A German example on how to promote equality by monitoring the ECEC system

Kathrin Bock-Famulla

4th Meeting of the Transatlantic Forum on Inclusive Early Years
June 30th – July 2nd, 2014 Amsterdam, Netherlands
Key Facts about ECEC in Germany

Legal Regulations

Federal government

CODE of Social Law VIII: Federal Law for Child and Youth Welfare

16 States

16 State implementation laws
Participation rates of children in ECEC centers & day care in Germany
Children age 3–5 (school entry), March 1, 2013
Participation rates of children in ECEC centers & day care in Germany
Children under age 3, March 1, 2013
Participation rates of children in ECEC centers & day care in Germany
Children under age 3, March 15, 2008, March 1, 2013
### Staffing Formula in Krippengruppen

**March 1, 2013**

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## Staffing Formula in Kindergartengruppen

**March 1, 2013**

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Key Facts about ECEC in Germany

- **Public, non-profit system**
  Centers are run by
  34% public providers
  64% independent, non-profit providers
  2% for-profit providers

- **Financing partnership**
  Public financing share is high but differs between states:
  parents finance 9 – 27% of the expenditures

- **Financing Public expenditures**
  ca. 60% regional level, 40% state level, 1% federal level

- **Integrated ECEC system**
  Combined assignment for Bildung and care
  for all age groups according to federal law
State by State: Monitoring Early Childhood Education Systems in Germany

Why?  How?  What next?
State by State: Monitoring Early Childhood Education Systems in Germany

Why?
Global Targets: ECEC for promoting equality for all children
State by State: Monitoring Early Childhood Education Systems

Access for All

Access for all children to public ECEC with “high” quality from the beginning

Holistic „Bildung“ from the start

Broad competences are necessary for partaking in society, democracy, employment and culture

Promoting equality

High quality ECEC is oriented towards the diverse needs of children
Strategic Targets
State by State: Monitoring Early Childhood Education Systems

Transparency of the systems:
- User-friendly provision of data and facts about ECEC
- Supporting the use of data and facts by stakeholders from politics, administration and the general public

Improvement of the systems:
- Giving impulse for political debates on the federal and state levels by pointing out needs for reforms
- Proposing action strategies for politics and administration
State by State: Monitoring Early Childhood Education Systems in Germany

How?
Data and information
State by State: Monitoring Early Childhood Education Systems

- **Official Child and Youth Welfare Statistics:**
  3rd of March every year data from each ECEC center and daycare services

- **Calculations** with these data and editing by a scientific institute at the University of Dortmund

- **Regular survey of all state ministries** responsible for ECEC (policy) concerning their regulations and laws or other topics like center directors – initiated by the Bertelsmann Stiftung.
Reporting on the “whole” system

Contextualization of data and facts

Differentiated view: Strengths and shortcomings of each ECEC system

Thematic focusing:
- Access for all;
- Investing effectively;
- Promoting Bildung - supporting quality
Overview: Focusing on topics
State by State: Monitoring Early Childhood Education Systems

Access for All
- Participation rates
- Hours in care / Day care
- Care for children < age 3: expansion and needs
- Inclusion
- Immigrant and nonimmigrant children in ECEC centers
- Care for school-age children

Investing effectively
- Investments per child < age 6
- Financing partnership for ECEC
- Share of net expenditures for ECEC
- One-time investments for ECEC

Promoting Bildung – Ensuring Quality
- ECEC center directors
- Release time for leadership duties
- Staffing formula
- Children in various group types
- ECEC pedagogical staff
- University graduates at ECEC centers
- Levels of training for staff members
- Staff working with special-needs children
The Federal Perspective
State by State: Monitoring Early Childhood Education Systems

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Bavaria
Berlin
Brandenburg
Bremen
Hamburg
Hesse
Mecklenburg–Western Pomerania
Lower Saxony
North Rhine-Westphalia
Rhineland-Palatinate
Saarland
Saxony
Saxony-Anhalt
Schleswig-Holstein
Thuringia

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Kathrin Back-Famulla, Jens Lange
State by State: Monitoring Early Childhood Education Systems 2013
Creating Transparency – Strengthening Governance

| Bertelsmann Stiftung |
www.laendermonitor.de
State by State: Monitoring Early Childhood Education Systems
Comparing the states – making trends visible
State by State: Monitoring Early Childhood Education Systems
Stakeholder involvement: From the start (2007) until today

Ongoing dialogue and reflection as well as participatory and consultative processes with

- National and international academics
- Representatives of all state ministries responsible for ECEC (policy)
- Representatives of federal ministries
- Representatives of independent, non-profit provider organizations (federal level)
- Representatives of unions and Parent organization

Promoting the political and public debate by regular and systematic public relations

- **Press reports**: national report and 16 state reports
- **Broad media echo** on TV, Radio (regional / local level), online, print media
State by State: Monitoring Early Childhood Education Systems in Germany

What next?
Going beyond monitoring
cnext steps for high quality ECEC for all children in Germany

- Official Child and Youth Welfare Statistics provide data on a regular basis
- But: Important data & information are not available
- Broad spectrum of stakeholders uses State by State monitoring in political and professional debates
- But: systematic and coherent reforms are missing
Foresight
„Good“ ECEC needs a competent system

Strengthening competence of all stakeholders and all levels

Previous target groups
- Federal government
- States

Extended target groups
- Centers: Staff and parents
- Providers
- Communities
ECEC in Germany needs a competent system
Innovative implementation concepts and coherent and coordinated governance
Beyond monitoring: Plans for further development

**Extending knowledge & consultation**
- Two instruments: online & print
- Extending National surveys to specific topics
- Qualitative research, e.g. group interviews with center directors
- Suggesting innovative strategies of action

**Sensitizing for coordinated governance**
- Dialogues with politics & administration
- “International learning” about governance
- Collaboration with international stakeholders & Think Tanks
- Bringing Governance concepts in the discussion

**Strengthening participation & dialogues**
- Regular dialogues with all stakeholders in the system
- Policy-Briefs
- National & international exchange
- Increase involvement of practitioners

**Supporting effective financing**
- Reports about the costs of reforms
- Financing concepts for good quality discussion
Investments per child under age 6 in each state
2010, euros per child < 6 in the population