

Inclusiveness of ECEC Services: Evidence from the Stakeholder Study and Focus Groups

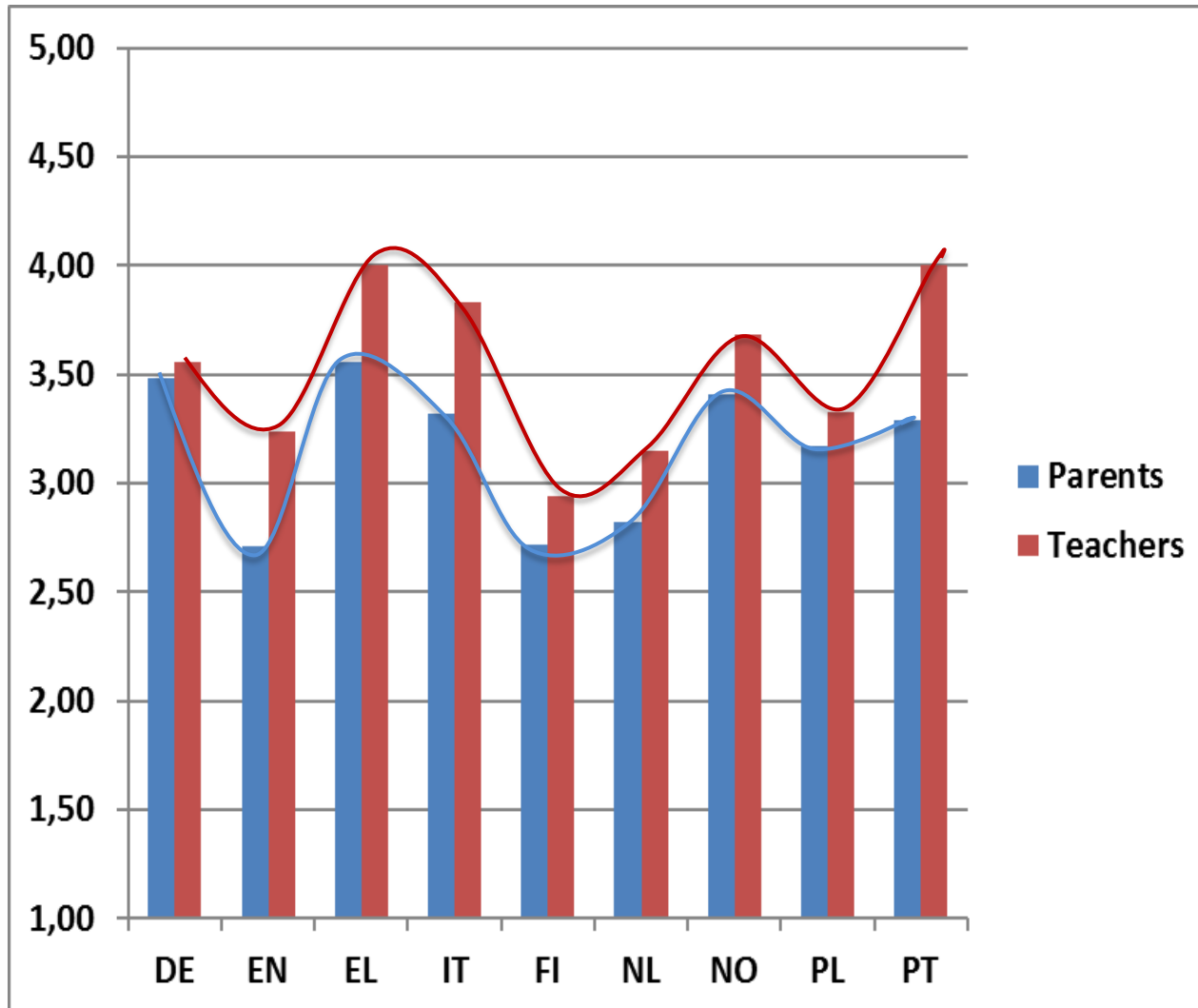
Theme 4 – Attitudes towards diversity
and Inclusiveness of ECEC

Evidence from WP5 & WP6

Martine Broekhuizen, Thomas Moser

HOW DO MIDDLE-CLASS PARENTS AND PROFESSIONALS THINK ABOUT DIVERSITY IN ECEC ?

Attitudes towards diversity in ECEC



- Importance diversity is contested
- Teachers > Parents
- Clear cultural factor

1 = unimportant
 2 = of little importance
 3 = moderately important
 4 = important
 5 = highly important

Belgium: Özgün Ünver, Tuba Bircan, Ides Nicaise

England: Katharina Ereky-Stevens, Kathy Sylva

Finland: Kati Vasalampi, Marja-Kristiina Lerkkanen, Maritta Hännikäinen,
Jenni Salminen

Germany: Elisabeth Resa, Yvonne Anders, Marlen Müller, Maria Odemarck

Italy: Giulia Pastori, Francesca Zaninelli, Caterina Falcone

Poland: Małgorzata Karwowska-Struczyk, Olga Wysłowska, Kamila
Wichrowska

Portugal: Cecília Aguiar

HOW DO DISADVANTAGED PARENTS AND ECEC PROFESSIONALS EXPERIENCE INCLUSIVENESS IN PRACTICE ? A QUALITATIVE STUDY IN 7 EUROPEAN CITIES

How do we define “inclusiveness in ECEC”?

- (un)equal Opportunities - examples
 - Unconditional free access starts at different ages across Europe
 - Extra costs: food, extracurricular activities, etc.
 - Opening hours
- (un)equal Treatment - examples
 - Caregivers are not always tolerant towards other cultures
 - Language and cultural barriers
 - Segregated services / preschools
- Equal Outcomes strategies - examples
 - Involving parents
 - Extra efforts to teach language to immigrant children (e.g. Finland)

Good Practices

- Equal Treatment: cultural mediators (Italy), language courses for parents, (multilingual) teachers/carers with different mother tongues ...
- Equal Outcomes
 - *IN-Zetje* in Beringen, Flanders
 - Playgroup and meeting place for parents
 - Helps with linguistic stimulation (both parents and children)
 - *Stadtteilmutter* in Neukölln, Berlin
 - „Neighbourhood mothers“
 - addresses educational, language, and health limitations
 - A woman from the community receives training (6 months) in 10 subjects for 0-6 year-old children
 - Then she visits local families ten times (one per theme)

POLICY RECOMMENDATIONS

Recommendations (1)

- **Equal opportunity strategies**
 - Fill gaps in provision
 - Outreaching (overcome barriers): information, awareness raising, home-based services, parenting support
 - Improve means-testing (including tax deduction or refund schemes)
 - Free provision for disadvantaged groups (+ minimise extra costs of meals, dippers etc.)

Recommendations (2)

- **Equal treatment strategies**
 - Guarantee equal access, also for non-working parents
 - Provide flexible services, accounting for atypical employment
 - Regulate (at least) equal quality for all children
 - Pull down language barriers: multilingual services, language training for staff, language stimulation for children
 - culture-sensitive services: intercultural mediation, multicultural staff, account for religious and pedagogical diversity (home-based care), active involvement of parents
 - Desegregation: regulate enrolment conditions

Recommendations (3)

- Equal outcomes strategies
 - Priority enrolment rules (adjusted to local socio-demographic mix)
 - (earmarked) priority funding to
 - Compensate for lower parental fees among disadvantaged groups
 - Ensure more intensive services for disadvantaged children
 - *‘Targeted services whenever necessary, inclusive mainstream services whenever possible’*
- Conclusion: courageous policy makers needed...

Questions for discussion

- Is the set of recommendations a useful framework? What is missing?
- Please comment on the feasibility – can you give examples from your own experience? What works / does not work?