ECEC in the European Union: a great diversity

**Figure A7: Significance of private self-financing centre-based ECEC provision, 2018/19**

- **a)** Settings for children under the age of 3 years
- **b)** Settings for children aged 3 years and over

Source: Eurydice.
The European Quality Framework for ECEC

- Access
- Staff
- Governance and funding
- Monitoring and evaluation
- Curriculum

Coming soon…

Early childhood education and care and the Covid-19 crisis

Understanding and managing the impact of the crisis on the sector

Governing quality Early Childhood Education and Care in a global crisis. First lessons learned from the Covid-19 pandemic

Analytical report
Impacts of the pandemic…

• On children’s health and well being
• On children’s learning
• On staff recruitment, retention, practices, training, teamwork, etc…
• On the conception of the sector
• On the settings
• On the governance and funding of the sector
Financial impact on ECEC settings

Lack of income (during lowdown periods), additional costs => financial difficulties:

- Esp. for private settings – but not only (public budgets may be re-directed)
- Esp. for ECEC settings working with children <3 (esp. in split systems)

Might endanger availability of ECEC

⇒ Most (not all) European governments supported ECEC structures financially
⇒ Length and extent of support vary greatly
General impact on the sector – lessons learnt

• Educational dimension of ECEC and importance of the sector still not recognised
  • broad lack of political attention / professional guidance; some lack of financial support
  • great lack of data and research
• Good and efficient governance and adequate levels of public funding confirmed as crucial to ensure high-quality provision to all families
General agreement that ECEC was not sufficiently supported since the beginning of the pandemic
Keep in touch

ec.europa.eu/education/policies/early-childhood-education-and-care_en

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Thank you