

4th seminar on Childhood, Well-being and Parenting.

Rennes, 26-27 June 2019

IS ECEC PART OF THE SOLUTION OR IS IT PART OF THE PROBLEM?



**GHENT
UNIVERSITY**

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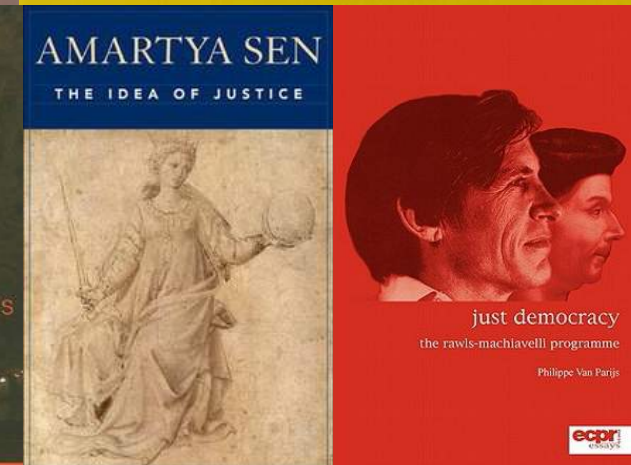
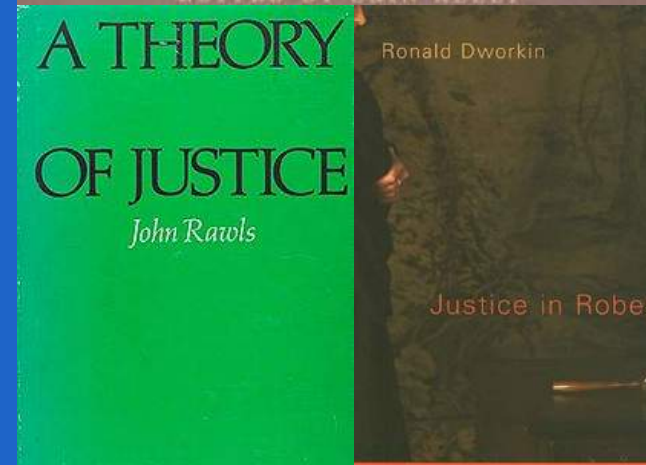
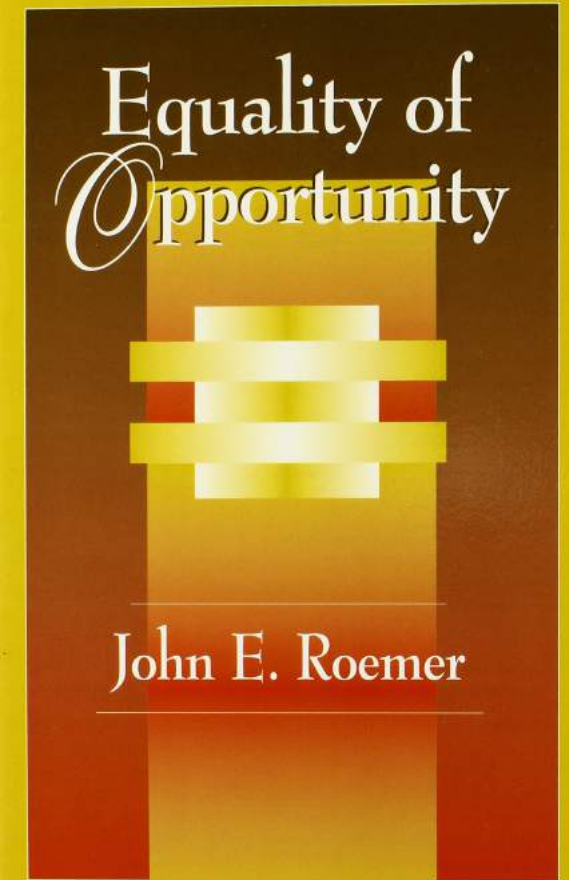
IS ECEC PART OF THE SOLUTION OR IS IT PART OF THE PROBLEM?

1. From equality of outcomes to equality of opportunities
2. Inequality of access
3. The tensions between early learning and care
4. Embracing complexity

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1.

FROM EQUALITY OF OUTCOMES
TO EQUALITY OF OPPORTUNITY



The idea of giving people equal opportunity early in life, whatever their socioeconomic background, is embraced across the political spectrum – as a matter of fairness for the left and as a matter of personal effort for the right. [...] Thus, shifting the debate from inequality of income or earnings to inequality of opportunity, and to the policies needed to tackle that inequality, might facilitate a political and policy consensus. When the focus of the debate is on inequality of income or any other outcome, the views about how much to redistribute – if any at all – and through which mechanisms would vary from left to right across the political spectrum. However, when the focus shifts to the equalization of opportunity, political consensus about the need to reduce inequity is easier to achieve, and the direction this principle gives to policy is clearer

(Paes de Barros, Ferreira, Molinas Vega, & Saavedra Chanduvi, 2009, p. xvii; 27).



Do Our Children Have A Chance?

The 2010 Human Opportunity Report for Latin America and the Caribbean

Conference Edition



José R. Molinas, Ricardo Paes de Barros, Jaime Saavedra, Marcelo Giugale

With Louise J. Cord, Carola Pessino, Amer Hasan

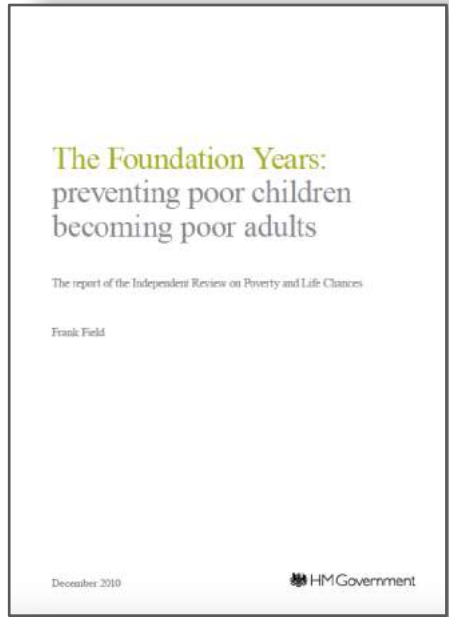
Early childhood programmes increase education attainment and productivity, resulting in higher earnings and social mobility. No matter what internationally agreed goal you take, it is the poorest and marginalized groups that are deprived of education, health care and other basic human entitlements required to live in dignity. Early childhood care and education is a starting point for levelling the playing field. It is the greatest of equalizers

(Irina Bockova, UNESCO 2010)



Is this renewed attention something to wish for?

It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life (Field, 2010).



LE VISITEUR

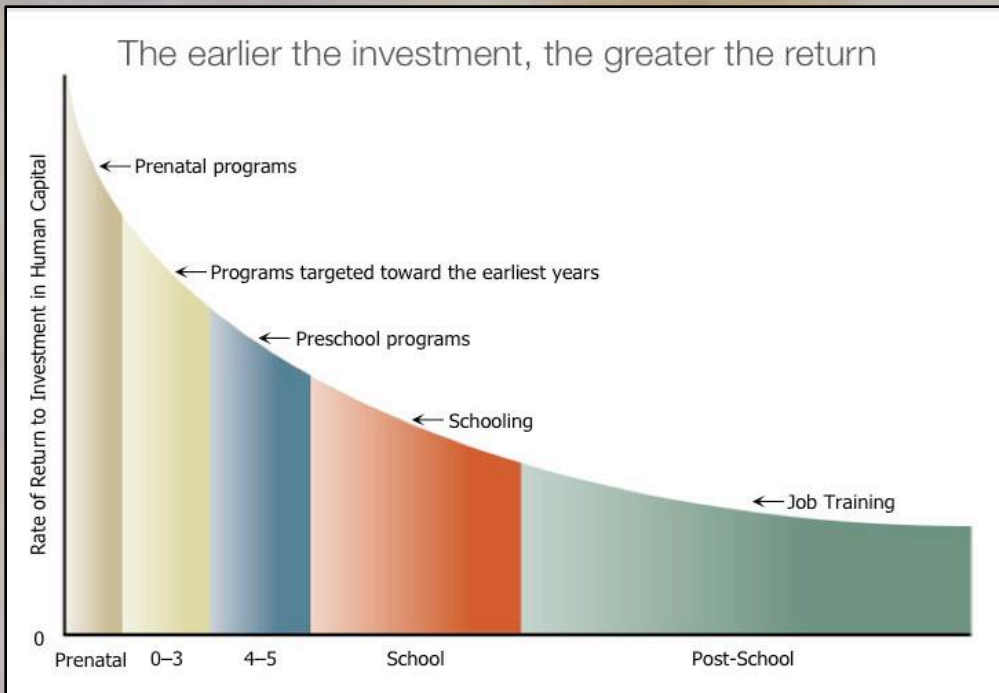
DU PAUVRE,

Par M. Dejerando,

MEMBRE DE L'INSTITUT ;

OUVRAGE COURONNÉ EN 1830, PAR L'ACADÉMIE DE LYON,
ET EN 1831, PAR L'ACADÉMIE FRANÇAISE,
QUI LUI A DÉcernÉ LE PRIX FONDÉ PAR M. DE MOSTAYON,
POUR L'OUVRAGE LE PLUS UTILE AUX MOEURS.

Return on investments



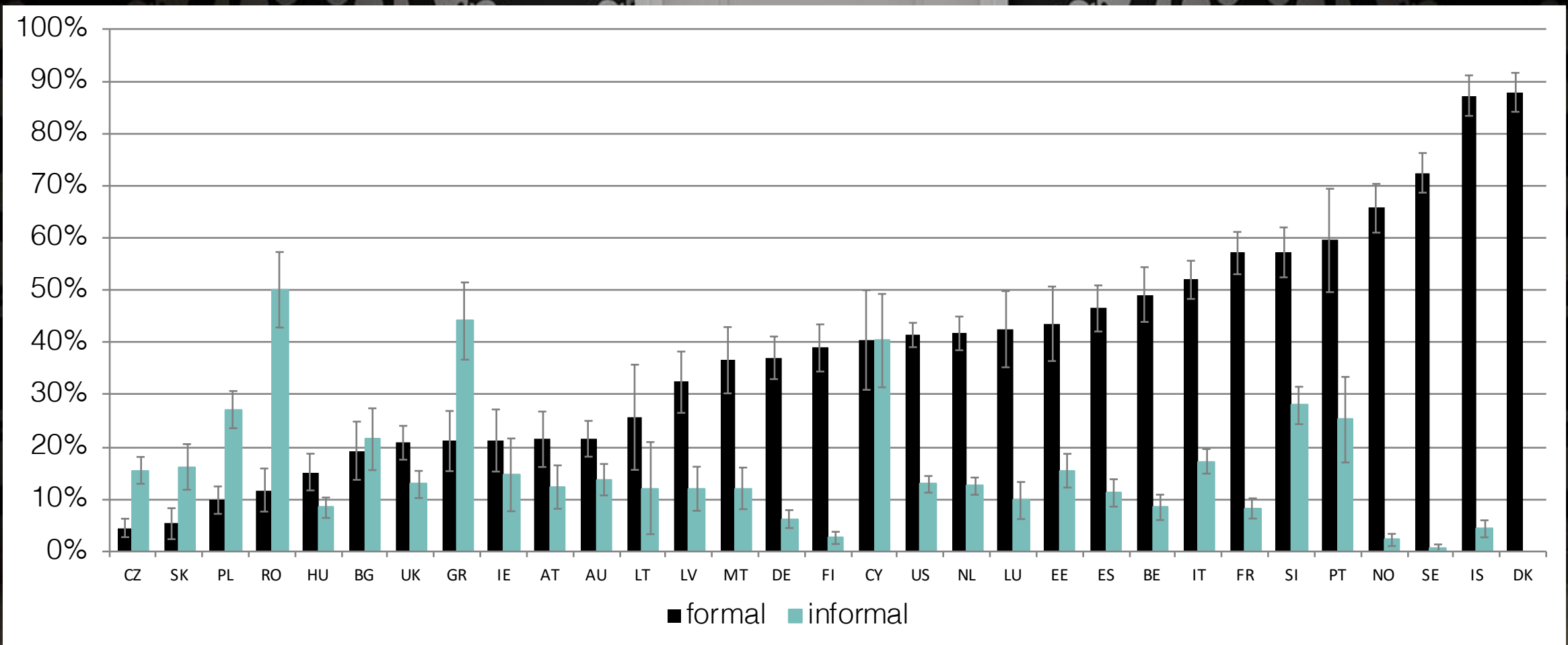
Should we leave the discussion on the meaning of (early childhood) education to economists?

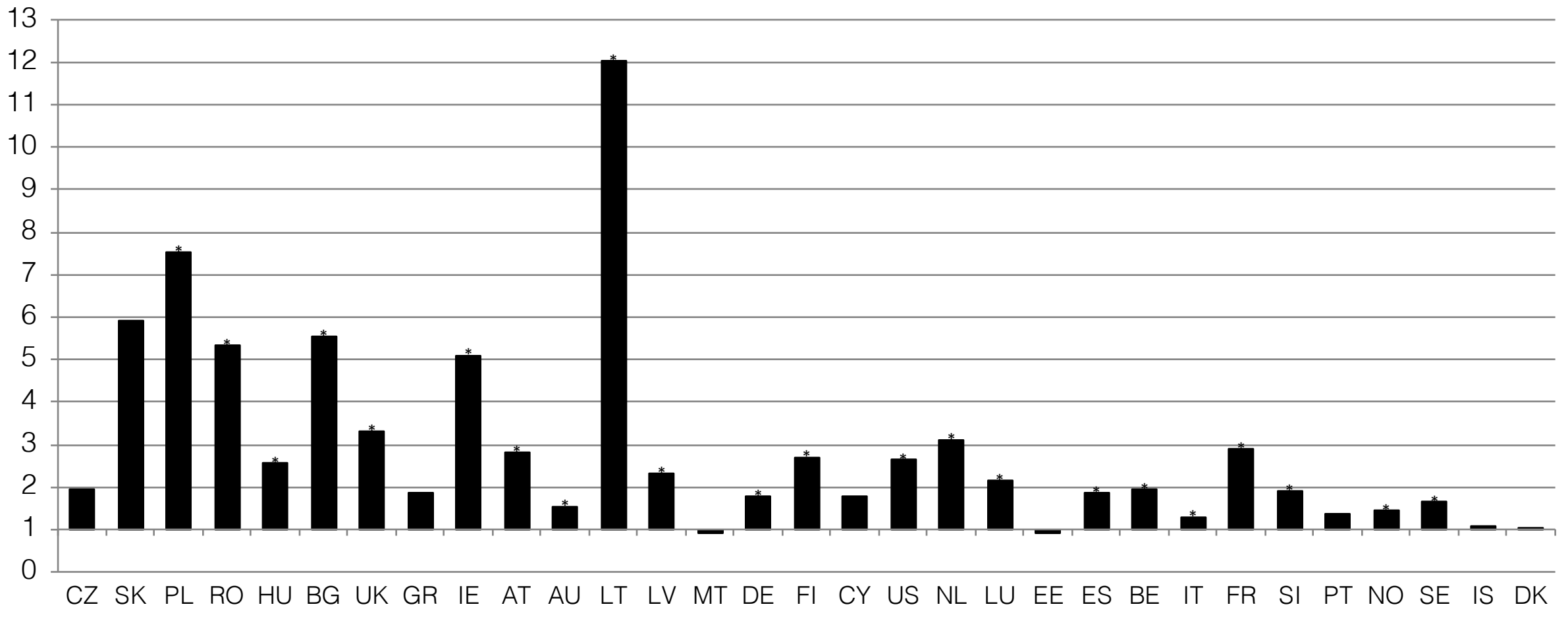
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2.

INEQUALITY IN ACCESS







Why?

A report for the
“child guarantee”
initiative of EC.
Based on expert
reports in 28 MS



Policy

Markets

“Choice”

Funding demand or
funding offer



Policy

Markets

“Choice”

Funding demand or
funding offer

Provision

Split systems

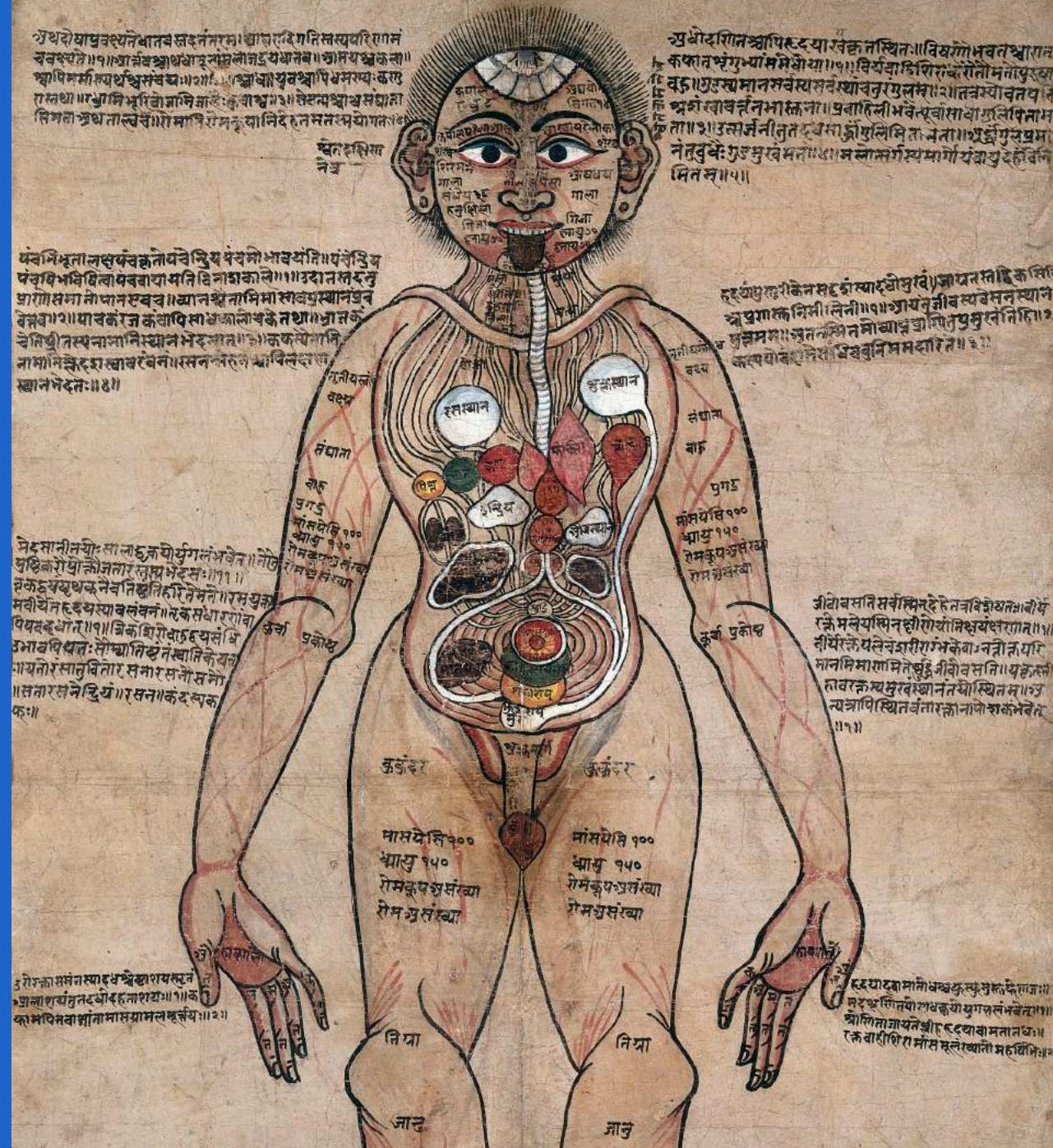
Care // education

Labour policies



3.

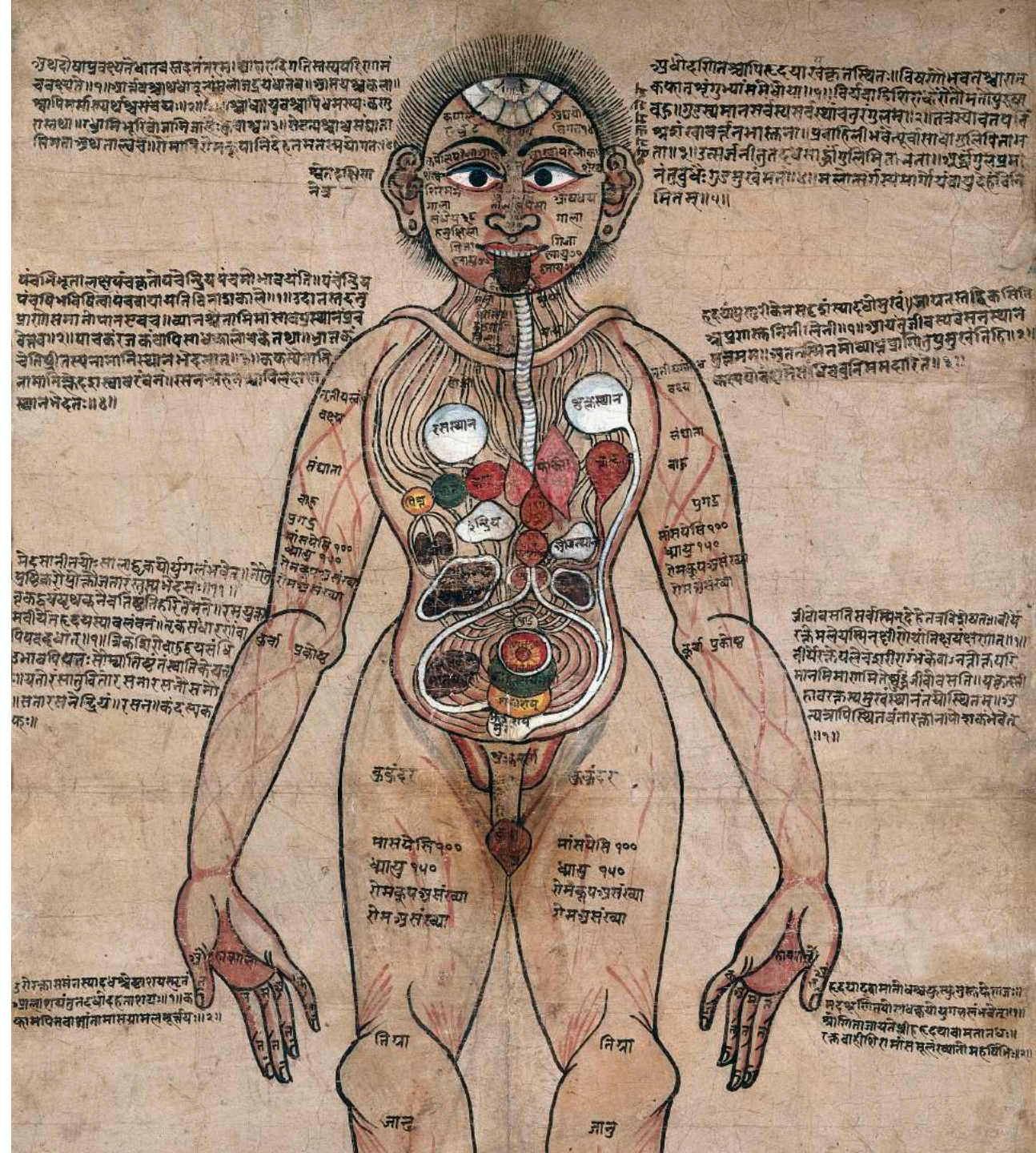
EARLY LEARNING AND CARE



Schoolification Is a problem in split systems But not only there

- Pre-vention
- Pre-school
- Pre-academic skills
- Cfr IELTS

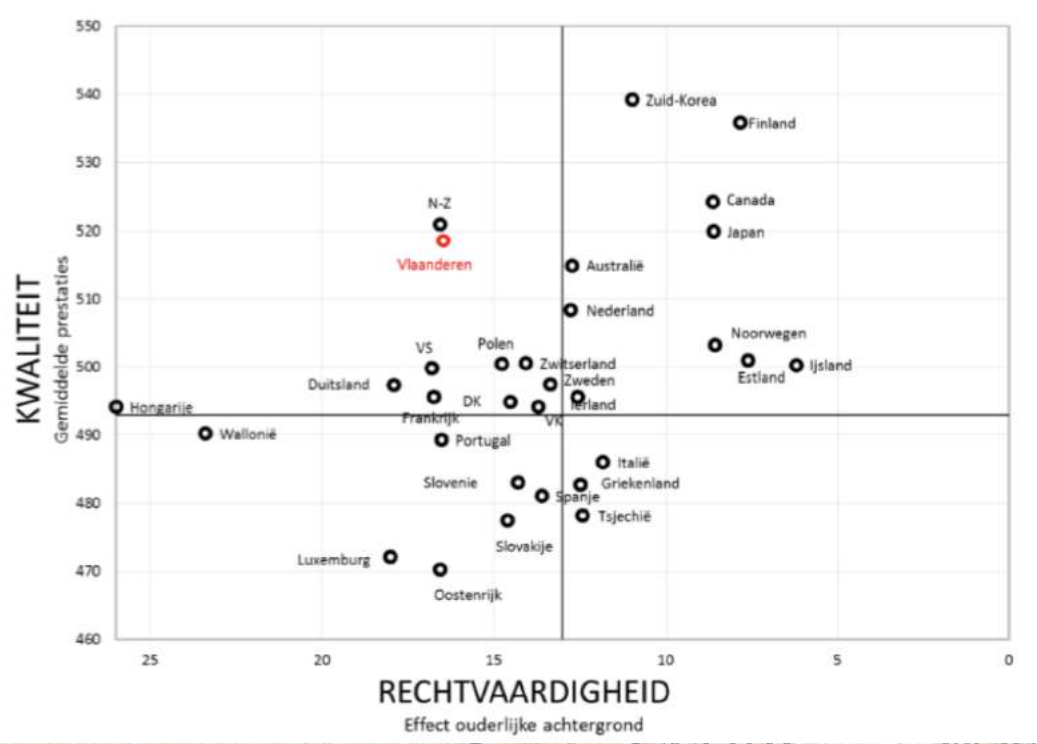
- What image of the child?
- What image of the adult?
- What image of society?



The particular case of Flanders
 अथोपपत्तौ... यथा...
 यवक्ष्यते ॥१॥ आर्त्तवश्चाथधान्नामलो जडयथातव ॥ आनयश्चकला ॥
 अपिमर्मास्यार्थश्चसंघः ॥२॥ आश्वाधायुवश्चापिधमस्यः करु
 रास्तथा ॥ राभ्रामिभूरिवोजमिजाः कुवाश्च ॥३॥ सेदमश्चाथसंघाता
 सिमताश्च

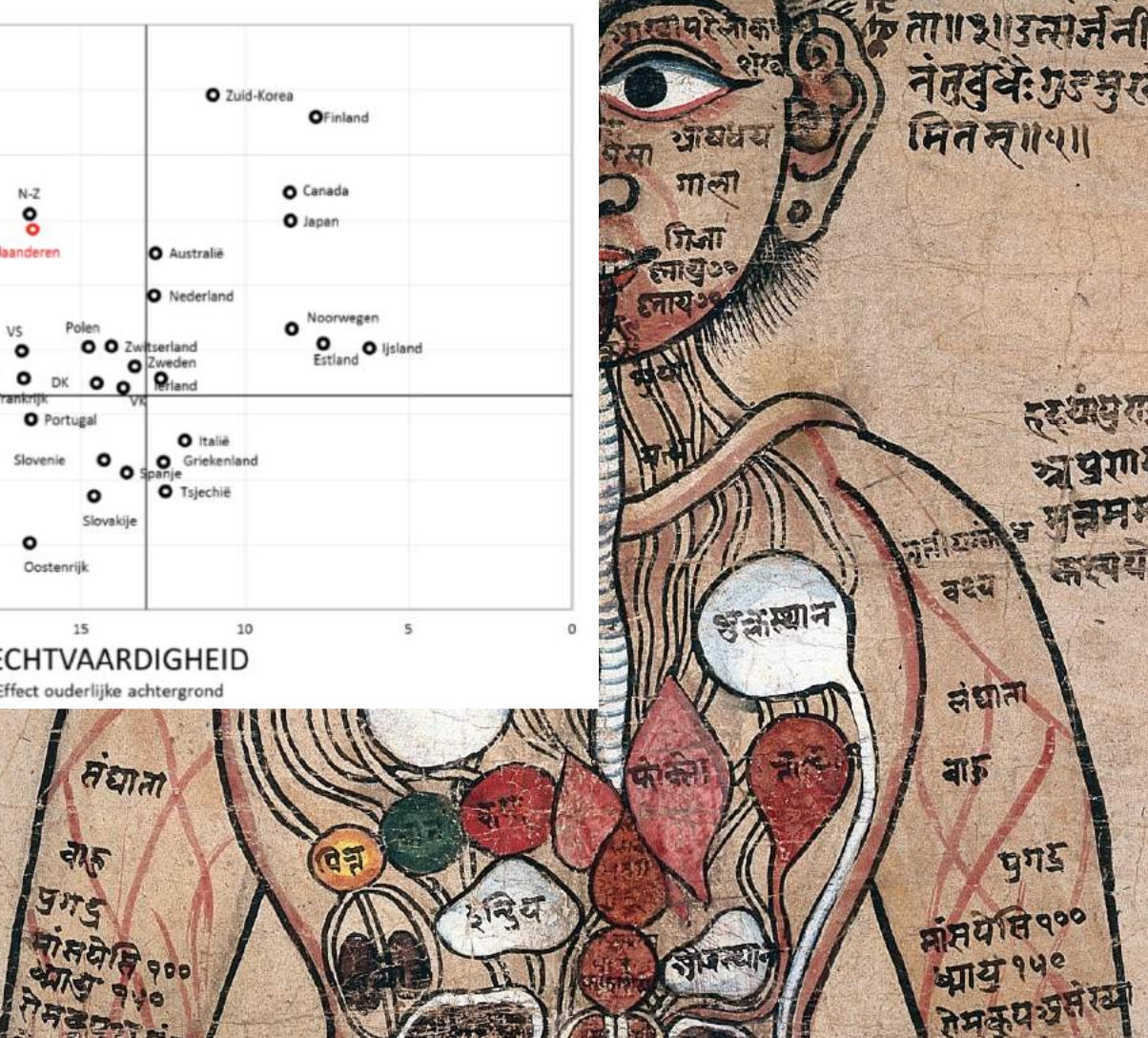


अधोदृशितश्चापिहृदयाखंक्तस्थितः ॥ विषणोभवतश्चाग्न
 कफानभृंगुभ्यांसमेधोया ॥५॥ विर्यवाहिशिरवरोतोमतोपुरसा
 वरु ॥ गुरुस्यमानसवस्यासर्वस्थांचतुरंगुलमा ॥२॥ तत्रस्यावतयते
 अशंखावर्त्तनभास्कुना ॥ प्रवाहिलीभवेत्पूर्वासाधोगुलिपिताभ
 ता ॥३॥ उत्सर्जनीतुतद्वसाद्रोगुलिमितानता ॥ अर्द्धगुलप्रमा
 नंतुबुधेः गुरुमुखंमते ॥४॥ मलोत्सर्गस्यमार्गोयंबायुदहंविनि
 मितम् ॥५॥



यं वभिभूता लक्ष
 पंचविभविषित
 प्राणासमानो च
 वेत्तव ॥२॥ याव
 येतिथीतस्यना
 नामानिज्ञेदश
 स्थानभेदतः ॥४

हृदयं गुरुकेन सदृशं स्यादधोमुखं ॥ जाग्रतस्तद्विकसित
 अथुगात्कनिमीलिनी ॥५॥ आयतुजीवस्यवेसनस्थान
 मुत्तमम् ॥ अतस्तमितमोव्याघ्रव्राणितुमुमुखंतिहा ॥२॥
 कस्योदेभुनेस विववुनिममदारित ॥३॥



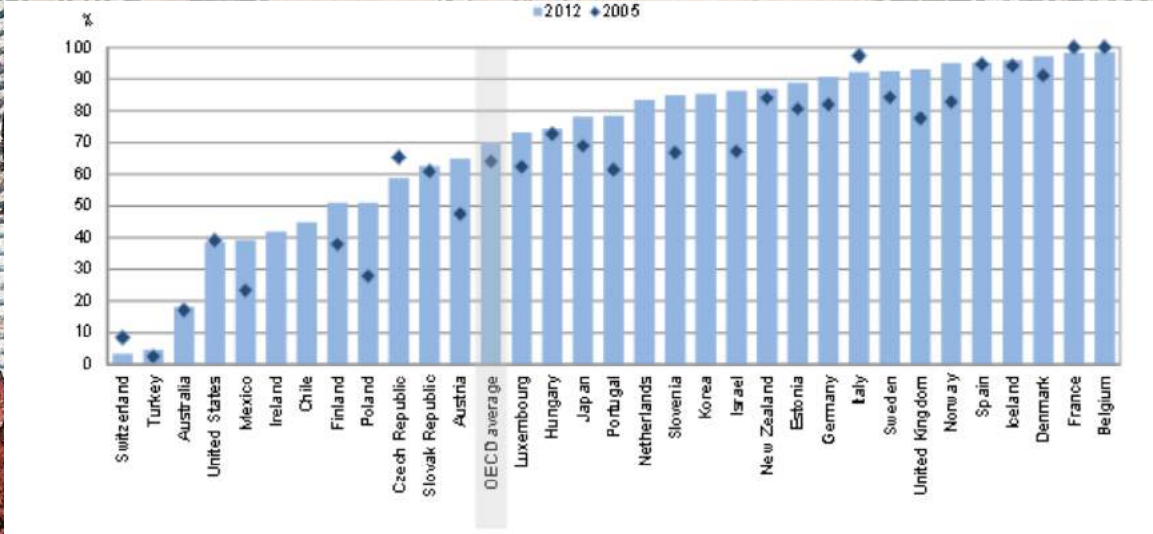
मेदसानीतयोः सालाहकयोर्गुणलंभवेन ॥ १ ॥

पुगड
 मांसयेसि १००
 आयु १५०
 तेमकृषुसंख्या

The particular case of Flanders
 अथो मया प्रथमं विचार्यमाणं यथा विचार्यमाणं
 यवक्ष्यामि ॥१॥ आर्त्तवश्चाथधानु नामलो जडयथातव ॥ आनयश्चकला ॥
 अथपि मर्मा मयार्थश्च संवचः ॥२॥ आश्वाधा युवश्चापि धमस्यः करु
 रास्तथा ॥ रात्रामि भूरिवो जामि जाहः कुवाश्च ॥३॥ सेदमश्चाथ संघाता
 सिमता श्रुधः



अधोदृशितश्चापि हृदया खंक्त्तस्थितः ॥ विषणो भवतश्चाग्न
 कफानभृंगुभ्यां समेधोया ॥५॥ विर्यवादिशिरःवरोतो मतोपुस्य
 वडु ॥ गुरुस्य मानसवस्य सर्वस्थां चतुरंगुलमा ॥२॥ तत्रस्यावतयते
 अशंखावर्त्तनभास्तना ॥ प्रवाहिली भवेत्पूर्वासाधा गुलिपिताम
 ता ॥३॥ उत्सर्जनी तु तद्वसाद्रौ गुलिमितामना ॥ अर्द्धगुलप्रमा
 नंतु बुधैः गुरुमुखं मता ॥४॥ मलोत्सर्गस्य मार्गो यं वायुदहं विनि
 मितना ॥५॥



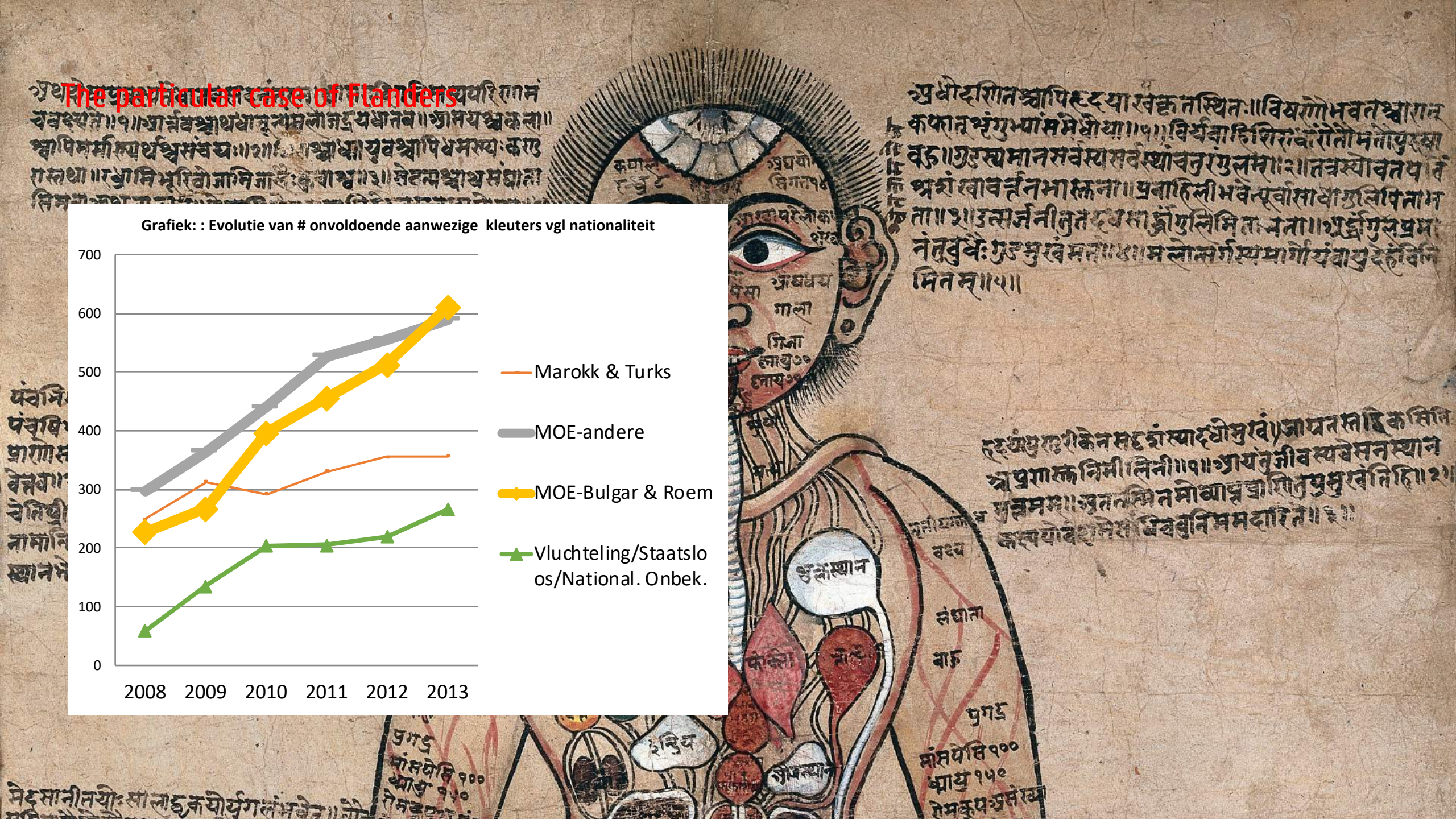
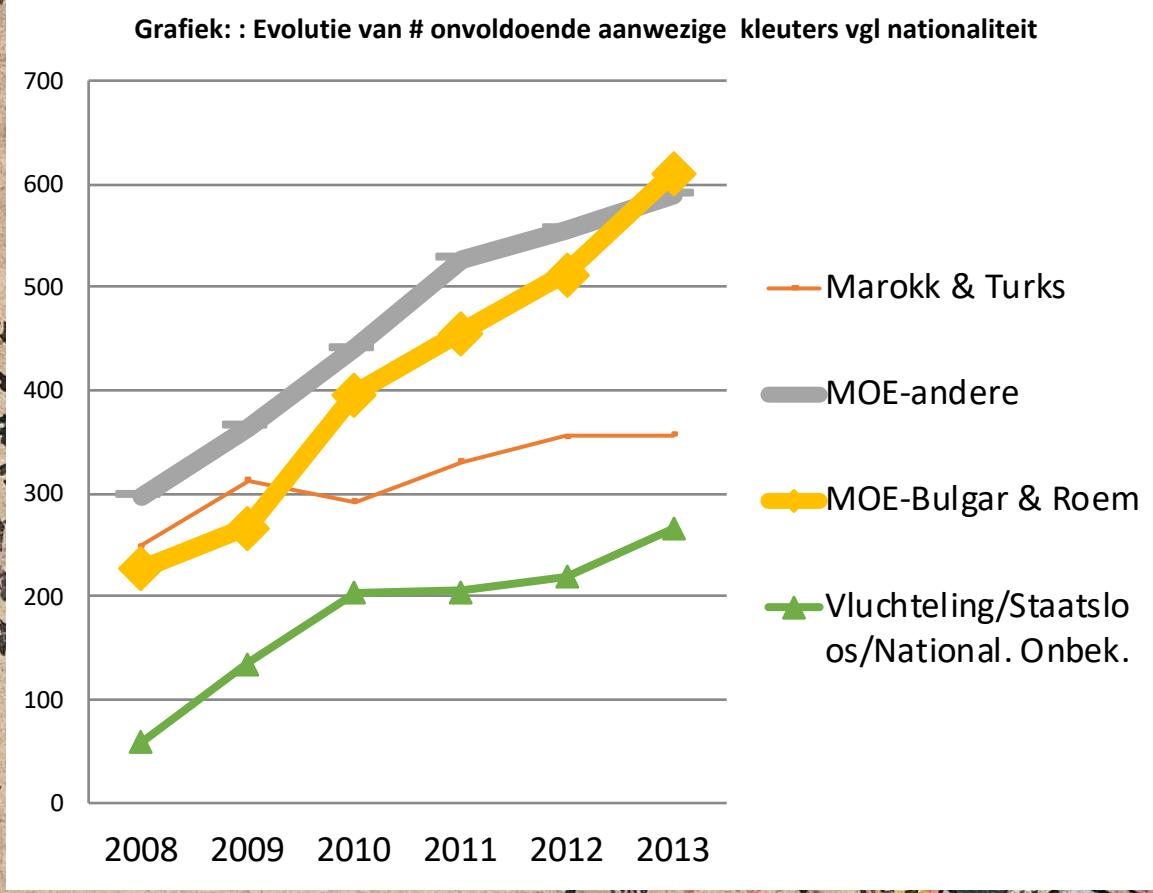
Source: Education at a Glance 2014, Chart C2.1.

यं वभिभृता लक्ष
 पंचविभविषित
 प्राणा समानो ध
 वेत्तव ॥२॥ याव
 येतिथी तस्य ना
 नामानि त्रैदश
 स्थानभेदतः ॥४



मेदसा नीतयोः सालाह कयो र्युगलं भवेत् ॥

The particular case of Flanders



अथ दोषा प्रवृत्त
व्यवस्थिते ॥१॥
अपि मर्माणां
रासथा ॥२॥
सिद्धता अधः

The particular case of Flanders

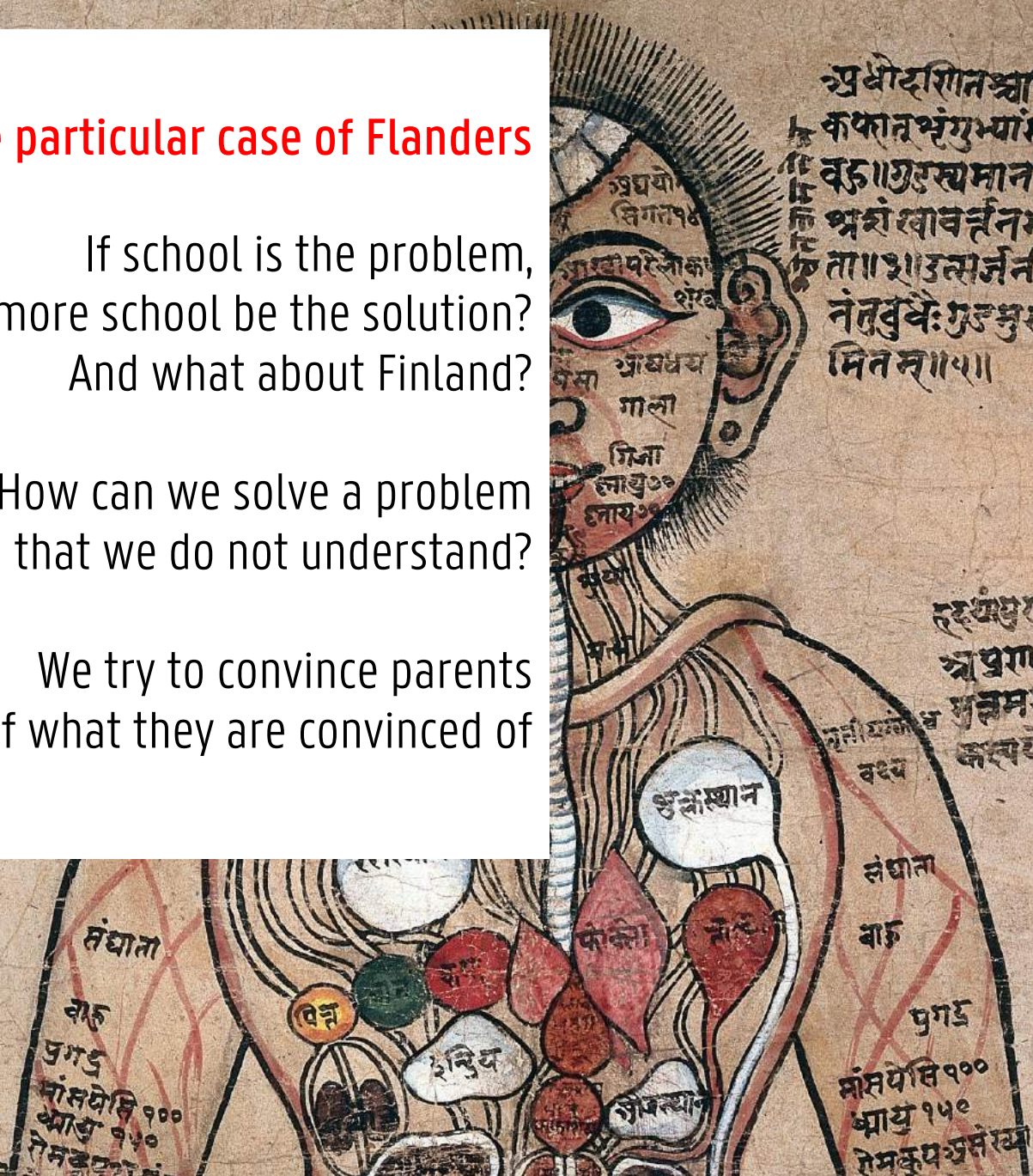
If school is the problem,
why would more school be the solution?
And what about Finland?

How can we solve a problem
that we do not understand?

We try to convince parents
of what they are convinced of

यं विभूता लक्ष्
पंचविध विधित्व
प्राणासना तोष
वेत्तव्य ॥२॥ यावत्
येति धीतस्य ना
नामानि त्रैदश
स्थान भेदतः ॥४॥

मेदसा नीतयोः सालाह कथोर्युगलं भवेत् ॥ १ ॥



अधोदृशितश्चापि हृदया खंक्तस्थितः ॥ विषणो भवतश्चाग्न
कफान्भृगुभ्यां समेधोया ॥५॥ विर्यवाहिशिरःवरोतो मतोपुस्य
वड ॥ गुरुस्य मानसवस्या सर्वस्थां चतुरंगुलमा ॥२॥ तत्रस्यावतयति
श्रशं खावर्तनभास्तना ॥ प्रवाहिली भवेत्पूर्वासाया गुलिपिताभ
ता ॥३॥ उत्सर्जनीतुतं द्यसा द्रो गुलिमितानता ॥ अर्द्धगुलप्रमा
नंतु बुधेः गुरुमुखं मतं ॥४॥ मलोत्सर्गस्य मार्गो यं वायु रहं विनि
मितत् ॥५॥

हृदयं गुरुकेन सदृशं स्यादधोमुखं ॥ जाग्रतस्तद्विकसितं
अपुगात्कनिमीलिनी ॥५॥ आयुं जीवस्य वेसनस्थाने
मुत्तमम् ॥ अतस्तमितमो व्याघ्रं वा शितुमुमुखं तिहा ॥२॥
कस्यो देहो जेत विवृणुनि ममदारित ॥ ३ ॥

गुनीयते
वक्ष्य
संधाता
बाहु
पुगड
मांसपेशि १००
आयु १५०
तेमकृप

अथ दोषाप्रवक्ष्यते धातवस्तदन्तरम् । आत्मादिगतिस्तस्य परिणामं
वक्ष्यते ॥१॥ आत्माश्च धातुनामलो जडयथातव ॥ आत्मयश्च कला ॥
आपि मर्मास्यर्थश्च संवेद्यः ॥२॥ आत्माश्च धातुनामलो जडयथातव ॥ आत्मयश्च कला ॥
रास्तथा ॥ रश्मिभूरिवो जगि जातः कुवाश्च ॥३॥ सेदन्मश्चाथ सघाता
सिन्धताश्च धातुश्च ॥ रोमानि रोमकूयानि देहतमत्तस्मयोगतः ॥४॥

श्चतश्शिखा
नेत्र



यं वभिभूता लक्ष्यं वक्रतो यवे न्युय यं च मो भावयन्ति ॥ यं चेद्विष
यं च विभवि विविद्या यं च वाचा यति विनाशकाले ॥१॥ इदा तस्तदनु
प्राणा समातो धान एव च ॥ व्यानश्च नामिमासावपुस्थानं प्रव
वेत्तव ॥२॥ याचकरंज कंवापि साधु जालोचके तथा ॥ आत्मेकं
चेति धीतस्य नामानि स्थानभेदनात् ॥३॥ कफस्येनामि
नामानि त्रेदशस्वावरंवेन ॥ सनन्नेरुन आपिलेदात्
स्थानभेदतः ॥४॥

Focus groups with parents & professionals

But will you love my child?

Professionals: my mother-like identity
You have to turn your heart into a stone

The pressure of the next teacher

Care as a hindrance
Care as "leaking bodies"

गोभवतश्चागम
वरोतोमतोपुर
॥ तत्रस्यावतयते
सावागुलिपिताम
॥१॥ अर्द्धगुलप्रम
र्णयंवायुदहंविनि

अथ तस्मादि कसिनि
वस्यवेसनस्थान
तुपुसुखेतिहि ॥२॥
॥३॥

मेदसानीतयोः सालाहकयोर्गुणलभवेन ॥

पुगड
मांसयेसि १००
आयु १५०
तेमकृपुसंख्या

The particular case of Flanders Focus groups with parents & professionals

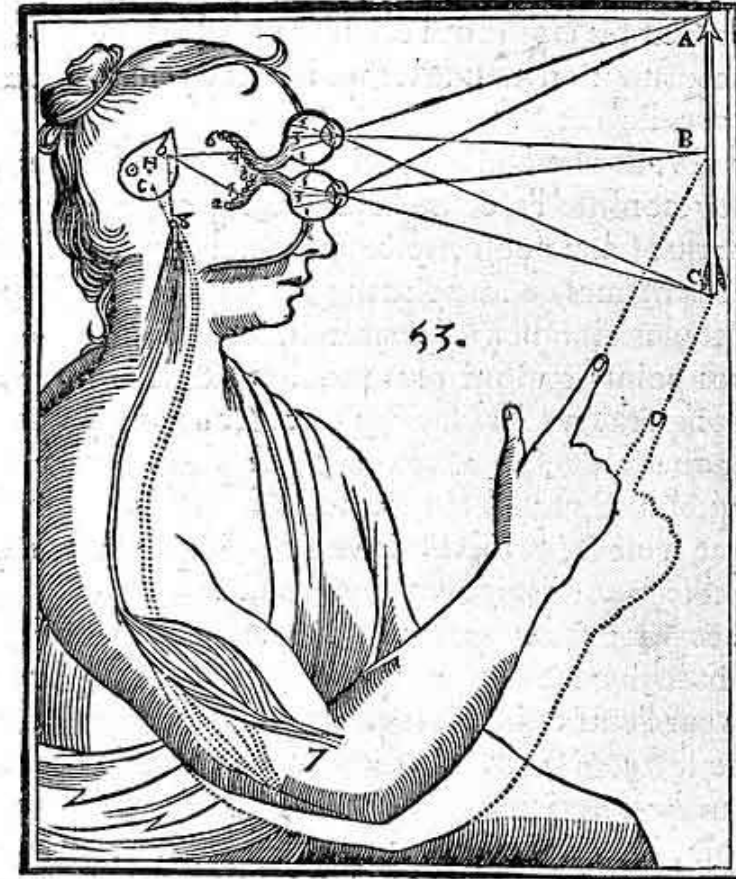
The Cartesian split between mind and body

The idea that care and learning are two different concepts


And that there is a hierarchy

Assistant teacher = the Cinderella of ECEC

DE RENE' DESCARTES. 81
perficie interieure du cerueau, se raporte à chacun des autres membres; & chacun des autres points de la superficie de la glande H à chacun des costez vers lesquels ces membres peuent estre tournez : En sorte que les mouuemens de ces membres, & leurs idées, peuent estre causez reciproquement l'un par l'autre.



Et de plus, pour entendre icy par occasion, comment, lxxviii.
lors que les deux yeux de cette machine, & les organes Comment
vne idée



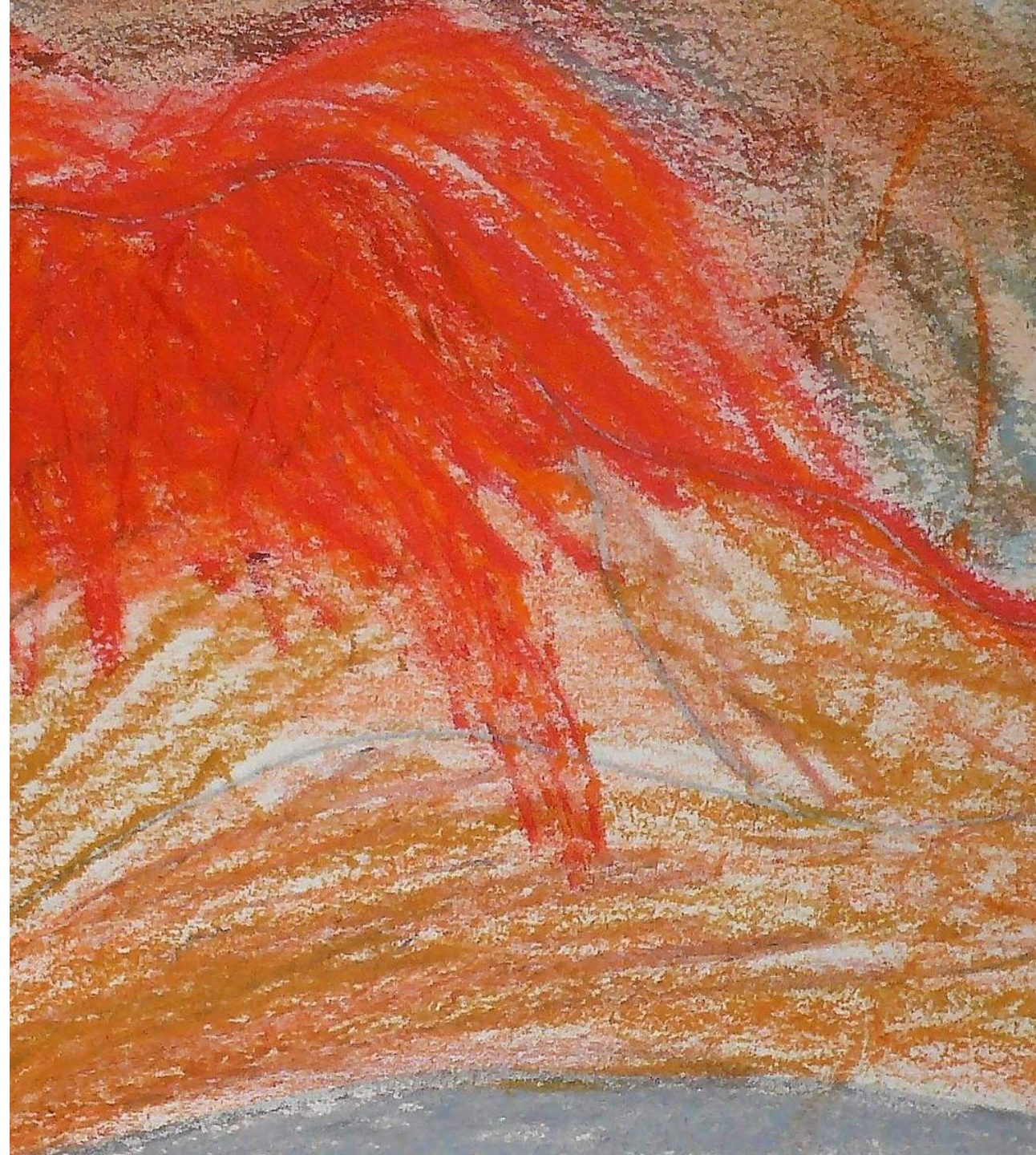
A lack of reciprocity
False perceptions
(Hide and see)

An analysis of 13 curricula reveals:

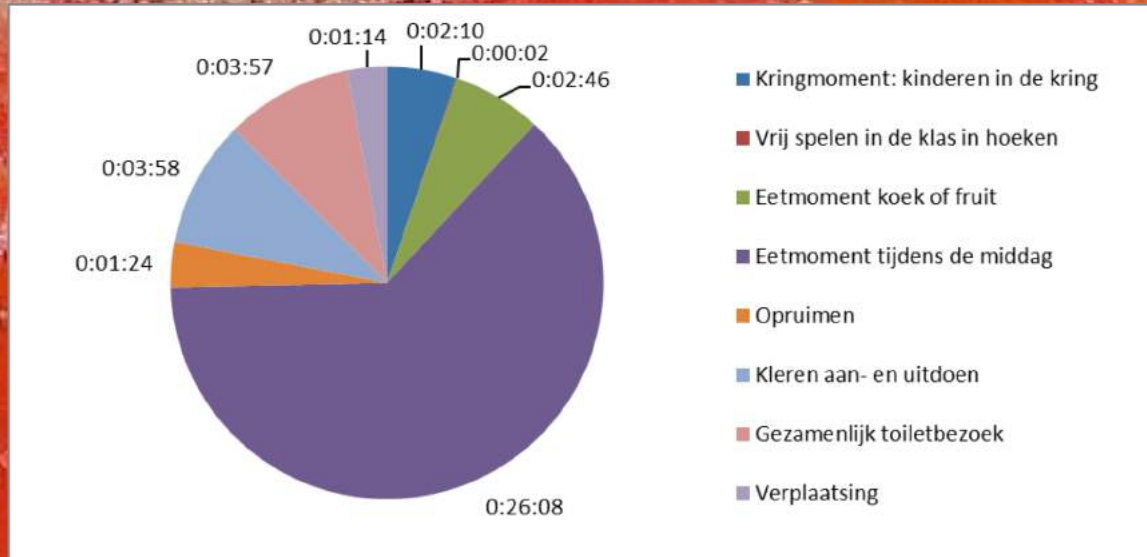
Parent participation is defined without parent participation

Okay, we lack care...
But what about the learning (of language)?

Observations of 4 classes
2 children 'at risk' per class
2,5-3 y
During one year
With 2 cameras
A selection of 100 hours (x2) of video
Quantitative and qualitative analysis

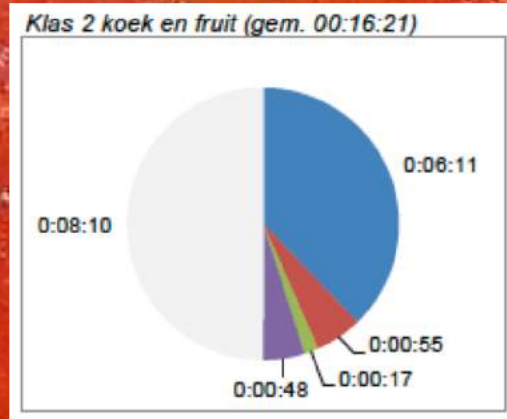


Time registrations

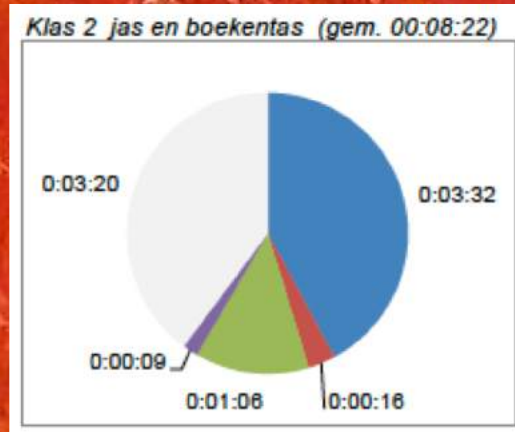
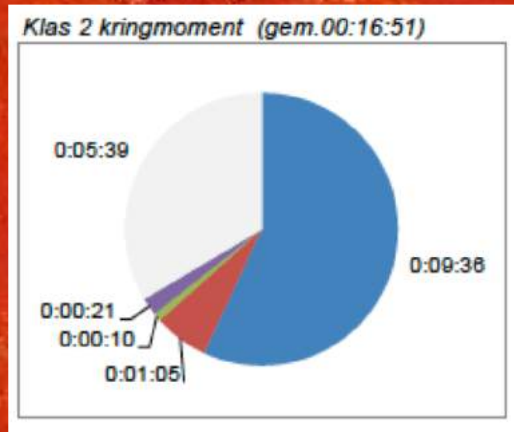


A lot of waiting (20-30%)
Waiting = silence

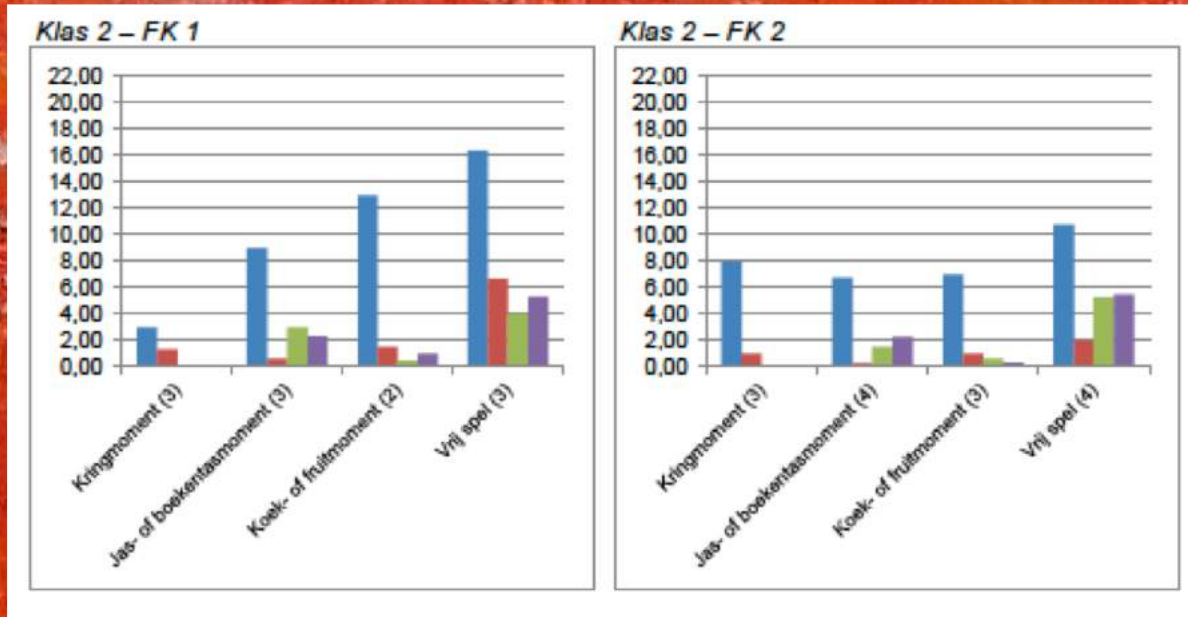
Verbal interactions



Very limited
Almost only Adult to Child
Hardly any peer interactions



Verbal interactions with the focus children

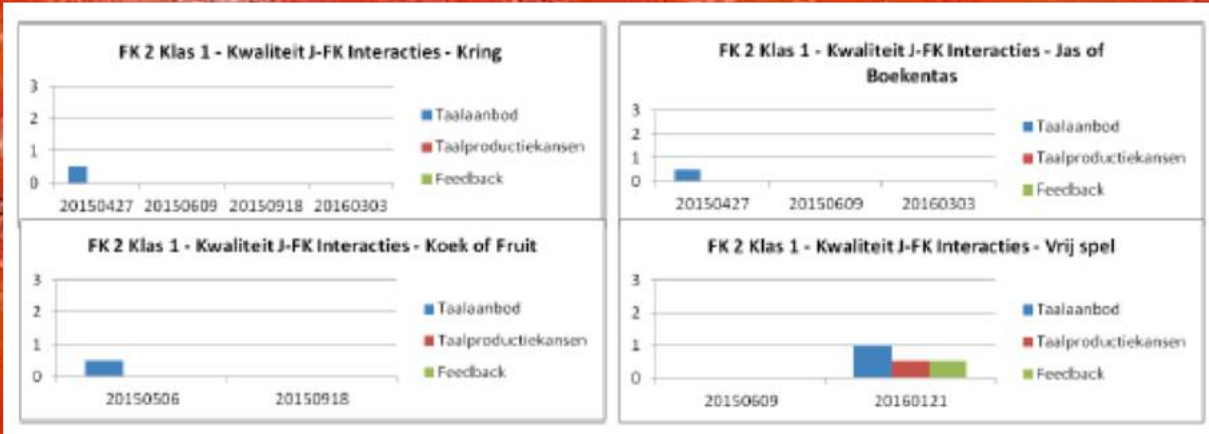


Very limited
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Hardly any peer interactions

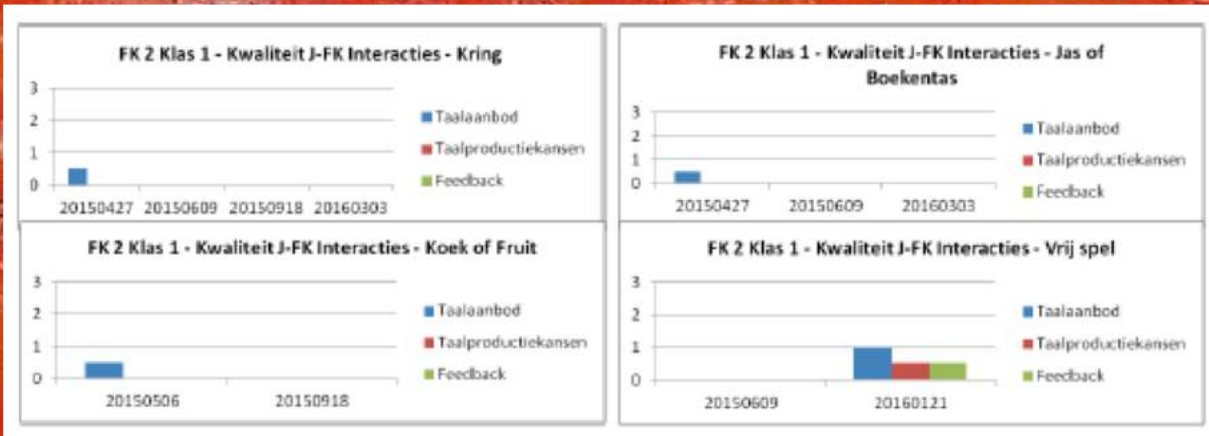


Quality of the verbal interactions

Richness of the language offer
Opportunities for language production
Feedback



Quality of the verbal interactions



T: Where does this piece belong?

T: Yes, put it in

T: Ho, easy

T: And the sheep, take the sheep

T: No that is not right, Ramiz, that does not fit

T: Try here. Look.

T: Easy

T: Yes, easy

T: Yes, well done, Ramiz. And the doggie?

T: Well done, Ramiz. Super. No, here.

T: Yes, super. Well done.

T: Well done, Ramiz.

T: Yes, bravo! Wow, now you must try alone. Now alone. Like this.

T: Come on Ramiz, try.

T: Turn, Ramiz

R: Cat

T: Is it ok Ramiz?

T: Try, Ramiz.

Why?

- Instructional language
- Disciplining the body
- Focus on learning is counterproductive for learning
- More qualitative verbal interactions during care moments
- Larger classrooms = lower quality of verbal interactions



Is ECEC part of the
solution
Or is it part of the problem

Interruptions by monolingual children
Inequality in language opportunities

Subtractive language policies

No recognition of home languages

No recognition of multilingualism

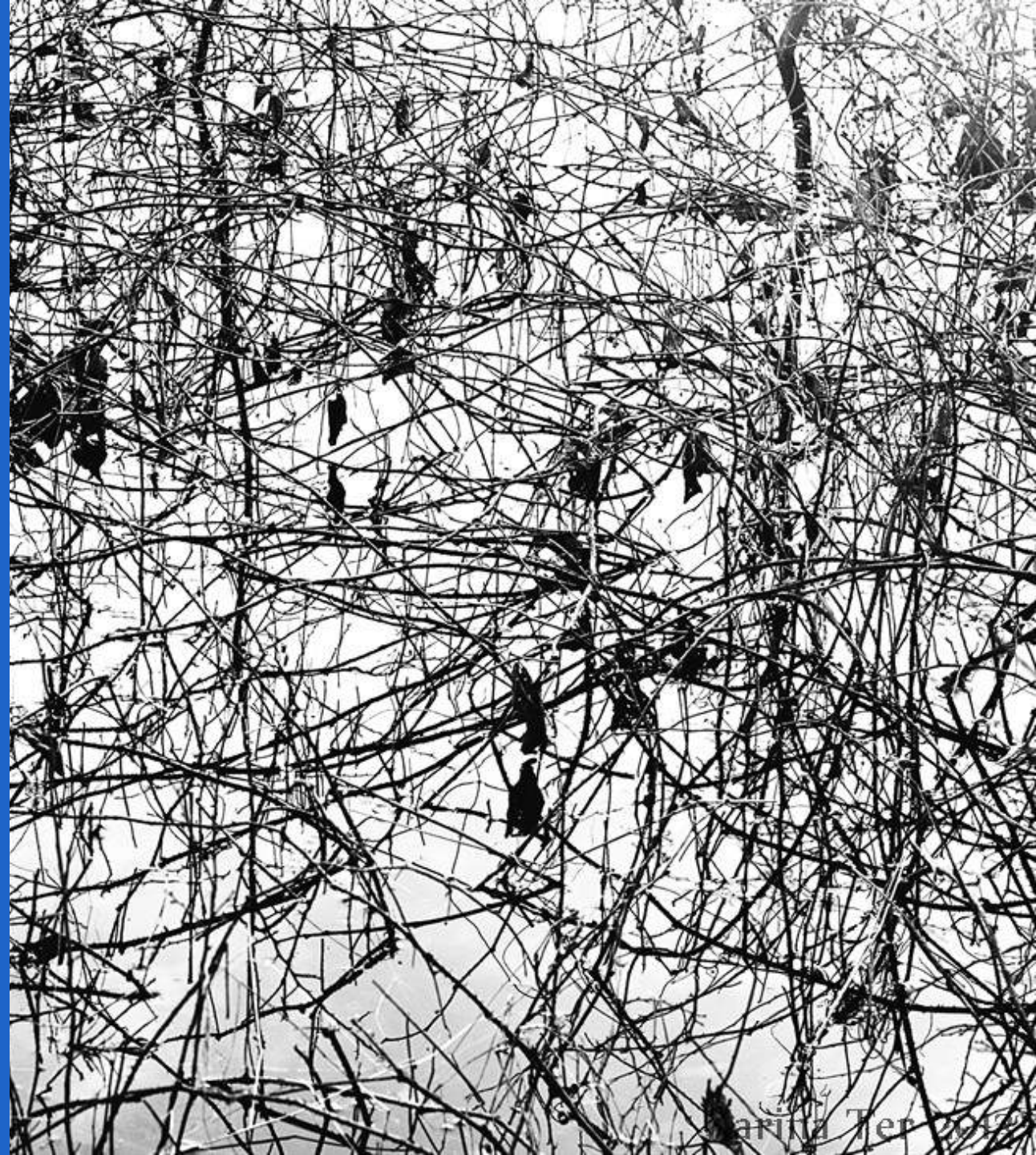
The background is an abstract, textured composition. It features a large, vibrant red area on the left side, which transitions into shades of orange and yellow towards the center. The right side is dominated by a mottled grey and light brown texture, suggesting a rough, stone-like surface. The overall effect is one of organic, layered growth or erosion.

The narrow focus on learning
creates unequal opportunities

4th seminar on Childhood, Well-being and Parenting.
Rennes, 26-27 June 2019

4.

EMBRACING COMPLEXITY



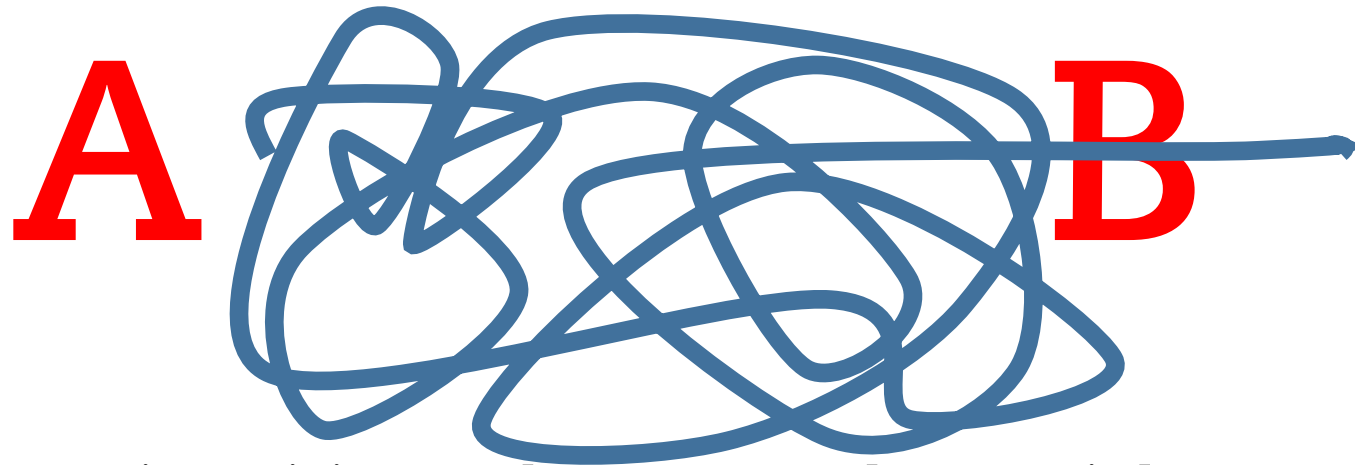
How education is presented



The child
Passive
Blank
Homogeneous
Stages

The adult
Productive
Autonomous
Homogeneous
Fulfilled

What education is about



Diversities, cultures, gender, social contexts, parents' opinions, policies, transitions between home and school, systemic conditions

Let us embrace complexities

Learning = caring

Outcomes are negotiated
(beware of equal opportunities
and embrace equal opportunities)

Negotiations entail disagreement

Disagreement is the basis of democracy

4th seminar on Childhood, Well-being and Parenting.

Rennes, 26-27 June 2019

IS ECEC PART OF THE SOLUTION OR IS IT PART OF THE PROBLEM?



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