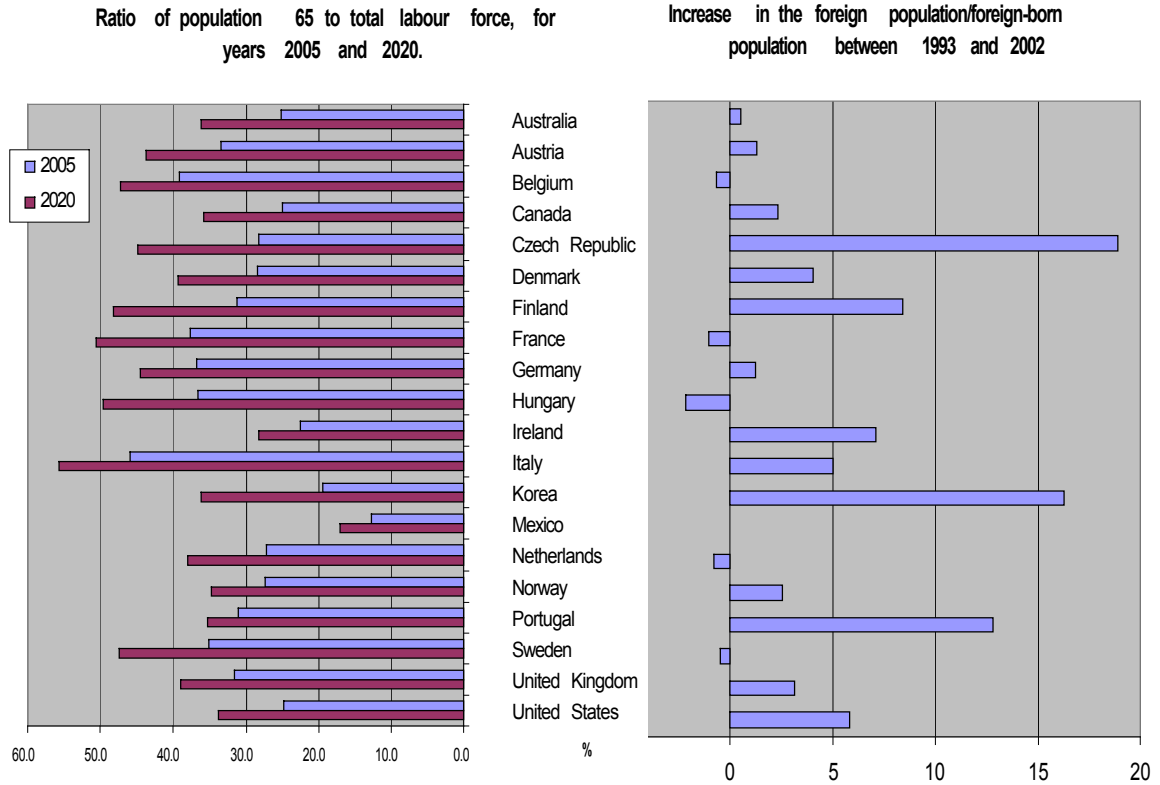


# A changed context for ECEC training

John Bennett, OECD

## Europe's demographic future



### CONSEQUENCE

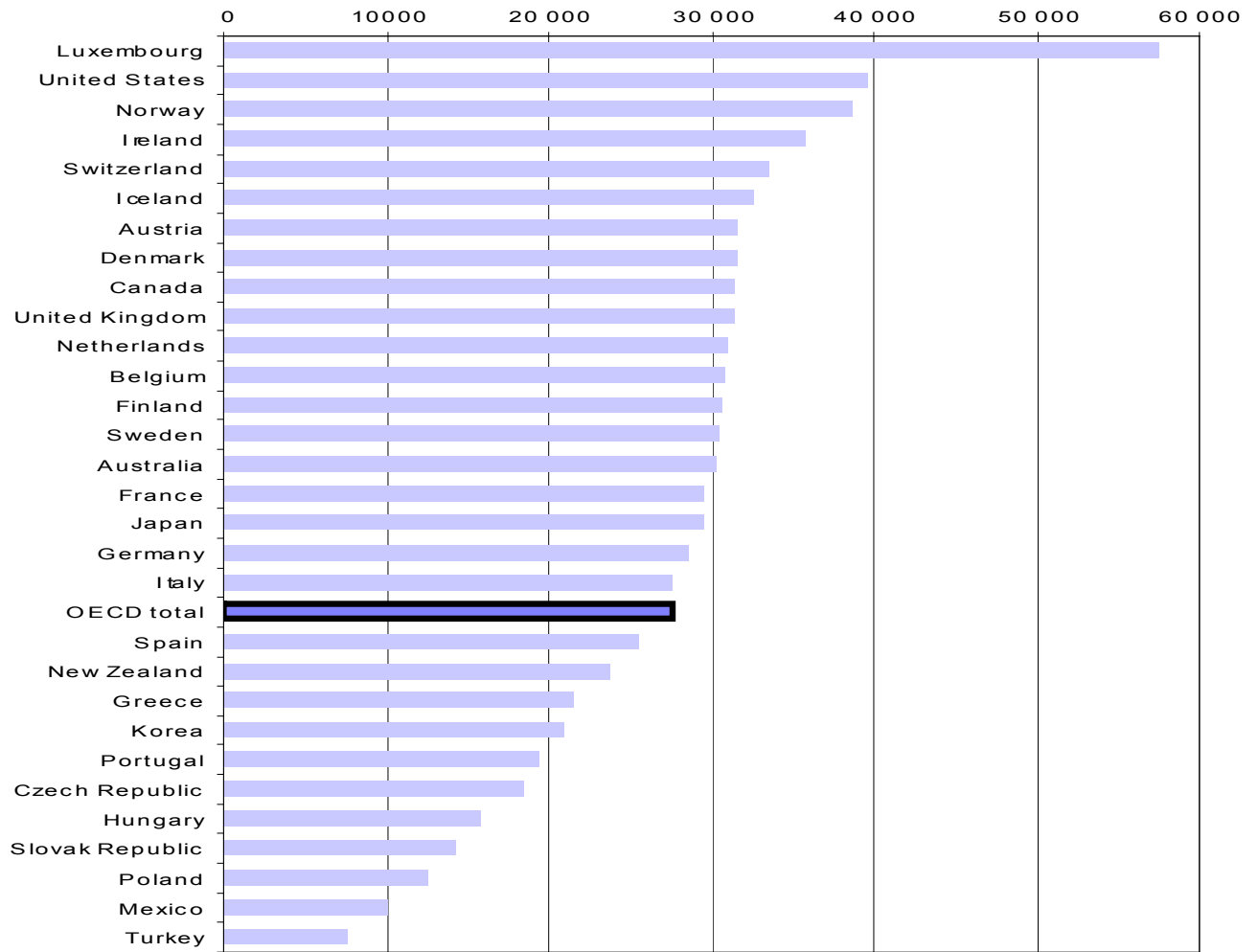
A more intercultural profile for ECEC personnel  
 To which countries are the immigrant populations going?



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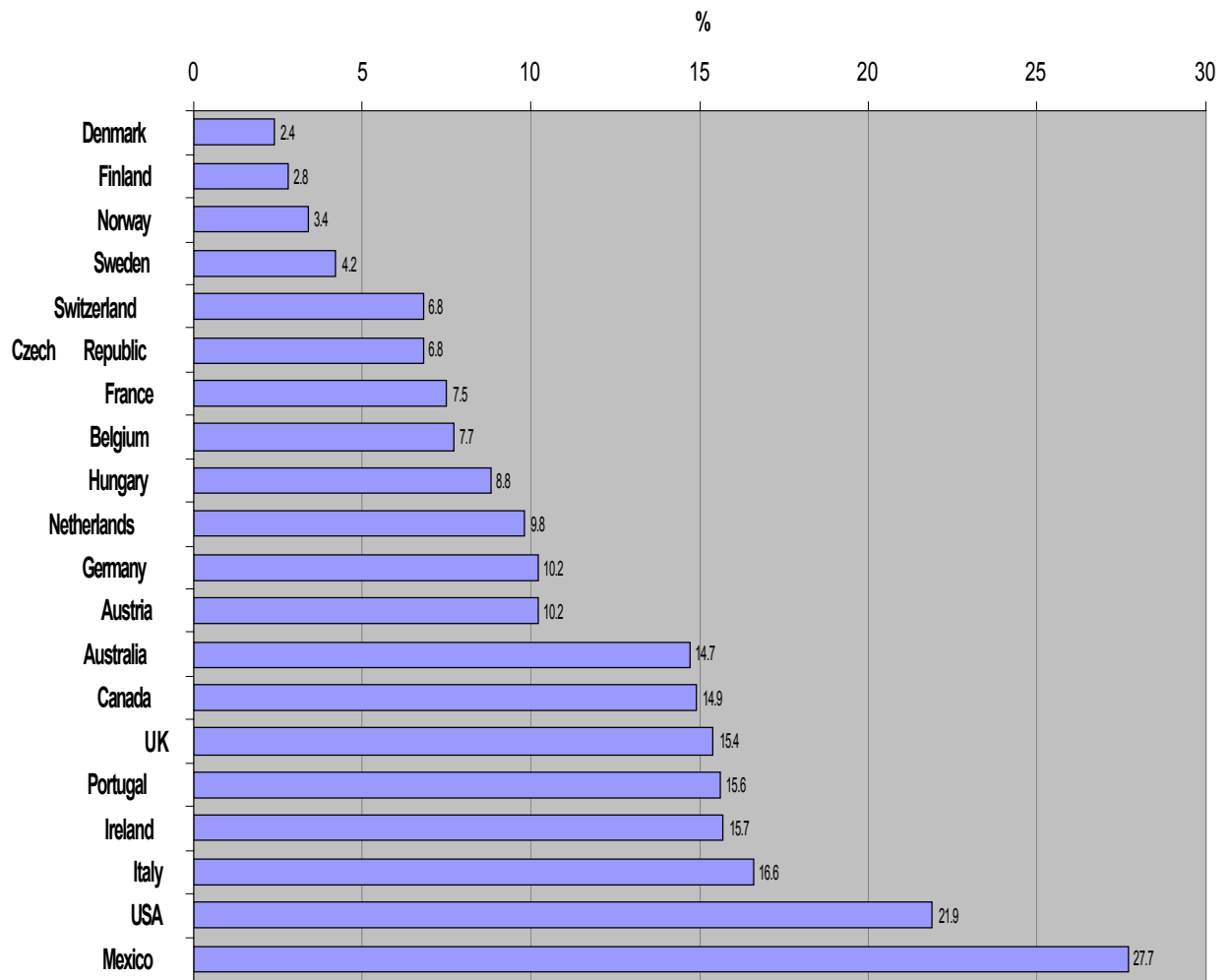
**GDP per capita**  
 USD, using current PPPs, 2004



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## Child poverty in rich countries



### CONSEQUENCE

- Intercultural educators, many of whom will work with children from at risk backgrounds



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## At-risk indicators used in the UK EPPE study, 1997-2007

Child indicators	Disadvantage Indicator
First language	English not first language
Large family	3 or more siblings
Birth weight	Premature or below 2500 grams
Parent characteristics	Disadvantage Indicator
Mother's highest qualification	No qualifications
Social class of father's occupation	Semi-skilled, unskilled, never worked
Father's employment status	Unemployed, absent
Age of mother	Age 13-17 at birth of EPPE child
Marital status	Lone single parent
Mother's employment status	Not employed
Home environment scale	Bottom quartile

### Social change

- Parallel to the segregation of immigrant children and families into low-paid jobs and poor neighbourhoods...

... a growing consciousness of the social, cultural and participatory rights of minority groups is growing

- This conference marked by a concern
  - To bring security and belonging to all young children
  - To practice outreach to parents and provide family support
  - To create community solidarity and social inclusion
  - To respect multiculturalism and your hope to move the agenda toward inter-culturalism
- Your sense of not simply supplying services but also of creating spaces for democratic participation

### New expectations about ECEC and new pedagogies

- Move away from a health/hygiene – preparation-for-school approach to a new pedagogy
- A pedagogy in touch with:
  - The psychological needs of young children
  - Their participatory rights and need to experience and understand democratic values
  - The need for outreach to families and communities (the early childhood centre as an important instrument of local social and family policy)



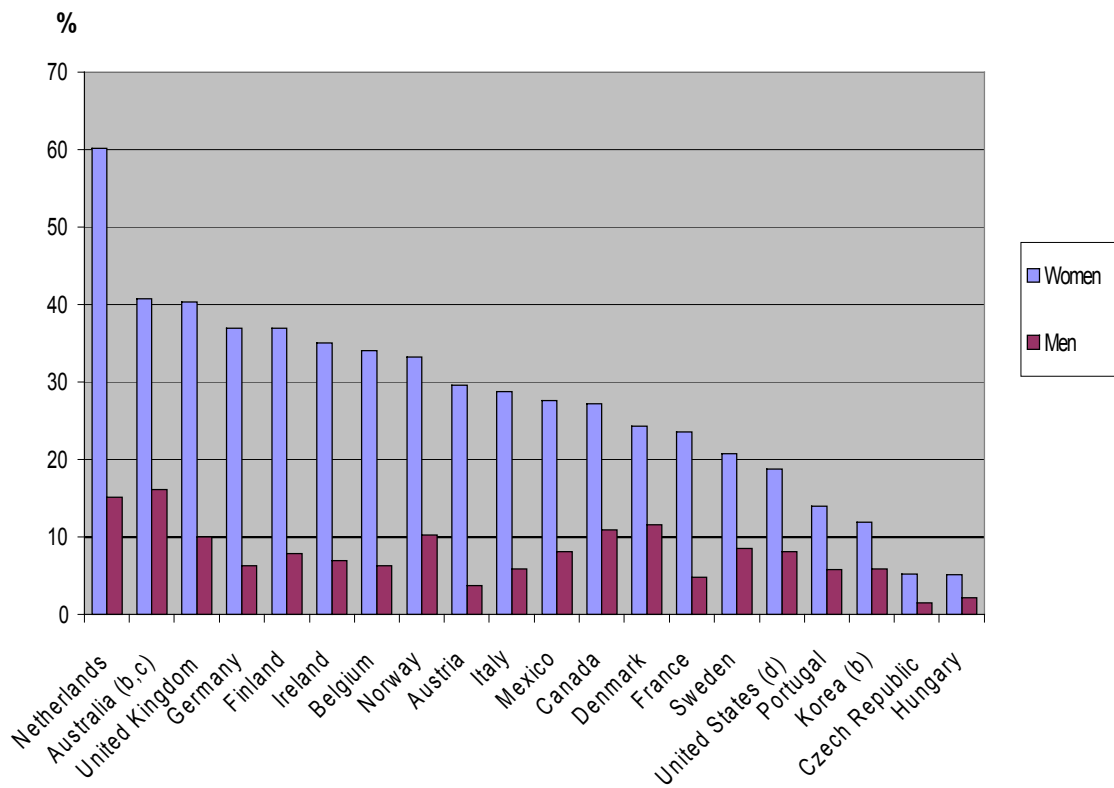
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## CONSEQUENCE

- The growing complexity of social and educational work with young children calls for higher training of personnel, working in reflective teams, composed of:
  - Early childhood educators
  - Early childhood educators from diverse backgrounds
  - Special needs educators
  - Social pedagogues and family support personnel
  - Children’s nurses
  - Health nurses
  - Primary school teachers...
  - First-class managers (co-ordinators, leaders...)

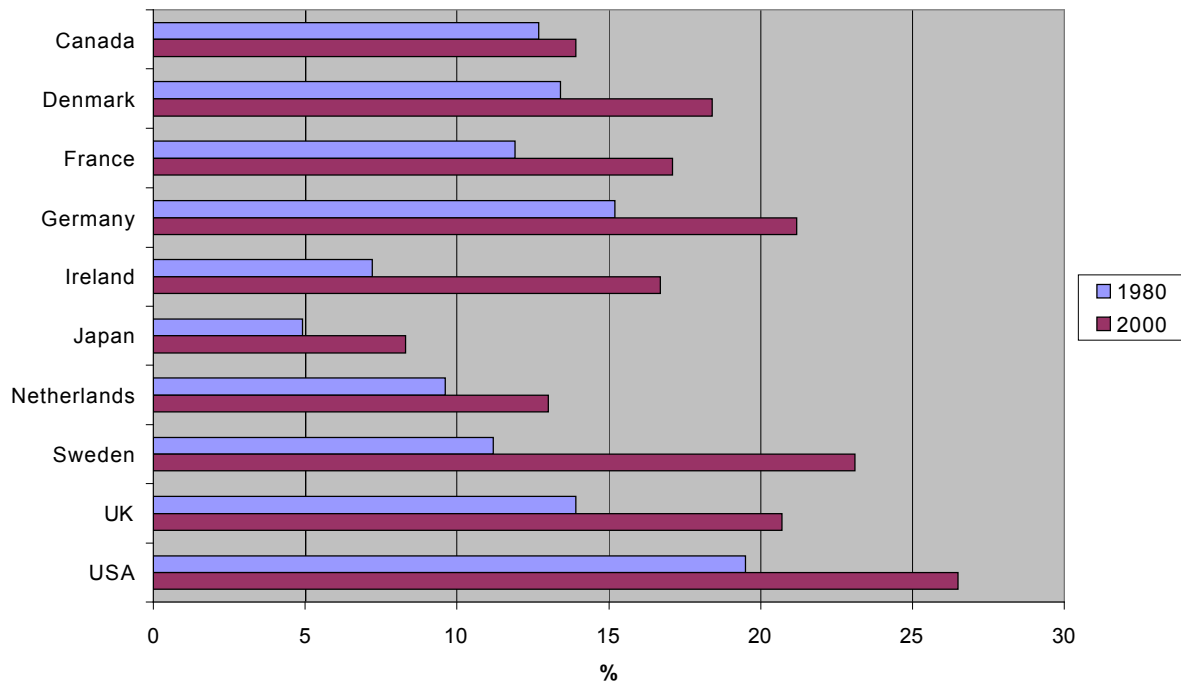
Part-time work: women and men



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### Lone parents in OECD countries



### Two-tiered education systems

- ❑ Under-funded public systems for the children from diverse backgrounds
- ❑ Some democratic solutions:
  - No separation of children: respect and co-existence in the lay public school (France, Nordics, RS...)
  - A structured network of public-private systems governed by national agreements on
    - Enrolment and fee policies
    - Curriculum
    - Staffing
    - Wage and career structures for teachers
    - Extra funding for public (and private) services in difficult neighbourhoods
- ❑ More funding and more creativity in the public schools (Sweden, Rosa Sensat...)



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