



EUROPEAN OMEP CONFERENCE AND ASSEMBLY 2023
“QUALITY AND EQUALITY IN EARLY CHILDHOOD EDUCATION AND CARE”
3 – 6 of May, 2023
Venues at Frederick University and Cyprus University of Technology

Children at Risk of Social Exclusion in Institutional ECEC setting

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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



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- The implementation of the research scientific project *Model of Response to Educational Needs of Children at Risk of Social Exclusion in ECEC Institutions (MORENEC), funded by the Croatian Science Foundation*
- **Goals:**
 - investigate **how many children** are at risk of social exclusion (RSE),
 - what are the **types of risks**,
 - **conditions** in ECEC institutions ,
 - and **competences** of teachers for working with children and families in RSE.

Convention on the Right of the Child (1989)

- Enrolment in institutional ECEC is the right and need of all children.
- In the *Recommendation of the EU Council (2019)* the importance of institutional ECEC as one of the ways of **equalizing the educational opportunities of the individual, and starting point of education as lifelong learning process**, is emphasized. Early involvement in the ECEC setting is interpreted as “a key instrument for fighting inequality and educational poverty” (*The Recommendation, 2019, (4)*).





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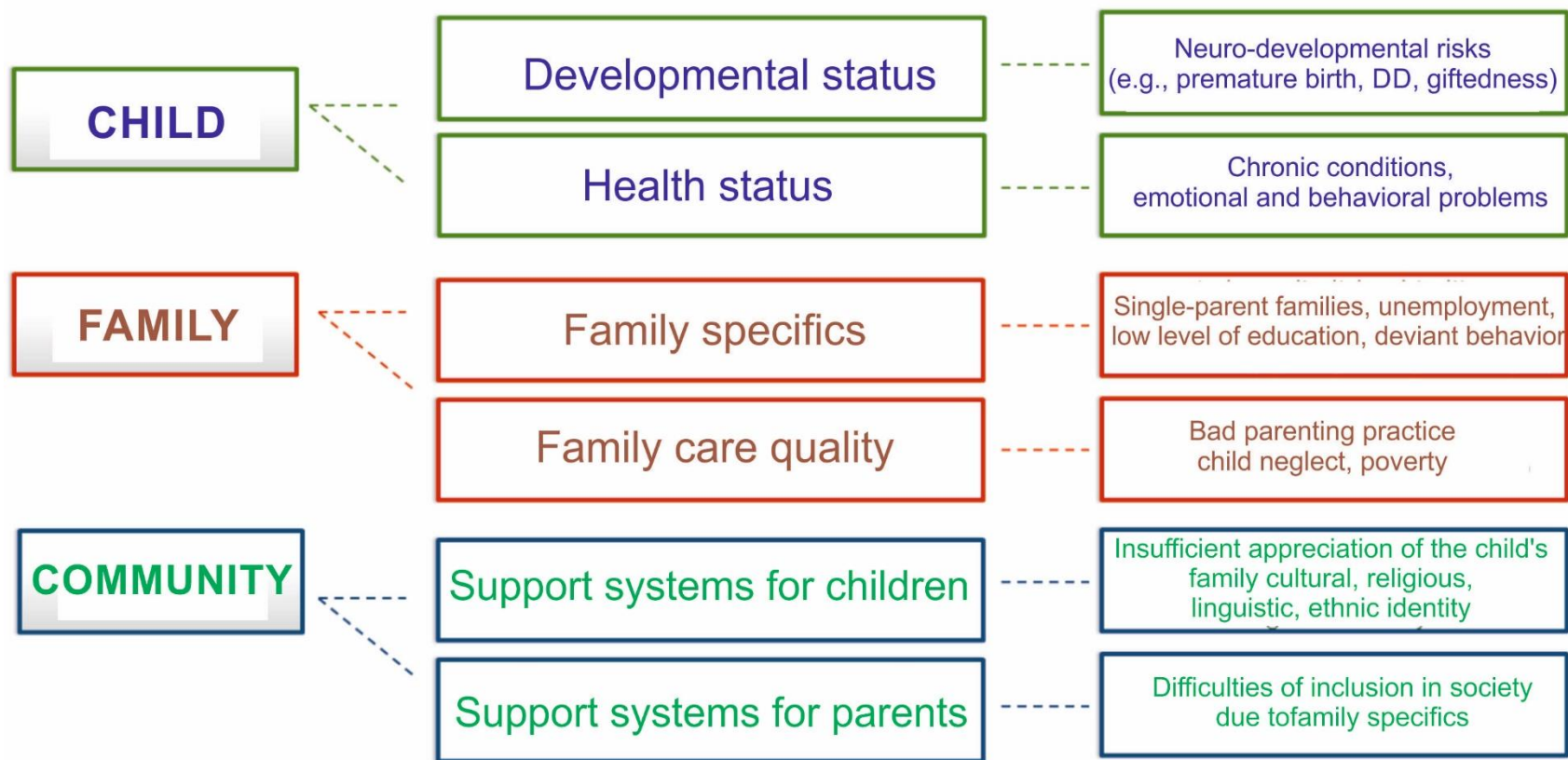


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- The availability and accessibility of the system facilitates the inclusion of children in the setting. It is reasonable to assume that involvement in ECEC setting is not enough and that the key factor is quality.
- Children's well-being from ECEC setting involvement is greater for those children who grow up in various unfavourable conditions and at risk of social exclusion (RSE), with particular sensitivity to the quality of ECEC pedagogical practice.

Children at risk of social exclusion (RSE)



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PEDAGOGICAL PRACTICE QUALITY



1

INTERACTIONS
child – children -
teacher

3

INCLUSION (= EQUAL
PARTICIPATION)

5

EDUCATION AND
CARE STRATEGIES

2

FAMILY AND
COMMUNITY

4

PLANNING,
MONITORING,
EVALUATING

6

PROFESSIONAL
DEVELOPMENT

7

LEARNING
ENVIRONMENT



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The project “Model of Response to the Educational Needs of Children at Risk of Social Exclusion in Institutions of ECE”



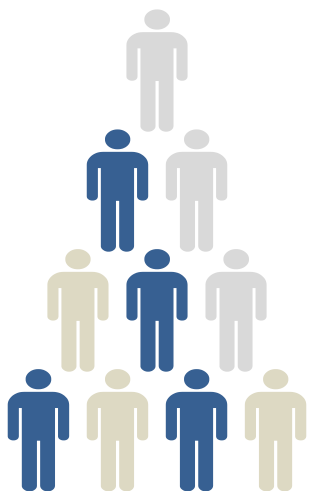
RESEARCHED

- Representation of children at RSE in ECEC setting,
- Types of risk,
- Children’s opinion,
- Parents’ opinion,
- Competences of teachers for working with children at RSE.

....ONGOING

- Application and evaluation of the pedagogical support model for children at RSE.
- Development of teachers’ competences for education of children at RSE.
- Construction of an inclusive curriculum.

SAMPLE / Republic of Croatia



n = 3.500 children age 5 to 7

48,6% girls

51,4% boys

535 teachers

3.500 parents

66 ECEC settings (10%
of all in Croatia)



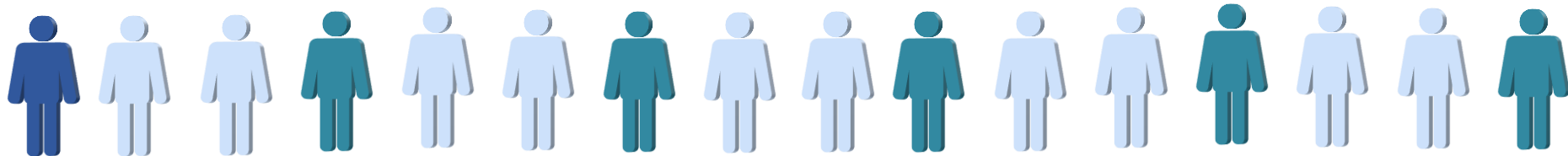
Share of children at RSE in the ECEC system



21,1% - one type of RSE

8,7% - two types of RSE

4,5% - three and more types of RSE



Assessment of RSE types in the ECEC system and in the population



RSE	Share in the population	Share in ECEC setting
Developmental deviations	8,2%	8,1%
Poverty risk	15,2%	5,5%
Single-parent household	17%	10,9%
Ethnic minority	6,8%	1,4%



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MAPPING OF SUPPORT TO CHILDREN AT RSE IN ECEC INSTITUTIONS



30% institution has a standardized procedure for RSE assessments of children, which is followed by organized programs for family members and children at the universal and selective level of prevention

Teacher in **15%** institutions were trained in various techniques for providing individual support to children



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CONCLUDING CONSIDERATIONS



Expected necessary changes:

- more accessible ECEC system,
- greater sensitivity for recognizing and supporting children and families at RSE,
- elaborated protocols, models and conditions for working with children at RSE,
- higher level of teachers' competence for pedagogical support, education and care of children at RSE
- inclusive curriculum,
- better management and financing system (public education policy).



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Thank you for your attention 😊

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