



Om EUs arbeid paa barnehagefeltet



**Presentasjon for Barnehage- og
skoleledernetverket i Trondelag
Norway House 6. des 2018**

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Agenda

- *Bakgrunn og utvikling*
- *Proposed Council Recommendation on High Quality ECEC systems*
 - annex: European Quality Framework for ECEC*
 - **Arbeidet med indikatorer og vurdering for utvikling**
 - **Relevans for Norge**
- *Ny arbeidsgruppe for ECEC*
 - **Tilrettelegging og Tema**
 - **“Social Inclusion – Professionalisation”**
 - **Erasmus**
 - **Andre EUinitiativ**
- *ECEC fremover*
 - **Post 2020 – Strategi for Education and Training (ET) og ERASMUS+**

At the core...



First years of life are critically important for children's well-being and development

- Early childhood development drives success in school and adult life

Participation in ECEC is beneficial for all children

- Vital for disadvantaged children
- Only beneficial when setting is **high quality**

All children have the right to high quality ECEC

- It is smart investment, reduces social spending and enhances economic growth
- Governments need comprehensive approach, e.g. a quality framework, to drive expansion & improvement

Access to early childhood education and care

32 million children below the age of compulsory education
in the EU

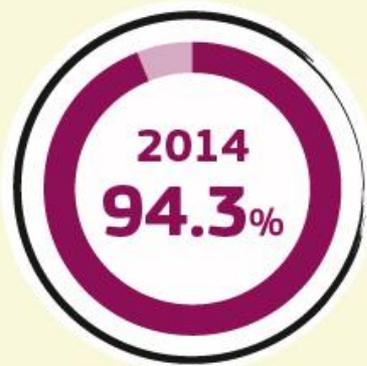
Only **15** million of
them have access
to
early childhood
education and care
services



ET2020 benchmark

Participation in early childhood education (age 4+)

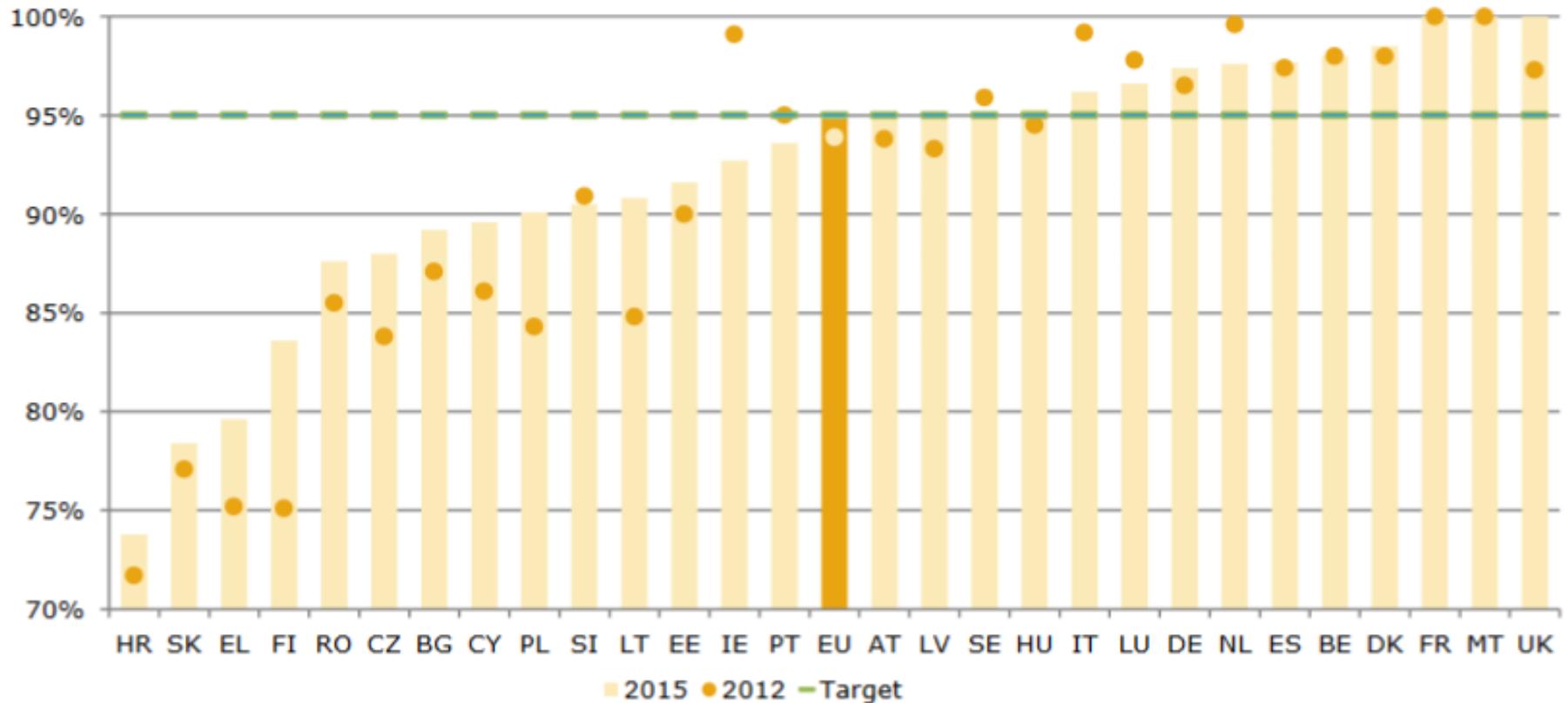
Education and Training
Monitor 2017



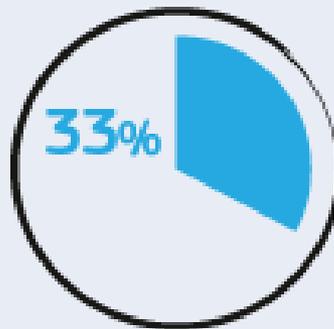
Source: Eurostat (UOE, 2015)
Illustration: © European Commission

ET2020 benchmark

Figure 26 — Participation in ECEC of children between 4 and the age of starting compulsory ISCED 1, 2012-2015



Barcelona objectives



CHILDREN 0 - 3 YEARS IN EU IN EARLY CHILDHOOD EDUCATION AND CARE

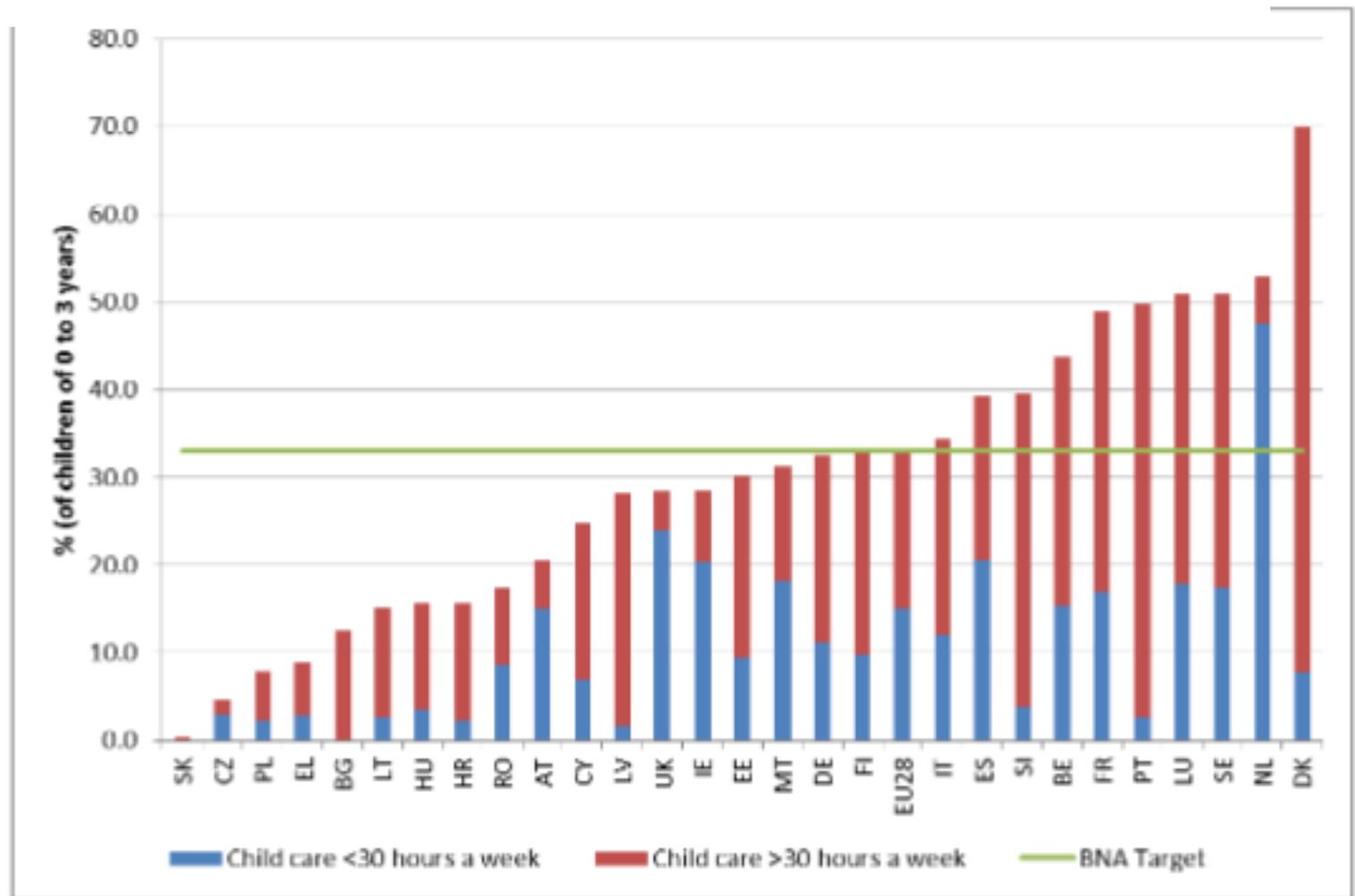
Participation ratio < 25% in 10 Member States



CHILDREN 3 - 6 YEARS IN EU IN EARLY CHILDHOOD EDUCATION AND CARE

Participation < 85% in 17 Member States
and < 65% in 4 Member States

Children in formal childcare or education, from 0 to 3, % and time spent in childcare



Source: EU-SILC 2016

Driving principles

Improving **accessibility** and
quality simultaneously

Holistic approach to children
– **from birth to compulsory
school age**

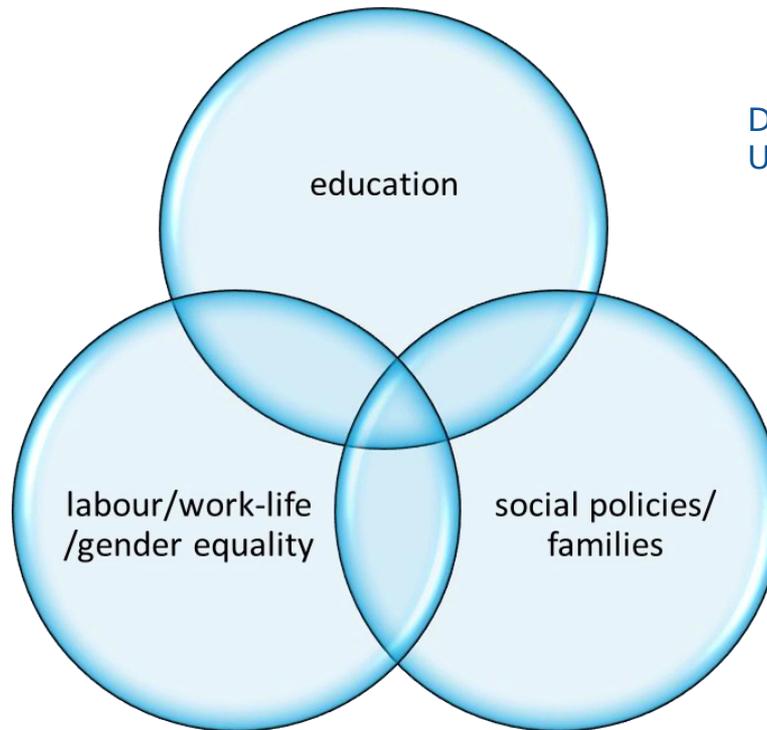
Keeping the **child in the
centre of thinking** about
improvements



Early Childhood Education and Care i EU

DG REGIO
Lokal utvikling,
utjevning, byer

DG EAC
Utdanning, kultur



DG EMPL
Arbeidliv, sosialpol,
inkludering

DG JUST
Barns rettigheter,
anti-diskriminering,
forbrukerrettigheter

European cooperation in ECEC

The early years

2011

Council Conclusions

Early childhood education and care: providing all our children with the best start for the world of tomorrow

2012-2014

ECEC Working Group

Policy-makers, academics and practitioners from 25 EU Member States

=> Proposal for a quality framework on early childhood education and care (2014)

2015

Council Conclusions

The role of early childhood education and primary education in fostering creativity, innovation and digital competence

European cooperation in ECEC

Recent developments

November 2017

European Pillar of
Social Rights:

"Children have the
right to affordable
ECEC of good quality"
(art.11)

Council conclusions

"School development
and excellent teaching"

December 2017

Council Conclusions

- Implement European pillar of social rights
- Develop European Education area

January 2018

Commission's proposals:

- Key competences
- Digital skills
- Common values and inclusion

European cooperation in ECEC

Recent developments

May 2018

Commission's proposals:

- Recognition of diploma
- Languages
- **Early Childhood Education and Care**

Council conclusions

UNDERLINES that the efforts should be intensified towards reaching the priorities set out in the 2011 Council conclusions on ECEC and towards providing all children, including those from socio-economically disadvantaged regions, as well as those from all socio-economic backgrounds, access to ECEC systems.

**the voice
and image
of children
and
childhood**

**Parents as
the most
important
partners**



1.
 - Indicator 1
 - Indicator 2
2.
 - Indicator 1
 - Indicator 2
 - ...

**A shared
understanding
of quality – a
dynamic
process**

**Capacity
and a
competent
system**

EU Quality Framework - key principles

A clear **image and voice of the child and childhood** should be valued

Children are **capable, adventurous and active learners** who benefit from a combination of **learning, care and play**.

Every child is **unique** and a **competent and active learner** whose potential needs to be encouraged and supported.

Each child is a **curious**, capable and intelligent individual.

The child is a **co-creator of knowledge** who needs and wants interaction with other children and adults.

As **citizens** of Europe children have their own rights which include early education and care.



ACCESS (1)



Provision that is available and affordable to all families and their children

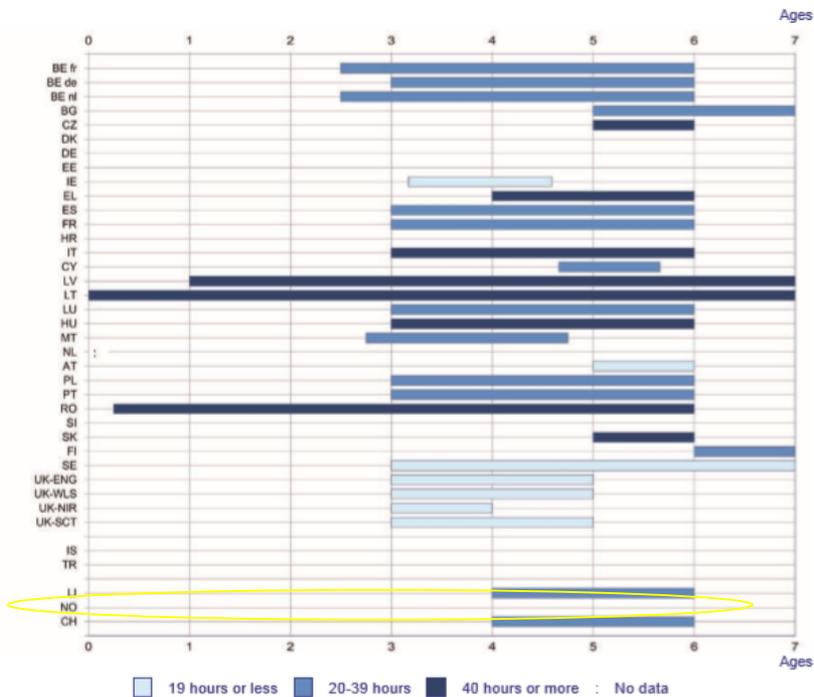
- **Indicator 1** - Percentage of children who have publicly funded subsidised access to ECEC.
- **Indicator 2** - For parents who earn the average national income, percentage of their disposable income which is required to pay for ECEC services for one child who attends an ECEC setting for at least 30 hours per week.



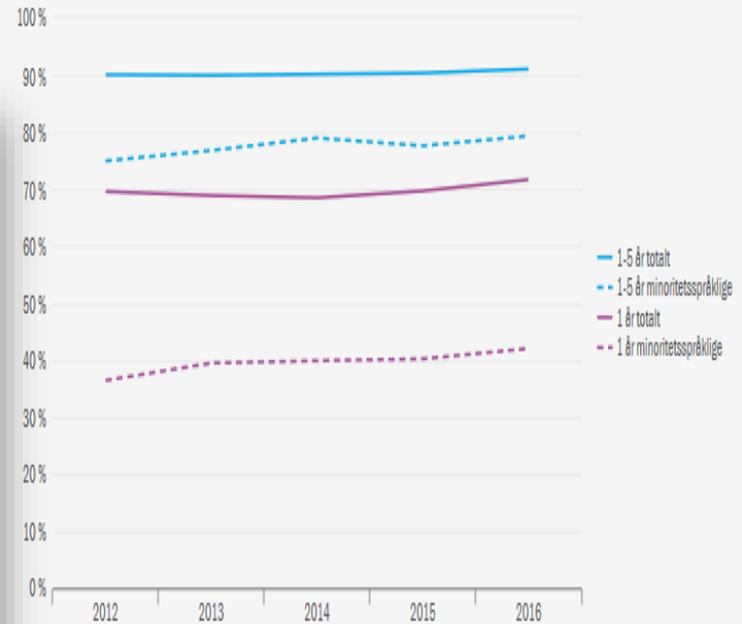
European
Commission

Publicly funded attendance

Figure D5: Free ECEC provision, by age and weekly hours, 2012/13



Figur 1.1 Dækningsgrad for minoritetsspråklige og totalt, 2012-16. Prosent.



Kilde: Utdanningsdirektoratet (BASIL)/SSB

WORKFORCE (1)



Well-qualified staff whose initial and continuing training enables them to fulfil their professional role

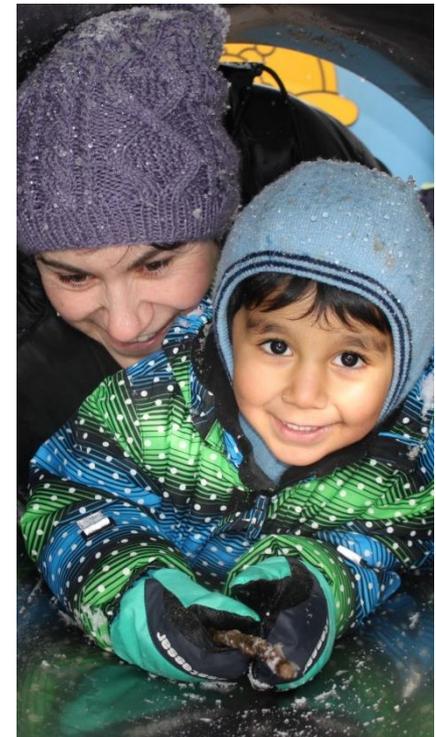
- **Indicator 5** - Percentage of staff working directly with children who have completed professional education relevant to their role in an ECEC setting.
- **Indicator 6** - Percentage of staff who receive formal support for at least their first six months at work.
- **Indicator 7** - Percentage of ECEC leaders who have completed leadership training or have a recognised, relevant leadership qualification.
- **Indicator 8** - Percentage of ECEC staff working directly with children who have received at least three months' relevant work experience as part of their initial training programme.

Policy relevance and urgency... Norwegian example

Figur 1.3 Ansattes utdanningsnivå i alle barnehager. 2012-2016*. Prosent.



Source: Norwegian Directorate for Education and Training, 2018



CURRICULUM (2)



A curriculum which requires staff to collaborate with children, colleagues and parents and to reflect on their own practice

- **Indicator 14** – Curriculum or other guiding documents requires staff to use feedback from children, parents and colleagues to systematically improve their practice.
- **Indicator 15** – Percentage of primary schools which are required to use a curriculum which builds on children's experiences of learning in ECEC.

**Monitoring and evaluating
produces information at the relevant level
to support continuing improvements in the quality of
policy and practice**

- **Indicator 16** - Information on the quality of the ECEC system is used as the basis for improvement.
- **Indicator 17** – Information on the quality of the ECEC system is publicly available.

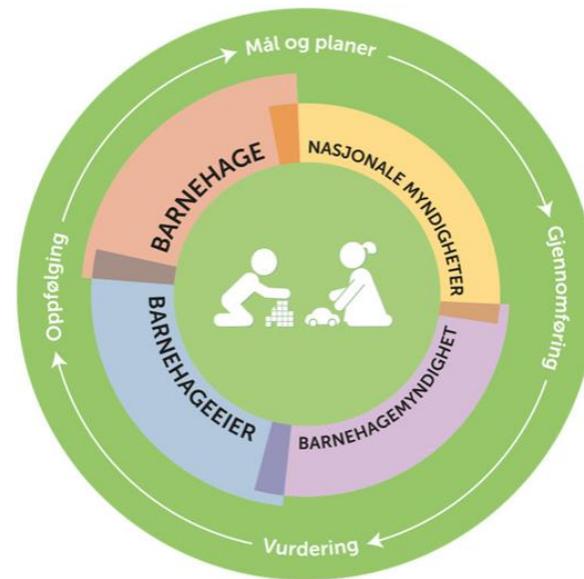
Norge:

Verktøy og støttemateriell

<u>Ståstedsanalysen for barnehage</u>	<u>Ekstern barnehagevurdering</u>	<u>Pedagogisk dokumentasjon i barnehagen</u>
<u>Foreldreundersøkelsen i barnehage</u>	<u>RefLex for barnehagemyndighet</u>	<u>Støttemateriell til rammeplanen</u>

Kunnskapsgrunnlag og formidling

<u>Vetuva</u>	<u>Barnehagefakta</u>	<u>Barnehagespeilet</u>
<u>BASIL innrapportering for barnehager</u>	<u>Forskning på barnehager</u>	<u>Nasjonalt barnehageregister (NBR)</u>
<u>Tilsyn</u>	<u>udir.no/statistikk</u>	



Øraker barnehage AS ★

★ DINE BARNEHAGER

Vestvæien 12, 0284 Oslo, Oslo

Eierform: Privat

30 barn

1 - 5 år

Ordinær barnehage

Send e-post

Tlf.: 95 82 902

Vis hjemmeside

07:30 - 17:00

Kostpenger: 550 kr

Leke- og oppholdsareal per barn: 5,6 m², totalt: 168,2 m² ⓘ

Om nøkkeltallene

Hvordan søke barnehageplass?

Du søker om barnehageplass via kommunens nettsider.

Vis kommunens nettsider

» Se barnehage i større kart



FLERE TALL

Monitoring and evaluation which is in the best interest of the child

- **Indicator 18** - Percentage of ECEC settings with monitoring systems which include a focus on the best interests of the child.
- **Indicator 19** - Percentage of ECEC settings which use administrative and pedagogic data to improve the quality of their provision.

Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECEC, and progress is regularly reported to all stakeholders

- **Indicator 21** – Age at which there is publicly funded subsidised ECEC provision for all children (at least 15 hours per week).
- **Indicator 22** – Percentage of gross domestic product spent on ECEC.

Country progress monitoring

Education and Training
MONITOR 2018



ECEC

Guarantee of place

Workforce

1. Requirements for tertiary education
2. Continuous professional development

Curriculum/Educational guidelines

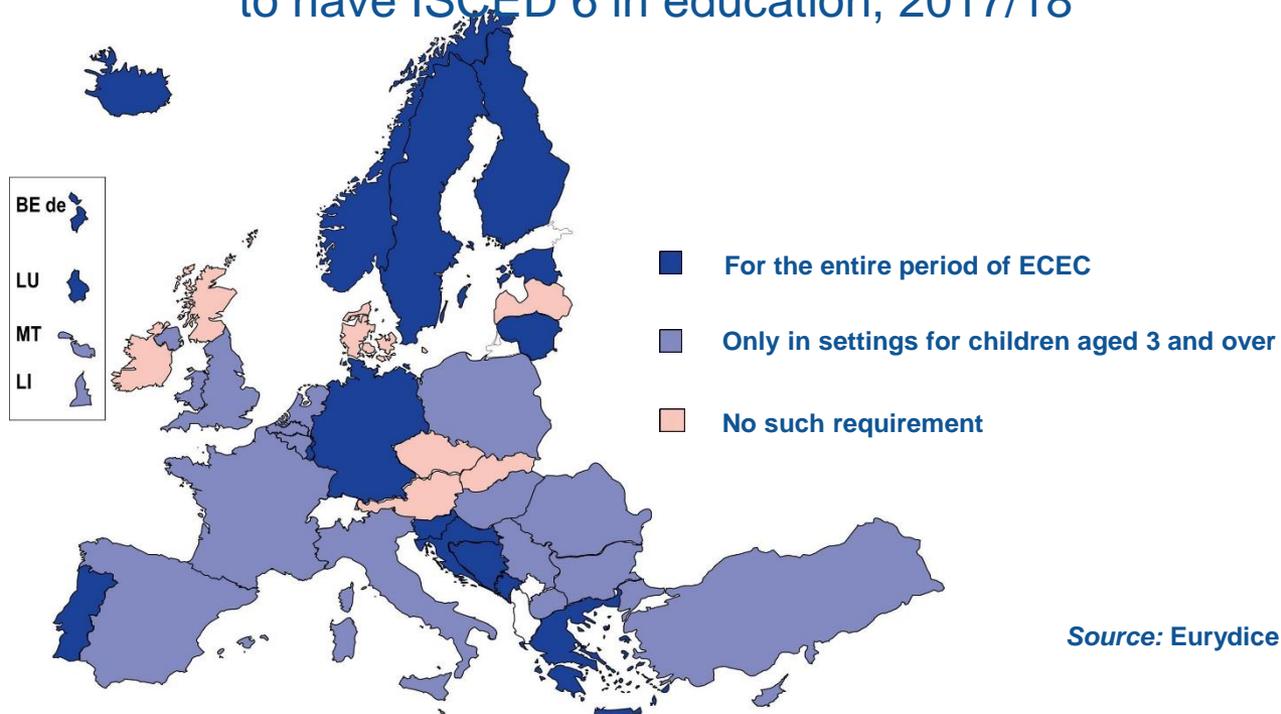
1. Language support

Parent support

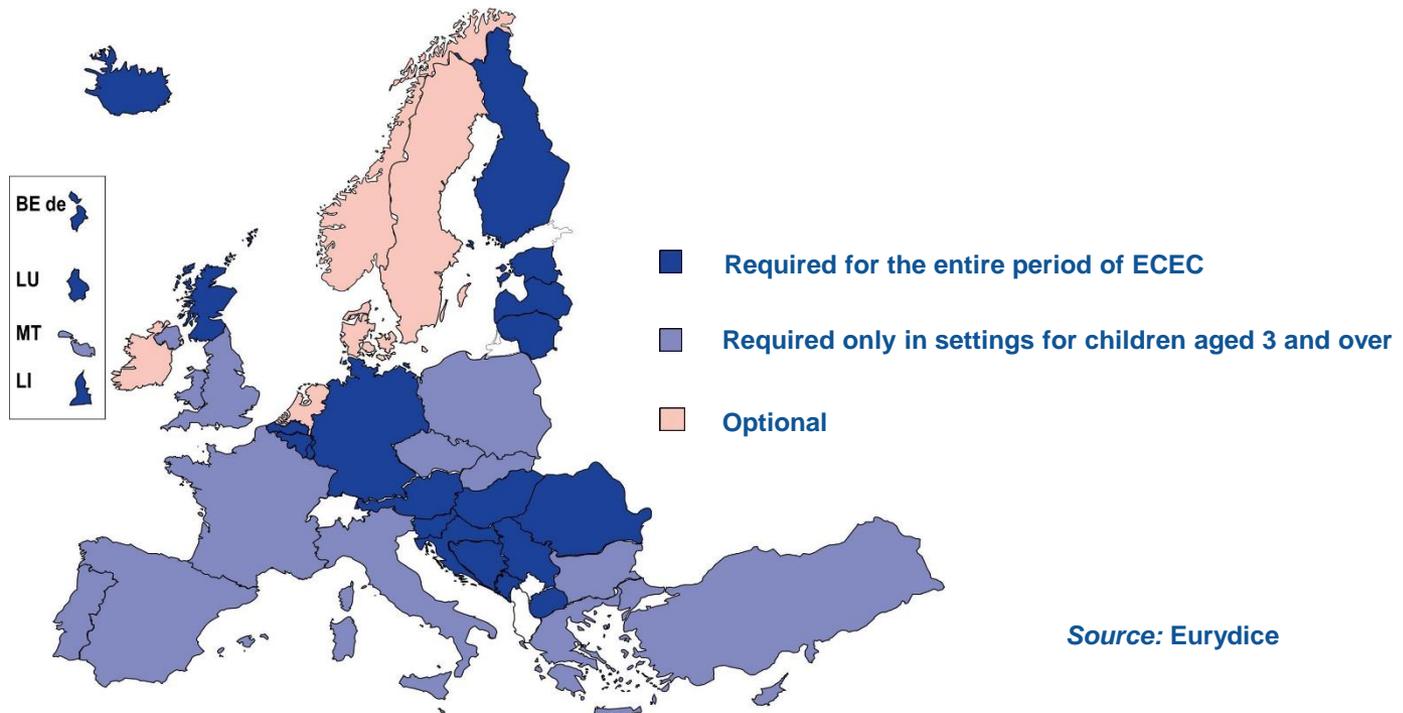
1. Home learning guidance
2. Parenting programmes

Eurydice

Legal Requirement for at least one staff member per group of children to have ISCED 6 in education, 2017/18



Continuing professional development (CPD) for ECEC staff, 2017/18



Source: Eurydice

A new Working group (2018-2020)



Social inclusion

Professionalization
of staff

WG for Early Childhood Education and Care (ECEC)

Nov 2018 – Juni 2020

- **1st meeting Nov 2018 – plan and outputs**
- **2nd meeting March 2019**
- **PLA –Juni 2019**
- **3rd meeting Sept 2019**
- **PLA –Oct 2019**
- **4th meeting Nov 2019**
- **PLA - Febr 2020**
- **5th meeting – May/Juni 2020**



11 Des 2018 kl 17:00
SchoolEducationGateway (SEG)
– Forste ECEC Webinar
“Inspiring Inclusive Practices”

Maalgruppe: laerere, ledere mfl.



- **SEG webinars – Targeting teachers and leaders**
- **ERASMUSprojects and Research dissemination...**
- **E-twinning**



ERASMUS+ SUPPORT TO ECEC

Annual call for proposals

Mobility projects (KA1)

- For all ECEC staff (initial or continuous training)
- Courses, events, job-shadowing...

Strategic Partnerships (KA2)

- Supporting innovation / exchanging good practices
- ECEC always one of the annual priorities

Policy reform (KA3)

- Cooperation between Programme countries to implement reforms of educational systems

Example of Mobility project (KA1)



Developing Teacher Competences for the Future



Erasmus+ KA2
Cooperation for innovation and the Exchange of Good Practices
Strategic Partnership for school education



Example of Strategic partnership (KA2)



 Sinbad



a journey to promote key competences in
early childhood education through storytelling



European Commission

Example of Forward Looking Cooperation (KA3)



INTESYS

TOGETHER / Supporting vulnerable children through integrated early childhood services

European mapping of promising practices, challenges and gaps in creating integrated ECEC systems and services



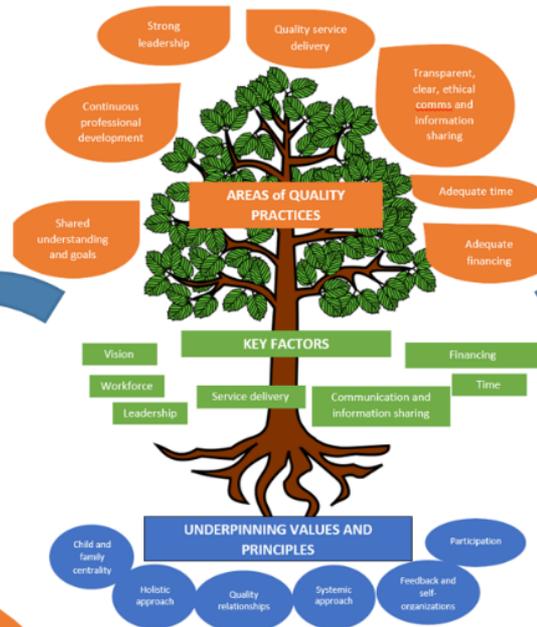
Local mapping identifying strengths, challenges and gaps in promoting integration of ECEC services



Reference Framework and Toolkit for promoting and enacting integration of ECEC services



Pilots in Belgium, Italy, Portugal and Slovenia



Reference Framework for strengthening integration

Policy recommendation at the European and national level

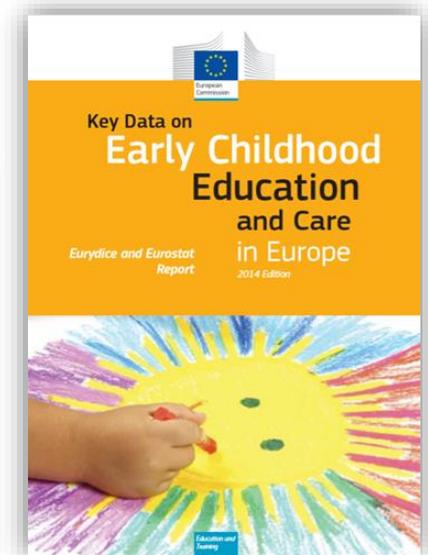
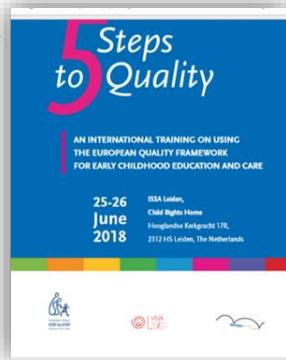
www.intesys.be

Post ET2020

- *Nytt Erasmusprogram*
 - **Onske om sterkere focus pa ECEC**
 - **Malrettede tiltak : Mobility projects (KA 1), Strategic partnerships(KA 2) og Policy reform (KA 3)**
 - **Forenkling av soknadsprosedyrer**
- *Diskusjonene internt naa...*
 - **Visjoner og indikatorer**
 - **Stakeholder forum 21 Januar**
 - **Ny kommisjon 2019**
- *European Education Area*
 - **September 2019 Ny summit : Teachers and Teacher conditions**
 - **Monitor 2019**

Reports and Research...

- *EURYDICE – new report Key figures on ECEC Juni 2019*
- *ISOTIS – Inclusive Education and Social support to tackle Inequalities in Society*
 - **Horizon2020 : 17 partnere i 11 land (inkl Norge)**
- *NESET*
 - **Integrated provisions – role of ECEC**
- *ISSA*
 - **Five steps to quality**



THANK YOU!



http://ec.europa.eu/education/policy/school/early-childhood_en.htm

Norwegian examples Photos: 15,19,31 : Anne Schjelderup