



TRANSATLANTIC FORUM ON INCLUSIVE EARLY YEARS

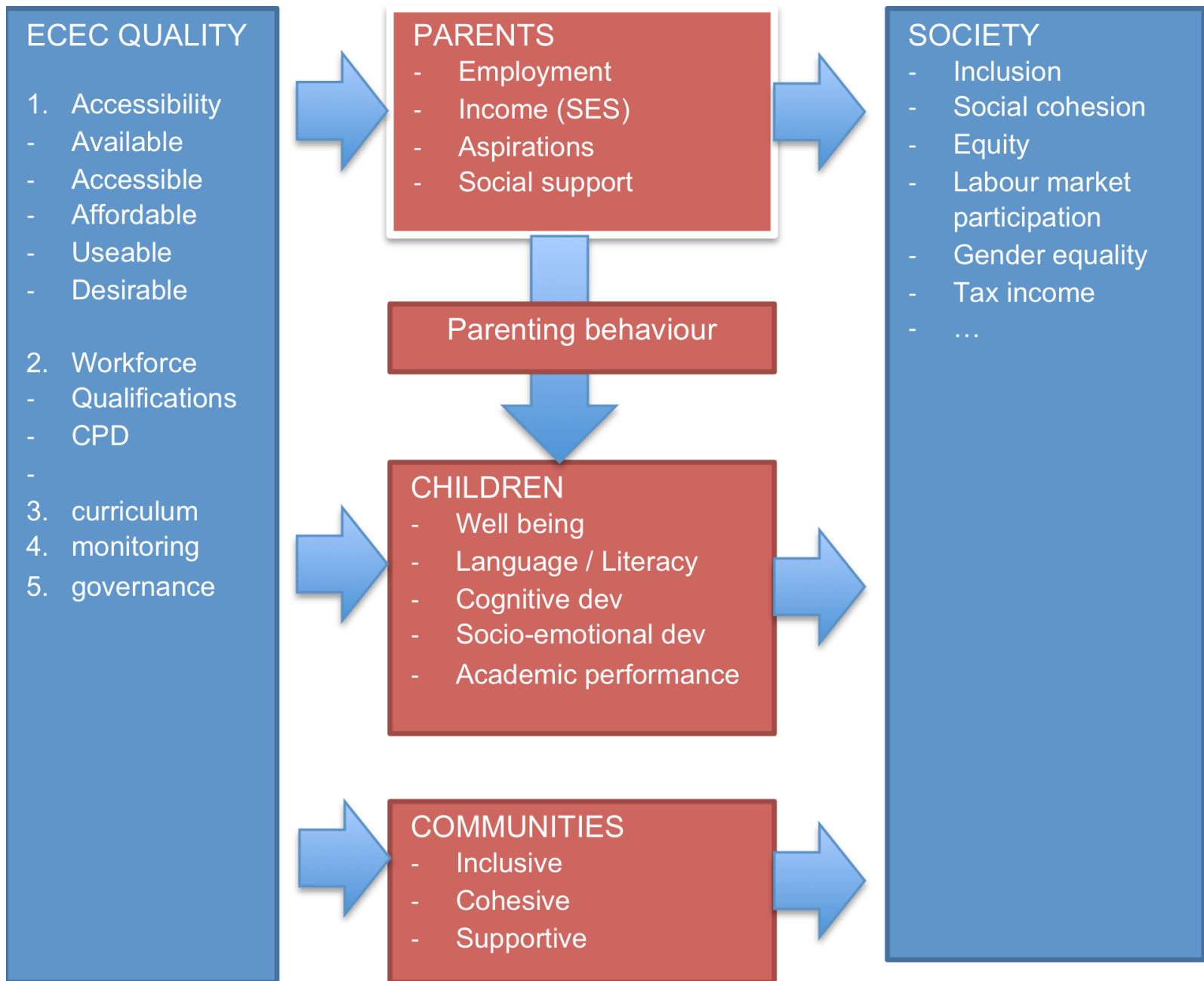
INVESTING IN THE DEVELOPMENT OF YOUNG CHILDREN FROM MIGRANT AND LOW-INCOME FAMILIES

Why we can't afford
not to invest in high quality ECEC
for all

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ECEC QUALITY

1. Accessibility
 - Available
 - Accessible
 - Affordable
 - Useable
 - Desirable
2. Workforce
 - Qualifications
 - CPD
3. curriculum
4. monitoring
5. governance

Access (progressive universalism)

- Targeted provision seems less effective than universal
- Targeted provision rarely yields public support
- Concentrations of children at risk seldom give positive results
- Targeted attention IN mainstream provision

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Staff quality

- One of the more salient aspects of high quality
- Pre- **and** in-service training
- CPD makes a difference
- Working conditions
- Multilingual skills
- Leadership

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Curriculum = Program quality

- Based on potentiality of children and families
- Integration of education and care
- Functional multilingualism
- In dialogue with families

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Monitoring

- Monitoring has positive effects on quality, especially for children at risk
- Concentrated on process, more than on outcomes
- Long term (in tension with policy?)

Quality ECEC matters for children



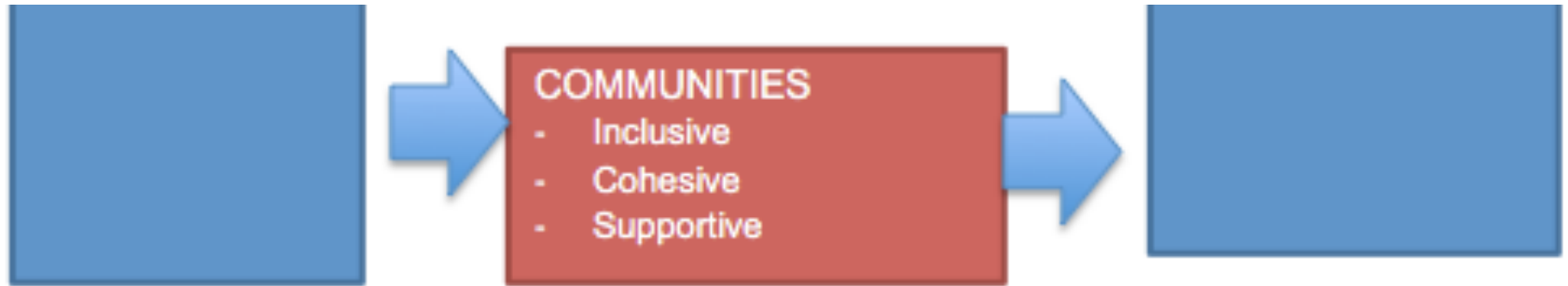
Long lasting impact on children

- ✓ Cognitive
- ✓ Social and emotional
- ✓ Literacy
- ✓ School results

Skills beget skills (perseverance, curiosity, self containment, ...)

Demonstrated way beyond primary school

Quality ECEC matters for communities



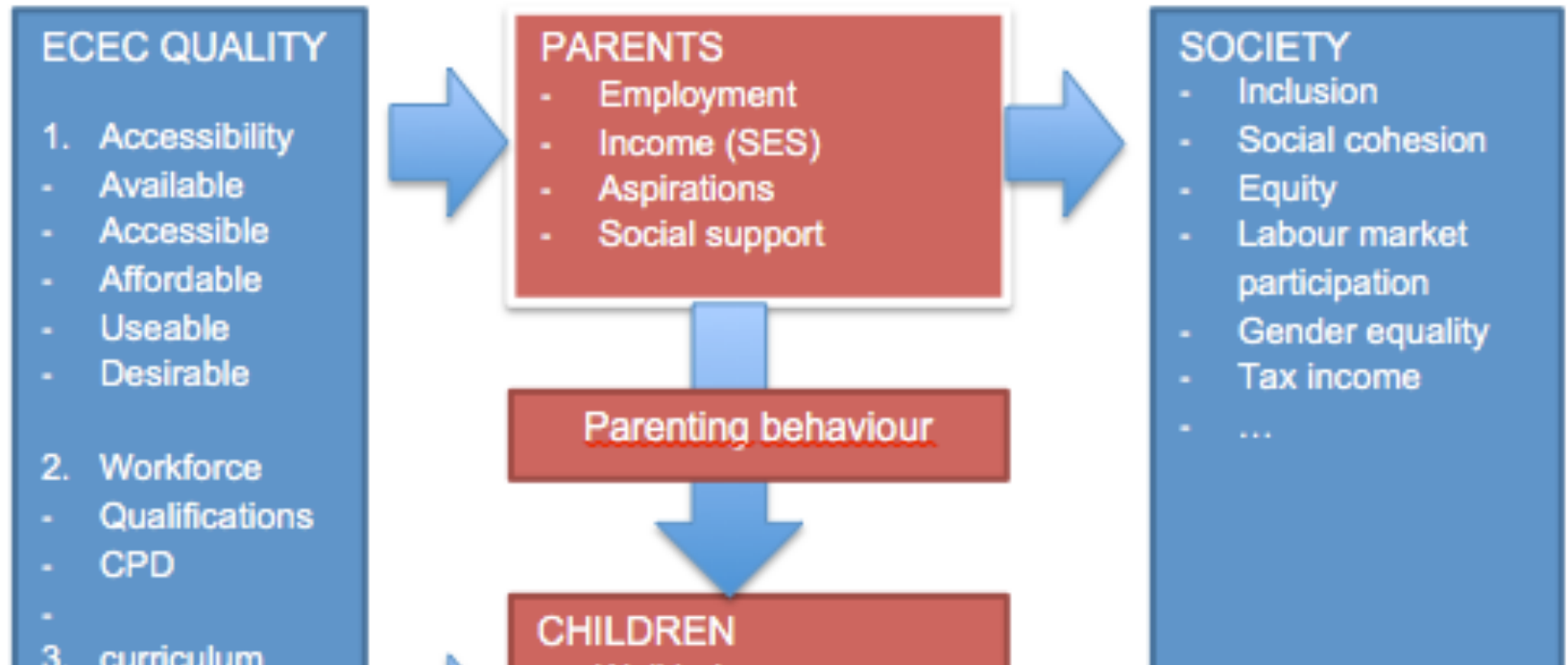
Urban parents (in general and poor and migrant in particular)

- Are lonely
- Are mobile

ECEC has demonstrated to have the potential of

- Social cohesion
- Social support
- Bonding **and** bridging

The power of ECEC = Two generation approach



- Direct impact on labour market, gender equality and poverty
- Indirect impact on Home Learning Situation
- Desirability of provision entails dialogue
- Transitions !



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A historically unique opportunity

