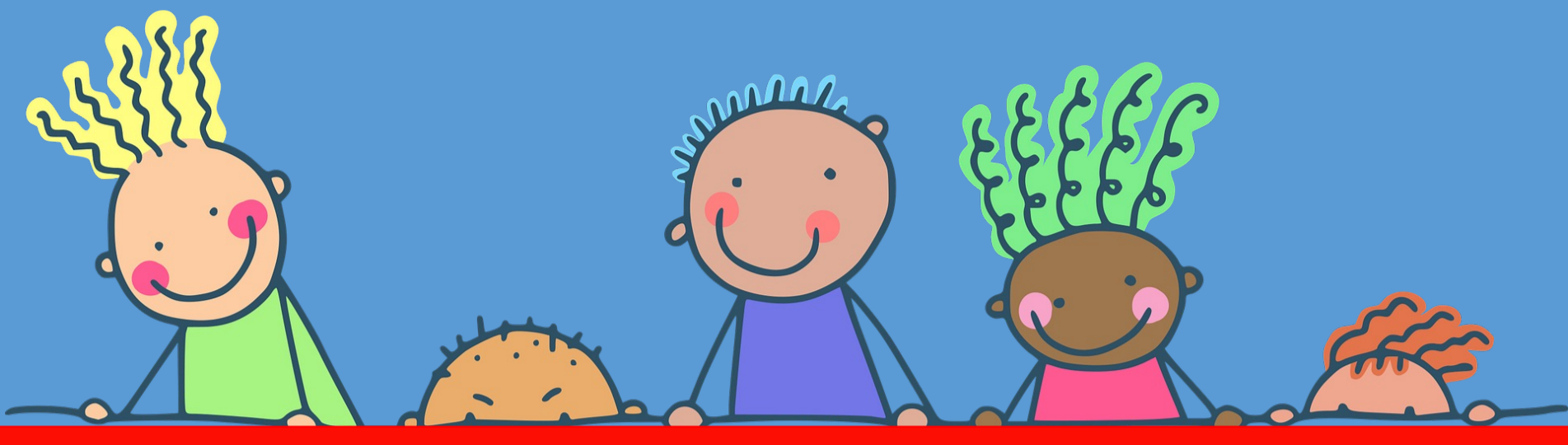
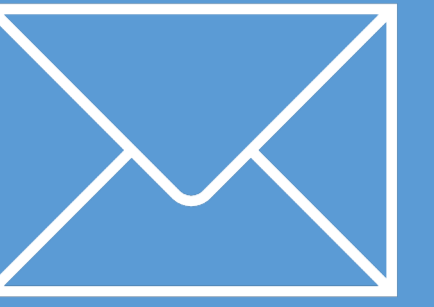


Early Childhood Education and Care in Luxembourg - Is attendance influenced by immigration background and socioeconomic status?

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1. Background

Educational inequalities are a well-known challenge in the Luxembourgish school system. **Early childhood education and care (ECEC)** might help **close the gap** between different student groups, as it has been found to have positive effects on children's cognitive and language development, especially for the disadvantaged (Bennet, 2021). However, according to the **Matthew effect**, those who would benefit most from a social service are less likely to access it than the less needy (Bonoli et al., 2017). Aptly, disadvantaged children have been found to **access** ECEC services less than other children (Vandenbroeck & Lazzari, 2014).

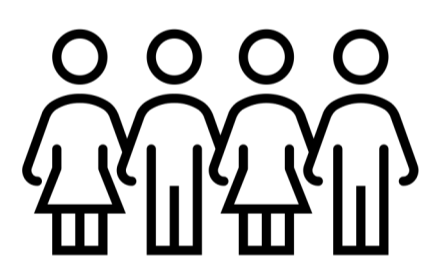
For Luxembourg, this relationship of ECEC attendance and family background has not yet been investigated comprehensively.

2. Research Questions

In the Luxembourgish context of high immigration and educational inequalities,...

1. Are children with a low **socioeconomic status (SES)** less likely to attend ECEC services?
2. Are children with an **immigration background** less likely to attend ECEC services?
3. Do advantaged and disadvantaged children differ in the **intensity** of their attendance of ECEC services?

3. Methods



Sample:

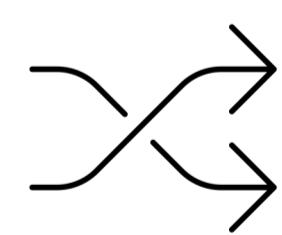
$n = 4.969$ first-graders in Luxembourgish schools, **only highest and lowest SES quartile**, pooled data collected in the **ÉpStan** (school monitoring programme) from **2018 to 2021**, 47.7 % without immigration background



Measure:

Parent **questionnaires** with retrospective self-report questions:
 – on **ECEC attendance** (*crèche* for 0 – 4 year olds, *précoce* for 3 – 4 year olds)
 – on **family background** (HISEI, country of birth)

Analysis:

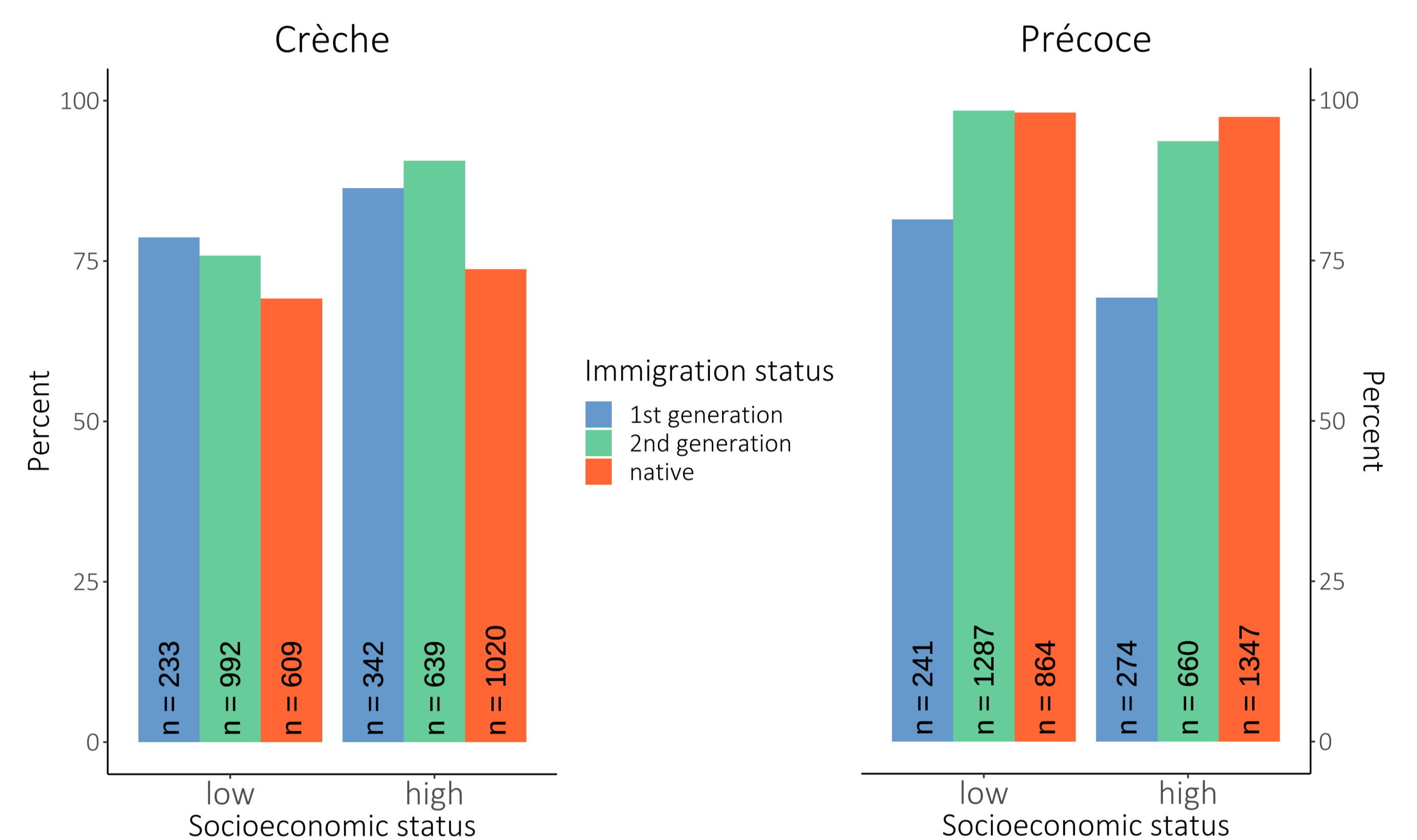


RQ 1 & 2 Logistic Regressions (separately on *crèche* and *précoce* attendance) with SES groups, immigration and interaction term
RQ 3 ANOVA with hours per week in *crèche* as dependent var., including SES, immigration and interaction term as independent var.

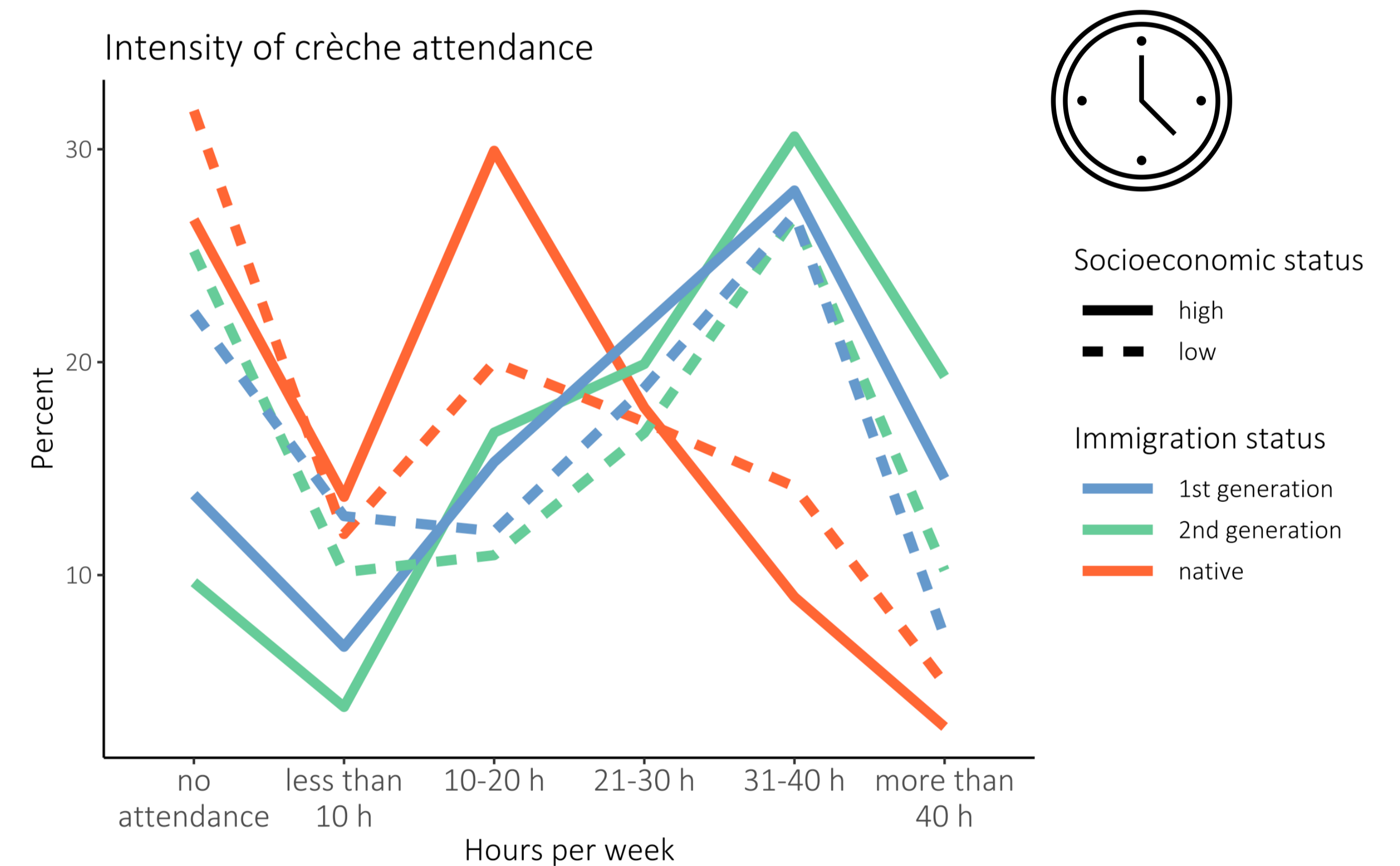
5. Conclusions

- Socioeconomic status and immigration background are tied to ECEC attendance and intensity in a complex interplay.
- Benefits of ECEC services in Luxembourg might in some cases not reach those who need them the most.

4. Results



1. Holding all other factors constant:
 - children with a low SES are 21 % less likely to attend *crèche* than children with a high SES ($p = 0.02$)
 - no significant SES difference in *précoce* attendance ($p = .30$)
2. Holding all other factors constant:
 - 1st gen. immigrant children are 2x more likely to attend *crèche* and 94 % times less likely to attend *précoce* ($p < 0.01$) than native children
 - 2nd gen. immigrant children are 3x more likely to attend *crèche* ($p < .01$), and 61 % less likely to attend *précoce* ($p < 0.01$) than native children



3. Holding all other factors constant:
 - children with a high SES are more likely to attend *crèche* for more hours ($p < .01$) than children with a low SES
 - native children attend *crèche* for fewer hours than children with immigration background ($p < .01$)
 - SES seems to have a larger impact on attendance intensity for native children than for children with immigration background ($p < .01$)
 - *précoce* has fixed hours and is therefore not analysed

Further research

- Focus on the role of **home languages** and languages used in ECEC services
- Examine potential **beneficial effects of ECEC** with different characteristics (intensity, language) on academic achievement in Luxembourg

References:

Bennett, J. (2012). ECEC for children from disadvantaged backgrounds: Findings from a European literature review and two case ECEC studies. European Commission.
 Bonoli, G., Cantillon, B., & Van Lancker, W. (2017). Social Investment and the Matthew effect. The uses of social investment, 66-76.
 Vandenbroeck, M., & Lazzari, A. (2014). Accessibility of early childhood education and care: A state of affairs. European Early Childhood Education Research Journal, 22(3), 327-335. <https://doi.org/10.1080/1350293X.2014.912895>