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

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

West Germany:
for children from 3 to 6 years,
24.2% 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

East Germany

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

<table>
<thead>
<tr>
<th>Frequently</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working parents</td>
<td></td>
</tr>
<tr>
<td>Parents with higher incomes</td>
<td></td>
</tr>
<tr>
<td>Single parents</td>
<td>Big families</td>
</tr>
<tr>
<td>Academics</td>
<td>Migrant-families</td>
</tr>
<tr>
<td>Town</td>
<td>Country</td>
</tr>
</tbody>
</table>
### Difference between institutions for children from 0-3 and from 3-6

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

Kath. St. Joseph-Schule

GS Auf den Heuen

KTH St. Nikolaus

Förderzentrum

KTH am Kammerberg

KTH am Nonnenberg

KTH Kinderleben

KTH Kinder

KTH Schwarzer Weg

GS Dep. Humannstr

GS An der Oslebshausener Heerstr.

School

Kindergarten

Institution for special needs

route of the children
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%)

References

- Gesetze zur Ausbildung von ErzieherInnen: http://www.erzieherin-online.de/beruf/ausbildung/gesetz.php
- Gesetz zum qualitätsorientierten und bedarfsgerechten Ausbau der Tagesbetreuung für Kinder, Bundesgesetzblatt Jg. 2004, Teil I, Nr. 76