

Inclusive early years

Investing in the development of young children from migrant and low-income families in ECEC centers of Ghent

History

- from medical approach to pedagogical approach
- From parents as users of services to parents as co-educators
- From middle-class families to multi-divers families and low-income families
- From economic function to balance of economic-, pedagogic and social function

Tradition of innovation

- Integration early childhood care and education
- Pedagogical Guidance Center Ghent
- Network and co-operation with national and European partners

Key values

- Accessibility and affordability
- Respect for diversity
- Participation of parents
- Part of the local community
- Pedagogical quality

Tinkerbelle registration system

- 50% places reserved for families living in neighborhood
- 30 à 50% places reserved for families with
 - a low income of work, unemployment or social security
 - a different home language than Dutch
 - the mother does not have diploma secondary school
 - single parent or teenage parent

Tinkerbelle registration system

- 2 extra places reserved in each group in each early childcare center in total 152 places for
 - immigrant parents following training for integration and Dutch language
 - parents following training for employment
 - parents in crisis with urgent unforeseen need for regular childcare (maximum 3 month)

Respect for diversity

- Setting, activities, staff reflects diversity of the local community
- Home languages visible, hearable, understandable
- Anti-bias training for staff

Participation of parents

In schools bridging persons work on 4 issues

- Support schools and teachers to develop strategies tot equal opportunities
- Help teachers to be open minded to the home culture of the pupils
- Support vulnerable parents regarding school activities, attitude and communication
- Involve each parent and address them as a partner in the educational process

Being part of the local community

Project “community based schools”

- Stimulate cooperation with all actors the broad development of children
- Optimizes the use of infrastructure
- Stimulate the participation of parents
- Stimulate social cohesion and positive actions
- Coordinates activities for children in school time and out of school time

Pedagogical quality

Common holistic view on education and care for all children from 0 to 6 years in ECEC with focus on

- Agency of the child as motor of his own education
- Well-being of the child
- Natural learning strategies

Conclusion

- ECEC centers of Ghent prove that services for poor children and parents are not poor services but a rich environment for all children and their parents