



Luxembourg

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Fellow Early Childhood Policy

Global trend to increase access but quality concerns prevail
Access without quality can exacerbate inequities

Consensus that quality is more likely to be found

regular opportunities for children to be together with a consistent group of peers

educators who are knowledgeable about early childhood development, learning and well-being, and who are emotionally and cognitively responsive to young children; and

an intentional, coherent pedagogy that recognizes young children as active learners within their family, community and cultural contexts.

Influenced by local contexts, practitioner perspectives and family and community values,

Vision and Policy

Organization of the service delivery

Physical design and procedures

Processes and relationship

Political environment

Policy rationales

Source: <https://www.federalreserve.gov/monetarypolicy/monetarypolicy.htm>

Child Care	Early Learning
<p>Labour force participation Poverty reduction Reduce social assistance</p>	<p>School readiness Child development Early intervention</p>
<p>Low levels of public funding Underdeveloped infrastructure Regulatory oversight</p>	<p>Public funding Developed infrastructure School boards/parent councils</p>
<p>Targeted/fee for service/low levels of participation Mix of providers/locations Various program approaches Low levels of qualified educators Accountability limited to licensing</p>	<p>Universal access Public provision Defined program Qualified educators Accountability mechanisms</p>

Integrating education and care

Child benefits fewer transitions

Family benefits

Professional impacts

Most impact on child outcomes

Focus on the quality of the workforce

Curriculum development/adoption

Workforce standards and density

Impact of wages on quality

Professional accreditation

Union representation

Evaluation

Infrastructure and bureaucratic capacity

Additional Resources

ECEREPORT.ca

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