



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

Quality, curriculum, impact, accessibility and inclusiveness of European ECEC



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Main aim of CARE

- Towards an evidence-based and culture-sensitive framework for defining, implementing, and assessing accessibility, quality and wellbeing in European early childhood education and care - measurable indicators.
- **CARE's aims in detail →**

- 1) To develop a **culture-sensitive framework** for defining and assessing quality of ECEC, taking into account concerns of parents, professionals, society (WP1-6).
- 2) To examine **curriculum, pedagogy and quality characteristics** that contribute most to child development, learning and wellbeing (WP2).
- 3) To determine which professional competences are needed for high quality ECEC and to identify effective strategies of **professional development** (WP3).
- 4) To assess the **impact of ECEC** in Europe, in particular for disadvantaged children, and to identify factors moderating impact, including quality monitoring (WP4).
- 5) To identify factors that determine the **inclusiveness of ECEC**, in particular for disadvantaged children (WP5).
- 6) To identify strategies of funding that can increase the **long term social and economic benefits** and to perform a costs-benefits analysis (WP5).
- 7) To develop indicators that are sensitive to cultural variation and different priorities of countries for **monitoring quality and child wellbeing** (WP6).
- 8) To **inform stakeholders** about key-aspects of quality and effective curricula in ECEC, and about effective strategies of governing and funding ECEC (WP7).

Early Childhood Education and Care

- Focus on center-based provisions, with a clear distinction between provisions for 0- to 3-year-olds and provisions for 4- to 6-year-olds.
- Central concepts are *quality, well-being, curriculum* and *developmental outcomes*: universal and culturally differing aspects.
- Micro-system processes as embedded in the meso-, exo- and macro-systems of societies.
- Quality monitoring, quality assurance, governance and the economics of ECEC.

Five literature reviews & meta-analyses

- **Curriculum review** based on invited country reports focusing on both the ‘official’ and the ‘implemented’ curriculum, for different age-groups.
- Review and meta-analysis of **ECEC effect studies**, with separate evaluation of European studies.
- Review and meta-analysis of approaches to **professional development**.
- Review of research into the determinants of **access and use of ECEC**.
- Review of types of funding of ECEC and **costs-benefits analysis**, based on outcomes of secondary analyses and meta-analyses.

Five empirical studies

- Secondary analysis of large-scale quantitative **longitudinal studies** into the effects of ECEC on children's development in six countries (N > 10.000).
- Multiple quantitative-qualitative case studies of **observed process quality and implemented curriculum** in eight countries (N=32).
- Qualitative case studies of **innovative approaches to professional development** in three countries (N=3).
- Survey among parents (N=3400), practitioners (N=3200) and policy makers (N=300) in nine countries into **beliefs, values and decisions regarding ECEC**.
- Secondary analysis of large European databases on **accessibility and inclusiveness of ECEC**.

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

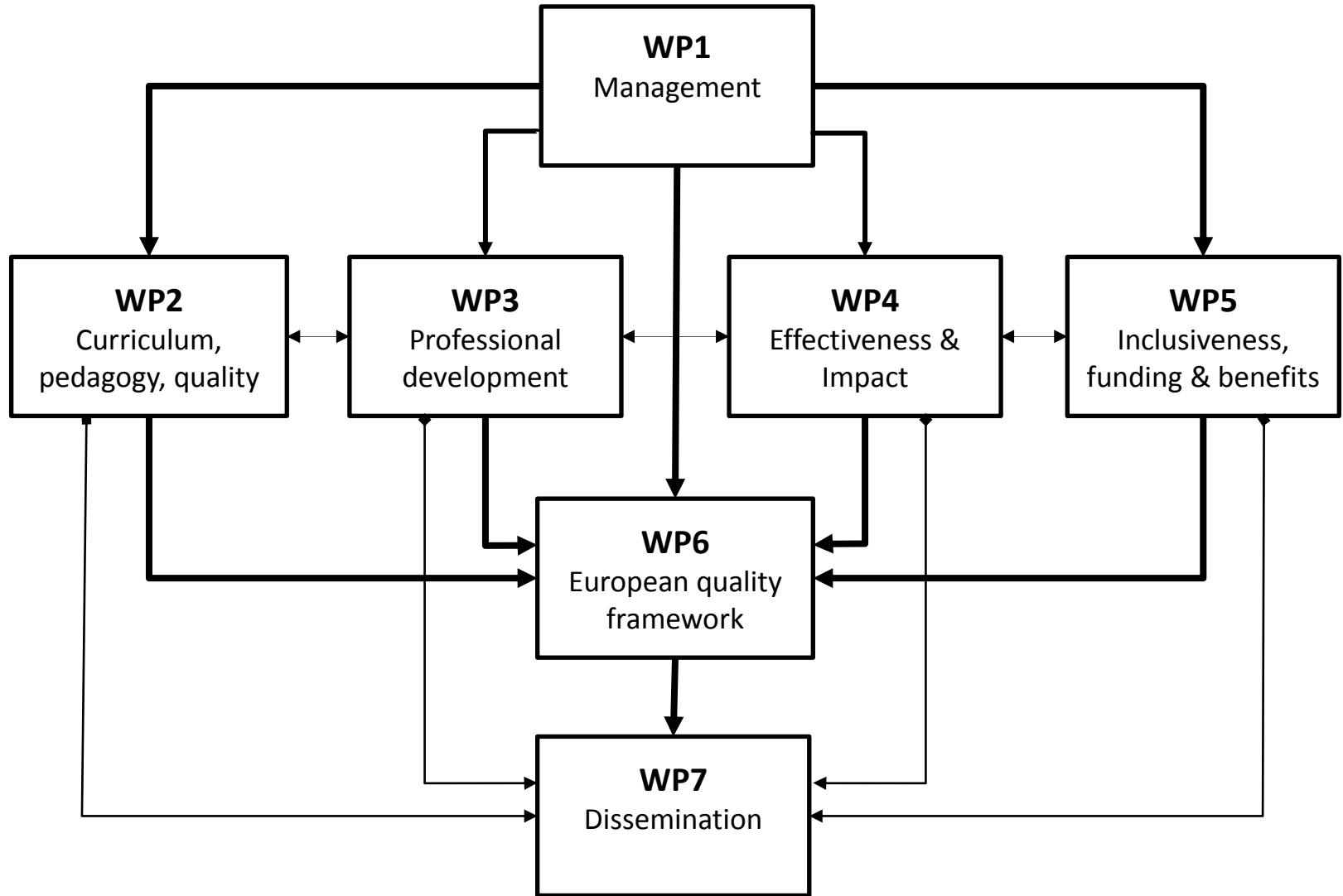
Educational & employment impact (D5.2)

WP5

Costs & Benefits (D5.4)

WP5

Policy recomm (D5.5)



Child, Classroom	Teacher, Center	Program, System	Communities, Society
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