

24 February 2022



# **STRENGTHENING EARLY CHILDHOOD EDUCATION AND CARE IN LUXEMBOURG**

## ***A FOCUS ON NON-FORMAL EDUCATION***

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# Predicting later life outcomes ...



Emergent literacy

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Emergent numeracy

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n/a

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Self-regulation

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Pro-social skills,  
including empathy  
and trust

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Non-disruptive  
behaviour

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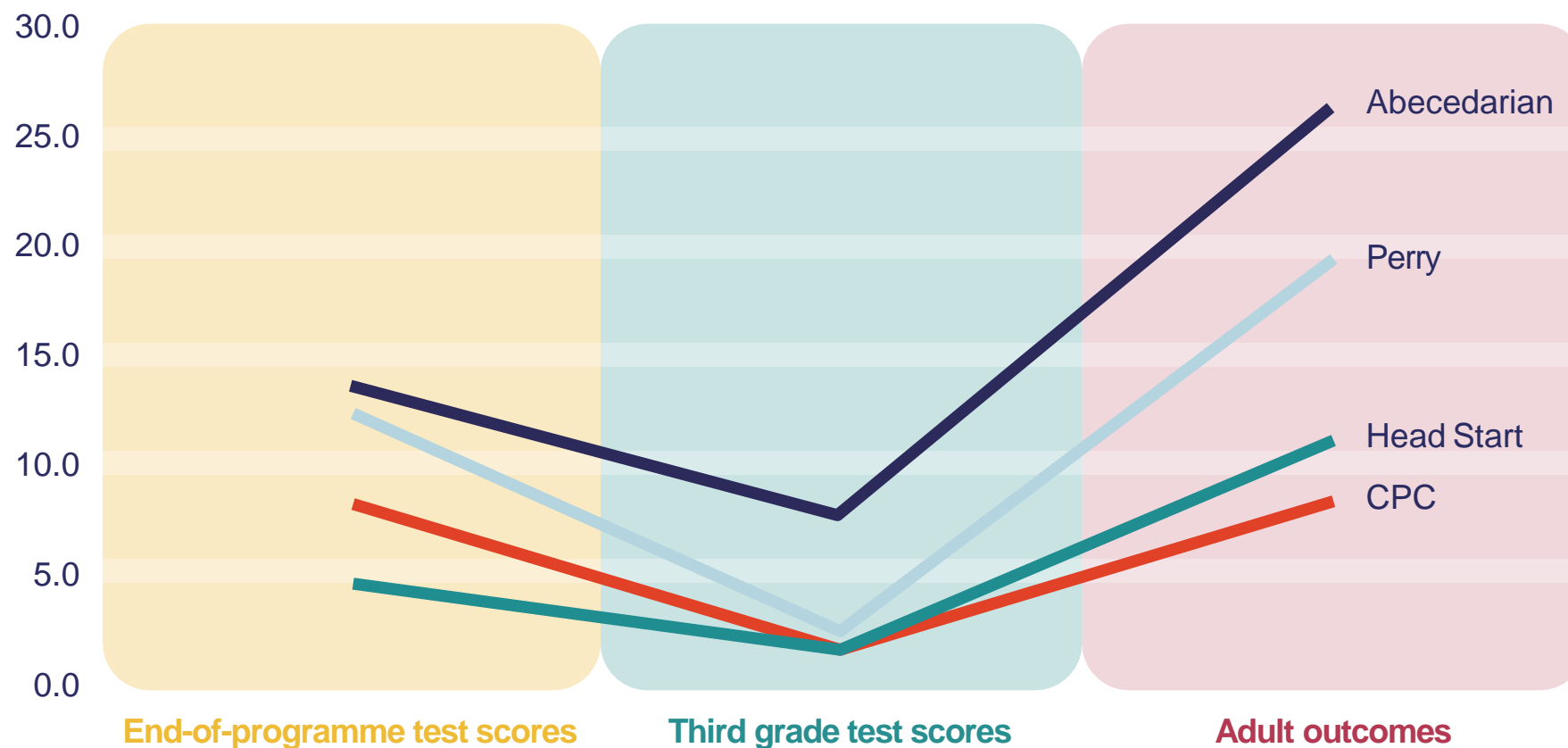
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# Combined early cognitive and social emotional development has enduring effects

**Predicted percentage effects on adult earnings of early childhood programmes, based on test scores versus adult outcomes**



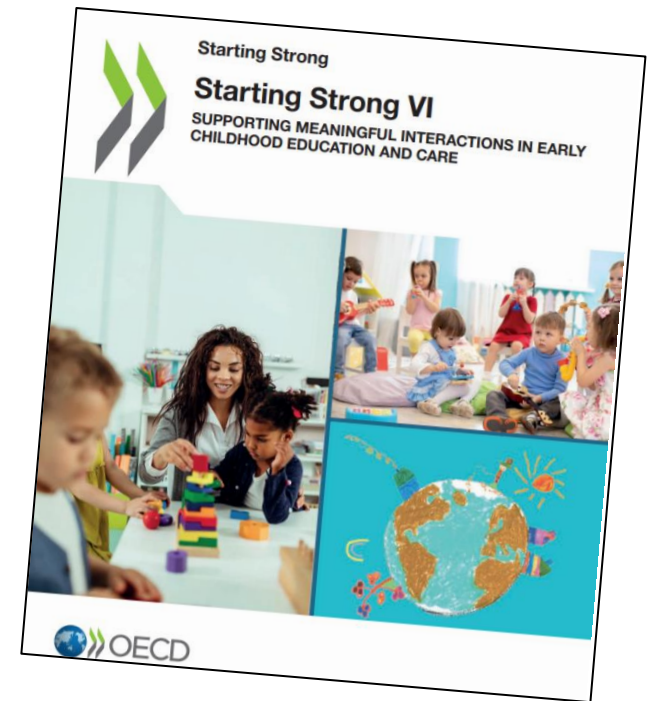
(Source: Bartik, 2014)

# An OECD review of ECEC in Luxembourg

- The review is part of a broader OECD project looking at how policies can support the quality of interactions that children experience in ECEC (known as process quality).

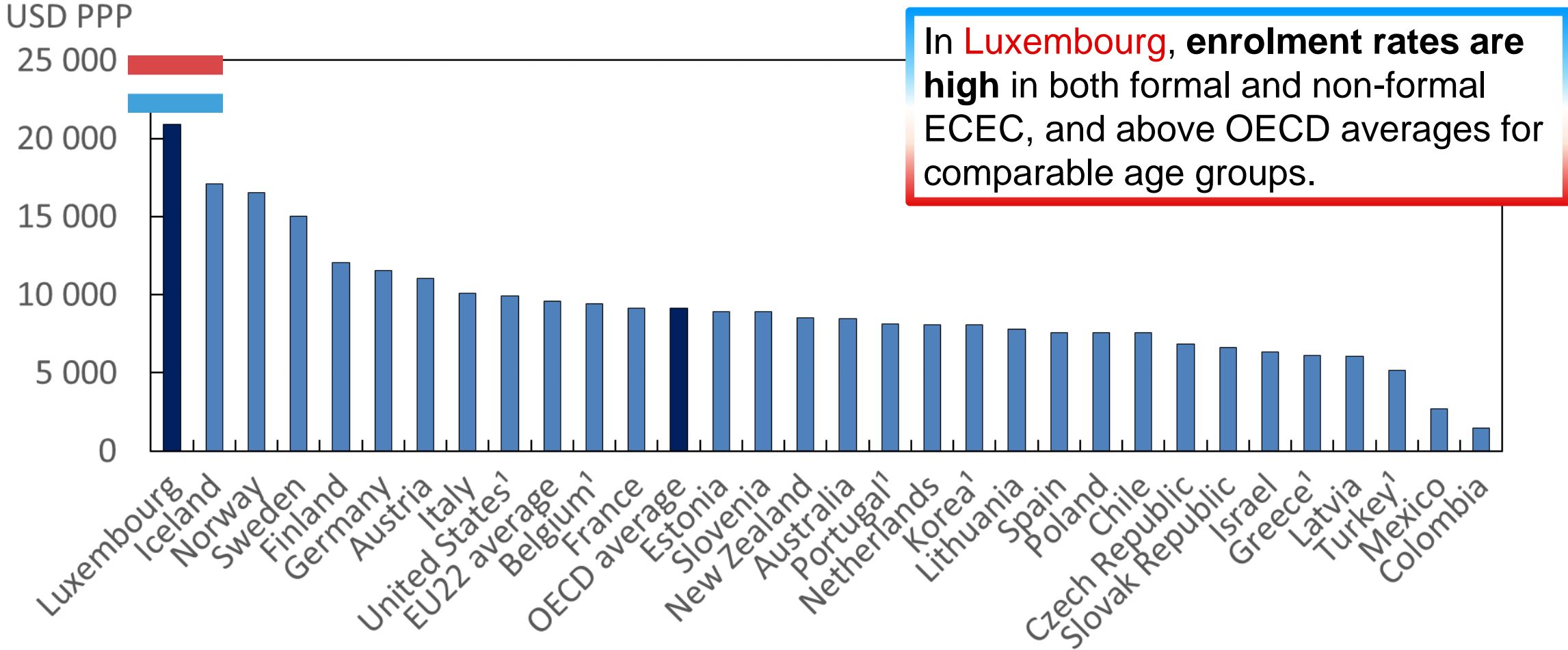
- Luxembourg is pursuing a strong policy agenda for ECEC, particularly in the non-formal sector with ongoing reforms including to the professional development and quality assurance systems.

- The review aims at informing Luxembourg's policy agenda.



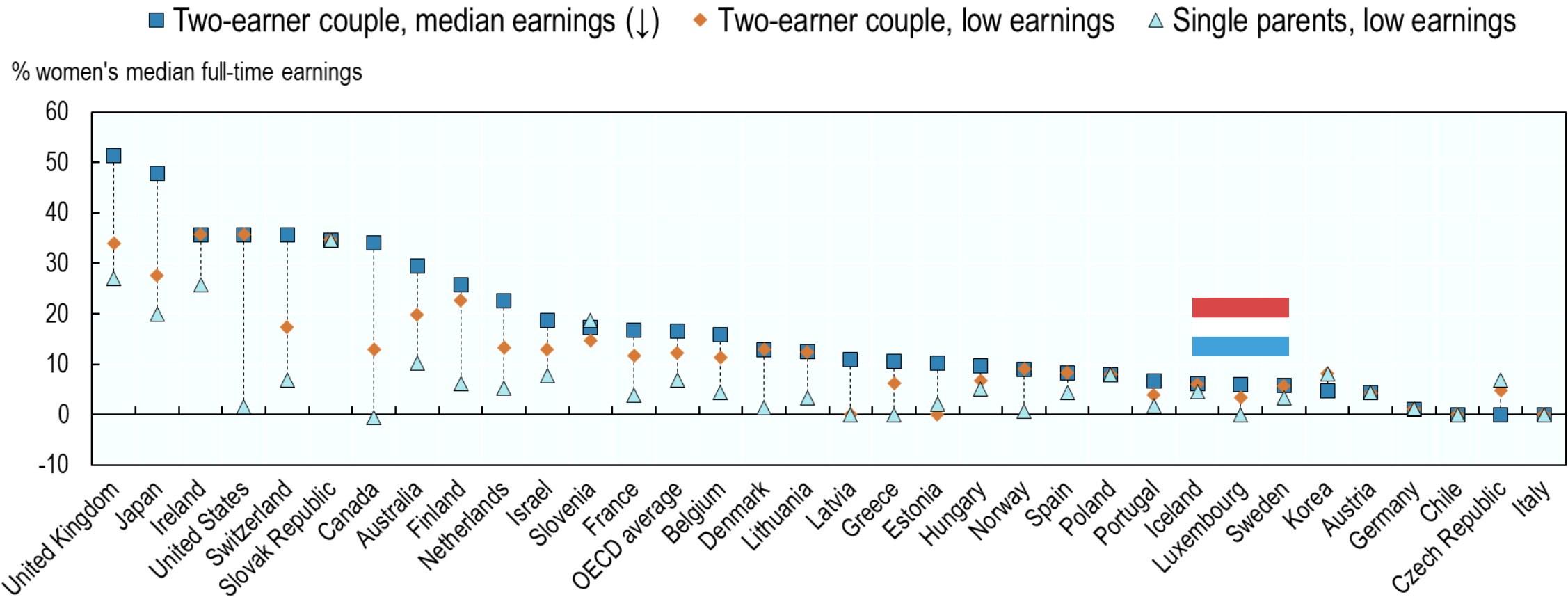
# Luxembourg makes substantial investments in ECEC

Annual expenditure per child aged 3 to 5 enrolled in ECEC and primary education, 2018



# Luxembourg has several mechanisms to make ECEC affordable for families

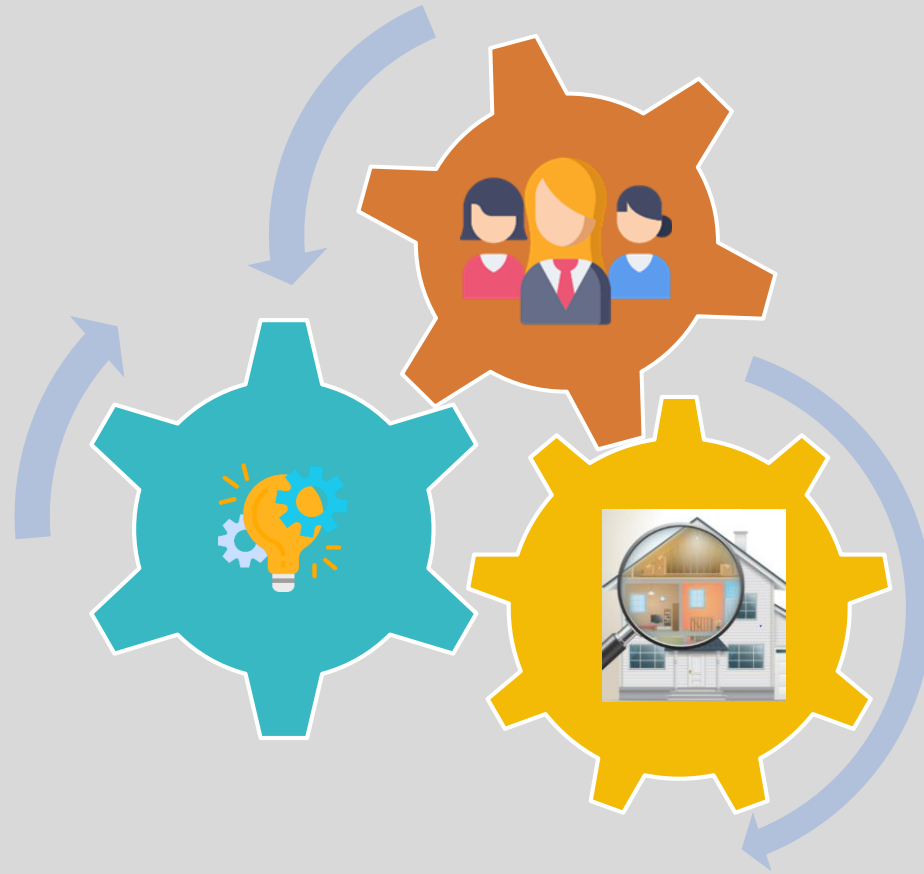
Typical net childcare costs for two children in full-time care, 2019, in % of women's median full-time earnings, by family type and in-work earnings, 2019



# The Luxembourgish early childhood education and care system has several strengths

Child-centred **curriculum frameworks**, aligned between formal and non-formal ECEC

Research-based **multi-lingual programme**



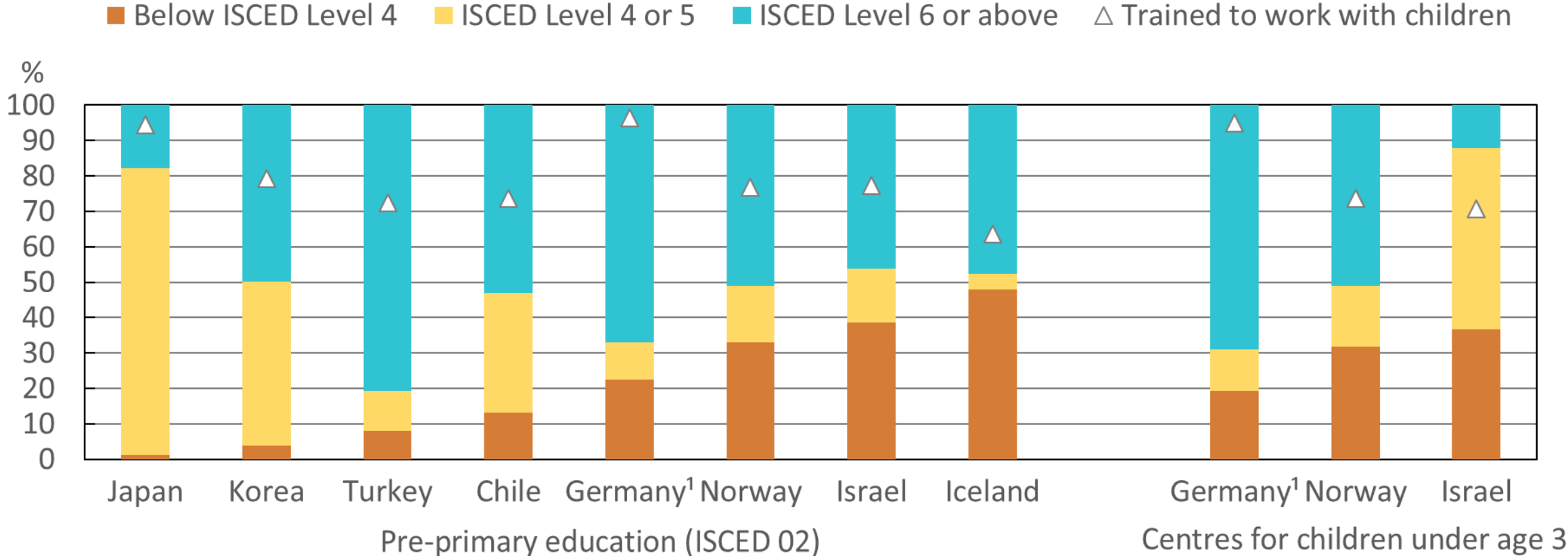
Ongoing reforms of the **continuous professional development system** to raise the professionalisation of the workforce in the non-formal sector

Quality assurance **covers the entire ECEC sector**, and focuses on **quality improvement in non-formal education**

# In Luxembourg, initial education requirements are low for staff in the non-formal sector

In **Luxembourg**, settings in the **non-formal sector** are required to have 60% of staff with an ISCED Level 3 qualification; other staff may have lower qualifications.

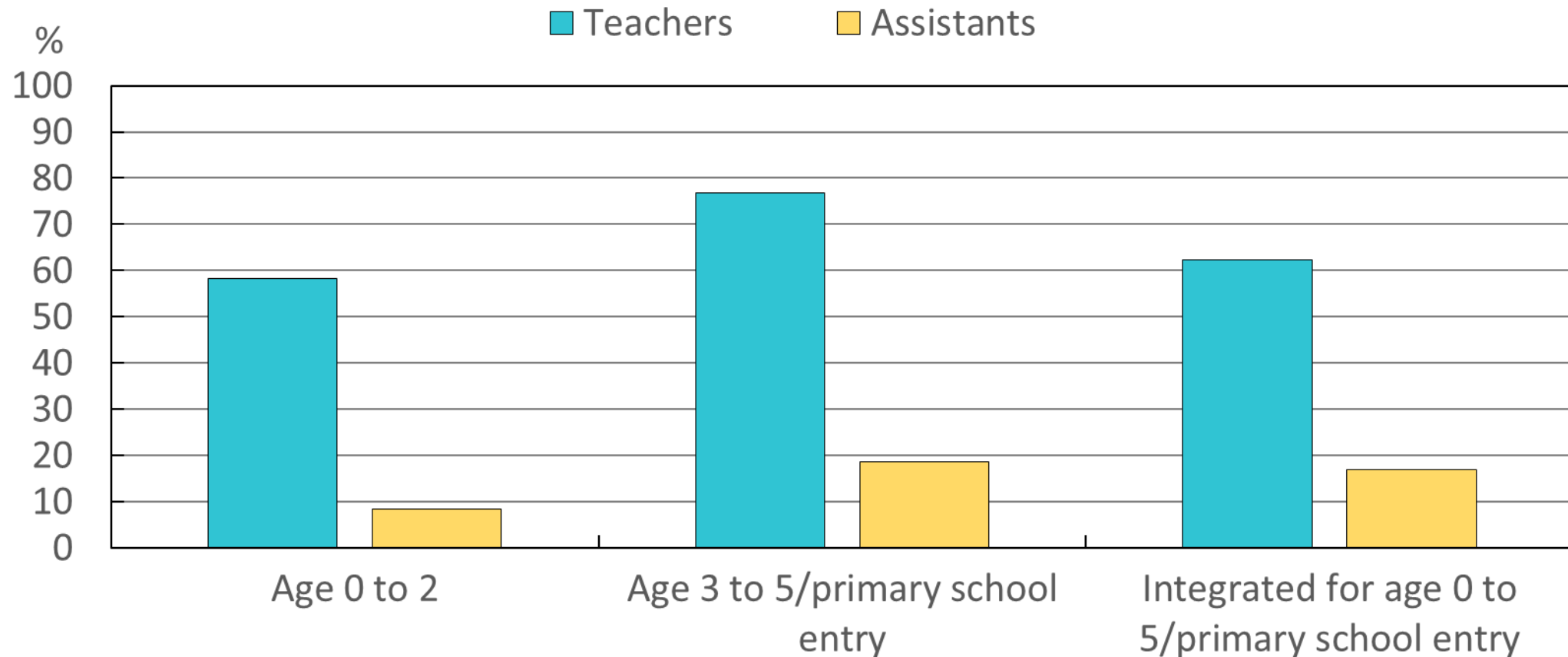
TALIS Starting Strong 2018 staff reports of educational attainment, 2018





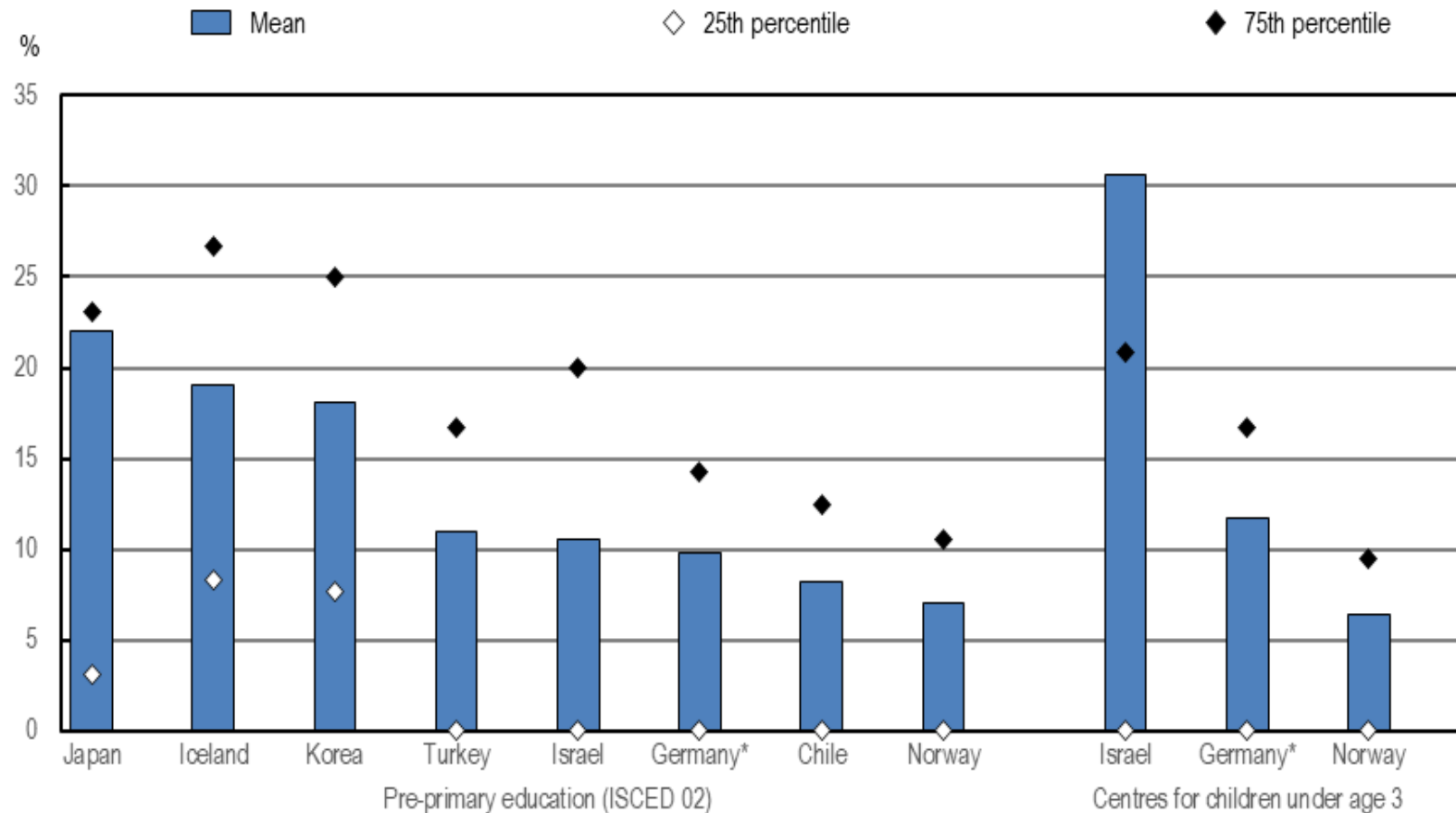
# Initial education in Luxembourg requires a practical component but is not specific to ECEC

Percentage of settings that require a practicum, by age groups of settings and staff type, among countries included in the Quality beyond Regulations questionnaire, 2019



# Retaining qualified staff in the ECEC sector is challenging across OECD countries

Average share of staff who left their ECEC centre in the previous year, according to leaders, 2018



In **Luxembourg**, attracting and retaining qualified staff is a challenge, particularly for non-contracted providers in the non-formal sector.

# Professional development adapted to staff initial preparation, experience and role can help them effectively engage in meaningful interactions



- **Luxembourg** is among the countries that have **requirements for participation in professional development** (e.g. mandatory number of hours; certification conditional to training).
- With the ongoing reforms to the professional development system for non-formal ECEC, **Luxembourg** is beginning to **set standards for the quality of professional development activities**.
- The assessment of staff professional development **needs and barriers to participation** is beginning in **Luxembourg**.

# Policy considerations to attract and retain a professionalised workforce in the non-formal sector in Luxembourg

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- **Initial preparation and training:** Strengthen integration of curriculum framework in initial education, explore developing initial education programmes at various levels.



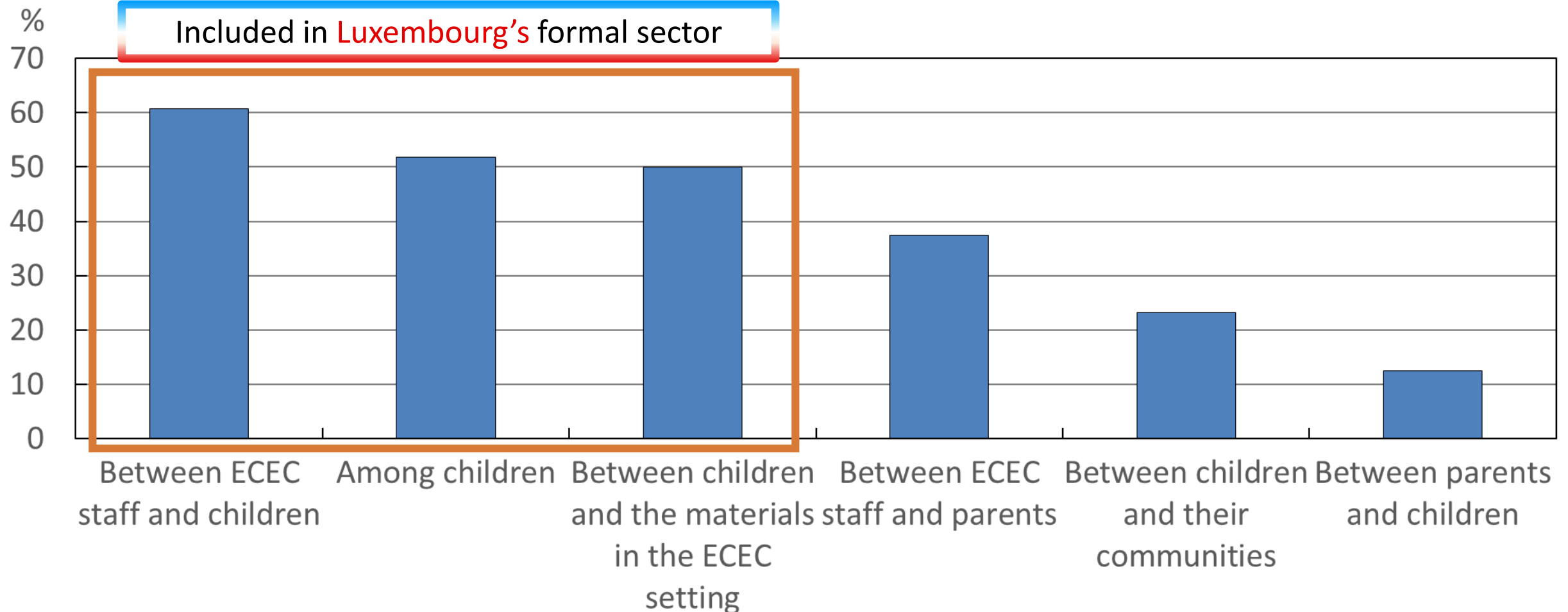
- **Continuing professional development:** ensure the offer responds to staff needs and supports implementation of the curriculum framework. Ensure training is available in multiple languages and formats. Design mechanisms to raise staff qualifications through professional development.



- **Working conditions:** support alignment of wages with qualifications and roles among all types of providers in the non-formal sector. Continue discussions with home-based providers to identify strategies to improve their working conditions and quality of their services.

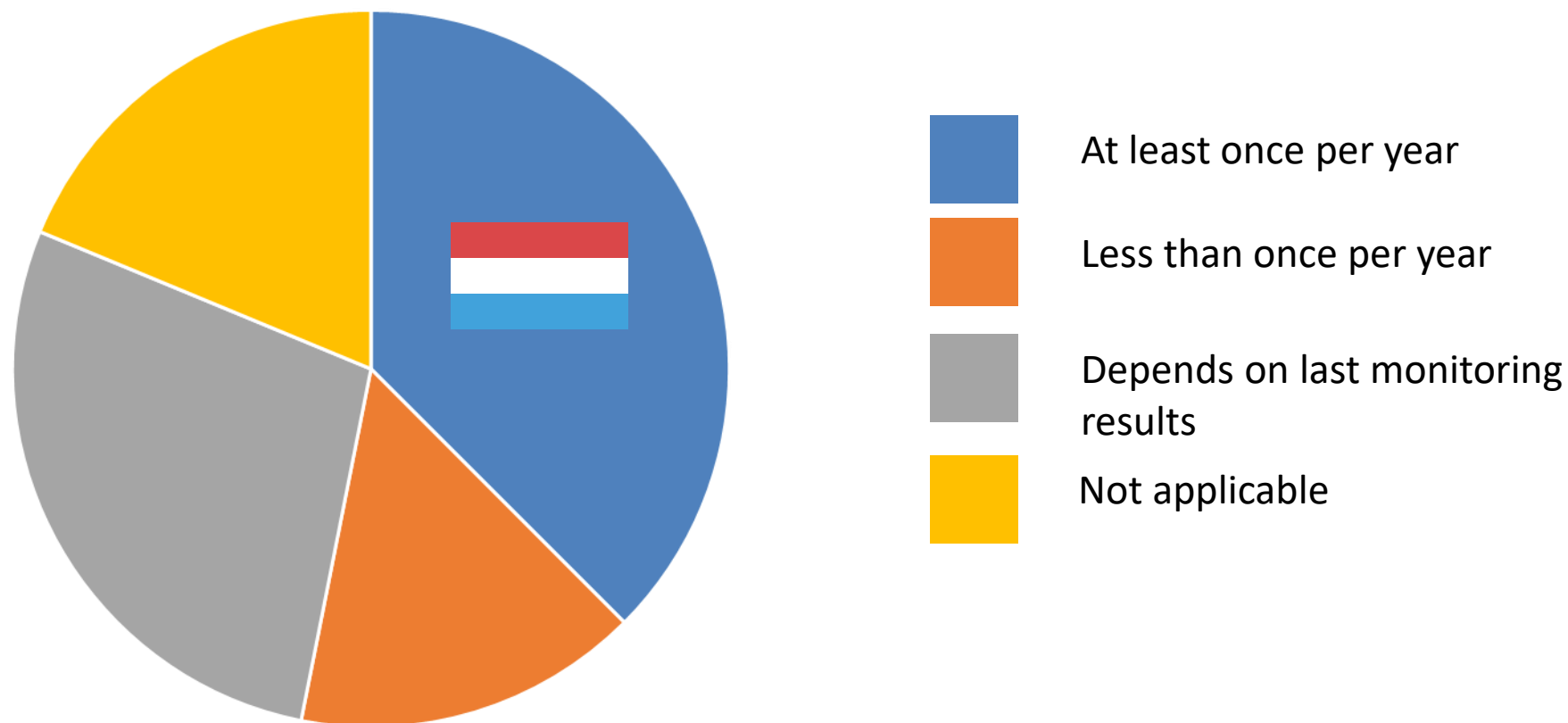
# In OECD countries, monitoring of curriculum framework implementation focusses on interactions between ECEC staff and children, but this is **not included in Luxembourg's non-formal sector**

Percentage of curriculum frameworks for which the following interactions are monitored, among countries included in the Quality beyond Regulations questionnaire 2019



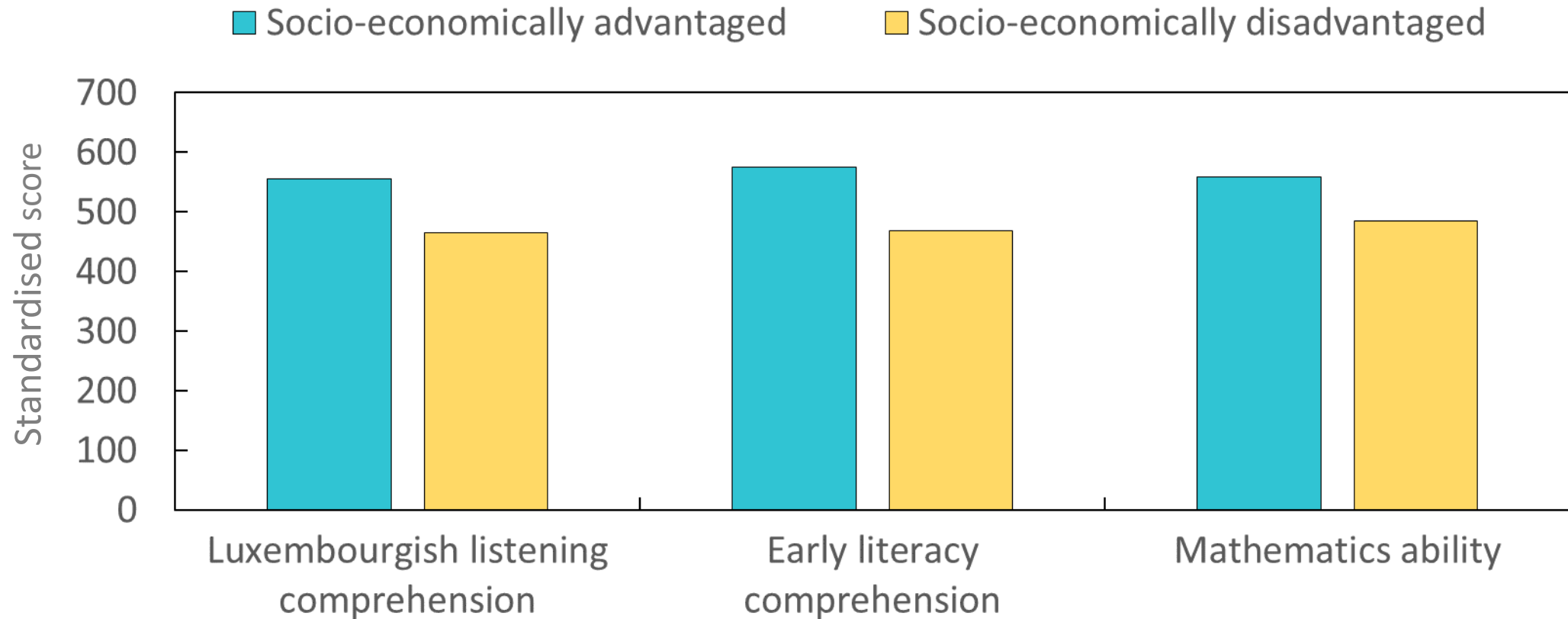
## Frequency of monitoring quality is strong in Luxembourg's non-formal sector and could be adapted to address specific needs

Frequency of external monitoring of the curriculum framework implementation, integrated settings for children age 0 to 5/primary school entry, among countries included in the Quality beyond Regulations questionnaire, 2019



# Equity is a priority for Luxembourg, but the use of data to inform public policy could be expanded

Difference in standardised test scores among children in primary school in Luxembourg, by family socio-economic background, 2020



# Policy considerations to support quality assurance and improvement in the non-formal sector in Luxembourg



- **Governance:** Strengthen cooperation across departments within the Ministry of Education, Children and Youth, bringing together knowledge on ECEC quality.



- **Monitoring processes and tools:** Engage ECEC staff, parents and children in monitoring visits. Develop systematic observations of staff-child interactions. Offer further training for regional officers.



- **Consequences and use of monitoring results:** Encourage centre leaders to share monitoring results with their staff. Channel information about gaps in process quality to training institutions. Consider a risk-based approach to allocate monitoring resources where they are needed most.



- **Data:** Prioritise work on the centrally organized and systematic collection of ECEC data, including understanding characteristics of children, families and of staff. Use data to inform future policy changes and support equity throughout the ECEC system.



Luxembourg's **strong investment** in early childhood education and care (ECEC) supports access to ECEC to all children from age 1. The recent focus on **non-formal education** sets an ambitious vision for fostering children's learning, development and well-being.

**Strengthening communication and exchanges between the non-formal and formal sectors are essential to efficiently capitalising on Luxembourg's investments in ECEC.**

## L'éducation non formelle

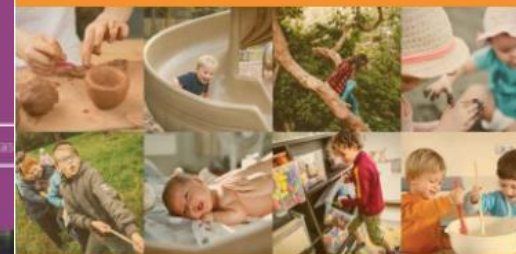
dans le secteur de l'Enfance et de la Jeunesse

Apprendre en contexte extrascolaire

ENFANCE  
DÉVELOPPEMENT QUALITÉ

### Les caractéristiques de l'éducation non formelle

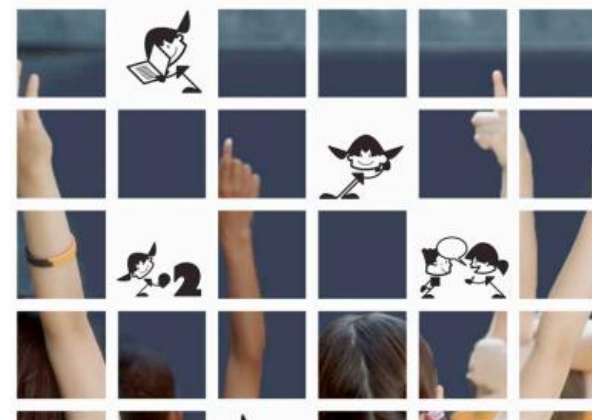
Le cadre de référence national sur l'éducation non formelle dans la pratique



LE GOUVERNEMENT DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale et de la Formation professionnelle

N° spécial du Courrier de l'Éducation

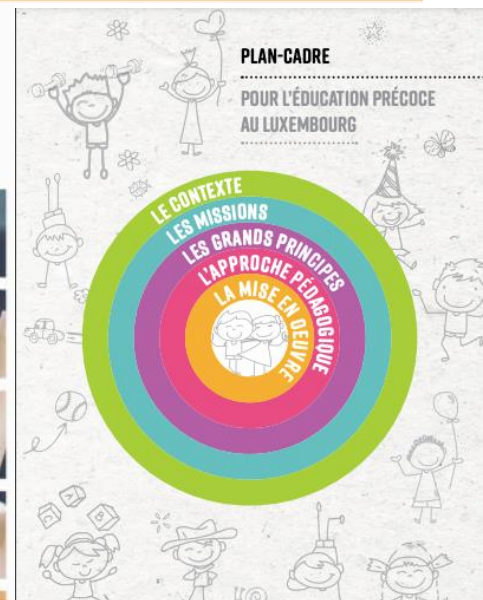
## PLAN D'ÉTUDES ÉCOLE FONDAMENTALE



PLAN-CADRE

POUR L'ÉDUCATION PRÉCOCE AU LUXEMBOURG

LE CONTEXTE  
LES MISSIONS  
LES GRANDS PRINCIPES  
L'APPROCHE PÉDAGOGIQUE  
LA MISE EN ŒUVRE





# Thank you

[www.oecd.org/education/school/earlychildhoodeducationandcare.htm](http://www.oecd.org/education/school/earlychildhoodeducationandcare.htm)

<sup>1</sup> Estimates for sub-groups and estimated differences between sub-groups in the TALIS Starting Strong 2018 data need to be interpreted with care. See Annex B for more information.

\*\* Low response rates in the survey may result in biases in the estimates reported and limit the comparability of the data.

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