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How Childcare Services contribute to the Reconciliation of Family and Work. Supporting Disadvantaged Families : European Expert Meeting on 17 and 18 May 2018 Berlin

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FREIE UNIVERSITÄT BERLIN

HUMBOLDT-UNIVERSITÄT ZU BERLIN

Observatory for Sociopolitical Developments in Europe

Documentation

“How Childcare Services contribute to the Reconciliation of Family and Work. Supporting Disadvantaged Families“

European Expert Meeting on 17 and 18 May 2018
Berlin

Christina Schliffka and Dr. Sören Hoyer



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1 Introduction

Childcare is a key factor in enabling parents to participate in both gainful employment as well as family work. High-quality childcare also offers an important contribution to early-childhood development. However, parents who wish to make use of such care infrastructures often face a multitude of barriers. Lack of spots in care facilities, high costs, opening hours and reachability that do not meet the needs, lack of information about the care provisions as well as language barriers are challenges for many parents.

Against this background, the Observatory for Sociopolitical Developments in Europe and the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) hosted a European Expert Meeting. The aim was to enhance the Europe-wide exchange on how childcare contributes to a better reconciliation of family and work life. On 17 and 18 May 2018, several national and international experts from the fields of politics, research and associations met in Berlin to discuss the following questions:

- How can access to high-quality childcare be made available for all children?
- How can disadvantaged families in particular be assisted in gaining access to high-quality childcare?

Children from disadvantaged families profit particularly from the positive effects of high-quality childcare. Childcare offers a possibility to counter inequality and social exclusion by compensating for disadvantages resulting from children's family backgrounds. Moreover, the afore-mentioned barriers concerning childcare affect in particular families with low incomes, single parents and families with migration backgrounds.

The Expert Meeting in Berlin is the third in a series of European Expert Meetings on the topic of reconciliation policy, which are being organised by the Observatory in cooperation with the German Federal Family Ministry. In early October, the final event of this series will deal with the issue of reconciliation policy from a gender-equality perspective. Before that, two other aspects of reconciliation policy on European level were discussed, namely the involvement of fathers in family work and support for family carers.

With its work-life balance package from 26 April 2017, the European Commission aims to improve the reconciliation of family and also care and work. In its proposal, the Commission also names improvements in quality, affordability and availability of childcare as core fields of action. It hints at existing initiatives aiming to provide affordable, accessible and high-quality childcare services. Also this year, further initiatives on EU-level are being promoted, for instance the Commission's proposal for a Council Recommendation on high-quality early childhood education and care. Last but not least, key principle 11 of the European Pillar of Social Rights states that children should have a "right to high-quality, affordable early childhood education and care". The Experts' contributions documented in chapters 3 and 7 explain the specific contents of these initiatives.

On national and local level, the issue of childcare ranks high on the political agenda as well. There are different approaches aiming to offer access to early childhood education and care for all children. Central aspects are the establishment of more places in the care facilities, the

adaptation of care to the individual families' needs - also with regards to nonstandard working hours -, the reduction of parental contributions, improvements in quality as well as the active targeting of disadvantaged families.

Selected examples of the approaches and measures mentioned as they are being applied in various countries were presented and discussed during the workshop. The workshop was moderated by Dr. Sören Hoyer and Christina Schliffka from the Observatory.

This documentation presents the key results of the two days and summarises the various discussion strands.

On behalf of the Observatory for Sociopolitical Developments in Europe

Christina Schliffka and Dr. Sören Hoyer

2 Programme

Thursday, 17 May 2018	
13:00	**Arrival and Welcome Snack**
13:30	**Opening Speech** Mark Kamperhoff (Head of EU division, German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth)
14:00	**Access to Affordable Early Childhood Education and Care – The Implementation of the European Pillar of Social Rights and of the Recommendation "Investing in Children"** Raquel Cortes Herrera (Deputy Head of Unit Disability and Inclusion, DG Employment, Social Affairs and Inclusion, European Commission) **The Council Conclusions on Early Childhood Development from a Work-Life Balance Perspective** Radi Futekov (Presidency of the Council of the EU, Bulgaria)
14:45	Coffee Break
15:15	**Panel 1: Extended Opening Hours and Flexible Services (National Inputs and Discussion)** Katrin Schmalenberger-Laukert (German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth) Iveta Baltiņa (EaSi-Project "Flexible Services for Workers with Non-Standard Schedules", Ministry for Welfare, Latvia) Radka Pleštilová (Ministry of Labour and Social Affairs, Czech Republic)
16:45	Coffee Break
17:15	**Short Summary of Day 1 and Questions for Day 2**

Friday, 18 May 2018	
09:00	**Panel 2: Providing Equal Access for Disadvantaged Children I – Supporting Children from Families with Low Income (National Inputs and Discussion)** Prof. Peter Abrahamson (University of Copenhagen, Denmark) Henrik Ingrids, Ph.D. (Ministry of Health and Social Affairs, Sweden) Miriam Hoheisel (Federal Association of Single Mothers and Fathers, Germany)
10:15	Coffee Break
10:45	**Panel 3: Providing Equal Access for Disadvantaged Children II – Supporting Children with a Migration Background (National Inputs and Discussion)** Prof. Yvonne Anders (Freie Universität Berlin) Dr. Christian Jock (Ministry for Education, Youth and Family Affairs of the State of Berlin, Germany) Kati Costiander (Finnish National Agency for Education, Finland)
12:15	Coffee Break and Snack
12:45	**Where Do We Go from Here? Next Steps from the Perspective of the European Civil Society** Paola Panzeri (COFACE Families Europe, member of the EU Alliance for Investing in Children)
13:00	**Final Discussion and Feedback**
13:30	**Closing Remarks** Katrin Schmalenberger-Laukert (German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth)
afterwards	**Light Lunch**

3 Access to Affordable Early Childhood Education and Care – The Implementation of the European Pillar of Social Rights and of the Recommendation "Investing in Children"

3.1 Childcare as a key factor for reconciliation policy in Germany and Europe – Welcome speech by Mark Kamperhoff



Mark Kamperhoff, Raquel Cortés Herrera, Radi Futekov, Dr. Sören Hoyer

Mark Kamperhoff, head of the EU-Division at the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, opens the Expert Meeting by underlining the importance of childcare provisions for the reconciliation of family and work. Besides paid leave options and flexible work arrangements, childcare is an important prerequisite for a successful reconciliation of family and work, he explains. Childcare ensures that parents know their children are well cared for. Therefore, high-quality childcare and the way it is organised constitute an important factor in reconciliation policy.

The issue's relevance is reflected in a range of current policy initiatives on European level, Mr. Kamperhoff shows:

- On EU-level, an entire package on work-life balance policy has been presented in April 2017.
- There are plans for a quality framework for early childhood education and care that are to be advanced further in 2018.
- Council Conclusions on integrated measures for early childhood development were launched.
- The implementation of the European Pillar of Social Rights and the Recommendation "Investing in Children" rank high on the EU institutions' agenda.
- In May, the Commission has published a report on improvements in the expansion of childcare facilities. This report traces back to the so-called "Barcelona targets" from 2002. These stipulate that 33 percent of children under the age of three and 90 percent of children up to school age should have access to affordable, high-quality childcare. However, the report paints a mixed picture with regard to the progress in reaching these goals. Adjustments and further developments of the Barcelona targets are to be assessed.

What all initiatives on EU-level have in common is that the access to childcare is considered essential, Kamperhoff shows. Children are to be supported in their development and parents should be enabled to pursue gainful employment. In this way, childcare contributes to both early childhood development as well as the reconciliation of family and work - and thus also to poverty prevention for families.

These targets are also pursued by the German Federal Family Ministry with several initiatives:

- Since 2013, there is a legal entitlement to childcare for children from the age of one. In reaction to this, the federal government, the states and the local authorities quickly pushed ahead with an expansion of childcare provisions; and still existing shortcomings continue to be addressed.
- In April, Federal Minister Dr. Giffey has announced a law on good childcare facilities (Gute-KiTa-Gesetz). Over the next three years, the federal government wants to make an additional 3.5 billion euros available to the federal states to improve the quality of childcare facilities. The law is to include measures like fee exemptions and flexible opening hours, improved child-staff ratios and language education.
- Existing programmes like KitaPlus and Language-Day-Care are already today supporting the expansion of the care provisions and improving the accessibility.

Despite these efforts, however, there are still some barriers to the accessibility of childcare, and these must be eliminated, Mr. Kamperhoff underlines. These barriers include high costs, limited opening hours, language and cultural barriers, local reachability or lack of information. Disadvantaged families are particularly affected by these barriers. On the other hand, childcare offers opportunities for many families. Single parents gain the opportunity to pick up employment or enhance their working hours. To support this, however, more flexible care arrangements (also during nonstandard working hours) are needed in many instances. In families with migration backgrounds, access to childcare often also means language education and development for the children. Moreover, childcare offers an opportunity for families affected by poverty as parents are enabled to pick up an employment at all or to enhance their working hours. Lower fees or an outright fee exemption make it easier for such families to benefit from childcare offers.

Against this background, Mr. Kamperhoff emphasises the importance of a European exchange on the question of how disadvantaged families can be supported more effectively in gaining access to high-quality childcare.

3.2 Current EU initiatives from the point of view of the European Commission – Keynote Speech by Raquel Cortés Herrera

Raquel Cortés Herrera, Deputy Head of the Unit “Disability and Inclusion” of the European Commission's Directorate General for Employment, Social Affairs and Integration, starts her presentation with key data on child poverty. In the EU, child poverty is on average 3 percent higher than poverty among adults. In 2016, 27 percent of all children in EU member states

were in danger of poverty and social exclusion. Children growing up in single-parent households, in large families, with a disability, with a migration background or with parents of an ethnic minority (especially Roma) are two to three times more vulnerable to poverty.



Mark Kamperhoff, Raquel Cortés Herrera, Radi Futekov

Against this background, Ms. Cortés Herrera underlines the importance of early childhood education and care. Such care has the potential to support early childhood development in many ways. For instance, it improves basic cognitive abilities like reading and writing. The OECD Programme for International Student Assessment (PISA) has shown that two years' participation in childcare is equivalent to one year of additional school attendance at the age of 14. In addition, childcare has the potential to promote a healthier lifestyle, reduce crime rates, reduce the overall social costs of poverty and inequality as well as improve future incomes. Such support in the very first years of life could also prevent numerous problems, which in adulthood can only be solved at very high cost. This holds particularly true for children from disadvantaged families. Ms. Cortés Herrera emphasises that special focus should be put on specific groups, for example children with disabilities. Their right to education must be implemented entirely, she underlines. The UN Convention on the Rights of Persons with Disabilities (UNCRPD) requires governments and states to ensure an inclusive education system at all levels, without discrimination on grounds of disability. Ms. Cortés Herrera also points at the importance of early childhood education and care with regard to gender equality: Nobody should be forced to have to decide between a child and a career. Readily available and affordable childcare enables both parents to work.

With this potential of childcare in mind, investments in this area would promote social justice, equal opportunities and social mobility, while at the same time being economically efficient, as they would promote personal skills and productivity, Ms. Cortés Herrera explains.

A range of initiatives on EU-level is currently being pursued to this end. The “Barcelona targets” for the development of childcare services, adopted by the EU member states in 2002, provide that at least 33 percent of all children under three years of age should have access to a place in childcare facilities. For the ages between three and school age, the target stands at 90 percent of all children. On average, these goals are reached, Ms. Cortés Herrera says. However, ten member states clearly miss the targets.

Moreover, besides the availability of places in childcare facilities, the quality of care services also plays a central role. Positive effects can only be achieved with high-quality care. Therefore, a quality framework for early childhood education and care has been developed in 2015. This framework contains criteria for affordability and accessibility, staff, child-staff ratio,

curricula, involvement of parents as well as monitoring. Increased public spending could help preventing a conflict between quality and quantity.

The recommendation “Investing in children: breaking the cycle of disadvantage” adopted by the European Commission and approved by the Council in 2013 also mentions three axes of intervention. These form the basis for the member states to step up their investment in children. These axes are: Access to adequate resources, access to high-quality services (such as childcare), and the right of children to participation. The EU monitors the implementation of this recommendation under the framework of the European Semester. Under this annual policy cycle, the European Commission reviews member states' reform efforts and provides country-specific recommendations. The EU also offers financial assistance for the member states. For the programme period 2014 to 2020, 20 percent of the European Social Fund (around 16 billion euros) were earmarked for projects in the fight against social exclusion, which also covers investments in children.

Key principle 11 of the European Pillar of Social Rights (EPSR) also refers to the legal entitlement to affordable early childhood education and care, high-quality care as well as the right to protection from poverty and specific measures to improve equal opportunities. The European Commission’s so-called work-life balance package and its proposal for a directive on improved reconciliation policies are first measures to ensure the implementation of the EPSR, Ms. Cortés Herrera says.

Following a call by the European Parliament, the Commission is currently also assessing the proposal for a so-called “Child Guarantee”. The feasibility and potential benefits of such a Child Guarantee aiming to fight child poverty are currently being evaluated in a feasibility study. The Child Guarantee targets in particular children in institutional care, children with disabilities, refugee children and children in particularly poverty-prone family settings.

3.3 The Council Conclusions on early childhood development during the Bulgarian Council Presidency - Keynote Speech by Radi Futekov

Radi Futekov, Counsellor for Labour and Social Affairs of the Embassy of the Republic of Bulgaria in the Federal Republic of Germany, presents the European Council's Conclusions on early childhood development, which were initiated under the Bulgarian Council Presidency. The support for integrated policies for early childhood development in order to ensure the well-being of children from an early age was a main priority of the Bulgarian Presidency, he underlines. The early years of a child’s development are crucial for the health, learning, behaviour and social inclusion of children, and they have effects on their entire life course. In this context, early childhood development policies and services are among the key tools for preventing and tackling poverty and social exclusion as well as to improve social mobility. Moreover, investments in early childhood development are cost-effective, Mr. Futekov points out. They would prevent future public expenses from having to cope with the consequences of a lack of education, skills and employment - which often lead to poverty.

The Council Conclusions call upon the member states to ensure equal accessibility to high-quality education and care services for all children. In addition, they highlight the importance of integrated approaches targeting all aspects of a child's development and well-being. Moreover, it is also important to support mothers and fathers. The participation of both parents in the labour market as well as appropriate allocation of care obligations between them have to be supported. Accessible, affordable and high-quality childcare makes it easier for parents to reconcile their professional and educational responsibilities and enables them to stay in or take up employment. Broad support is particularly important for children and families with disadvantages as well as for children with disabilities or special needs. Support must also be secured for children in alternative care and for children who have become victims of violence and abuse, Mr. Futekov says.

A stronger involvement of and cooperation with all relevant public, private and civil society stakeholders in drafting, implementing, monitoring and evaluating early childhood development policies is crucial, he adds. The European Structural and Investment Funds (ESIF), in particular the European Social Fund (ESF) and the European Regional Development Fund (ERDF), should also be better used, according to national circumstances and policy objectives.

The European Commission could also pursue further family-oriented policy measures and support the member states in implementing them. In addition, the implementation of the child-related key principles of the European Pillar of Social Rights must be supported. This also requires promoting the dialogue between member states, experts, social partners and the civil society, as well as continuous analysis of child poverty and social exclusion in the EU.

4 Extended Opening Hours and Flexible Care Services

4.1 Germany - Expanded care hours and flexible care models: The federal programme KitaPlus

Katrin Schmalenberger-Laukert, officer at the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, presents the federal programme "KitaPlus: Weil gute Betreuung keine Frage der Uhrzeit ist (Day-CarePlus: Because good care is not a matter of time of day)".

Childcare is seen as a political mandate stemming from the UN Convention on the Rights of the Child as well as the Barcelona targets of the EU, she explains. This mandate is being implemented by supplementing labour policy with family policy and by further developing and securing the financing of early childhood education. In this regard, the "Gute-KiTa"-policy initiated by family minister Dr. Giffey is also an instrument to implement this task. Besides KitaPlus, other programmes for quality development have been implemented, for instance "Language-Day-Care: Because language is the key to the world" and "Day-Care-Enrolment: Building bridges to early education".



Iveta Baltiņa, Katrin Schmalenberger-Laukert, Radka Pleštilová

The reconciliation of family and work is becoming increasingly important in order to improve equal opportunities for parents on the labour market and to support single parents, Ms. Schmalenberger-Laukert points out. Increasingly flexible working hours - also including early morning, evening, night or weekend shifts - are a reality for many parents. Employees in the fields of medical care, nursing, services, retail and public services, but also the self-employed, students, trainees and re-entry employees are in particular need of extended opening hours of childcare facilities. This holds also true for parents who have long travel hours to their jobs or who cannot organise childcare via other networks. With this background, there must be a good balance between institutional and family care.

These needs are addressed with the federal programme KitaPlus. The programme aims to ensure the reconciliation of family and work as well as early childhood education for all children, Ms. Schmalenberger-Laukert emphasises. To this end, the opening hours of the childcare facilities are extended beyond the usual opening hours between 8 a.m. and 4 p.m., and tailored care services are being developed to meet the needs of parents and children.

So far, 300 projects receive funding via KitaPlus, among them 205 childcare institutions and 95 childminders. Over a funding period of three years, the federal government is making 100 million euros available for the programme.

The support is granted with regards to staff, equipment and investments. Ms. Schmalenberger-Laukert reports that 75 percent of childcare facilities have extended their opening hours by up to 25 hours per week, 15 percent by 25 to 50 hours and 10 percent by more than 50 hours per week. 21 percent of the facilities (31 percent of childminders) have expanded their services to include weekends, 12 percent of the facilities (38 percent of childminders) to include overnight services, and 2 percent of the facilities now offer services 24 hours a day.

Ms. Schmalenberger-Laukert explains which aspects the programme covers conceptually. First, the institutions identify the need for extended opening hours in cooperation with children and families, municipalities and employment agencies. In addition to this, they draw up a pedagogical concept offering information about the pedagogical approaches to action and promote, among other things, participation, independence and self-confidence of the children. Under the motto of “Education at all times”, processes in every-day life thus become educational content. In this regard, permanent contact persons, daily routines and rituals that offer security and orientation are of great importance. Another key aspect of the programme is the reliability of the extended care provisions, which is designed to be permanent, Ms. Schmalenberger-Laukert says. The individual life situations of the families is generally be

taken into account. At the same time, attempts are being made to avoid parents who make use of the expanded services being stigmatised in public or excluded within the institution. Advice and support for parents is offered via different communication formats. Moreover, the situation of dropping off and picking up the children is managed jointly. Support in the occupational orientation of the parents is also offered.

According to Ms. Schmalenberger-Laukert, the care facilities are also actively cooperating with other childcare services, childminders, companies, institutions and bodies and thus contribute to stronger and better networking in the social area.

In March 2017, 888 children under the age of three and 1391 children between the age of three and school age had already benefited from the expanded opening hours under the KitaPlus programme. This is a significant increase since the start of the programme and underlines that there is demand for such offers and that they are in fact being used. The project runs from January 2016 to December 2018 and has 16 network branches offering project consulting services to interested institutions, Ms. Schmalenberger-Laukert informs.

4.2 Latvia – Vouchers for flexible care services during nonstandard working hours

Iveta Baltiņa, project manager at the Ministry of Welfare of the Republic of Latvia, presents the project “Vouchers for the provision of flexible childminders’ services to workers with nonstandard work schedules”, which has been implemented as a model project in three Latvian cities. About 35 percent of employees in Latvia have to work in the evening, at night, on weekends or at irregular working hours. This situation poses challenges to many parents, as opening hours of care facilities and the parents’ working hours do not overlap, and alternative care options are required. Single parents and families in which both parents work nonstandard working hours are particularly affected by these gaps in care provisions. This also lets women working at atypical hours quit their work or reduce their working hours. Moreover, the preparatory work for the projects has shown that the need for childcare during day times is sufficiently met, but there is need for more flexibility in the care offers.

The project tries to tackle this specific problem, Ms. Baltiņa explains. The central objective is to create care arrangements during nonstandard working hours for employees who are affected by such working hours. Care facilities are only open on weekdays from 7 a.m. through 7 p.m., Ms. Baltiņa points out. The flexible times offered by the project, in contrast, cover times before and after these hours as well as childcare during weekends. Another aim was also a strong involvement of the employers. The vouchers issued under the project entitle to benefit from the services of a paid childminder to



Iveta Baltiņa, Katrin Schmalenberger-Laukert, Radka Pleštilová, Christina Schliffka

up to 20 hours per week for a child up to the age of seven. In this way, care offers during nonstandard working hours were secured for a total of 168 children. The costs arising from the supplementary care services are borne by public funds from the project as well as by employers and employees. The costs for the employees amounted to merely 5 percent of the overall costs, though. In the course of the project, the public share of financing had been reduced from 100 percent to 60 percent as compared to the contributions of employers and employees. The project was co-financed via the EU Programme for Employment and Social Innovation (EaSI). It was evaluated by comparing an experimental group consisting of the participating families versus a control group. The latter did not receive vouchers for supplementary childcare services. The additional childcare offers did have effects with regard to both, family and work life: Parents were more satisfied with their work-life balance. The families' quality of life generally improved and the satisfaction with their life circumstances grew. Furthermore, daily routines within the families normalised and the parents had more time for themselves. In terms of employment, there had been greater satisfaction, better quality of work and less employee rotation at the workplace. These positive effects were particularly striking with regards to women. They also had to leave work less frequently during working hours to look after their children.

4.3 Czech Republic – Reforms in family policies and an expansion of childcare

Radka Pleštilová from the Czech Ministry for Labour and Social Affairs presents the childcare provisions within the framework of the family policy concept of the Czech government adopted in late 2017.

In the Czech Republic, childcare is part of a comprehensive approach in family policy, she explains. This approach also includes, among other provisions, afternoon care for schoolchildren, support with regards to the housing situation of families, financial support for families as well as the promotion of family stability. Currently, the responsibilities for family policy are being shifted to the regional level. Concrete measures to promote the reconciliation of family and work include - in addition to childcare -, changes in social assistance (obstetric assistance, parental allowance, child benefits), the introduction of seven days paternity leave around the birth with a wage continuation of 70 percent as well as the possibility of long-term care for a family member with a wage continuation of 60 percent. In general, a change in the image of women has taken place in recent years, especially a change in the mentality of women themselves, Ms. Pleštilová observes. This change is supported by the Czech government's current family policies, which encourage women to take up employment again. The employers are also interested in bringing women back from maternity leave sooner and thus show increasing interest in childcare services as well.



Radka Pleštilová

The expansion of childcare already started in 2014 with the implementation of new laws on children's groups. In the past, childcare had only been available for children from three years of age. Now, the groups are open to children from the age of one. Whereas standard opening hours of the care facilities usually used to be between 7 a.m. and 4 p.m., many facilities have now expanded their opening hours from 6:30 a.m. to 7 p.m. Moreover, the child-staff ratio has improved, thus offering individual care in smaller groups. Ms. Pleštilová also underlines that the quality of childcare is crucial to ensure that parents feel secure about their child's care. Therefore, new quality standards were introduced. Currently, 8,438 places are offered in 645 children's groups. The introduction of an additional 200 groups is planned to be finalised by the end of 2018. Such children's groups are offered by non-governmental organisations, local authorities, employers, hospitals and senior citizens' homes. Especially hospitals and senior citizens' homes are increasingly offering childcare. Since in particular women are working at such institutions during nonstandard working hours, childcare is offered beyond the normal opening hours of care facilities and at weekends. The senior citizen's homes also aim for an intergenerational linking of their services, which is believed to create synergy effects.

The expansion of the services and the improvements in quality have been co-funded by the European Social Funds (ESF) with around 150 million euros. This funding is also used to keep the parents' contributions low. The funding is secured until 2020. If there is no further EU funding beyond this, the Czech state will have to take over these costs.

Another approach in childcare is currently being tested in a pilot project. In so-called micro-crèches, the child-staff-ratio is set to a maximum of four children per carer. These crèches are co-funded by the Czech state as well. Currently, there are 72 such crèches, while this number is expected to grow to 150. For the time being, 414 families are benefiting from this project, most of them in smaller towns and villages.

4.4 Discussion

Following the presentations, the participants launch a discussion, which primarily focuses on the design of childcare during nonstandard working hours. The question is posed whether there are scientific results regarding the effects of childcare during nonstandard working hours in Latvia. Ms. Baltiņa underlines that the focus of childcare during nonstandard working hours is on the "care" aspect rather than on the "education" aspect. The latter is already covered by the care provisions offered during day times.

Following that, the participants exchange experiences on how lacks of qualified staff in childcare are dealt with. In Germany, there is a lack of staffed personnel to expand childcare offers and to extend them to nonstandard working hours. This problem also persists in Latvia

- primarily due to the low wages of caregivers. In order to counter this problem, the caregivers in the Latvian project are not pedagogical specialists but were specially trained for their care tasks and are subject to targeted quality control. In contrast to this, it is apparently less difficult to employ skilled personnel in the Czech Republic. Thanks to the funding from the European Social Funds, the training and qualification of skilled workers on the one hand as well as attractive salaries on the other can be financed.

Finally, the question arises how employers are included in the design and offer of childcare services. Ms. Baltiņa recollects that employers were at first not interested in the Latvian project. However, some parents became aware of the project due to other parents participating and benefiting from childcare services during nonstandard working hours; and the former thus demanded that their own company participate in the project as well. In this way, more families than initially planned could benefit from the additional childcare services.

5 Providing Equal Access for Disadvantaged Children I – Supporting Children from Families with Low Income

5.1 Denmark – High participation rates in childcare and comprehensive support for families

Peter Abrahamson, Professor at the Institute of Sociology at the University of Copenhagen, presents Denmark's measures to provide disadvantaged families with access to childcare. In addition, he highlights the reasons for the high numbers of children in childcare in Denmark, spanning all income groups.

To do so, he firstly presents some general features of the Danish welfare state. These include a Protestant work ethic, universalism in the sense of a right to social benefits for all citizens, a high degree of trust in politics and administration as well as fundamentally low inequality in society.



Peter Abrahamson

Early childhood education and care is one of the support measures provided for families. Others include leave after birth, parental leave, child benefits and carers' leave.

High participation of women in the Danish labour market can be observed, Mr. Abrahamson explains. At the same time, the number of children in childcare facilities is at constantly high levels (65.2 percent of children under the age of three in 2014). In comparison: The percentage of children under the age of three being cared for in childcare facilities in Germany is at 32.3 percent. Meanwhile, the parents' income(s) do barely play a role for a child's participation in childcare offers in Denmark. The share of children in care facilities is roughly on the same high levels for all income groups. Children in Denmark are also less

frequently subject to or in danger of poverty. In many other European countries, children are equally or particularly at risk in relation to poverty rates in society as a whole. In Denmark, childcare is available free of charge or at very low costs for single parents and for low-income families. This, in combination with child benefits, helps to counter poverty among the families.

Mr. Abrahamson identifies several reasons for the high participation rates in childcare. First, there is a need for poorer families to pick up employment. Second, the Danish government pursues a policy aiming to encourage gainful employment. Moreover, it is always financially more beneficial to work than to receive social benefits in Denmark, as these benefits are considerably lower than the wages. Working thus usually ensures a life without poverty. Overall, the Danish state intervenes in many instances, Mr. Abrahamson says. In this way, needs are identified early and low-income parents are supported.

General characteristics of Scandinavian societies are a fundamental prerequisite for the development of the Danish welfare state. Among other things, Mr. Abrahamson mentions homogeneous societies, the political tradition of universalism and consensual democracy, a political culture of compromise, minority governments and a high degree of political transparency. In addition, the Scandinavian societies have in common that they are relatively small states based on late industrialisation and a long democratic tradition. Furthermore, family policy does not seem to become the subject of political debate in Denmark.

In conclusion, Mr. Abrahamson points out that the high proportion of children in childcare is not solely due to the care system in itself, but to the organisation of the welfare state as a whole.

5.2 Sweden – A universal model with a dual aim

Henrik Ingrids, Head of the Family and Social Services Department at the Swedish Ministry of Health and Social Affairs, presents the Swedish model of social assistance for children, which also includes childcare. In principle, a universal model of early childhood education and care is pursued in Sweden. Childcare is available for children between the ages of one and five, followed by pre-school at the age of six and the entry into school at the age of seven. The ratio of children in childcare facilities is very high in Sweden (84 percent). There are only minor deviations with regard to different income and educational backgrounds of the parents. Also among children whose parents were not born in Sweden, a major part (79 percent) participates in childcare offers. Childcare is mainly offered in care facilities. Childminding, in contrast, plays only a minor role.

The responsibility lies with the local authorities. They are obliged to provide 15 hours of childcare per week free of charge for children between the ages of three and five. The fees for childcare beyond this free care offer are calculated based on the parents' incomes. The maximum fee is 139 euros per month. The fees for families with lower incomes are correspondingly lower. Overall, parents contribute a maximum of 1 to 3 percent of the family income per child to childcare, depending on how many children in the family are currently cared for in childcare facilities.

Mr. Ingrids points out that this arrangement leads to very high childcare costs for the local authorities. They are at an estimated 13,700 euros per child per year. However, these expenditures are legitimised by the contribution of childcare to the reconciliation of family and work, to early childhood development and to the social inclusion of children, he adds. Childcare offers parents the opportunity to participate in the labour market and thus to ensure a sound financial situation for themselves. In addition to this, childcare promotes early childhood development as well as early support services for all children. It thus contributes to learning successes, successful inclusion in the labour market later on but also to improved social inclusion of children. The high number of children in childcare facilities also shows that parents consider childcare to be not only economically sensible, but also positive for the child's development.



Henrik Ingrids

Children from disadvantaged backgrounds in particular benefit from childcare as a compensatory instrument that can balance inequalities in family support. Low contributions for parents with low incomes enable the children to participate in care services and thus to be supported.

In order to support early childhood development in childcare facilities, high-quality care services are needed. This is taken into account by current legislative initiatives, Mr. Ingrids says. Central starting points are the educational contents, the training and further qualification of the personnel as well as improved child-staff ratios. Furthermore, monitoring measures contribute to quality assurance. With regards to the educational contents, a national curriculum defines key principles and targets for early childhood education and care. These are obligatory for all childcare facilities, though a specific syllabus is not provided. The national curriculum follows an EDUCARE-approach combining socialisation and education. The concrete implementation and the teaching approach are left to the care facilities themselves and are structured in a variety of ways.

In conclusion, Mr. Ingrids highlights additional potentials of early childhood education and care: It contributes to gender equality as particularly mothers are able to pick up employment; child poverty can be prevented by employment and support for single parents; and last but not least, childcare makes it possible to monitor the development of each individual child. If necessary, interventions can be taken to better promote the development of the child.

5.3 Germany – Supplementary childcare for single-parent families

Miriam Hoheisel, director of the German Federal Association of Single Mothers and Fathers (VAMV), presents the everyday life situation of single parents in Germany at the beginning of her presentation. There are currently 1.8 million single parents with 2.3 million children under the age of 18 in Germany. This accounts for 20 percent of all families in the country. Among these, there are considerably more single mothers (89 percent) than single fathers (11 percent). Single parents pursue only slightly less paid work than the German average. However, for more than half of these families, the household's net income is below 1,700 euros. The risk of poverty is therefore at 43.7 percent for single parents (as compared to 10 percent for couples with children).



Miriam Hoheisel

Ms. Hoheisel reports that gaps in care provisions make it particularly difficult for single parents to secure their livelihood. There is often need and demand for supplementary childcare going beyond the standard care services. This is particularly so if the parents' working hours are outside the opening times of public childcare facilities or if the parents have just started a job training or university studies. Nonstandard working hours are particularly prevalent in typical "women's jobs". The lack of family-friendliness on part of some employers makes the situation even more difficult for single parents.

Against this background, the VAMV has initiated model projects on supplementary childcare, emergency care and counselling for single-parent families. These can fill care gaps in single-parent households, especially early in the morning, in the evening and at weekends. In addition, counselling is offered to the parents as part of the project, for instance about the legal entitlement to a place in a childcare facility. The model projects were implemented in the cities of Essen, Mainz and Berlin and have been supported by the Walter Blüchert Foundation.

The understanding of "quality" is different in supplementary childcare than in regular care facilities, Ms. Hoheisel explains. During nonstandard working hours, trust and accuracy of fit play a more important role than an educational claim. Continuity in terms of staff as well as reliability and responsiveness to the needs of the child are also at the forefront. The carers work as honorary staff and are trained within the framework of the project. Against this background, technically qualified coordination centres are of particular importance in the projects. These are responsible for the allocation of caregivers as well as the organisation of potential replacements. They are also contact points if questions arise.

The scientific evaluation of the model projects shows that supplementary care during nonstandard working hours has effects both on family life as well as on the socio-economic situation of the families. The satisfaction with work-life balance increased significantly. The

relationship of trust with the caregiver is of particular importance. Family life benefits especially from a reduction of everyday stress. The majority of project participants report positive effects on their job trainings and/or employment. The level of employment has increased due to the project. Moreover, participants were able to keep their former workload or could switch from part-time to full-time employment. In about half the cases, the household's income grew. In 13 percent of the cases, basic security benefits could be replaced by own incomes. Overall, the satisfaction with their financial situation has improved among the families.

Keeping this in mind, Ms. Hoheisel underlines, there is certainly demand for supplementary childcare offers. In many cases, a few hours per week would already be sufficient. However, these hours must be provided on regular and long-term basis, sometimes on short notice. The complementary care has a positive impact on the socio-economic situation and on the family's satisfaction with their financial situation as well as on the opportunities for the reconciliation of family and work. Moreover, the social participation of children can be fostered. Ms. Hoheisel considers the fee exemption as the main factor for success in these model projects.

Finally, she emphasises that public, needs-based and flexible childcare is needed if childcare is to help in the reconciliation of family and work. In addition, supplementary childcare services going beyond the usual opening hours are needed to close the existing care gap during nonstandard working hours. Last but not least, the employees' individual control over working times must also be strengthened in order to minimise any care gaps from the very outset.

5.4 Discussion

First, the question is raised of how families from disadvantaged/precarious situations are reached in Scandinavian countries, as to achieve such a high level of participation in childcare offers regardless of income. Mr. Ingrids explains: In Sweden, it goes without saying that children participate in childcare. Early childhood education and care thus becomes an institution of and for social inclusion. Participating in childcare services therefore reflects conforming - at least partially - to the prevalent norms and values. This is the reason why children also join childcare even though their parents are at home, be it because they are unemployed or they care for younger siblings. The next question is whether the low contributions to care services for unemployed parents in Denmark could actually create incentives not to take up work in order not to lose these financial benefits. Mr. Abrahamson acknowledges that there are job sectors in Denmark in which the wages are only slightly above the level of social benefits. However, there is a general assumption that people profit more from having work than from merely receiving financial benefits. This Scandinavian view goes hand in hand with the fact that taking up a job is being conveyed as one aspect of socialisation.

Following that, the focus of the discussion lies with the provision of offers for single parents. In Denmark, there can be income issues in working life for single parents. Therefore, there is

also a potential need for support. A similar situation is reported for Sweden. In Germany, one can observe disadvantages for single parents, for example in terms of benefits and taxes; and there is a great need to further develop existing policies from a gender equality perspective, explains Ms. Hoheisel. The representatives from Denmark and Sweden are asked about existing offers for flexible care arrangements in their countries. Mr. Abrahamson concedes that Denmark still faces challenges in meeting the needs for such arrangements. For the time being, parents mostly rely on informal arrangements and their family network. In Sweden, Mr. Ingrids adds, flexible opening hours of childcare facilities pose challenges to the local authorities as well. Nonetheless, it is in their interest to provide an attractive environment for their citizens. In addition to this, he sees employers as having a duty to deal with this issue, too. After all, this would also make them more attractive as employers. In Germany, single parents also frequently resort to informal care arrangements in order to be able to work at all, explains Ms. Hoheisel. The projects have shown, however, that the security and reliability, which the care offers, bring as well as the omission of dependence on personal networks are a great relief for the parents.

Subsequently, it is discussed whether care during nonstandard working hours, as presented in the project of the Association of Single Mothers and Fathers, would not shift the care issue towards the caregivers in this project. This could mean that these caregivers also must work during nonstandard working hours - and thus might have to organise care arrangements for their own children, too. However, Ms. Hoheisel points out that mainly students from the pedagogical studies who could be recruited as childminders for the project. Therefore, the feared shift in the care issue did not pose a problem in this present case. Nonetheless, the question is relevant and still unanswered, she acknowledges.

6 Providing Equal Access for Disadvantaged Children II – Supporting Children with a Migration Background

6.1 Scientific input – Equal access to high-quality early childhood education and care

Yvonne Anders, professor at Freie Universität Berlin, presents the findings from her research project on the issue of equal access to high-quality early childhood education and care. Most children in Western Europe participate in childcare, at least for some time. The share of children under the age of three in such arrangements continues to grow. Children with a migration background benefit particularly much from these offers. High-quality care programmes bring comprehensive and long-term positive effects. Early childhood education and care should generally cater to the needs of all children, while children from disadvantaged families should receive specifically targeted support. Research data shows that there is a correlation between the risk of poverty for children under the age of six and the level of education of their parents. This is true for Germany and several other European countries. At the same time, the risk of poverty for children whose parents were born abroad

is in some European countries higher than the risk for children whose parents were born in that country. One exception to this is Poland.

Available places in childcare facilities are generally mentioned as a precondition for children to be able to participate in childcare. However, the pedagogical quality determines the potentially positive effects of early childhood education and care. High-quality education is particularly important for children from disadvantaged families. In contrast to this, children with a migration background often take part in childcare relatively late, though. Moreover, they also receive lower-quality care in some countries. In England, for instance, early childhood education and care in facilities with a high share of children with migration background is of high quality, whereas in Germany, this group receives early childhood education care of lower quality than children without a migration background.



Yvonne Anders

Following this, Ms. Anders presents a subproject of the EU-funded CARE project under the lead of Freie Universität Berlin, which analyses different systems of early childhood education and care. These studies find that availability, accessibility and affordability of early childhood education and care for under-three-year-olds from disadvantaged family backgrounds must be improved. Furthermore, the results show that a universal approach followed by care provisions bears advantages. At the same time, however, targeted support must also be offered to children who would otherwise not be able to fully exploit their full potential. Moreover, the dependency of childcare facilities on parents' fees and contributions should be reduced, and quality assurance mechanisms have to be established. In addition, there should be provisions aimed to ensure continuity for the children. Finally, it is important to monitor and evaluate all childcare providers for all age groups and to work towards a common understanding of quality in early childhood education and care.

Ms. Anders also presents a study, which shows exemplary reasons why families with migration backgrounds do not participate in childcare. The results are part of a study conducted among Arab and Turkish mothers in Berlin. Reasons include bureaucratic hurdles, parents' fees, lacking or misleading information on care services as well as a lack of trust in childcare facilities. These reasons are why the parents rather rely on family structures for care. In addition, the own mother tongue is socially seen as a "deficit" rather than a resource, which is accompanied by the fear that one's own cultural values might not be taken seriously.

6.2 State of Berlin – Establishing care offers for all children

Christian Jock from the Ministry for Education, Youth and Family Affairs of the State of Berlin presents the measures taken by the State of Berlin to create access to childcare for all children.

The State of Berlin is obliged by the Child Day Support Act to offer all children equal educational opportunities through early childhood education and care, regardless of gender, ethnic and religious affiliation, the social and economic situation of the family or their individual abilities. This is why Berlin promotes early participation in childcare services for all children. To achieve this, instruments are applied on three levels: The child and family level, the care facilities' level, and on the level of general framework conditions.

On the child's level, obstacles to the access to childcare must be eliminated at first. The fee exemption introduced in Berlin is an important step in this direction: As of August 2018, all children in Berlin are entitled to seven hours of free care per day. Parents only have to pay contributions for meals and special activities. For disadvantaged families, there are reductions on these fees.



Christian Jock

On the level of the childcare facilities, special support measures are offered. First, these facilities receive more funding and more staff if 40 percent of the children in the facility have a mother tongue that is not German. In addition to this, there is also more staff allocated to facilities caring for children from socially disadvantaged residential districts.

With regards to the general framework conditions, the child-staff ratio is to be improved and the recruitment of qualified, skilled workers in this field is pushed forward. Moreover, the capacities of the training centres are expanded in order to be able to train more personnel. In-service qualification and career-changer programmes are further measures in the fields of personnel recruitment and qualification. Furthermore, the administration has introduced the use of modular buildings to be able to quickly increase the room capacity of care facilities. This measure is necessary as the state of Berlin is faced with a lack of around 3,000 places in care facilities and - at the same time - growing birth rates as well as many people moving to the city.

A model project has been launched for children with flight experiences. The project "Berliner Modellkitas zur Integration und Inklusion von Kindern aus Familien mit Fluchterfahrung (Berlin model care facilities for integration and inclusion of children with flight experience)" supports inclusion and integration in eight model facilities. Most importantly, it offers places of safety, calm and community. It also supports learning the German language. In this regard, culturally sensitive pedagogics are of particular importance. Moreover, parents are offered support, and the projects seek the dialogue if parents have reservations or doubts about the childcare facilities. Finally, a networking centre offers a space for exchange and networking for the model facilities themselves. The model facilities act as multiplicators and disseminators.

The state of Berlin also aims to promote attendance at childcare facilities among families staying in shared accommodation. There are open play areas and specific offers to bridge

the time until a place in childcare facilities becomes available. In addition, so-called springboard offers give the parents an opportunity to get to know childcare services and thus contribute to remove hurdles, for example also through interpreting services.

6.3 Finland – Cultural and linguistic diversity in childcare as part of the National Core Curriculum

Kati Costiander of the Finnish National Agency for Education presents the National Core Curriculum, which directs the implementation of early childhood education, and care services in Finland and forms the basis for local curricula.



Kati Costiander

In Finland, early childhood education and care is generally seen as part of a child's development process. Therefore, children are legally entitled to individual, high-quality childcare.

There is a legal right to childcare for children from 10 months until children start school at age 7. The parents' contributions for care and catering are at a maximum of 290 euros per month. However, families with low incomes are exempted from these contributions. The local authorities bear the responsibility for the implementation of such childcare services.

The National Core Curriculum is based on a number of underlying values, including the intrinsic value of childhood, the rights of the child, equality and diversity as well as an open and respectful attitude towards families and their different cultures, languages, beliefs, religions, traditions and views on education. The aim is to have each child value and cherish her or his own family. The following core aspects of early childhood education and care in Finland are derived from this aim. A holistic approach to promoting growth and development of the child is followed, the values of equality and trust are conveyed and a claim to help is formulated, if needed. This is performed by specially trained staff. The recruitment of employees from different cultural backgrounds is promoted actively, too. Moreover, there are individual early childhood education and care plans for each child. Cultural and linguistic diversity is promoted, support for integration into the Finnish society for children with a migrant background is offered, and there is close cooperation with parents and other guardians.

Cultural diversity and language awareness are general principles that guide the operational culture of childcare facilities. Ms. Costiander reminds that childcare takes place within a culturally changing and diverse society. Therefore, cultural diversity as a resource as well as the right to one's own language, culture and beliefs have to be seen as a basic entitlement. To ensure this, it is necessary for caregivers to have knowledge about other cultures and to be able to take on another perspective. Cultural competence is taught as a transversal competence in Finnish early childhood education and care.

Furthermore, there are measures on individual level in order to cater to the needs of all children. For children with a migration background, there are additional, specific support measures. The individual early childhood education and care plan of each child is created jointly by the parents, the caregivers and the child her- or himself. If needed, interpretation services can be offered as additional support. The linguistic environment of the family, multilingualism and the significance of the mother tongue are discussed with the parents. Parents are encouraged to support the use of the mother tongue by the child as well as to pass on their own cultural traditions. At the same time, parents are informed about the goals, contents and methods of early childhood education and care in Finland.

In addition, a network called “Reimari” has been established at national level, geared to develop and strengthen linguistic and cultural diversity in early childhood education and care.

6.4 Discussion

The ensuing discussion at first focuses on the question of how a compromise between quantity and quality of the care services can be avoided. Ms. Anders highlights this dilemma with some examples. For instance, the quality of childcare in the Netherlands has declined due to the expansion of available places in childcare facilities. In Germany, there is also the problem that due to a change in the care system and new educational schemes, many educators and caregivers are not trained to meet the educational needs of children. Eliminating the existing shortage of skilled workers in this field would take another 20 years. Against this background, a further “academisation” of these professions is called for, also in the field of early childhood education. Recruiting staff with at least a bachelor's degree and multi-professional care teams could have a positive impact on the quality of education and care services, says Ms. Anders. However, low wages in childcare are a major obstacle towards such a development, she adds. Mr. Jock explains that the state of Berlin has decided to maintain the improved child-staff ratio - despite a lack of places in childcare facilities - in order not to have to strike a compromise between quality and quantity. The shortage of skilled workers is also a problem in Finland. Ms. Costiander points out that low wages and at times unclear job profiles often deter young people from taking jobs in the field of childcare. However, a new legislative initiative aims to recruit more staff, improve staff qualification, create study places in the area of early childhood education and introduce special qualification programmes for educators/caregivers with a migration background.

This issue is followed by questions of how children with migration backgrounds, in particular, can be placed in childcare facilities and how a clustering of children with similar backgrounds can be avoided within the facilities. With regard to the allocation of places in care facilities, Mr. Jock says that the State of Berlin firstly offers information flyers in different languages. Secondly, an electronic reservation system provides a better overview of free places and waiting lists. In addition, the vouchers needed to apply for a place in a childcare facility will in future be sent to families unsolicited by post. In doing so, the hurdle of having to apply actively to the Youth Welfare Office is removed. Regarding the clustering of children with

similar backgrounds, Ms. Anders reminds that proximity to the childcare facilities from the family's home is the most striking criterion in many European countries. Moreover, it is difficult to achieve a greater mix in childcare facilities with children from different neighbourhoods and backgrounds, as parents, especially those with high educational attainment, are often critical of this process. However, studies show that children from well-off families do not have any disadvantages from such a mix, Ms. Anders underlines. Children from disadvantaged families, in contrast, may face adverse effects from learning in groups with other, equally disadvantaged children. On top of that, many caregivers in Germany often do not know how to consider and use diversity as a resource. Keeping this in mind, the professional development and training of educational staff has to be advanced, Ms. Anders demands. On the other hand, a forced mix within care facilities via binding allocation of places is not considered to have the desired effect.

7 Where Do We Go from Here? Next Steps from the Perspective of the European Civil Society

Paola Panzeri, Policy and Advocacy Manager at COFACE Families Europe, welcomes current developments in early childhood education and care at European level. She considers the latest report by the European Commission on the Barcelona targets, the proposal for a Council Recommendation on childcare quality as well as the upcoming Council Conclusions on early childhood development to be particularly important steps. Together with the proposal for a directive on the reconciliation of family and work, these initiatives form part of a larger puzzle to establish a real pillar of social rights in Europe.



Paola Panzeri

Childcare plays a double role in achieving this goal: On the one hand, it offers parents the opportunity to participate in the labour market. On the other hand, it also has important pedagogical and social functions as it ensures that all children can develop their abilities and their potentials regardless of their backgrounds. This means that the effects of poverty and inequalities can be mitigated.

Childcare must include some important features in order to deliver on these targets, though. Most importantly, the offers must be of high quality. Therefore, Ms. Panzeri considers the proposed Council Recommendation on childcare quality to be crucial. Second, childcare must be affordable. The latest report on the Barcelona targets shows that high costs are an obstacle. Especially mothers often feel forced to take on childcare themselves instead of pursuing a career. Third, childcare must be accessible. For instance, long distances must not form an obstacle. Accessibility also means inclusive offers that prevent potential segregation, for instance of children with disabilities.

Finally, Ms. Panzeri also reminds that childcare has to be diverse. Families need different kinds of care services. Standard offers must be supplemented with other forms of childcare that cover nonstandard working hours, shift work and emergency care services.

According to COFACE, there is also need for action regarding the allocation and provision of places in care facilities. The Barcelona target for children under the age of three is not reached by 16 EU member states. In these countries, less than a third of the children under the age of three benefit from childcare.

With this in mind, COFACE has three demands. The association calls on the European Council to adopt the proposal for a recommendation on childcare quality. In addition, this recommendation must acknowledge the importance of inclusive care offers. Secondly, the Barcelona targets as well as the targets for education and training have to be adjusted. Finally, the Council must ensure that at least 30 percent of the budget of the future European Social Funds Plus (ESF+) is earmarked for projects promoting social inclusion.

In her conclusion, Ms. Panzeri explains that childcare is an important part in a larger puzzle. In order to achieve better reconciliation of family and work as well as higher employment rates among women, further building blocks are needed, though. Therefore, COFACE considers investments in three areas to be important: Provision of adequate resources for families, provision of services for children and other family members as well as parental leave schemes and flexible working arrangements.

8 Final round of discussion and feedback

In the final round of discussion, the participants have the opportunity to voice their impressions, interesting aspects and still open questions from the sessions. The variety and multitude of mentioned aspects reflects the complexity of the issue. This is a short overview of the central aspects from the discussion.

The participants mention, among other things, the following points as particularly interesting aspects of the Expert Meeting:

- The joint understanding as well as similar views on early childhood education and care.
- The fact that there are quite similar challenges in all countries.
- An insight into the approaches of other countries as well as a comparison of these different approaches.
- The added value that childcare can offer with regard to integration.
- The planned EU “Child Guarantee”.
- Aspects of childcare in the single countries, for instance different standard opening times of childcare facilities or different offers for children with migration backgrounds and for children from low-income families.

The participants recognise the following central challenges for childcare to support the reconciliation of family and work:

- Creating availability of childcare for all children.
- Ensuring both quality and quantity of care services as well as establishing binding quality controls.
- Guaranteeing equal access to and equal quality of childcare for all children, irrespective of their backgrounds. Dismantling the selectivity still prevalent in educational systems.
- Taking into account the needs of specific family structures, for example the needs of single parents.
- Eliminating the shortage of skilled workers.
- Drafting solutions on how flexible opening times can be offered.
- Safeguarding the financing of care services, providing more funds, including companies in the financing of childcare.
- Increasing the understanding for childcare and its benefits in the society and in companies.
- Implementing the work-life balance directive in the EU member states with regard to different structural preconditions.

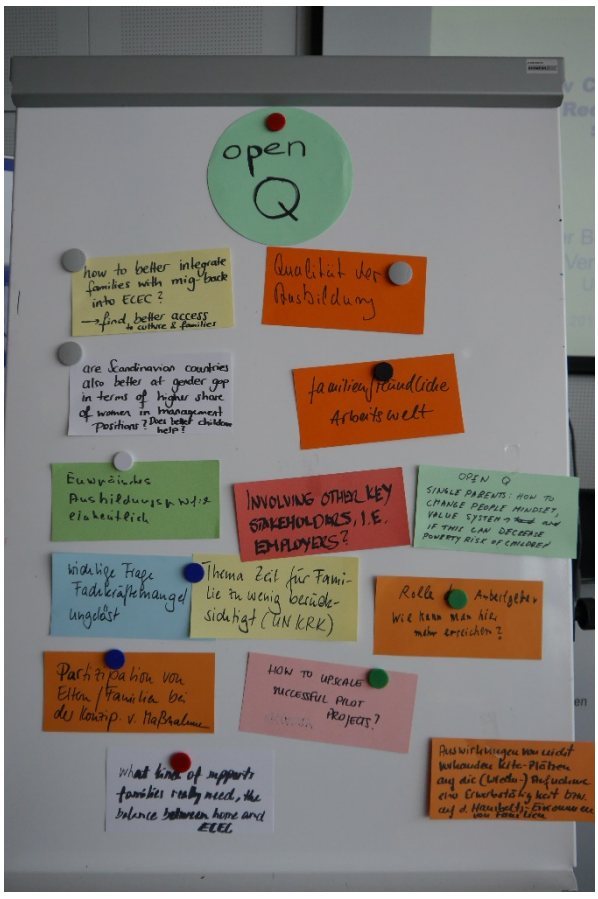
The participants formulate the following questions that have so far been left unanswered:

- How can the shortage in skilled workers be overcome? How can quality in training be ensured, also in a uniform manner across the EU?
- How can employers and other stakeholders be included in decision-making? How can a family-friendly work environment be created?
- How can successful project models be implemented on broader scale?
- Which concrete support measures do families need - at home as well as in the childcare facilities?
- How can families be involved in the drafting of measures?
- Does the lack of places in childcare facilities have an effect on the (re-)taking up of gainful employment and on the household income of families?
- How can families with migration background be reached more effectively?
- Do better care services in Scandinavia support the closing of gender gaps, for instance with regard to positions on management level?
- How can prejudices against single parents be reduced? Can this lower the risk of poverty for single parents?
- Will the EU's new General Data Protection Regulation affect research about early childhood education and care?

Ms. Schmalenberger-Laukert from the German Federal Ministry of Family Affairs concludes the session by thanking the participants for the intensive exchange. She also emphasises the wide range of approaches and possibilities pursued in Europe, which aim to ensure that every single child is looked after in childcare facilities and to help reconcile family and work. Considering this reconciliation as a puzzle vividly illustrates the current efforts and at the same time underlines the responsibility to continue working on the topic of care options and quality in childcare, she concludes.


most interesting
Panel 2
Der Einblick in FBBE in den unterschiedlichen Ländern
Comparison of different Systems + Approaches
How ECEC can promote integration
Vergleich inkl. Schleswig-Holstein
trust / faith in state and services by the state
input Fr. Prof. Anders
How the supporting children with a migration background is done in Germany
Shared understanding and view on ECEC
"Kindergarantie"
The differences in what is 'standard' opening hours e.g. 8-4 in Germany and 7-7 in Latvia


challenges ahead
Challenges: Structural differences between member States
Wie sieht die Qualitätskultur verbindlich aus?
Solve Quality ⇔ quantity trade-off
mehr Geld für das System!
Ensuring Equality in Quality ECEC
Increase coverage but with very high quality standards
Making ECEC highly valued as schools are, in improving the quality
Reconciling Quality and Quantity of childcare
Ensuring availability for all children
Covering the Costs of ECEC
Staffing


open Q
how to better integrate families with mig-back into ECEC?
Qualität der Ausbildung
are Scandinavian countries also better at gender gap in terms of higher share of women in management positions?
familienfreundliche Arbeitswelt
Involving other key stakeholders, i.e. employers?
Thema Zeit für Familie zu wenig berücksichtigt (UN KRK)
Rolle Arbeitgeber
How to upscale successful pilot projects?
What kinds of supports families really need, the balance between home and ECEC

9 List of participants

Prof. Peter Abrahamson	Professor, University of Copenhagen
Prof. Yvonne Anders	Professor, Freie Universität Berlin
Iveta Baltiņa	Project Manager, Ministry of Welfare of the Republic of Latvia
Raquel Cortés Herrera	Deputy Head of Unit Disability and Inclusion, Directorate-General Employment, Social Affairs and Inclusion, European Commission
Kati Costiander	Senior Advisor, Basic Education and Early Childhood Education and Care, Finnish National Agency for Education
Waltraud Dahs	Head of Unit European and International Gender Equality Policy, German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Radi Futekov	Counsellor, Labour and Social Issues, Embassy of the Republic of Bulgaria in the Federal Republic of Germany
Ulrike Gebelein	Policy Officer, Child Policy and Family Support, Diakonie Germany
Jens Hoffsommer	Regional Office Saxony, Field of Action Early Start in Education, German Children and Youth Foundation
Miriam Hoheisel	Director, German Federal Association of Single Mothers and Father)
Dr. Sören Hoyer	Research Officer, Observatory for Sociopolitical Developments in Europe, Institute for Social Work and Social Education, Germany
Henrik Ingrids, Ph.D.	Head of Section, Division of Families and Social Services, Swedish Ministry of Health and Social Affairs
Sven Iversen	Director, Association of German Family Organisations (AGF)
Dr. Christian Jock	Policy Officer, Unit Family Policy, Childcare and Preschool Education, Ministry for Education, Youth and Family Affairs of the State of Berlin

Mark Kamperhoff	Head of EU division, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Andreas Knoke	Head of Programmes, German Children and Youth Foundation
Josefine Koebe	Research Officer, Unit Education and Family, German Institute for Economic Research
Irma Krysiak	Team Leader Work-Life Balance Initiative, Directorate-General Employment, Social Affairs and Inclusion, European Commission
Paola Panzeri	Policy and Advocacy Manager, COFACE Families Europe
Radka Pleštilová	Methodologist for Liberec and Ústí nad Labem regions, Division of Family Policy and Ageing, Ministry of Labour and Social Affairs of the Czech Republic
Lena Reinschmidt	Research Officer, Observatory for Sociopolitical Developments in Europe, Institute for Social Work and Social Education, Germany
Marcel Roche	Service Centre KitaPlus
Christina Schliffka	Research Officer, Observatory for Sociopolitical Developments in Europe, Institute for Social Work and Social Education, Germany
Katrin Schmalenberger-Laukert	Officer, Unit Early Childhood Education and Care, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
NikolaSchopp	Policy Officer, Forum for Progressive Family Policy (ZFF) Germany
Christoph Schwamborn	Service Centre KitaPlus
Sabine Schwarz	Head of Competence Centre for Equal Opportunities in the Labour Market, German Federal Employment Agency
Jana Teske	Policy Officer, Childcare, Reconciliation of Family and Work Life, German Workers' Welfare Association (AWO)
Sevrin Waights, Ph.D	Research Officer, Unit Education and Family, German Institute for Economic Research

Christiane Walz	Deputy Head of EU division, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Dr. Ilse Wehrmann	Expert for Early Education, Member of the Working Group Early Childhood and School Education of the Confederation of German Employers' Associations and The Federation of German Industries
Djamila Younis	Project Manager, Quality Development in the field of childcare, German Red Cross

10 Presentations

I. Integrated early childhood development policies as a tool for reducing poverty and promoting social inclusion – Radi Futekov
II. Extended care hours and flexible care arrangements in Germany. The federal programme „Day-CarePlus: Because good day care is not a matter of time of day“ (Presentation in German language) – Kathrin Schmalenberger-Laukert
III. Vouchers for the provision of flexible child-minders service to workers with nonstandard work schedules – Iveta Baltiņa
IV. Family Policy in the Czech Republic – Reconciliation of family and work life (Presentation in German language) – Radka Pleštilová
V. Childcare and Work Life Balance in Denmark. Providing Equal Access for Disadvantaged Children – Supporting Children from Families with Low Income – Peter Abrahamson, Ph.D.
VI. Swedish Early Childhood Education and Care. A universal model with a dual aim – Henrik Ingrids, Ph.D.
VII. Model projects: flexible childcare services, emergency care and counselling for single-parent families in Germany (Presentation in German language) – Miriam Hoheisel
VIII. Ministry for Education, Youth and Family Affairs of the State of Berlin, Germany – Dr. Christian Jock
IX. Supporting Children with a Migration Background – National Core Curriculum for ECEC – Kati Costiander

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Integrated early childhood development policies as a tool for reducing poverty and promoting social inclusion

BULGARIA

17-18 May, 2018, Berlin

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Early childhood development policies

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- One of the main priorities for the Bulgarian Presidency of the Council of the European Union
- Early childhood development policies and services are among the key tools for preventing and tackling poverty and social exclusion, breaking the intergenerational cycle of disadvantage and promoting social mobility
- Investments in early childhood development are highly cost-effective because they prevent future public expenses to overcome the consequences of a lack of education, skills and employment leading to poverty

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2

Rights of the child – EU background

- The European Union defends the rights of the child in the EU Charter of fundamental rights (art. 24)
- Commitment to reduce poverty and social exclusion, including among children, in the context of the Europe 2020 Strategy
- Commission Recommendation 2013/112/EU on "Investing in children: breaking the cycle of disadvantage"
- The European Pillar of Social Rights - important step in developing the social dimension in the EU (Principle 11)

3

Council Conclusions – process (1)

- Thematic review – Informal meeting of the Social Protection Committee on 20-21 March 2018, Sofia
- International High-Level Conference on the Future of Work: A Lifecycle Approach, held in March 2018, Sofia – workshop dedicated to ECD policies importance for better education, labour and social realisation
- Discussed and agreed by the Social Protection Committee – April 2018

4

Council Conclusions – process (2)

- Discussion in the Working Party on Social Questions – May 2018
- Approval by COREPER – beginning of June 2018
- Council Conclusions on early childhood development to be adopted in June 2018 EPSCO

5

Key messages to Member States (1)

- Ensure equal access to universal early childhood education and care services of good quality for all children
- Apply integrated and child-centred approaches targeting all aspects of child development and well-being
- Support parents through the promotion of labour market participation and work-life balance
- Provide multidisciplinary support to children and families from disadvantaged backgrounds

6

Key messages to Member States (2)

- Promote parents involvement
- Improve existing data collection and monitoring at national and local level on essential indicators of early childhood development and on services provision
- Strengthen the cooperation between all relevant actors
- Make better use of the European Structural Funds for development of system of early childhood development services and other childcare services

7

EU level - European Commission

- Promoting the rights of the child and child and family-centred policies on the agenda of the European Union
- Promote and support the implementation of the principles of the European Pillar of Social Rights
- Promote the dialogue between Member States, experts, social partners and civil society
- Analytical work and monitoring on child poverty and social exclusion in close cooperation with the Member States

8

EU level – Social Protection Committee

- Promoting the gathering and sharing of good practices and mutual learning, including through thematic reviews and peer reviews
- Monitor and provide adequate analysis on specific child poverty and child well-being related topics
- Cooperation with the Employment Committee, the Education Committee and other committees and high-level groups on the topics of joint competence

9

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Bulgarian Presidency of the Council of the European Union

Thank you for your attention!

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10

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

Erweiterte Öffnungszeiten und flexible Betreuungsmodelle

Deutschland

Bundesprogramm „KitaPlus:
Weil gute Betreuung keine Frage der Uhrzeit ist“

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

Kindertagesbetreuung als politischer Auftrag

- Kindertagesbetreuung als politischer Auftrag
  - UN-Kinderrechtskonvention
  - EU Barcelona-Ziele
- Instrumente der Bundesregierung
  - Familienpolitik in Ergänzung zur Arbeitsmarktpolitik
  - „Frühe Bildung weiterentwickeln und finanziell sichern“
  - Gute-Kita-Gesetz (neu)
- Bundesprogramme zur Qualitätsentwicklung, z. B.
  - Sprach-Kitas – Weil Sprache der Schlüssel zur Welt ist
  - Kita-Einstieg – Brücken bauen in frühe Bildung
  - KitaPlus – Weil gute Betreuung keine Frage der Uhrzeit ist

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

Rahmenbedingungen Kindertagesbetreuung

- Gesetzliche Grundlagen
  - Grundgesetz
  - Sozialgesetzbuch achtes Buch (SGB VIII)
  - Bundesverfassungsgericht: Vereinbarkeit ist Aufgabe des Staates
  - Länder: Ausführungsgesetze bzgl. Umsetzung flexibler Betreuung

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

Vereinbarkeit von Familie und Beruf

- Chancengleichheit von Eltern (besonders Frauen) am Arbeitsmarkt
- Alleinerziehende im Leistungsbezug der Grundsicherung (SGB II)
- Flexibilisierung der Arbeitswelten: Dienstleistungen, Schichtdienste
- Arbeitszeiten am Morgen, Abend, in der Nacht und am Wochenende steigen konstant an
- Arbeitgeber: Erwartungshaltung mit Bedingungen des Arbeitsmarktes
- Familienzeit: gute Balance zwischen institutioneller und familiärer Betreuung

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Ziele und Zielgruppen

- Vereinbarkeit von Familie und Beruf
- Frühkindliche Bildung für jedes Kind
- Erweiterung der Öffnungszeiten (vor 8:00 Uhr und nach 16:00 Uhr)
- Passgenaue Betreuungsangebote nach Bedarfen der Eltern und Kinder

---

- Eltern in Erwerbstätigkeit, auf Erwerbsuche, in Ausbildung, im Studium
- Eltern mit unregelmäßigen oder besonderen Arbeitszeiten am späten Abend, frühen Morgen, an Wochenenden bzw. über Nacht
- Alleinerziehende

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Rahmen

- Januar 2016 bis Dezember 2018 - gefördert mit 100 Millionen Euro
- Personal / Ausstattung / Investitionen
- Projektberatung und Netzwerkstellen
- Evaluation
- Veranstaltungen und Wanderausstellung

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Konzept

- Bedarfsermittlung
  - Partizipation der Kinder und ihrer Familien
  - Einrichtungen ermitteln in der Regel Bedarfe für berufstätige Elternteile im Sozialraum, insbesondere für Alleinerziehende
  - Arbeitsagenturen erfassen Bedarfe bei Personen auf Erwerbsuche
  - Kommunen planen und gestalten Sozialräume (z.B. Ansiedlung Gewerbe, Entwicklung Wohngebiete)
- Entwicklung eines pädagogischen Konzepts
  - Angaben zu pädagogischen Handlungsansätzen
  - Förderung von Teilhabe, Selbstständigkeit und Selbstbewusstsein
  - Teilnahme an anderen Bundesprogrammen, z.B. Sprach-Kitas

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Konzept

- Elternberatung und -begleitung
  - (neue) Formate für Gespräche mit Eltern
  - (neue) Gestaltung der Hol- und Bringsituationen
  - Stabile institutionelle Betreuung zur Unterstützung bzw. Entlastung der familiären und privaten Netzwerke
  - Unterstützung bei beruflicher Perspektive
- Vernetzung im Sozialraum
  - Kooperationen mit anderen Betreuungsangeboten, Trägern und Institutionen u.a. Unternehmen und Arbeitsagenturen
- Verstetigung der Angebote
  - Öffentlichkeitsarbeit
  - Finanzierung

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und Jugend

„KitaPlus“ - 300 Projekte

- 300 Vorhaben in 16 Bundesländern
  - 205 Kindertageseinrichtungen, davon 4 Horte
  - 95 Kindertagespflegepersonen
- Geplante Erweiterung in 205 Einrichtungen
  - 154 Einrichtungen (75 %) bis zu 25 Stunden pro Woche
  - 30 Einrichtungen (15 %) zwischen 25 und 50 Std/Woche
  - 21 Einrichtungen (10 %) über 50 Std/Woche

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für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Bedarf

- aufgrund von Tätigkeit
  - Medizinische Versorgung, Pflege, Einzelhandel, Dienstleistungen, Industrie, Tourismus, öffentlicher Dienst
  - Selbständigkeit, Studium und Ausbildung
  - Wiedereinstieg, insbesondere bei Tätigkeiten für Geringqualifizierte
- aufgrund von Wegezeiten
  - ländlicher wie städtischer Raum

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Bedarf

- aufgrund familiärer und sozialer Lebenslagen
  - mangels Netzwerken
  - insbesondere bei Alleinerziehenden
- Erwartungen seitens Unternehmen
  - Gleichbehandlung aller Mitarbeitenden
  - Planungszeiten für Dienstpläne lassen ggf. verkürzen
  - Steigerung der Verfügbarkeit
  - sofortige Aufnahme einer Erwerbstätigkeit

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und Jugend

„KitaPlus“ - Erweiterung

- Erweiterung an Wochentagen im Durchschnitt
  - 19 Std/Woche in 112 Einrichtungen
  - 13 Std/Woche bei 83 Kindertagespflegepersonen
- Erweiterung am Wochenende
  - 21 % der Einrichtungen und 31 % der Kindertagespflegepersonen
- Erweiterung über Nacht
  - 12 % der Einrichtungen und 38 % der Kindertagespflegepersonen
- Erweiterung auf 24 Stunden an 7 Tagen pro Woche
  - 2 % der Einrichtungen

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und Jugend

„KitaPlus“ - Angebot

- Altersmischung der Gruppe in besonderen Betreuungszeiten
- Angebote im Sozialraum / in der Kommune vorhalten
- Kooperation Kita und Kindertagespflege
- Motto „Bildung zu allen Zeiten“
  - Alltagsprozesse werden zu Bildungsinhalten
- Anknüpfung an gelingende Praxis basierend auf Konzept
  - Tagesabläufe bieten Sicherheit und Orientierung
  - feste Rituale einführen
  - Ausgewogenheit (Bewegung und Entspannung)
- wichtig: Bedeutung der Beziehung zu (einer) Bezugsperson

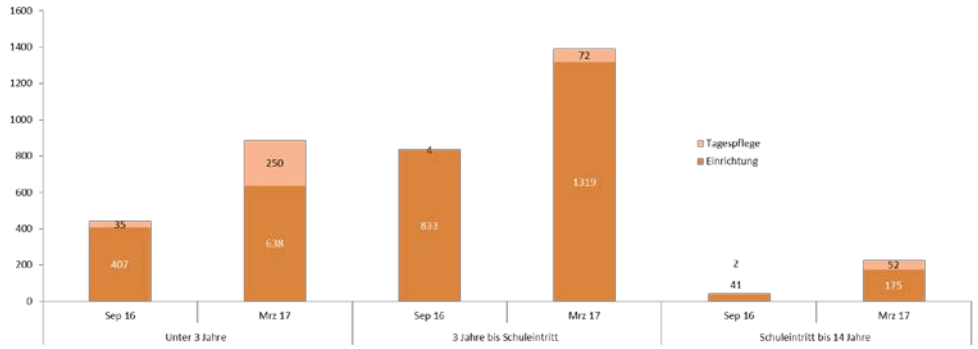
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und Jugend

„KitaPlus“ - Nachfrage

- Nachfrage im Sinne von „Nutzung“
  - Empathie für Lebenssituation der Kinder und Eltern
  - Alleinstellungsmerkmal einer Einrichtung oder Kindertagespflegeperson
  - Bekanntmachung durch Empfehlungen anderer Eltern
- Verlässlichkeit
  - auf Dauer angelegt
  - ersetzt wechselnde, spontane Betreuungsarrangements
- Wahrnehmung in der Öffentlichkeit
  - Ausgrenzung der Eltern innerhalb der Einrichtung vermeiden
  - Sensibilität bei Stigmatisierung in der Öffentlichkeit

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für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Kinder in erweiterten Öffnungszeiten



Quelle : Servicestelle „KitaPlus“, Monitoring für Mrz. bis Aug. 2016 sowie Sept. 2016 bis Febr. 2017, eigene Berechnung

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

„KitaPlus“ - Kita-Organisation

- Kita als Unternehmen
  - Personalakquise, Personalbindung
  - Motivation im Team, Teambildung
  - Arbeitszeitgestaltung
- Kooperation
  - mit Jugendämtern, Unternehmen, Arbeitsagenturen
  - im Sozialraum: Kita, Kindertagespflegepersonen
  - Netzwerke: Lokales Bündnis für Familie, Dach- und Fachverbände
  - bei Unterstützungsleistungen für Familien: Träger der Jugendhilfe
- Verstetigung
  - Marketing, gezielte Öffentlichkeitsarbeit
  - Jugendhilfeplanung
  - Finanzierung


Bundesministerium
für Familie, Senioren, Frauen
und Jugend
Vielen Dank
für Ihre
Aufmerksamkeit!

PROJECT:

«Vouchers for the provision of flexible child-minders service to workers with nonstandard work schedules»

RECONCILING WORK AND FAMILY LIFE

24/7

Iveta Baltiņa

Project manager, Ministry of Welfare of Latvia

May 17, 2018

PROJECT IS CO-FUNDED BY EUROPEN UNION

Labklājības ministrija

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Challenges

69% of employees are satisfied with work life balance



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TNS 2017

Challenges

66% of employers support solutions for work and family life reconciliation:

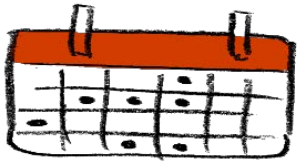


44% flexible working hours

3% play rooms in office space



19% remote work possibilities



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TNS 2017

Challenges

Currently 96% of employers are ready to employ parents after their parental leave





Only 6% of them provide support for childcare

***Kantar TNS, InCSR*, 2018**

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Challenges

average 30-35% of employees have jobs requiring evening, weekend, night or variable schedules

	2014	2015	2016
Men working			
Evenings	32	32.2	32.4
Nights	14.1	13.8	15
Weekends	34.8	35.3	36.3
Women working			
Evenings	29.6	30.2	28.3
Nights	8.5	8	7.3
Weekends	24.1	24.2	21.9

Central statistical office

366 thousand

Work non-standard hours



53 thousand

or 26,9% of them are parents with children in preschool age

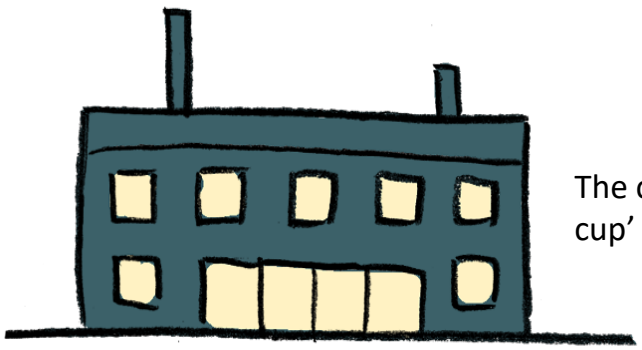


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Challenges

Kindergartens work on workdays from 7:00 till 19:00





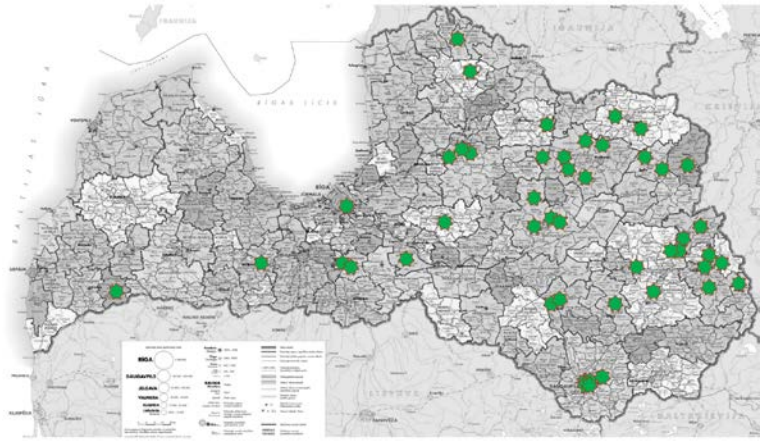
The child can become a ‘relay cup’ for the parents

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Opportunities

- ✓ Kindergarten groups 24/7
- ✓ Child minder services





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Opportunities

Employment and Social Innovation "EaSI" (2014-2020) cofinanced project:

Vouchers for the provision of flexible child-minders service to workers with nonstandard work schedules

Main activity

implementation of flexible child-care arrangements for Latvian enterprises with nonstandard work schedules (jobs requiring evening, weekend, or variable schedules) and further development of self-regulation or cross-section (private and public co-financing scheme) partnership in the area of Early childhood education and care

Main aims of tested innovation

- to find optimal child-care arrangement for workers with nonstandard work schedules
- to find optimal conditions for cross-section partnership and self-regulation practices
- to find long-term model of subsidising and development of flexible childcare service

Project number: VS/2015/0206

Project budget: 1 001 524 EUR

Timeframe: 36 months. The first stage of the intervention has started in August 2015

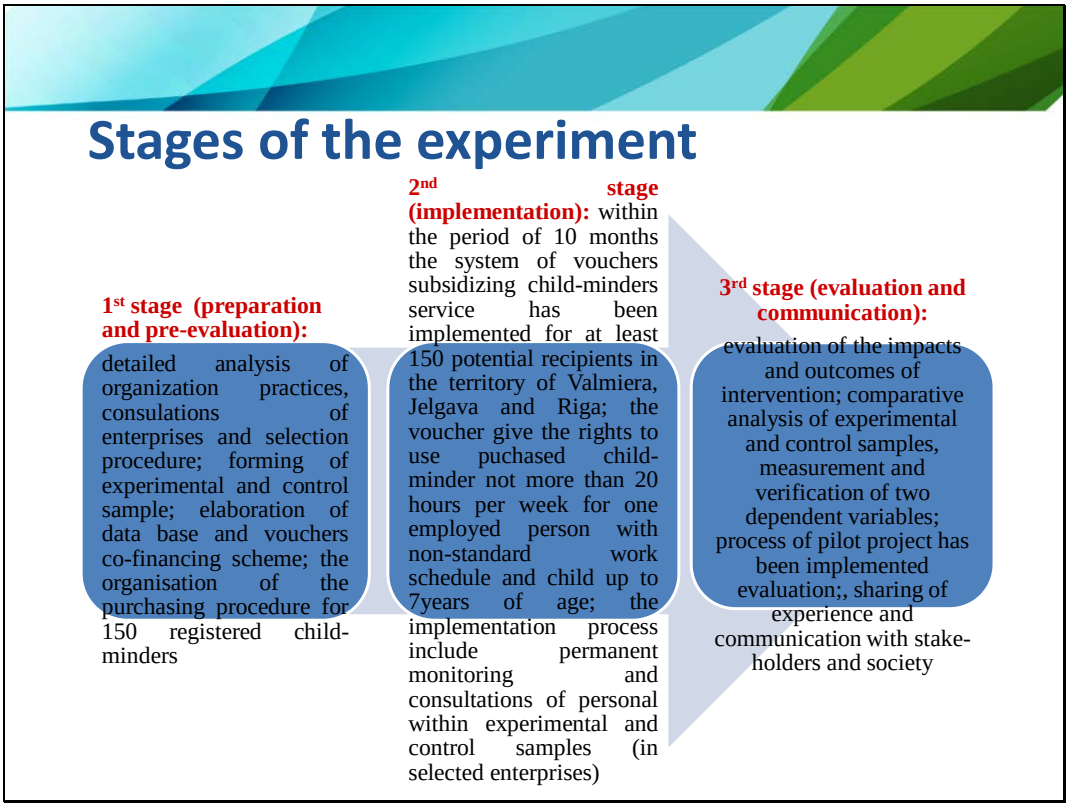
Partners

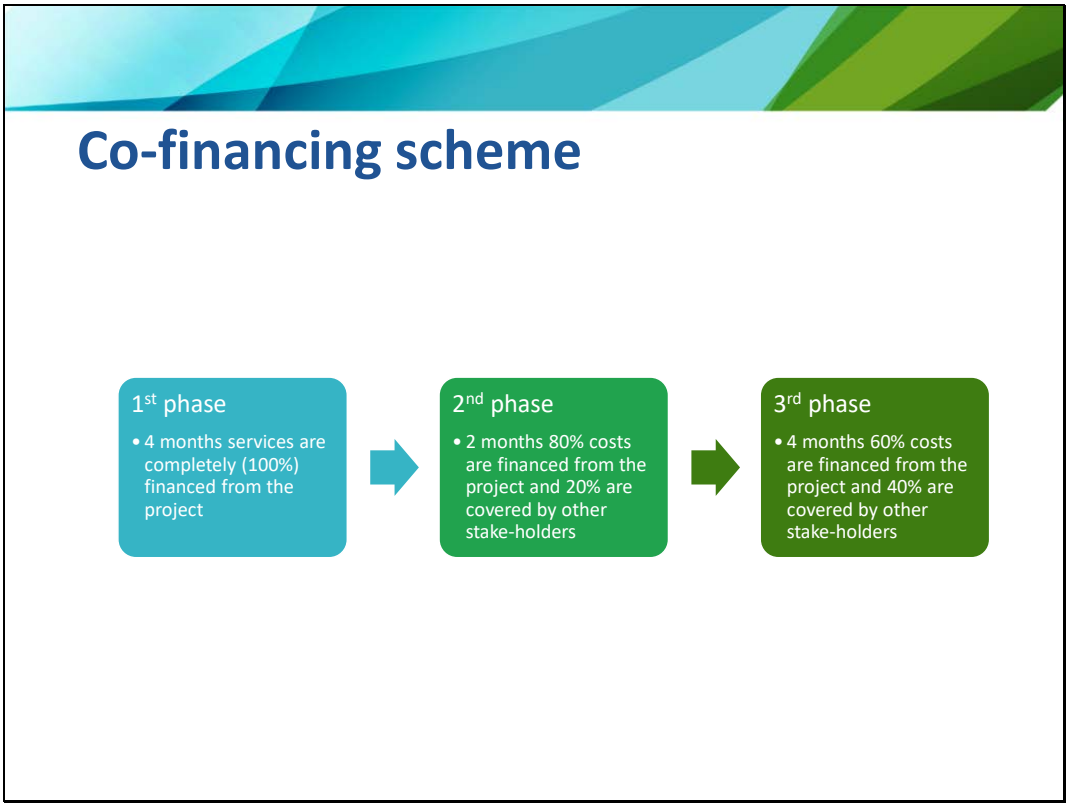
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JELGAVA

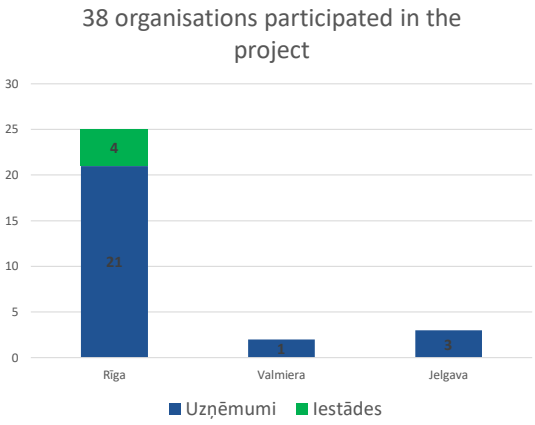
RĪGAS DOME

InCSR


Stages of the experiment
1st stage (preparation and pre-evaluation):
detailed analysis of organization practices, consulations of enterprises and selection procedure; forming of experimental and control sample; elaboration of data base and vouchers co-financing scheme; the organisation of the purchasing procedure for 150 registered child-minders
2nd stage (implementation): within the period of 10 months the system of vouchers subsidizing child-minders service has been implemented for at least 150 potential recipients in the territory of Valmiera, Jelgava and Riga; the voucher give the rights to use puchased child-minder not more than 20 hours per week for one employed person with non-standard work schedule and child up to 7years of age; the implementation process include permanent monitoring and consultations of personal within experimental and control samples (in selected enterprises)
3rd stage (evaluation and communication):
evaluation of the impacts and outcomes of intervention; comparative analysis of experimental and control samples, measurement and verification of two dependent variables; process of pilot project has been implemented evaluation;, sharing of experience and communication with stake-holders and society


Co-financing scheme
1st phase
• 4 months services are completely (100%) financed from the project
2nd phase
• 2 months 80% costs are financed from the project and 20% are covered by other stake-holders
3rd phase
• 4 months 60% costs are financed from the project and 40% are covered by other stake-holders

Opportunities



168 children of employees recieved chilminder services

Pilots, drivers, medical staff air traffic controllers, firefighters, actors, musicians etc.

Opportunities

Satisfaction with life increases



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Work life balance – parents gain time for one another

Better results:

- concern for children diminishes
- the quality of work increases
- Employee rotation decreases


RECONCILING WORK AND
FAMILY LIFE
24/7
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Tätigkeitsbereich der Sozial- und Familienpolitik der Tschechischen Republik

- Abschnitt 21 ist unterteilt in:

  - Abteilung für Seniorenpolitik (211),
  - Trennung des familienpolitischen Konzepts (212),
  - Trennung der methodischen Unterstützung (213).

- Das familienpolitische Konzept ist im September 2017 von der Regierung genehmigt worden.

  - Die Vision des Konzepts ist eine Familie, die allen ihren Mitgliedern den notwendigen Hintergrund für menschliche Entwicklung und gute zwischenmenschliche Beziehungen bieten kann.
  - Der Zusammenhalt der Gesellschaft muss gestärkt werden.
  - Weitere Prinzipien der Familienpolitik sind das Wohlergehen des Kindes und die Stärkung der Solidarität zwischen den Generationen.

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Was die Familien brauchen

- Preiswerte und hochwertige **Unterkunft** für Familien mit Kindern / Senioren.
- **Öffentliche Dienste** - Vorschulbetreuung für Kinder (Kindergärten, Kindergruppen), aber auch für die Pflege abhängiger Mitglieder.
- **Schulclub** und Interessenringe (z.B. Wahlfächer).
- Unterstützung der **Familienstabilität** (Primärprävention, Beratung).
- **Finanzielle Unterstützung** für Familien (PPM, DP, Kindergeld, Geburtsbeihilfe, Unterhaltszahlungen, usw.).
- Möglichkeit, sich um **kranke Eltern zu kümmern.**
- Familienpolitik auf **regionaler Ebene und Einbeziehung** der Gemeinschaft (Entvölkerung, Unterstützung der Gemeinschaft, lokale Planung und Bereitstellung von Bedürfnissen).
- Änderung **flexibler Arbeitsformen** (Arbeitgeber wettbewerbe, staatliche Unterstützung, gemeinsame Arbeit).

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie

- Verstärktes Interesse der Arbeitgeber an Kindergruppen als Corporate Nutzen verbunden mit hoher Beschäftigung in der Tschechischen Republik, wo das Interesse der Arbeitgeber behält gute Gründung für Eltern von kleinen Kindern.
- Es ist wichtig, qualitativ hochwertige Dienstleistungen in Kindergruppen anzubieten, damit die Eltern gut arbeiten können.
- Vor Kurzem wurde versucht, Frauen aus dem Mutterschaftsurlaub zurück zu locken, es gibt eine Änderung der Mentalität der Frauen (CR dominant Blick auf den Umwandlungszeiten, dass eine gute Mutter mit einem Kind unter drei Jahren zu Hause zu bleibt)
- Der Einsatz von Kinderbetreuung basiert auch auf niedrigen Löhnen
  Das tschechisches Wirtschaftsmodell beeinflusst das, es ist nicht förderlich für eine baldige Rückkehr auf den Arbeitsmarkt, es gibt einen hohen Anteil an Industrie, d.h. dass ein großer Teil der Belegschaft im Dreischichtbetrieb arbeitet.
- Eine weitere Voraussetzung für die Vorschulbetreuung Systemlösung ist das Lohngefälle zwischen Männern und Frauen (Gender Pay Gap), das Frauen motivieren wird, früher auf den Arbeitsmarkt zurückzukehren, aber auch die Unterstützung für flexible Arbeitsformen angeben.

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie I.

- Das Gesetz über Kindergruppen (Nr. 247/2014 Slg., Über die Bereitstellung von Kinderbetreuung in der Kindergruppe), gültig seit dem 29.11.2014.

  - Am 30. April 2018 waren **645 Kindergruppen mit 8.438 Plätzen** beim Ministerium registriert.
  - Um die Gründung und das Betreiben von Kindergruppen zu unterstützen, wurden insgesamt 5 Herausforderungen des Europäischen Sozialfonds mit einer Gesamtausstattung **von 150 Mio. €** angekündigt.
  - Ursprünglich waren Kinder zwischen 3 und 4 Jahren in den Kindergruppen. Derzeit sind die Kinder zwischen 1,5 und 2,5 Jahren dort.

- Kindergruppen eingerichtet von
  - Nichtregierungsorganisationen ohne Erwerbszweck (75%)
  - Gemeinden in der Tschechischen Republik, einschließlich ihrer Beitragsorganisationen – 82
  - Arbeitgeber – 18
  - Krankenhäuser – 10
  - Seniorenheime – 10

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie I.

- Arbeitgeberleistungen in Form einer Kindergruppe werden zunehmend von Krankenhäusern oder Seniorenheimen angeboten, in denen überwiegend Frauen arbeiten.
- Betrieb bietet längere Zeit am Arbeitsplatz oder am Wochenende.
- Gesundheitsfachkräfte müssen ein Jahr lang arbeiten, um ihre beruflichen Qualifikationen nicht zu verlieren.
- Es besteht ein zunehmendes Interesse daran, die Dienste für Senioren und Kindern miteinander zu verbinden. Damit werden zwei verschiedene Generationen miteinander verbunden.

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie I.

- Verordnung über Hygienevorschriften für die Räume und den Betrieb von Gruppen von Kindern bis 12 Kinder oder 24 Kinder, die Freiflächen, ein Zimmer für den Tag und erholsamen Aufenthalt, Garderobe, Hygiene, Reinigung und Abfall Bettwäsche.
- Die Anzahl der Betreuer:
  - bis zu 6 Kinder, 1 Person,
  - 2 Erzieher für 7-24 Kinder,
  - 13 bis 24 Kinder, wenn die KG min. 1 Kind unter 2 Jahren - 3 Erzieher.
- Es muss für Verpflegung gesorgt werden: Entweder durch einen Catering-Anbieter; alternativ kann eine Vereinbarung mit den Eltern getroffen werden, nach der die Mutter auch Lebensmittel von zu Hause mitbringen kann.
- Organisations- und operative Fragen sind, Kindererziehung und Grundbedingungen der Kinderbetreuung sind in den Dokumenten interne Regeln und Plan Bildung und Betreuung gegeben.
- Haftpflichtversicherung für Mitarbeiter ist verpflichtet, für die gesamte Dienstzeit.
- Eine neue Art von Betreuungseinrichtungen für Kinder im Vorschulalter (ab 1 Jahr bis zum Beginn der Schulpflicht).
- Ein großer Vorteil für kleine Kinder sind kleinere Gruppen, die eine individuelle Betreuung ermöglichen.

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie II.

Pilot Verifizierung von Kinderkrippen, ab 6 Monaten und maximal 4 Kindern, pro anwesende Person, Anwesenheitsnähe.

Finanzielle Zuordnung für Hauptstadt Prag: **1,6 Mio. €**, Tschechische Republik (außerhalb der Stadt Prag): **4 Mio. €**
Aufgrund des großen Interesses an den Kinderkrippen wurde die Zuteilung für die Tschechische Republik ohne Prag um ca. 0,8 Mio. € auf fast **5 Mio. €** erhöht.
Im November 2018 fordert das Ministerium für Arbeit und Soziales die Herausforderung 69 und 70 zur Unterstützung bestehender und neuer Kinderkrippen. Mittel werden für den Bau und den Betrieb von Kinderkrippen bereitgestellt.

Insgesamt wurden 72 Mikro-Kinderkrippen unterstützt.

Die Kinderkrippen helfen rund **414 Familien**.
Am häufigsten kommen sie in kleineren Dörfern und Städten vor.

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie III.

- **Überarbeitung des Schulgesetzes** und der Kindergartenplatzgarantie für 4, 3 und 2-jährige Kinder ab 2017, 2018 und 2020.
- **Erhöhung der Steuernachlässe auf das Kind** (neu für das erste Kind um 72 € von 536 € auf 608 €, ein zweites Kind auf 776 €, ein drittes Kind und jedes weitere Kind auf 968 €).
- **Zahlung für den Kindergarten**, eine Steuervergünstigung für die Unterbringung eines Kindes in der Vorschule (Kiga, Kindergruppe) bis zum Mindestlohn (ab 1. Januar 2018 ist 488 € pro Monat).

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Aktuelle Maßnahmen zur Förderung der Vereinbarkeit von Beruf und Familie IV.

- **Änderung der staatlichen Sozialhilfe** (Nr. 117/1995 Slg., Über staatliche Sozialhilfe), Geburtsbeihilfe, Elterngeld, Kindergeld.
- **Vaterschaftsurlaub** (Gesetz Nr. 187/2006 Slg., Über Krankenversicherung), 1 Woche frei und Nutzen von 70% DVZ. Der Antrag wird von dem Vater des Kindes gestellt, der sich für 7 Kalendertage um das Kind kümmert.
- **Langzeitpflege** (Gesetz Nr. 187/2006 Slg., Über die Krankenversicherung, Gesetz Nr. 252/2006 Slg., Arbeitsgesetzbuch), bis zu 3 Monate aus, 60% DVZ. Das Recht auf Langzeitpflege hat ein Familienmitglied, das sich um eine Person kümmert, die im häuslichen Umfeld eine Langzeitpflege benötigt.

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Danke für Ihre Aufmerksamkeit!
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Childcare and Work Life Balance in Denmark
Providing Equal Access for Disadvantaged Children – Supporting Children from Families with Low Income

Peter Abrahamson
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Department of Sociology
pa@soc.ku.dk

European Expert Meeting on childcare in the context of reconciliation of family and work life. German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, and Observatory for Sociopolitical Developments in Europe, Frankfurt am Main. Berlin, May 17-18, 2018.

1

Rundown of Presentation

1. Research Questions
2. Introduction
3. Documenting the Assumptions
4. Explaining High Participation Rates for Low Income Citizens
5. How Denmark promotes equal access to ECEC for all children
6. Premises for the Danish welfare state experience

2

1. Research Question

- *Participation rates in ECEC are very high in Denmark, with only very small differences between different income groups – how can these participation rates be explained?*
- *What kind of policy measures are in place to promote equal access to ECEC for all children? Are these measures universal or targeted to low-income families? How do these measures work?*
- *Are there specific features of the national policies and measures that you find worth mentioning because other countries could learn from it?*

3

2. Introduction

General characteristics of Danish welfare state

- Work Orientation (Protestant Ethics)
- Universalism (Citizenship Principle)
- High levels of trust
- Low levels of (initial) inequality

4

Public/collective childcare is only one of several family policy instruments:

- Maternity/paternity/parental Leave
- Child Allowances
- Elderly Care

5

3. Documenting the Assumptions

Table 1. Female Labor Market and Employment Rates in Denmark and Germany 2000 – 2016

	2000		2005		2010		2016	
	DK	D	DK	D	DK	D	DK	D
Labor Market Participation Rate	75,6	63,3	75,9	66,9	76,0	70,8	77,2	73,6
Employment Rate	71,6	58,1	71,9	59,6	71,1	66,1	72,0	70,8

Source: OECD 2018, Employment Data Base, https://stats.oecd.org/Index. aspx?QueryId=64196, accessed on 30th April 2018.

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Table 2. Participation rates in childcare and Pre-school services in Denmark and Germany 0 – 2 Year-olds 2006 – 2014

	2006	2014
DK	63,1	65,2
D	13,6	32,3

Source: OECD 2018, Family Policy Data Base, http://www.oecd.org/els/family/database.htm, accessed on 30th April 2018.

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Table 3. Participation rates in childcare and Pre-school services in Denmark and OECD-24 0 – 2 Year-olds 2014 distributed across income brackets

	Overall	1st tertile (lowest)	2nd tertile	3rd tertile (highest)
DK	69,611	67,796	71,650	68,813
OECD-24 av.	36,217	26,567	37,288	44,333

Source: OECD 2018, Family Policy Data Base, http://www.oecd.org/els/family/database.htm, accessed on 30th April 2018.

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Table 4. Participation rates in childcare and pre-school services in Denmark and Germany 3 – 5 Year-olds 2014	
DK	95,5
D	97,0
Source: OECD 2018, Family Policy Data Base, http://www.oecd.org/els/family/database.htm, accessed on 30th April 2018.	

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Table 5. Poverty Rates (< 50%median) in Denmark and Germany, total Population and Children (0-17) 2014		
	Children	Tot. pop.
DK	2,9	5,5
D	9,5	9,5
Source: OECD 2018, Family Policy Data Base, http://www.oecd.org/els/family/database.htm, accessed on 30th April 2018.		

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Table 6. Poverty rates Distributed Across Different Household Types		
	DK	D
All working age households	6,0	9,5
Single adult with at least one child - jobless	24,0	51,7
Single adult with at least one child - one worker	4,3	13,9
Two or more adults with at least one child - jobless	18,6	22,0
Two or more adults with at least one child - one worker	7,7	4,5
Two or more adults with at least one child - two or more workers	0,8	1,0

Source of Data: Eurostat Database, Population and Social Conditions, Accessed on April 30th 2018.

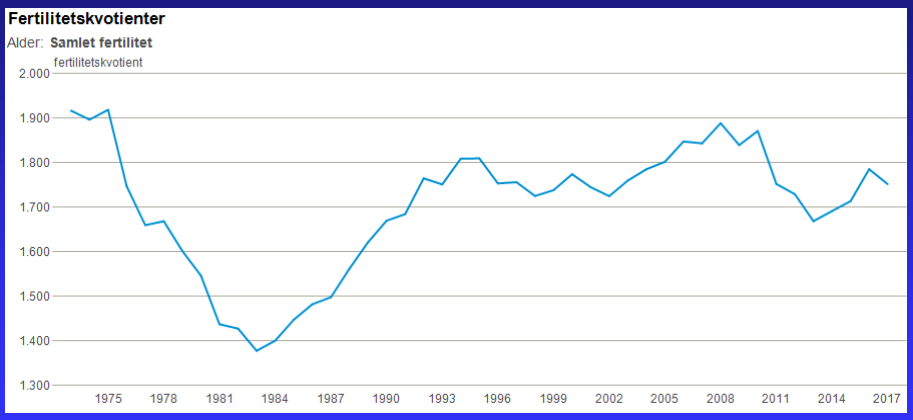
11

Table 7. Absolute Fertility Denmark and Germany 1973 -- 2015			
	1970	1995	2015
DK	2,0	1,8	1,7
D	2,0	1,2	1,5

Source: OECD 2018, Family Policy Data Base, http://www.oecd.org/els/family/database.htm, accessed on 30th April 2018.

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Graph 1. Absolute Fertility in Denmark 1973 -- 2017



Source: Statistics Denmark - https://www.dst.dk/en/Statistik/emner/befolkning-og-valg/foedsler/fertilitet, accessed on 30th April 2018.

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4. Explaining High Participation Rates for Low Income Citizens

- The poor have always worked out of necessity
- Everyone is encouraged to be active in the labor market, ideologically, culturally and politically => *a sentiment* (Weber's protestant ethics)
- Everyone is facilitated and threatened to be employed => *activation policies*
- Salaries/wages are always higher than benefits (principle of 'less eligibility') => *social assistance compensation is low (40 pct.)*
- Highly organized society, employer and employees are organized; if you have a full time work income, you are not poor (strong unions)

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5. How Denmark promotes equal access to ECEC for all children

The simple answer is:

Via universalism, generally, supplemented by

A lot of monitoring (early detection of insufficiencies)

Additional financial support to low income parent(s) including low childcare costs

=>

An interventionist local state

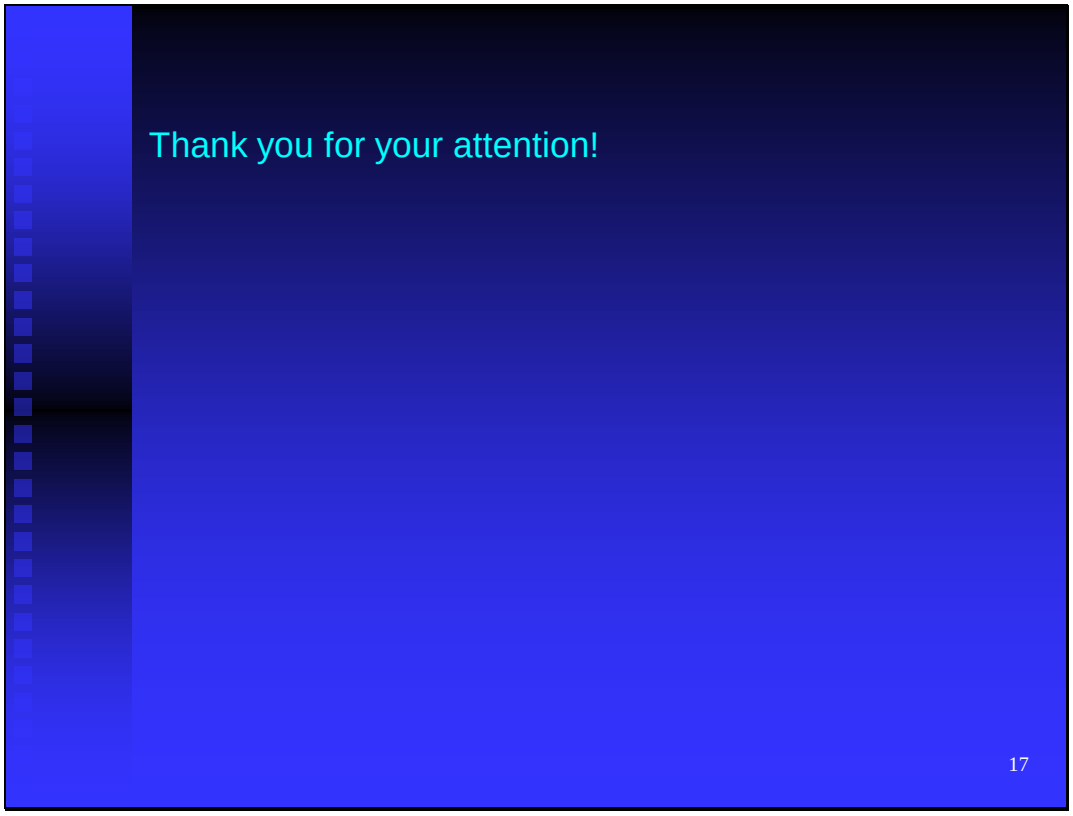
15

6. Premises for the Danish welfare state experience

Scandinavian societies were, and to a large degree still are, very

- **homogenous societies**: *Ethnicity, Religion, Space, Work, Social*
- **Universal from the beginning** *(path dependency)*
- **Small states**
- **Late industrializers**
- **Consensual democracy => minority governments =>**
  a political culture of compromise and consensus
- **High degree of transparency => high degree of trust => little corruption**
- **Very long democratic tradition**

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Thank you for your attention!
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Swedish Early Childhood Education and Care

A universal model with a dual aim

Henrik Ingrids, Ph.D., Division of Family and Social Services
European Expert Meeting, 18 May, Berlin

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1

Early Childhood Education and Care in Sweden

A universal system with high attendance

- In general: ECEC (preschools) for children between 1 – 5 years old
- 510 000 children in the system in 2017
  (84% of all children 1-5 years, 95 % of all children 3-5 years).
- Early Childhood Education and Care System a responsibility of the municipalities, includes pedagogical care (for instance family-day care homes), open-preschools, and, preschools.
- Most children in Sweden attends preschools regardless of parents' civil status, educational level.
  (79% of children 1-5 years old with foreign born parents attend preschools).

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2

Early Childhood Education and Care in Sweden

1960-90: Expansion of the system

- Several possible explanations: economic growth, mothers' increased participation on the labour market, changing gender roles, changing views on child development, best interest of the child etc.
- 1970-80s: Huge demand for child care places, earmarked state grants, agreement between national and local level.
  (1980: 70% of mothers work, less than 30% of children in child care).
- 1990s: "Municipal lump sum", legislation.
  (But state grants for staffing etc.)

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3

Early Childhood Education and Care in Sweden

2000s: Measures to make ECEC universal and freedom of choice

- Legislation (2003): Mandatory for municipalities to provide preschool for all 3 - 5 year old's, cost-free for 525 hours/year
  (to ensure all children the opportunity to attend).
- Maximum-fee policy (2002): Fees were now calculated according to income with low-income families paying a small fee while the costs for more affluent parents are capped at SEK 1 382 (about €139) per month.
- Funding: Cost for municipality on average 141 000 SEK per child/year in 2017, cost has increased with 124 percent since 2000 according to the National Agency for Education
- Freedom of establishment (2009): Child care voucher system.

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4

Early Childhood Education and Care in Sweden

The dual-aim of the system

- Labor market participation: ECEC enables parents to work or to study. (ECEC can contribute to a more secure financial situation for families, especially mothers).
- Educational role of ECEC: ECEC provides ALL children - on voluntary basis - with opportunities for development and learning. (ECEC can contribute to children's future educational success, social inclusion, and labor market participation)

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5

Early Childhood Education and Care in Sweden

From family policy to education policy

- ECEC moves from the Ministry of Health and Social Affairs to Ministry of Education, preschools become a part of the regular school system in 1996.
- Increased focus on pedagogical quality: Curriculum for preschools in 1998 (revised in 2010).
- General principles and goals, Sweden has an EDUCARE-model where care, socialization and learning together form a coherent whole.

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6

Early Childhood Education and Care in Sweden

Ensuring quality

- University-educated personnel lead pedagogical activities, state agencies support knowledge development.
- State grant for increase in staffing, in-service training of personnel, smaller group-size.
- Monitoring: Swedish Schools Inspectorate scrutinizes preschools, municipalities supervises private preschools (as well as parent cooperatives) within their administrative area.

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7

Photo: Mikael Lundgren, Ministry of Education and Research

Early Childhood Education and Care in Sweden

Results

- Positive view on preschools: 90% of parents view preschools as good for learning and development and that their child is feeling safe
  (According to the National Agency for Education, 2012).
- Research: Preschools have a positive effect on mental health, mathematical/ languages skills, future educational level, labour market participation, social inclusion.
  (According to The Public Health Agency of Sweden, 2017).
- A “compensatory perspective”

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Early Childhood Education and Care in Sweden

Other benefits of a universal model

- Gender equality: Allows mothers to participate on labor market, ECEC (preschools) an important arena to combat gender stereotypes.
- Child protection: Strong attachment to labor market=protection from child poverty, well-integrated child welfare and protection systems=allows for early interventions when children are at risk.

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9

Modellprojekte zu Ergänzender Kinderbetreuung, Notfallbetreuung und Beratung von Einelternfamilien in Deutschland

Europäisches Fachgespräch
zu Kinderbetreuung und Vereinbarkeit
17. und 18.05.2018 in Berlin

Miriam Hoheisel
Verband alleinerziehender Mütter und Väter e.V. (VAMV)

www.vamv.de

Verband alleinerziehender Mütter und Väter e.V.

Gliederung

1. Lebenslage Alleinerziehender
2. Modellprojekte Ergänzende Kinderbetreuung
3. Ergebnisse der Evaluation
4. Fazit

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Verband alleinerziehender Mütter und Väter e.V.

1. Lebenslage Alleinerziehender

- 1,6 Millionen Alleinerziehende mit 2,3 Mio. Kinder unter 18 Jahren im Haushalt, 20 % aller Familien bundesweit
- 89% **Mütter**, 11% Väter
- **Erwerbstätigenquote** 72,1 %
- häufiger **Vollzeit** (47%) als Mütter in Paarfamilien (30,3%)
- über die Hälfte: **Haushaltsnettoeinkommen** von unter 1.700 Euro
- 75 % der Alleinerziehenden erhalten keinen oder weniger als den zustehenden **Kindesunterhalt** (DIW 2014)
- **Armutsrisikoquote** von 43,7%
- Schwierigkeiten resultieren oft aus vor der Trennung gelebten (traditioneller) Arbeitsteilung (Teilzeitfalle)
- Existenzsicherung schwierig wegen Betreuungslücken

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Verband alleinerziehender Mütter und Väter e.V.

2. Modellprojekte

- Modellprojekt zu **ergänzender Kinderbetreuung,** Notfallbetreuung und Beratung für Einelternfamilien (2014-2017)
- **Ansatz:** Betreuungslücken durch ergänzende Kinderbetreuung im Haushalt der Alleinerziehenden schließen (früh, spät, Wochenende, auch Hol- und Bringdienste)
- **Förderer:** Walter Blüchert Stiftung
- **Standorte:** Berlin, Essen und Mainz
- Mainz: Kooperation mit Jobcenter und Schwerpunkt auf arbeitssuchende Alleinerziehende und Beratung
- Angebot **kostenfrei**, nur Berlin Anfahrtspauschale

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2. Modellprojekte

- **Betreuungspersonen**: pädagogischer Abschluss keine Voraussetzung, sondern Schulungen, Erste Hilfe, polizeiliches Führungszeugnis
- **Bildungsanspruch**: muss nicht auf den gesamten Alltag ausgedehnt werden, Schwerpunkt bei Randzeiten liegt auf Betreuung
- **Eigene Qualitätsanforderungen** der ergänzenden Kinderbetreuung: personelle Kontinuität, Verlässlichkeit, individuelle Passgenauigkeit und kindbezogene Bedürfnisanpassung
- Hohe Bedeutung der **fachlich qualifizierten Koordinierungsstelle** (Akquise, passgenaue Vermittlung, Organisation von Vertretungen, Anlaufstelle für Fragen)

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2. Modellprojekte

- **Evaluation**: Wirksamkeit ergänzender Kinderbetreuung auf die Lebenssituation Alleinerziehender?
- Kombination von **quantitativer und qualitativer** Erhebung
- **Längsschnitterhebung** in drei Wellen
- **Wissenschaftlicher Beirat**

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3. Ergebnisse Evaluation
Bedarf an ergänzender Kinderbetreuung (1. Welle)

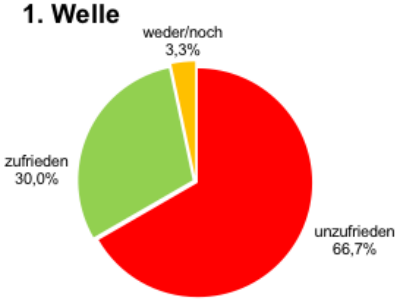
- **Gründe für den Bedarf:**
  „Arbeitszeiten außerhalb der Öffnungszeiten öffentlicher Kinderbetreuung“ (55 %)
  „Aufnahme Ausbildung/Studium“ (13 Prozent)
- **Lage:** überwiegend Randzeiten nachmittags/abends und am Wochenende
- **Expertinneninterviews**:
  atypische Arbeitszeiten in typischen Frauenberufen
  mangelnde Familienfreundlichkeit Arbeitgeber
  Betreuungslücken: existenzielle Bedrohung

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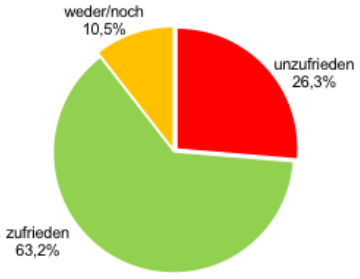
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3. Ergebnisse Evaluation
Zufriedenheit mit Vereinbarkeit von Familie und Beruf

1. Welle



3. Welle



Expertinneninterviews

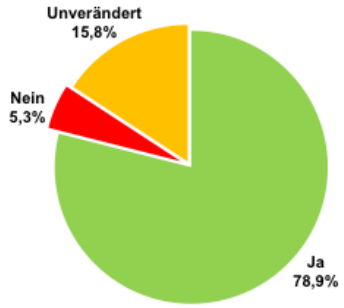
- hohe Bedeutung des Vertrauensverhältnisses zwischen Betreuungspersonen – Kindern
- Entlastung für Alleinerziehende (weniger Stress/Organisation) → positiv fürs Familiensystem

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3. Ergebnisse Evaluation: Veränderungen in Ausbildung/ Erwerbstätigkeit

Positive Veränderung in Ausbildung/Erwerbstätigkeit seit Projektbeginn? (3. Welle)

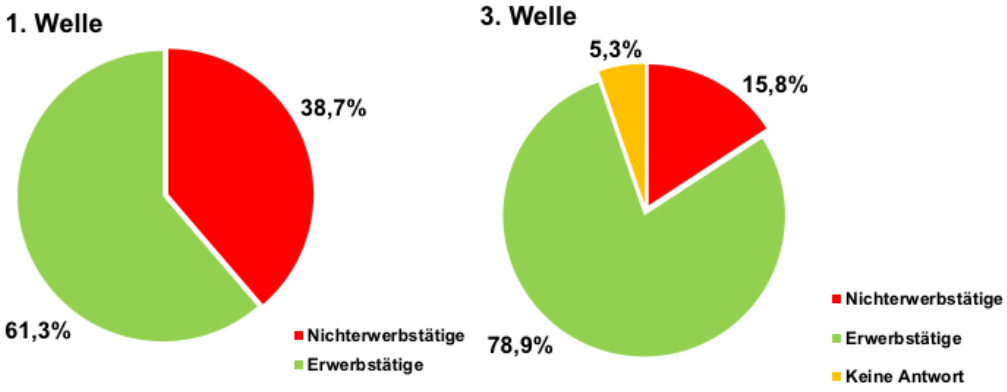


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3. Ergebnisse: Veränderungen in Ausbildung/ Erwerbstätigkeit

Erwerbstätigenquote

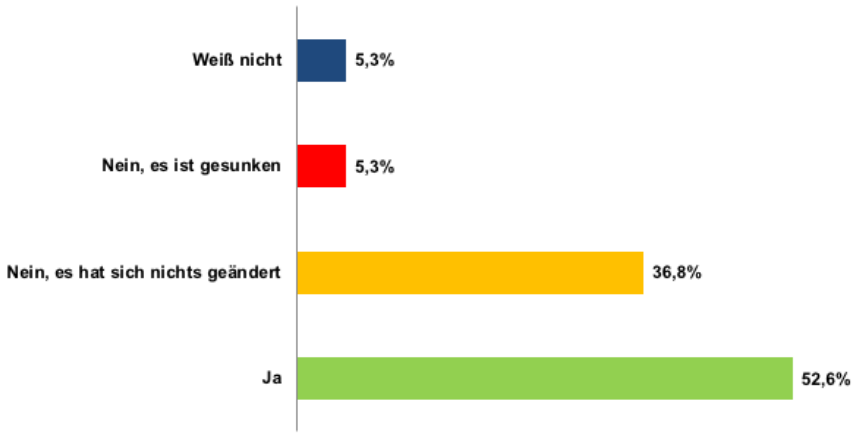


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3. Ergebnisse Evaluation: Finanzielle Situation

Anstieg des Haushaltseinkommens (Summe aller Einnahmen) seit Projektbeginn (3. Welle)

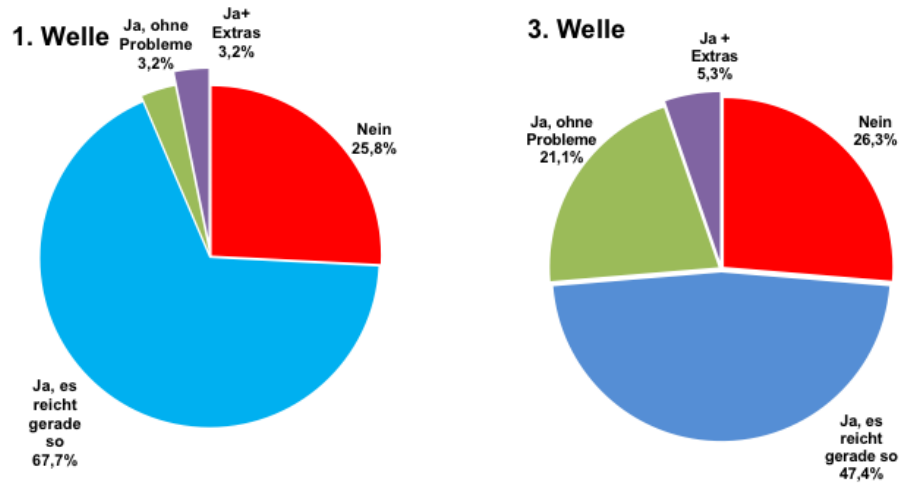


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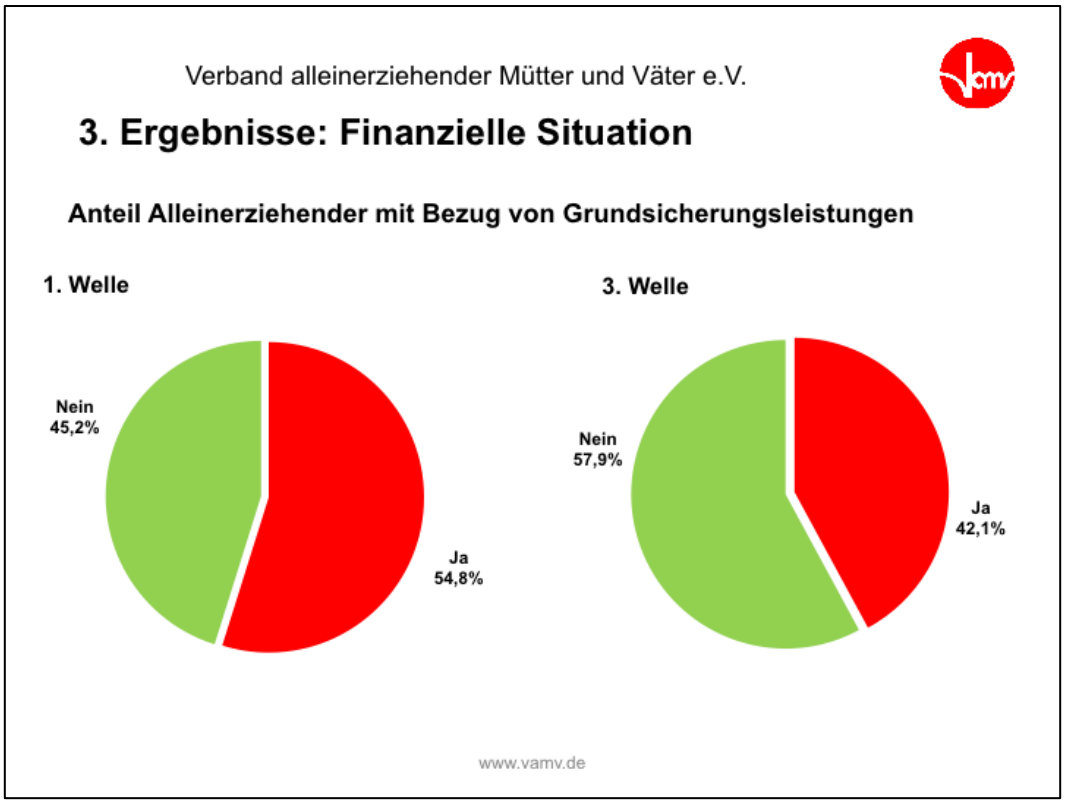
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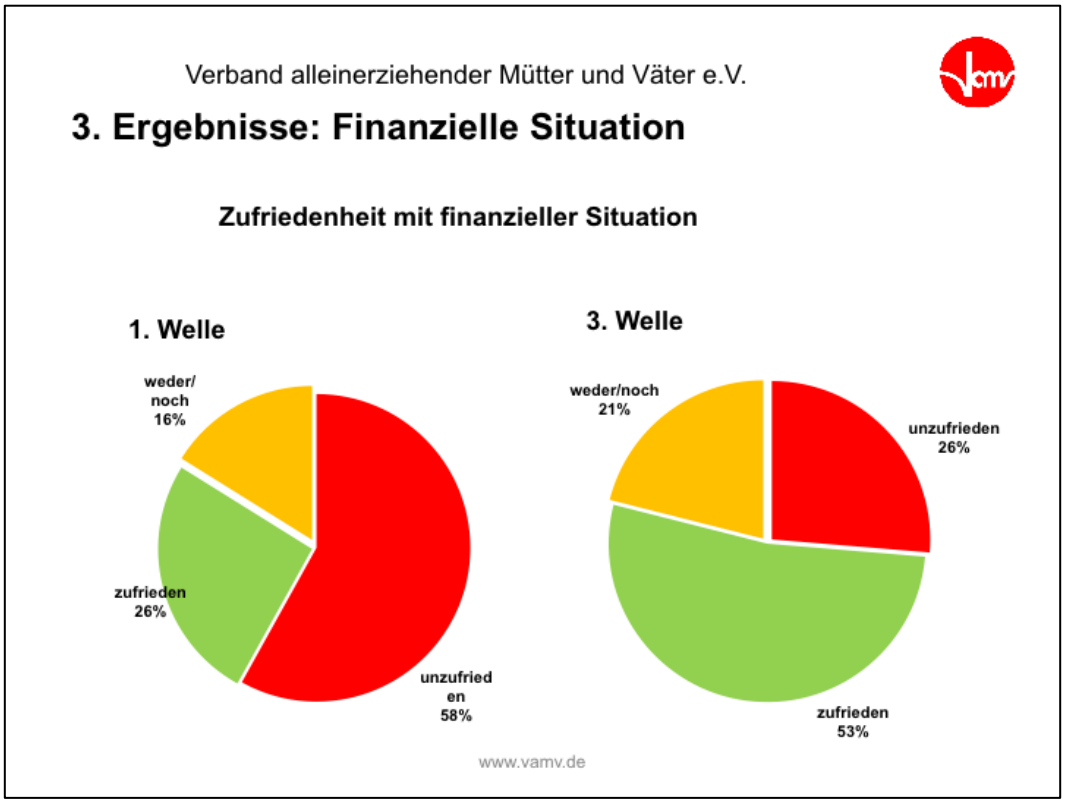
3. Ergebnisse: Finanzielle Situation

Können Sie für Ihr Kind alles bezahlen, was es braucht?



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3. Ergebnisse: Finanzielle Situation
Anteil Alleinerziehender mit Bezug von Grundsicherungsleistungen
1. Welle
Nein 45,2%
Ja 54,8%
3. Welle
Nein 57,9%
Ja 42,1%
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3. Ergebnisse: Finanzielle Situation
Zufriedenheit mit finanzieller Situation
1. Welle
weder/ noch 16%
zufrieden 26%
unzufried en 58%
3. Welle
weder/noch 21%
unzufrieden 26%
zufrieden 53%
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5. Fazit

- **Bedarf** wegen fehlender Passung Arbeitszeit und Kinderbetreuung ist **hoch**
- Bedarf regelmäßig und langfristig, aber auch kurzfristig, **überwiegend wenige Stunden** erforderlich
- **Positive Auswirkung** auf die **sozioökonomische Situation**, insbesondere beruflich → Erhöhung der Erwerbschancen, Steigerung des Erwerbsumfang
- **Steigerung Erwerbseinkommen** und Stabilisierung des Haushaltseinkommens
- **gestiegene Zufriedenheit** mit Vereinbarkeit sowie mit der finanziellen Situation
- verbesserte Bedarfsdeckung/Teilhabe der **Kinder**
- Entlastung im Alltag führte zu **Entspannung im Familienleben**
- Weitestgehende **Gebührenfreiheit** ist Erfolgsfaktor

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5. Fazit

Es braucht:

- Öffentliche, bedarfsdeckende und flexible Kinderbetreuung
- Angebote ergänzender Kinderbetreuung jenseits der Öffnungszeiten der Regeleinrichtungen, um Lücken zu Randzeiten, am Wochenende, in den Ferien und über Nacht decken zu können
- Stärkung von Arbeitszeitsouveränität, um Betreuungslücken von vornherein möglichst klein zu halten

Tatsächlich bedarfsdeckende Kinderbetreuung ist für Alleinerziehende existenziell, denn nur wenn der Bedarf gedeckt wird, kann das Sichern der Existenz durch die eigene Erwerbstätigkeit gelingen.

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Verband alleinerziehender Mütter und Väter e.V.

Vielen Dank für Ihre Aufmerksamkeit!

Für weitere Fragen:

Miriam Hoheisel, Bundesgeschäftsführerin

Verband alleinerziehender Mütter und Väter Bundesverband e.V.

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Zeitreihe – Studierende in der Erzieherausbildung nach Ausbildungsjahr (AJ)



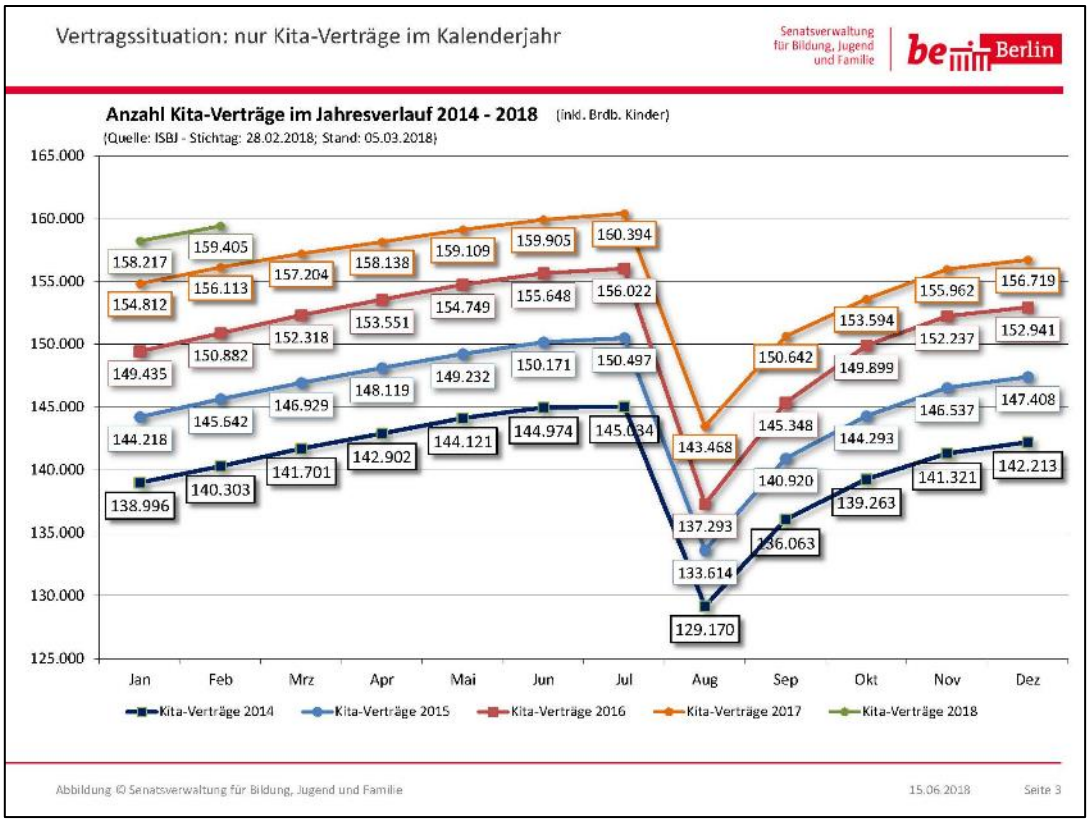
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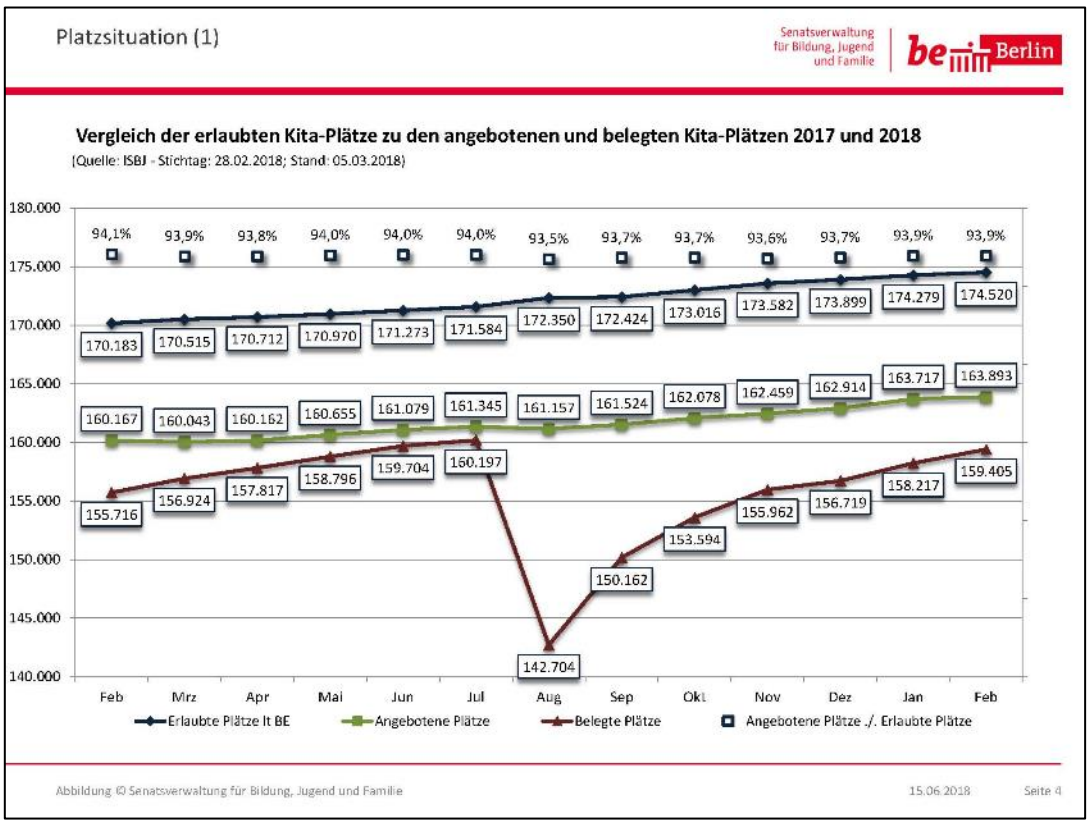
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Anzahl der anerkannten Quereinsteigerinnen und Quereinsteiger nach Kalenderjahr und Art des Quereinstiegs

	berufs-begleitend	verwandte Berufe	Bilingual	Nichtschüler/ innen	Sozial-assistent/innen	Summe
2015	870	124	38	12	-	1.044
2016	1.133	132	43	16	-	1.324
2017	1.699	265	83	8	142	2.197
bis einschließlich April 2018	612	69	20	5	66	772

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Vertragssituation: nur Kita-Verträge im Kalenderjahr
Senatsverwaltung für Bildung, Jugend und Familie
Berlin
Anzahl Kita-Verträge im Jahresverlauf 2014 - 2018 (inkl. Brdb. Kinder)
(Quelle: ISBJ - Stichtag: 28.02.2018; Stand: 05.03.2018)
165.000
160.000
155.000
150.000
145.000
140.000
135.000
130.000
125.000
Jan Feb Mrz Apr Mai Jun Jul Aug Sep Okt Nov Dez
158.217 159.405
154.812 156.113 157.204 158.138 159.109 159.905 160.394
149.435 150.882 152.318 153.551 154.749 155.648 156.022 143.468 150.642 153.594 155.962 156.719
144.218 145.642 146.929 148.119 149.232 150.171 150.497 137.293 145.348 149.899 152.237 152.941
138.996 140.303 141.701 142.902 144.121 144.974 145.034 133.614 140.920 144.293 146.537 147.408
129.170 136.063 139.263 141.321 142.213
Kita-Verträge 2014
Kita-Verträge 2015
Kita-Verträge 2016
Kita-Verträge 2017
Kita-Verträge 2018
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15.06.2018
Seite 3


Platzsituation (1)
Senatsverwaltung für Bildung, Jugend und Familie
Berlin
Vergleich der erlaubten Kita-Plätze zu den angebotenen und belegten Kita-Plätzen 2017 und 2018
(Quelle: ISBJ - Stichtag: 28.02.2018; Stand: 05.03.2018)
180.000
175.000
170.000
165.000
160.000
155.000
150.000
145.000
140.000
94,1% 93,9% 93,8% 94,0% 94,0% 94,0% 93,5% 93,7% 93,7% 93,6% 93,7% 93,9% 93,9%
170.183 170.515 170.712 170.970 171.273 171.584 172.350 172.424 173.016 173.582 173.899 174.279 174.520
160.167 160.043 160.162 160.655 161.079 161.345 161.157 161.524 162.078 162.459 162.914 163.717 163.893
155.716 156.924 157.817 158.796 159.704 160.197 142.704 150.162 153.594 155.962 156.719 158.217 159.405
Feb Mrz Apr Mai Jun Jul Aug Sep Okt Nov Dez Jan Feb
Erlaubte Plätze lt BE
Angebotene Plätze
Belegte Plätze
Angebotene Plätze ./. Erlaubte Plätze
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Aktuelle Maßnahmen und Programme



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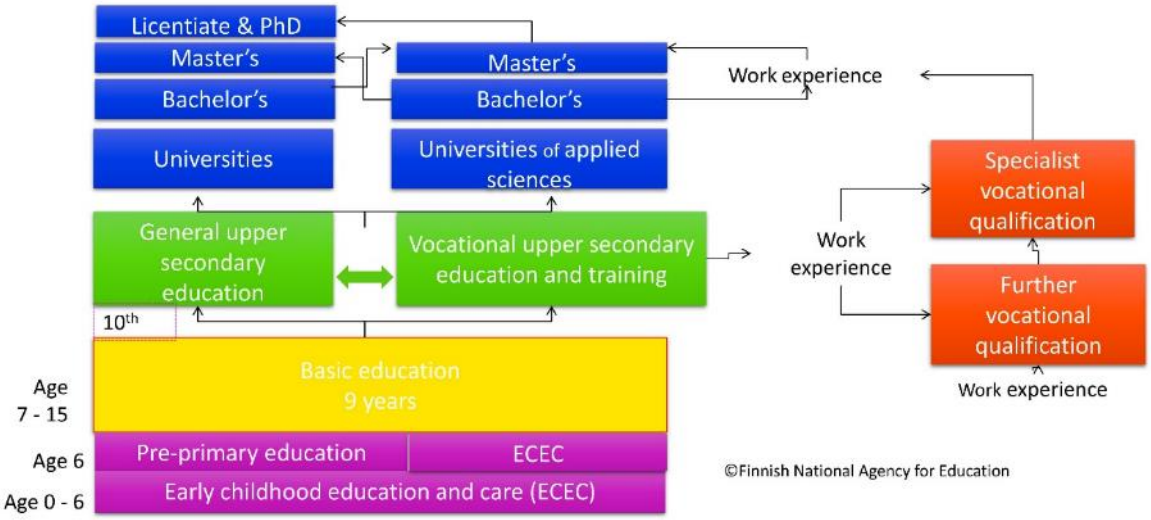
FINNISH NATIONAL AGENCY FOR EDUCATION

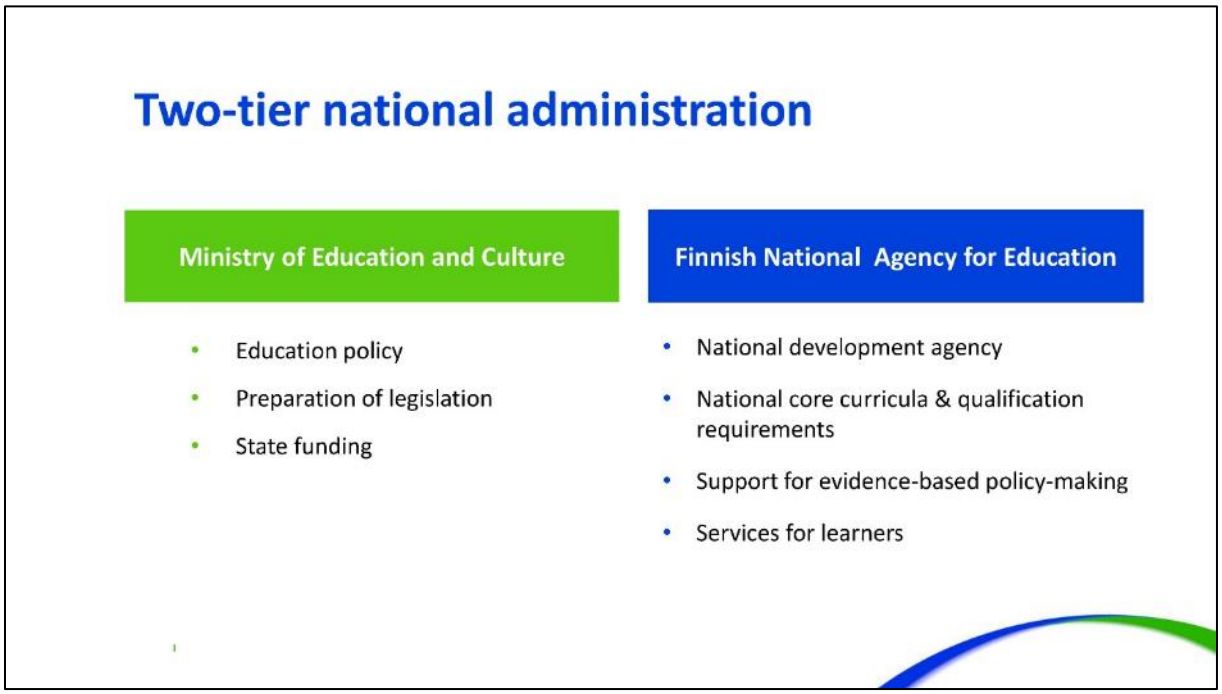
Supporting Children with a Migration Background – National Core Curriculum for ECEC

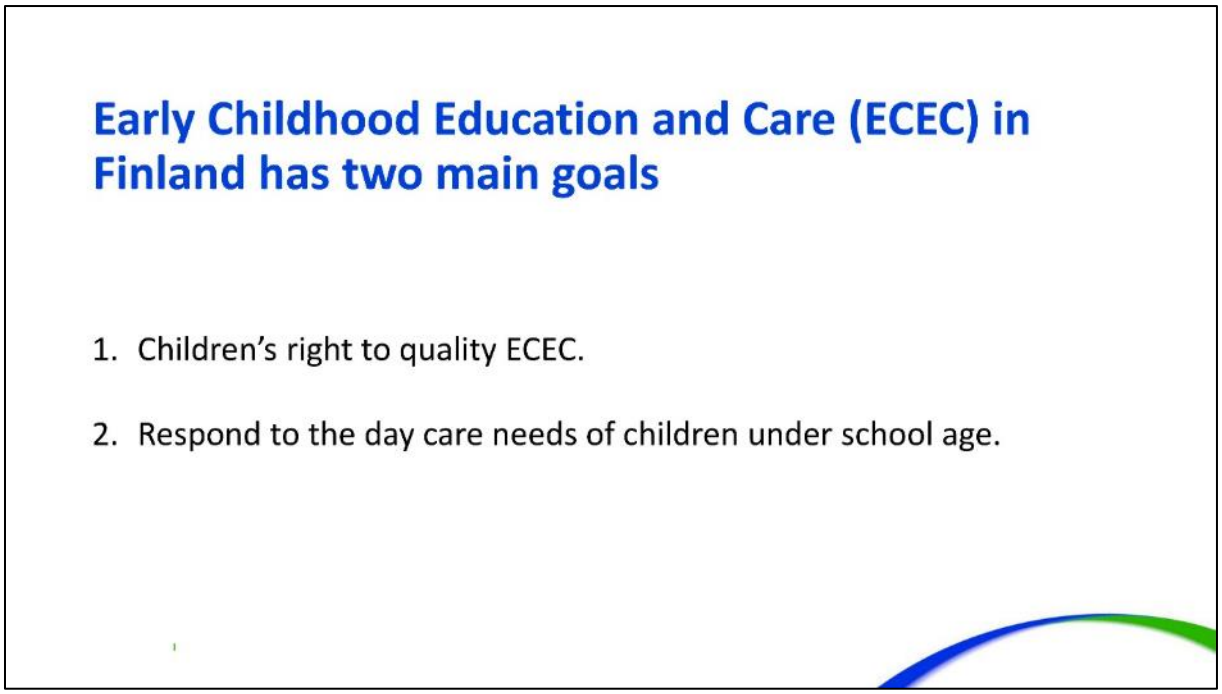
Ms. Kati Costiander
Senior Adviser

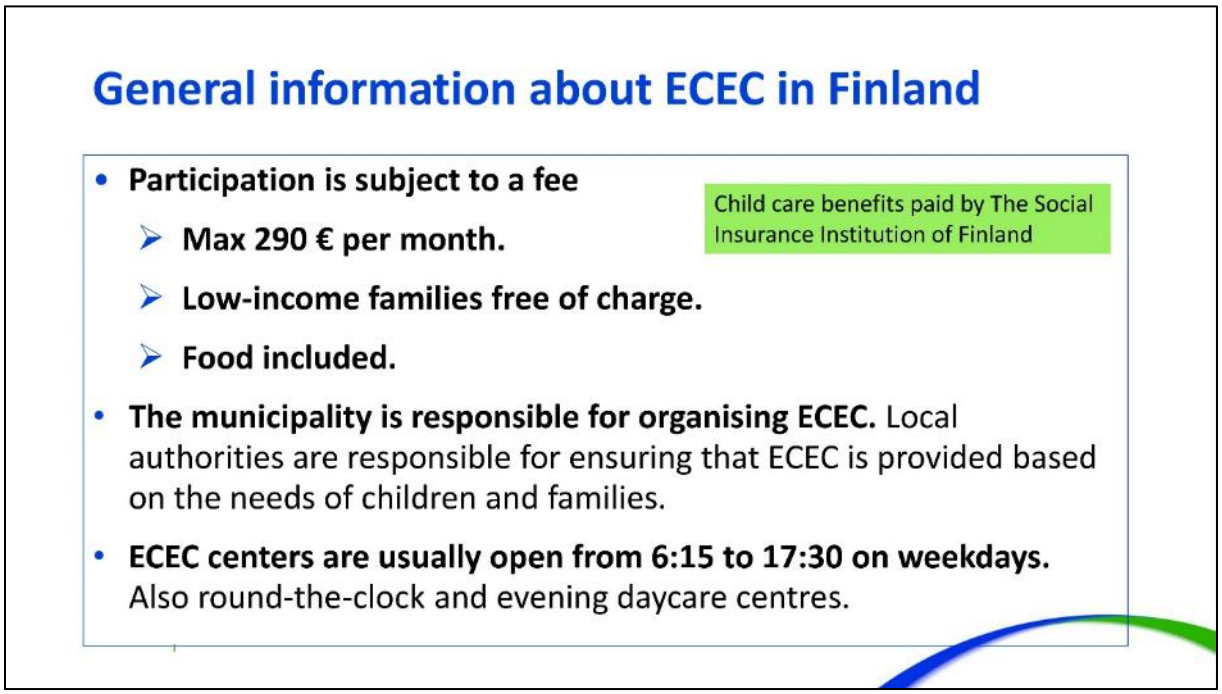
kati.costiander@oph.fi

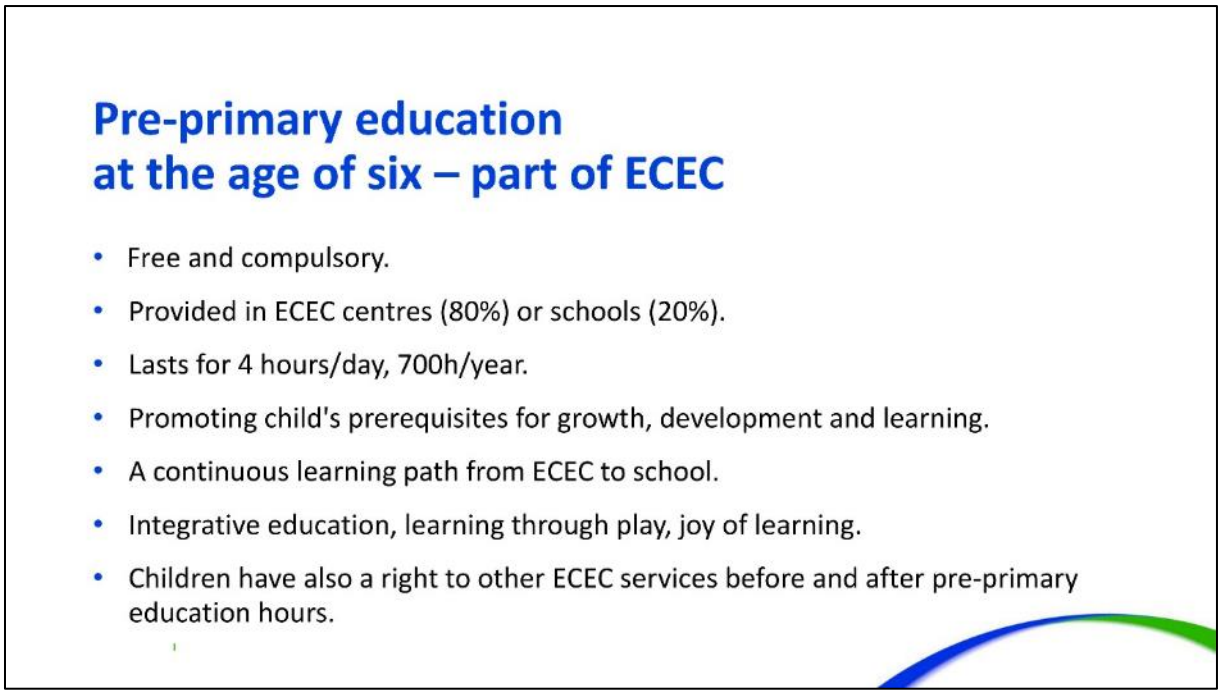
No dead-ends in the education system



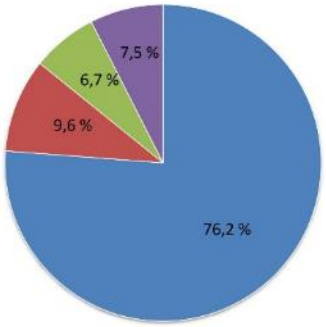

Two-tier national administration
Ministry of Education and Culture
Education policy
Preparation of legislation
State funding
Finnish National Agency for Education
National development agency
National core curricula & qualification requirements
Support for evidence-based policy-making
Services for learners


Early Childhood Education and Care (ECEC) in Finland has two main goals
1. Children's right to quality ECEC.
2. Respond to the day care needs of children under school age.


General information about ECEC in Finland
Participation is subject to a fee
Max 290 € per month.
Low-income families free of charge.
Food included.
Child care benefits paid by The Social Insurance Institution of Finland
The municipality is responsible for organising ECEC. Local authorities are responsible for ensuring that ECEC is provided based on the needs of children and families.
ECEC centers are usually open from 6:15 to 17:30 on weekdays. Also round-the-clock and evening daycare centres.


Pre-primary education
at the age of six – part of ECEC
Free and compulsory.
Provided in ECEC centres (80%) or schools (20%).
Lasts for 4 hours/day, 700h/year.
Promoting child's prerequisites for growth, development and learning.
A continuous learning path from ECEC to school.
Integrative education, learning through play, joy of learning.
Children have also a right to other ECEC services before and after pre-primary education hours.

Children in municipal and private ECEC in Finland, 2016, % of children in ECEC



- Municipal ECEC Centre
- Municipal Family Day Care
- Private Care Allowance
- Voucher

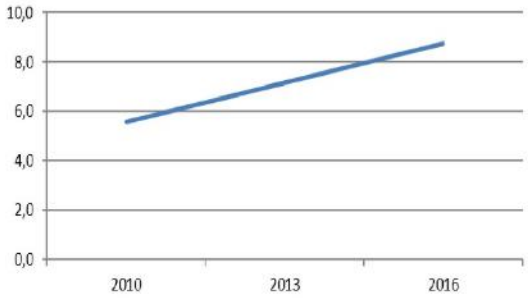
62,5% of children between 0-6 years attend ECEC services

Children in ECEC, 0-7 years, total, N=243 946

Source: National Institute for Health and Welfare

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Immigrant children in municipal ECEC



- 9 % of all participating immigrant children participate in municipal ECEC.

Source: National Institute for Health and Welfare, The Social Insurance Institution of Finland

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In ECEC centres every third personnel member must be a kindergarten teacher

- **Kindergarten teacher** Bachelor of Education including kindergarten teacher education

  or

  Bachelor of Health Care and Social Services (Polytechnic) including studies in early childhood education and care and social pedagogy at least 60 credits
- **Care staff**: upper secondary vocational qualification from relevant field

Ratios of child – personnel

- **ECEC centres:**

  4 children/1 personnel member under 3 -year-olds

  7-8 children/1 personnel member for 3-6 year-olds
- **In home-based provision:**

  4/family daycare

29/05/2018 | Opetushallitus

Early Childhood Education and Care Act

According to the Act:

- Is to promote the holistic growth, health, and well-being of each child as determined by his or her age and development (2a§)
- Is to provide all children with equal opportunities for early childhood education and care, promote gender equality as well as help the children develop their capacity to understand and respect the general cultural heritage and each child's linguistic, cultural, religious, and ideological background (2a§)

A new government proposition for an Act on ECEC is currently going through a Parliament reading. The plan is that the Act will come into force from August 1st, 2018.

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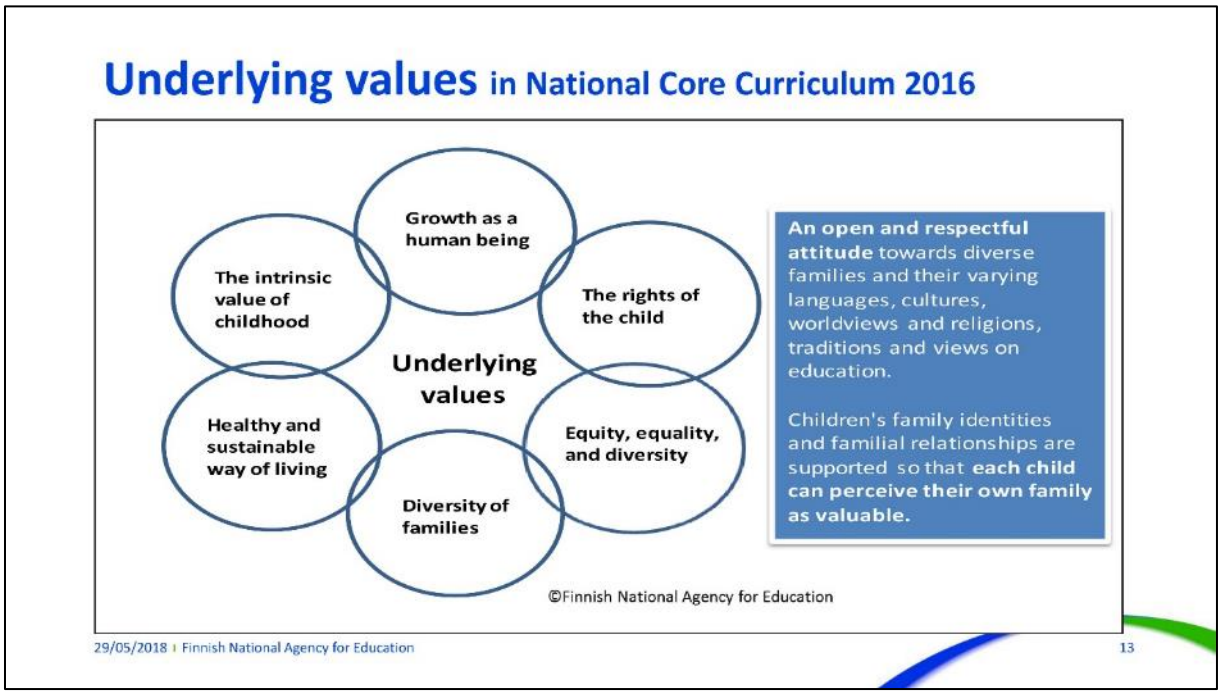
Steering documents and levels of implementing ECEC in Finland

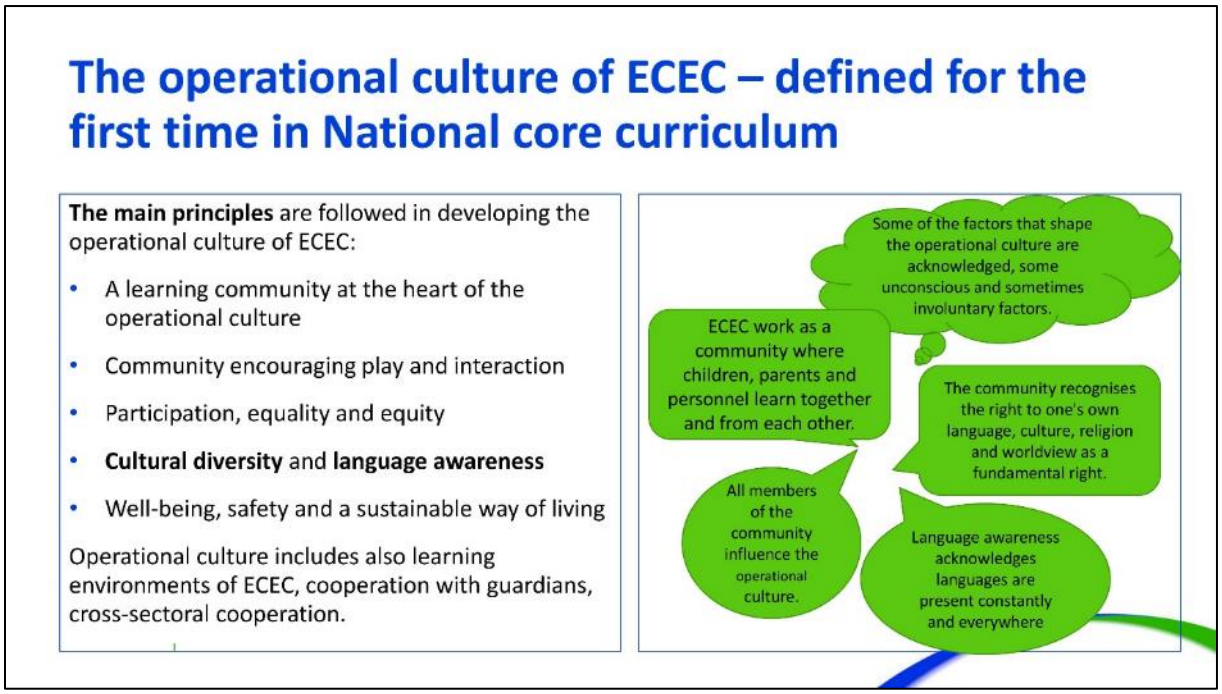


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Strengths of Finnish ECEC – EduCare model

- **Child's overall well-being in focus → entitled for support**
- Equality, equity and trust.
- **Promoting cultural and linguistic diversity.**
- **Supporting the integration of immigrant children into Finnish society.**
- Teacher's professional skills.
- Importance of play and joy of learning.
- **Co-operation with parents and other guardians.**
- Child initiated pedagogy.
- **Individual ECEC plan, no learning standards.**
- Leadership and quality assesment.


Underlying values in National Core Curriculum 2016
Growth as a human being
The intrinsic value of childhood
The rights of the child
Underlying values
Healthy and sustainable way of living
Equity, equality, and diversity
Diversity of families
An open and respectful attitude towards diverse families and their varying languages, cultures, worldviews and religions, traditions and views on education.
Children's family identities and familial relationships are supported so that each child can perceive their own family as valuable.
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The operational culture of ECEC – defined for the first time in National core curriculum
The main principles are followed in developing the operational culture of ECEC:
A learning community at the heart of the operational culture
Community encouraging play and interaction
Participation, equality and equity
Cultural diversity and language awareness
Well-being, safety and a sustainable way of living
Operational culture includes also learning environments of ECEC, cooperation with guardians, cross-sectoral cooperation.
Some of the factors that shape the operational culture are acknowledged, some unconscious and sometimes involuntary factors.
ECEC work as a community where children, parents and personnel learn together and from each other.
The community recognises the right to one's own language, culture, religion and worldview as a fundamental right.
All members of the community influence the operational culture.
Language awareness acknowledges languages are present constantly and everywhere

Cultural diversity

Why?

- ECEC is part of a culturally transforming and diverse society.

How?

- Cultural diversity is perceived as a resource.
- The community recognises the right to one's own language, culture, religion and worldview as a fundamental right.
- ECEC appreciates and draws upon the Finnish cultural heritage and national languages as well as diversity in the community itself and in its environment.
- The children and personnel constructively discuss different ways of thinking and acting, and also create new ways of acting together.
- Promote culturally sustainable development.

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Language awareness

Why?

- Acknowledges that languages are present constantly and everywhere.
- The key importance of language.

How?

- Making multilingualism visible supports children's development in a culturally diverse world.
- The personnel must acknowledge that they act as a linguistic model.
- Children's individual prerequisites are taken into account.
- Children are provided with time and opportunities to practise in varying situations.

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Transversal competences in ECEC

- Five interconnected transversal competence areas are described in the Core Curriculum for ECEC
  1. thinking and learning
  2. **cultural competence, interaction and self-expression**
  3. taking care of oneself and managing daily life
  4. multiliteracy and competence in information and communication technology
  5. participation and involvement
- Transversal competence is an entity consisting of knowledge, skills, values, attitudes and will. Competence also means an ability to apply knowledge and skills and act in a given situation.
- The objectives of transversal competence are taken into account when developing operational culture and learning environments as well as in education, instruction and care.

Learning Areas - describe the key objectives and contents of pedagogical activities in ECEC

- ***Rich world of the languages*** (linguistic skills and capacity, linguistic identities)
- Diverse forms of expression
- ***Me and our community*** (ethical thinking, worldviews, the past, the present and the future of the local community as well as the media)
- Exploring and interacting with my environment
- I grow and develop

Special perspectives of language and culture

- Perspectives related to language and culture are considered to apply to every child participating in early childhood education and care.
- In linguistically and culturally aware ECEC, languages, cultures and worldviews are integrated in all activity.
- The family's linguistic environment, language choices, formation of plurilingual and multicultural identities as well as the stages and importance of the development of mother tongue(s) are discussed with the parents.
- Parents are informed about the goals, contents and methods of Finnish early childhood education and care.
- Familiarisation with ECEC.
- Finnish/Swedish as a second language teaching; as a part of regular group activities, small group activities or sometimes individual teaching is needed.

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Special perspectives of language and culture

- The parent is provided with
  - an opportunity to participate in and influence the planning, implementation and assessment of his or her child's ECEC.
  - regularly offered an opportunity to participate in the preparation and evaluation of local and unit-specific curricula for ECEC.
- Parents are encouraged to take care of the development of the child's mother tongue and the transmission of their own cultural tradition.
- An individual ECEC plan is prepared for a child in collaboration with the child's parent. The child's opinion and wishes must be heard and taken into account in the plan.

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Developing of linguistic and cultural diversity in ECEC with nationwide network

- Nationwide network is called "**Reimari**"
  - 60 municipals and 2 private ECEC service providers
- The aim is:
  - to strengthen linguistic and cultural diversity in early childhood education and care
  - to support linguistic education and language awareness of migration background children
  - to support the implementation of the reformed Core Curriculum for ECEC.

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Thank you!

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