



Modeli odgovora na odgojno-obrazovne potrebe djece
izložene riziku socijalne isključenosti u ustanovama RIPOO

Models of Response to Educational Needs of Children
at Risk of Social Exclusion in ECEC Institutions



Ovaj je rad financirala Hrvatska zaklada za znanost projektom IP-2019-04-2011

This work has been fully supported by Croatian Science Foundation under the project IP-2019-04-2011

SUPPORT TO CHILDREN AT RISK OF SOCIAL EXCLUSION AS A COMPONENT OF INCLUSIVE EDUCATION IN CROATIAN EARLY CHILDHOOD EDUCATION AND CARE INSTITUTIONS

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ATEE 2022 Annual Conference
To Be, or Not to Be a Great Educator
August 29-31, 2022
Riga, Latvia

MODELS OF RESPONSE TO EDUCATIONAL NEEDS OF CHILDREN AT RISK OF SOCIAL EXCLUSION IN ECEC INSTITUTIONS

The main objective of the project is to contribute to the systematisation of current and development of new scientifically based findings regarding etiological, phenomenological and intervention aspects of RSE within children in early and preschool years.

The aim of this presentation is to analyze how Croatian ECEC institutions provide support to families and children at RSE.



CONTEXT OF ECEC IN CROATIA



ECEC in Croatia

- is regulated by the Preschool Education Act (1997), the National Curriculum for ECEC (2015) and additional secondary legislations
- represents the initial level of the education system
- is not compulsory for all children
- starts from the age of six months to the beginning of elementary school and it is divided into two education and care cycles

THEORETICAL FRAMEWORK - PREVENTION OF RSE



Prevention of the RSE of children is a complex system of measures, activities and continuous efforts aimed at:

- a) reducing or eliminating risk factors and/or the consequences of their actions
- b) strengthening protective factors at all levels, areas and key points in order to ensure quality development, adaptation and maturation of children.

A comprehensive approach to prevention implies measures and activities of the ECEC institution at the level of universal, selective and indicated prevention.

UNIVERSAL AND SELECTIVE PREVENTION

Universal prevention (UP)

- is aimed at the entire population of families and children
- it's goal is to entirely prevent, mitigate the effect, or postpone risk factors that can lead to social exclusion of children
- the goal of UP is most often the development of socio-emotional competencies

Selective prevention (SP)

- is aimed at individuals or a specific sub-population of families and children whose risk in a certain area is higher than average
- it's goal is to mitigate the effects of risk factors

METHODOLOGY



SAMPLE

- 65 ECEC institutions in Croatia
- 10,4% of ECEC institutions in Croatia
- representative sampling was used

INSTRUMENT

The Protocol for mapping measures to support families and children at RSE in ECEC institutions

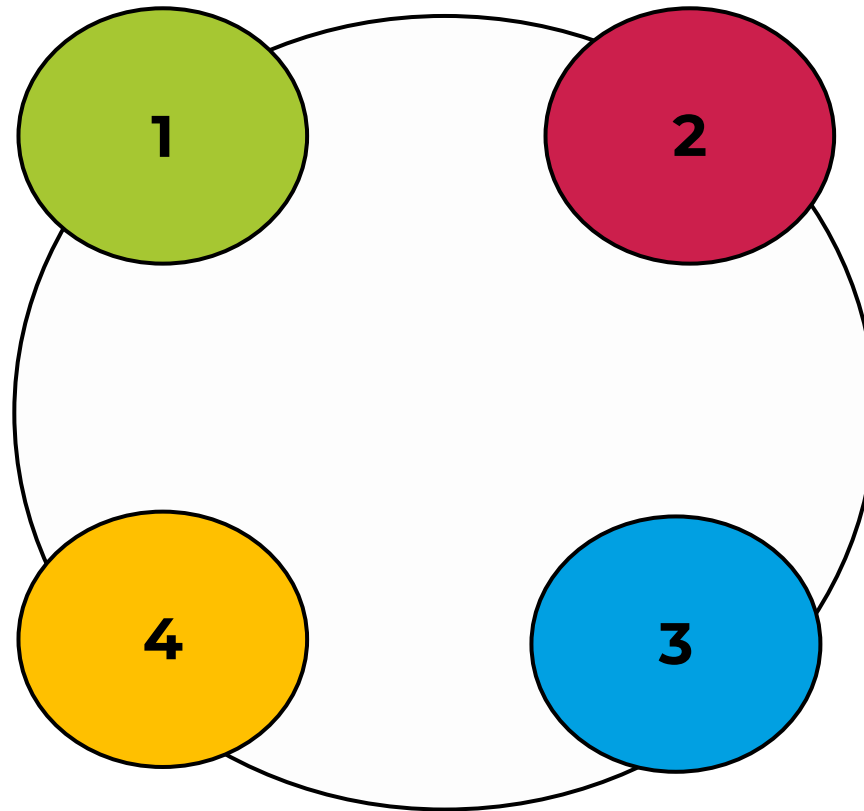
MODEL OF PREVENTION OF THE RSE OF CHILDREN

ASSESSMENT OF
NEEDS

PLANNING OF
THE INTERVENTION

EVALUATION OF
THE INTERVENTION

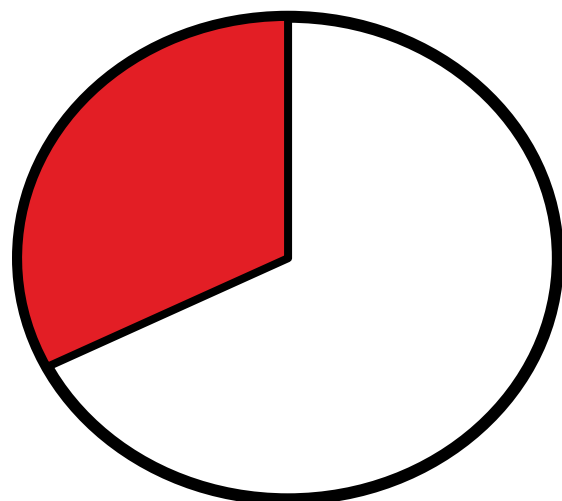
IMPLEMENTATION OF
THE INTERVENTION



RESULTS

Assessment, support and evaluation methods	%
Initial interview/consultation with child's parents/caregivers prior to enrollment into ECEC program	93.8
Ongoing individual consultations with child's parents/caregivers throughout the pedagogical year	70.8
Initial interview/consultation with the child prior to enrollment into ECEC program	69.2
Use of standardized measurement instruments for assessment of child's developmental status	30.8
Comprehensive team-based differentiated assessment of the child	27.7
Individual counselling with child's parents/caregivers	95.4
Group support for parents/caregivers	30.8
Group counselling with child's parents/caregivers	20.0
Monitoring pedagogical documentation	95.4
Providing internal education for specific program/measure/method to preschool teachers	73.8
Occasional external evaluation	18.5
Applying scientific evaluation	10.8

RESULTS



32%

of ECEC institutions in Croatia implement structured, comprehensive prevention programs

There are still institutions that do not include support for parents in their pedagogical practice.

External and internal education of teachers about implementation of specific prevention programs of RSE is carried out in more than 50% of institutions in Croatia.

CONCLUSION



- The systematic support of ECEC institutions to families and children at RSE in Croatian ECEC institutions has not yet fully taken root.
- There is an uneven offer of various types of prevention programs in Croatian ECEC institutions.
- The declaratively widely accepted inclusive education has not been well ingrained in the culture and practices of many Croatian ECEC institutions.

It is necessary to improve the structural and process determinants of quality of the ECEC institutions, because they are related to the appropriate response of the ECEC system to RSE and the prevention of possible unfavorable development outcomes related to them.



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THANK YOU FOR YOUR ATTENTION

MORE INFORMATION:

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