

# **LE CURE IN EDUCAZIONE**

## **Prospettive interdisciplinari nello studio dei servizi e delle istituzioni educative per bambini in Germania**

Workshop del 6 dicembre, Bologna

Prof. Dr. Ursula Carle, Universität Bremen

# Overview

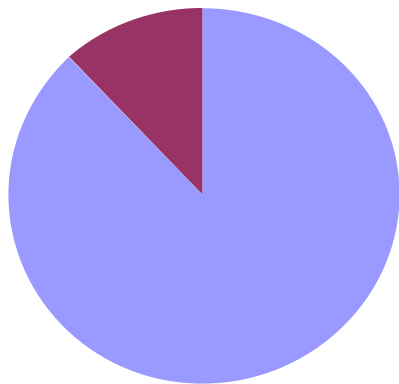
- History: East and West Germany
- Difference: Institutions for Children from 0-3 and 3-6
- Structure of personnel
- Personnel development
- Organisational problems
- Administration problems
- Cooperation problems
- Multi-ethnic families
- Families at risk

# Development of day care systems in Germany

	West Germany	East Germany
Women's role	traditionally housewife	expected to be a member of worker's society
Function of daycare	family-compensatory functions	children to become members of socialist society
Places available	for 2% of children up to three years	for more than 40% of children up to three years
1990s	for 70% of children from 3 to 6 years	for 98% of children from 3 to 6 years
Full daycare 2002	24% of the places for children from 3 to 6 years	98% of the places for children from 3 to 6 years
Nat'l curricula	No, but since 2003 states curricula	Yes, since 1966
Training of personnel	vocational „children's nurse“	college „pedagogues“
Parents' involvement	depends on parents' motivation	mandatory

## West Germany: **Places**

for 88% of children from **3 to 6**  
years (2002) available

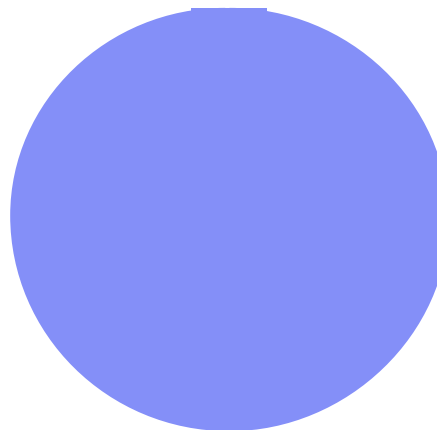


Between 50% and 75 % of this places were run by legal bodies, most of these are churches.

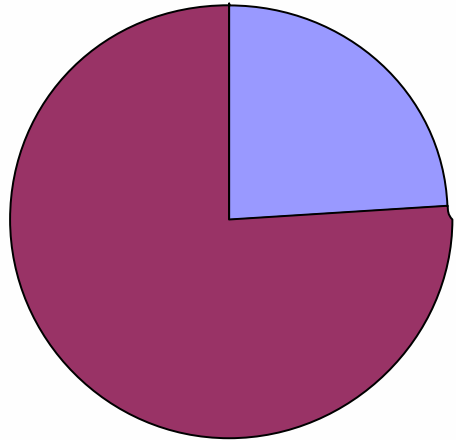
East Germany: **Places** for 105 % of  
children from **3 to 6** years  
(2002) available



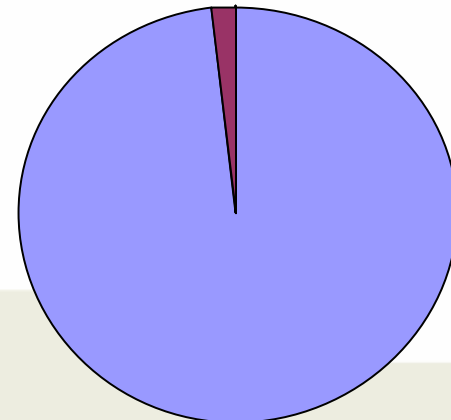
Less than 30 % of this places were run by legal bodies, most of these are churches.



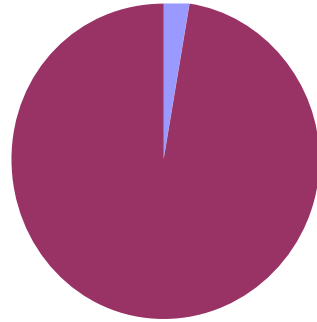
West Germany:  
for children from 3 to 6 years,  
24,2% of the places offer daycare;



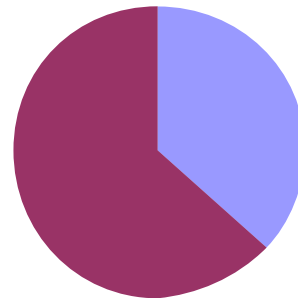
East Germany: for children from 3 to 6 years:  
98% of the places offer daycare



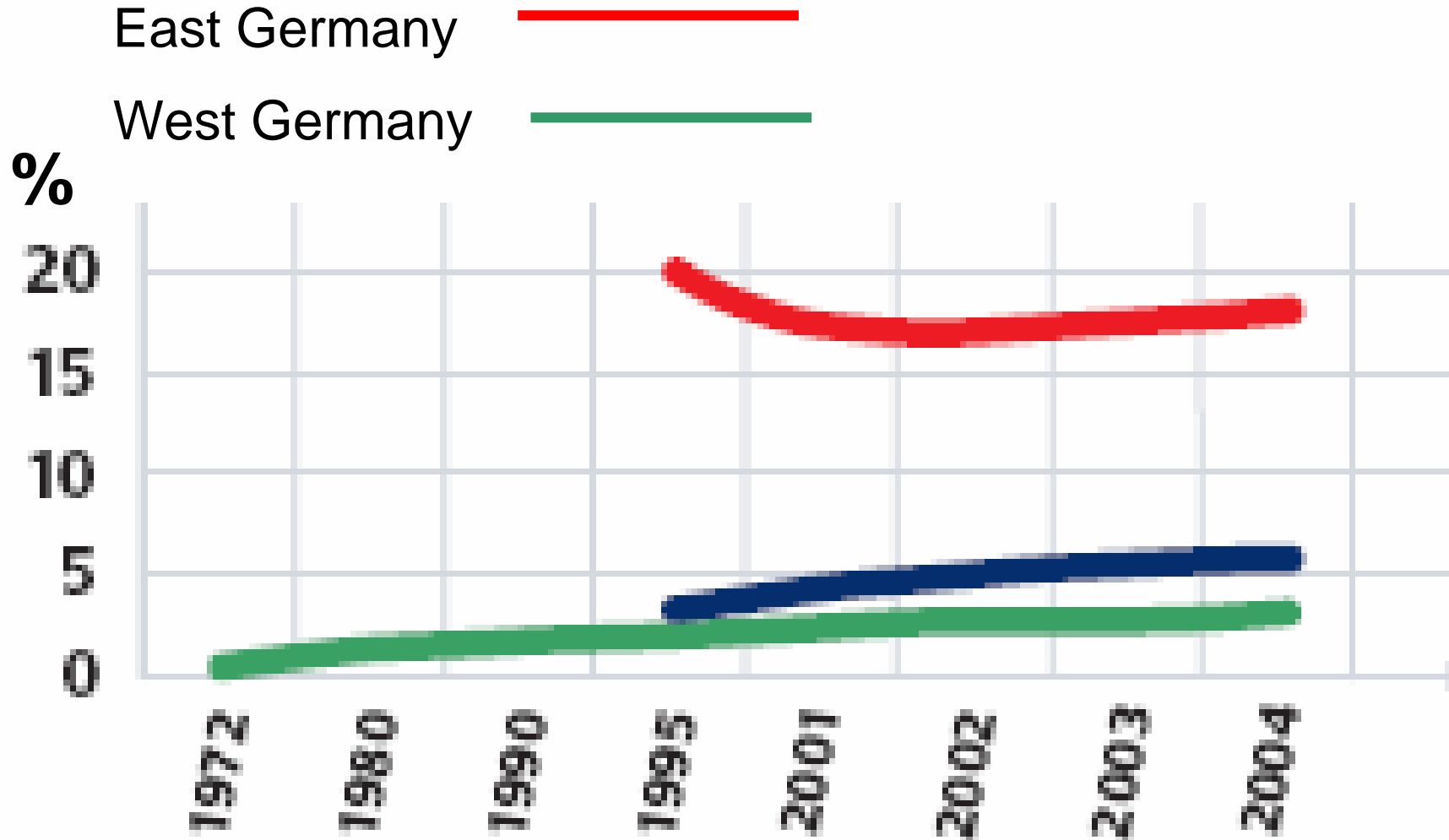
West Germany: Places for  
2,7% of children **below 3 years** (2002) available



East Germany: Places available for  
36,9% of children **below 3 years** (2002):



# Development of day-care for children 0-3 years



## Who uses day-care for children from 0-3 years?

frequently	rarely
Working parents	
Parents with higher incomes	
Single parents	Big families
Academics	Migrant-families
Town	Country



## Difference between institutions for children from 0-3 and from 3-6

0-3	3-6
higher ratio personnel-children	constitutional right to get a place in a kindergarten
Broad developmental goals, mostly non-specific, from 0-6 years, curricula since 2005	
Training of the personnel differs between the German states, lowest level:	
Kinderpfleger (0-3) 2-year secondary vocational training + 1-year internship	Erzieher (3-6) 2-year post-16 vocational training + 1-year internship

# Structure of the personnel

**Kinderpflegerinnen** (nurses) and **Erzieherinnen** (nursery school teachers) in different combinations:

- 1 nursery school teacher for 20 children from 3 to 6 years old
- 1 nursery school teacher and 1 nurse for 24 children from 3 to 6 years old
- 3 children from 1 to 3 years old in the group: 1 additional nurse
- Inclusive education: 1 educator for special needs in the institution or mobile personnel working for several institutions.

For **team managers** special training not mandatory

**Heads of the institutions** sometimes have got a university degree, mostly Diplom Sozialpädagoge (Dipl. Soz Päd. FH or Dipl. Päd.) Master of Social Pedagogics, in big cities up to 40%, in little villages hardly anybody

# Personnel Development

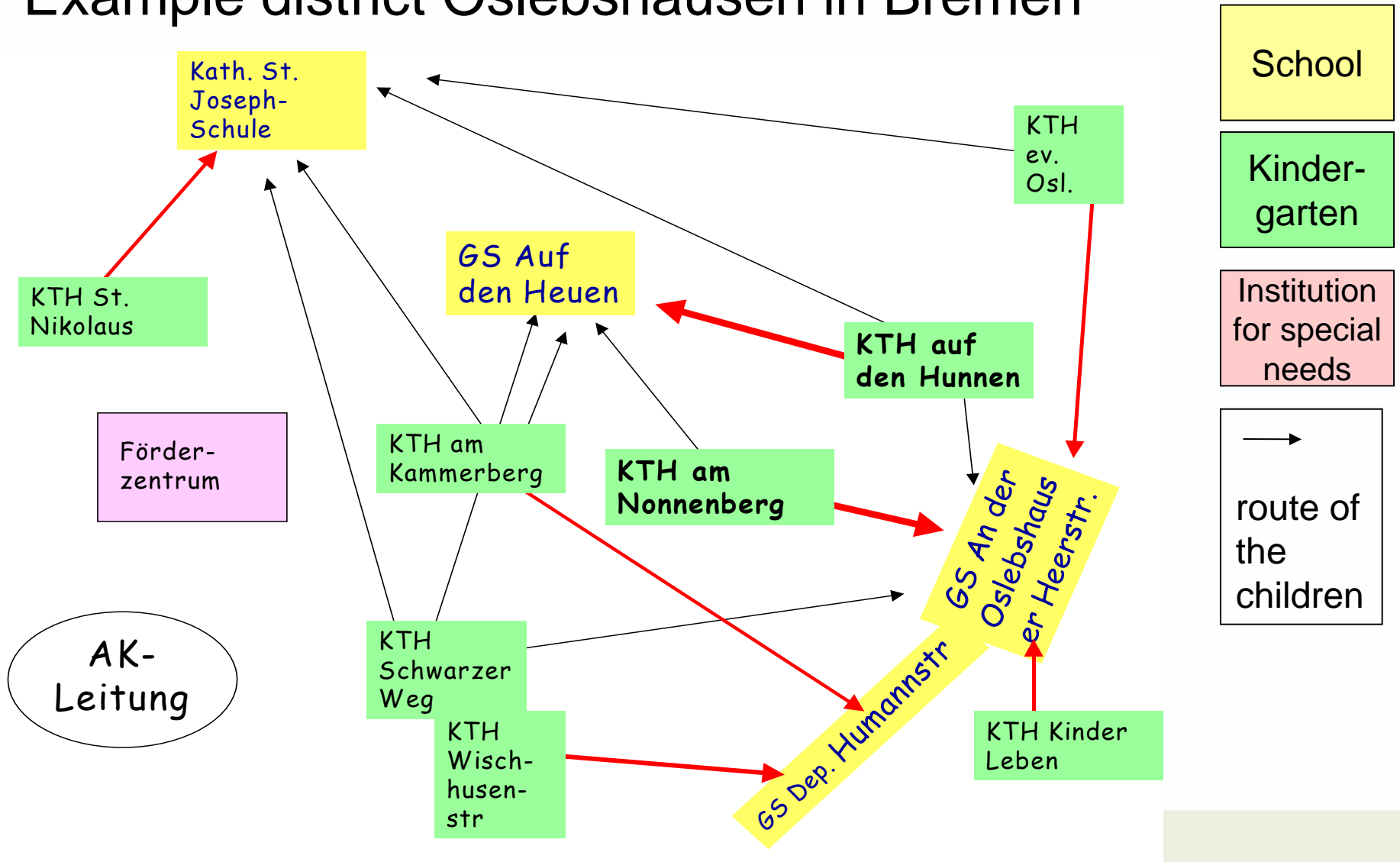
- Offering **supervision** and taking part not mandatory
- **Upgrading the qualification** of the personnel is often wished for, but education boards afraid that the personnel costs might rise.
- Since 2004 several higher education institutions (Fachhochschulen) offer courses for social education workers in kindergartens. Some universities offer courses for preschool teachers.

# Organisational Problems

There is a big range of management qualification between different institutions. Typical problem areas:

- Development of the Personnel
- Transfer of knowledge
- Professional teamwork
- Quality management
- Cooperation with underprivileged parents
- Complicated cross-institutional cooperation with schools (cities)

# Example district Oslebshausen in Bremen



# Administration Problems: Education and Care in Germany is ungovernable

- The responsibilities are divided between
- the federal republic
  - the federal countries
  - the community
  - the responsible bodies and
  - the institutions themselves.

# Cooperation Problems

- Cooperation in kindergarten teams much better than in schools because they have cooperation time
- In both institutions a wide range of more or less professional cooperation (methods, time structure, clear areas of responsibility)
- Often regular communication established between families and institutions:
  - parents' meetings (in both institutions)
  - parents talk to the nurses on the doorstep (only in Kindergarten)
  - home visit rarely.

## Multi-ethnic families

Specific programs for multi-ethnic families (Opstapje, Hippy, Rucksack): semi-professionals work with the families at their home or in the kindergarten

- very expensive, only a few families profit from home visits
- family groups in kindergartens do not reach very underprivileged multi-ethnic families
- the farther away a family is from society, the closer programs need to get to the family
- nurses only speak German



# Families at risk

- Children of people who receive social benefit don't take part in early day care (children under 3 years old).
  - not enough places
  - places reserved for those who work
  - too expensive because places for very young children are not funded by the state

## Monthly fee (children under 3 years old)

- differs from 100 € to 600 € for one child depending
  - on quality of the institution
  - on the range of their offer (activities, personnel ratio to children, warm lunch etc.)
  - on the age of the child

## Common problems from the parents' view

### Parents' wishes:

- flexible opening times (60%)
- offers for special opportunities (54%)
- all-day care (53%)

(Eltern 2004, Forsa 2005).

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