



PREVENTION OF RISKS OF SOCIAL EXCLUSION IN ECEC INSTITUTIONS: IS THERE ROOM FOR OPTIMISM?



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CHANGING TIMES IN ECEC: NEW OPPORTUNITIES FOR
FOSTERING DEVELOPMENT AND IMPROVING SUSTAINABILITY,
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ABOUT THE PROJECT



Models of **R**esponse to **E**ducational **N**eeds of Children at Risk of Social Exclusion in **E**arly **C**hildhood Education and Care (ECEC) institutions

The project is aimed at investigating obstacles, and possibilities (chances) which limit or support the availability of quality ECEC for children at RSE.

The project's main objective is to systematize the current and create new, scientifically founded knowledge on the etiological, phenomenological and intervention aspects of young and preschool children at RSE in Croatia.



CONTEXT



ECEC IN CROATIA

represents the initial level of the education system

- it is not compulsory for all children
- it is divided into two educational cycles:
 1. the nursery cycle (6 months to 3 years) and
 2. the kindergarten cycle (3 to 7 years)
- **The National Curriculum for ECEC (2015):**
- puts the child at the centre of the educational process and considers their personality which needs to be understood and respected
- it is expected that ECEC should guarantee the realization of equal rights for all



THE AIMS OF THE RESEARCH



01

to analyse the types and levels of RSE of preschool children that participate in Croatian ECEC institutions

02

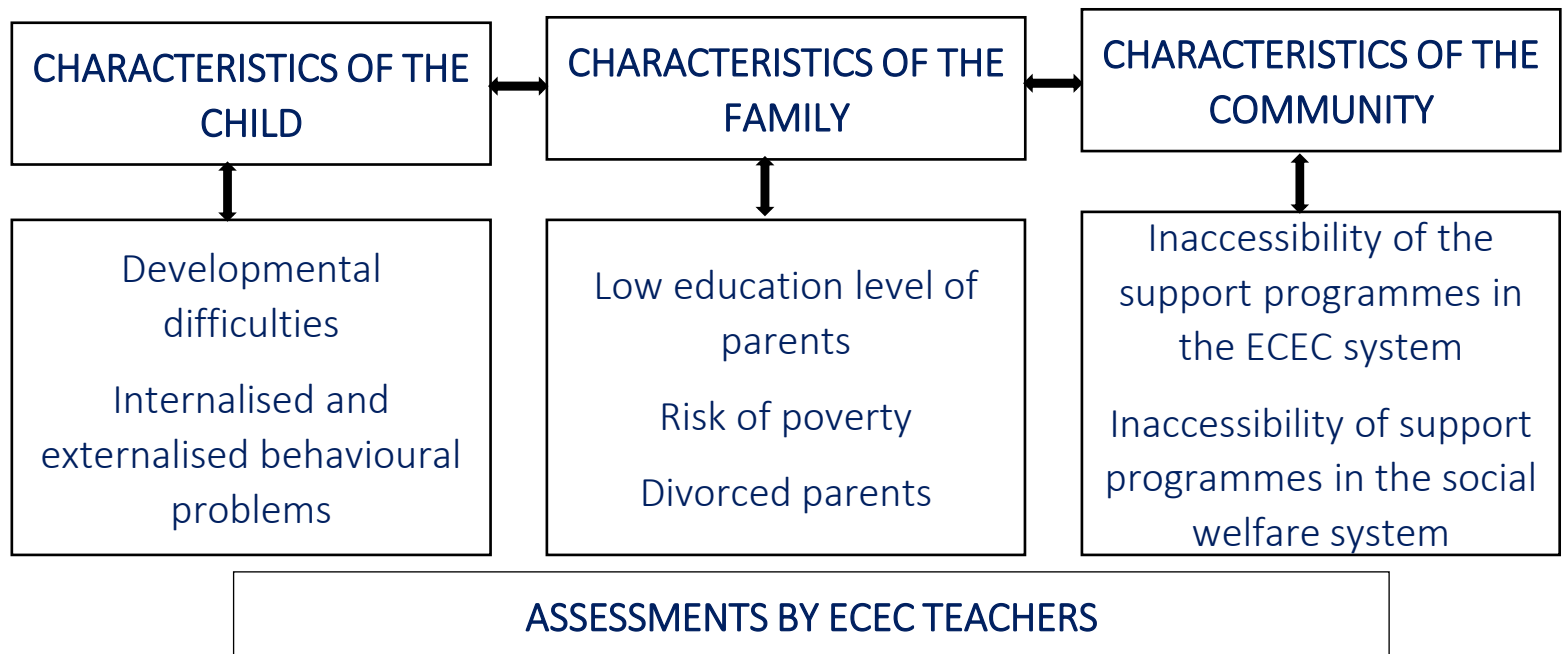
to explore possibilities of ECEC institutions to participate in the prevention of RSE



THEORETICAL FRAMEWORK (RSE)



The RSE of children are understood as a possible consequence of unfavourable circumstances arising from the characteristics of the child, the family and/or the community. They range over a continuum from low to high levels of risks.



THEORETICAL FRAMEWORK (PREVENTION OF RSE)



Prevention of the RSE of children is a complex system of measures, activities and continuous efforts aimed at reducing or eliminating risk factors and/or the consequences of their actions, 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.



METHODOLOGY



Participants:

- 3.500 children (5 to 7 years old)
- 48.6% girls and 51.4% boys
- 66 institutions (10,4% of all ECEC institutions in Croatia)
- the RSE of the children was assessed by 535 ECEC teachers
- representative sampling was used

Instruments:

- Questionnaire to assess the etiological and phenomenological aspects of the RSE of young and preschool children (version for ECEC professionals)
- Mapping of support measures for families and children at RSE in ECEC institutions

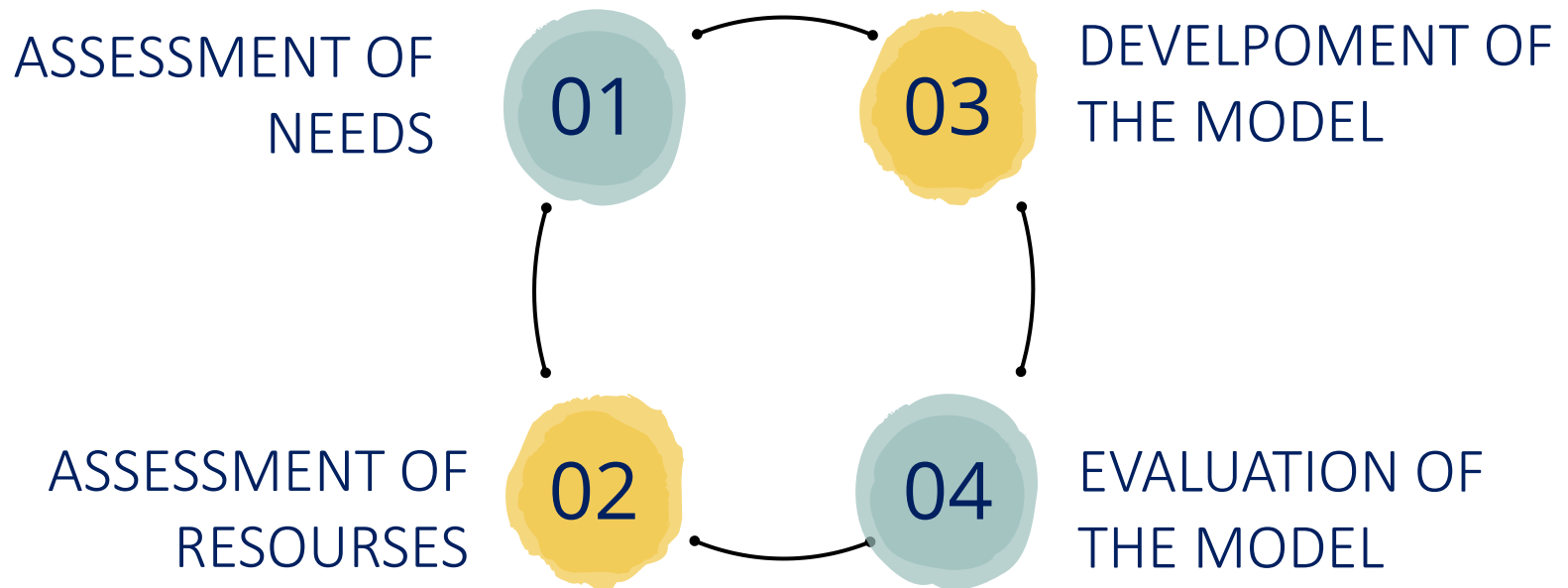




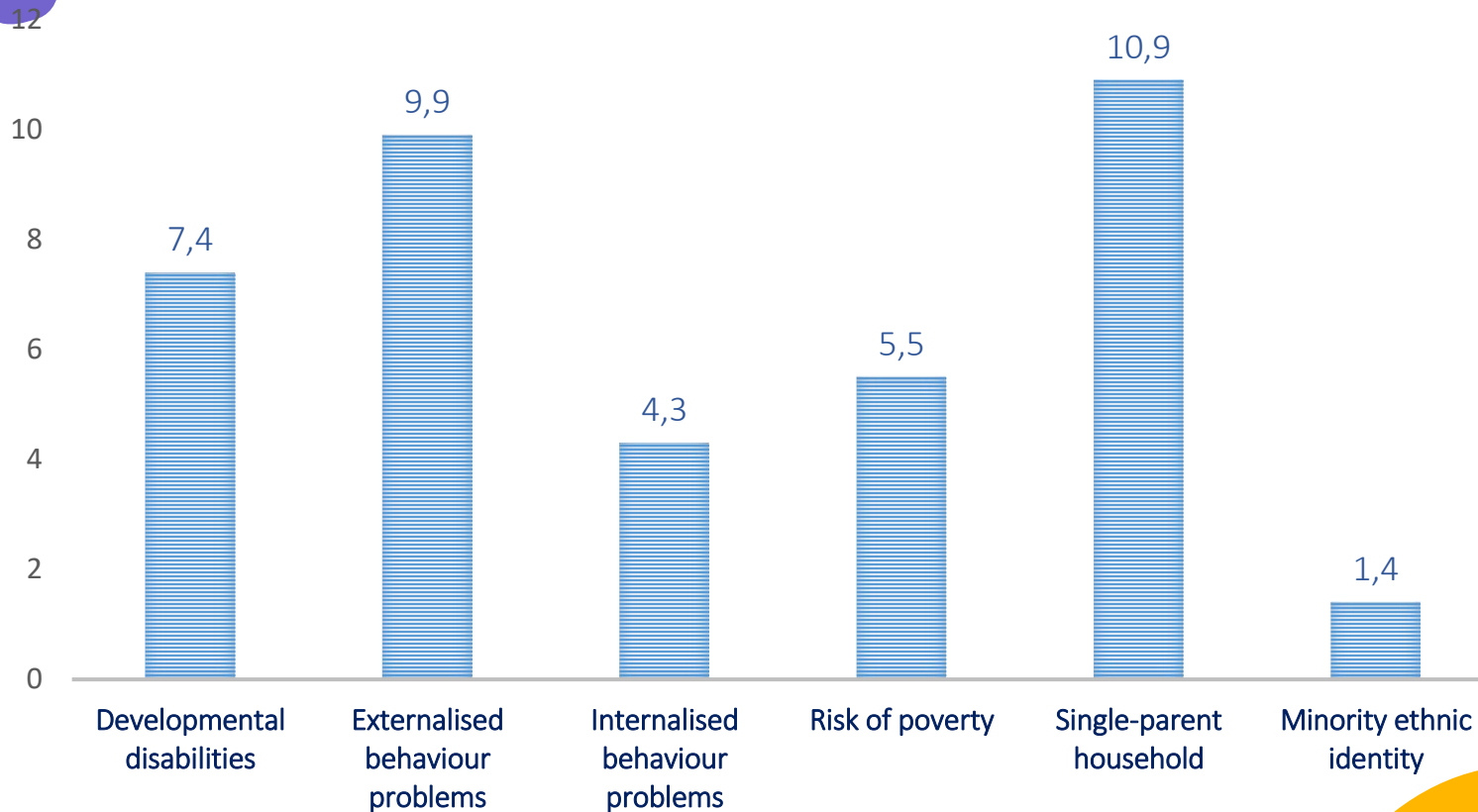
RESULTS



MODEL OF PREVENTION OF THE RSE OF CHILDREN



ASSESSMENT OF RSE, EXAMPLES (%)



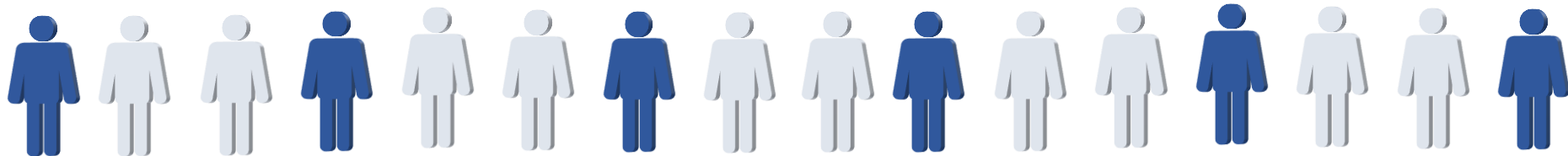
RSE OF CHILDREN IN CROATIAN ECEC



21.1% of children are at a single RSE.

8.7% of children are at two RSE.

4.5% of children are at multiple RSE.



HOW DO ECEC INSTITUTIONS RESPOND TO THE NEEDS OF CHILDREN AT RSE?



Just **30%** of ECEC institutions in Croatia have a standardized procedure for the assessment of RSE of children, with organised support to these children and their family members (programmes at universal and selective prevention).

ECEC teachers in **15%** of ECEC institutions in Croatia are educated in the field of special techniques for individual support of children (e.g. mediation, problem-solving, restitution).



CONCLUDING REMARKS



Obstacles to the ECEC system's potential to prevent unfavourable developmental outcomes in case of children at RSE are:

- limited accessibility to children at RSE (minorities, poverty)
- the inadequate response of ECEC teachers and institutions to the needs of children at RSE and their parents/guardians

It is necessary to improve the structural and process quality determinants that will ensure greater availability, higher staff competency, an inclusive curriculum as well as a system of management and financing that will improve the availability and quality of ECEC in Croatia.





We have links, but we don't have a chain.

THANK YOU FOR
YOUR ATTENTION



MORE INFORMATION:

www.morenec.hr