ESN vous souhaite la bienvenue !
ESN welcomes you to the seminar!

ESN Autumn Seminar 2011
Investing in Children
Investir dans les enfants

14 et 15 novembre 2011, Paris
14-15 November 2011, Paris
Éducation et accueil de la petite enfance dans l'UE
Nora Milotay
DG Éducation et Culture
Commission européenne

Early childhood education and care in the EU
Nora Milotay
DG Education and Culture
European Commission
European policies for early childhood education and care (ECEC)

Nóra Milotay
European Commission
Directorate General for Education and Culture
What will I talk about?

- European policy context – Lifelong Learning and holistic approach to children
- Communication on ECEC
- Next steps at European level
Policy framework: smart, sustainable and inclusive growth

- **Headline targets in the EU 2020 strategy**
  - The share of early school leavers should be under 10%
  - 20 million less people should be at risk of poverty
  - At least 40% of the younger generation should have a tertiary degree
Policy framework: smart, sustainable and inclusive growth

- **Flagship initiatives in the EU 2020 strategy**
  - **European platform against poverty**
    - 19% of children in the EU are currently in or at risk of poverty
    - ECEC can help to lift children out of poverty
  - **Youth on the move**
    - To improve the quality of education in the LLL continuum, to give the chance for all to develop their talents – creativity and innovation
  - **New skills for jobs**
    - Laying the foundations for improved competences of future EU citizens and to create a more skilled workforce
EU co–operation in education & training

- **Programmes:**
  Lifelong Learning Programme, Erasmus Mundus, Tempus...

- **Political co–operation:**
  Europe 2020 strategy, Education and Training 2020 strategy

- **Open method of coordination**
  - Common objectives
  - EU reference tools supporting national reforms
  - Monitoring of progress (indicators and benchmarks, biennial joint reports)
  - Peer–learning
Access and quality

**Equitable access**

- Mainstreaming children’s rights in European policies
- **Barcelona targets** (2002): full-day places by 2010 to formal childcare arrangements to at least 33% of 0–3 year olds and to at least 90% from age 3 to the start of compulsory schooling
- **European benchmark**: participation in early childhood education of 95% of children between age 4 and the start of compulsory schooling by 2020

**Quality**

- Efficiency and equity in European education and training systems (2006)
- Improving competences for the 21st century: An agenda for European cooperation on schools (2008)
- Strategic framework for European cooperation in education and training, ET 2020 (2009)

**Communication and Council Conclusions on ECEC**

- Improving accessibility and quality of ECEC
- Holistic approach to children
Policy makers may have a direct influence on:

- **Staff Training**
  - Level
  - Duration
  - Skills required

- **Provision**
  - Capacity/volume
  - Age of access
  - Staff ratio
  - Fees

**High Quality Education and Care**
- Intensive verbal interactions
- Cognitive stimulation
- Good climate
- Socialisation

**Parental Support**
- Reducing cost
- Involvement in ECEC

Greatest benefits to children at risk
Graph 1: Proportion of children up to 3 years cared for by formal arrangements, up to 30 hours / 30 hours or more per usual week

Source: Eurostat, EU-SILC 2006, Provisional data

Graph 2: Proportion of children (3 years to mandatory schooling age) cared for by formal arrangements, up to 30 hours / 30 hours or more per usual week

Barcelona targets
Accessibility: Participation in early childhood education and care – quantity without quality is of little merit

<table>
<thead>
<tr>
<th>Country</th>
<th>2008 (%)</th>
<th>Evolution 2000-2008 (% relative change)</th>
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Benchmark 2020

Age 4 to start of compulsory schooling
Quality/1: Age–appropriate content / curriculum

- Integrating care and education (independent of system type)
- Addressing children’s needs in a holistic way (cognitive, social, emotional, physical)
- Skills beget skills – non–cognitive are crucial
- Play is learning
Quality/2: Staff

Figure 5.1: Minimum requirements for the level and duration of initial education and training for staff working with children under 2-3 years, 2006/07

Figure 5.4: Level and minimum length of initial teacher education for pre primary level (ISCED 0), and the compulsory minimum proportion of time devoted to professional training, 2006/07

Source: Eurydice.
Quality/2: Staff

Professional profile core practitioners

- Competences are dominantly oriented on children
- Focus on children, parents and professional self
- Focus on children, parents and society
- Focus on children, team and professional self
- Focus on children and society
- No professional profiles
Quality/3: Governance

Main models of (accredited and subsidised) ECEC provision according to the age of children 2006/7

Finance of public sector and publicly subsidised private ECEC settings (2006/07)
Follow-up

- DG Schools – autumn 2011
- **Expert group on ECEC**
- Make sure that LLP, Structural Funds and 7the Framework Research Funding is used efficiently
- Widen the evidence base
- Monitor progress within ET2020 towards aims set out in CoCo on ECEC