



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



613318

CARE

Curriculum Quality Analysis and Impact Review of European ECEC

Instrument: Collaborative project

Call Identifier: FP7-SSH-2013-2

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

D6.3:

European Framework of Quality and Wellbeing Indicators

DUE DATE OF DELIVERABLE: 30 JUNE 2016

ACTUAL SUBMISSION DATE: 30 JUNE 2016 (DRAFT), 20 FEBRUARY 2017 (FINAL)

Start date of project: 01-01-2014

Duration: 36 Months

CARE contractor: Utrecht University

Title: European Framework of Quality and Wellbeing Indicators

Organisation: Vestfold University College (since 1.1.2016: University College of Southeast Norway)

Main authors: Thomas Moser (Norway)
Paul Leseman (Netherlands)
Edward Melhuish (England)
Martine Broekhuizen (Netherlands)
Pauline Slot (Netherlands)

Main contributors in addition to the authors:
Yvonne Anders (Germany)
Katharina Ereky-Stevens (England)
Bente Jensen (Denmark)
Giulia Pastori (Italy)
Konstantinos Petrogiannis (Greece)
Kathy Sylva (England)

Contributing researchers: Belgium: Tuba Bircan; Ides Nicaise; Özgün Ünver
Denmark: Rosa Lisa Ianone; Peter Jensen; Astrid Würtz Rasmussen
Finland: Marja-Kristiina Lerkkanen, Maritta Hännikäinen; Anna-Maija Poikkeus; Jenni Salminen; Elina Käsnänen
Germany: Elisabeth Resa; Hannah Ulferts
Greece: Efthymia Penderi; Konstantina Rentzou
Italy: Chiara Bove; Susanna Mantovani
Netherlands: Ioanna Strataki; Karin van Trijp
Norway: Kari Jacobsen; Cathrine Myhre
Poland: Małgorzata Karwowska-Struczyk; Olga Wysłowska; Kamila Wichrowska
Portugal: Cecília Aguíar; M. Clara Barata; Joana Cadíma

Email: thomas.moser@usn.no

Number of PM: 13

Version	date	Authors	Status	changes
0.1	06-6-2016	Thomas Moser et al.	Draft 1	
0.2	13-6-2016	Thomas Moser et al.	Draft 2	
0.3	30-6-2016	Thomas Moser et al.	Draft 3	
0.4	20-02-2017	Thomas Moser Paul Leseman, Edward Melhuish, Martine Broekhuizen, Pauline Slot	Draft 4	

Project co-funded by the European Commission within the Seventh Framework Programme (2014-2017)		
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)	

ACKNOWLEDGEMENTS

We are grateful to the European Commission for funding the project CARE (Curriculum Quality Analysis and Impact Review of European ECEC) and to our colleagues in the CARE project for their support of the report D6.3. Furthermore, we would like to thank the members of the Advisory Committee for their valuable contributions. We also would like to express our gratitude to the external experts who shared their critical comments with us at the CARE closing conference in Lisbon, on the 6th and 7th of October 2016.

Content

- Executive summary 5
- Introduction..... 7
- Framework for evaluating and monitoring ECEC quality and wellbeing..... 9
- An ecological perspective as point of departure..... 11
 - Overview of CARE reports 14
 - Work package 2 - Curriculum, pedagogy, and classroom quality 14
 - Work package 3 - Professional development: impact and innovation 14
 - Work package 4 - Impact of ECEC in short-, medium- and long-term 14
 - Work package 5 - Socioeconomic aspects of ECEC 15
 - Work package 6 - European indicators of quality and wellbeing in ECEC..... 15
- Preamble to the framework of European quality and wellbeing indicators 17
 - Introduction..... 17
 - Play 18
 - Scaffolding as central to quality 19
 - Curriculum 19
 - Quality 19
 - Wellbeing..... 20
- European Indicators of Quality and Wellbeing with annotations 21
 - Quality of policy and legislation at the municipal, regional or state-level..... 21
 - Quality at the centre or service level 27
 - Quality and wellbeing at the group (classroom) and educator level 33
 - Quality and wellbeing at the child level 38
- References 40

Executive summary

Work Package 6 (WP6) of the CARE-project has been in charge of developing a set of European indicators of quality and wellbeing based on a quality framework that is sensitive to cultural variation in ECEC across Europe and to differences in the priorities of countries regarding the evaluation and monitoring of child wellbeing in early childhood education and care (ECEC).

At the start of the CARE-project, a comprehensive framework of the core facets of ECEC quality and child wellbeing has been outlined and related to the bio-social-ecological systems theory of Bronfenbrenner. Following Bronfenbrenner's model, the current framework distinguishes between indicators at the individual child level, the microsystem level of group or classroom processes involving children and educators, the meso- and exosystem level of structural and organizational characteristics at the ECEC centre or service, and the macrosystem level of policy making, legislation and governance of ECEC. In line with this, the European Indicators of Quality and Wellbeing presented in this report comprise of 7 indicators at the level of the municipality, region or state, 20 at the level of the ECEC centre and/or service provider, 14 at the level of the educators and daily group processes, and 3 at the level of the individual child, 44 in all. For each indicator, brief annotations have been added to summarize the evidential basis, while referring to the systematic reviews, secondary data analyses, large scale quantitative and small scale in-depth qualitative studies of CARE.

The indicators can be regarded as evidence-based recommendations for practice of high quality to increase the beneficial impact of ECEC on individual children, their families and communities, and society at large. The indicators also allow verification. They can be further operationalized in assessment scales and benchmarks for internal self-evaluation, for external quality monitoring, and for comparisons across countries.

The indicators of quality and wellbeing presented in this report are based on the findings from all CARE workpackages and on extensive discussions with the CARE Advisory Committee and invited external experts. The indicators have undergone several revisions and reflect the consensus of the CARE-team. The indicators are adjusted to the cultural differences between the European countries participating in the CARE project. They integrate the evidence reviewed and collected within the CARE-project. They reflect the views of important stakeholders – parents, educators, policymakers – as well as the opinions of educators participating in the focus group discussions conducted within the CARE project. The specification of indicators at different system levels reflects our conviction that quality, wellbeing and beneficial outcomes at the child level, in short and long term, require a competent ECEC system at all levels.