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Title/Título: Quality assessment of pre-primary education at national level

La calidad de la evaluación de la educación pre-primaria a nivel nacional

Topic: Policies and actions to ensure effective and democratic co-operation and dialogue among social actors to promote home-school-community links

Políticas Educativas y Sociales que promueven una efectiva y democrática cooperación y diálogo entre los actores sociales para estimular las Relaciones entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Friday 16, 10:15-11:45 a.m. Room 5, Third Floor

Sesión en Inglés. Viernes 16, 10:15-11:45 a.m. Sala 5, Tercer Piso

Abstract

The National Board of Education evaluated the achievement of the objectives set out in the National Core Curriculum for Pre-school Education in the 2003/2004 school year. Implementation of pre-primary education was examined from the perspective of teachers providing pre-primary education and from the perspective of children's parents. Data was collected using pre-tested questionnaires, which included both questions with fixed options and open-ended questions. The questionnaires intended for parents and teachers partially covered the same themes. The survey was carried out by nationwide stratified, multi-phase random sampling, enabling the results to be generalised to apply to the whole country. The sample involved 356 pre-primary teaching groups, with 454 teachers providing pre-primary education and 4,586 children. Each child's parents were sent a questionnaire concerning the pre-primary education provided for their child. Questionnaires were returned by 442 teachers (97%) and 3,716 parents (81%). Responses were compared both regionally and according to the place of pre-primary education and the type of group. Respective answers from teachers and parents were also compared with each other. To some extent, it was also possible to compare responses with general national statistics. Reliability was calculated using Cronbach's alpha. The significance of differences was tested by means of variance analysis. Most parents were very satisfied with the pre-primary education. Most deficiencies were found in availability of remedial instruction and in the sizes of pre-primary teaching groups. These issues were also evident from teachers' answers. There were no significant regional differences, irrespective of whether the location was a city, town or rural area. The aim is to address the defects raised in the survey at national level. Follow-up analyses will be carried out in order to further investigate the consistency of opinions given by parents in each pre-primary teaching group by means of intraclass correlation.