



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

WP6

Stakeholders Study & Quality Framework

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This presentation

T6.2: Stakeholders Study

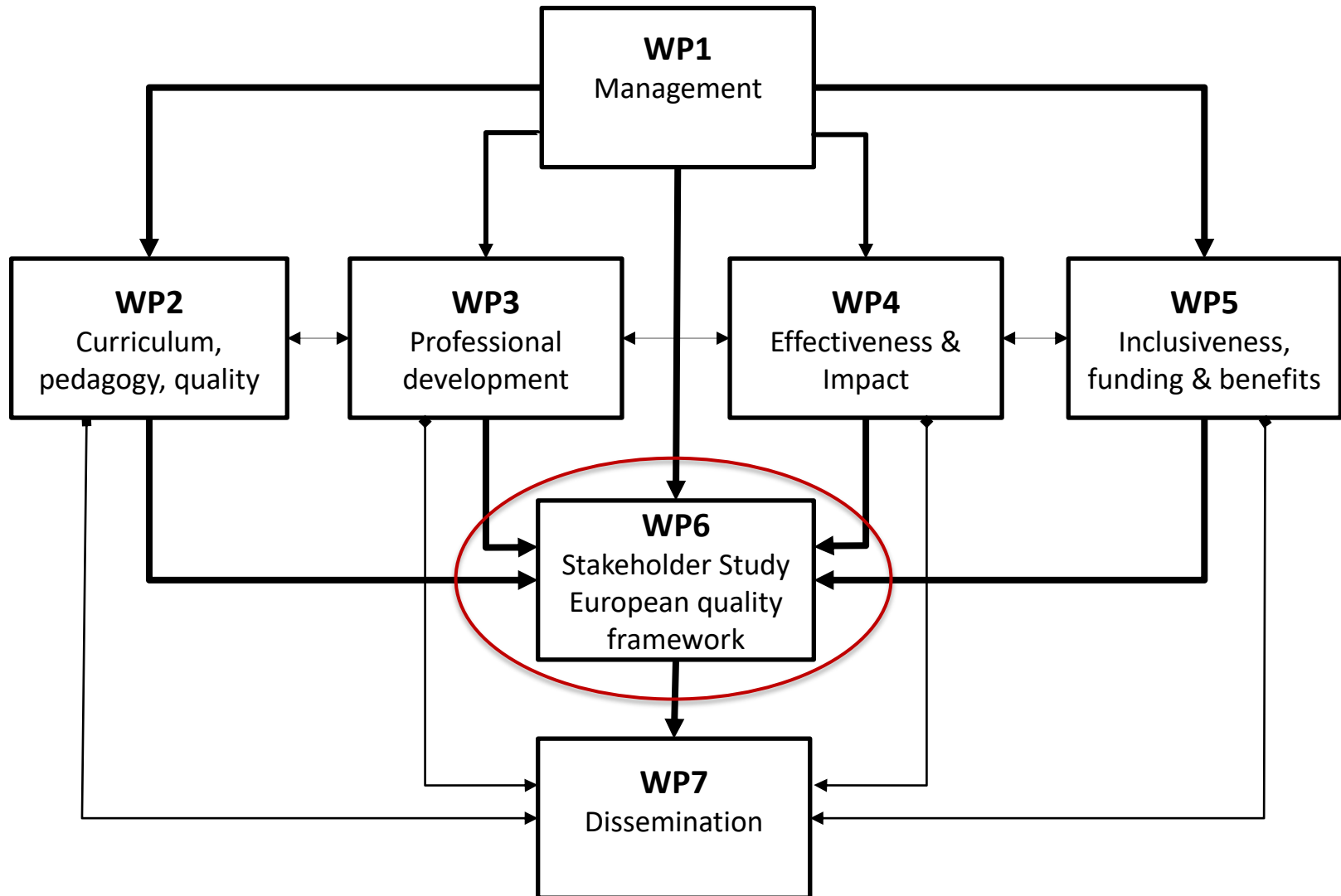
- Why this study?
- What did we do?
- Some main findings



T6.3: Revised quality framework

... with indicators of ECEC-quality and well-being

CARE Organisation: 7 Work Packages



Stakeholders Study

Survey in 9 European countries into the values, beliefs and concerns of parents, staff and policymakers regarding ECEC

Main topics

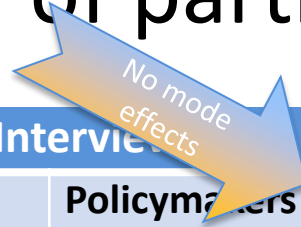
1. Developmental-educational goals (social, academic, physical, emotional, personal)
2. Quality of ECEC
 - a) Structural quality
 - b) Process quality
3. Inclusiveness and diversity
4. Ideology about motherhood
5. Choice processes when selecting ECEC

Aim: To identify cross-cultural commonalities and differences as input for the evidence-based and culture-sensitive European quality framework

Methods

- Development questionnaire
 - Open & closed questions; < 3 and 3-6 years
 - Many feedback rounds and informal pilots
 - Formal translation check
- Personal Interviews
 - Deliberate convenience samples
 - Parents: mainstream, immigrants and (rural) low income
 - Staff: different types of institutions
 - Policymakers: local, regional, and national
- Internet- based survey
 - Distributed among large ECEC and parent organizations, schools, etc.

Number of participants



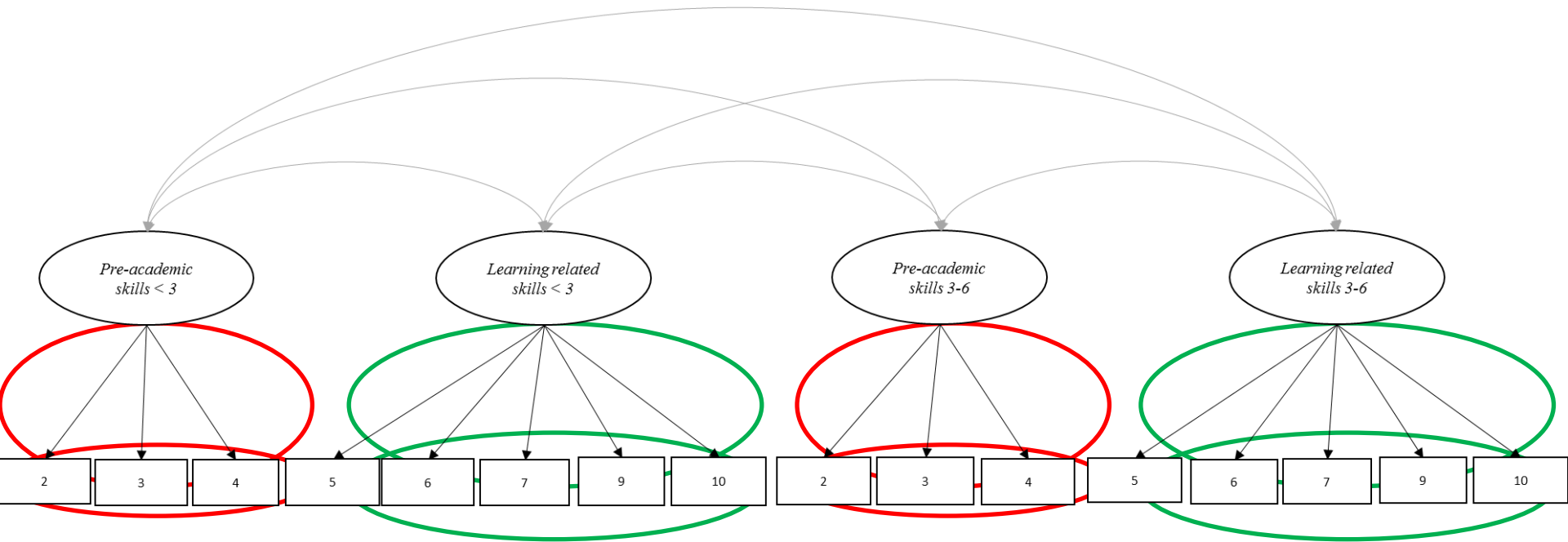
	Personal Interview			Internet-based questionnaire		
	Parents	Staff	Policymakers	Parents	Staff	Policymakers
England	38	15	9	62	54	15
Germany	45	16	3	218	278	23
Greece	45	46	10	93	139	12
Italy	49	26	11	1471	953	82
Finland	47	14	14	166	254	11
Netherlands	59	22	6	228	276	46
Norway	44	14	6	71	78	10
Poland	48	15	6	180	632	32
Portugal	47	14	3	47	38	2

TOTAL

Personal interview + Internet based questionnaire

Country representative samples → weighting educational level
(Eurostat statistics, population 25-45 yrs)

Multigroup CFA models



It's possible to model parents' & teachers' answers regarding developmental-educational goals with (nearly) full measurement equivalence across age-ranges and countries.

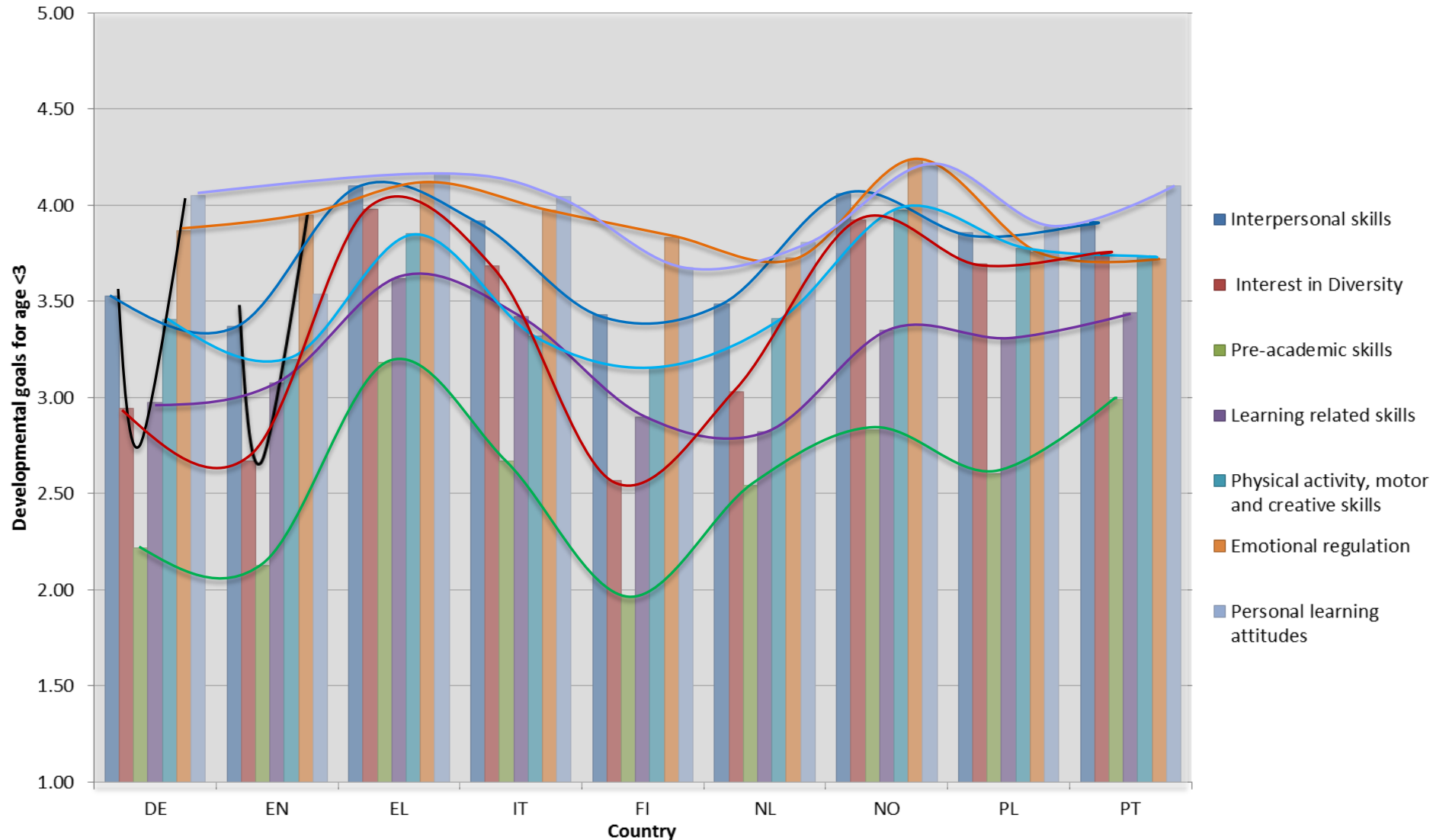
We apparently have a shared language for expressing our views

Developmental-educational goals

- Interpersonal skills:
 - *Is able to interact, show respect, solve conflicts, share, understand rules.*
- Positive attitude towards diversity:
 - *Cares for handicapped children, interested in other cultures.*
- Pre-academic skills:
 - *Has basic knowledge of reading, writing, numbers, shapes.*
- Learning-related skills:
 - *Can express ideas, ask questions, reason about world, make plans.*
- Physical, motor and creative skills:
 - *Has physical endurance, motor skills, engages in physical play & dance.*
- Emotional regulation:
 - *Can express feelings, control emotions, is aware of others' feelings.*
- Personal learning attitudes:
 - *Is open-minded to new things, persistent, enthusiastic, self-confident.*

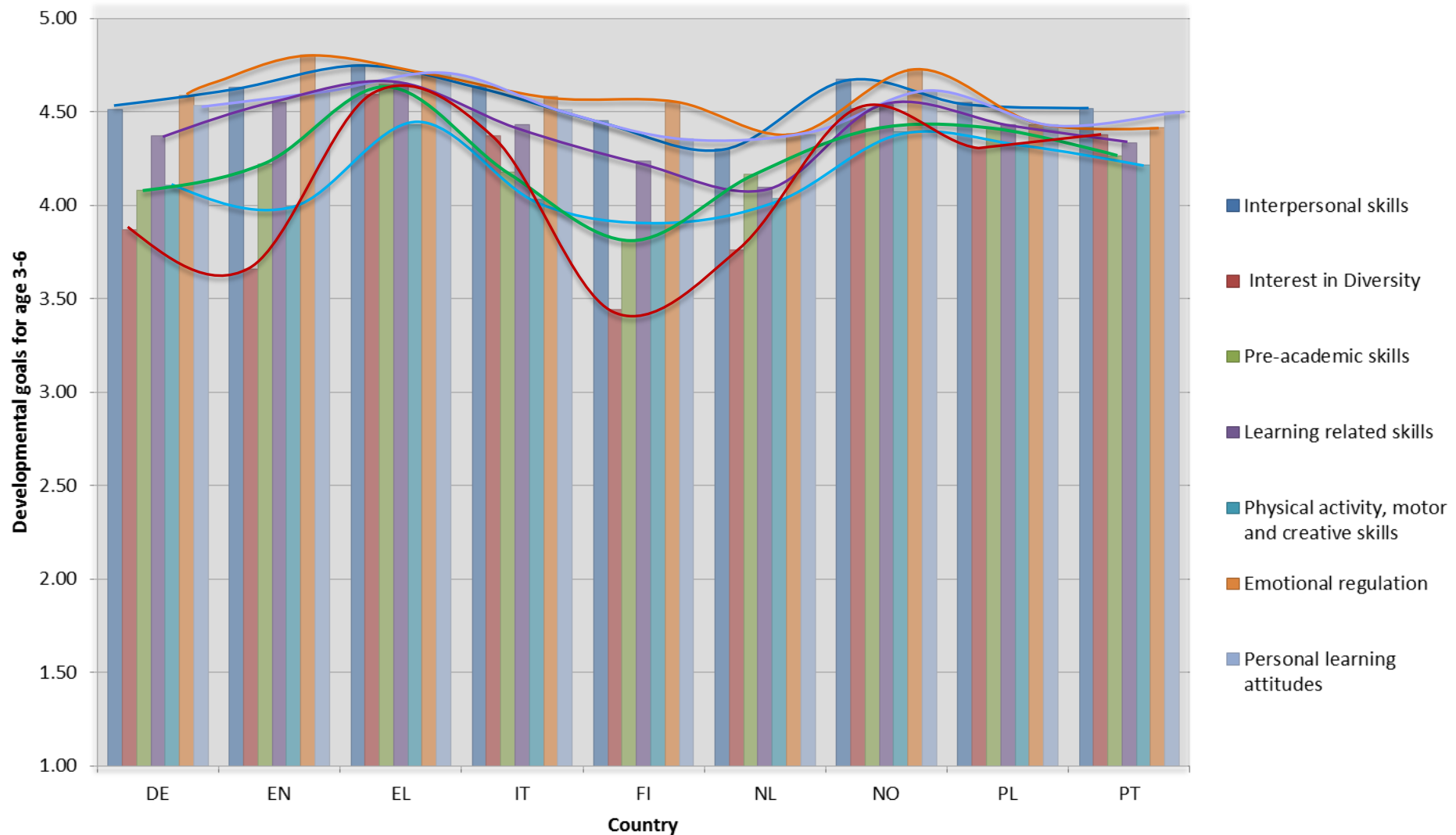
Parents – < 3 years

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



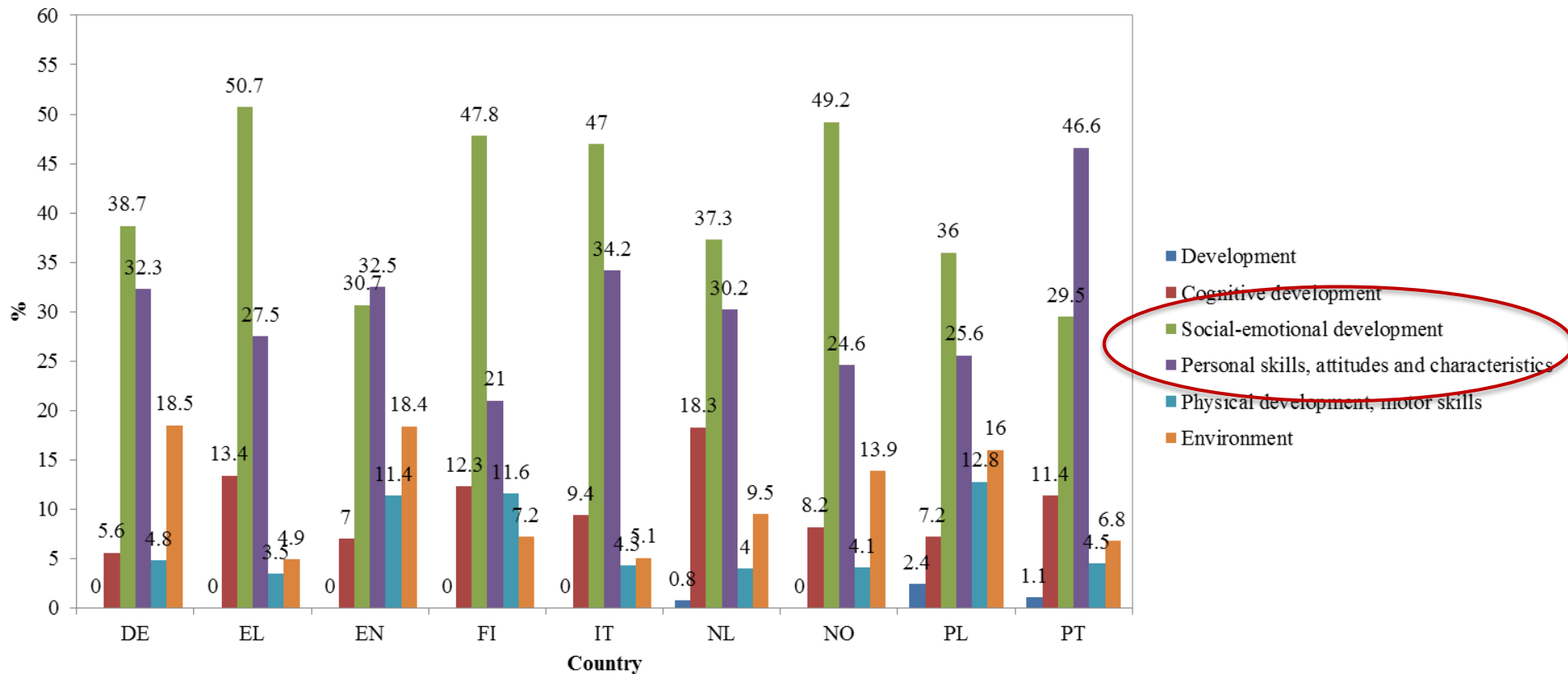
Parents – 3-6 years

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



Example from qualitative findings - parents

What three aspects of development in early life for children do you consider to be the most important to be successful in later life?



Some main findings...

- Parents and staff across countries have a common language for addressing important developmental-educational goals (especially for 3-6 yrs)
- Parents and staff emphasize “soft skills” as the most important skills for both the <3 and 3-6 year olds
- There is more variation regarding the “hard” pre-academic skills, both between countries and stakeholders (parents and staff)
- The importance of diversity and inclusiveness seems to be contested
- For structural quality, a low staff-child ratio and a stable team are considered more important than staff having a high educational level
- For process quality, both individual-oriented and group-oriented sensitivity are considered highly important

T6.3 Revised Quality Framework

Aim: To provide a comprehensive overview of culturally sensitive indicators of ECEC-quality and well-being

- Four facets of **quality**: (1) Process, (2) Structural, (3) Curriculum, and (4) Participatory and dialogical quality
 - Three categories of **well-being**: (1) Immediate well being, (2) Future well-becoming, and (3) Children's rights
- ... which are divided in dimensions and measurable indicators

Tomorrow from 9.30 – 12.30 discussion of Quality Framework

We need your input, so be there 😊!

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Sample characteristics

	Parents	Staff	Policymakers
Age (yrs)	36.3	43.0	51.0
Female %	74 – 93 %	89 – 100 %	68 – 100%
Employed %	73 – 86 %	-	-
# children	1.8	-	-
Work years ECEC	-	15.8	13.8

Country representative samples → weighting educational level
(Eurostat statistics, population 25-45 yrs)