



613318
CARE
Curriculum Quality Analysis and Impact Review of
European ECEC

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Call Identifier: FP7-SSH-2013-2

Early childhood education and care: promoting quality for individual, social and economic benefits

D7.5 Dissemination kit

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Dissemination Level		
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	



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

Dissemination Kit



This project has received funding from the European Union's
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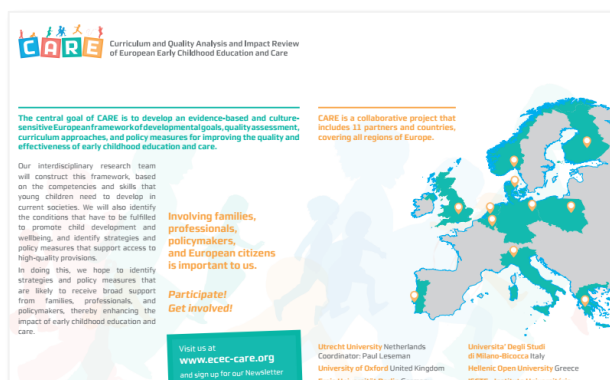
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The CARE project

CARE was a collaborative project funded by the European Union (2014-2016) that addressed issues related to the quality, inclusiveness, and individual, social, and economic benefits of Early Childhood Education and Care (ECEC) in Europe. CARE was organized into seven Work Packages (WP), one devoted to management, other to dissemination and five to research: **WP1** – Management; **WP2** – Curriculum, Pedagogy, Quality; **WP3** – Professional Development; **WP4** – Effectiveness and Impact; **WP5** – Inclusiveness, Funding & Benefits; **WP6** – European quality framework; **WP7** – Dissemination.

Goals



[Click here to read the goals of CARE](#)

Main findings



[Click here to read the main findings of CARE](#)

Dissemination kit

The dissemination kit is an interactive document that reports dissemination activities performed by the CARE team. The activities are divided into 9 categories. Click on the titles and on the icons/images to open all the relevant documents (e.g., reports, papers, presentations, videos, news).

Note. The hyperlinks embedded throughout the document only work after downloading the dissemination kit. We recommend the use of Adobe Acrobat Reader DC to open this document.

The CARE consortium

CARE is a collaborative project that includes 11 partners and countries, covering all regions of Europe



- Utrecht University** Netherlands
- University of Oxford** United Kingdom
- Freie Universität** Berlin Germany
- Aarhus Universitet** Denmark
- Katholieke Universiteit** Leuven Belgium
- Jyväskylän Yliopisto** Finland
- Universita' Degli Studi di Milano-Bicocca** Italy
- Hellenic Open University** Greece
- ISCTE - Instituto Universitário de Lisboa** Portugal
- Høgskolen i Sørøst-Norge** Norway
- Uniwersytet Warszawski** Poland



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Reports

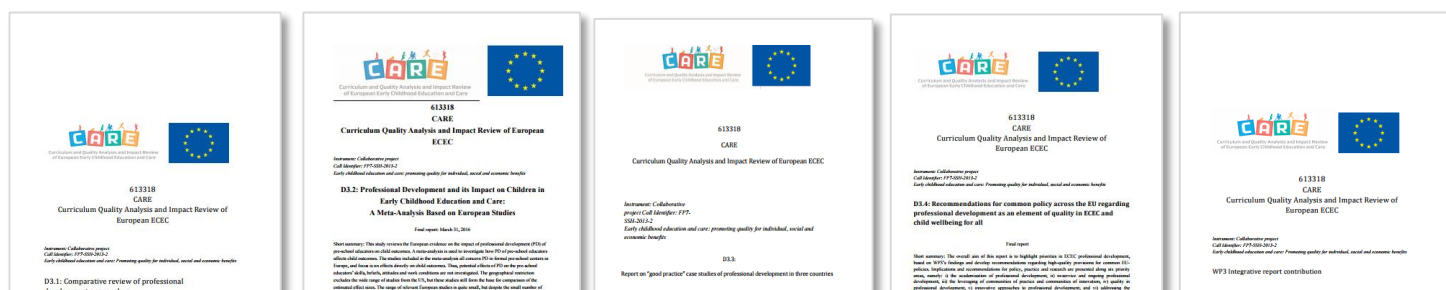
The CARE team conducted relevant research within the topic of each Work Package: **literature reviews**, **meta-analyses**, **empirical studies**, and evidence-based **recommendations**.

Below you can find a **list of all the reports** describing each study's framework, method, results, and conclusions. Click on each of the report's icon to read a brief summary and click on the title to read the full report.

Reports overview



Click here to read Work Package 2 reports on **Curriculum, Pedagogy and Classroom Quality: Promoting Effectiveness of ECEC**. Click on each report to read the summary.



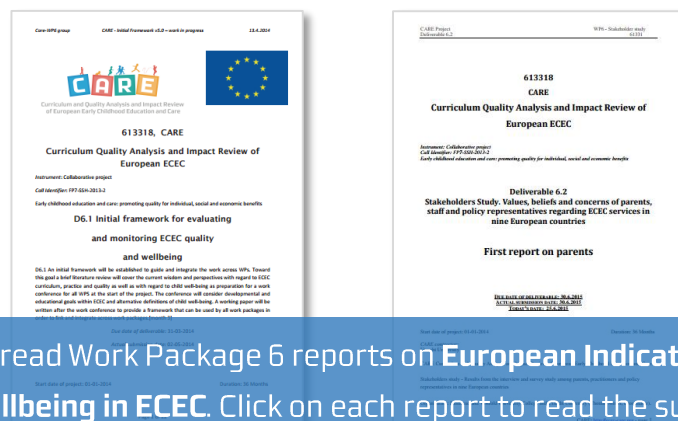
Click here to read Work Package 3 reports on **Professional Development: Impact and Innovation**. Click on each report to read the summary.



Click here to read Work Package 4 reports on **Impact of ECEC in short, medium & long-term**. Click on each report to read the summary.



Click here to read Work Package 5 reports on **Socioeconomic Aspects of ECEC**. Click on each report to read the summary.



Click here to read Work Package 6 reports on **European Indicators of Quality and Wellbeing in ECEC**. Click on each report to read the summary.

Report list (by chronological order)

WP5

The Socio-Economic Dimension of Early Childhood Education and Care in Europe

Date: January, 2015

Deliverable: 5.1

Authors: Yusuf Emre Akgündüz, Özgün Ünver, Janneke Plantenga, and Ides Nicaise

Partners: Utrecht University (The Netherlands) and University of Leuven (Belgium)



Report's extract: "A fundamental question from a policy perspective is how to set-up ECEC systems to achieve policy objectives. Public and private systems may have a different impact on the actual effects of ECEC services in terms of quality, accessibility and inclusiveness. These characteristics of the ECEC system will in return affect employment rates and child development."

WP2

Overview of European ECEC curricula and curriculum template

Date: June, 2015

Deliverable: 2.1

Authors: Kathy Sylva, Katharina Ereky-Stevens, and Ana-Maria Aricescu

Partner: University of Oxford (United Kingdom)



Report's extract: "This report considers the Early Childhood Education and Care (ECEC) curriculum throughout Europe. It explores the official curriculum, specified by national or regional governments, along with the implemented curriculum that is provided 'on the ground' by staff to enhance children's development."

WP3

Comparative review of professional development approaches

Date: June, 2015

Deliverable: 3.1

Authors: Bente Jensen, Rosa Lisa Iannone, Susanna Mantovani, Chiara Bove, Malgorzata Karwowska Struczyk, and Olga Wyslowska.

Partners: Aarhus University (Denmark), University of Milan-Bicocca (Italy) and University of Warsaw (Poland)



Report's extract: "Every country is in a process of rethinking, renewing and implementing professional development. They are looking for sustainable and innovative practices, trying to network within their systems and between countries, moving towards better monitoring and evaluation standards/processes/instruments. This common trend make the comparison and dialogue between countries particularly 'generative' and useful."

WP4

A review of research on the effects of early childhood education and care (ECEC) on children development

Date: June, 2015

Deliverable: 4.1

Authors: Edward Melhuish, Katharina Ereky-Stevens, Konstantinos Petrogiannis, Anamaria Ariescu, Efthymia Penderi, Konstantina Rentzou, Alice Tawell, Martine Broekhuizen, Pauline Slot and Paul Leseman

Partners: University of Oxford (United Kingdom), Hellenic Open University (Greece) and Utrecht University (The Netherlands)

Citations (google scholar): 8



Report's extract: "This report considers international research on the impact of early childhood education and care (ECEC) provision upon children's development and, while not exhaustive, is an extremely comprehensive review, using studies reported from a wide range of sources including journals, books, government reports and diverse organisation reports."

WP6

Stakeholders study: Values, beliefs and concerns of parents, staff and policy representatives regarding ECEC services in nine European countries: First report on parents

Date: June, 2015

Deliverable: 6.2

Authors: Martine Broekhuizen, Paul Leseman, Thomas Moser and Karin van Trijp

Partners: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

Citations (google scholar): 1



Report's extract: "Nine European countries participated in the study: England (EN), Finland (FI), Germany (DE), Greece (EL), Netherlands (NL), Norway (NO), Poland (PL) and Portugal (PT). In these countries about 2500 parents, 2172 staff working with children and 277 policy makers responded either to a personal interview (PI) or to an internetbased survey (IBS). (...) The main aim of this report is to provide a first comprehensive presentation of commonalities and differences in parents' values, beliefs and expectations regarding the quality and curriculum of ECEC-provisions and children's well-being across the participating countries."

WP6

Initial framework for evaluating and monitoring ECEC quality and wellbeing

Date: September, 2015

Deliverable: 6.1

Authors: Thomas Moser, Edward Melhuish, Konstantinos Petrogiannis, Giulia Pastori, Pauline Slot and Paul Leseman

Partners: University College of Southeast Norway (Norway), Hellenic Open University (Greece), University of Milan-Bicocca (Italy) and Utrecht University (The Netherlands)



Report's extract: "The current initial framework brings more clarity to the conceptual issues in the ECEC field. We elaborate on the bioecological model of child development, proposed by Bronfenbrenner, and present this as a framework to identify the systems and relations between systems that directly or indirectly influence child well-being and child development within ECEC."

WP3

Professional Development and its Impact on Children in Early Childhood Education and Care: A Meta-Analysis based on European Studies

Date: March, 2016

Deliverable: 3.2

Authors: Peter Jensen and Astrid Würtz Rasmussen

Partner: Aarhus University (Denmark)



Report's extract: "This report reviews the currently existing evidence on the impact of professional development (PD) in early childhood education and care (ECEC) on child outcomes in Europe. An essential part of this study is a metaanalysis of the results of existing European studies focusing on investigating the impact of PD of pre-school educators on child outcomes (...). The results from the current meta-analysis point in the direction that professional development has a clear positive impact on child outcomes. The exact mechanism(s) need to be further explored, but it can definitely be concluded that a greater focus on PD will be beneficial for children across Europe."

WP4

Effects of ECEC on academic outcomes in literacy and mathematics: Meta-analysis of European longitudinal studies

Date: May, 2016

Deliverable: 4.2

Authors: Hannah Ulferts, Yvonne Anders, Paul Leseman and Edward Melhuish

Partners: Free University of Berlin (Germany), Utrecht University (The Netherlands) and University of Oxford (United Kingdom)



Report's extract: "Our meta-analysis confirmed the claim of other meta-analyses and reviews in the field of ECEC: the different experiences children gather within childcare are important and they have developmental impact on academic outcomes. (...) Global process quality seems to be more strongly related to literacy outcomes, whereas pre-academic promotion is more strongly related to mathematics outcomes."

WP2

The relations between structural quality and process quality in European early childhood education and care provisions: Secondary analyses of large scale studies in five countries

Date: June, 2016

Deliverable: 2.2

Authors: Pauline Slot, Marja-Kristiina Lerkkanen and Paul Leseman

Partners: Utrecht University (The Netherlands) and University of Jyväskylä (Finland)



Report's extract: "Overall, the findings revealed several structural characteristics to be related to process and curriculum quality. Teachers' qualifications, professional development opportunities, work experience and to a less extent group size and children-to-staff ratio have shown associations with process and curriculum quality. Moreover, work experience and professional development opportunities, appeared important moderators in several countries. More importantly, country specific moderators were evident in all countries, pointing to a complex interplay of factors, mostly related to country specific aspects of the ECEC system."

WP2

Multiple case study in seven European countries regarding culture-sensitive classroom quality assessment

Date: June, 2016

Deliverable: 2.3

Authors: Pauline Slot, Joana Cadima, Jenni Salminen, Giulia Pastori and Marja-Kristiina Lerkkanen

Partners: Utrecht University (The Netherlands), University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal), University of Jyväskylä (Finland), and University of Milan-Bicocca (Italy)



Report's extract: "Videos were made of four common activity settings in ECEC (1) play, (2) mealtime, (3) educational/emerging academic activities, and (4) creative activities to increase comparability across countries, resulting in a total number of 62 videos for 0–3 classrooms and 62 videos for 3–6 classrooms (total number of 124 videos). The videos were coded using the CLASS Toddler and Pre-K versions by two experienced coders (from Finland and Portugal) and 25% of the data (i.e. one video per center) was double coded by an experienced coder from another country (the Netherlands) revealing good inter-observer reliability. The results based on the video data showed that the emotional support and classroom organization was in the high range, whereas the instructional support was in the mid range in this selective sample of good centers."

WP3

Good practice case studies of professional development in three countries

Date: September, 2016

Deliverable: 3.3

Authors: Chiara Bove, Susanna Mantovani, Bente Jensen, Malgorzata Karwowska-Struczyk and Olga Wysocka

Partners: University of Milan-Bicocca (Italy), Aarhus University (Denmark) and University of Warsaw (Poland)



Report's extract: "In depth and comprehensive insight in "good practice" models of continuous professional development and quality improvement based on the three case studies reveals the effects of dynamic factors (e.g. frequent feedback and regular team-based reflection sessions based on observation), the importance of time for reflection in job contract, the critical role of pedagogical leaders (coordinators, directors, managers, supervisors), the importance of inter-organizational networking within the locality and the facilitating role of collaboration with research institutes."

WP3

Recommendations for common policy across the EU regarding professional development as an element of quality in ECEC and child wellbeing for all

Date: September, 2016

Deliverable: 3.4

Authors: Bente Jensen, Rosa Lisa Iannone, Susanna Mantovani, Chiara Bove and Silvia Cescato

Partners: Aarhus University (Denmark) and University of Milan-Bicocca (Italy)



Report's extract: "The overall aim of the report is to highlight priorities in ECEC professional development, based on WP3's findings and develop recommendations regarding high-quality provisions for common EU policies. This led to the identification of six policy priority areas, namely: i) the academisation of professional development; ii) in-service and ongoing professional development; iii) the leveraging of communities of practice (CoP) and communities of innovation (CoI); iv) quality in professional development; v) innovative approaches to professional development; and vi) addressing the vulnerable through professional development."

WP5

A Cost-Benefit Analysis of Universal Preschool Education

Date: September, 2016

Deliverable: 5.4

Authors: Thomas van Huizen, Lisa Dumhs & Janneke Plantenga

Partner: Utrecht University (The Netherlands)



Report's extract: "This report is the first to provide a comprehensive, causal evidence based cost-benefit analysis of expanding universal access to preschool. We analyse one policy reform in more detail: the LOGSE reform in Spain. In the early 1990s, the Spanish government introduced a reform that lowered the age of universal eligibility for publicly subsidized childcare by one year, from age 4 to age 3. (...) The Spanish case illustrates that expansions of high-quality preschool programs for 3-year olds may generate substantial returns in the long run."

WP2

Integrative Report on a culture-sensitive quality & curriculum framework

Date: October, 2016

Deliverable: 2.4

Authors: Kathy Sylva, Giulia Pastori, Marja-Kristiina Lerkkanen, Pauline Slot and Katharina Ereky-Stevens

Partners: University of Oxford (United Kingdom), University of Milan-Bicocca (Italy), University of Jyväskylä (Finland) and Utrecht University (The Netherlands)



Report's extract: "We found that tensions do inevitably emerge in ECEC by the simultaneous need to combine socio-emotional and intellectual aims, and to nurture the individual child for the 'here and now' while also preparing children for the future. (...) There is no perfect balance; skilled educators must make informed decisions as needs and priorities shift across the group and across the day. For this reason the quality of the ECEC workforce is the most essential element in ensuring quality."

WP3

Integrative report contribution on professional development

Date: October, 2016

Deliberable: 3.5

Authors: Bente Jensen, Rosa Lisa Iannone, Chiara Bove, Silvia Cescato, Peter Jensen, Malgorzata Karwowska-Struczyk, Susanna Mantovani and Olga Wyslowska

Partners: Aarhus University (Denmark), University of Milan-Bicocca (Italy) and University of Warsaw (Poland)



Report's extract: "This report present the main essences of each of WP3's research endeavours carried out throughout the project "Curriculum Quality Analysis and Impact Review of European ECEC" (CARE), highlighting the most important research questions, data, findings and insights. (...) Under four sub-sections, WP3's research and discussions are considered, with an integrative reflection on the whole, followed by some concluding remarks and recommendations for policy, practice and research."

WP5

Inclusiveness of Early Childhood Education and Care: Seven Case Studies across Europe

Date: November, 2016

Deliverable: 5.2.1

Authors: Özgün Ünver, Tuba Bircan and Ides Nicaise

Partner: University of Leuven (Belgium)



Report's extract: "In this report, we focus on the experiences and perceptions of disadvantaged families (in particular, low-income families with and without a migration background) in the field of early childhood education and care. We present case studies based on focus groups with parents and interviews with professionals working in the ECEC sector in seven cities in Europe"

WP5

Accessibility and use of early childhood education and care: A comparative analysis of 34 European countries

Date: November, 2016

Deliverable: 5.2.2

Authors: Özgün Ünver, Tuba Bircan and Ides Nicaise

Partner: University of Leuven (Belgium)



Report's extract: "Research indicates that high-quality ECEC has a profound and lasting positive effect on children's development and yields a high social return on investment. However, ECEC services are not equally accessible for everyone: disadvantaged families tend to face more obstacles and to make less use of services. (...) The overall message is that disadvantaged groups tend to respond in the same way, but more sensitively than the general population, to public investment in ECEC services (higher public expenditure per child, higher structural quality, integrated childcare and preschool systems, guaranteed provision). Private commercial provision and parental fees do not seem to harm take-up, although the existence of private commercial provision lowers the perceived accessibility of services."

WP4

Overview of quality monitoring systems and results of moderator analysis

Date: December, 2016

Deliverable: 4.3

Authors: Elisabeth Resa, Katharina Ereky-Stevens, Nadine Wieduwilt, Efthymia Penderi, Yvonne Anders, Konstantinos Petrogiannis and Edward Melhuish

Partners: Free University of Berlin (Germany), University of Oxford (United Kingdom) and Hellenic Open University (Greece)



Report's extract: "ECEC can only reach its goal to promote development and well-being in children, and contribute towards more equal chances and opportunities in society, if participation in ECEC and good quality of ECEC are assured. This report aims to contribute towards a better understanding of how ECEC systems in Europe currently work towards ensuring accessible good quality early childhood education and care and what could be improved to ensure that ECEC can reach its potential."

WP4

Recommendations regarding quality and impact monitoring for common EU-policies

Date: December, 2016

Deliverable: 4.4

Authors: Yvonne Anders, Edward Melhuish, Katharina Ereky-Stevens, Efthymia Penderi, Konstantinos Petrogiannis, Elisabeth Resa, Hannah Ulferts and Nadine Wieduwilt

Partners: Free University of Berlin (Germany), University of Oxford (United Kingdom) and Hellenic Open University (Greece)

WP
2, 7

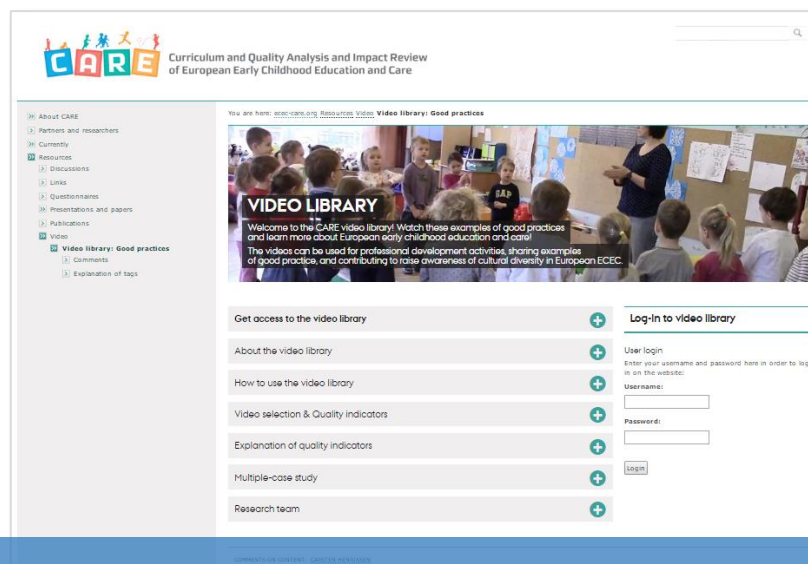
Video Library

Date: December, 2016

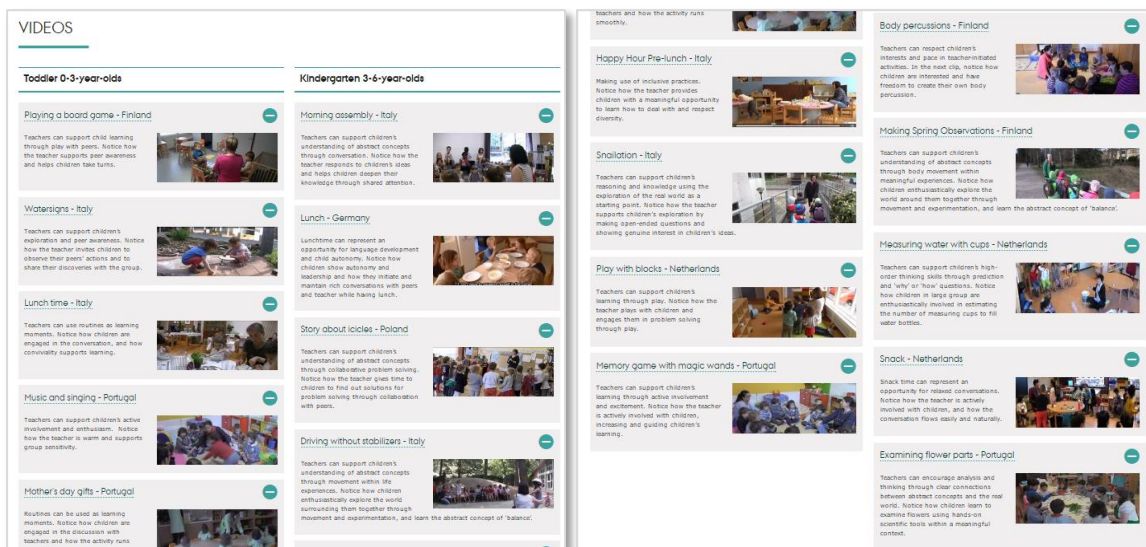
Deliverables: 2.5 & 7.4

Authors: Joana Cadima, Jenni Salminen, Giulia Pastori, Pauline Slot, Marja-Kristiina Lerkkanen (WP2), M. Clara Barata, Cecília Aguiar and Carsten Henriksen (WP7)

Partners: University of Porto (Portugal), University of Jyväskylä (Finland), University of Milan-Bicocca (Italy), ISCTE-Instituto Universitário de Lisboa (Portugal) and Aarhus University (Denmark)



Click here to visit the CARE video library



WP6

European Framework of Quality and Wellbeing Indicators

Date: December, 2016

Deliverable: 6.3

Authors: Paul Leseman and Thomas Moser

Partners: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

WP6

CARE final report

Date: December, 2016

Deliverable: 6.4

Authors: Paul Leseman and Thomas Moser

Partners: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

Papers

Several **papers on early childhood education and care** were written and published in **national and international journals** in the framework of the CARE project. All the published papers are listed below by publication title, along with the full reference, publication date, university partner and – when applicable - number of citations and reads. Click on the pink title or on the report icons to access the paper.

WP1

Breaking the cycle of poverty: Challenges for European early childhood education and care

Reference: Leseman, P. P., & Slot, P. L. (2014). Breaking the cycle of poverty: challenges for European early childhood education and care. *European Early Childhood Education Research Journal*, 22(3), 314-326.

Date: July, 2014

Partner: Utrecht University (The Netherlands)

Citations (Google Scholar): 11 **Reads** (ResearchGate): 44



Click here to read this paper (in English)

WP 7

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

Reference: Barata, C., Aguiar, C., & Cadima, J. (2014). Projeto CARE – Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care. *Cadernos de Educação de Infância*, 102, 35.

Date: 24 of September, 2014

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

WP 2, 7

Project CARE: Challenges toward a relevant and culturally sensitive assessment of European early childhood education settings

Reference: Cadima, J., Aguiar, C., & Barata, M. C. (2014). Projeto CARE: Desafios de uma avaliação relevante e culturalmente sensível dos contextos educativos a nível europeu [Project CARE: Challenges toward a relevant and culturally sensitive assessment of European early childhood education settings]. *Interacções*, 10(31), 54-67. ISSN: 1646-2335 open source

Date: 31st of December, 2014

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Reads (ResearchGate): 35



Click here to read this paper (in Portuguese)



Frühkindliche Bildung und Betreuung in Europa: Vorstellung des EU-Projektes CARE und erste Ergebnisse [Early childhood education and care in Europe: Conception of the EU CARE project and first results]

WP6

Reference: Resa, E., Anders, Y., Ulferts, H. & Odemarck, M. (2015). Frühkindliche Bildung und Betreuung in Europa: Vorstellung des EU-Projektes CARE und erste Ergebnisse. *Diskurs Kindheits- und Jugendforschung*, 10, 461-468.

Date: 2015

Partner: Free University of Berlin (Germany)

WP2

The association between structural and process quality is not linear. About the importance of in-service professional development

Reference: Slot, P. L. (2015). Het verband tussen structurele en proceskwaliteit is niet lineair. Over hoe belangrijk interne professionalisering is [The association between structural and process quality is not linear. About the importance of in-service professional development]. *Beleid Bestuur Management & Pedagogiek in de kinderopvang*, 5, 28-32.

Date: 08 of September, 2015

Partner: Utrecht University (The Netherlands)

WP6

Wat moeten kinderen volgens hun ouders leren in de kinderopvang? [What should children learn in ECEC according to their parents?]

Reference: Broekhuizen, M. L. (2015). Wat moeten kinderen volgens hun ouders leren in de kinderopvang? *Beleid Bestuur Management & Pedagogiek in de kinderopvang*, 5, 30-34.

Date: November, 2015

Partner: Utrecht University (The Netherlands)

WP2

The tension between play and learning can be resolved. A multiple case study into the quality of early childhood education and care provisions in seven countries

Reference: Slot, P. L. (2016). Het spanningsveld spelen-leren kan opgelost worden. Een multiple case studie naar de kwaliteit van voor- en vroegschoolse opvang en educatie in zeven landen [The tension between play and learning can be resolved. A multiple case study into the quality of early childhood education and care provisions in seven countries]. *Beleid Bestuur Management & Pedagogiek in de kinderopvang*, 4, 39-42.

Date: August, 2016

Partner: Utrecht University (The Netherlands)

Reads (ResearchGate): 3

WP6

Ouders en medewerkers over diversiteit en inclusiviteit in voorschoolse voorzieningen. Een vergelijking tussen negen Europese landen [Parents and staff concerning diversity and inclusiveness in ECEC: A comparison between nine European countries]

Reference: Broekhuizen, M. L. (2016). Ouders en medewerkers over diversiteit en inclusiviteit in voorschoolse voorzieningen. Een vergelijking tussen negen Europese landen. *Beleid Bestuur Management & Pedagogiek in de kinderopvang*, 5, xx-xx.

Date: November, 2016

Partner: Utrecht University (The Netherlands)

WP3

L'innovazione nella formazione degli educatori per l'infanzia in Italia e in prospettiva europea. Prime riflessioni da uno studio di caso [Innovation in ECEC professionals' in-service PD in Italian and European perspective. Preliminary reflections from a case study]

Reference: Bove C., Mantovani S., Cescato S. "L'innovazione nella formazione degli educatori per l'infanzia in Italia e in prospettiva europea. Prime riflessioni da uno studio di caso" ["Innovation in ECEC professionals' in-service PD in Italian and European perspective. Preliminary reflections from a case study – Article]

Date: November, 2016

Partner: University of Milan-Bicocca (Italy)

L'innovazione nella formazione degli educatori dell'infanzia in Italia e in prospettiva Europea. Prime riflessioni da uno studio di caso
di Chiara Bove, Susanna Mantovani e Silvia Cescato - Università di Milano-Bicocca

Abstract: The article briefly reviews current studies on innovative approaches to professional development in the field of Early Childhood Education in Europe highlighting the need to understand innovation in greater depth within a culturally situated perspective, and then presents first results and interpretation of Bologna Bove's case study conducted in two Italian cities (Milan and Reggio Emilia) as part of the European Project C.A.R.E.
Keywords: Innovation, Professional Development, Early Childhood and Education

1. Premessa

In un momento di gravi conseguenze economiche e di profonda trasformazione socio-culturale nella vita dei bambini e delle famiglie nella società contemporanea, il tema dell'innovazione nella formazione professionale degli educatori (e del ruolo del dibattito europeo sulla qualità, il curriculum per i servizi 0-6 e la professionalizzazione degli educatori), rappresenta quanto la formazione in servizio, accanto alla formazione iniziale, incide sulla qualità dell'agire educativo e su una variabile determinante per la qualità dei servizi e della proposta educativa.

Oggi, in particolare, « in un periodo di diffusa crisi economica - questo assunto si scontra con le difficoltà economiche imposte a finanziamenti pubblici, sempre più scarsi, mentre, di contro, la consapevolezza del valore della formazione continua, dell'importanza di promuovere esperienze di formazione nel senso di un'operatività formativa (Mansueto, 1992; Nigam, 2007) in contesti diversi, si misura con indicazioni europee sempre più orientate alla valorizzazione del capitale umano. Accanto a un paradigma chiave intorno a cui si stanno muovendo le politiche europee nell'alfabeto di competenze (scuola della conoscenza, capitale umano e apprendimento permanente), sono forti le spinte innovative verso la tradizione empirica di questo key-word e particolare attenzione è riservata alle forme, al ruolo, al modello di formazione e all'organizzazione formativa. Il dibattito su come promuovere forme di apprendimento formative, ovvero realmente inclusive per chi ha bisogno non solo di oggi ma della vita in società internazionale e creativa e centrando il professionista come soggetto di nuove proposte, rappresenta di formazione efficace e coerente con le caratteristiche dei servizi.

A partire da questi considerazioni, presentiamo, all'interno di questo contributo alcune brevi riflessioni su alcuni casi di innovazione nella formazione in servizio.

Download here
and read this
paper (in Italian)
on pp. 386–394



C Communications in scientific meetings

Researchers presented many **scientific communications**, conducted **workshops** and gave **keynote speeches** about the studies conducted within the CARE project in **international** and **national conferences** and **meetings**. Even when researchers presented other ECEC-related studies, they used the opportunity to present and discuss the CARE project in scientific settings.

WP5

The economics of early childhood education and care for disadvantaged groups: Some key research questions

Date: 5th of November, 2013

Author: Ides Nicaise

Conference: 2nd ECCESS Conference, Utrecht

Partner: University of Leuven (Belgium)

Description: Ides Nicaise presented a communication entitled "The economics of early childhood education and care for disadvantaged groups: some key research questions" at the 2nd ECCESS seminar "Early Childhood Care and Education: Developmental, Educational and Economic Benefits"



2nd ECCESS seminar
Early Childhood Care and Education: Developmental, Educational and Economic Benefits

Date: 5 November 2013
Time: 9:00 – 17:00
Location: Utrecht University Library, Utrecht – Netherlands

Professionals programme

Time	Topic	Speaker
9:00-9:30	Registration	
9:30-10:00	Opening	Prof. Dr. J. van IJzendoorn
10:00-10:30	Breakfast	
10:30-11:00	Keynote speech: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
11:00-11:30	Workshop: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
11:30-12:00	Breakfast	
12:00-12:30	Keynote speech: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
12:30-13:00	Workshop: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
13:00-13:30	Breakfast	
13:30-14:00	Keynote speech: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
14:00-14:30	Workshop: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
14:30-15:00	Breakfast	
15:00-15:30	Keynote speech: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
15:30-16:00	Workshop: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn
16:00-16:30	Breakfast	
16:30-17:00	Keynote speech: Early Childhood Care and Education: Developmental, Educational and Economic Benefits	Prof. Dr. J. van IJzendoorn

Check here the conference's program

WP7

Presentation of CARE at the Lisbon Higher School of Education

Date: 29th of January, 2014

Author: Cecília Aguiar

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: Cecília Aguiar presented an invited paper at the Lisbon Higher School of Education. During the discussion, CARE was mentioned to the participants (preschool teachers and ECEC master's students)

WP2

Presentation of CARE in a scientific meeting about children's literacy development

Date: 20th of February, 2014

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting concerning children's language and literacy development

WP2

Presentation of CARE in a scientific meeting about longitudinal studies

Date: 10th of April, 2014

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting concerning longitudinal studies

WP 2, 3, 6

L'educazione dei più piccoli: Nido e servizi educativi per la prima infanzia) [The education of young children: Nursery and early childhood education services]

Date: 29th of April, 2014

Conference: L'infanzia nella pedagogia' [Childhood and Pedagogy], University of Florence

Partner: University of Milan-Bicocca (Italy)

Description: During the presentation "L'educazione dei più piccoli (nido e servizi educativi per la prima infanzia)" CARE project was mentioned and presented in its main aims and structure.



WP5

Workshop on hard-to-reach groups

Date: 27 to 30st of April, 2014

Author: Ides Nicaise

Conference: Integrating expertise in inclusive growth (InGRID)

Partner: University of Leuven (Belgium)

Description: Ides Nicaise gave an expert workshop on hard-to-reach groups and mentioned the CARE project



WP2

Presentation of CARE in a scientific meeting about ECEC quality and observational instruments

Date: 12th of May, 2014

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting ECEC quality and observational instruments

WP2

Presentation of CARE in a scientific meeting about reading development

Date: 21th of May, 2014

Conference: Scandinavian network conference in Falun, Sweden

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting concerning reading development

WP
2, 3, 6

Presentation of CARE at the conference Dell'incontro tra bisogni, risposte e risorse per l'infanzia [Evaluating impact and matching of needs, answers and resources for childhood]

Date: 27th of May, 2014

Author: Susanna Mantovani

Conference: International Conferences titled "Dell'incontro tra bisogni, risposte e risorse per l'infanzia" [Evaluating impact and matching of needs, answers and resources for childhood] organized by several Italian Foundations (e.g., Zancan, Cariplo, Con il SUD) that participate in the international network Transatlantic Forum on Inclusive Early Years (TFIEY)

Partner: University of Milan-Bicocca (Italy)

Description: CARE project was mentioned and presented in its main aims and structure.

WP2

Presentation of CARE in a scientific meeting about classroom interactions

Date: 14th of June, 2014

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting on intervention studies to enhance classroom interactions

WP2

Presentation of CARE in a scientific meeting about curriculum work

Date: 16th of June, 2014

Conference: Scandinavian network conference in Falun, Sweden

Partner: University of Jyväskylä (Finland)

Description: The Finnish partners presented the CARE project in a scientific meeting concerning curriculum work

WP3

Presentation of CARE in a scientific meeting with Italian university professors

Date: 16th of June, 2014

Partner: University of Milan-Bicocca (Italy)

Description: The Italian partners presented the CARE project in a scientific meeting with professors from other universities on the topics of theories and methods of research and training

WP2

Presentation of CARE in a scientific meeting with Italian university teachers

Date: 20th of June, 2014

Partner: University of Milan-Bicocca (Italy)

Description: The Italian partners presented the CARE project in a scientific meeting with professors from other universities

WP3

Presentation of CARE in a meeting with PhD students and academics

Date: 2nd of July, 2014

Partner: University of Warsaw (Poland)

Description: Meeting with PhD students and academics concerning changes in the National Curriculum Framework (impact on pre-service teacher training, programs of qualification courses)

WP
2

Symposia Curriculum in Early Childhood Education across European Countries

Date: 25th of August, 2014

Partners: University of Jyväskylä (Finland), University of Oxford (United Kingdom) and Utrecht University (The Netherlands)

Organizers: Kathy Sylva & Marja-Kristiina Lerkkanen,

Chair: Maritta Hännikäinen

Discussant: Paul Leseman

Description: Invited symposia "Curriculum in Early Childhood Education across European Countries" at the EARLI SIG 5 conference in Jyväskylä, Finland



Symposia abstract: "CARE stands for 'Curriculum Quality Analysis and Impact Review of European ECEC' which is a collaborative research project under the EU Framework 7. One of its remits is to consider ECEC Curriculum across Europe and develop an analytic framework for comparison and contrast. This paper describes a structural template which allows comparisons and analyses of key characteristics of curriculum and pedagogical approaches in ECEC across Europe. The template will illustrate each country's approach to ECEC in a number of content areas, including: the history of the curriculum; differences in terms of the age range it addresses or the implementing institution or region; philosophical or pedagogical traditions underpinning the curriculum pedagogies referred to; developmental and educational goals, and the content of the curriculum, areas of experience or development that are specified; links to notions of quality, and teacher education and training regarding the curriculum; the ways the curriculum refers/relates to: the rights of the child, minority/immigrant groups, special needs/children at risk, and educational partnerships with parents and other stakeholders; key features of implementation; the ways in which it links to the primary curriculum; evidence for effectiveness. Conclusions will focus on commonalities and differences across countries, describe directions in which European curricular frameworks are currently moving and challenges most countries are facing."

WP2

Regularities and variabilities: Curriculum dilemmas

Date: 25th of August, 2014

Author: Susanna Mantovani

Conference: EARLI SIG 5 conference in Jyväskylä, Finland

Partner: University of Milan-Bicocca (Italy)

Description: Susanna Mantovani presented a communication entitled "Regularities and variabilities. Curriculum dilemmas" in the invited symposia "Curriculum in Early Childhood Education across European Countries" at the EARLI SIG 5 conference in Jyväskylä, Finland.

WP
2, 6

Two examples of ECEC curriculum – UK and Norway

Date: 25th of August, 2014

Authors: Katharina Ereky-Stevens, Ana-Maria Aricescu and Thomas Moser

Conference: EARLI SIG 5 conference in Jyväskylä, Finland

Partners: University of Oxford (United Kingdom) and University College of Southeast Norway (Norway)

Description: Katharina Ereky-Stevens, Ana-Maria Aricescu and Thomas Moser presented a communication entitled "Two examples of ECEC curriculum – UK and Norway" in the invited symposia "Curriculum in Early Childhood Education across European Countries" at the EARLI SIG 5 conference in Jyväskylä, Finland.

WP2

Overview of European ECEC curricula – a template for comparison and future directions

Date: 25th of August, 2014

Author: Kathy Silva

Conference: EARLI SIG 5 conference in Jyväskylä, Finland

Partner: University of Oxford (United Kingdom)

Description: Kathy Silva presented a communication entitled "Regularities and variabilities. Curriculum dilemmas" in the invited symposia "Curriculum in Early Childhood Education across European Countries" at the EARLI SIG 5 conference in Jyväskylä, Finland.

WP4

Presentation of CARE during a meeting of the Research Steering Committee of Little Scientists House

Date: 6th of October, 2014

Partner: Free University of Berlin (Germany)

Description: German partners gave information and described the CARE project during a meeting with the Research Steering Committee of "Little Scientists House"

WP2

Quality and curriculum: New trends of the national and local debate in Italy

Date: 7th of October, 2014

Authors: Giulia Pastori, Susanna Mantovani and Valentina Pagani

Conference: 24th Conference EECERA 2014 "Us, Them & Me: Universal, Targeted or Individual Early Childhood Programmes", Crete. Partner: University of Milan-Bicocca (Italy)

Description: Giulia Pastori, Susanna Mantovani, and Valentina Pagani participated in the 24th Conference of the European Early Childhood Education Research Association (EECERA) in Crete, with a paper on "Quality and curriculum: New trends of the national and local debate in Italy".

WP4

Presentation and discussion of CARE during a meeting of the project Chancenreich

Date: 8th of October, 2014

Partner: Free University of Berlin (Germany)

Description: During a meeting of the project "Chancenreich" the CARE Project was presented and discussed.

WP5

ECEC Funding Schemes in Europe vis-à-vis Inequalities

Date: 10th to 12th of October, 2014

Author: Özgün Ünver

Conference: Initial Step by Step Association (ISSA) conference, Budapest

Partner: University of Leuven (Belgium)

Description: Özgün Ünver presented a communication entitled "ECEC Funding Schemes in Europe vis-à-vis Inequalities" at the ISSA conference in Budapest

WP5

Development and dissemination of social policy indicators

Date: 19th to 21st of November, 2014

Author: Ides Nicaise

Conference: Integrating expertise in inclusive growth (InGRID), Stockholm

Partner: University of Leuven (Belgium)

Description: Ides Nicaise conducted the workshop "Development and dissemination of social policy indicators"

WP2

European Discussion on EEC Provision – Theories, Values and Goals

Date: 25th of November, 2014

Author: Malgorzata Karwowska-Struczyk

Partner: University of Warsaw (Poland)

Description: Malgorzata Karwowska-Struczyk presented at the Jesuit University Ignatianum in Krakow on the topic "European Discussion on EEC Provision – Theories, Values and Goals"

WP
2, 4

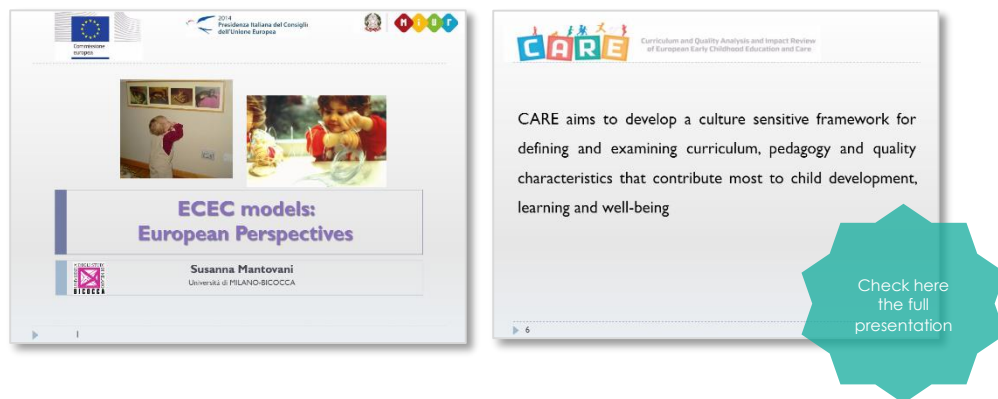
ECEC Models: European Perspectives

Date: 16th of December, 2014

Conference: ECEC & ELL Early Childhood Education and Care & Early Language, Learning Loris Malaguzzi International Centre

Partner: University of Milan-Bicocca (Italy)

Description: Susanna Mantovani presented a communication entitled "ECEC Models: European Perspectives"



WP6

Invited speech at the National Conference of Early Childhood Teacher Educators at Bar-Ilan University

Date: February of 2015

Author: Paul Leseman

Conference: National Conference of Early Childhood Teacher Educators at Bar-Ilan University in Israel

Partner: Utrecht University (The Netherlands)

Description: Paul Leseman was an invited speaker at the National Conference of Early Childhood Teacher Educators at Bar-Ilan University in Israel to address the topic of cultural views on quality and curriculum in ECEC

WP7

Curriculum Quality Analysis and Impact Review of European ECEC

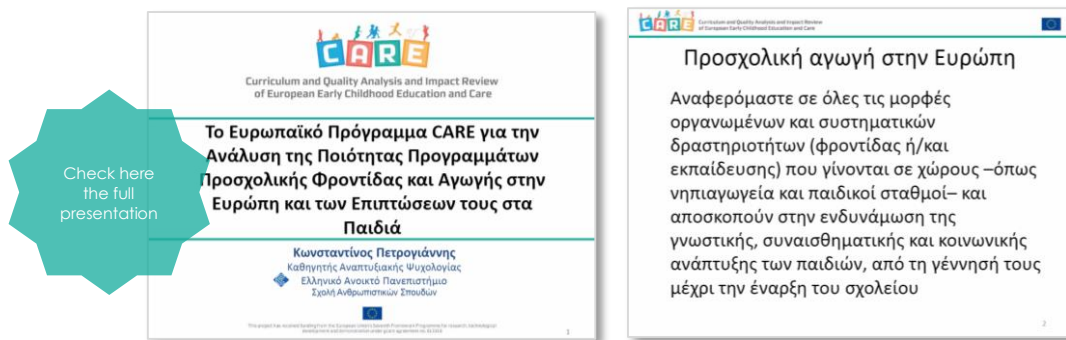
Date: 21st of March, 2015

Author: Konstantinos Petropoulos

Conference: 13th Post-training Conference of the Pan-Hellenic Association of Early Childhood Educators

Partner: Hellenic Open University (Greece)

Description: Paper presented at the 13rd Post-training Conference of the Pan-Hellenic Association of Early Childhood Educators in Ioannina, Greece.



Check here
the full
presentation

WP
2, 6

Presentation of CARE-related research at the conference of the Society for Research in Child Development

Date: March, 2015

Authors: Joana Cadima, Pauline Slot and Martine Broekhuizen

Conference: Biennial conference of the Society for Research in Child Development, in Philadelphia (USA)

Partners: University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal) and Utrecht University (The Netherlands)

Description: Joana Cadima, Pauline Slot and Martine Broekhuizen presented on their CARE-related research at the biennial conference of the Society for Research in Child Development, in Philadelphia (USA)

WP2

CLASS as an observational tool of interactions between caregiver/teacher and children in creche and preschool - Main theoretical assumptions, process of data collecting and their interpretation

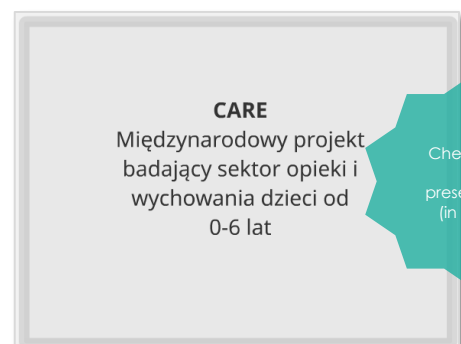
Date: 20th of April, 2015

Authors: Malgorzata Karwowska-Struczyk and Olga Wyslowska

Conference: Teacher in an educational space of a child, Poland

Partner: University of Warsaw (Poland)

Description: Malgorzata Karwowska-Struczyk and Olga Wyslowska presented a communication entitled "CLASS as an observational tool of interactions between caregiver/teacher and children in creche and preschool-main theoretical assumptions, process of data collecting and their interpretation" at the conference "Teacher in an educational space of a child" in Poland



Check here
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presentation
(in Polish)

WP6

Quality of children's stay at crèche and preschool in opinions of teachers and parents-preliminary results, organized by the University of Lublin

Date: 20th of April, 2015

Authors: Krystyna Lubomirska and Agnieszka Kapuscinska

Conference: Teacher in an educational space of a child, Poland

Partner: University of Warsaw (Poland)

Description: Krystyna Lubomirska and Agnieszka Kapuscinska presented a communication entitled "Quality of children's stay at crèche and preschool in opinions of teachers and parents-preliminary results" at the conference "Teacher in an educational space of a child" in Poland

WP7

The European research project CARE for the Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care

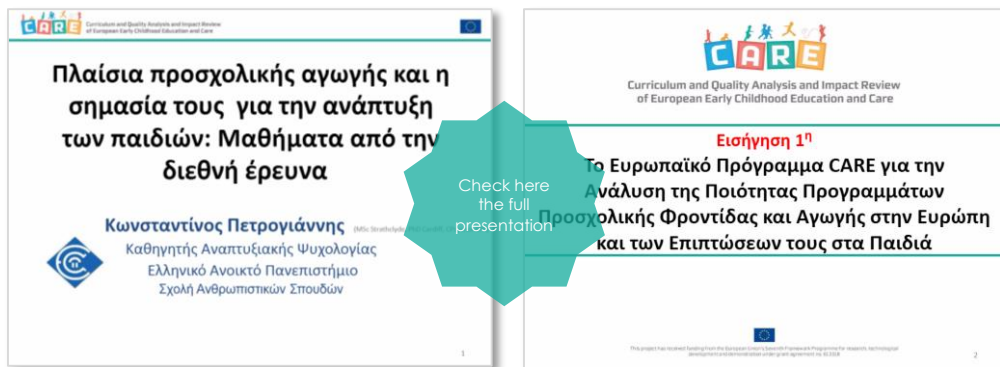
Date: 22nd of April, 2015

Author: Konstantinos Petrogiannis

Conference: 1-day workshop "ECEC settings and their impact in children's development: Lessons from the international research" in Athens

Partner: Hellenic Open University (Greece)

Description: Paper presented in the 1-day workshop "ECEC settings and their impact in children's development: Lessons from the international research". Municipality of Ilion, Athens.



WP5

Waarom is het van belang te investeren in kinderen [Why is it important to invest in children]

Date: 28th of April, 2015

Author: Janneke Plantenga

Conference: 2e kamer fractie, Den Haag

Partner: Utrecht University (The Netherlands)

Description: Janneke Plantenga presented a communication entitled "Waarom is het van belang te investeren in kinderen" at the conference "2e kamer fractie, Den Haag"

WP4

Presentation of CARE during a colloquium with university students

Date: 22nd of May, 2015

Partner: Free University of Berlin (Germany)

Description: During a colloquium with several students, which are interested in ECEC, Hannah Ulferts gave information about CARE.

WP5

Disadvantaged Families' Early Childhood Education and Care Use in Belgium: Experiences and Perceptions of Low-income Turkish Mothers

Date: 24th of May, 2015

Author: Özgün Ünver

Conference: Dag van de Sociologie, Amsterdam

Partner: University of Leuven (Belgium)

Description: Özgün Ünver presented a communication on the topic of disadvantaged families in Belgium at the conference "Dag van de Sociologie" in Amsterdam

WP5

Investing in ECEC – a viable start for an inclusive society?

Date: 4th to 5th of June, 2015

Author: Janneke Plantenga

Conference: DECET Newman conference, Birmingham

Partner: Utrecht University

Description: Janneke Plantenga gave a keynote speech on the topic "Investing in ECEC – a viable start for an inclusive society?" at the DECET Newman conference in Birmingham

WP5

Child care quality and the employment of married women

Date: 20th of June, 2015

Author: Yusuf Emre Akgündüz

Conference: European Society of Population Economics Annual Conference, Izmir

Partner: Utrecht University (The Netherlands)

WP5

Het Hollandse model: Moeder werkt, maar in deeltijd [The Dutch model: Mother works, but part time]

Date: 22nd of June, 2015

Author: Janneke Plantenga

Meeting: Women Inc, Amsterdam

Partner: Utrecht University (The Netherlands)

WP2

Presentation of results of the secondary data analysis (D2.2)

Date: 25th of June, 2015

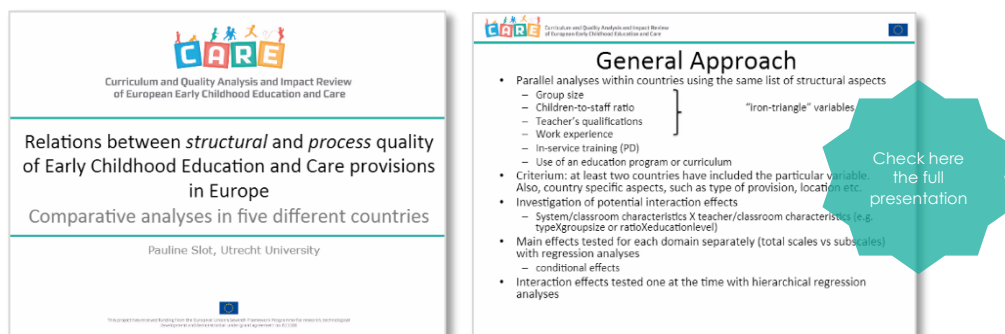
Author: Pauline Slot

Meeting: Research lab meeting of Utrecht University



Partner: Utrecht University (The Netherlands)

Description: Pauline Slot presented the results of the secondary data analysis (D2.2) during a research lab meeting of Utrecht University



WP5

Over de kosten en baten van voorzieningen voor jonge kinderen [Costs and benefits of facilities for young children]

Date: 29th of June, 2015

Author: Janneke Plantenga

Meeting: Den Haag, Sociaal-Economische Raad (SER)

Partner: Utrecht University (The Netherlands)

WP6

Presentation of preliminary results on the stakeholder study of the values, beliefs, and concerns regarding ECEC services in nine European countries (D6.2)

Date: 24th of August, 2015

Authors: Thomas Moser and Martine Broekhuizen

Conference: International conference "The Early Years – Why Quality of Daycare Matters", in Oslo

Partners: University College of Southeast Norway (Norway) and Utrecht University (The Netherlands)

Description: Thomas Moser and Martine Broekhuizen presented preliminary results on the stakeholder study of the values, beliefs, and concerns regarding ECEC services in nine European countries (England, Finland, Germany, Greece, Italy, The Netherlands, Norway, Poland, and Portugal) at the International conference "The Early Years – Why Quality of Daycare Matters", in Oslo

WP5

How does perceived accessibility of ECEC vary across European countries? Impact of Systemic Characteristics: A Multi-level Approach

Date: 25th to 28th of August, 2015

Authors: Özgün Ünver, Tuba Bircan and Ides Nicaise

Conference: European Sociological Association conference, Prague

Partner: University of Leuven (Belgium)

Description: Özgün Ünver, Tuba Bircan and Ides Nicaise presented a communication at the European Sociological Association conference in Prague

WP2

The effect of early childhood education on child outcomes

Date: 28th of August, 2015

Authors: Pauline Slot, Hannah Ulferts, Joana Cadima, Gintautas Silinskas, and Marja-Kristiina Lerkkanen

Conference: EARLI 2015, Cyprus

Partners: Utrecht University (The Netherlands), Free University of Berlin (Germany), University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal) and University of Jyväskylä (Finland)

WP6

Individual differences in effects of child care quality: The role of child affective self-regulation and gender

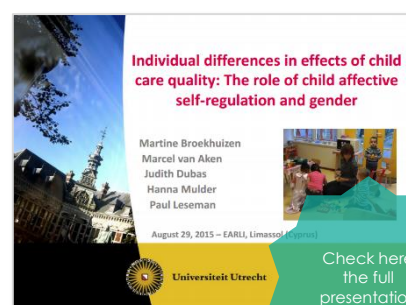
Date: 29th of August, 2015

Authors: Martine Broekhuizen, Paul Leseman and colleagues

Conference: EARLI 2015, Cyprus

Partner: Utrecht University (The Netherlands)

Description: Martine Broekhuizen, Paul Leseman and colleagues presented on the topic "Individual differences in effects of child care quality: The role of child affective self-regulation and gender" at the EARLI 2015 conference in Cyprus



WP2

Children up to the age three: Focus on five national curricula on ECEC

Date: 7th to 10th of September, 2015

Author: Maritta Hännikäinen

Conference: EECERA 2015 Barcelona, Spain

Partner: University of Jyväskylä (Finland)

WP6

ECEC quality and curriculum: Views of parents and early childhood educators in nine European countries

Date: October of 2015

Authors: Paul Leseman, Martine Broekhuizen and Thomas Moser

Conference: Teacher Education Graduate School conference

Partners: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

Description: Paul Leseman, Martine Broekhuizen and Thomas Moser gave a presentation on the topic "ECEC quality and curriculum: Views of parents and early childhood educators in nine European countries" to the NAFOL, the Norwegian National Research School in Teacher Education Graduate School conference. The presentation was attended by graduate students in ECEC research.

WP4

Keynote speech on Research on Early Childhood

Date: 14th of October of 2015

Authors: Edward Melhuish

Conference: The Australian Research Association for Children and Youth conference 2015

Partner: University of Oxford (United Kingdom)

Description: Edward Melhuish gave a keynote speech on "Research on Early Childhood at their conference" at the Australian Research Association for Children and Youth conference 2015 in Melbourne

WP
1, 4, 7

Dutch pre-COOL2-5 study: Cognitive and language development of disadvantaged children as related to ECEC characteristics

Partner: Utrecht University (The Netherlands)

Date: November of 2015

Author: Paul Leseman

Conference: EduLIFE conference, European University Institute, Florence, Italy.

Description: Paul Leseman gave a presentation on the topic "Dutch pre-COOL2-5 study: Cognitive and language development of disadvantaged children as related to ECEC characteristics" at the the EduLIFE conference, European University Institute, Florence, Italy

WP2

Dialogical interaction in European ECEC

Date: 20th of November, 2015

Author: Jenni Salminen

Conference: Finnish National Conference of Education (FERA) in Vaasa, Finland

Partner: University of Jyväskylä (Finland)

Description: Jenni Salminen presented the paper "Dialogical interaction in European ECEC" at the Finnish National Conference of Education (FERA) in Vaasa, Finland

WP2

The results on secondary analysis from the CARE project

Date: 20th of November, 2015

Author: Marja-Kristiina Lerkkanen

Conference: Finnish National Conference of Education (FERA) in Vaasa, Finland

Partner: University of Jyväskylä (Finland)

Description: Marja-Kristiina Lerkkanen presented a communication about the results on secondary analysis from the CARE project at the Finnish National Conference of Education (FERA) in Vaasa, Finland

WP3

L'innovazione nella formazione degli educatori per l'infanzia in Italia e in Europa. Prime riflessioni da uno studio di caso" [Innovation in ECEC professionals' in-service PD in Italy and Europe. Preliminary reflections from a case study]

Date: 3rd to 5th of December, 2015

Author: Chiara Bove

Partner: University of Milan-Bicocca (Italy)

Conference: International Conference SIPED "L'educazione permanente a partire dalle prime età della vita" [Continuing education, starting from early years], Bressanone, Italy

Description: Chiara Bove presented a paper in a parallel session of the International Conference SIPED in Bressanone, Italy

WP6

The results of the stakeholder study

Date: December of 2015

Author: Martine Broekhuizen and colleagues

Partner: Utrecht University (The Netherlands)

Description: Martine Broekhuizen and colleagues presented the results of the CARE stakeholder study at the University of Applied Sciences, Amersfoort

WP2

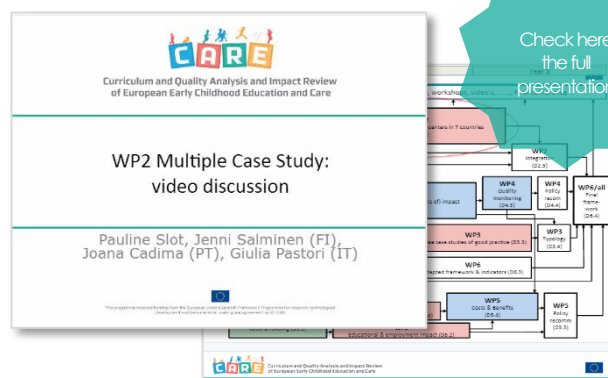
Presentation of the results of the multiple case study (D2.3)

Date: 14th of January, 2016

Author: Pauline Slot

Partner: Utrecht University (The Netherlands)

Description: Pauline Slot presented on the results of the multiple case study (D2.3) at the research lab meeting of Utrecht University



WP2

Invited lecture at Oregon State University at the College of Public Health & Human Sciences Research Seminar

Date: 5th of February 2016

Author: Pauline Slot

Partner: Utrecht University (The Netherlands)

Description: Pauline Slot gave an Invited lecture at Oregon State University at the College of Public Health & Human Sciences Research Seminar. Pauline Slot presented on the CARE project, particularly the WP2 studies (D2.1, D2.2, D2.3)

WP2

Presentation of the secondary analysis results

Date: 18th of February, 2016

Author: Marja-Kristiina Lerkkanen

Conference: "Good Start" conference, Jyväskylä, Finland

Partner: University of Jyväskylä (Finland)

Description: Marja-Kristiina Lerkkanen presented the secondary analysis results from the CARE project at the "Good Start" conference in Jyväskylä

WP4

The development of literacy and long-term consequences

Date: 7th of March, 2016

Author: Edward Melhuish

Conference: National Summit on Early Literacy, in Canberra, Australia

Partner: University of Oxford (United Kingdom)

Description: Edward Melhuish gave a keynote address on "The development of literacy, and long-term consequences" to the National Summit on Early Literacy, in Canberra, Australia

WP4

Welfare State, Institutional Setting and Perceived Accessibility of ECEC in Europe

Date: 9th of March, 2016

Author: Ides Nicaise

Conference: GEBF Conference, Free University of Berlin

Partner: University of Leuven (Belgium)

Description: Ides Nicaise presented "Welfare State, Institutional Setting and Perceived Accessibility of ECEC in Europe" during the symposium "Against all odds" at GEBF Conference, Free University of Berlin

WP2

The Italian ECEC system: Towards and integrated system?

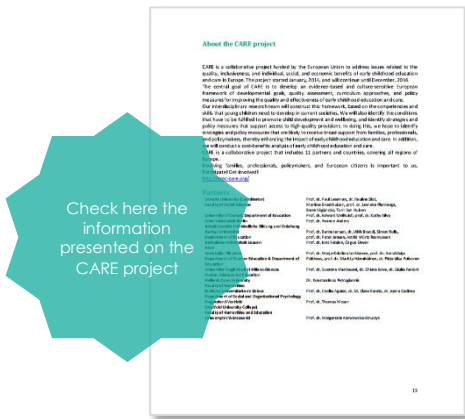
Date: 18th to 20th of March, 2016

Author: Giulia Pastori

Conference: International Preschool Convention "Current international developments in early childhood education: Policies and research" in Thessaloniki, Greece

Partner: University of Milan-Bicocca (Italy)

Description: Giulia Pastori presented on the topic "The Italian ECEC system: Towards and integrated system?" in the International Preschool Convention "Current international developments in early childhood education: Policies and research" in Thessaloniki, Greece



De Vlaamse kinderopvang in Europees perspectief. Lessen uit het CARE onderzoek [The Flemish child care in European perspective. Lessons from the CARE research]

Date: 29th of April of 2016

Author: Ides Nicaise and Özgün Ünver

Conference: "Knowledge platform ECEC and the fight against child poverty" organized by HIVA in Leuven, Belgium

Partner: University of Leuven (Belgium)

Description: Ides Nicaise presented on the topic "De Vlaamse kinderopvang in Europees perspectief. Lessen uit het CARE onderzoek" [The Flemish child care in European perspective. Lessons from the CARE research] at the "Knowledge platform ECEC and the fight against child poverty" organized by HIVA in Leuven, Belgium. Together with Özgün Ünver, he also introduced a workshop on intercultural childcare at the same event, based on the CARE case study with Turkish-Belgian families in Beringen.

Assessment of child wellbeing and early learning in young children

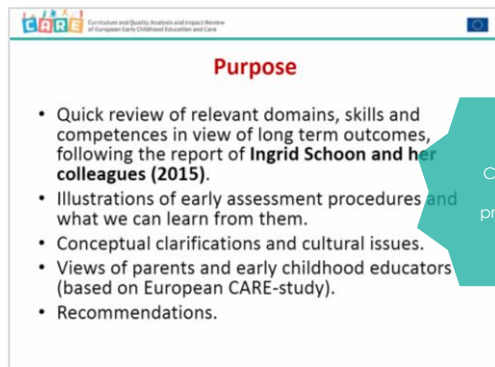
Date: 12th of April, 2016

Author: Paul Leseman

Conference: Meeting with OECD Taskforce Early Childhood Education in Paris

Partner: Utrecht University (The Netherlands)

Description: Paul Leseman presented a communication entitled "Assessment of child wellbeing and early learning in young children" to the OECD Taskforce Early Childhood Education in Paris



Check here the full presentation

What you always wanted to know about ECEC use and provided quality

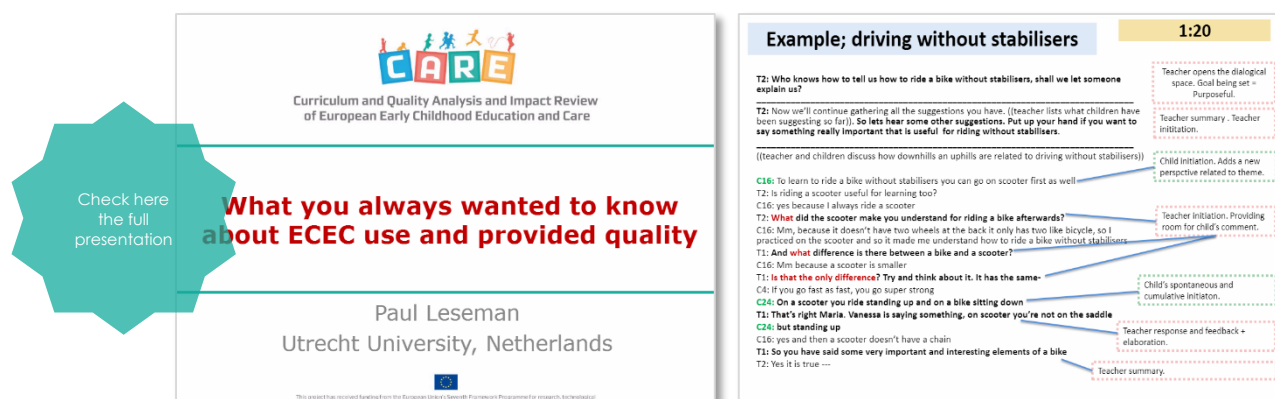
Date: 13th of April, 2016

Author: Paul Leseman

Conference: Meeting with OECD Taskforce Early Childhood Education in Paris

Partner: Utrecht University (The Netherlands)

Description: Paul Leseman presented a communication entitled "What you always wanted to know about ECEC use and provided quality" to the OECD Taskforce Early Childhood Education in Paris



WP
1-7

Early childhood education and care: a European perspective

Date: 17th of May, 2016

Author: Paul Leseman

Conference: Meeting with the OECD Technical Advisory Group for the TALIS and 3S Surveys

Partner: Utrecht University (The Netherlands)

Description: Presentation to the OECD Technical Advisory Group for the TALIS and 3S Surveys in Paris

WP2

Presentation of CARE to the advisory board of the Research Center of Learning and Teaching in Jyväskylä

Date: 20th of May, 2016

Author: Marja-Kristiina Lerkkanen

Partner: University of Jyväskylä (Finland)

Description: Marja-Kristiina Lerkkanen presented CARE to the advisory board of the Research Center of Learning and Teaching in Jyväskylä, Finland

WP5

How does the Institutional Setting of ECEC Systems affect the Perceived Quality of Services by Parents? A Cross-country multi-level study

Date: 10th of July, 2016

Authors: Özgun Ünver, Tuba Bircan, and Ides Nicaise

Conference: Third ISA Forum of Sociology in Vienna, Austria

Description: Özgun Ünver, Tuba Bircan and Ides Nicaise presented a communication entitled "How does the Institutional Setting of ECEC Systems affect the Perceived Quality of Services by Parents? A Cross-country multi-level study" at the Third ISA Forum of Sociology in Vienna, Austria

WP6

Parents' beliefs about future - oriented developmental and educational goals in ECEC: A comparison between nine European countries

Date: July of 2016

Authors: Martine Broekhuizen, Thomas Moser, Paul Leseman, Edward Melhuish, Giulia Pastori and Konstantinos Petrogiannis

Conference: 24th Biennial Meeting of the International Society for the Study of Behavioural Development, at Mykolas Romeris University in Vilnius

Partners: Utrecht University (The Netherlands), University College of Southeast Norway (Norway), University of Oxford (United Kingdom) and Hellenic Open University (Greece)

Description: Martine Broekhuizen, Thomas Moser, Paul Leseman, Edward Melhuish, Giulia Pastori and Konstantinos Petrogiannis presented their research on "Parents' beliefs about future - oriented developmental and educational goals in ECEC: A comparison between nine European countries" at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development, at Mykolas Romeris University in Vilnius.

WP
2, 3

Cross-cultural comparison of ECEC quality and classroom practices in Poland and The Netherlands

Date: July of 2016

Authors: Olga Wysłowska, Pauline Slot and Małgorzata Karwowska-Struczyk

Partners: Warsaw University (Poland) and Utrecht University (The Netherlands)

Description: Olga Wysłowska, Pauline Slot and Małgorzata Karwowska-Struczyk presented on the topic "Cross-cultural comparison of ECEC quality and classroom practices in Poland and the The Netherlands" at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development at Mykolas Romeris University in Vilnius.

WP2

Symposium Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC

Date: 29th of June to 1st of July, 2016

Chair: Marja-Kristiina Lerkkanen

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto.

Description: The CARE team organized the Symposium "Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto

Partners: University of Jyväskylä (Finland), Utrecht University (The Netherlands), University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal) and University of Milan-Bicocca (Italy)



Symposium abstract: "Evidence indicates that high quality of early childhood education and care provisions (ECEC) shapes children's later learning and development. Structural quality determines child outcomes via process quality. Process quality refers to adult-child interaction, scaffolding, a positive classroom climate, and opportunities to learn. Recent research has also focus on the role of classroom dialogue to build meaning and understanding. Drawing on research conducted in the EU funded CARE project papers in this symposium will present multiple case studies conducted in 7 countries: England, Finland, Germany, Italy, the Netherlands, Poland, and Portugal. The symposium will show the evidence on the cultural sensitivity of the curriculum implementations and process quality in ECEC settings using mixed-method approach. The first paper reports commonalities and culturally different key elements of teacher-child interaction. The second paper report results on the relations between structural and process quality and teacher characteristics. The third paper presents patterns of educational dialogues within the classrooms through microanalysis. The final paper will give insights in developing a reflection on a cross-national cultural-sensitive quality framework of indicators. The discussion will highlight the cultural sensitivity of ECEC quality and curriculum implementations across Europe. Overall, the papers of the symposiums suggest that the classroom quality should be a priority in ECE."

WP2

The quality of teacher-child interaction in 7 European countries

Date: 29th of June to 1st of July, 2016

Authors: Joana Cadima, Pauline Slot, Jenni Salminen, Giulia Pastori and Marja-Kristiina Lerkkanen)

Conference: 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: University of Porto (Portugal), Lisbon Institute University (Portugal), Utrecht University (The Netherlands), University of Jyväskylä (Finland) and University of Milan-Bicocca (Italy)

Description: Communication presented in the symposium "Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC" at the 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "Recent research has drawn attention to the importance of interactions between adults and children in early childhood settings. A general positive emotional classroom climate with warm relationships between children, responsive and sensitive adults, and interactions characterized by high level of verbal and cognitive stimulation, have been considered key aspects of adult-child interactions that positively contribute to child development (Howes et al., 2007; Lerkkanen et al., 2012; Mashburn et al., 2008). Systematic evidence, however, on levels of quality of teacher-child interactions that allows for understanding commonalities and differences across European countries is still very limited. In some countries (e.g., Poland), only a few studies have examined the level of teacher-child interaction quality. In addition, available European studies vary in terms of measures used and overall procedures, making it hard to understand the quality and its variations across settings and countries. In this study, using a common conceptual and methodological framework, we examine the quality of teacher-child interactions through a multiple case study. The main goal of this particular paper is to highlight core commonalities and culturally different key-elements of teacher-child interaction in European ECEC centers. The data was collected in 28 ECEC centers for 0-3 and 3-5-year-old children in 7 European countries (Germany, Finland, Italy, Netherlands, Poland, Portugal, and England), chosen to represent relevant variation in early

childhood systems and cultural values. Centers were considered to constitute 'good practices', based on previous studies with standardized quality measures and/or according to expert opinion. For each center, four different types of activities (play, care routines, activities with academic content, and creative activities), that reflect children's daily experiences in the classroom, were video recorded. Video-recordings were centrally analyzed and scored by three certified researchers from three different countries using the same observational standard measure, Toddler and Pre-K versions of the Classroom Assessment Scoring System (CLASS). Observers rated the CLASS dimensions on three domains: emotional support, classroom organization and instructional or educational support. One video per center (25% of the videos) was double coded by two observers, to check the inter-rater reliability. In addition, the core team responsible for rating the videos had regular meetings to discuss ratings, and cultural issues. The results suggest adequate levels of quality on the three domains of teacher-child interactions. Findings also highlight important variations on the CLASS domains both within and across centers. The results will be discussed in terms of understanding classroom processes in light of different European settings and variations in teacher's role."

WP2

Relations between teachers and ECEC center characteristics and curriculum and classroom quality across Europe

Date: 29th of June to 1st of July, 2016

Authors: Pauline Slot, Joana Cadima, Jenni Salminen, Giulia Pastori and Marja-Kristiina Lerkkanen

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: Utrecht University (The Netherlands), University of Porto (Portugal), Lisbon Institute University (Portugal), University of Jyväskylä (Finland) and University of Milan-Bicocca (Italy)

Description: Communication presented in the symposium "Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "Process quality, referring to children's daily experiences while involved in activities and interactions is seen as a major proximal determinant of children's developmental and educational outcomes (Howes et al., 2008; Pianta et al., 2005; Thomason & La Paro, 2009), whereas aspects of structural quality, such as group size, children-to-staff ratio and required staffs' qualifications, are considered the more distal, regular aspects of quality, which are assumed to be important preconditions for process quality (e.g. Cryer, Tietze, Burchinal, Leal & Palacios, 1999; Phillips et al., 2000; Pianta et al., 2005; Vandell, 2004). Aspects of structural quality are major factors in the costs of ECEC (Mashburn et al., 2008), but how strongly structural quality relates to process quality is not yet clear. Moreover, this relationship may vary by type of ECEC provision, age of the children enrolled, and cultural context. Also, characteristics of staff working with children, including pre-service training and work experience, and contextual characteristics, such as opportunities for in-service professional development and the organizational climate, are considered important determinants of process quality (Goelman et al., 2006; Phillips et al., 2000). The present study aims to increase our understanding of the relations between structural and process quality in seven European countries, with different ECEC systems, quality standards, and ECEC policies using the same measures to assess teacher, classroom and center characteristics, and curriculum and classroom quality in a multiple case study. Information was gathered from participating countries on observed process quality (with

the CLASS Toddler/Pre-K), curriculum of provided activities (using a teacher report) and teacher, classroom, and center characteristics (using a teacher report). Information on the curriculum included a wide range of activities, such as language, literacy, math, science, self-regulation, and play. Teachers were asked to provide information on their background (e.g. age, education level, work experience, job satisfaction, and self-efficacy) and on classroom (e.g. group size, ratio, classroom composition) and center characteristics (e.g. organizational climate and opportunities for professional development). The first results, based on 82 teachers and observed 28 classrooms, revealed variation within and across countries in teacher characteristics, classroom characteristics and center characteristics. Correlation analyses revealed positive relations between group size and curriculum. Also, teachers' higher job satisfaction was related to more provision of language, science, self-regulation and pretend play activities. Multivariate regression analyses revealed that the center characteristics (i.e. organizational climate and professional development activities) showed the strongest relation with curriculum. Further analyses will be performed to investigate the associations of teacher, classroom, and center characteristics with observed classroom quality. Results will be interpreted in view of system or country specific features. Implications for policy and practice will be discussed."

WP2

A cultural analysis of ECEC quality in 7 countries: The view of the insiders

Date: 29th of June to 1st of July, 2016

Authors: Jenni Salminen, Marja-Kristiina Lerkkanen, Pauline Slot, Joana Cadima and Giulia Pastor

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: University of Jyväskylä (Finland), Utrecht University (The Netherlands), University of Porto (Portugal), Lisbon Institute University (Portugal) and University of Milan-Bicocca (Italy)

Description: Communication presented in the symposium "Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "Educational dialogues refer to extended verbal exchange between the teacher and children, during which teacher and children ask questions, listen to each other and share their points of view (e.g., Alexander, 2006). Educational dialogues are typically differentiated from educational interactions following Initiation-Response-Feedback (IRF) pattern (Sinclair & Coulthard, 1975) and from less purposefully oriented social sharing. The daily interactions in early childhood education and care (ECEC) settings provide multiple opportunities for educational dialogues to emerge. Socioculturally oriented research (Rogoff, 2003; Mercer & Littleton, 2007) emphasizes that the development of language and thinking take place in the interaction with social and cultural environments. Thus, it is also reasonable to conjure that educational dialogues reflect the prevailing cultural contexts and educational systems within different countries. The aim of the current study was to identify patterns of educational dialogues within the ECEC classrooms for 3–5-year old children in 7 European countries. The research questions were: 1) What kind of educational dialogues can be identified in the 3–5-year-olds classrooms during academic activities and free play? and 2) How does teacher's pedagogical practices support and enhance educational dialogues in classroom? The data has been gathered from 28 ECEC classrooms for 3–5-year old children in seven

European countries: England, Finland, Germany, Italy, the Netherlands, Poland, and Portugal. Teacher-child interaction was video recorded in 20 minute segments during free play, academic activities, daily routines (i.e., lunch) and creative activities within each of the countries. For this study, the micro analysis were made from video data of academic activities and free play ($n = 28$ videos) using qualitative content analysis (e.g., Patton, 2002). The educational dialogues were identified by reflecting the criteria set by Alexander (2006) and Muhonen et al. (2016). Altogether 20 potential interactional episodes were identified. First, the results indicate that educational dialogues occur relatively rarely within the classrooms of 3–5-year old children. Second, the analysis revealed that four episodes of educational dialogue were identified from academic activities. Third, emerging educational dialogues (5 episodes) were observed during free play where dialogues were taking place between teacher and one (or two) child and they were facilitated in order to enrich play or verbally label what children were doing, rather than having a clear focus on expanding shared understanding via dialogue. Further, educational dialogues were highly dependent on the teacher's ability to facilitate and construct the dialogue (create a dialogical space) together with the children as well as on the situational factors of the learning environment. As the results indicated the importance of teachers establishing sensitive stance toward children's needs and initiations in order to actively support the emerging talk and dialogue in the classroom, the practical results of this study have particular significance in teacher education and in developing the pedagogical practices in the ECEC."

WP2

Educational dialogues in the ECEC classrooms

Date: 29th of June to 1st of July, 2016

Authors: Giulia Pastori, Susanna Mantovani, Alessia Agliati, Joana Cadima, Pauline Slot, Jenni Salminen, and Marja-Kristiina Lerkkanen

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: University of Milan-Bicocca (Italy), University of Porto (Portugal), Lisbon Institute University, Utrecht University (The Netherlands) and University of Jyväskylä (Finland)

Description: Communication presented in the symposium "Multiple Case-Study on Curriculum Implementation and Process Quality in ECEC" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "Positive benefits of ECEC attendance are closely linked to the quality of the provisions (Sylva et al., 2004) and this issue has drawn researchers' and institutions' attention and interest in monitoring quality of ECEC and in getting to a shared understanding and language on quality (Ishimine & Tayler, 2014; Grammatikopoulis et al., 2015). The international debate on quality raises crucial questions on how far quality can be considered a universal concept and how far "is a value- and cultural-based concept" (OECD, 2013, p. 35) and how far its conceptualization may vary across different cultural contexts (Dahlberg, Moss & Pence 2007; Tobin et al., 2009; Vandenbroeck & Peeters, 2014). As documented in studies related on parental ethno-theories (Super, Harkness 2004, 2009) and on ECEC teachers' ethno-theories (Tobin et al., 1989, 2009; Tobin, Arzubigaga, & Adair, 2014; Tobin, Mantovani, & Bove, 2010), adults upbringing and educate children in similar and different ways, as they follow diverse ideas about children, their development pace, their learning process, about what make a child prepared to face the world, and as Super and Harkness highlight (2004), there is a

lack of studies on the differences among European countries. The debate on universal versus cultural-related quality values still require a theoretical and empirical efforts to get to a balanced understanding and to develop a cultural-sensitive quality framework of indicators. In the multiple case-study, seven countries (England, Finland, Germany, Italy, the Netherlands, Poland, and Portugal) collected video-data from four "good practice" ECEC centres on curriculum implementation, pedagogical approach and global process quality. A qualitative and cultural ethnographic research (Alexander, 2000, 2008; Gillen et al., 2007; Moran et al., in press; Rogoff, 2003; Tobin et al., 1989, 2009) of the selected ECEC settings has being conducted, involving the teachers' protagonist of the video-clips as key-informants on the local pedagogical theories-beliefs that underpin the activities videotaped. Observations, video-cued one-to-one and focus group interviews were aimed to listen and to understand the point of view of the insiders-interviewees, their vision on education, on the relationship with a child/children, on the activity in the video clips, their major beliefs on what is quality in ECEC, and to compare them at a cross-national level. A content-ground qualitative analysis of the collected data has been carried out, based on full transcriptions of the teacher interviews and on the classroom video recordings, anchoring words and clips, in describing emerging meanings and interpretations on values and objectives, educational strategies (e.g., providing good climate, managing misbehaviour and conflicts, fostering learnings), communication, emotion, images of the child, the teacher and the service. The analysis of the collected data is providing portrays of local pedagogies and give insights in developing a reflection on a cross-national cultural-sensitive quality framework of indicators."

WP
5, 6

Symposium Diversity and Inclusion in Early Childhood Care and Education: A European Perspective

Date: 29th of June to 1st of July, 2016

Chair: Martine Broekhuizen

Partners: Utrecht University (The Netherlands), University of Leuven (Belgium) and University College of Southeast Norway (Norway)

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Description: The CARE team organized the Symposium "Diversity and Inclusion in Early Childhood Care and Education: A European Perspective" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Symposium abstract: The accessibility and inclusiveness of Early Childhood Education and Care (ECEC) services for disadvantaged people across the world has gained increasing interest by policymakers (e.g., OECD, 2015; UNESCO, 2015). However cross-national studies on this subject are still scarce. The current symposium will shed light on this topic by presenting results from three European studies. The first paper takes a macro-perspective by examining relations between country-level aspects of ECEC systems and the perceived access to and actual use of ECEC services. Preliminary results reveal that when an ECEC system is split, less well funded, and has the opportunity for private provisions, people perceive ECEC as less accessible. The second paper takes a societal perspective through examining in nine European countries the attitudes of parents towards facilitating diversity and inclusion in ECEC. Results indicate quite some variation in the importance that parents adhere to facilitating diversity and inclusion, both between and within countries. Relations with demographic

variables (e.g., SES, residential location) will be explored. Finally, the third presentation shifts to the perspective of disadvantaged parents (low-income and/or migrant parents) and ECEC professionals who work with disadvantaged children in seven European countries. This qualitative study describes their experiences and perceptions regarding the accessibility and inclusiveness of ECEC. Results provide useful recommendations for policy-makers at both national- and EU-levels to improve the effectiveness of ECEC for disadvantaged people. The findings of the studies will be discussed by Dr. Michel Vandenbroeck, an acknowledged expert in the field of diversity and inclusion in ECEC."

WP5

How does the Institutional Setting of ECEC Systems affect the Use and Parental Assessment of Services? A Cross-country Multilevel Study

Date: 29th of June to 1st of July, 2016

Partner: University of Leuven (Belgium)

Authors: Özgün Ünver and Ides Nicaise

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Description: Communication presented in the Symposium "Diversity and Inclusion in Early Childhood Care and Education: A European Perspective" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "As the European welfare states realised the importance of ECEC especially for disadvantaged children as an early investment in their human capital, the accessibility of ECEC services became a hot topic in Europe and the ECEC participation rate became an important welfare indicator. Certainly, the way ECEC services are regulated, provided and financed has a huge impact on their accessibility and actual use. This paper investigates the effect of the institutional setting of ECEC (regulation, provision and financing) on the perceived access to and the actual use of ECEC services in Europe. We examine under which conditions families opt for formal centre-based, informal, and/or familial ECEC; we also examine how system characteristics determine the quality assessment of services by parents. We expect the results to help policy-makers in making better choices to improve access to ECEC especially by disadvantaged families. We use a two-level regression model: The first level is the family-level where various demographic and socio-economic factors determine the use of ECEC services. The second level is the country-level ($n = 30$) where characteristics related to the institutional setting of ECEC come into play such as legal entitlement to ECEC, split or unitary ECEC, private provision, public spending, etc. Demographic, socio-economic, and ECEC type- and use-related variables are explored using two different datasets: the 2013 cross-sectional data from the European Union Statistics on Income and Living Conditions (EU-SILC) and the latest cross-sectional data from the third wave of European Quality of Life Survey (EQLS) conducted in 2011/12. Macro-level indicators are taken from the Eurostat Database and the Eurydice report on ECEC in Europe (2014). We conducted preliminary analyses with three country-level independent variables: Total public expenditure on ISCED 0 as percentage of GDP, split versus integrated/unitary ECEC system, and presence of private centre-based ECEC for 3-6 year-olds. Using EQLS data, we controlled for demographics and own ECEC use of the respondent at the individual-level. Our dependent variable was the perceived accessibility of child care services in the country. When fitted separately into a multilevel model, all three macro-level indicators showed significant effects in explaining country-level differences. However, when fitted together, whether the ECEC system is split

or integrated was the most important among the three. The second most important variable was the total public expenditure on ISCED 0 as percentage of GDP, followed by whether there is private provision for 3-6 year-olds in the country. Our analysis showed that when the ECEC system is split or less well funded by the state, people find it less accessible. Similarly, if the state allows for private provision, ECEC is perceived to be less accessible as well. Next, we will fit other models using different indicators of institutional setting of ECEC to draw a fuller picture of the macro determinants of perceived accessibility. Likewise, we will replicate our analysis for the use of ECEC services both in terms of type (formal and informal) and intensity (number of hours per week)."

WP6

Parental attitudes towards diversity and inclusion in ECEC settings: A comparison between nine European countries

Date: 29th of June to 1st of July, 2016

Authors: Martine Broekhuizen, Thomas Moser and Paul Leseman

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

Description: Communication presented in the Symposium "Diversity and Inclusion in Early Childhood Care and Education: A European Perspective" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto.



Communication abstract: "One of the key challenges Western societies are facing today is their growing cultural heterogeneity (Putnam, 2007). For this reason, a recent report by the OECD states that societies need to design inclusive (early) educational systems as an important way to help minority children integrate into society (OECD, 2015). More in general, large organizations like UNESCO, UNICEF and the World Bank advocate that we should address "all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes... by focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind" (UNESCO, 2015, p. 8). Early Childhood Education and Care (ECEC) has been acknowledged as the segment of the educational systems which faces most challenges regarding inclusiveness (OECD, 2015; UNESCO, 2015). From the above it can be concluded that policymakers agree about the importance of inclusive early educational systems. However, to our knowledge, no studies have investigated how important parents – as society's representatives – think it is to facilitate diversity and inclusion. This study aims to address this gap by investigating parental attitudes towards diversity and inclusion in ECEC in nine European countries. This study is part of the larger European CARE project. Participants in the study (N = 2958, Mage = 35 years, 90% female) were parents from nine European countries (England, Finland, Germany, Greece, Italy, Netherlands, Norway, Poland, and Portugal). Data were collected in the spring and summer of 2015. To adjust for selection bias, we weighted the data for parents' educational level in line with Eurostat statistics. Questions were composed and discussed by researchers from the nine countries. The five items included in this analysis are: "The ECEC setting facilitates that ...Children are from several ethnic-cultural communities; ...Children are from low as well as higher income families; ...The group includes children with handicaps or impairments... Staff are from several ethnic-cultural communities; ... Staff includes men as well as women". These questions were answered on a five-point scale, ranging from 1 - unimportant to 5 - highly important. Exploratory and subsequently multi-group confirmatory factor analyses showed

that these questions loaded well onto one latent factor that could be validly compared across countries (i.e., measurement equivalence). Finding measurement equivalence illustrates that there is a common understanding about diversity and inclusion in ECEC across Europe. There is quite some variation across Europe in how important parents think it is to facilitate diversity and inclusion in ECEC. The latent means ranged from 2.47 (of little importance/moderately important) to 3.43 (moderately important/highly important), with England, Finland and the Netherlands having relatively lower means, and Greece, Germany, Norway and Portugal having relatively higher means. There still is quite some within country variation, as standard deviations ranged from 0.45 to 0.90. Therefore we will also explore relations between parents' attitudes and several demographic variables, such as parental educational level, residential location (urban vs. rural), and type of used ECEC. Finally, we will examine whether these relations are comparable in the different countries."

WP5

Inclusiveness of ECEC Services in Europe: Perspectives of Disadvantaged Parents and Professionals from Seven Countries

Date: 29th of June to 1st of July, 2016

Authors: Ides Nicaise and Özgün Ünver

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partner: University of Leuven (Belgium)

Description: Communication presented in the Symposium "Diversity and Inclusion in Early Childhood Care and Education: A European Perspective" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto.



Communication abstract: "In the recent past, research regarding the accessibility and inclusiveness of early childhood education and care services for disadvantaged people has gained increasing interest. However, the perspectives of disadvantaged families and the ECEC professionals who work with them are rarely incorporated into this research. Cross-national studies on the subject are even more scarce. This study aims to reduce this gap in the literature. In this paper we discuss the experiences and perceptions of disadvantaged parents, as well as ECEC professionals who work with disadvantaged children in seven European countries. We focus on two major disadvantaged groups: families with low-income and/or a migration background. We use two conceptual frameworks to tackle the issue. The first one is the scheme put forward by Nicaise et al. (2000) that discusses three strategic pillars – equal opportunities, treatment and outcomes – to achieve inclusive education. Applying this to ECEC, we investigate the barriers to equitable access, direct and indirect discrimination within the ECEC system and extra resources invested in services to disadvantaged families. This scheme is relevant to families with both low income and a migration background. For the migrant families, though, we complement our theoretical framework using the Interactive Acculturation Model (Bourhis et al. 1997; Piontkowski, Rohmann, and Florack 2002). The IAM discusses the relationship between ethno-cultural minority groups with an immigrant background and the dominant society they live in. In this case, we specifically look into how ECEC services contribute to migrants' acculturation patterns. The research team used a focus group method to collect data from the parents because it fosters interaction among participants and encourages them to talk about common issues they deal with. With ECEC professionals (caregivers, teachers, managers/directors, social workers) we had individual interviews to give them the opportunity to speak their mind. This study

was carried out in seven European countries (Belgium, Germany, England, Finland, Italy, Poland and Portugal), where data were collected by the partners of the CARE project. The analysis showed interesting commonalities as well as differences in the ECEC systems of these countries. We also identified inspiring good practices across different countries that improve the inclusion of disadvantaged families. Finally, we identified some actionable recommendations for policy-makers at both national- and EU-levels in order to improve the effectiveness of ECEC for disadvantaged people."

WP3

Symposium Innovative Exemplary Approaches to Professional Development of ECEC's Practitioners in Europe

Date: 29th of June to 1st of July, 2016

Discussant: Pauline Slot

Partners: University of Milan-Bicocca (Italy), Aarhus University (Denmark) and University of Warsaw (Poland)

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Description: The CARE team organized the Symposium "Innovative Exemplary Approaches to Professional Development of ECEC's Practitioners in Europe" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Symposium abstract: "The focus of this symposium is on findings from three case studies of exemplary approaches to in service professional development conducted within the project Curriculum Quality Analyses and Impact Review of European Education and care (CARE) funded by the European Union within the Seventh Framework Programme. Case studies were conducted within the "WP-3 professional Development: Impact and Innovation", with the aim to explore new effective approaches to professional development aimed at enhancing education and improving workforce training strategies for early practitioners. In this transnational symposium the authors present their results and interpretations of findings by describing how innovation operate in practice in three different contexts and how it is implemented and renewed at a macro/meso/micro level. Examples of which types of professional development are effective in improving professionals practices and ECEC quality in a time of increasingly lack of economic resources will be described bridging multiple voices and perspectives. Issues of impact, sustainability and transferability will be discussed using qualitative data collected in each selected case. The symposium includes three presentations: the first one is about innovation at a city level within the selected case of Milan-Reggio Emilia, two ECEC-city laboratories; the second considers the Vida Development programme in Denmark, an innovative intervention with 3-6 children; the third explores the innovative approach to in-service PD in public Crèche Network in Łódź (Poland). Each presentation will contribute to situate these approaches within each context, but still creating opportunities to exchange and mutual understanding on a cross cultural perspective."

WP3

Innovation in Professional Development as a participatory process. Voices of ECEC practitioners in two Italian sites

Date: 29th of June to 1st of July, 2016

Authors: Chiara Bove, Susanna Mantovani, Claudia Giudici and Silvia Cescato

Conference: 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partner: University of Milan-Bicocca (Italy)

Description: Communication presented in the Symposium "Innovative Exemplary Approaches to Professional Development of ECEC's Practitioners in Europe" at the 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "This paper is part of the project Curriculum Quality Analysis and Impact Review of European Education and Care (CARE) funded by the European Union within the Seventh Framework Programme. The study is part of WP3 professional Development: Impact and Innovation. In this presentation, we will discuss findings from the Italian case study conducted in Milan and Reggio Emilia, two innovative exemplary approaches to professional development within ECEC-city systems. Both cases are revelatory examples of innovation in contemporary Italy because they have some of the common features drawn from the literature review on innovative approaches to professional development (e.g. systemic, sustainable, networking). Our review suggests that although there is an increasing consensus regarding the need to adopt most promising forms of innovation to improve the professionalism of the ECEC practitioners (Core, 2011, Oberhuemer, Schreyer & Neuman, 2010), so far few study in the field have described "the mechanisms responsible for or influencing change" within these innovative processes (Sheridan, 2007, p.378). It is not always clear what innovation means in the field of ECE, how it works, how it is possible to study its impact and how practitioners perceive their changes and improvements. This is particularly true in the ECE field where multiple stakeholders are involved in the decision making process at several levels: policy makers, practitioners, children, families, communities (Vandenbroeck, 2012). Aims of our study include: describing how the innovative framework developed on a large/macro level, which is typical of the two selected sites, is transferred and further implemented on a local/micro level; exploring which types of professional development are effective in improving ECEC quality; studying how practitioners perceive and interpret the impact of innovation on their educational practices and on ECEC quality. Within the case study method (Yin, 2005), we adopted qualitative techniques to gather new data (interviews, focus groups) and to analyze existing data (documents, observations, videos). We conducted semi-structured interviews with ECEC-practitioners, stakeholders and pedagogical coordinators, and we combined these interviews with observations of dynamic processes of innovation at a micro level. Data analyses procedures followed the content analyses method. Main results regards: the need to strengthen in-service training initiatives by encouraging the active involvement of practitioners at the different level of innovation (macro/meso/micro); the importance to connect theory and practice in order to improve the impact of professional development initiatives; the potentials of innovative methods (including ICT) to sustain critical thinking, and habits of "reflection in action" well connected to processes of changes and renewing practices; the role of pedagogical coordinators as 'multipliers' or engine of innovation. In the presentation we will discuss our Italian findings within a broader European perspective in Early Childhood Education and Professional Development."

WP3

An Innovative Professional Development Programme within an Organisational Learning and Communities of Practice Perspective – A Danish Case

Date: 29th of June to 1st of July, 2016

Author: Bente Jensen

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partner: Aarhus University (Denmark)

Description: Communication presented in the Symposium "Innovative Exemplary Approaches to Professional Development of ECEC's Practitioners in Europe" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "This paper is part of the project Curriculum Quality Analysis and Impact Review of European Education and Care (CARE) funded by the European Union within the Seventh Framework Programme, and the current study is part of WP3 professional Development: Impact and Innovation. This paper present the case: VIDA, an innovative intervention for 3-6 years old children in Denmark. Theoretically the case builds on research on innovation, This field has tended to focus primarily on technological innovation, leaving socially-driven innovations in the shade (Dawson & Daniel, 2010). Here, we draw on Dawson and Daniel's (2010, p. 10) definition of innovation as "the development of new concepts, strategies and tools that support groups in achieving the objective of improved well-being." Three research questions are explored: 1) How is the innovative approach to ECEC conceptualised and translated into renewed ECEC practices? 2) What is the impact of the innovative approach to professional development on i) educators' practices ii) child outcomes (outcome) and 3) what are the innovative improvements (impact in a broader sense)? Methods used were a combination of qualitative data collected through interviews with ECEC educators, managers, consultants, university college teachers, municipal directors and existing quantitative data based on 1) a randomised controlled trial and a 2) survey (129 centres). The study showed: 1) that informants, representing different professional cultures, settings and systemic levels, agreed upon the following definitions of what innovative approaches to professional development in ECEC should involve: new practices, new ways of working in the pedagogical environment, new ways of encountering and interacting with children, and new approaches to professional cooperation. However, new ideas alone are insufficient – these ideas have to be realisable and have a positive effect on the children, particularly socially disadvantaged children. 2) effect analyses showed, firstly, that the VIDA five-step model for professional development improved socio-emotional wellbeing and learning among 3-6-year-old children, including socially disadvantaged children. Secondly, we found that professionals' practices became knowledge-based, reflective and creative as they worked with experimental learning in practice. Management and the role of networks and learning communities affected implementation, and thereby learning outcomes. 3) the study showed, that VIDA is an example of an innovative approach, sustainable and replicable in other contexts. The study lead us to the following considerations: Challenges remain, however, of translating ideas into innovative practices, and of combining professional learning in an organisational learning perspective with innovation in ways that make sense. Learning and innovation are regarded as interconnected activities which occur in and through professional development activities (Brown & Duguid, 1991, 41). In relation to our findings, the concept of communities of practice (COP) is defined as a group of people within several contexts

that comes together to actively engage in VIDA in order to improve quality of practice and thereby children's outcomes. This notion entails that several COPs can co-exist within the same group of professionals and across other communities (communities of innovation (COI)), and based on these new communities can emerge, e.g. around innovative initiatives/interventions as VIDA."

WP3

Innovative approach to in-service professional development of caregivers in the Public Crèche Network in Łódź (Poland)

Date: 29th of June to 1st of July, 2016

Partner: University of Warsaw (Poland) and Utrecht University (The Netherlands)

Authors: Olga Wyśłowska, Małgorzata Karwowska-Struczyk and Pauline Slot

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Description: Communication presented in the Symposium "Innovative Exemplary Approaches to Professional Development of ECEC's Practitioners in Europe" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "The importance of good quality ECEC provision for children's developmental and educational outcomes has been addressed in a number of studies (Pianta et al., 2005; Thomason & La Paro, 2009). Staff characteristics and among them opportunities for in-service professional training have shown to enhance good quality services (Hamre et al., 2012), which in turn influence positive child outcomes (Mashburn et al., 2008). The organization, methodology and content of the in-service professional development (PD) initiatives have to reflect the traditions, financing regulations and value systems of a community of stakeholders involved in the process of training. Other important elements characterizing an innovative approach to PD include systematic, episodic, bottom up and participatory approach connecting research and practice in order to achieve transferable and sustainable results (Jensen et al., 2015). Exemplary local programs of in-service professional development may bring an inspiration (especially evidenced-based training programs) for other communities of practice. The aim of this paper is to contribute to the existing knowledge on what this innovative PD looks like in practice and how this is perceived by practitioners by conducting a case study in the municipality of Łódź, Poland. The public creche network in Łódź (Miejski Zespół Żłobków w Łodzi) is the second biggest public creche network in Poland and provides educare to children from 20 weeks up to the age of three years. In-service professional development activities undertaken by practitioners from the network have been identified as innovative in the national context (Telka, 2007). Further analysis of the existing data, especially grey literature and an interview with the pedagogical supervisor of the network confirmed that they also meet the criteria to an innovative approach to PD given above. For the in-depth analysis existing data were accessed, including (local) publications, MA research projects (n=10), and an extensive collection of grey literature. Also, new data has been collected, including semi structured interviews with caregivers (N=15), heads of the settings (N=3), the director of the network and the pedagogical supervisor. Additionally, classroom process quality using the CLASS Toddler observational tool was measured in one group in 26 of 30 settings of the network (coding and analysis of the data are in-progress), which will be included in the final paper. The first results confirmed that the approach to the in-service development in the network has a holistic character and involves actions on different levels, including

the micro (development on the level of individual practitioner, organizational initiatives), meso (inter-organizational actions), and macro (system) level. Analysis of the findings at each level revealed that some of the in-service PD initiatives have greater influence on day-to-day practice than others. For instance cooperation with academics for professionals in Łódź has had more practical implications than organized peer observations, what has been revealed in the interviews and is reflected in the internal regulations of the network. The findings will be discussed in reference to the possible implications for the policy and practice in the field of in-service professional development of ECEC practitioners."

WP
1,2,6

Symposium Concepts and Measures of ECEC Quality across Cultures: What is Universal?

Date: 29th of June to 1st of July, 2016

Discussant: Joana Cadima

Partners: Utrecht University (The Netherlands), University College of Southeast Norway (Norway), University of Milan-Bicocca (Italy) and Hellenic Open University (Greece)

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Description: The CARE team organized the Symposium "Concepts and Measures of ECEC Quality across Cultures: What is Universal?" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Symposium abstract: "High quality early childhood education and care (ECEC) is deemed to benefit children's development (Melhuish, 2011). However, though measures are applied universally, universal consensus on the definition of quality has not been reached yet (Ishimine & Tayler, 2014). The three papers in this symposium explore possible universal and cultural-specific aspects of ECEC quality. Through combining quantitative and qualitative measures, the papers aim to provide more insight into the methodological issues of applying universal measures to specific cultural contexts as well as the theoretical issue of defining ECEC quality across cultural contexts. The first paper discusses cultural differences and similarities in ECEC teachers' beliefs of different developmental domains across nine European countries. The study discusses shared developmental and educational goals across Europe. The second paper reports on discussions with ECEC professionals on a widely spread measure of ECEC quality (the CLASS Toddler and Pre-K), to observe and compare the culturally specific pedagogical perspective to the measure's perspective. The discussions elicit key-features of quality not yet captured by the universal measure. The last paper discusses the use of qualitative interviews to define a missing aspect of ECEC quality; support of group processes. This missing aspect of ECEC quality is then compared to a widely spread measure (CLASS Toddler). Altogether, the discussion will center on the advantages and disadvantages of applying universal definitions and measures to culturally specific contexts. In addition, this symposium shows how applying one measure to diverse cultural contexts, yields new insights into the definition of ECEC quality."

WP6

Teachers' beliefs about future-oriented developmental and educational goals in ECEC: A comparison between nine European countries

Date: 29th of June to 1st of July, 2016

Authors: Martine Broekhuizen (presenter), Thomas Moser, Paul Leseman, Edward Melhuish, Giulia Pastori and Konstantinos Petropoulos

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partners: Utrecht University (The Netherlands), University College of Southeast Norway (Norway), University of Oxford (United Kingdom), University of Milan-Bicocca (Italy) and Hellenic Open University (Greece)

Description: Communication presented in the Symposium "Concepts and Measures of ECEC Quality across Cultures: What is Universal?" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto.



Communication abstract: "Teachers' beliefs about what constitutes high quality early childhood education and care (ECEC) are acknowledged as important contributors to ECEC policy development. However, research shows that these beliefs and ideas might differ based on teachers' cultural background (Friendly, Doherty, & Beach, 2007). From a relativist perspective, ECEC quality is sometimes described as a value-laden concept of which the meaning is dependent on context and time, which limits cross-cultural comparisons (Moss & Pence, 1994; Tobin, 2005). However, despite these contextual differences, it has also been argued that there are certain (cross-national) similarities (Rogoff, 2003). Specifically the existence of values concerning children's development and learning have been argued to form the foundation of the concept of quality which could inform policy and practice (Balaguer, 2004; NAEYC, 1991, 2006; The United Nations Convention, 1989). This paper considers specifically the future-oriented developmental and educational goals that teachers consider to be important to stimulate in ECEC. First, we examined whether we could define developmental domains that could be validly compared across nine European countries. Second, we investigated differences in teachers' ratings of these domains between the nine countries. The study is part of the larger European CARE project. Participants in this questionnaire study (N = 2884, Mage = 43 years, 95% female) were teachers from nine European countries (England, Finland, Germany, Greece, Italy, Netherlands, Norway, Poland, and Portugal). Data were collected in the spring and summer of 2015. Questions were composed and extensively discussed by researchers from the nine countries. Teachers rated the importance of these questions for two age groups: Children under three years and children between three and six years. Multi-group confirmatory factor analyses showed that the questions could be divided into seven developmental domains that could be validly compared across countries (i.e., measurement equivalence). These domains are interpersonal skills, positive attitudes towards diversity, pre-academic skills, learning related skills, physical-motor skills, emotion regulation, and openness to learning. Finding measurement equivalence illustrates that we have a common understanding about several specific developmental and educational goals across Europe. Teachers rated the specific developmental and educational domains as more important for older children than younger children. This was most strongly the case for stimulating children's pre-academic skills, followed by learning-related skills. In addition, whereas teachers in Greece, Poland

and Portugal score relatively high across both age ranges on children's pre-academic skills, teachers in Finland, Norway, Germany and the Netherlands score relatively low. The patterns of the domains within countries are rather similar across countries. 'Soft' interpersonal, emotional and personal skills are deemed more important than 'hard' pre-academic skills for both age ranges in all countries. The difference between 'soft' and 'hard' skills was less strong for children between age three and six, although it was still apparent in some countries (e.g., Finland and Norway). In the presentation we will also explore relations between the teachers' ratings and several background variables (e.g., type of ECEC, years of experience in ECEC, working with poor vs. non-poor parents, etc.), and whether these relations are comparable in the different countries."

WP2

A critical cultural approach to CLASS. The voice of Italian ECEC teachers

Date: 29th of June to 1st of July, 2016

Authors: Giulia Pastori, Valentina Pagani and Susanna Mantovani

Conference: 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partner: University of Milan-Bicocca (Italy)

Description: Communication presented in the Symposium "Concepts and Measures of ECEC Quality across Cultures: What is Universal?" at the 4th Biennal EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "A rising body of research has documented the crucial role played by ECEC attendance, however, the extent to which ECEC can exert these positive benefits is closely linked to the quality of the ECEC provision: early childhood education matters, but only high quality ECEC makes a difference (Sylva et al., 2004). This issue has drawn educational researchers' attention and the interest in monitoring quality of ECEC has resulted in the development of several measures to assess it (Ishimine & Tayler, 2014; Grammatikopoulis et al., 2015). Most of these measures are standard-based tools, often developed in the US, widely used at international level. The international application of the same evaluation measures, despite carrying some advantages, may also leads to pitfalls, especially if the cultural complexities of cross-cultural use of these instruments, their cultural consistency and ecological validity, are not taken into account (Dahlberg, Moss & Pence 2007; Tobin et al., 2009; Vandenbroeck & Peeters, 2014). This topic has received only marginal attention in literature and few recent studies (Ishimine & Tayler, 2014) discuss and argue the problematic validity of instruments migrating out of their cultural cradle. First findings will be presented from the Italian part of an international study – set within the research framework of the European project CARE – aimed to address this gap, focussing on the Classroom Assessment Scoring System (CLASS Toddler and Pre-K versions, La Paro et al., 2012; Pianta et al., 2008), one of the most internationally widespread assessment instruments, originally developed to assess daily interactions between teachers and children in the US. National ECEC experts and teachers have been involved in sustained and focused observations and dialogues, using the CLASS tool, its dimensions, indicators and behavioural markers, as a lens and frame to observe and compare the perspective of the tool to the local-cultural and pedagogical perspective. Elements of continuity and differences between these perspectives were recognized and key-features of the teacher-child relationship not captured by the CLASS were elicited. Preliminary findings suggest that the CLASS, rather than being assumed as a tool valid to evaluate the quality of teacher-child interactions across cultures, can be a powerful highlighter of

different cultural viewpoints on quality and pedagogy in ECEC settings, a stimulus to compare and contrast local theories with the values and the cultural models embedded in the instrument, through an «intercultural dialogue» supported by and with the instrument itself. Results offer interesting insights into a methodological reflection on the international use of standardized evaluation tools and into a theoretical reflection on universal vs culture-related views on education and quality. As it will be argued, while it is appropriate to recognize the continuity and size of agreements between different countries and cultures, it is as strategic to emphasize the variety of local cultures of children's education and question a rigid universalistic idea of educational standards of quality: «the diversity of cultural ways within a nation and around the world is a resource for creativity and the future of humanity» (Rogoff, 2003, p.18)."

WP2
ECEC quality: Existing domains and the support of group processes

Date: 29th of June to 1st of July, 2016

Author: Paul Leseman, Saskia van Schaik and Mariette de Haan

Conference: 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto, Portugal

Partner: Utrecht University

Description: Communication presented in the Symposium "Concepts and Measures of ECEC Quality across Cultures: What is Universal?" at the 4th Biennial EARLI SIG 5 Conference "Bridging Multiple Perspectives in Early Childhood Education" at University of Porto



Communication abstract: "High ECEC quality is often defined as reflecting a setting where teacher-child relationships are warm, sensitive and supportive (Philips & Lowenstein, 2011). This widely spread definition and accompanying measures are often based on US dyadic adult-child attachment models, raising questions about cross-cultural applicability and possible areas of enrichment (Burchinal, 2010; Ishimine & Tayler, 2014). For example, the measures tend to focus on teacher-child interactions and do not specifically address teacher-group relationships and interactions (Burchinal, 2010; Kutnick et al., 2007). However, a key feature of ECEC is the fact that teachers daily interact with groups of children and children interact with each other in these group settings (Fabes, Hanish, & Martin, 2003; Kutnick et al., 2007; OECD, 2011). Through semi-structured interviews with teachers and classroom observations, a previous study found that Moroccan-Dutch and Turkish-Dutch teachers had strong beliefs on group processes and showed more support of group processes compared to their Dutch peers (Van Schaik, Leseman, & Huijbregts, 2014). Based on these findings, the current study explored the possibility of adding the observation measure Support of group processes to the measure of ECEC quality using the CLASS-Toddler (La Paro, Hamre, & Pianta, 2012). Among 37 ECEC classrooms, 37 teacher's and 120 two-to- four-year-old children's interactions were observed during two different staged play episodes. Quality was rated using the CLASS Toddler, the newly developed measure of Support of group processes and a newly developed measure of children's Collaborative play. Teachers were given a set of play materials (pretend play kitchen tools and constructive play train tracks) and asked to play with a group of children as they would normally do. Using structural equation modelling, first the measurement invariance of both newly developed scales between the two play episodes was studied. Second, a two-level model was built to investigate the convergent and discriminant validity of Support of group processes compared to the existing CLASS domains. In this model, at the classroom level, the prediction of children's collaborative play by the two CLASS

domains (Emotional and behavioral support and Engaged support for learning), Support of group processes, group size during the activity and, percentage of non-native Dutch children in the classroom was tested. At the child level, children's age, cognitive ability and sociability were added as predictors of collaborative play. First, scalar invariance was confirmed for both newly developed scales and factor analyses showed good internal consistency of both scales. On average, low to medium support of group processes was found among the classrooms as well as low to medium collaborative play. Second, both convergent and discriminant validity were found as Support of group processes was related to both CLASS domains and to children's Collaborative play, while both CLASS domains were not related to children's Collaborative play. The discussion will focus on using mixed methods to define elements of classroom quality that have not been studied elaborately yet and compare them to existing measures. This also raises the issue of applying universal measures to culturally specific contexts."

WP5

How inclusive are European ECEC systems? The Impact of Institutional Settings of ECEC on the perceived Accessibility and use of Child Care by Disadvantaged Groups

Date: 25th and 26th of August, 2016

Authors: Ides Nicaise, Özgun Ünver, and Tuba Bircan

Conference: "Child poverty in times of crisis", Salzburg, 25-26 August 2016"

Partner: University of Leuven (Belgium)

Description: Belgian partners presented a communication entitled "How inclusive are European ECEC systems? The Impact of Institutional Settings of ECEC on the perceived Accessibility and use of Child Care by Disadvantaged Groups" at the "Child poverty in times of crisis" conference in Salzburg.

WP7

Keynote speech on early childhood care and educations contexts and children's development

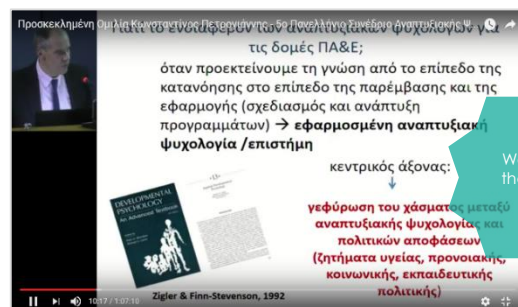
Date: 22nd of October, 2016

Author: Konstantinos Petrogianis

Conference: 5th National Conference of Developmental Psychology in Volos, Greece

Partner: Hellenic Open University (Greece)

Description: Konstantinos Petrogianis gave a keynote speech, partly referring to CARE, at the 5th National Conference of Developmental Psychology in Volos, Greece



Watch here the keynote speech



Check here the full presentation (in Greek)

WP5

Hoe inclusief zijn Europese VVE-stelsels? De invloed van systeemkenmerken op de gepercipieerde toegankelijkheid en het gebruik van VVE onder kansengroepen [How inclusive are European ECEC systems? The influence of system characteristics on perceived accessibility and use of ECEC among disadvantaged groups]

Date: 10th of November, 2016

Authors: Ides Nicaise, Özgün Ünver, and Tuba Bircan

Partner: University of Leuven (Belgium)

Conference: ECCCESS conference, Utrecht

Description: Ides Nicaise, Özgün Ünver and Tuba Bircan presented a communication entitled "How inclusive are European ECEC systems? The influence of system characteristics on perceived accessibility and use of ECEC among disadvantaged groups" at the ECCCESS conference in Utrecht

WP
2, 3

Project CARE: Research and its impact on practice

Date: 17th of November, 2016

Authors: Małgorzata Karwowska-Struczyk and Olga Wystowska

Partner: University of Warsaw (Poland)

Conference: V International Seminar "Accompanying the child in his/her development" in Łódź,

Description: Polish partners presented CARE at the V International Seminar "Accompanying the child in his/her development" in Łódź, Poland

WP2

Pedagogical support for early language development: Discussing practice through the lens of Finnish ECEC

Date: 17th of November, 2016

Author: Jenni Salminen

Conference: V International Seminar "Accompanying the child in his/her development" in Łódź

Partner: University of Jyväskylä (Finland)

Description: Jenni Salminen presented on the topic "Pedagogical support for early language development: Discussing practice through the lens of Finnish ECEC" at the ECEC seminar in Łódź, Poland. The presentation included introducing data from the CARE multiple case study (D2.3).

WP1

Advantages and disadvantages of multilingualism

Date: 24th of November, 2016

Author: Paul Leseman

Partner: Utrecht University (The Netherlands)

Description: Presentation to University of Tübingen, Germany.

WP2

Presentation of CARE to the visitors from the University of Ghent at Jyväskylä University, Finland**Date:** 25th of November, 2016**Author:** Marja-Kristiina Lerkkanen**Partner:** University of Jyväskylä (Finland)**Description:** Marja-Kristiina Lerkkanen presented the CARE to the visitors from the University of Ghent at Jyväskylä University, FinlandWP
2, 3**Presentation at the meeting of the Elementary Education Group of the Polish Academy of Science****Date:** 12th of December, 2016**Authors:** Małgorzata Karwowska-Struczyk and Olga Wyśłowska**Partner:** University of Warsaw (Poland)**Description:** Małgorzata Karwowska-Struczyk and Olga Wyśłowska presented a communication entitled "Main theoretical and methodological assumptions of the CARE project and the preliminary results"

resentations to stakeholder groups

The CARE team conducted research on early childhood education and care to be translated into the practice and policy levels. The project was widely presented to many **teachers and ECEC staff, families, policy makers** and **government officials** during meetings in **kindergartens, universities, governmental institutions**, and other settings.

WP
1-7

Member of technical and advisory committees on ECEC

Date: n.a.

Researcher: Paul Leseman

Meetings: Paul Leseman was 1) member of organization committee Great Start in Life conference, commissioned by the European Commission, 2) Member of advisory committee to the Dutch Ministry of Education, Culture and Sciences on national policy for disadvantaged learners, 3) Advisor to European Commission/EAC on economic benefits of ECEC, and 4) Member of the Technical Advisory Group (TAG) to the OECD TALIS and 3S ECEC Staff Survey.

Partner: Utrecht University (The Netherlands)

WP4

Keynote presentation about Evidence on ECEC and long-term wellbeing

Date: 28th of January, 2014

Author: Edward Melhuish

Meeting: Public Health England (official professional group of practitioners dealing with public health in England)

Partner: University of Oxford (United Kingdom)

WP6

Presentation and description of the CARE project to the President and the Board of the Pan-Hellenic Association of Early Childhood Educators

Date: 2nd of February, 2014

Author: Konstantinos Petropoulos

Meeting: President and the Board of the Pan-Hellenic Association of Early Childhood Educators

Partner: Hellenic Open University (Greece)

WP6

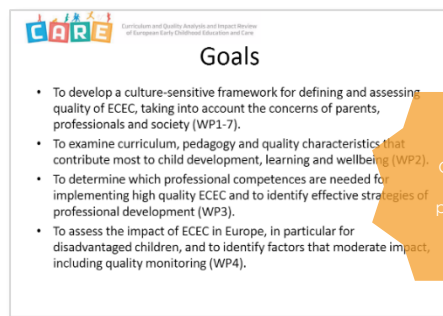
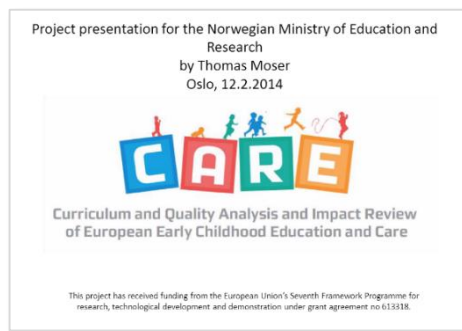
Presentation of Care for the Norwegian Ministry of Education and Research

Date: 12nd of February, 2014

Author: Thomas Moser

Partner: University College of Southeast Norway (Norway)

Meeting: Meeting with the Norwegian Ministry of Education and Research



Check here
the full
presentation

WP7

Presentation and description of the CARE project to Heads of Departments of Preschool Education

Date: March of 2014

Meeting: Heads of Departments of Preschool Education (for kindergarten teachers), University of Athens and Thrace

Partner: Hellenic Open University (Greece)

WP7

Presenting CARE to an English parliamentary special interest group

Date: 3rd of March, 2014

Author: Edward Melhuish

Meeting: Parliamentary special interest group

Partner: University of Oxford (United Kingdom)

WP2

Presentation of CARE to policymakers of the city of Jyväskylä

Date: 12th of March, 2014

Meeting: Pedagogical leaders of early childhood education (policymakers) in the city of Jyväskylä

Partner: University of Jyväskylä (Finland)

WP2

Presentation of CARE to Heads of day care centers in the city of Jyväskylä

Date: 20th of March, 2014

Meeting: Heads of day care centers in the city of Jyväskylä

Partner: University of Jyväskylä (Finland)

WP 1.7

Presentation of CARE during a meeting with UK minister to discuss new ECEC policy

Date: 25th of March, 2014

Author: Edward Melhuish and Kathy Sylva

Meeting: UK minister

Partner: University of Oxford (United Kingdom)

WP6

Workshop on Measuring children and youth well-being for an informed policy making**Author:** Thomas Moser**Date:** 20th of March, 2014**Meeting:** MYWEB project**Partner:** University College of Southeast Norway (Norway)WP
6, 7**Presentation and description of the CARE project to Greek Heads of Departments of Preschool Education (for kindergarten teachers)****Date:** March, 2014**Author:** Konstantinos Petrogiannis**Meeting:** Heads of Departments of Preschool Education at University of Athens and Democritus Univ. of Thrace in Greece**Partner:** Hellenic Open University

WP7

Presenting CARE to the Portuguese group of the Transatlantic Forum on Inclusive Early Years**Date:** 14th of May, 2014**Authors:** Cecília Aguiar, Clara Barata, and Joana Cadima**Meeting:** Portuguese group of the Transatlantic Forum on Inclusive Early Years (TFIEY). The TFIEY brings together leading scientists, practitioners, civil society members, business leaders and political decision-makers from Europe and North America who explore policies and projects supporting the early childhood development of children from migrant and low-income families.**Partner:** ISCTE-Instituto Universitário de Lisboa (Portugal)WP
1, 7**Participation in the expert workshop on Impact of training and working conditions of early childhood education and care practitioners on children****Date:** 16th of May, 2014**Authors:** Paul Leseman and Pauline Slot**Meeting:** Workshop organized by Eurofund**Partner:** Utrecht University (The Netherlands)

WP1

Presentation for the Dutch Ministry of Social Affairs and Employment**Date:** 19th of May, 2014**Meeting:** Dutch Ministry of Social Affairs and Employment**Partner:** Utrecht University (The Netherlands)

WP3

Presentation of CARE research on professional development during a meeting with representatives of Warsaw crèche centres

Date: 2nd of June, 2014

Meeting: Representatives of Warsaw crèche centres

Partner: University of Warsaw (Poland)

WP3

Presentation of CARE research on professional development during a meeting with heads of public preschools and municipality representatives

Date: 4th of June, 2014

Meeting: Heads of public preschools and municipality representatives

Partner: University of Warsaw (Poland)

WP
1, 7

Representation of CARE in a conference organized by European commission workgroup on early childhood education and care quality

Date: 18th to 19th of June, 2014

Researchers: Paul Leseman and Konstantinos Petropoulos

Meeting: Conference organized by the European Commission Workgroup on Early Childhood Education and Care Quality and hosted by the Greek Ministry of Education and Religious Affairs

Partners: Utrecht University (The Netherlands) and Hellenic Open University (Greece)

WP2

Presentation of CARE during a discussion about changes in the National Curriculum Framework (practical aspects, implementation)

Date: 14th of August, 2014

Meeting: Heads and teachers from public and private centres

Partner: University of Warsaw (Poland)

WP
1, 2, 4, 7

Presentation of CARE to the UK Department of Education after a meeting of the study Pre-school and Primary Education study

Date: 16th of September, 2014

Authors: Kathy Sylva, Yvonne Anders and Paul Leseman

Meeting: UK Department for Education

Partners: University of Oxford (United Kingdom), Utrecht University (The Netherlands) and Free University of Berlin (Germany)

WP
2, 6, 7

Presenting ongoing CARE studies to the Portuguese group of the Transatlantic Forum on Inclusive Early Years

Date: 22nd of September, 2014

Meeting: Transatlantic Forum on Inclusive Early Years

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

WP
2, 7

Presentation of CARE to the House of Lords (U.K. Parliament)

Date: September and October, 2014

Author: Kathy Sylva

Meeting: House of Lords (U.K. Parliament). Kathy Sylva informed about her involvement in the CARE study was officially recorded as an adviser to the House of Lords.

Partner: University of Oxford (United Kingdom)

WP
1, 2

Presentation of CARE and specifically the WP related issues of ECEC quality and quality assessment

Date: 16th of October, 2014

Researchers: Paul Leseman and Pauline Slot

Meeting: ECEC staff and students, University of Warsaw

Partners: Utrecht University (The Netherlands) and University of Warsaw (Poland)

WP2

Seminar for policymakers, stakeholders, and fellow researchers on the topic of the future of ECEC in a sustainable society

Date: 30th of October, 2014

Meeting: The Departments of Education and Developmental Psychology and the School of Economics at Utrecht University organized a seminar for policymakers, stakeholders, and fellow researchers on the topic of the future of ECEC in a sustainable society. Professor Catherine Snow of Harvard University was a key-note speaker, addressing language curricula for ECEC. CARE researcher Janneke Plantenga discussed the economic aspects of ECEC. CARE researcher Pauline Slot presented a workshop on curriculum and promotion of self-regulation skills. CARE researcher Martine Broekhuizen presented her research on the effects of day care quality on young children's social-emotional development.

WP
1-7

CARE representatives invited to comment upon the draft of the European Quality Framework for ECEC of European Commission

Date: October of 2014

Authors: Edward Melhuish and Paul Leseman

Meeting: European Commission's Thematic Working Group on ECEC

Partners: Utrecht University (The Netherlands) and University of Oxford (United Kingdom)

WP
1,4,7

Presentation of CARE during a conference for researchers and policymakers in Berlin

Date: 17th of November, 2014

Authors: Edward Melhuish, Yvonne Anders and Paul Leseman

Meeting: Conference for researchers and policy makers organized by the International Center for Early Childhood Care together with the German Youth Institute, the German Ministry for Family Affairs, Senior Citizens, Women and Youth, and the OECD Network on Early Childhood Education

and Care on the topic Longitudinal Studies to Monitor Quality of ECEC was held on 17 November, in Berlin. The CARE members Edward Melhuish, Yvonne Anders and Paul Leseman participated as speakers.

Partner: University of Oxford (United Kingdom), Free University of Berlin (Germany) and Utrecht University (The Netherlands)

WP
4,7

Presentation of CARE to the German Ministry for Family Affairs, Senior Citizens, Women and Youth

Date: 21th of November, 2014

Meeting: After a meeting of the Project "Early Chances" in the German Ministry for Family Affairs, Senior Citizens, Women and Youth, Yvonne Anders gave information about CARE

Partner: Free University of Berlin (Germany)

WP
1-7

Presentation of CARE and an offer of cooperation within the WP3

Date: 24th of November, 2014

Meeting: Presentation of CARE and establishment of cooperation within the research of the WP3 with Prof. Lucyna Telka from Łódź University

Partner: University of Warsaw (Poland)

WP
2,3

Presentation of findings based on the secondary data analyses on the associations between structural and process quality from the CARE project at a workshop organized by Eurofund

Date: 4th of December, 2014

Author: Pauline Slot

Meeting: Workshop organized Eurofound on "Assessing child care services"

Partner: Utrecht University (The Netherlands)

WP
1, 7

Presentation of CARE to early childhood teacher educators

Date: January, 2015

Author: Paul Leseman

Meeting: The teacher training college Odisee, in Brussels, Belgium, organized a master class for early childhood teacher educators on appropriate curricula for 3- to 6-year-old children, in which Paul Leseman participated as a speaker and presented the CARE project.

Partner: Utrecht University (The Netherlands)

WP
1.7

Presentation of CARE to Dutch policymakers, service providers and educators

Date: March, 2015

Author: Paul Leseman

Meeting: Paul Leseman presented on the topic of integrated education and care services for young children in a symposium organised by Child Care International in Utrecht, attended by policy makers, service providers and educators.

Partner: Utrecht University (The Netherlands)

WP6

Presentation of CARE

Date: 25th of March, 2015

Meeting: 70 partner kindergartens of Buskerud and Vestfold University College to recruit them for the stakeholder study

Partner: University College of Southeast Norway (Norway)

WP6

Curriculum quality analysis and impact review of European early education and care

Date: 7th of March, 2015

Author: Thomas Moser

Meeting: Presentation of educational research in connection with the visit of the Ministry at Buskerud and Vestfold University College. The CARE project was presented to five representatives of the Norwegian Ministry of Research and Education, dean and rector of HBV as well as faculty members

Partner: University College of Southeast Norway (Norway)

WP7

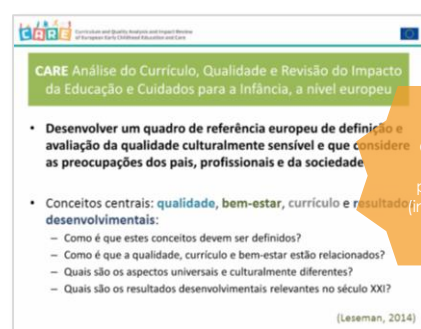
Presenting ongoing CARE studies to the Portuguese group of the Transatlantic Forum on Inclusive Early Years

Date: 11th of March, 2015

Authors: Cecília Aguiar, Clara Barata, and Joana Cadima

Meeting: Portuguese group of the Transatlantic Forum on Inclusive Early Years

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)



Check here
the full
presentation
(in Portuguese)

WP6

Research overview and Curriculum Quality Analysis and Impact Review of European Early Education and Care

Date: 7th of May, 2015

Author: Thomas Moser

Meeting: Presentation for the Norwegian Ministry of Education and Research as part of a visit at HiVe (Gathering of Educational Research) at Campus Vestfold

Partner: University College of Southeast Norway (Norway)

WP6

Presentation of the CARE project for ECEC professionals and the local authorities in Ilion, Athens

Date: 13th of May, 2015

Meeting: Presentation of the CARE project in a one-day event of the Municipality of Ilion, Athens for all the professionals employed in ECEC (approximately 200 people) and the local authorities

Partner: Hellenic Open University (Greece)

WP2

Presentation and discussion of the videos selected as good practices from the video library for teachers and caregivers

Date: 23rd of May, 2015

Author: Malgorzata Karwowska-Struczyk and Olga Wyslowska

Meeting: Workshop organized for teachers and caregivers aiming to present and analyse the videos selected as "good practices" from the CARE video library

Partner: University of Warsaw (Poland)

WP2

Presentation of CARE research to Dutch policymakers and professionals

Date: 2nd of June, 2015

Author: Pauline Slot

Meeting: Presentation for the municipality Delft (where one organization participated in the WP2 multiple case study). Among other things, CARE findings based on D2.2 and D2.3 were shared with local policymakers and professionals in ECEC

Partner: Utrecht University (The Netherlands)



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presentation

WP7

Presentation of CARE to Portuguese researchers

Date: 4th of June, 2015

Author: Cecília Aguiar

Meeting: Research group Community, Education, and Development of ISCTE-Instituto Universitário de Lisboa



Check here
the full
presentation

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

WP2

Workshop on the comparison of education and care practices in seven European countries

Date: 3rd of November, 2015

Author: Pauline Slot and Giulia Pastori

Meeting: Seminar for policymakers, stakeholders and fellow researchers on the topic of the future of ECEC in a sustainable society. Pauline Slot and Giulia Pastori presented a workshop on the comparison of education and care practices in seven European countries

Partner: Utrecht University (The Netherlands) and University of Milan-Bicocca



Check here the full presentation

Presentation of secondary data analysis from the CARE project to Dutch professionals and policymakers

Date: 18th of November, 2015

Author: Pauline Slot and Paul Leseman

Meeting: Presentation on, among other things, results from the secondary data analysis on a conference for professionals and local policymakers in the municipality Helmond (D2.2)

Partner: Utrecht University (The Netherlands)

WP 1,2

WP2

Workshop on good ECEC practices with CARE video library examples

Date: 12th of January, 2016

Author: Marja-Kristiina Lerkkanen and Jenni Salminen

Meeting: Workshop on Good ECEC practices with video library examples at the Kultaniitty day care center in Korpilahti, Finland

Partner: University of Jyväskylä (Finland)

WP2

Presentation of the results of the secondary data analysis (D2.2.) to ECEC professionals

Date: 18th of January, 2016

Author: Pauline Slot

Meeting: Presentation by Pauline Slot for Sardes (independent educational agency with close ties to the ECEC field) which was attended by ECEC professionals. Among other things, results of the secondary data analysis (D2.2) were presented

Partner: Utrecht University (The Netherlands)



Check here the full presentation

WP2

Presentation of CARE research for professionals in Utrecht

Date: 19th of January, 2016

Author: Pauline Slot

Meeting: Presentation by Pauline Slot for professionals in the municipality of Utrecht about the relations between structural and process quality based on reports D2.2 and D2.3

Partner: Utrecht University (The Netherlands)

WP2

Presentation of CARE results to ECEC Curriculum workforce in Finnish National Board of Education

Date: 4th of February, 2016

Author: Marja-Kristiina Lerkkanen

Meeting: ECEC Curriculum workforce in Finnish National Board of Education in Helsinki, Finland

Partner: University of Jyväskylä (Finland)

WP2

Presentation of CARE to the Finnish Ministry of Culture and Education

Date: 10th of February, 2016

Author: Marja-Kristiina Lerkkanen

Meeting: Finnish Ministry of Culture and Education in Jyväskylä, Finland

Partner: University of Jyväskylä (Finland)

WP2

Apprendimenti dei bambini e responsabilità degli educatori. Dati e riflessioni dal progetto europeo CARE [Children's learning and educators' responsibilities': Data and reflections on the European project CARE]

Date: February, 2016

Authors: Giulia Pastori, Chiara Bove, Piera Braga and Francesca Zaninelli

Meeting: XX Convegno Nazionale dei Servizi Educativi e delle Scuole dell'Infanzia "Curricolo è responsabilità. La sfida del progetto 0-6 e oltre" in Milan

Partner: University of Milan-Bicocca (Italy)

WP4

Evidence on early years indicators of school readiness and presentation of CARE

Date: 25th of February, 2016

Author: Edward Melhuish

Meeting: Inquiry convened by The Children's Commissioner

Partner: University of Oxford (United Kingdom)

WP4

Ministerial briefing with British Minister for children

Date: 1st of March, 2016

Author: Edward Melhuish

Meeting: British Minister for children Sam Gyimah

Partner: University of Oxford (United Kingdom)

WP2

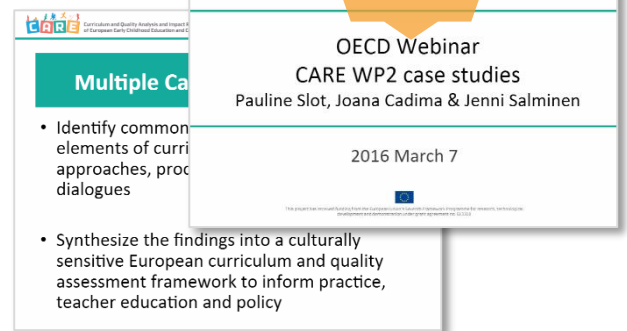
Presentation on observational measures for an OECD webinar

Date: 7th of March, 2016

Author: Pauline Slot, Joana Cadima and Jenni Salminen

Meeting: Presentation by Pauline Slot, Joana Cadima, and Jenni Salminen for an OECD webinar on observational measures that where the setup of the multiple case study from the CARE project

Partner: Utrecht University (The Netherlands), University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal) and University of Jyväskylä (Finland)



WP
2.4

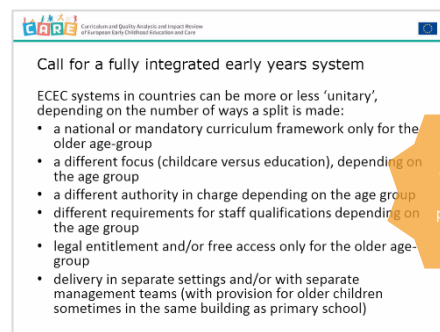
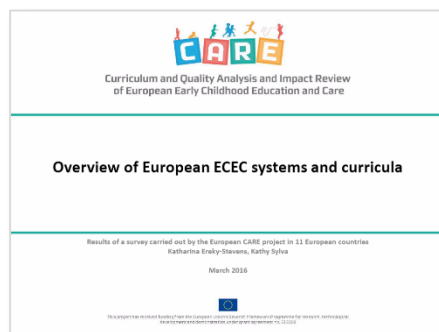
Overview of European ECEC systems and curricula. Results of a survey carried out by the European CARE project in 11 European countries

Date: 18th to 20th of March, 2016

Author: Katharina Ereky-Stevens and Kathy Sylva

Meeting: International Preschool Education Convention in Thessaloniki

Partner: University of Oxford (United Kingdom)



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presentation

WP
1-7

Universal and targeted: Integrated early childhood education and care for equal outcomes

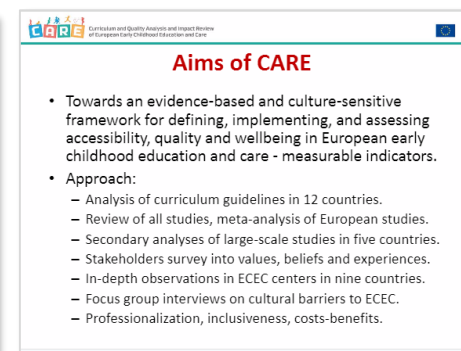
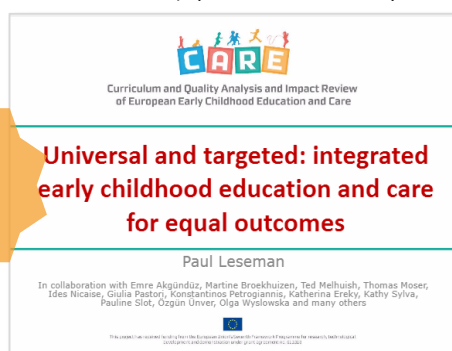
Date: 19th of March, 2016

Author: Paul Leseman

Meeting: International Preschool Education Convention in Thessaloniki

Partner: Utrecht University (The Netherlands)

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WP2

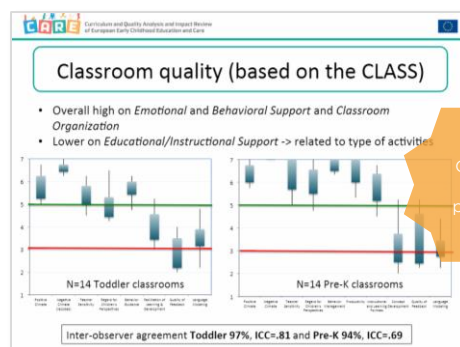
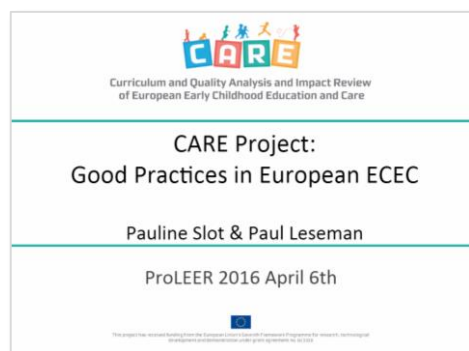
Presentation of the results of the multiple case study (D2.3) from the CARE project

Date: 6th of April, 2016

Author: Pauline Slot and Paul Leseman

Meeting: ProLEER (international network of researchers, policymakers and other stakeholders in ECEC)

Partner: Utrecht University (The Netherlands)



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presentation

WP2

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

Date: 20th of April, 2016

Author: Maritta Hännikäinen

Meeting: Workshop of a co-operation group of ECEC in Central Finland for municipal ECEC managers, representative of teacher/educator's training and ECEC researchers

Partner: University of Jyväskylä (Finland)

WP5

Investeren in kinderen uit kansengroepen, VLAS Kennisplatform 'Buitenkans: de rol van vóór- en vroegschoolse educatie in de strijd tegen kinderarmoede [A general presentation of the socio-economic dimension of ECEC (the case for investment in disadvantaged children and a discussion of inequality issues)]

Date: 29th of April, 2016

Author: Ides Nicaise

Meeting: VLAS Kennisplatform 'Buitenkans: de rol van vóór- en vroegschoolse educatie in de strijd tegen kinderarmoede, Vlaams Armoedesteunpunt, Leuven, Belgium

Partner: University of Leuven (Belgium)

WP5

De Vlaamse kinderopvang in Europees perspectief [A discussion of some key characteristics of the Flemish ECEC system in a European perspective, and its (presumed) impact on accessibility and inclusiveness]

Date: 29th of April, 2016

Author: Ides Nicaise

Meeting: VLAS Kennisplatform 'Buitenkans: de rol van vóór- en vroegschoolse educatie in de strijd tegen kinderarmoede, Vlaams Armoedesteunpunt, Leuven, Belgium

Partner: University of Leuven (Belgium)

WP5

Turks-Belgische ouders over kinderopvang en kleuteronderwijs: een case study in Beringen [A workshop on intercultural ECEC services, where our case study of Beringen was also discussed]

Date: 29th of April, 2016

Author: Ides Nicaise and Özgun Ünver

Meeting: VLAS Kennisplatform 'Buitenkans: de rol van vóór- en vroegschoolse educatie in de strijd tegen kinderarmoede, Vlaams Armoedesteunpunt, Leuven, Belgium

Partner: University of Leuven (Belgium)

WP2

Presentation of the results from the multiple case study (D2.3) for ECEC professionals

Date: 20th of May, 2016

Author: Pauline Slot

Meeting: Presentation on the results from the multiple case study (D2.3) at a meeting for ECEC professionals as part of a network of high-quality ECEC provisions (KIK – Quality in Daycare)

Partner: University of Utrecht (The Netherlands)



WP2

Presentation of the results from the multiple case study were presented (D2.3) for Dutch professionals and policymakers

Date: 25th of May, 2016

Author: Pauline Slot

Meeting: Presentation for professionals and local policymakers from the municipality Almere in which the results from the multiple case study were presented (D2.3).

Partner: Utrecht University



Check here the presentation

WP6

Expectations of ECEC from a European perspective: Views of parents, staff and policymakers

Date: 5th of May, 2016

Authors: Martine Broekhuizen (presenter), Thomas Moser, Paul Leseman, Edward Melhuish, Giulia Pastori, and Konstantinos Petrogianni

Meeting: OMEP European conference "The Place of the Child in 21st Century Society", Canterbury Christ Church University, Canterbury, England

Partner: Utrecht University (The Netherlands), University College of Southeast Norway (Norway), University of Oxford (United Kingdom), University of Milan-Bicocca (Italy), and Hellenic Open University (Greece)

WP1
1-7

Effectiviteit van voorschoolse opvang en educatie: Een update vanuit pre-COOL [Effectiveness of early childhood education and care: Update from pre-COOL]

Date: 7th of June, 2016

Author: Paul Leseman

Meeting: Webinar by Eduseries

Partner: Utrecht University (The Netherlands)



Check here the presentation

7 juni 2016

WP1
1-7

Inclusief en effectief werken aan een basis voor alle kinderen [Inclusive and effective work on the foundation for all children]

Date: 16th of June, 2016

Author: Paul Leseman

Meeting: Presentation to union of Social Child Daycare Service in Utrecht

Partner: Utrecht University (The Netherlands)



Check here the presentation

WP
1-7

Maatschappelijke opbrengst van voorschoolse opvang en educatie en zelfregulatie [Social benefits of early childhood education and care and self-regulation]

Date: 22nd of June, 2016

Author: Paul Leseman

Meeting: Presentation to the municipality of Dordrecht in Dordrecht, The Netherlands

Partner: Utrecht University (The Netherlands)



Check here
the
presentation

WP
1-7

Maatschappelijke opbrengst voorschoolse voorzieningen: Aanknopingspunten voor verbetering [Early childhood education: Starting points for improvement]

Date: 24th of June, 2016

Author: Paul Leseman

Meeting: Presentation to the Municipality of Werkendam, Hank, The Netherlands.

Partner: Utrecht University (The Netherlands)



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presentation

WP
1,4,6

Presenting initial ideas underlying the CARE approach to ECEC quality to an UNESCO/OECD group

Date: 18th of July, 2016

Researcher: Ted Melhuish

Meeting: UNESCO/OECD group developing an ECEC quality survey (TALIS - Starting Strong survey)

Partner: University of Oxford (United Kingdom)

WP
4,6

Presentation on international evidence on ECEC quality and child development, including CARE work, to the Australian council for educational leaders

Date: 28th of July, 2016

Author: Edward Melhuish

Meeting: Australian Council for Educational Leaders in Brisbane

Partner: University of Oxford (United Kingdom)

WP6

Key findings from the Stakeholder study (parent's beliefs)

Date: August, 2016

Author: Kati Vasalampi and Marja-Kristiina Lerkkanen

Meeting: Presenting the stakeholder study to the Finnish Parents' Association (Suomen Vanhempainliitto) and the Finnish-Swedish Parents' Association (Finlands Föräldraförbund)

Partner: University of Jyväskylä (Finland)

WP
4,5

Briefing on research and policy in ECEC, including CARE findings, to the UK Minister for inequalities and children

Date: 13th of September, 2016

Author: Edward Melhuish

Meeting: New UK Minister for Inequalities and Children

Partner: University of Oxford (United Kingdom)

WP2

Presentation of the results from reports D2.2 and D2.3a and from WP3 to ECEC professionals

Date: 21th of September, 2016

Author: Pauline Slot

Meeting: Presentation for ECEC professionals (organized by PACT)

Partner: Utrecht University (The Netherlands)

WP
2,4,5

Presentation about Reflections from Europe on ECEC Pedagogy in the Nordic Countries, drawing upon CARE work, to the Nordic Council of Ministers

Date: 22nd of September, 2016

Author: Edward Melhuish

Meeting: Nordic Council of Ministers in Helsinki

Partner: University Of Oxford (United Kingdom)

WP1

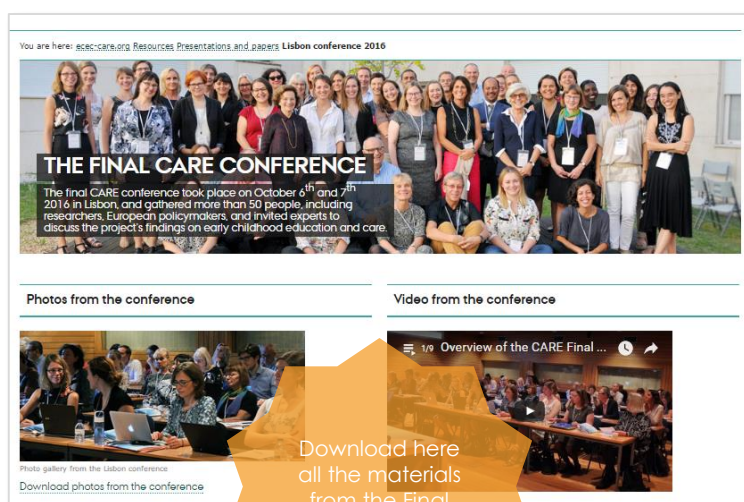
Opening presentation

Date: 6th to 7th of October, 2016

Author: Paul Leseman

Meeting: CARE Final Conference for discussing the project's main findings with invited stakeholders and policymakers at ISCTE-Instituto Universitário de Lisboa in Lisbon.

Partner: Utrecht University (The Netherlands)



Download here
all the materials
from the Final
Conference

WP2

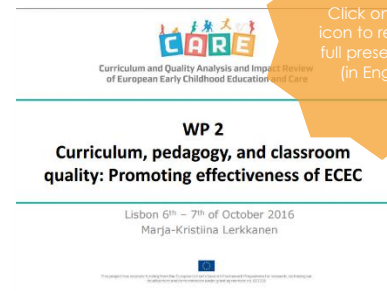
Curriculum, pedagogy, and classroom quality: Promoting effectiveness of ECEC

Date: 6th to 7th of October, 2016

Author: Marja-Kristiina Lerkkanen

Meeting: Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partner: University of Jyväskylä (Finland)



Click on each icon to read the full presentation (in English).

WP3

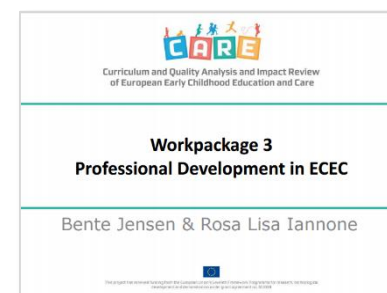
Professional Development in ECEC

Date: 6th to 7th of October, 2016

Authors: Bente Jensen and Rosa Linda Iannone

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partner: Aarhus University (Denmark)



WP4

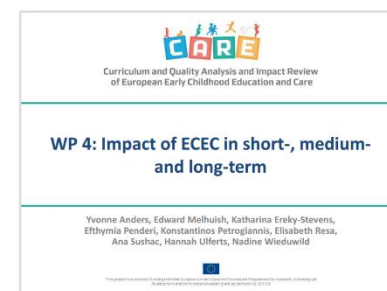
Impact of ECEC in short-, medium- and long-term

Date: 6th to 7th of October, 2016

Authors: Yvonne Anders, Edward Melhuish, Katharina Ereky-Stevens, Efthymia Penderia, Konstantinos Petropiannis, Elisabeth Resa, Ana Sushac, Hannah Ulferts, and Nadine Wieduwilt

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: Free University of Berlin (Germany), University of Oxford (United Kingdom) and Hellenic Open University (Greece)



WP6

Stakeholders Study & Quality Framework

Date: 6th to 7th of October, 2016

Author: Martine Broekhuizen, Thomas Mose, Paul Leseman, Edward Melhuish, Giulia Pastori, and Konstantinos Petropiannis

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: Utrecht University (The Netherlands), University College of Southeast Norway (Norway), University of Oxford (United Kingdom), and University of Milan-Bicocca (Italy)



WP7

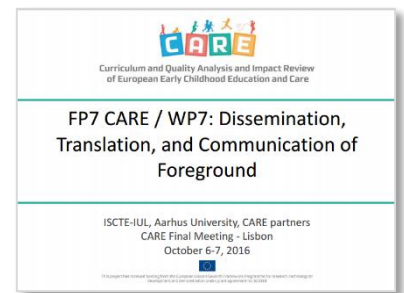
Dissemination, translation, and communication of foreground

Date: 6th to 7th of October, 2016

Author: Clara Barata, Cecília Aguiar and Carsten Henriksen

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: ISCTE-Instituto Universitário de Lisboa (Portugal) and Aarhus University (Denmark)



WP2

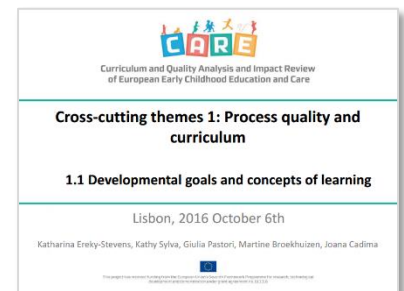
Developmental goals and concepts of learning (cross-cutting theme 1 on Process Quality, Playful Learning & Curriculum)

Date: 6th to 7th of October, 2016

Authors: Katharina Ereky-Stevens, Kathy Silva, Giulia Pastori, Martine Broekhuizen and Joana Cadima

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: University of Oxford (United Kingdom), University of Milan-Bicocca (Italy), University of Porto (Portugal), Lisbon University (Portugal) and Institute Utrecht University (The Netherlands)



WP 2.3

Importance of structural characteristics and relations between structural and process quality (Cross-cutting theme 2 on Structural Quality, Professional & Organizational Development)

Date: 6th to 7th of October, 2016

Author: Bente Jensen, Olga Wyslowska, Malgorzata Karwowska-Struczyk, Pauline Slot, Thomas Moser and Martine Broekhuizen

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: Aarhus University (Portugal), University of Warsaw (Poland), University College of Southeast Norway (Norway) and Utrecht University (The Netherlands)



WP 2.3

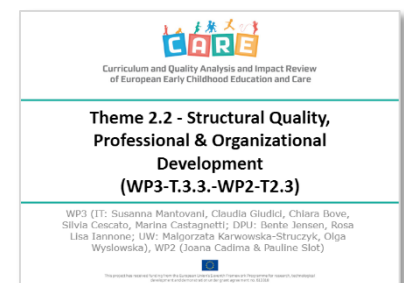
Structural quality, professional and organizational development: Three case studies (Cross-cutting theme 2 on Structural Quality, Professional & Organizational Development)

Date: 6th to 7th of October, 2016

Author: Susanna Mantovani, Claudia Giudici, Chiara Bove, Silvia Cescato, Marina Castagnetti, Bente Jensen, Rosa Lisa Iannone, Malgorzata Karwowska-Struczyk, Olga Wyslowska, Joana Cadima and Pauline Slot

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: University of Milan-Bicocca (Italy), Reggio Children S.r.l., Aarhus University (Denmark), University of Warsaw (Poland), University of Porto (Portugal) and ISCTE-Instituto Universitário de Lisboa (Portugal)



WP4

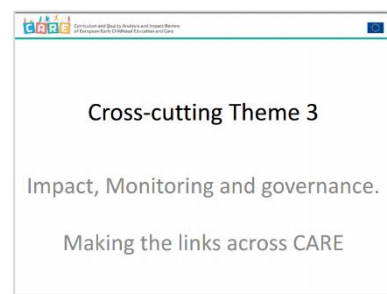
Cross-cutting theme 3 on Impact, monitoring, and governance: Making the links across CARE

Date: 6th to 7th of October, 2016

Author: Edward Melhuish, Yvonne Anders, Katharina Ereky-Stevens, Efthymia Penderi, Konstantinos Petrogiannis, Elisabeth Resa, Ana Sushac, Hannah Ulferts and Nadine Wieduwilt

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partners: University of Oxford (United Kingdom), Free University of Berlin (Germany) and Hellenic Open University (Greece)



WP5

Cost-benefit analysis: Is there a case for universal ECEC? (Cross-cutting theme 4 on Access, Inclusiveness & Equal Outcomes)

Date: 6th to 7th of October, 2016

Authors: Tom van Huizen, Emre Akgündüz and Janneke Plantenga

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partner: Utrecht University (The Netherlands)



WP6

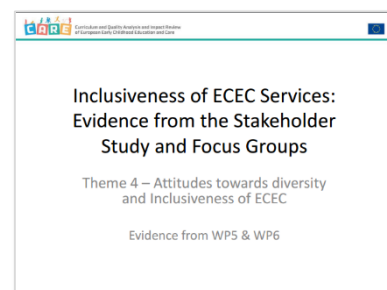
Inclusiveness of the ECEC services: Evidence from the stakeholder study and focus groups (cross-cutting theme 4 Access, Inclusiveness & Equal Outcomes)

Date: 6th to 7th of October, 2016

Authors: Martine Broekhuizen and Thomas Moser

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partner: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)



WP6

New European indicators of quality and wellbeing

Date: 6th to 7th of October, 2016

Author: Paul Leseman and Thomas Moser (at the)

Meeting: CARE Final Conference at ISCTE-Instituto Universitário de Lisboa in Lisbon

Partner: Utrecht University (The Netherlands) and University College of Southeast Norway (Norway)

CARE team at the project's final conference





Watch here a
video clip on
the Final
Conference

The Final CARE Conference took place on October 6th and 7th in Lisbon, and gathered more than 50 people, including researchers, European policy makers, and invited experts to discuss the project's findings on early childhood education and care.

0:23 / 2:33

WP
2,4,6

Presenting CARE work in the workshop early childhood development: The foundation of sustainable development

Date: 13th of October, 2016

Author: Edward Melhuish

Meeting: ISSA conference Early Childhood in Times of Rapid Change

Partner: University of Oxford (United Kingdom)

WP4

Presentation, drawing upon CARE work, at the Early Childhood Education & Care and the Welfare of Nations to the Early Education Conference

Date: 14th of October, 2016

Author: Edward Melhuish

Meeting: Early Childhood Education & Care and the Welfare of Nations to the Early Education Conference in London, United Kingdom

Partner: University of Oxford (United Kingdom)

WP
4,6

Presentation on Early Childhood Education & Care and the Wealth of Nations, including CARE findings, to a group of European business leaders

Date: 28th of October, 2016

Author: Ted Melhuish

Meeting: Group of European Business Leaders, sponsored by the Jocab Foundation at Schloss Marbach in Switzerland

Partner: University of Oxford (United Kingdom)

WP2

Invited lecture on pedagogical leadership in ECEC, partly based on the work in D2.2 and D2.3

Date: 3rd of November, 2016

Author: Pauline Slot

Meeting: OECD ECEC Network Meeting in Budapest

Partner: Utrecht University (The Netherlands)

WP2

Presentation of the results from the secondary data analyses (D2.2) at the Dutch Education Council

Date: 15th of November, 2016

Author: Pauline Slot

Meeting: Dutch Education Council

Partner: Utrecht University (The Netherlands)



WP6

The development of a transnational model on the evaluation of quality and children's well-being in ECEC

Date: 10th to 11th of November, 2016

Authors: Martine Broekhuizen (presenter), Thomas Moser, and Paul Leseman

Meeting: Martine Broekhuizen presented the CARE project and the video library in a communication entitled "The development of a transnational model on the evaluation of quality and children's well-being in ECEC" at the Internationale Zentrum Frühkindliche Bildung, Betreuung und Erziehung [International Center Early Childhood and Care (ICEC)] & Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ): Qualität: Viele Wege, ein Ziel? Internationale Steuerungs- und Sicherungsansätze aus dem frühkindlichen Bereich

Partner: Utrecht University (The Netherlands) and University of Oxford (United Kingdom)

WP1

Keynote speech on Latest research results on inclusive early education and social support to tackle inequalities in culturally diverse societies

Date: 30th of November, 2016

Author: Paul Leseman

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partner: Utrecht University (The Netherlands)



WP 5.6

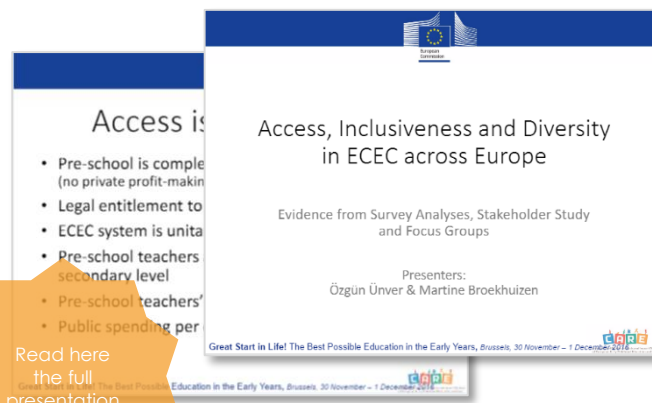
Pep talks within workshop 1 on Access and Inclusion

Date: 30th of November, 2016

Authors: Martine Broekhuizen and Özgün Ünver

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partner: Utrecht University (The Netherlands) and University of Leuven (Belgium)



WP
2.3

Pep talks within workshop 2 on ECEC and Primary school professionals

Date: 30th of November, 2016

Authors: Pauline Slot, Bente Jensen, and Chiara Bove

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partners: Utrecht University (The Netherlands), Aarhus University (Denmark), University Of Milan-Bicocca



WPS

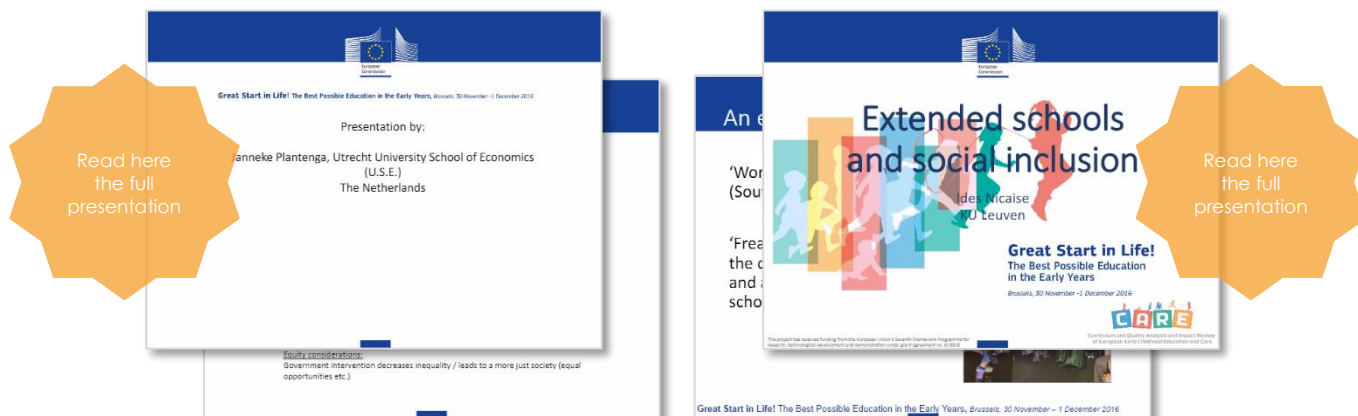
Pep talks within workshop 3 on Governance and Funding

Date: 30th of November

Authors: Janneke Plantenga, Thomas Van Huizen, Özgün Ünver, Martine Broekhuizen, Tuba Bircan, and Ides Nicaise

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partner: Utrecht University (The Netherlands) and University of Leuven (Belgium)



WP
4,6

Pep talk ECEC-Quality Framework from the CARE project presented within workshop 4 on Monitoring and Evaluation

Date: 30th of November

Authors: Thomas Moser, Konstantinos Pietrogianis (presenters), and Edward Melhuish

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partners: University Of Oxford (United Kingdom), University College Of Southeast Norway (Norway) and Hellenic Open University (Greece)



WP2

Pep talks within workshop 5 on Curriculum and Pedagogies

Date: 30th of November

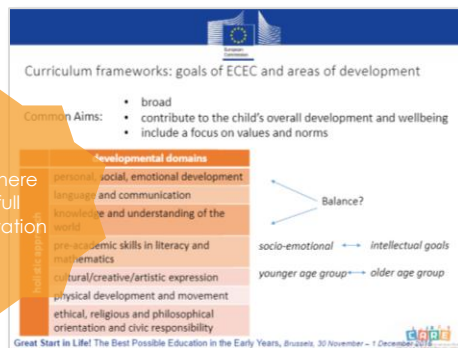
Authors: Katherina Ereky-Stevens, Joana Cadima, Jenni Salminen, Marja-Kristiina Lerkkanen, and Kathy Silva

Meeting: "A Great Start in Life" organized by the European Commission in Brussels

Partners: University of Oxford (United Kingdom), University of Porto (Portugal), ISCTE-Instituto Universitário de Lisboa (Portugal) and University of Jyväskylä (Finland)



Read here
the full
presentation



WP5

Discussant of the workshop 1 on Access and Inclusion**Author:** Cecília Aguiar**Date:** 30th of November and 1st of December, 2016**Meeting:** "A Great Start in Life" organized by the European Commission in Brussels**Partner:** ISCTE-Instituto Universitário de Lisboa (Portugal)

WP2

Discussant of the workshop 5 on Curriculum and Pedagogies**Date:** 30th of November and 1st of December, 2016**Author:** Marja-Kristiina Lerkkanen**Meeting:** "A Great Start in Life" organized by the European Commission in Brussels**Partner:** University of Jyväskylä (Finland)

WP7

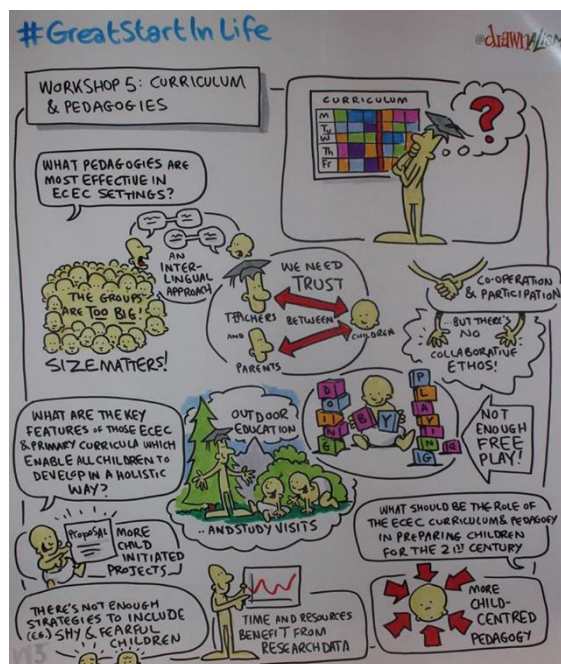
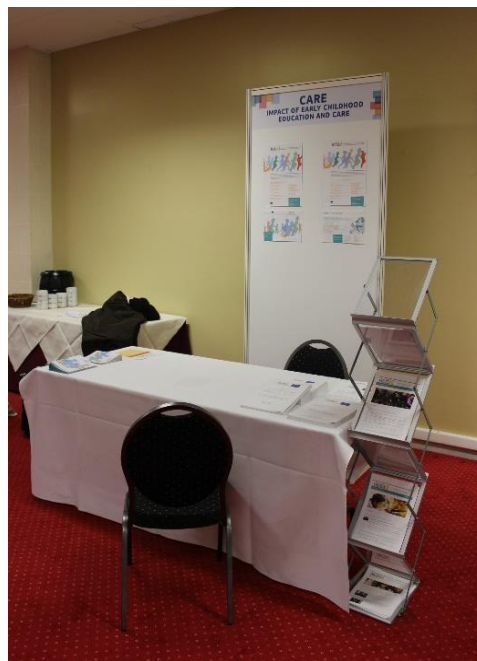
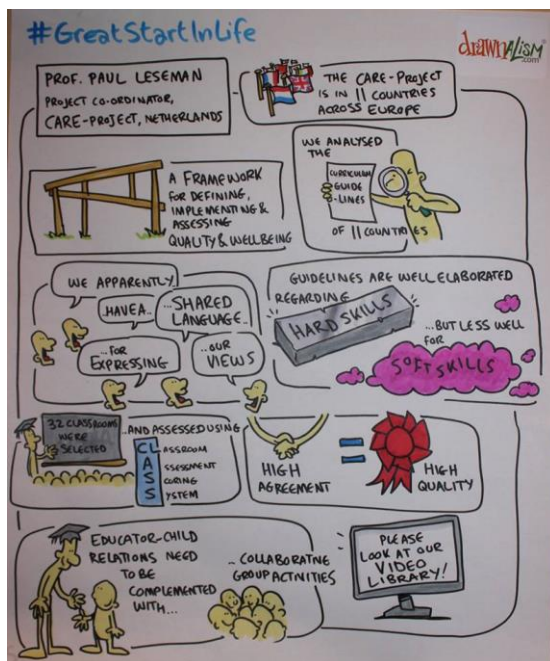
Dissemination of the CARE project's results and outputs to researchers, practitioners and policymakers in the CARE stand at the exhibition area of the conference**Date:** 30th of November and 1st of December, 2016**Authors:** Clara Barata and Ana Camacho**Meeting:** "A Great Start in Life" organized by the European Commission in Brussels**Partner:** ISCTE-Instituto Universitário de Lisboa (Portugal)

WP1

Representation of the CARE project in the discussion panel of the Closing Session of the conference**Date:** 1st of December, 2016**Author:** Paul Leseman**Meeting:** "A Great Start in Life" organized by the European Commission in Brussels**Partner:** Utrecht University (The Netherlands)

CARE team at the conference A Great Start in Life





All publications and materials from the conference "A Great Start in Life", including the program, background paper, brochure, as well as the European Commission policy messages "A whole school approach to tackling early school leaving" and "Proposal for Key Principles of a Quality Framework for Early Childhood Education and Care" are now available for download on the conference website.



WP2

Presenting CARE results to Finnish Ministry of Culture and Education

Date: 15th of December, 2016

Author: Marja-Kristiina Lerkkanen

Meeting: Ministry of Culture and Education in Helsinki, Finland

Partner: University of Jyväskylä (Finland)



Theses

The CARE team actively engaged **junior researchers**. **Two master/academic thesis** were developed and **three doctoral dissertations** were and are being conducted within the framework of the CARE research studies.

WP1

Differences in language development among young children in Northeast The Netherlands

Author: B. Poolman

Supervisor: Paul Leseman

Conclusion date: 3rd of March, 2016

Partner: Utrecht University (The Netherlands)

Reference: Poolman, B. (2016). Differences in language development among young children in Northeast The Netherlands. Groningen: Rijksuniversiteit Groningen, doctoral

WP1

Let's play together. Cultural diversity in early childhood education and care in The Netherlands (academic thesis)

Author: S. Van Schaik

Supervisor: Paul Leseman

Conclusion date: 11th of November, 2016

Partner: Utrecht University (The Netherlands)

Reference: Van Schaik, S.D.M. (2016). Let's play together. Cultural diversity in early childhood education and care in the The Netherlands. Utrecht: Universiteit Utrecht, academisch proefschrift

WP
2, 3, 4

European evidence on the connection between the qualification of ECEC staff and the process quality of ECEC (master's thesis)

Author: A. Plaff

Conclusion date: 25th of November, 2016

Partner: Free University of Berlin (Germany)

Reference: Pfaff, A. (2016). European evidence on the connection between the qualification of ECEC staff and the process quality of ECEC. Master Thesis. Freie Universität Berlin

WP5

Accessibility and Inclusiveness of ECEC in Europe (working title, PhD thesis)

Author: Özgün Ünver

Supervisor: Ides Nicaise

Expected conclusion date: 2018

Partner: University of Leuven (Belgium)



Quality of Early Childhood Education and Care-determinants and implications (working title, PhD thesis)

Author: Olga Wystowska

Expected conclusion date: 2019

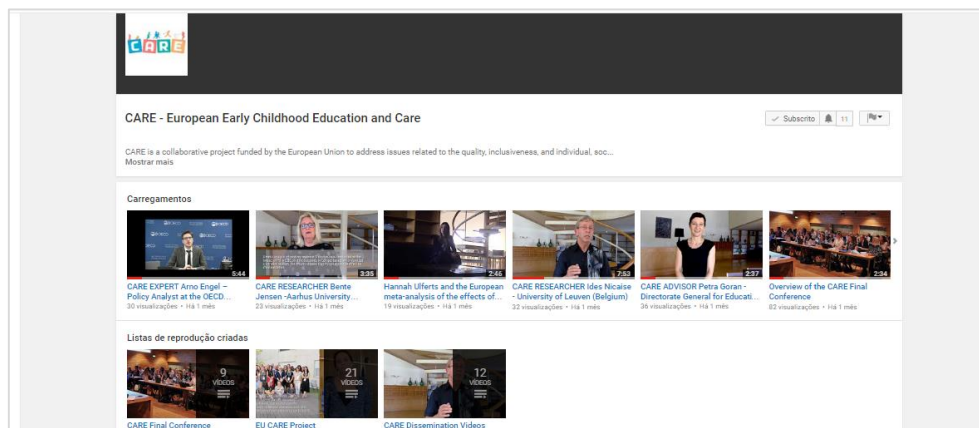
Supervisor: Małgorzata Karwowska-Struczyk

Co-supervisor: Pauline Slot

Partners: University of Warsaw (Poland) and Utrecht University (The Netherlands)

Videos

The CARE team produced several videos throughout the project aiming to explain the studies' **goals**, as well as the main **results** and **conclusions** drawn from each Work Package. The videos are intended to inform ECEC researchers, practitioners and policymakers and are available on the **CARE youtube channel**.



[Click here to visit the CARE YouTube channel](#)

WP
1, 7

Opening video - CARE coordinator Paul Leseman and the cultural-sensitive approach of the CARE project

Date: 24th of March, 2014

Researcher: Paul Leseman

Partner: Utrecht University (The Netherlands) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE coordinator Paul Leseman discusses the challenges and benefits of a cultural-sensitive approach to the Review and Analysis of European ECEC research.

Views: 477 (29-12-2016)



Click on the pictures to watch the videos

WP
2, 7

Kathy Sylva and the benefits and challenges of contrasting curricular approaches across Europe



Date: 12th of June, 2014

Researcher: Kathy Sylva

Partners: Oxford University (United Kingdom) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE Researcher Kathy Sylva, from Oxford University, discusses the benefits and challenges of contrasting the different curricular approaches across

Europe (WP2), and describes the work developed during the CARE March 2014 expert meeting in Oxford.

Views: 295 (29-12-2016)

WP
2, 7

Marja-Kristiina Lerkkanen comments on the work of developing video case studies of good practices in ECEC across Europe

Date: 17th of November, 2014

Researcher: Marja-Kristiina Lerkkanen

Partners: University of Jyväskylä (Finland) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE Researcher Marja-Kristiina Lerkkanen comments on the work of developing video case studies of high-quality care in Europe

Views: 120 (29-12-2016)



WP
2, 3, 7

Malgorzata Karwowska-Struczyk and the CARE Polish team's participation in the CARE study

Date: 27th of January, 2015

Researcher: Malgorzata Karwowska-Struczyk

Partners: Warsaw University (Poland) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: The Polish team's participation in the CARE study of Curriculum Quality Analysis and Impact review of ECEC across Europe.

Views: 69 (29-12-2016)



WP
2, 7

Pauline Slot and Jenni Salminen discuss Quality and Good Classroom Practices in European ECEC

Date: 29th of April, 2015

Researcher: Pauline Slot and Jenni Salminen

Partners: Utrecht University (The Netherlands), Jyväskylä University (Finland) and ISCTE-Instituto Universitário de Lisboa (Portugal) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE partners met in Lisbon April 2015 to discuss issues of quality and good classroom practices in European ECEC. Pauline Slot and Jenni Salminen tell us all about it.

Views: 86 (29-12-2016)



WP
6, 7

Thomas Moser presents the initial CARE Quality Framework for European ECEC

Date: 14th of September, 2015

Researcher: Thomas Moser

Partners: University College of Southeast Norway (Norway) and ISCTE-Instituto Universitário de Lisboa (Portugal)



Description: CARE Researcher Thomas Moser presents the initial CARE Quality Framework for European ECEC

Views: 126 (29-12-2016)

WP
4, 7

Edward Melhuish and the CARE review on the effects of ECEC on child development

Date: 14th of September, 2015

Researcher: Edward Melhuish

Partners: Oxford University (United Kingdom) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE Researcher Edward Melhuish discusses the CARE review on the effects of ECEC on child development

Views: 219(29-12-2016)



WP
2, 7

Joana Cadima and Giulia Pastori present the results of the CARE multiple case study

Date: 14th of June, 2016

Researcher: Joana Cadima and Giulia Pastori

Partners: University of Porto and University of Milano-Bicocca (Italy) and ISCTE-Instituto Universitário de Lisboa (Portugal)



Description: CARE partners met in Oxford in April to share the results of the multiple case study, conducted in seven European countries to examine common and culturally differing aspects of curriculum, pedagogy,

and quality of Early Childhood Education and Care (ECEC) provisions in Europe. Joana Cadima (University of Porto) and Giulia Pastori (University of Milano-Bicocca) tell us about the main results of the study.

Views: 73 (29-12-2016)

WP7

CARE ADVISOR Tove Mogstad Slinde

Date: 31th of October, 2016

Researcher: Tove Mogstad Slinde from the Norwegian Ministry of Education and Research

Partners: and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE Advisory Committee Member Tove Mogstad Slinde reflects on the final products of the CARE consortium and discusses the impact of the CARE video library on the discussions regarding ECEC quality at the local policy level.

Views: 37 (29-12-2016)



WP 6, 7

CARE RESEARCHER Thomas Moser



Date: 31th of October, 2016

Researcher: Thomas Moser

Partner: University College of Southeast Norway (Norway) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE RESEARCHER Thomas Moser, at the University College of Southeast Norway (Denmark), reflects on the importance of all expert input collected during the CARE final conference, and thanks participants. One of the take-home messages from this conference, according to Thomas Moser, is the powerful new evidence produced by CARE regarding the economic benefits of ECEC in Europe.

Views: 56 (29-12-2016)

WP7

CARE ADVISOR Petra Goran

Date: 31th of October, 2016

Researcher: Petra Goran

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: Watch CARE Advisory Committee Member Petra Goran, from the Directorate General for Education and Culture of the European Commission, reflect on the alignment between ECEC and later schooling in addressing complex issues, such as the targeted versus universal dilemma, on the basis of the CARE final conference. Petra Goran also mentions the opportunities for further discussion on these issues at the Great Start in Life conference, to take place in Brussels on November 30th-

Views: 32 (29-12-2016) December 1st, 2016.



WP
1-7

CARE RESEARCHER Paul Leseman

Date: 31th of October, 2016

Researcher: Paul Leseman

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: One of the take-home messages from the CARE final conference, according to CARE RESEARCHER Paul Leseman, at Utrecht University (The Netherlands), is how to address the targeted versus universal dilemma for ECEC services. Paul Leseman also thanks conference participants for all their valuable feedback

Views: 40 (29-12-2016)



WP7

CARE EXPERT Naomi Eisenstadt

Date: 31th of October, 2016

Researcher: Naomi Eisenstadt

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE Invited Expert Stakeholder Naomi Eisenstadt, Independent Advisor on Poverty and Inequality at the Scottish Government, reflects on the issues discussed at the CARE final conference, namely

how the investment in quality may be balanced against country and regional priorities in terms of government spending.

One of the take-home messages from this conference, according to Naomi Eisenstadt, is the importance of professional development, and clear links to quality and wellbeing outcomes.

Views: 30 (29-12-2016)



WP
2, 7

CARE RESEARCHER Marja-Kristiina Lerkkanen

Date: 31th of October, 2016

Researcher: Marja-Kristiina Lerkkanen

Partner: ISCTE-IUL and University of Jyväskylä (Finland) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE researcher Marja-Kristiina Lerkkanen, from the University of Jyväskylä (Finland), reflects on the CARE final conference and the ongoing discussion of the importance of ECEC structure versus process quality, and play. She also mentions how the involvement of your researchers in CARE really allowed for breakthroughs on some of the pending ECEC issues. Marja-Kristiina Lerkkanen leaves a challenge for all local or country-level teams of ECEC practitioners, policymakers and parents to reach out to their local CARE team for bringing the dissemination of good practices to their community.

Views: 91 (29-12-2016)



WP
4, 7

CARE RESEARCHER Edward Melhuish

Date: 31th of October, 2016

Researcher: Edward Melhuish

Partner: University of Oxford (United Kingdom) and
ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE RESEARCHER Edward Melhuish - Oxford University (England) discusses the new review evidence from CARE regarding the short, medium and long-term impacts of ECEC quality on children's development, namely for disadvantaged children. Edward Melhuish also reflects on the depth and convergence of evidence of the CARE project coming out of the final conference.

Views: 26 (29-12-2016)



WP7

CARE RESEARCHER M. Clara Barata

Date: 31th of October, 2016

Researcher: M. Clara Barata

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)



Description: CARE Researcher M. Clara Barata, from the University of Coimbra (Portugal), reaches out to parents, practitioners and policymakers in ECEC to interact with our local teams and research products to implement changes in their ECEC communities. M. Clara Barata also describes how all stakeholders can have free access to our video library and use it for professional development or other quality initiatives.

Views: 11 (29-12-2016)

WP
5, 7

CARE RESEARCHER Ides Nicaise

Date: 14th of November, 2016

Researcher: Ides Nicaise

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE researcher Ides Nicaise from the University of Leuven (Belgium) discusses the two new studies on the ECEC experiences and perceptions of low-income families with and without a migration background in Europe. The first study explores the perceptions of inclusion in ECEC from disadvantaged families in 7 EU countries, using focus groups. The second study explores the impact of institutional ECEC characteristics on perceived accessibility of childcare and ECEC take-up for all and disadvantaged families, using secondary data analysis.

Views: 25 (29-12-2016)



WP
4, 7

CARE RESEARCHER Hannah Ulferts and the European meta-analysis of the effects of ECEC on academic outcomes



Date: 18th of November, 2016

Researcher: Hannah Ulferts

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: CARE releases report on the effects of ECEC on academic outcomes (literacy and mathematics), using data from 22 European longitudinal studies,

including over 43,000 children. CARE researcher Hannah Ulferts from Freie Universität Berlin explains what was most surprising about the results.

Views: 17 (29-12-2016)

WP
3, 7

CARE RESEARCHER Bente Jensen

Date: 23th of November, 2016

Researcher: Bente Jensen

Partner: Aarhus University (Denmark) and ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: Watch CARE RESEARCHER Bente Jensen, at the Aarhus University (Denmark), addressing several important topics on professional development. Bente Jensen explains how more professional development is related to higher process quality and can compensate structural features, and identify innovative approaches to professional development. She also gives recommendations for policy, research and practice regarding professional development across the EU.

Views: 21 (29-12-2016)



WP7

CARE INVITED GUEST Arno Engel



Date: 28th of November, 2016

Researcher: Arno Engel (Policy Analyst at the OECD Directorate for Education and Skills)

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: Watch CARE Invited Expert Arno Engel reflect on some of the take-home messages of the CARE

project and final conference, namely regarding quality, equity and diversity issues in European ECEC. Arno Engel discusses how some of the CARE findings are relevant beyond European borders, to inform policy in partner OECD countries, as well as the design of upcoming surveys, such as the TALIS Starting Strong Survey.

CARE Expert Arno Engel is a policy analyst at the Directorate for Education and Skills of the Organisation for Economic Co-operation and Development (OECD).

Views: 28 (29-12-2016)

WP7

Overview of the CARE final conference

Date: 31th of October, 2016

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: Overview of the CARE final conference.

Views: 79 (29-12-2016)



WP7

CARE promotional video

Date: 24th of January, 2017

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

Description: A promotional video summarizing the project's main findings was released in January, 2017

Views: 54 (30-01-2017)



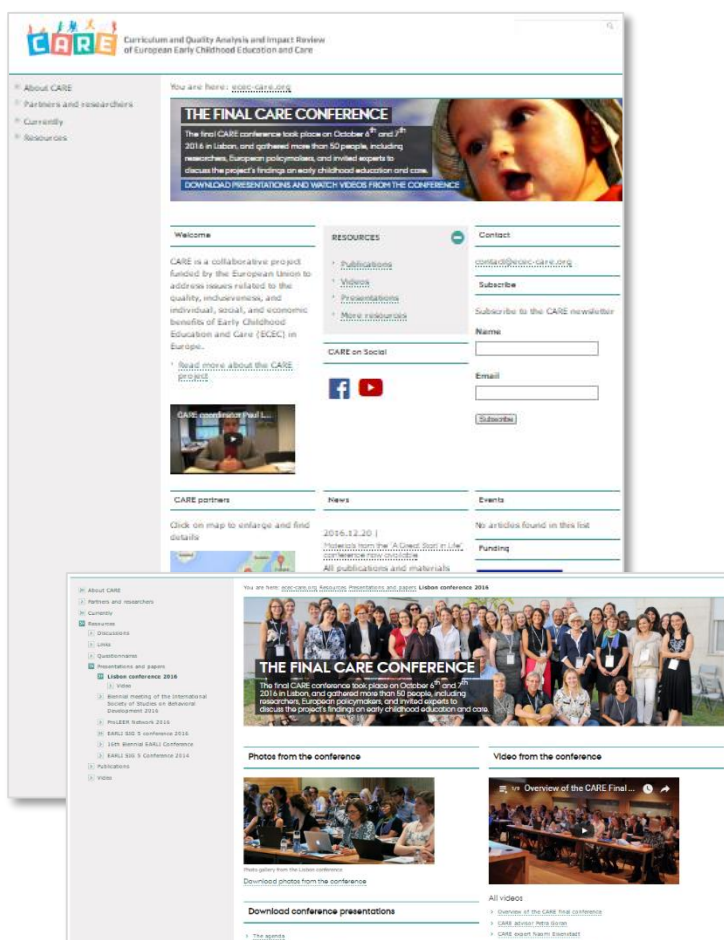
Watch here
the
promotional
video



CARE on the web

All the project's activities were widely disseminated in both the **website** and the **facebook page**. The CARE **newsletters** were a valuable tool to inform ECEC researchers, practitioners, and policymakers. Several **leaflets** were produced and disseminated to highlight the project's goals and main findings. Below you can find the key statistics on our website, facebook page and newsletters.

CARE website in numbers



Click here to visit the CARE website

Visits

19 058 sessions

13 031 users

58 828 page views

3.09 pages/session

02:52 of session duration (average)

Newsletters

7 available newsletters

297 subscriptions

Reports

18 available reports

on **5** different ECEC topics

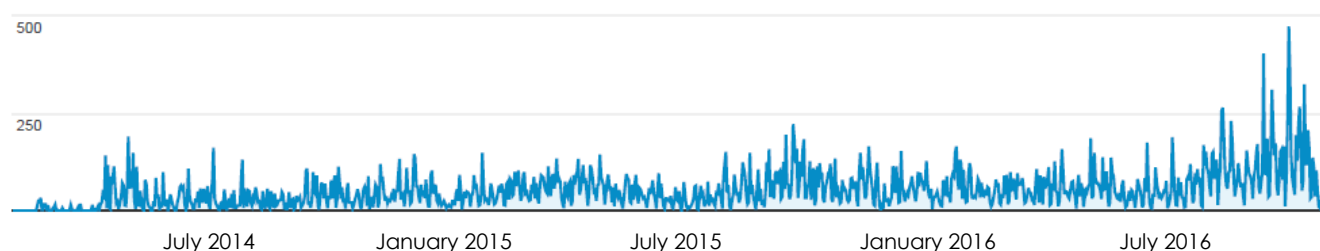
Conferences and events

22 news

13 events announced

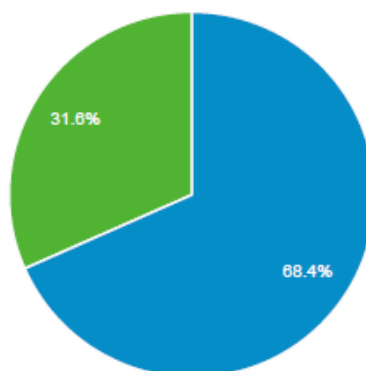
Available abstracts and presentations from **6** different ECEC conferences

Webpage visits from January 2014 to December 2016



Types of visitors (new vs. returning)

■ New visitor ■ Returning visitor



Top 10 visitors' countries

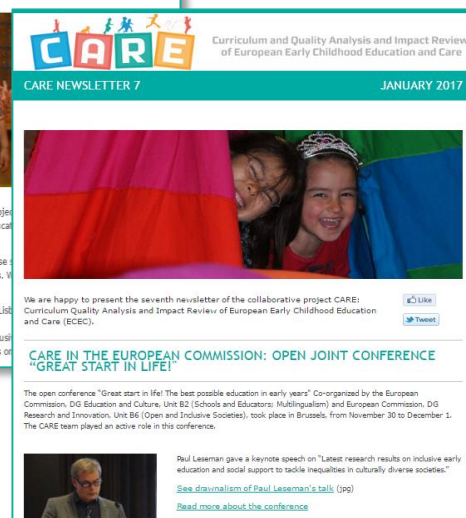
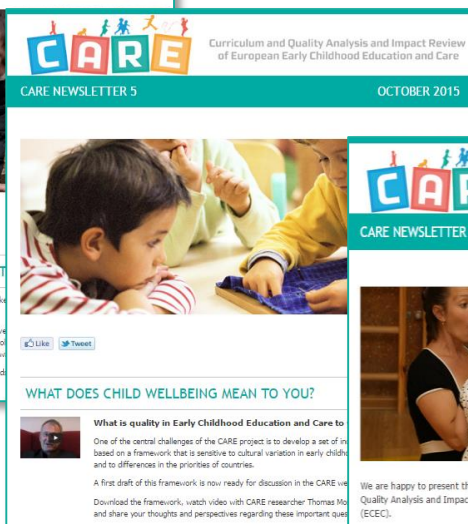
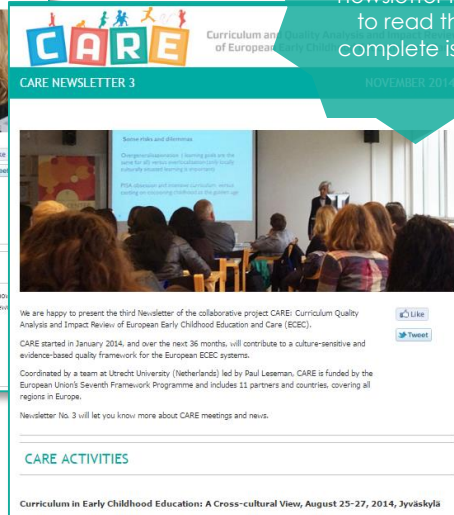
- | | |
|--------------------|-------------------|
| 1. Portugal | 6. United Kingdom |
| 2. Germany | 7. Norway |
| 3. The Netherlands | 8. Denmark |
| 4. United States | 9. Belgium |
| 5. Italy | 10. Finland |

Top 5 most visited subpages

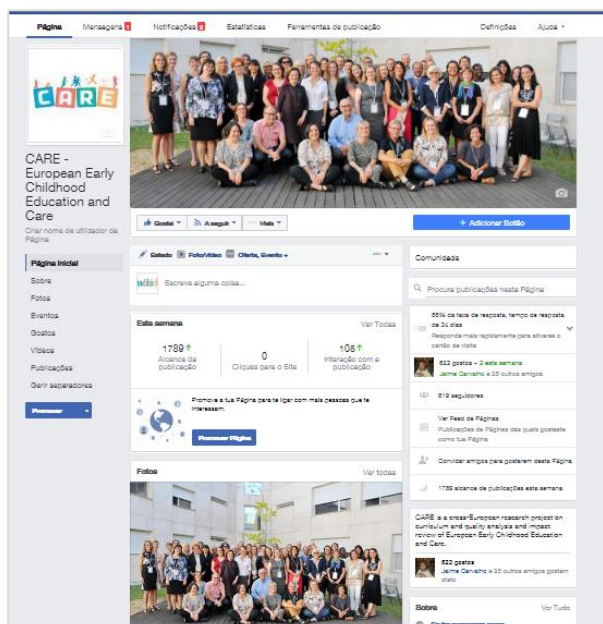
1. Main page: ecec-care.org/
2. About CARE: ecec-care.org/about-care/
3. Publications: ecec-care.org/resources/publications/
4. Partners and researchers: ecec-care.org/partners-and-researchers/
5. Resources: ecec-care.org/resources/

CARE Newsletters

Click on each newsletter icon to read the complete issue



CARE Facebook page in numbers



Click here to visit the **CARE** facebook page

Followers

655 followers

from **10** different countries

88% women and **12%** men

Posts

96 posts

597 people reached by post (average number)

39 clicks in each post (average number)

24 likes or comments in each post (average number)

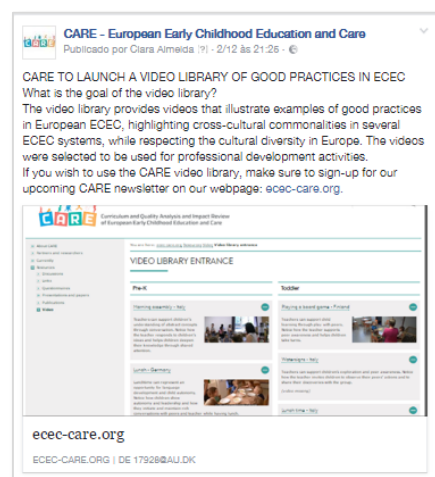
The post on the **CARE** video library was the **most popular!**

6984 people reached

262 reactions, comments or shares

143 likes (on the original or shared publications)

22 shares



Check here the event page

A facebook event page was created for the European Commission conference **A Great Start in Life** where several photos and information were posted.

854 people reached

98 views

CARE in the news

The CARE project was mentioned in **newspapers**, **websites**, and **blogs** in Europe and worldwide. The project was referred in **interviews**, wherein invited CARE researchers talked about the research's goals. Below you can find a compilation of news, and the respective link to access either the text or the interview.

WP
6, 7

Thomas Moser interview in Norwegian Broadcasting – Radio Vestfold

Date: 24th of October, 2013

Researcher: Thomas Moser

Partner: University College of Southeast Norway (Norway)



WP
6, 7

Information on the CARE project and invitation to the limesurvey

Date: 1st of June, 2014

Partner: University Of Warsaw (Poland)



WP
1-7

Information on CARE on the Free University of Berlin website

Date: 30th of June, 2014

Partner: Free University of Berlin (Germany)

WP
1,2,7

Paul Leseman and Kathy Sylva interviewed by Finnish journal Kindergarten

Date: August, 2014

Researchers: Paul Leseman and Kathy Silva

Partner: Utrecht University (The Netherlands) and University of Oxford (United Kingdom)



Read here
the interview
(in Finnish)

WP
1-7

Information on CARE on the University of Warsaw website

Date: 9th of December, 2014

Researcher: Malgorzata Karwowska-Struczyk

Partner: University of Warsaw (Poland)

WP
6, 7

Portuguese Association of Early Childhood Professionals (APEI) supported the limesurvey of CARE, through a post on their Facebook page

Date: 6th of March, 2015

Partner: ISCTE-Instituto Universitário de Lisboa (Portugal)

WP
6, 7

The Pan-Hellenic Association of Early Childhood Association actively supported the limesurvey of CARE by providing a permanent link

Date: May, 2015

Partner: Hellenic Open University (Greece)



WP
6, 7

The Communication Trust supported the limesurvey of CARE by providing a link

Date: 1st of September, 2015

Researcher: Edward Melhuish

Partner: University of Oxford (United Kingdom)



WP
6, 7

Professional Association for Childcare and Early Years) supported the limesurvey of CARE through a post on their website

Date: 10th of November, 2015

WP6

Association for Childhood Education International mentioned the Greece participation in the CARE project

Date: 2015

Partner: Hellenic Open University (Greece)

WP
2

Interview (in Italian language) with Susanna Mantovani and Silvia Cescato regarding the issue of the Curriculum for 0-6 services - Perspectives, challenges and opportunities

Date: 26th of February, 2016

Researchers: Susanna Mantovani and Silvia Cescato

Partner: University of Milano-Bicocca (Italy)

WP
2, 7

The CARE project and the participation of the Portuguese team were mentioned on the Portuguese newspaper Diário de Notícias

Date: 6th of June, 2016

Researchers: Cecília Aguiar, Clara Barata and Joana Cadima

Partner: ISCTE-Instituto Universitário de Lisboa

Qual é a influência dos educadores de infância no seu filho?



PAULO JORGE MAGALHÃES / GLOBAL IMAGENS

Click here to
read the article
(in Portuguese)

WP
2, 7

The CARE project and the participation of the Portuguese team were mentioned in the Portuguese blog Mais Futebol

Date: 6th of June, 2016

Researchers: Cecília Aguiar, Clara Barata and Joana Cadima

Partner: ISCTE-Instituto Universitário de Lisboa



WP
2, 7

The CARE project and the participation of the Portuguese team were mentioned in the Portuguese journal Diário da Madeira

Date: 7th of June, 2016

Researchers: Cecília Aguiar, Clara Barata and Joana Cadima

Partner: ISCTE-Instituto Universitário de Lisboa



WP
1-7

Interview in Dutch newspaper NRC on effectiveness of preschool education

Date: 7th of June, 2016

Researcher: Paul Leseman

Partner: Utrecht University (The Netherlands)

WP
1-7

Interview in Dutch magazine Didactief for primary school teachers and principals on educational priority policy

Date: June, 2016

Researcher: Paul Leseman

Partner: Utrecht University (The Netherlands)

WP
1-7

Interview national magazine NJij? for professionals in youth care

Date: 3rd of October, 2016

Researcher: Paul Leseman

Partner: Utrecht University (The Netherlands)



Coming soon

CARE foreground dissemination activities will proceed, after project completion on December 31st, 2016. To this effect, the CARE team has ensured that the CARE website will remain active up to December 31st, 2019. Soon, we will release:

- The **final CARE Integrative Reports**;
- **One additional Newsletter**, focusing on the CARE video library, the latest reports, and the quality framework;
- **Three Policy Briefs** based on CARE findings and recommendations.