	2,375
PO	0,835	2,218

	vs 0-3 DL	vs 3-6 DL
UK		
GR	*	*
IT	*	
FI	*	*
NL	*	
NO	*	*
PL	*	*
PO	*	
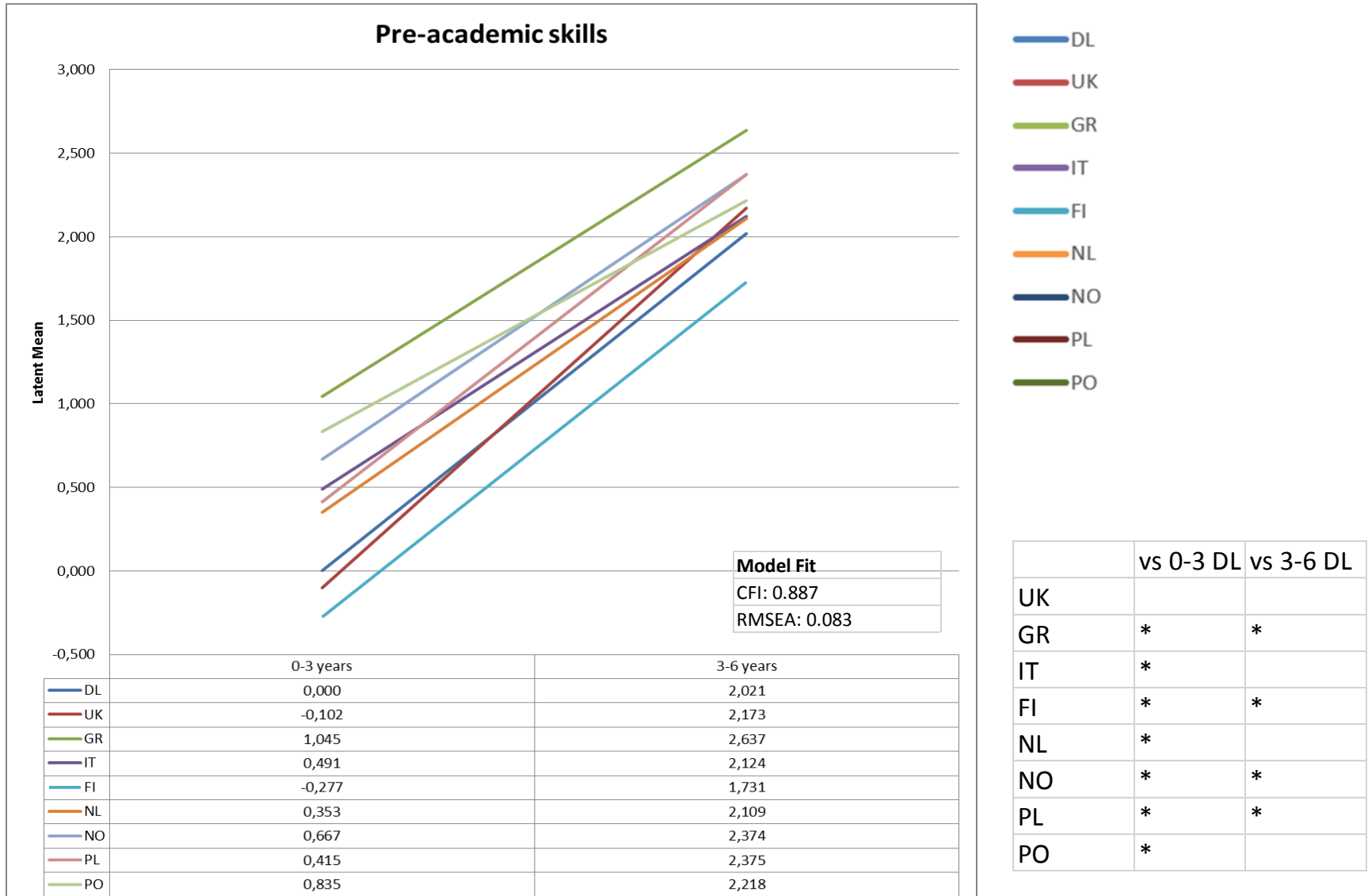
Results Q 3.2 – Learning related skills (5, 6, 7, 9, 10)

Learning related skills

Model Fit	
CFI: 0.887	
RMSEA: 0.083	

	0-3 years	3-6 years
DL	0,000	1,314
UK	0,095	1,484
GR	0,607	1,579
IT	0,420	1,373
FI	-0,076	1,189
NL	-0,144	1,057
NO	0,353	1,474
PL	0,312	1,370
PO	0,438	1,278
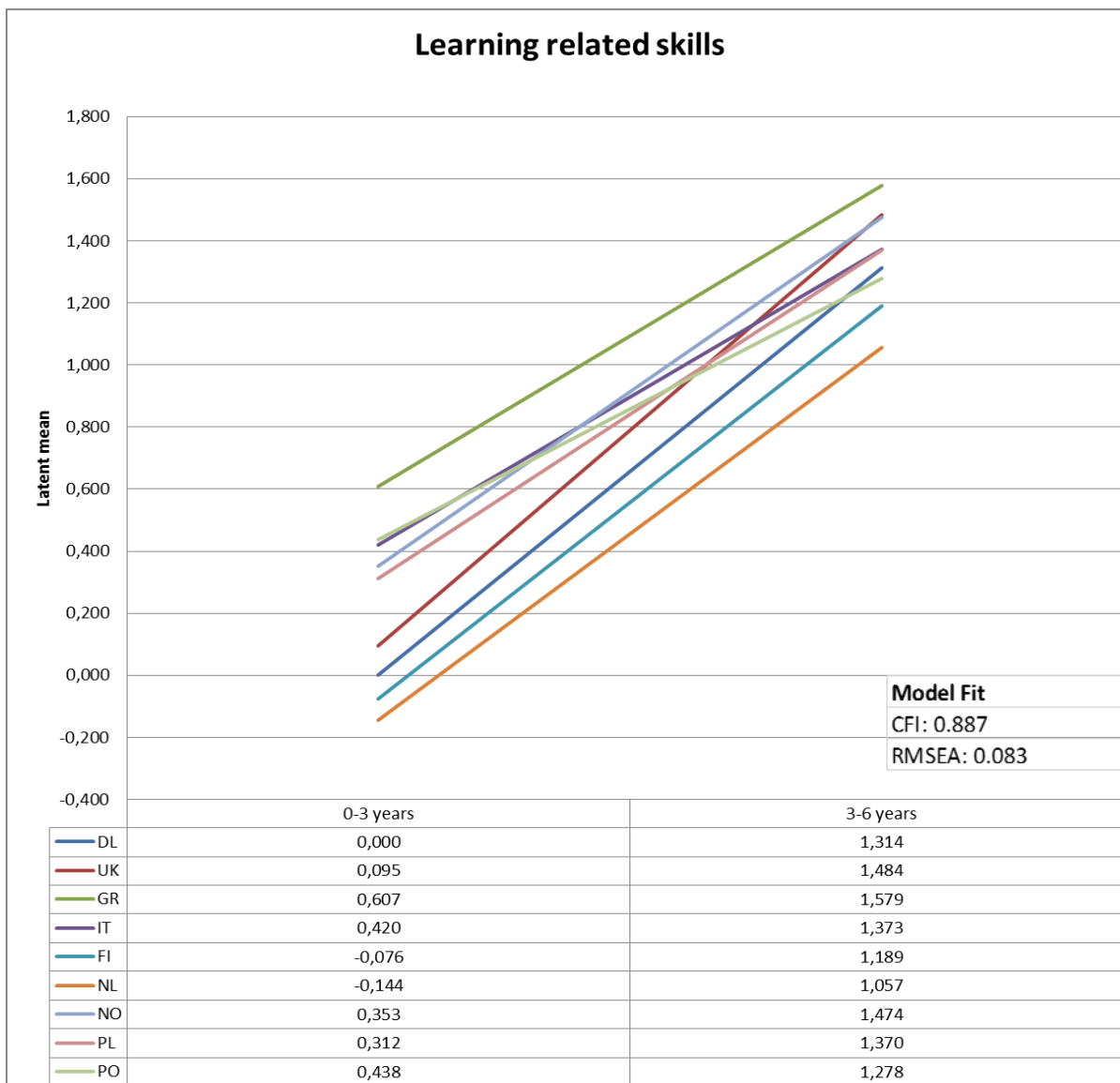
	vs 0-3 DL	vs 3-6 DL
UK		
GR	*	*
IT	*	
FI		
NL		*
NO	*	*
PL	*	
PO	*	

Results Q 3.1 – Social-relational skills (1, 2, 3, 4, 6, 8)

Social Development

Model Fit	
CFI: 0.914	
RMSEA: 0.066	

	0-3 years	3-6 years
DL	0,000	0,906
UK	-0,146	1,019
GR	0,532	1,127
IT	0,362	1,022
FI	-0,090	0,853
NL	-0,038	0,711
NO	0,492	1,058
PL	0,305	0,943
PO	0,350	0,913
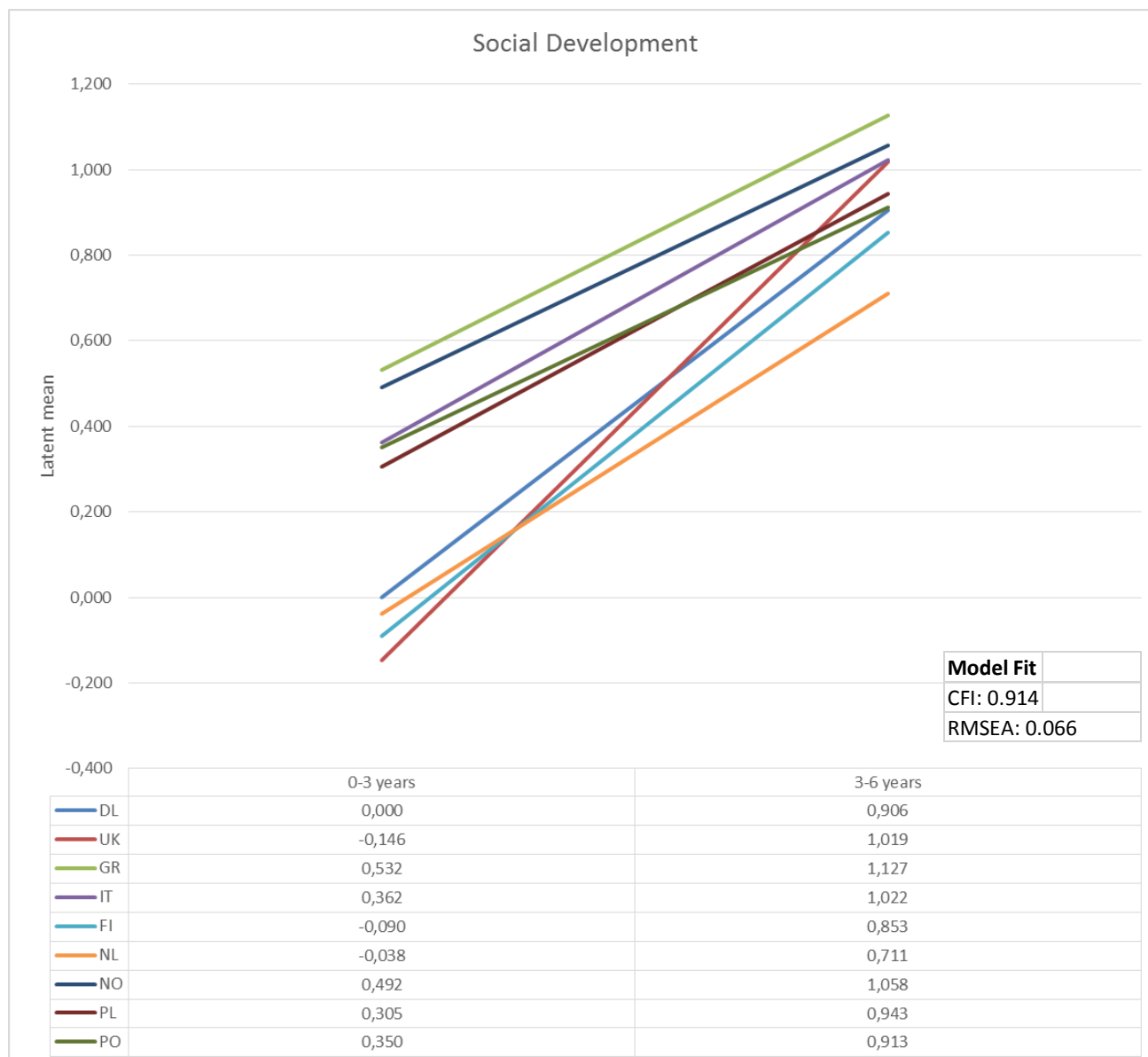
|	vs 0-3 DL	vs 3-6 DL
UK		
GR	*	*
IT	*	*
FI		
NL		*
NO	*	
PL	*	
PO	*	

Parents view on the importance of developmental goals in ECEC-provisions (N=2158)

- Rather similar patterns of the relative importance of developmental goals across countries, especially for the more 'soft' skills, which are deemed highly important in all countries for both age ranges.

- Within countries: more diversity in the importance of developmental goals for children younger than 3 years of age.

- Higher importance ratings to 'soft' interpersonal, emotional and personal skills than to 'hard' pre-academic. Somewhat smaller for children between age 3 and 6, although it was still apparent in some countries, e.g., Finland and Germany.

- Largest differences between countries in children's pre-academic 'hard' skills. Parents in Greece, Norway, and Portugal score relatively high across both age ranges, parents in Germany and Finland score relatively low.

Parents view on the importance of developmental goals in ECEC-provisions (N=2158)

- More diversity in importance ratings for younger children than for older children suggests: A lack of shared conceptual framework that addresses the specifics of development and learning in the very early years?

- This is in line with another finding from the CARE project that there are less curricula for the below threes.

Parents' ratings of the importance of interpersonal skills in ECEC - Latent means (M) by country for the <3 and 3-6 years age range (N=2158)
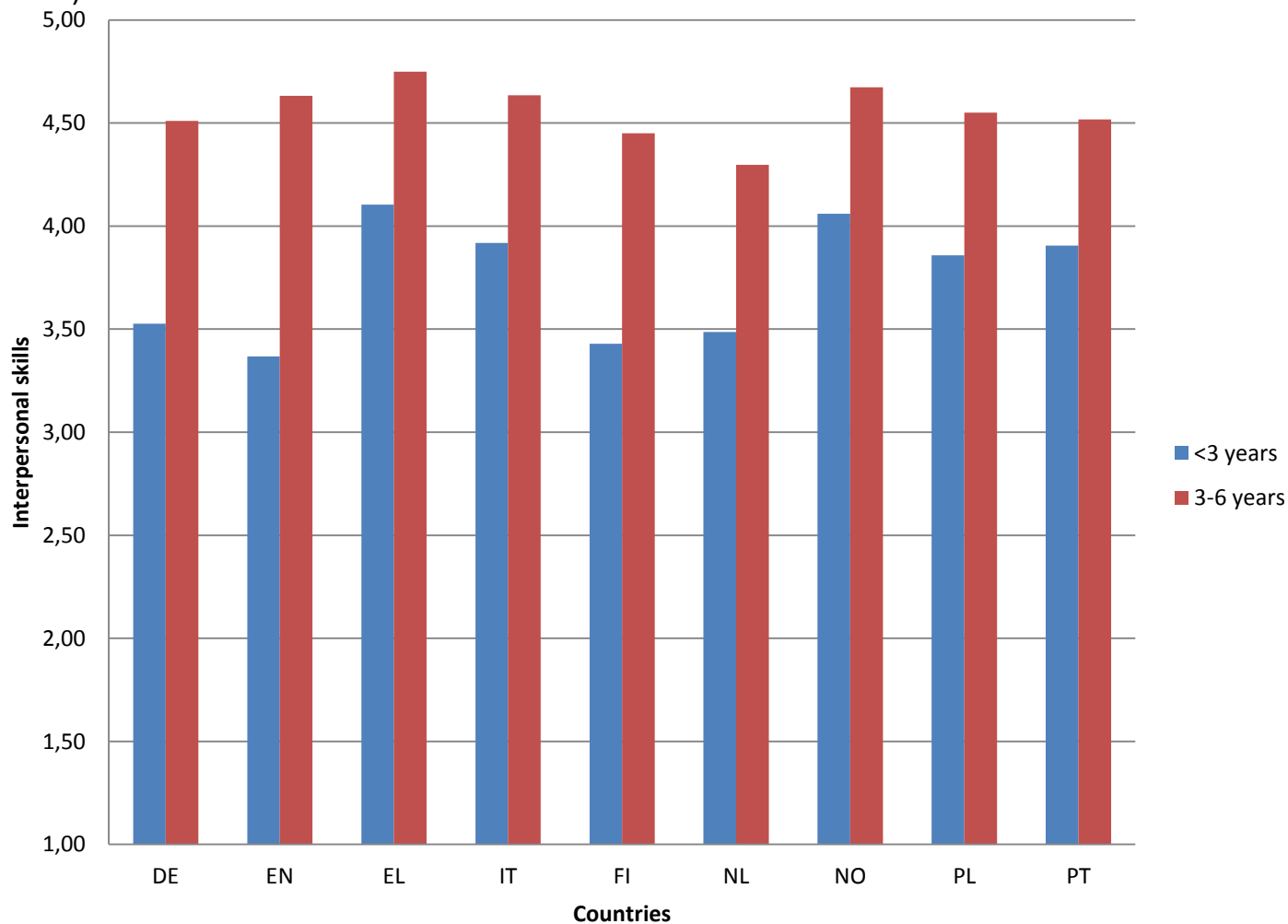
Parents' ratings of the importance of staff characteristics in ECEC - Latent means (M) by country (N=2158)
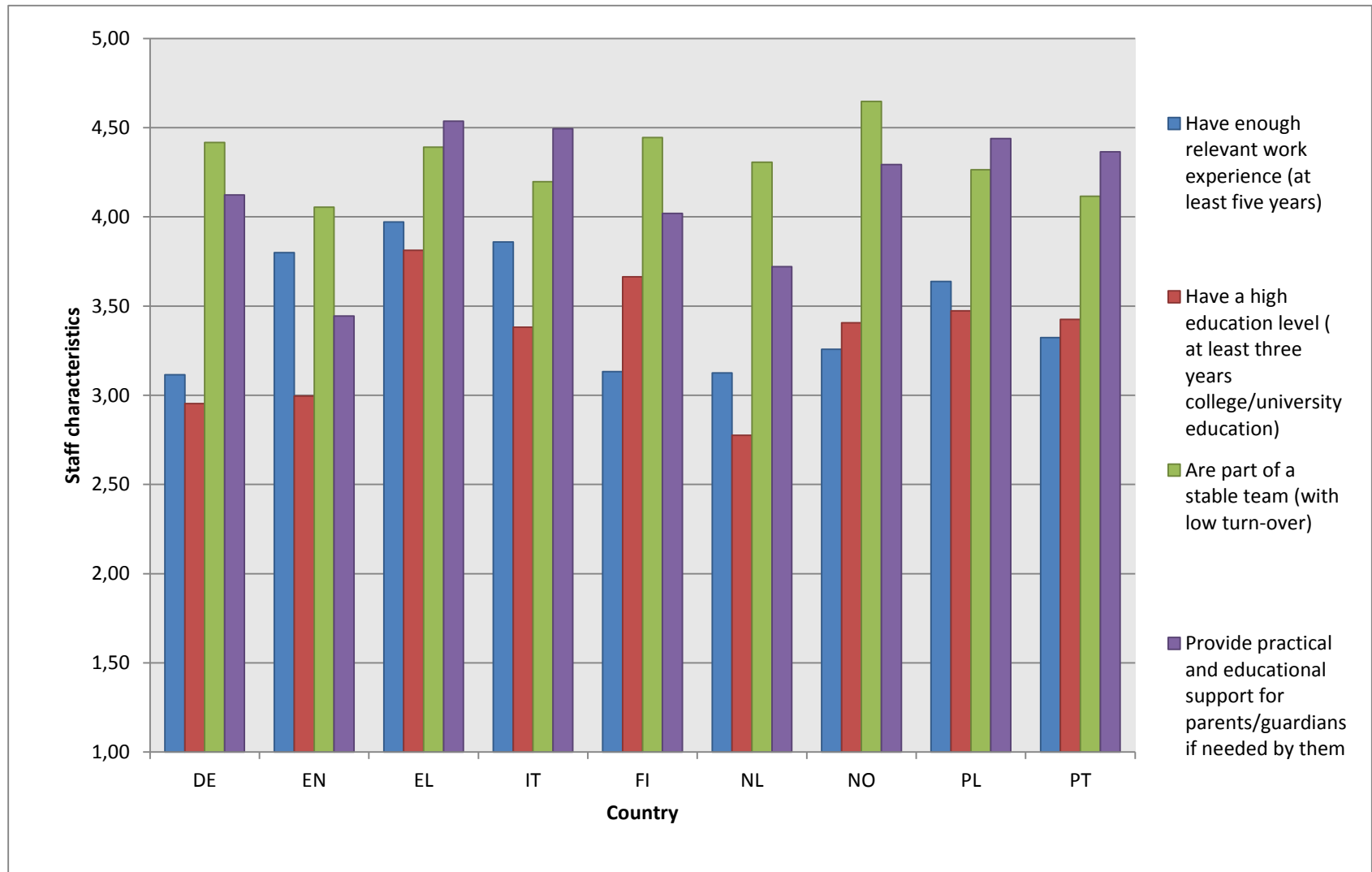
What three aspects of development in early life for children do you consider to be the most important to be successful in later life? (Open questions, qualitative analysis)