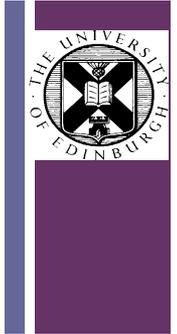


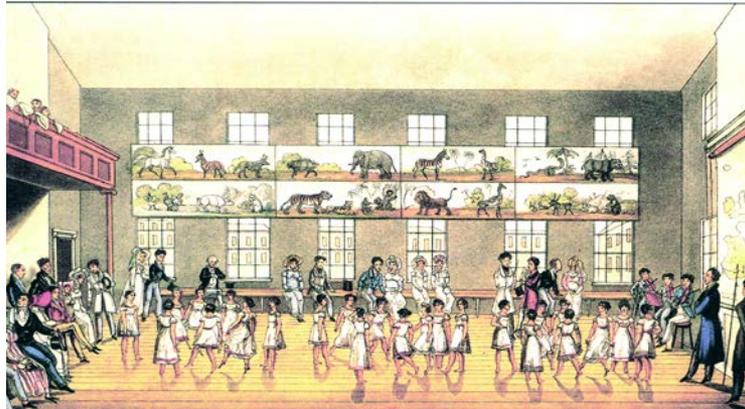


TRANSATLANTIC FORUM ON INCLUSIVE EARLY YEARS

INVESTING IN THE DEVELOPMENT OF YOUNG CHILDREN FROM MIGRANT AND LOW-INCOME FAMILIES



Framing the Issue

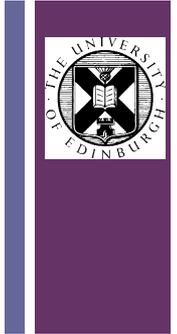


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Coherence issues EC Childcare Network 1988 report

Quantity: fewer services for children under three

Hours: publicly funded services for 0-3s all day / year; 3+shorter

Cost: publicly funded services for 3+ less expensive

Orientation: 'school' services for 3 + & kindergartens
pedagogic and universal; other services oriented to health and care

Responsibility: varies between education, health, welfare or social services

Regulation varies between public funded and other services.

Childcare workers: extensive differences in training, qualifications, pay and conditions

Organisation: Differences in way children are grouped and number of adults

(CEC 1988)



Working for Inclusion EC funded programme 2008-10

Integrated systems associated with :

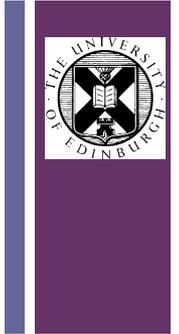
- High levels of universal entitlement
- More equal access to services
- More effective in reaching all families
- Higher qualifications, better paid workforce
- Parents paying less (cost for 0-3s as % of av production worker salary : Norway 10%
Sweden 6% UK 25%)



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Integrated systems more effective in reaching disadvantaged 0-3s

Denmark 70% (higher ed)

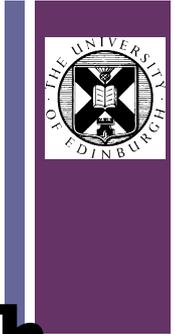
75% (lower ed) of 0-3s;

Sweden 47-52%

UK 39% (higher ed) 13% (lower ed)

Netherlands 59% (higher) 16%

lower ed



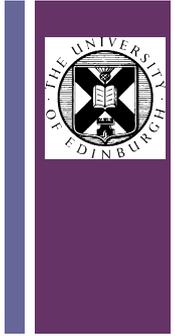
Working for Inclusion EC funded programme 2008-10

Integrated systems associated with high quality, higher paid workforce:

- Graduates working with children under as well as over age of 3
- Better pay and status
- England : childcare workers earn around a third of teachers
- Sweden pre-school teachers and free time pedagogues 12% less



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***Children in Europe, Young Children and their Services:
developing a European approach***

http://www.childrenineurope.org/docs/eng_discpaper.pdf

A service that is holistic in approach, which assumes the inseparability of care and education, reason and emotion, body and mind; **which has the potential for a range of possibilities- cultural, linguistic, social, aesthetical, ethical, political and economic, and which is a meeting place for children and adults in the physical but also the social, cultural, and political sense of the word.** This is a service envisaged as a public institution, a forum, a children's space, a site for encounter and relating, where children and adults meet and commit to something...**It is a place for the formation of individuality and autonomy, but also for strengthening interdependency and solidarity without which individuality and autonomy are not possible..it is a right for all citizens**



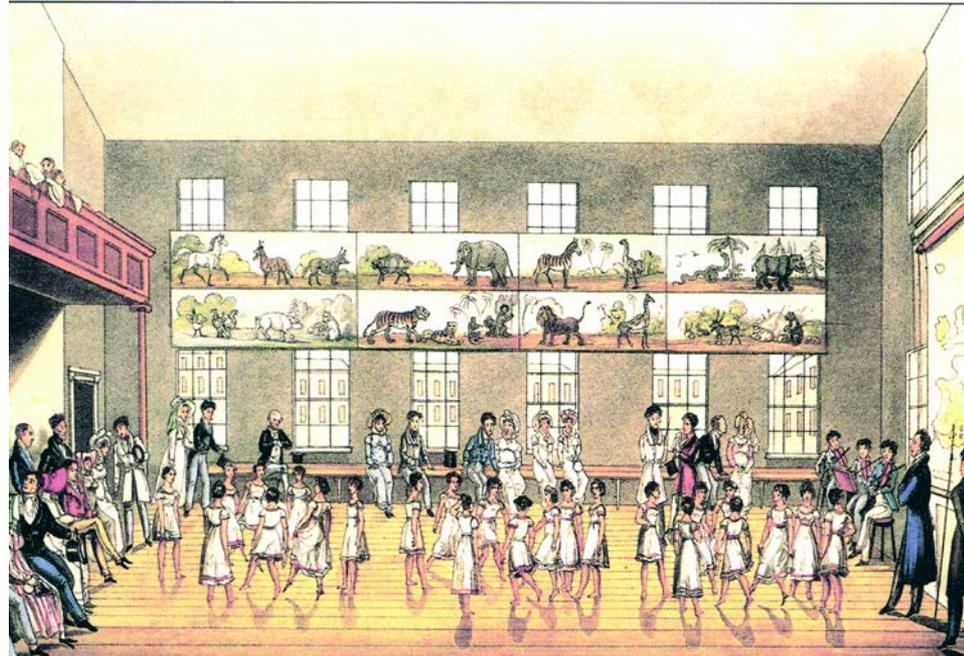
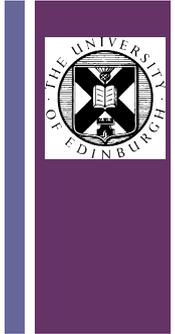
Some reflections

- **Public debate, democracy and citizenship**
- **Whole system approach**
- **Place, community and connectivity**



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