

# **Ongoing reforms of ECEC in Germany and the contributions of longitudinal research**

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University of Tokyo, March 12<sup>th</sup>, 2017

- 1. Background information on German ECEC**
- 2. Expansion of ECEC for Underthrees**
- 3. National Educational Panel Study (NEPS)**
- 4. Discussion**

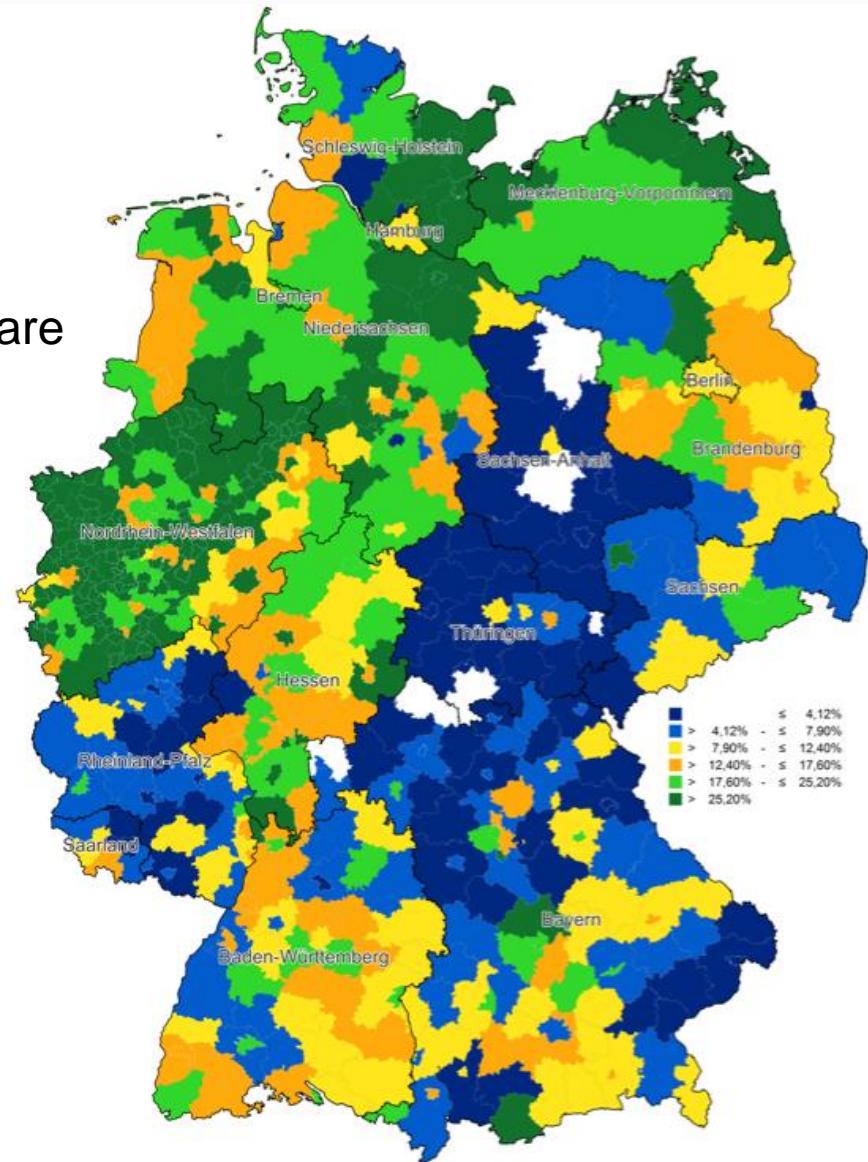
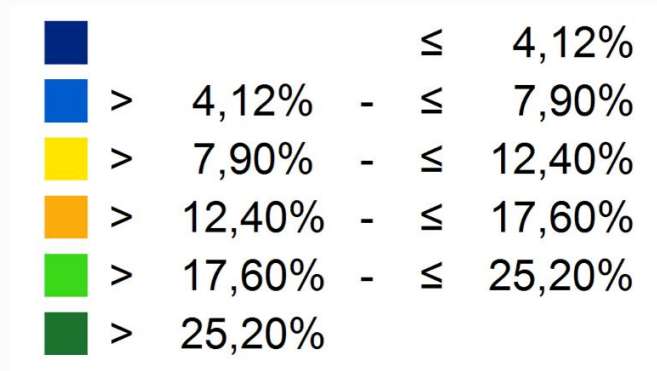
# 1. Background information on German ECEC

# Features of the German ECEC system

- **Integrated system for ISCED 0.1 and 0.2**
- **Governance of ECEC:**
  - **minor role of Federal government**
  - **16 German States: definition of tasks & standards, financing**
  - **Communities: responsibility for local supply**
    - public ECEC services
    - ECEC services of private (non-profit) providers
  - **strong rights of parents (,family-supporting‘)**

# States and Communities as main levels of ECEC governance

Proportion of Underthrees in Family daycare by community, 2013



Source: Official statistics; own calculations.

# Concepts of a child-centered, play-based pedagogy

## Reform pedagogy

Froebel, Montessori, Waldorff, Reggio, Forrest Kindergarten

## Situation approach

Real-life experiences and contexts, Peer-group, Participation,  
Opening of groups

## Education embedded in day-life activities

universal (non-selective), continuously (not focussed on pre-school year),  
holistic, immersive learning processes; dialogue & action





# Milestones of the German ECEC history

**industrial revolution**

**first institutions for retaining children**

**1840**

**1st Kindergarten founded by Froebel**

**1920, Weimar republic**

**Kindergarten part of Welfare system**

**1946-1989, GDR**

**Kindergarten as part of educational system**

**1993, West Germany**

**Legal claim for Kindergarten (3-6 yrs.)**

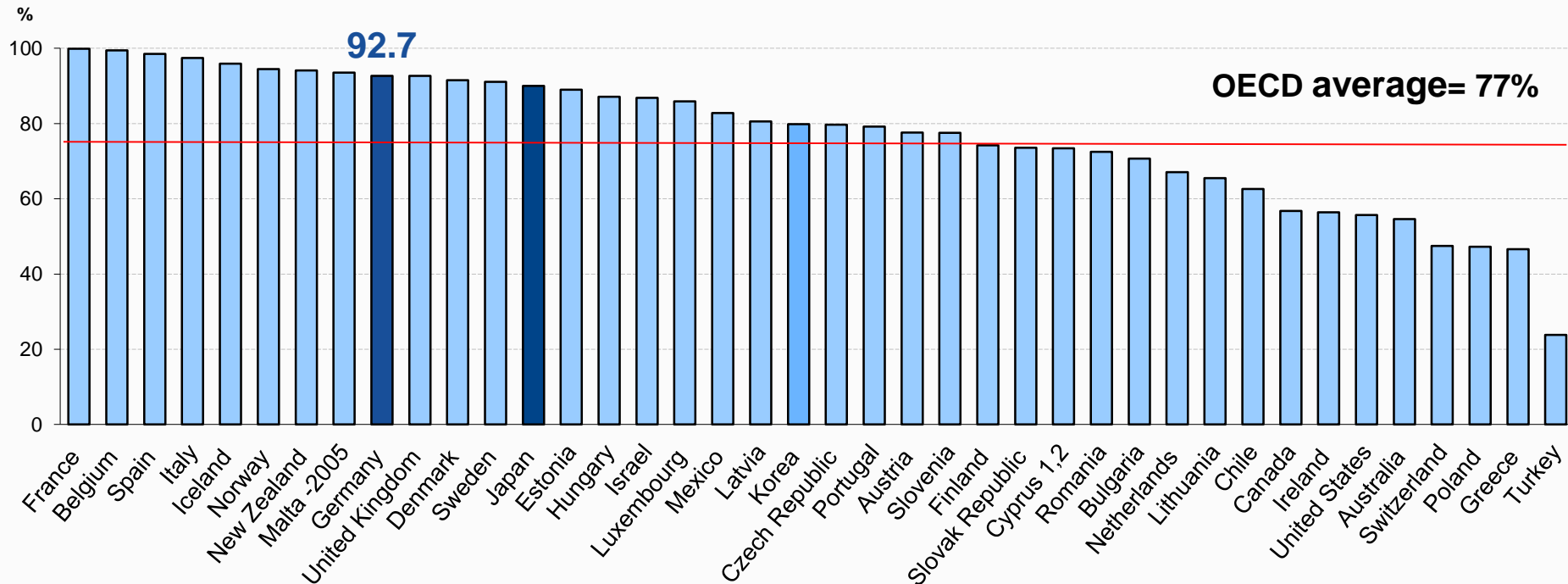
**2013**

**Legal claim for 1- and 2-year-olds**



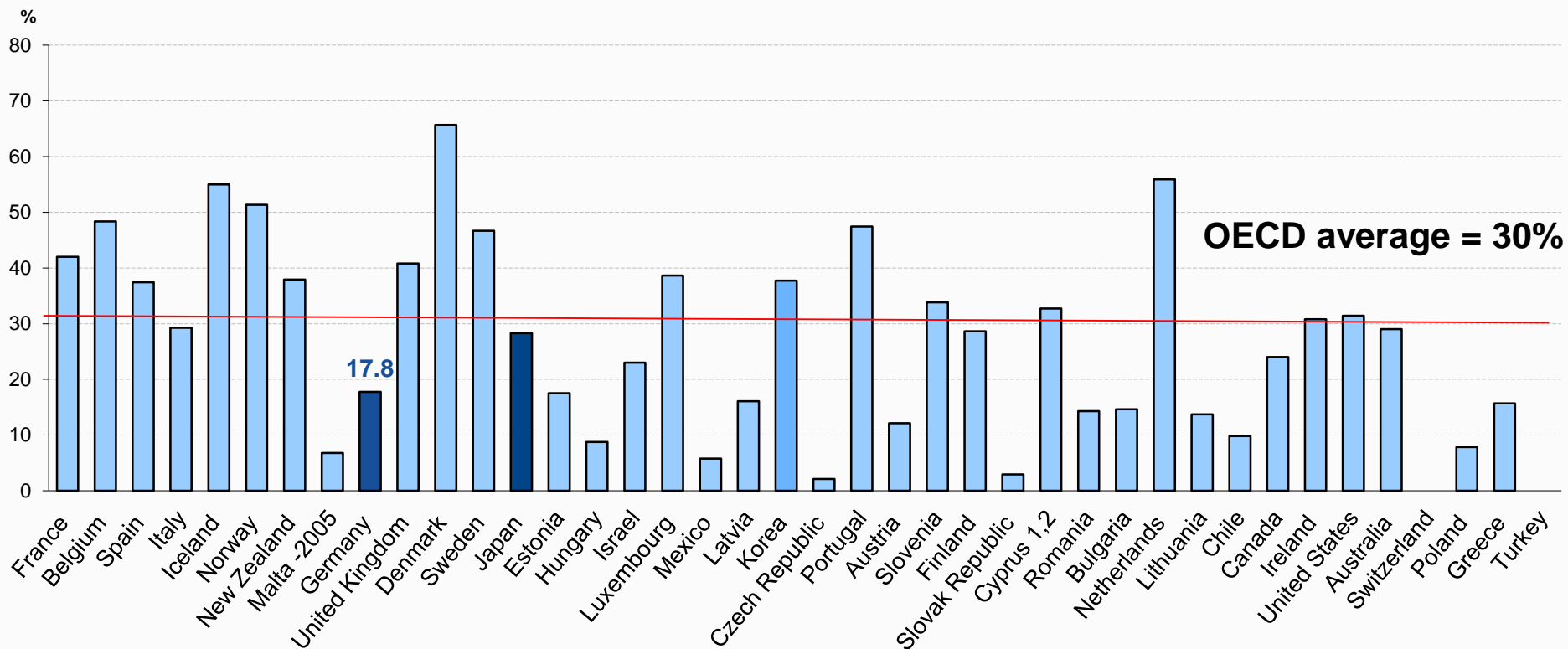
## 2. Expansion of ECEC for Underthrees

# High ECEC Participation of 3-to-5-year old children in Germany (2008)



Source: OECD Education database; Canada, National Longitudinal Survey of Children and Youth (2006); Korea: Korean Institute of Child Care and Education; Eurostat (2008) for non-OECD

# Low ECEC Participation of Underthrees in Germany (2008)

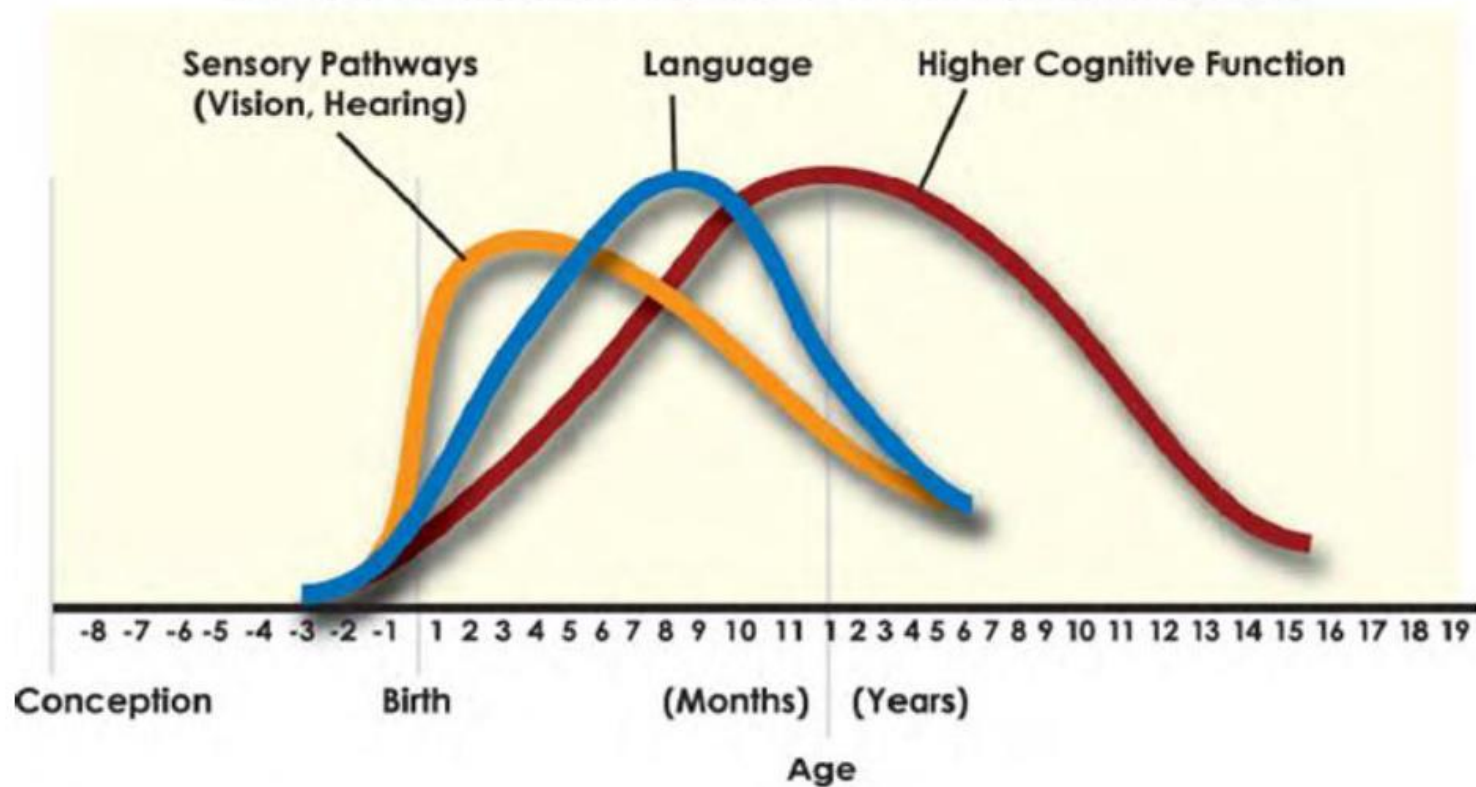


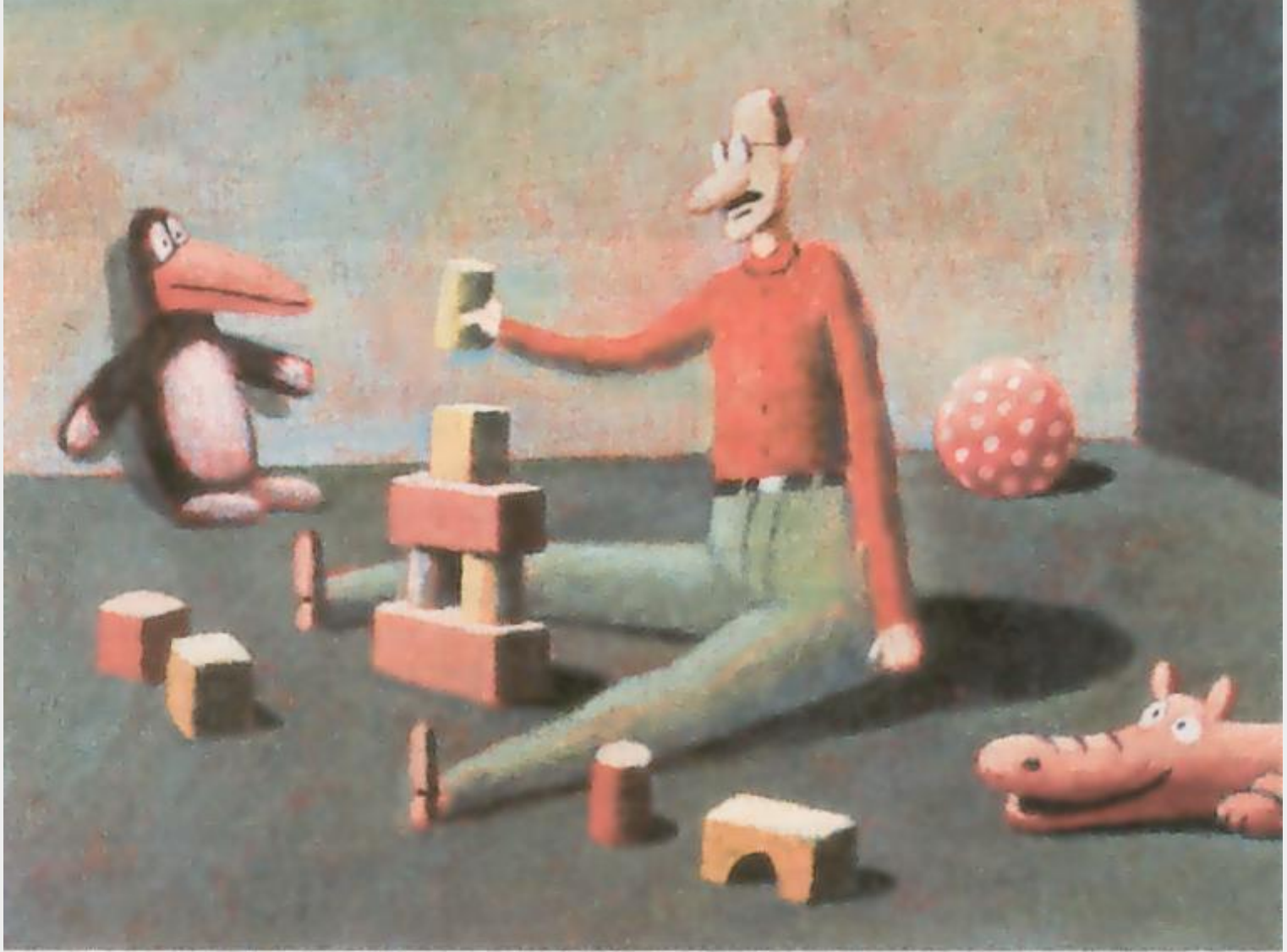
Source: OECD Education database; Canada, National Longitudinal Survey of Children and Youth (2006); Korea: Korean Institute of Child Care and Education; Eurostat (2008) for non-OECD

Rate of synapse formation

## Human Brain Development

### Synapse Formation Dependent on Early Experiences





In his life Mr Borsig had made many mistakes.  
He therefore decided to start again right from the beginning.

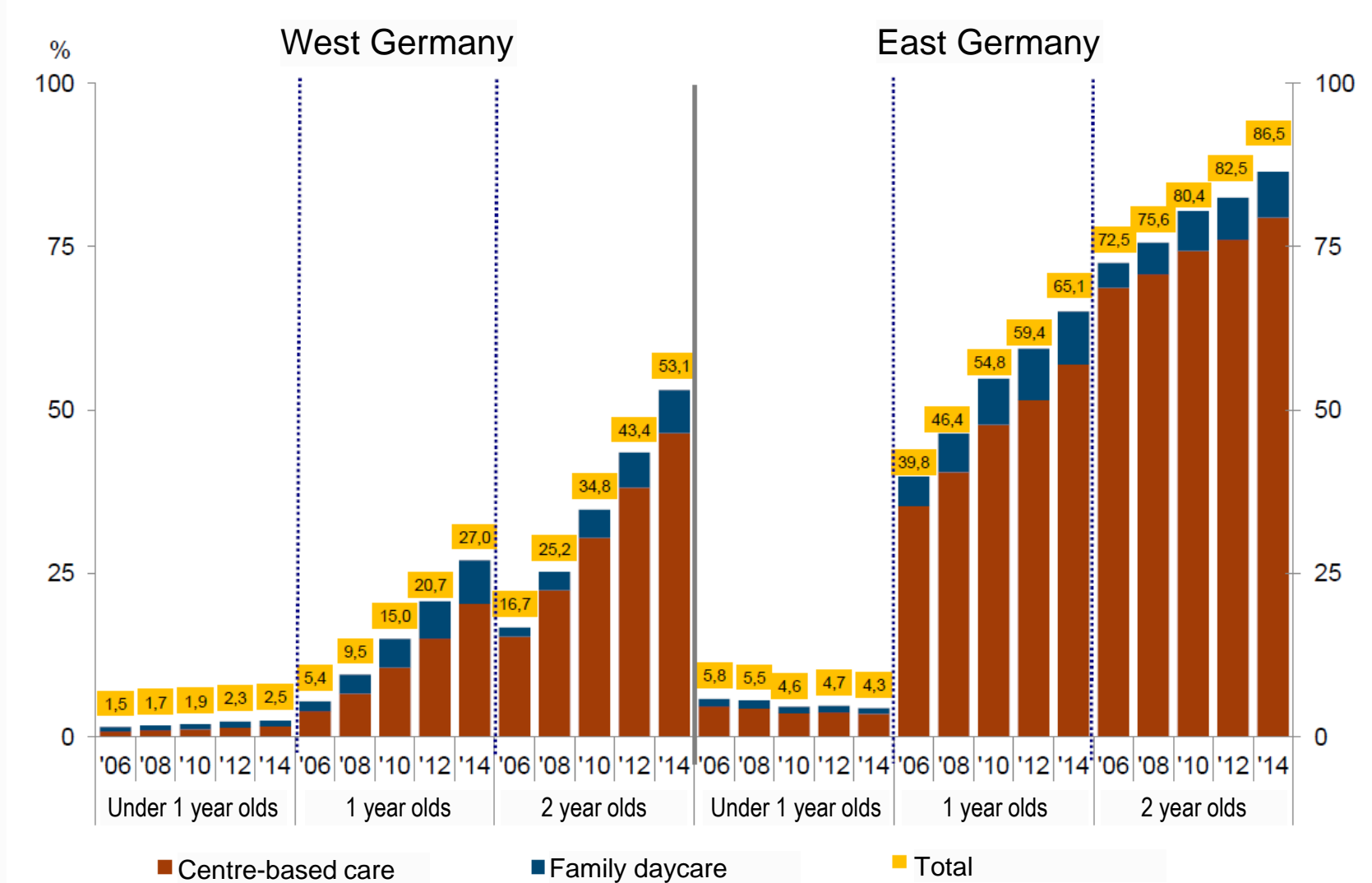
## Milestones of the Expansion

- ECEC summit, Berlin, 2.4.2007:  
Implementation of a ‚demand covering supply‘  
for Underthrees
- 1.8.2013: Legal claim for children aged 12 month

## Core features

- Expansion of ECEC for 1- and 2-year olds
- strong financial investments of the federal government (until 2014: 5,4 billion Euro)
- legally fixed monitoring of the ECEC system

# Increase of ECEC Participation for Underthrees (2006-2014) from 13,6 to 32,3 percent





# LBS Family Study „Transition to Parenthood“

Prof. Dr. Wassilios E. Fthenakis

Prof. Dr. Bernhard Kalicki

Prof. Dr. Anette Engfer

Dr. Gabriele Peitz

Angelika Dittmann-Bölte

Bettina Weitz

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[www.lbswest.de](http://www.lbswest.de)



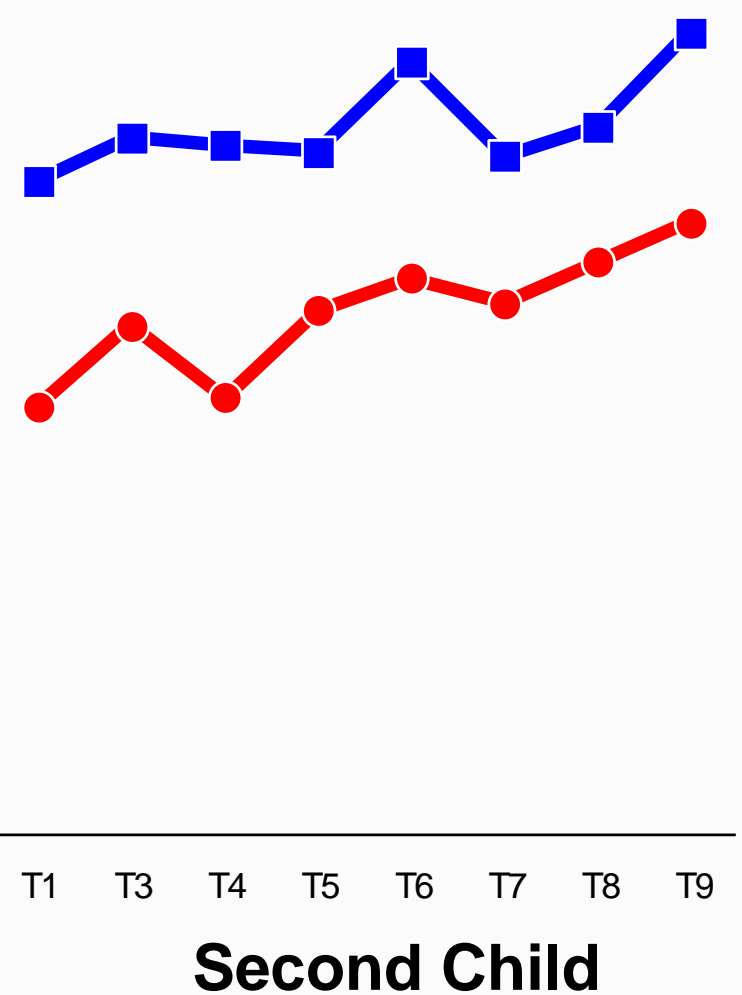
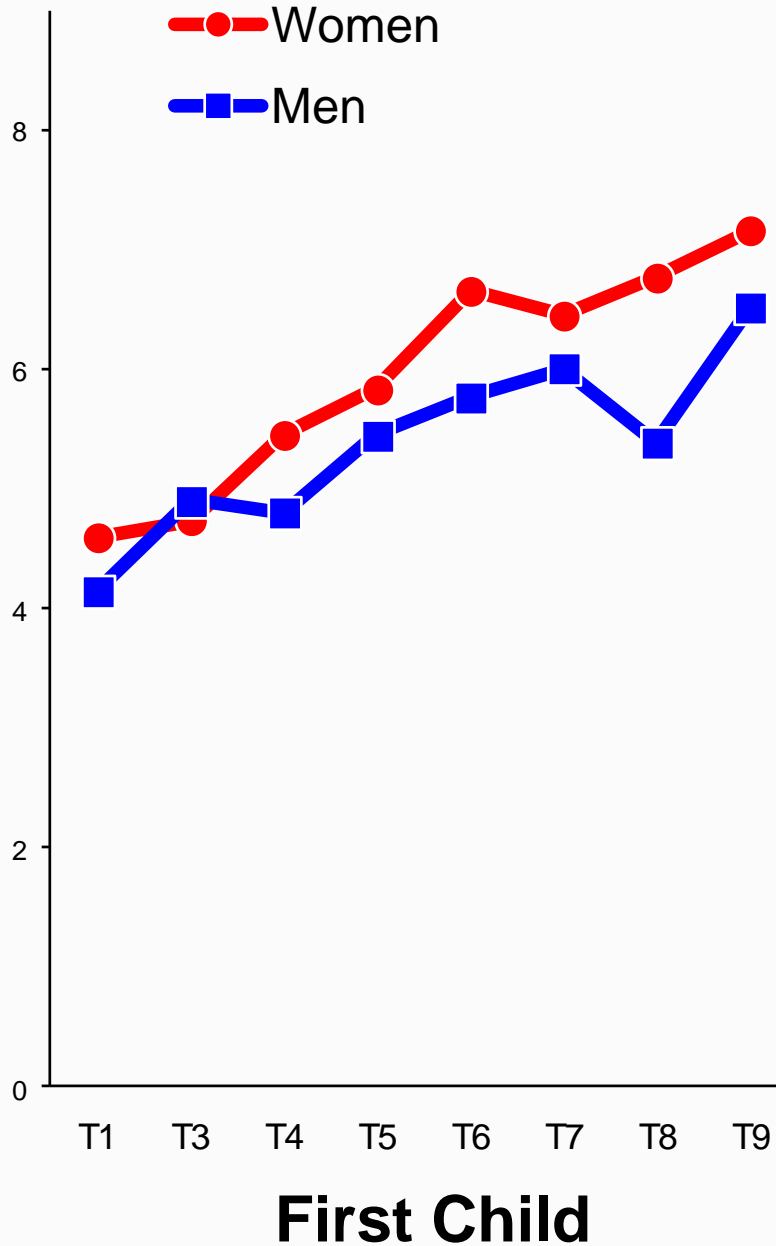
# LBS Family Study „Transition to parenthood“

## Design and sample

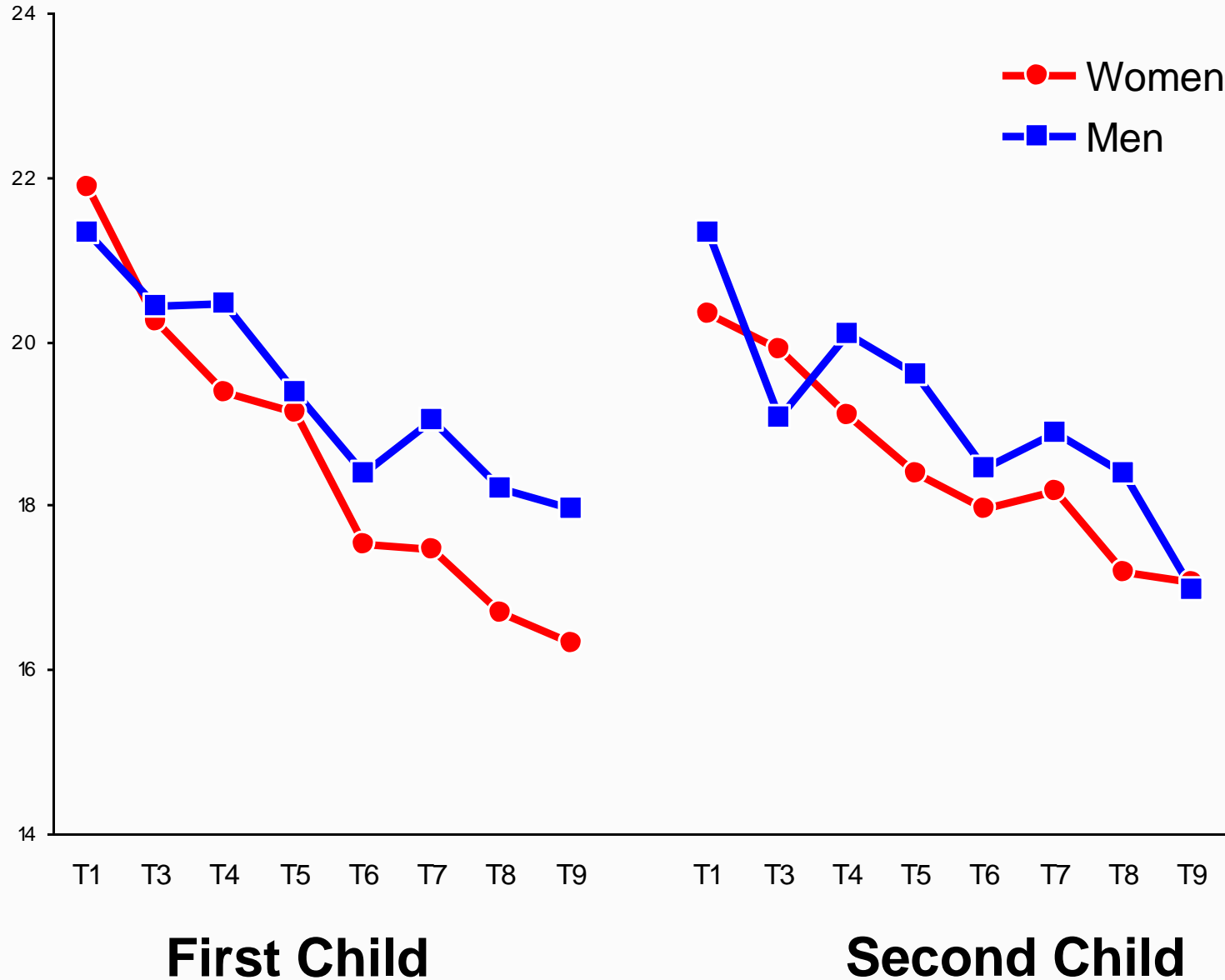
	<b>T1</b> Preg- nancy	<b>T2</b> 8 Weeks	<b>T3</b> 4 Months	<b>T4</b> 1 ½ Years	<b>T5</b> 3 Years	<b>T6</b> 4 ¼ Years	<b>T7</b> 5 ½ Years	<b>T8</b> 7 Years	<b>T9</b> 9 Years	<b>N</b>
<b>First Child</b>										<b>91</b>
<b>Second Child</b>										<b>84</b>

**T1:** N = 175 parental couples  
**T9:** N = 109 complete data sets

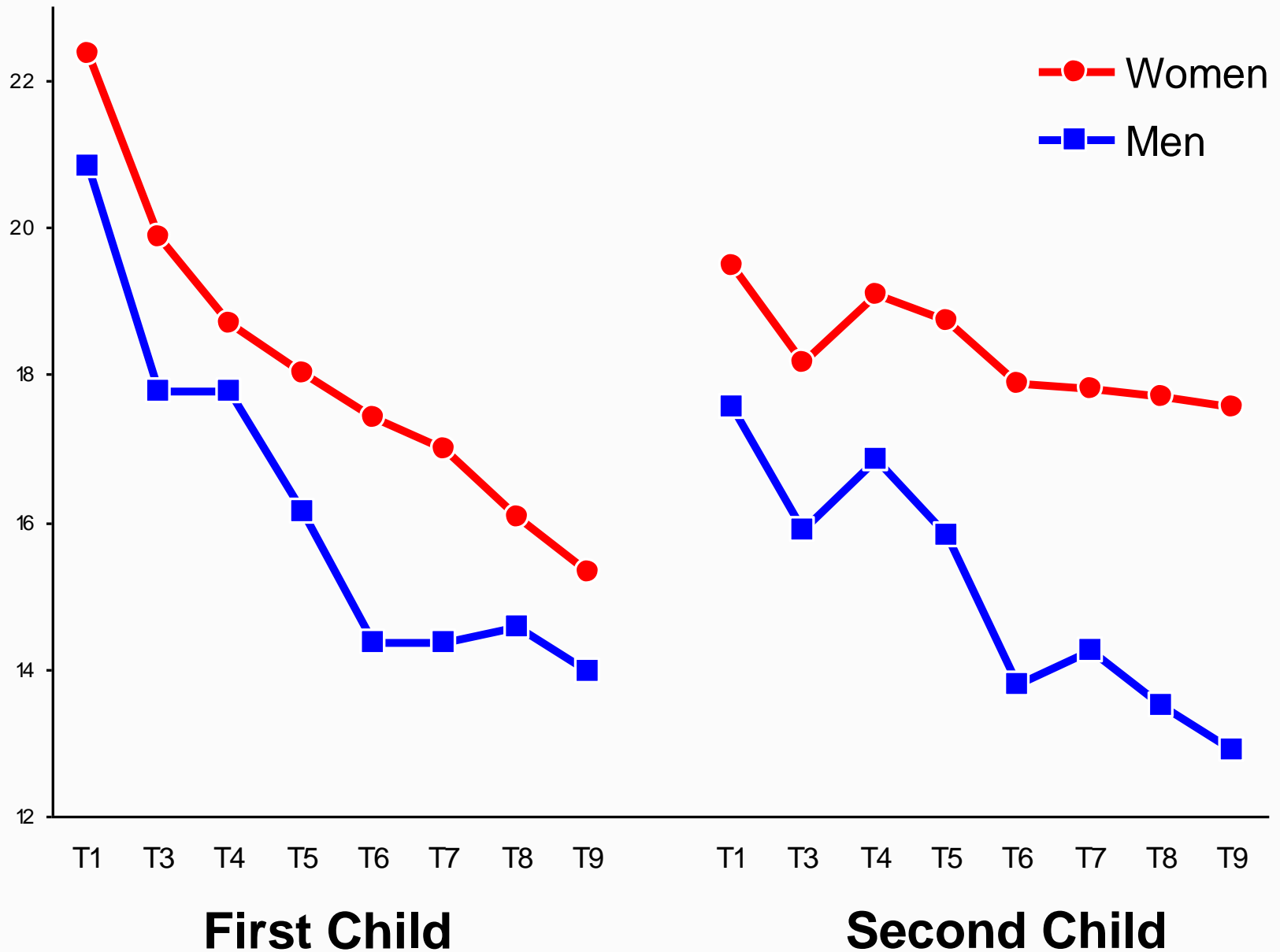
# Increase of Conflict



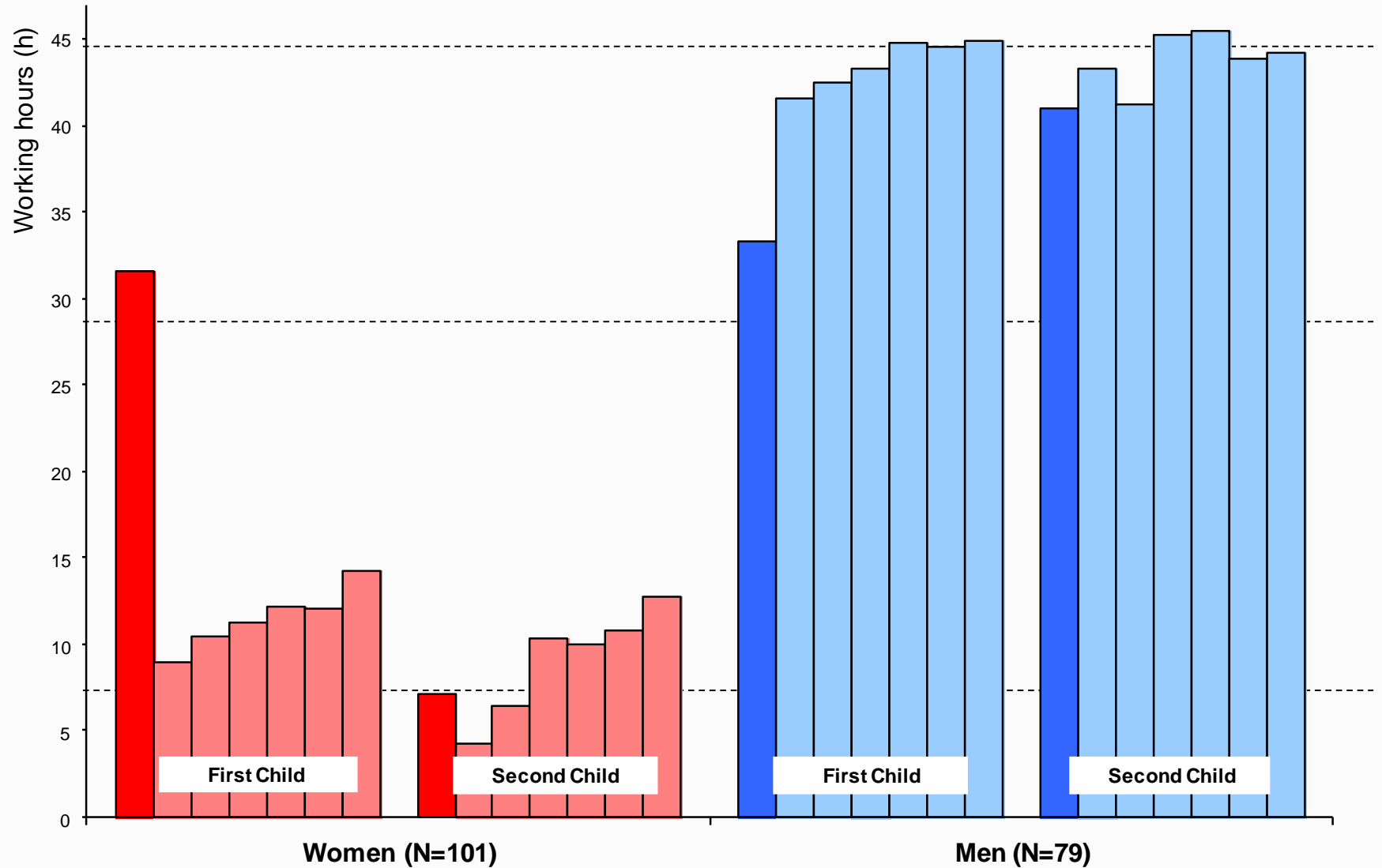
# Decline of Positive Communication



# Decline of Intimacy & Sexuality

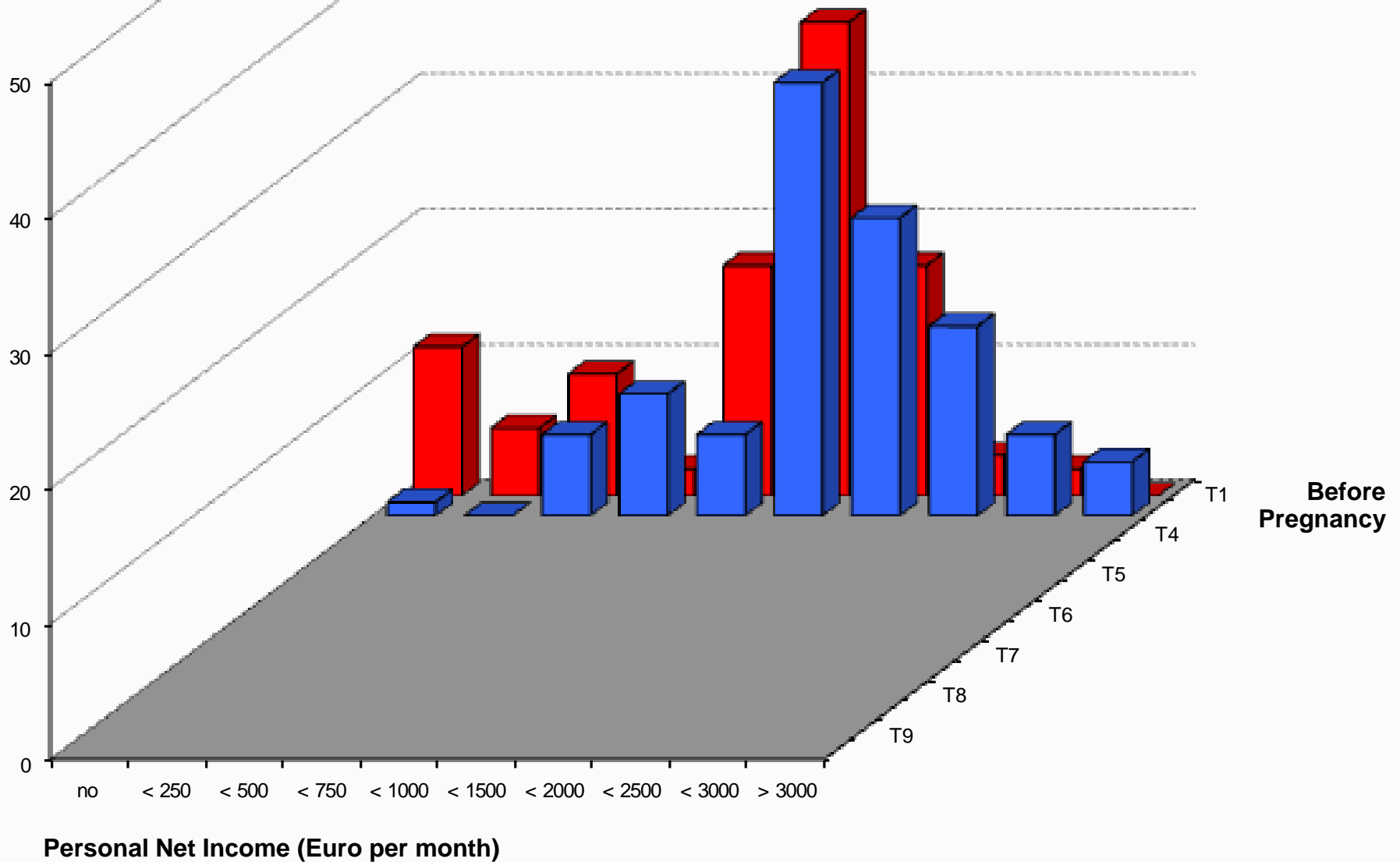


# Labor-force Participation during the Transition to Parenthood



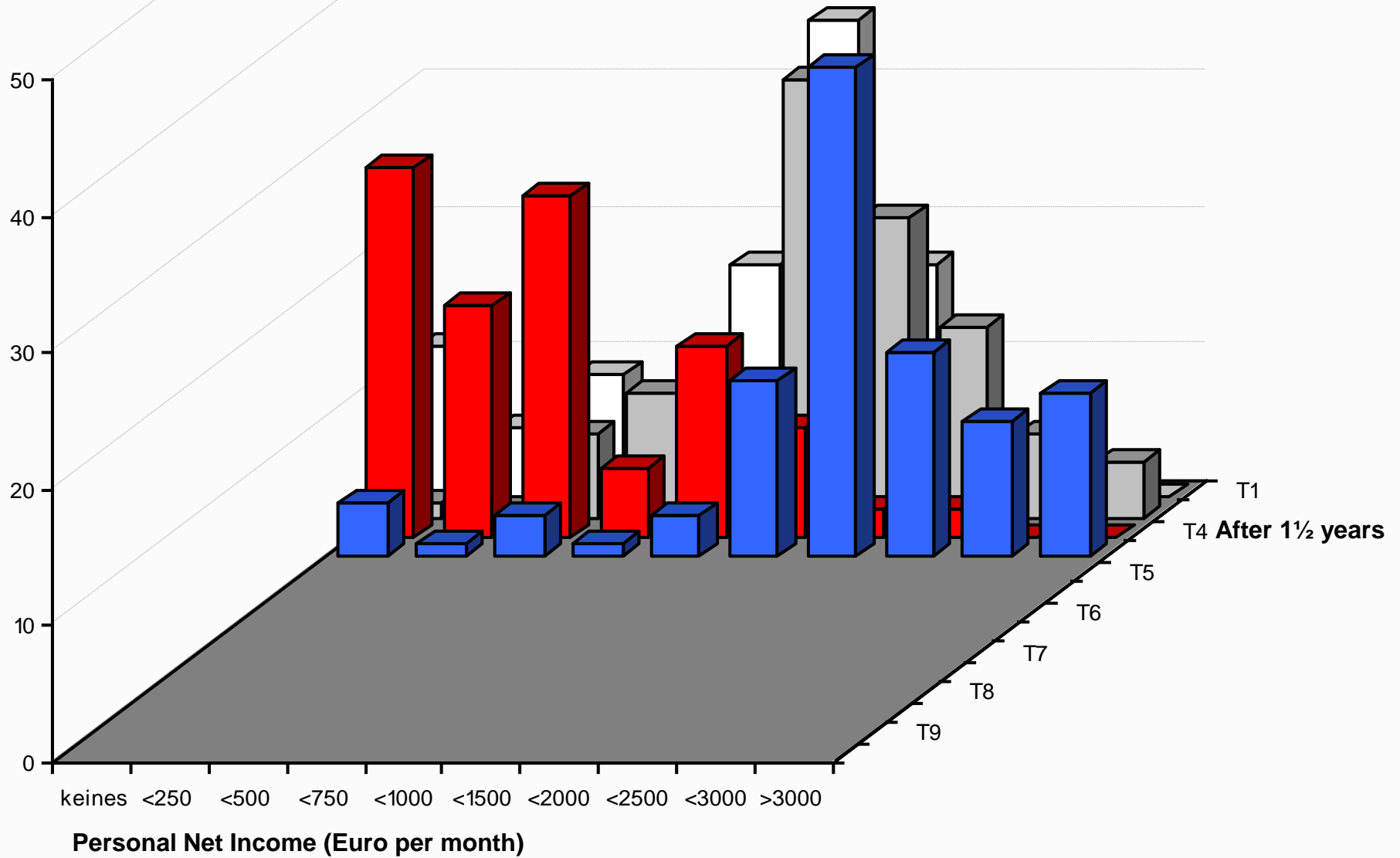
# Relocation of Income

(First Child group)



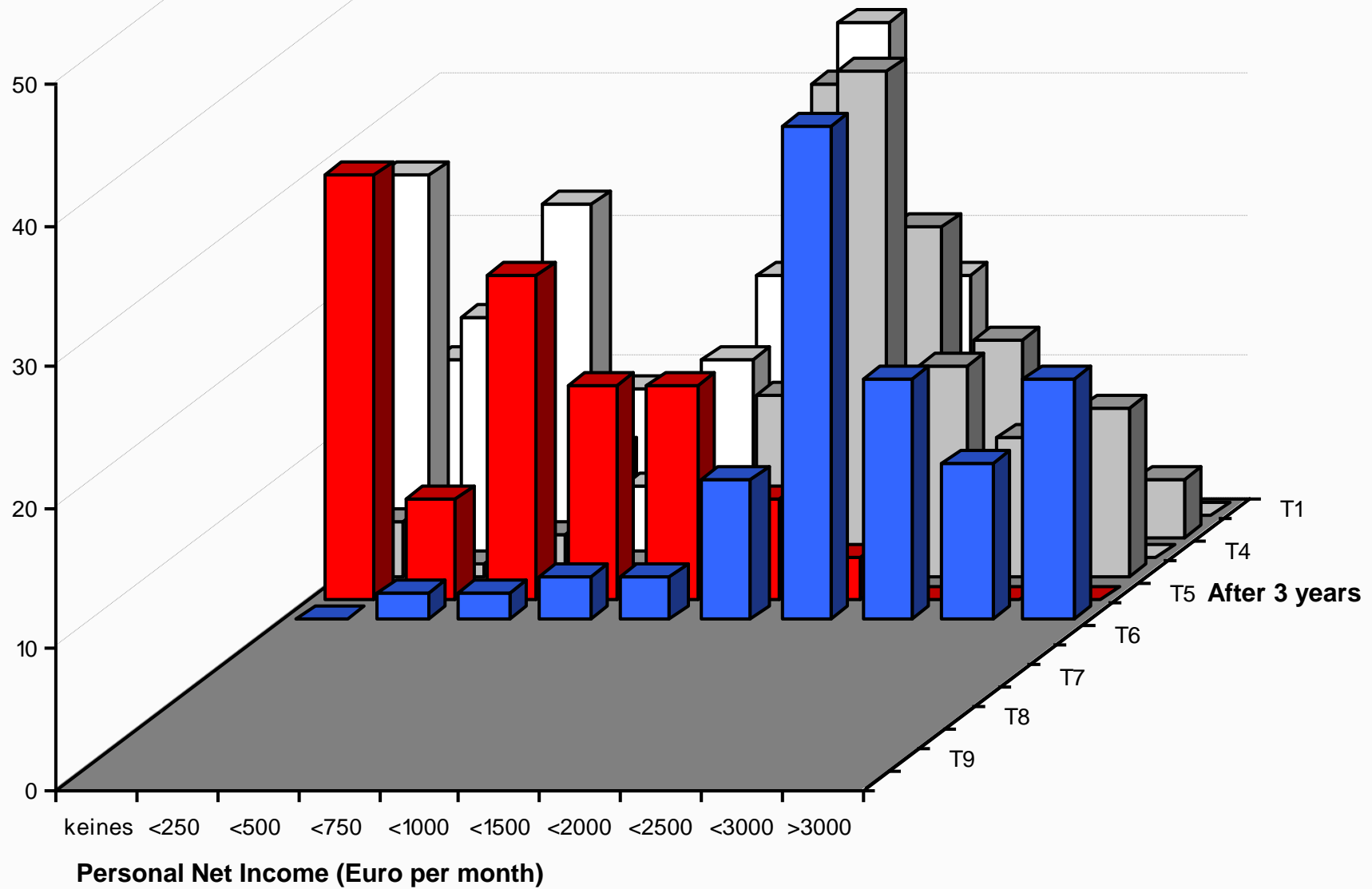


(First Child group)



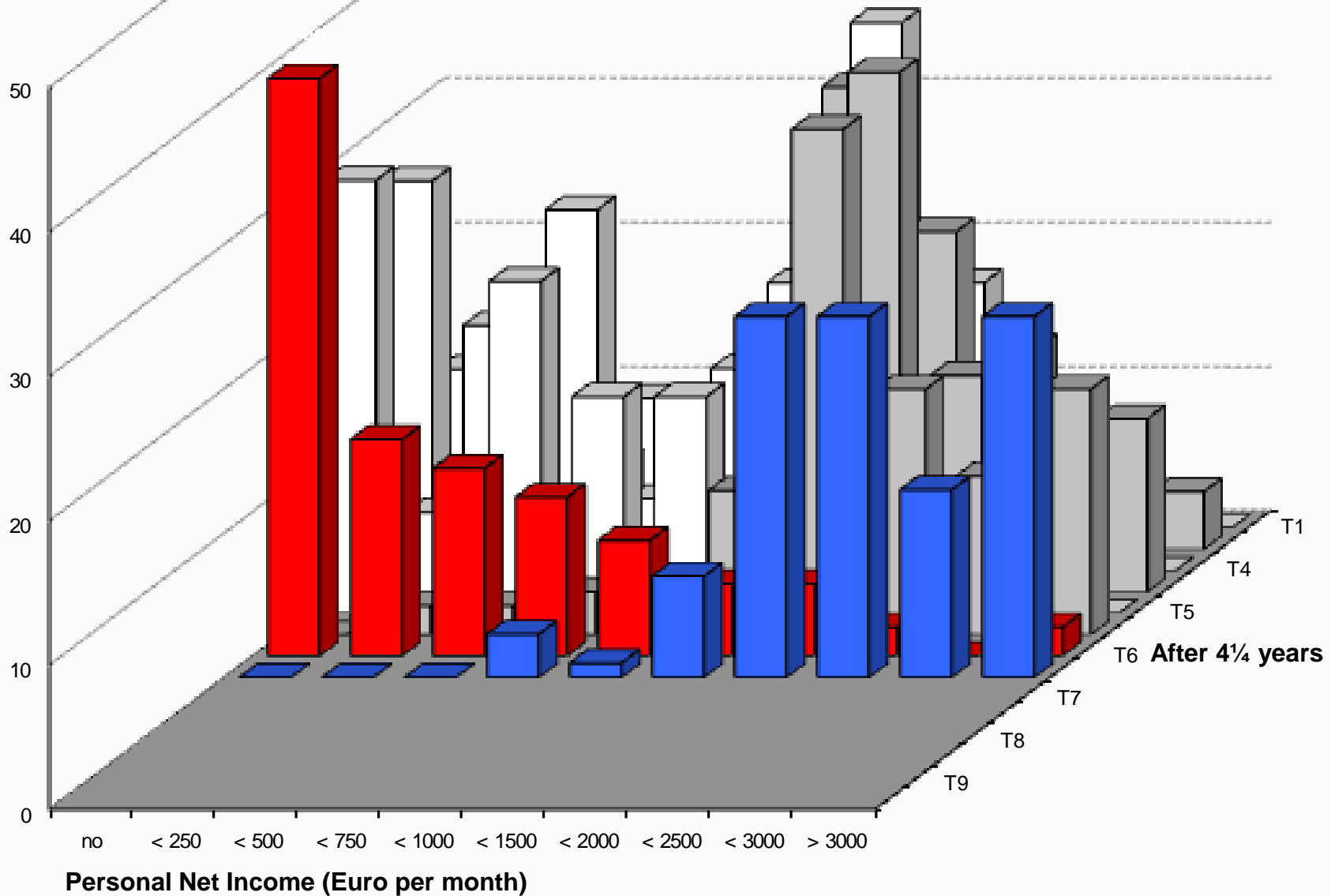
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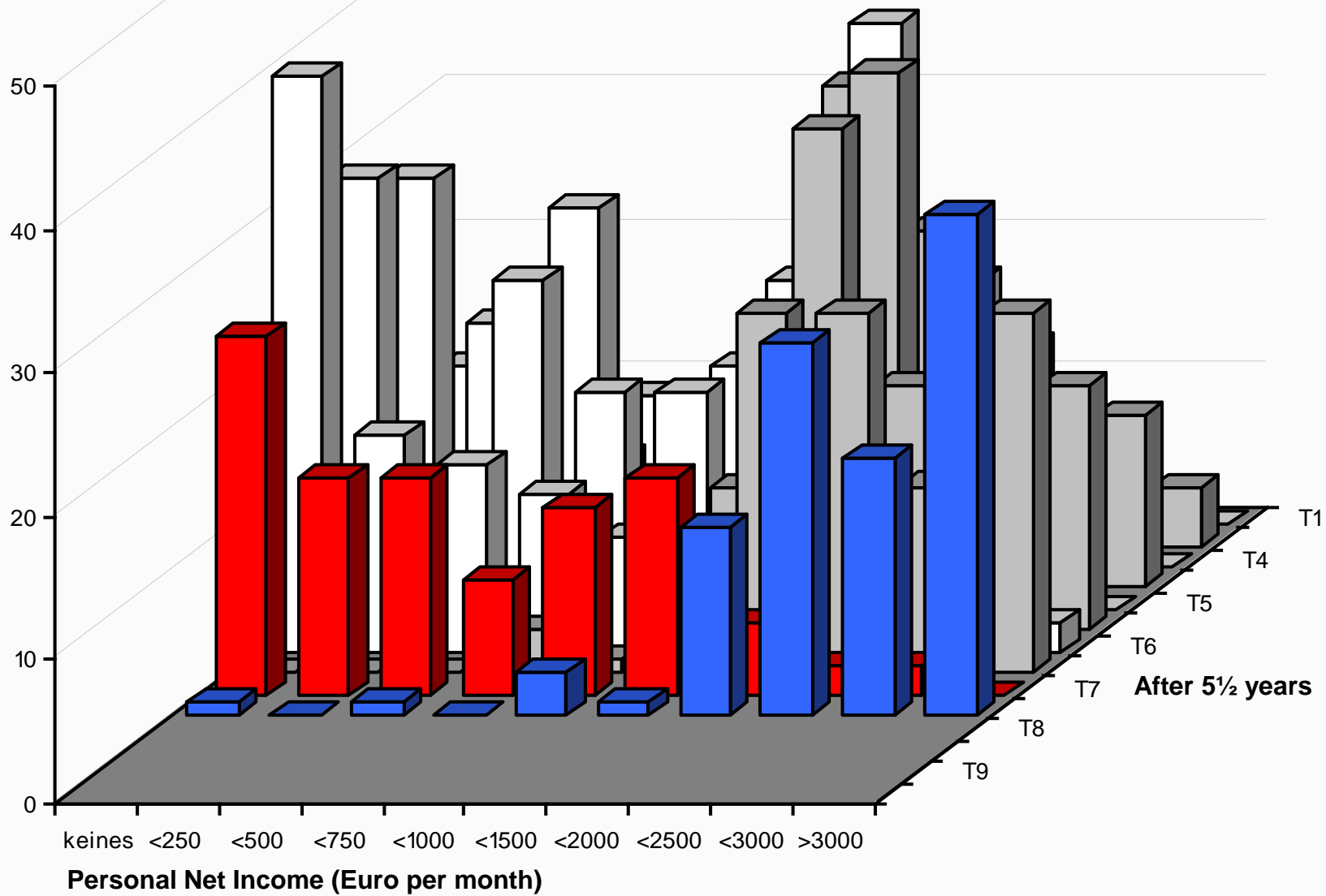
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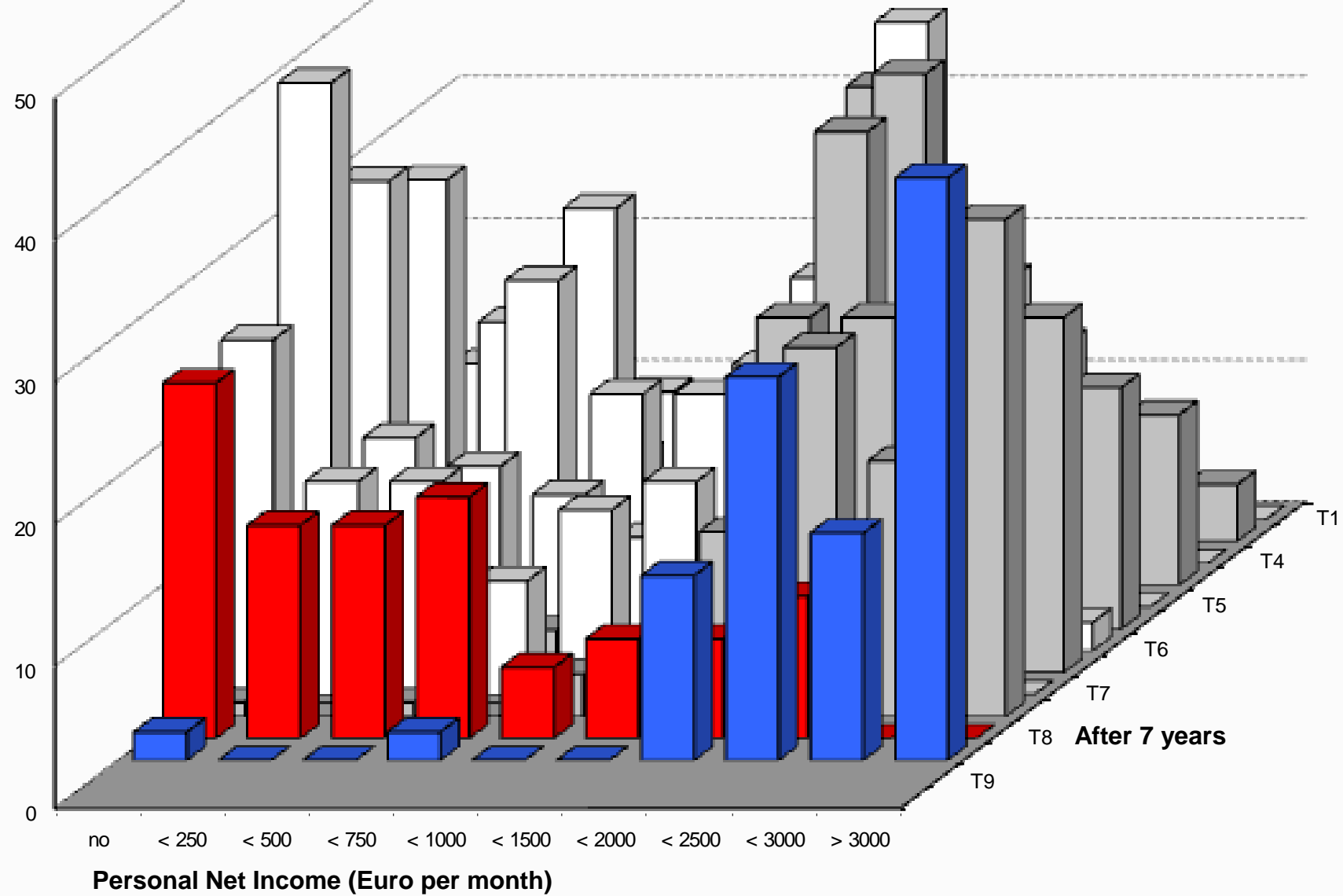
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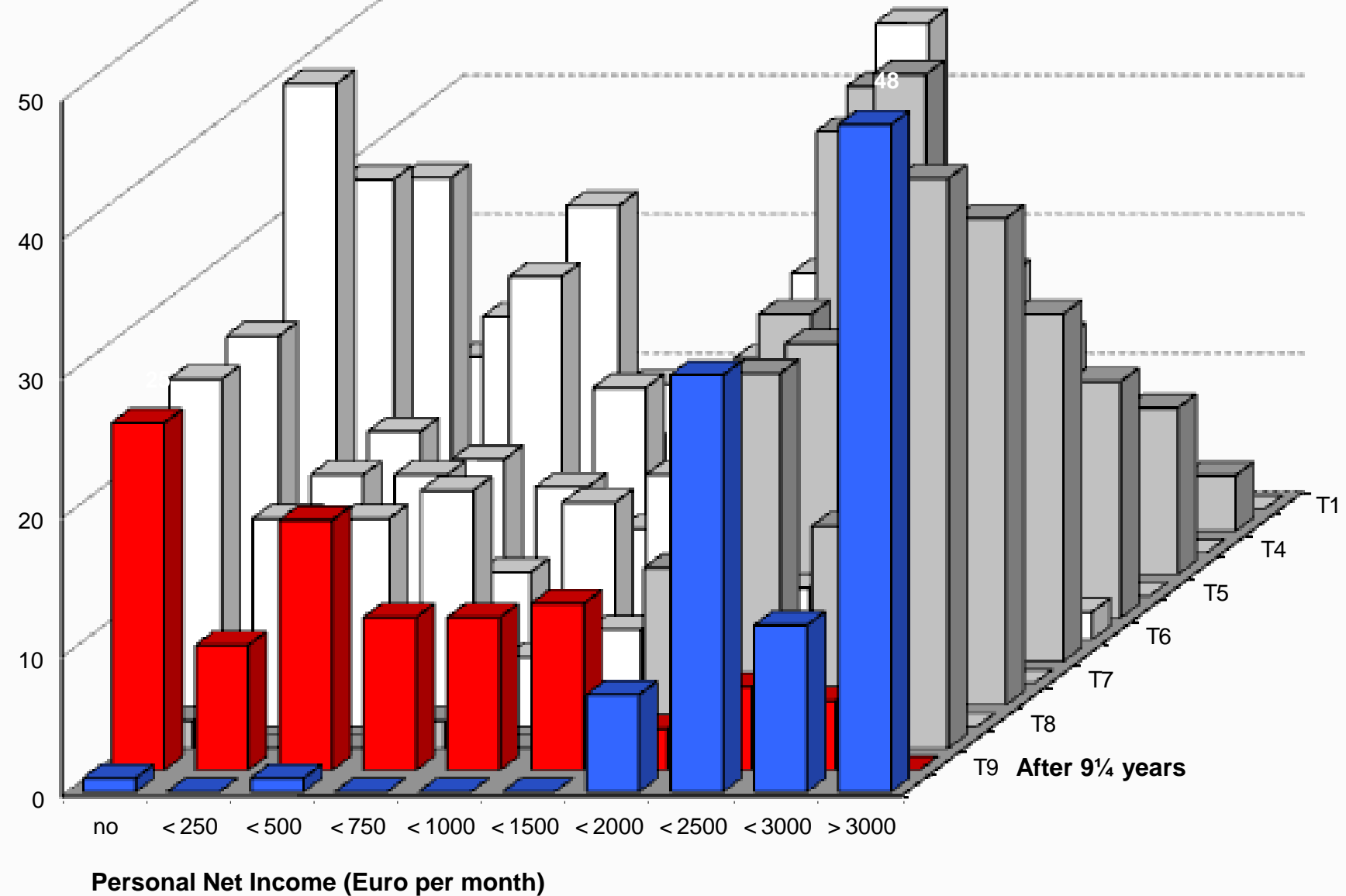
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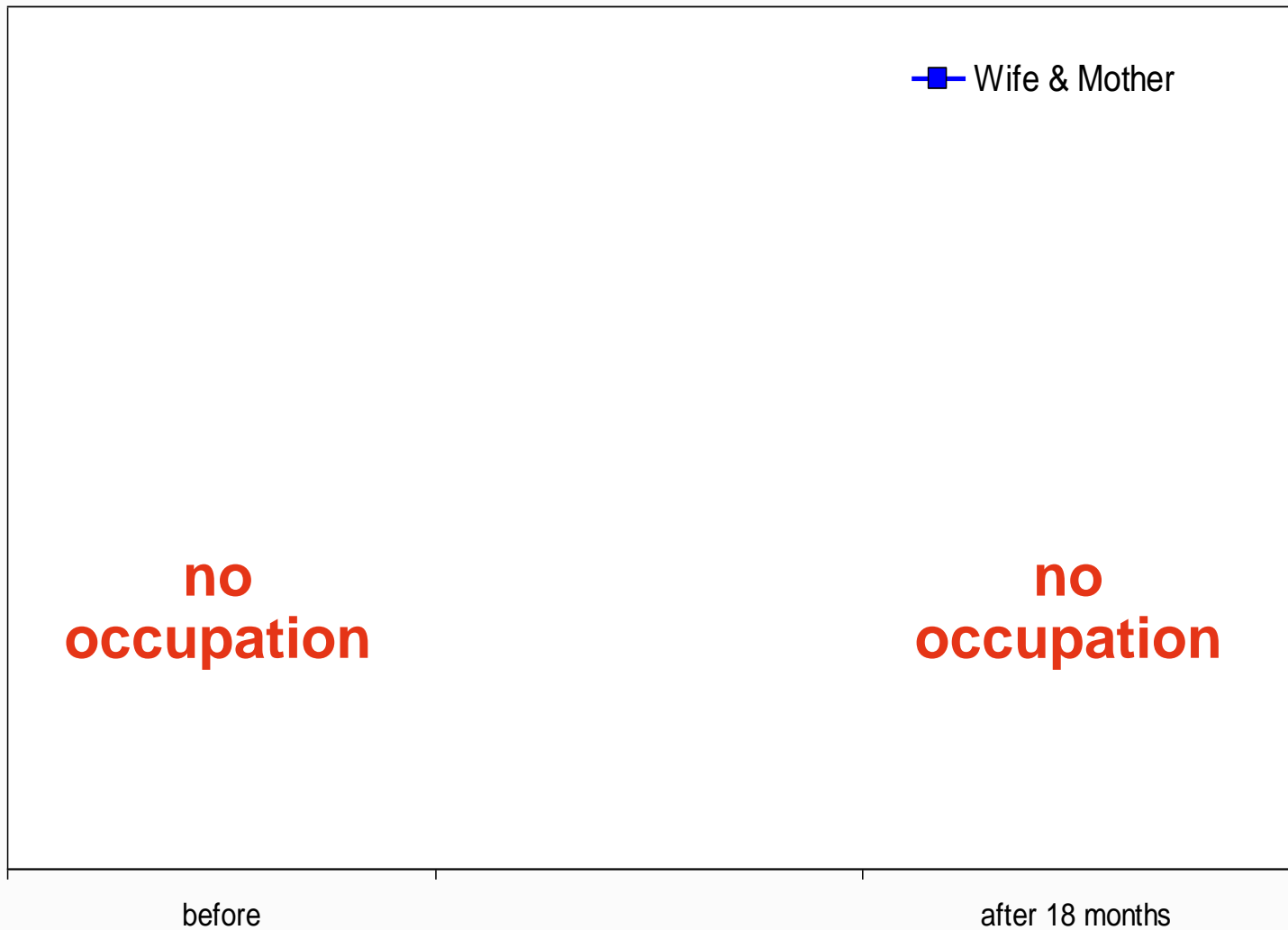


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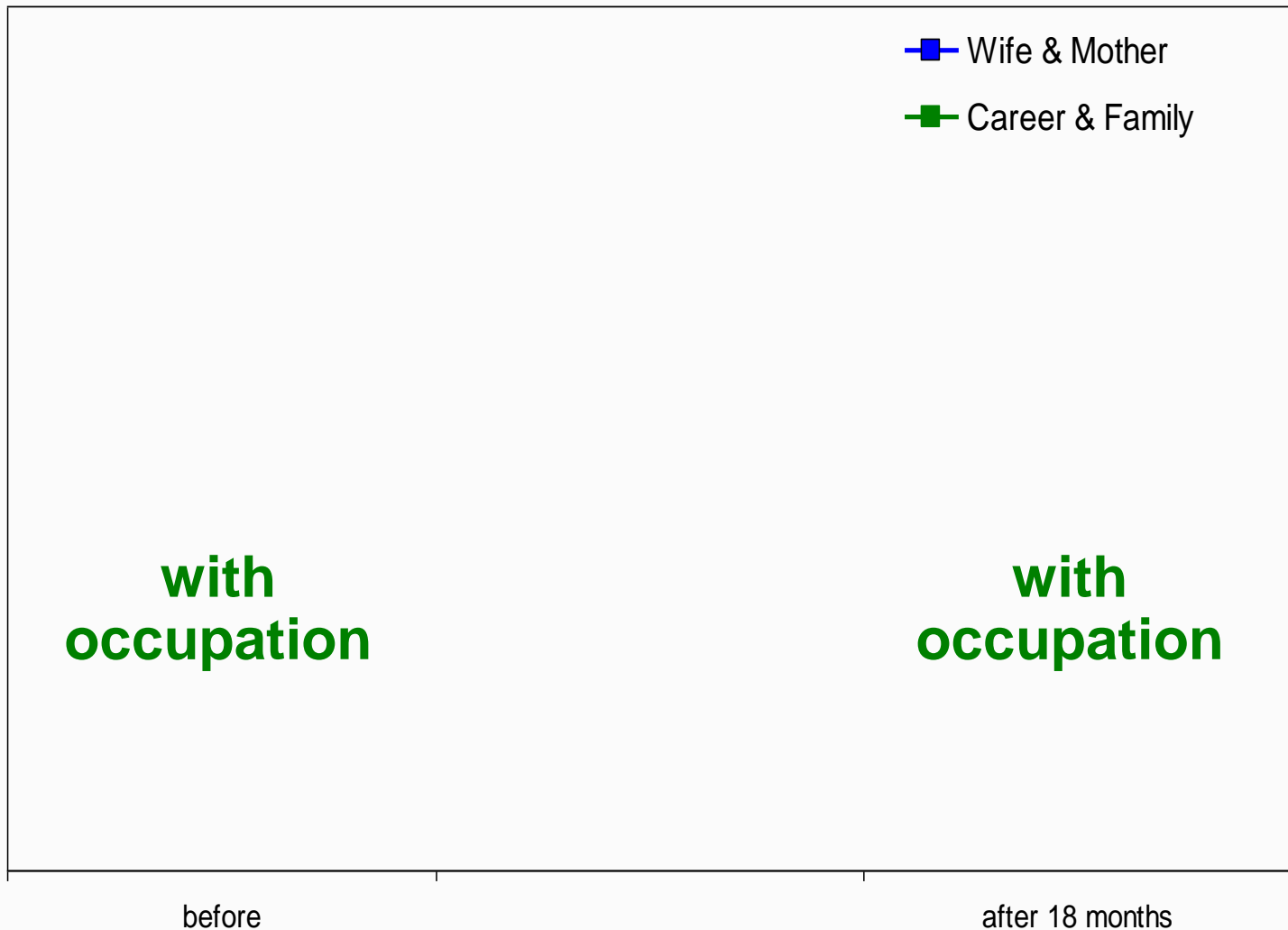


# Patterns of Labor-force Participation

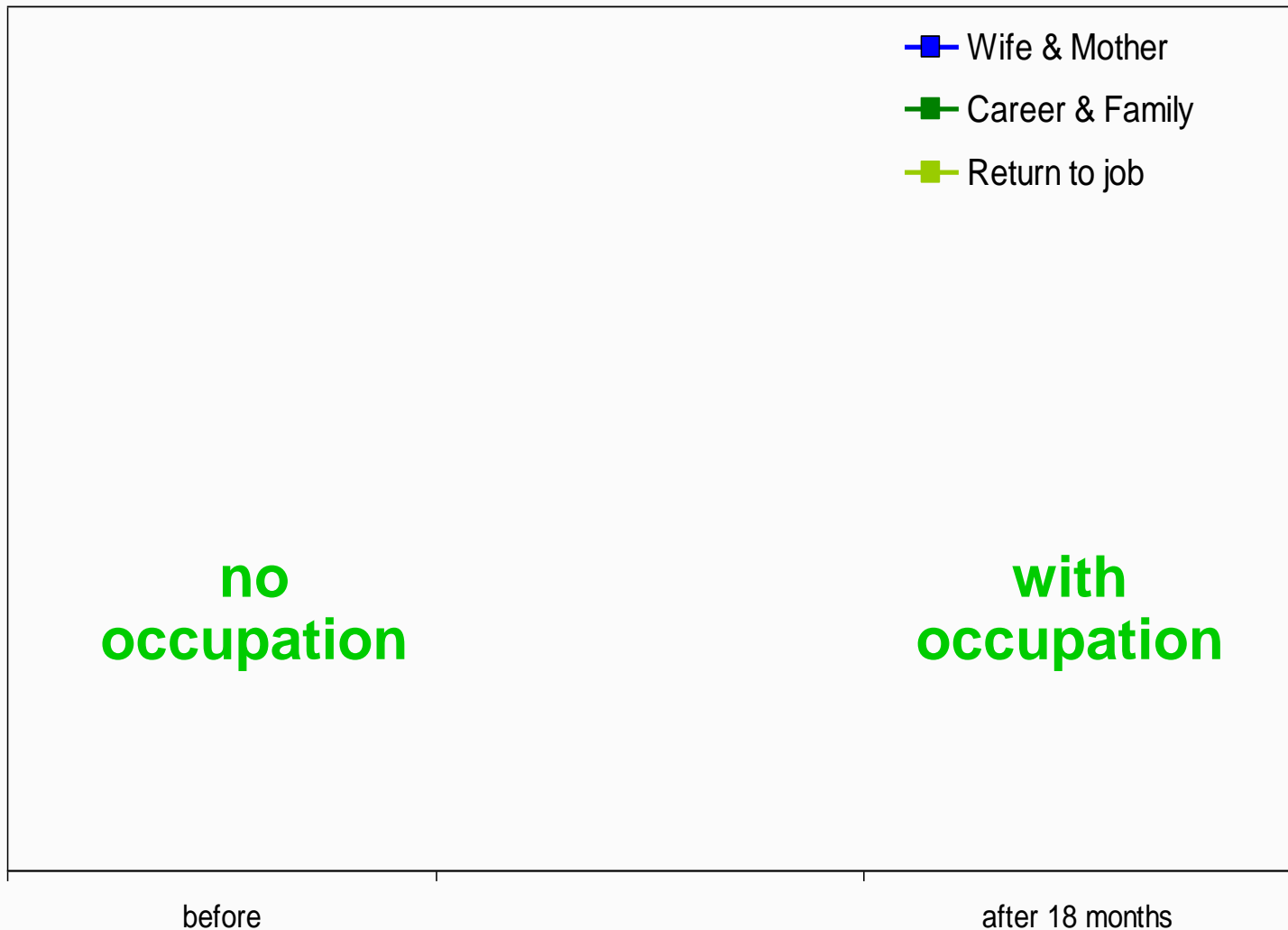




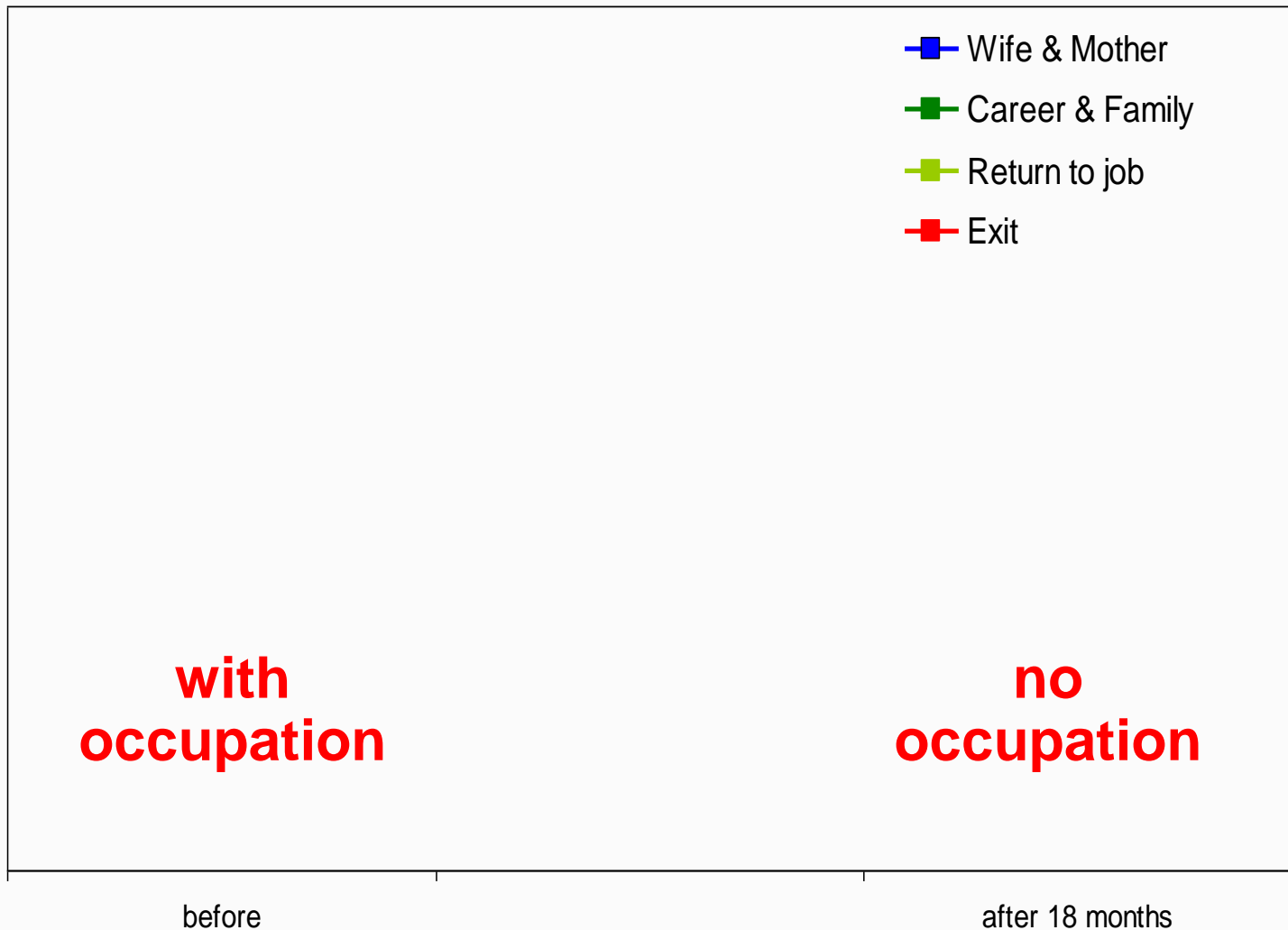
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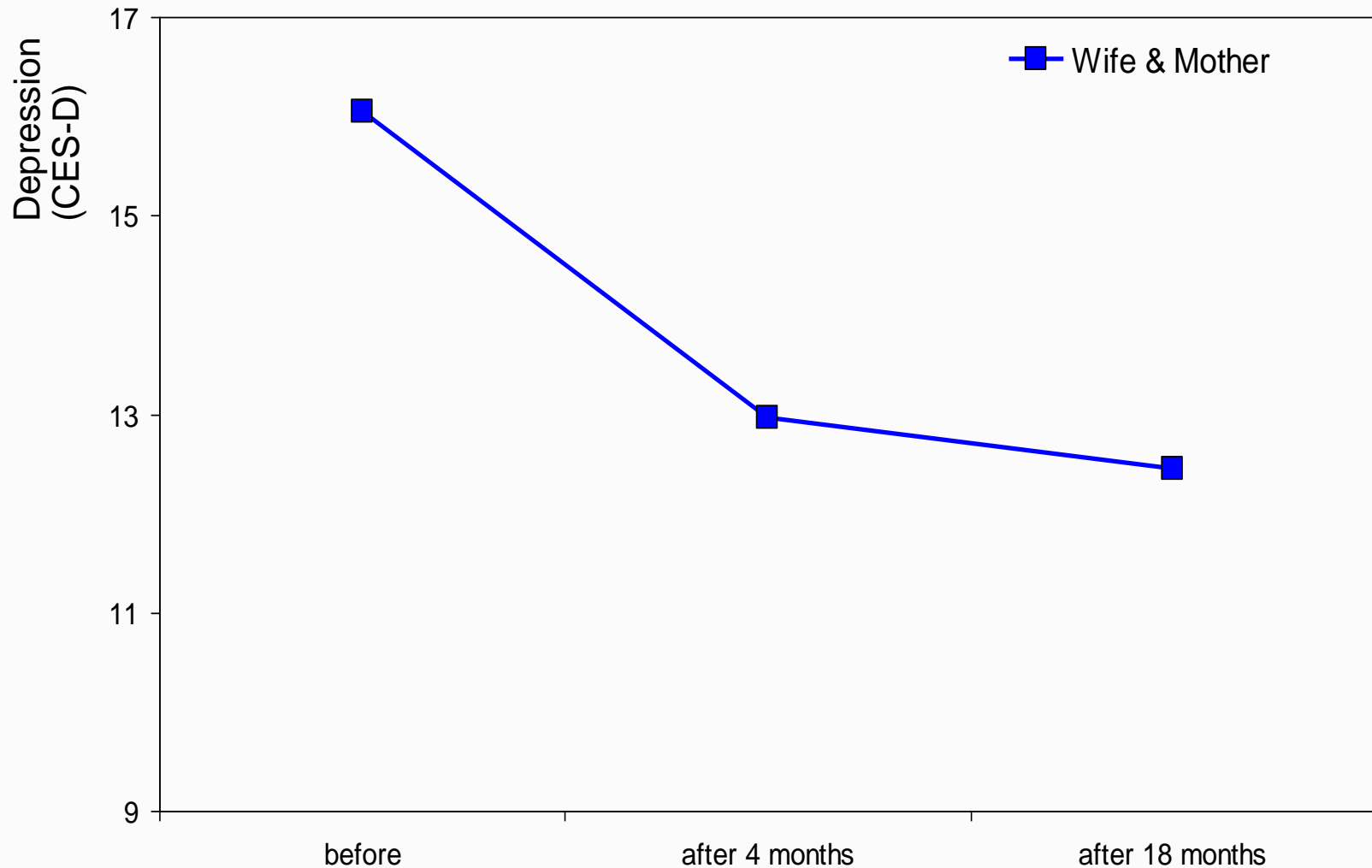


# Patterns of Labor-force Participation



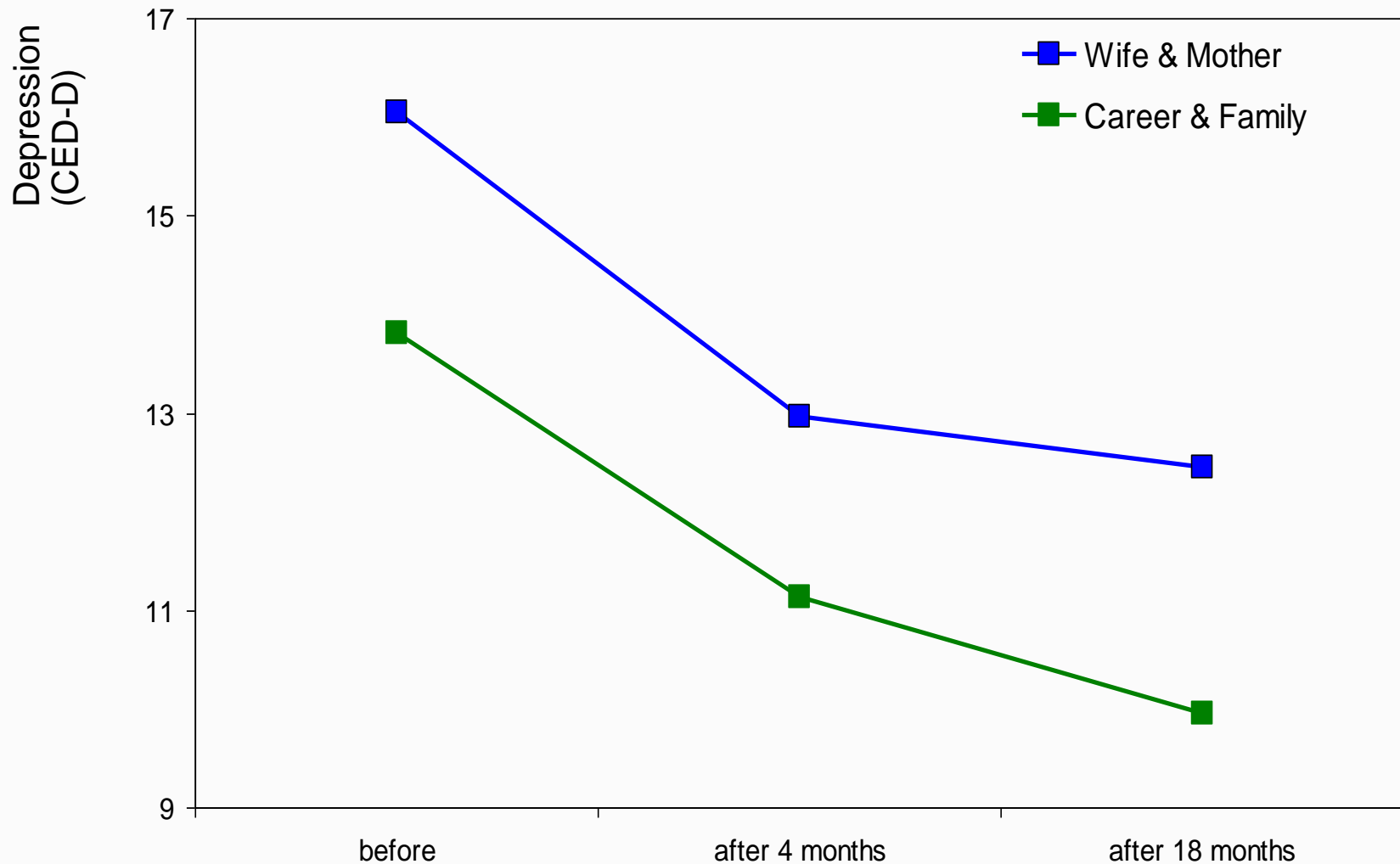
# Development of Maternal Depression

## by Pattern of Labor-force Participation



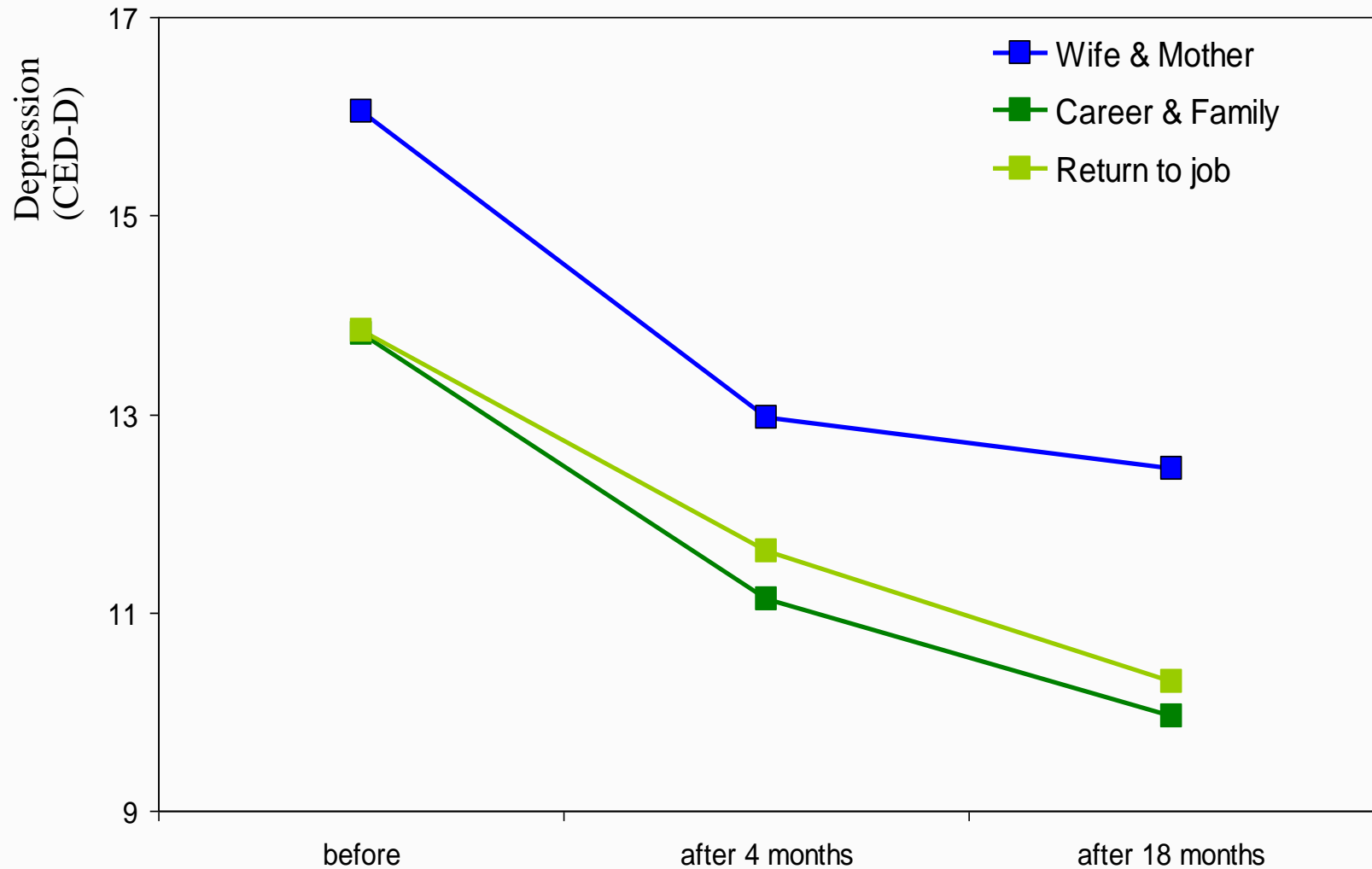
# Development of Maternal Depression

## by Pattern of Labor-force Participation



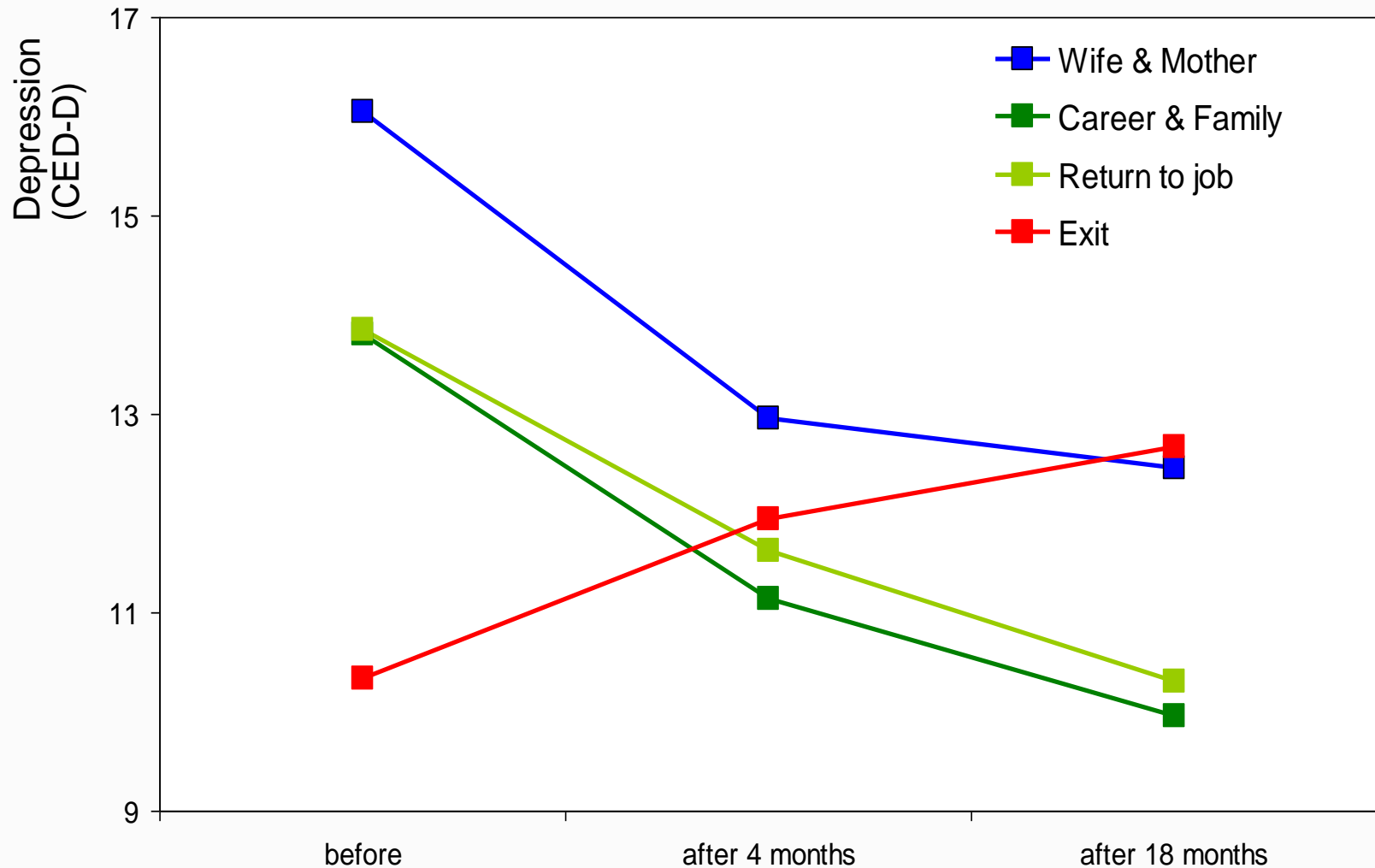
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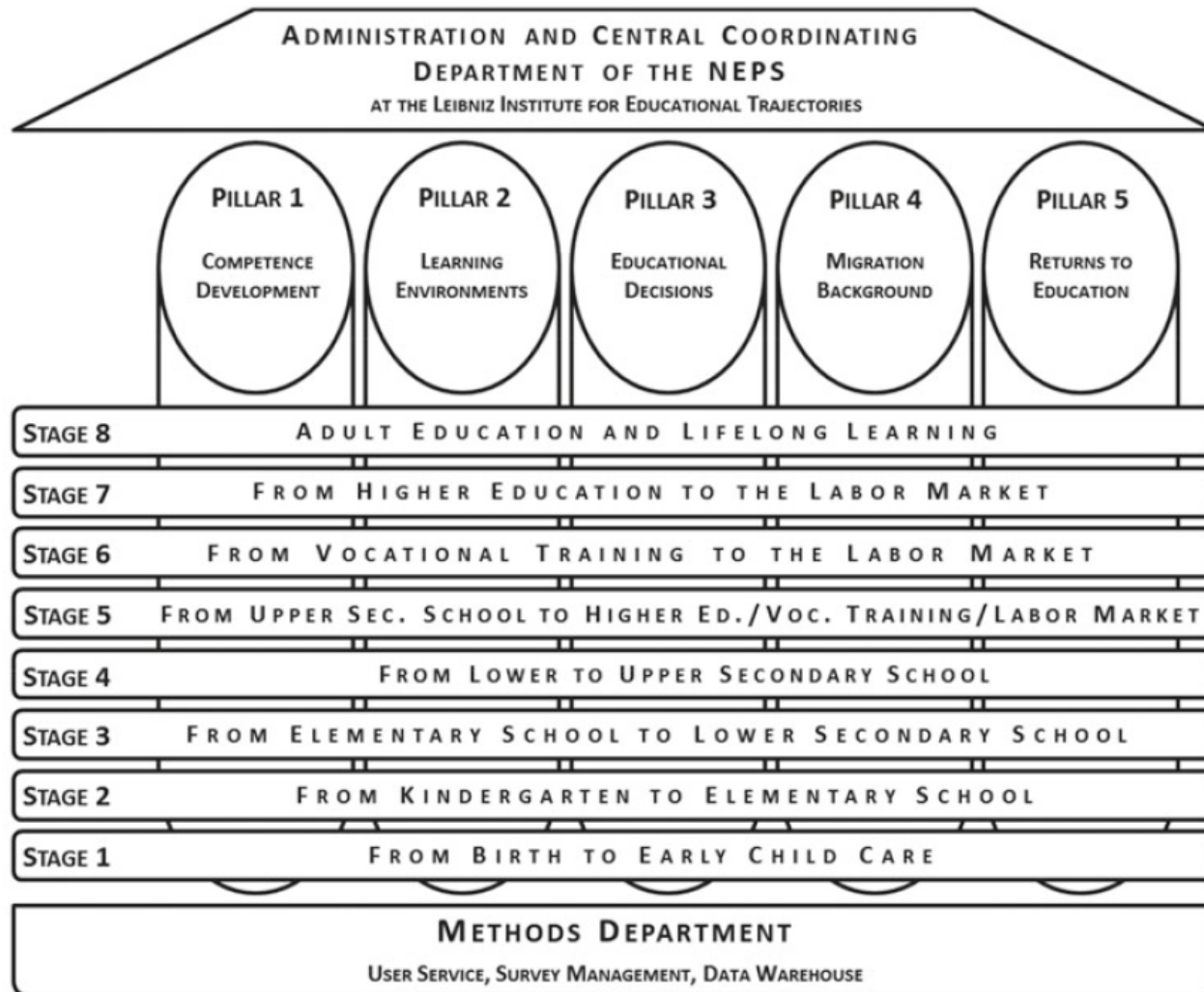
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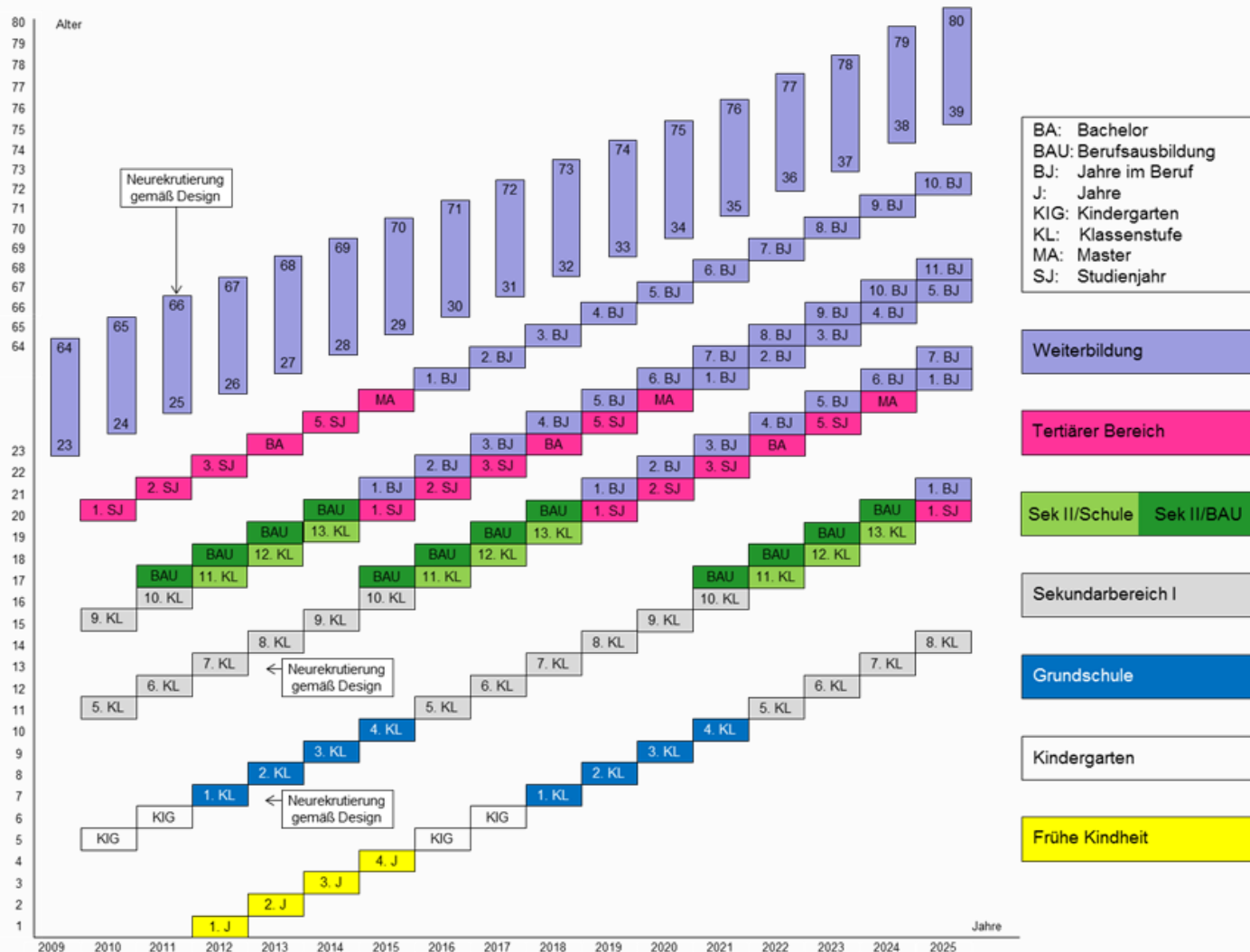


### 3. National Educational Panel Study (NEPS)

# The National Educational Panel Study (NEPS): Theoretical framework



# The National Educational Panel Study (NEPS): Sequential design



# The National Educational Panel Study (NEPS): Sample sizes

Starting Cohorts	Sampling	Units <sup>a</sup>	Participants
SC1: Early childhood	Individual sample	3,481	Children, mother, childminder
SC2: Kindergarten	Institutional sample	3,007	Children, parents, educator, head
Elementary school	Institutional sample	6,342	Students, parents, teacher, principal
SC3: Grade 5	Institutional sample	6,112	Students, parents, teacher, principal
Grade 7		2,205	
SC4: Grade 9	Institutional sample	16,425	Students, parents, teacher, principal Students, parents, teacher, principal Students
SC5: Students in higher education	Institutional sample	17,910	College students
SC6: Adult education and lifelong learning	Individual sample	13,576	Adults
Wave 3		5,208	

Notes. <sup>a</sup>Unless indicated otherwise, values refer to gross panel sample of the first survey wave.

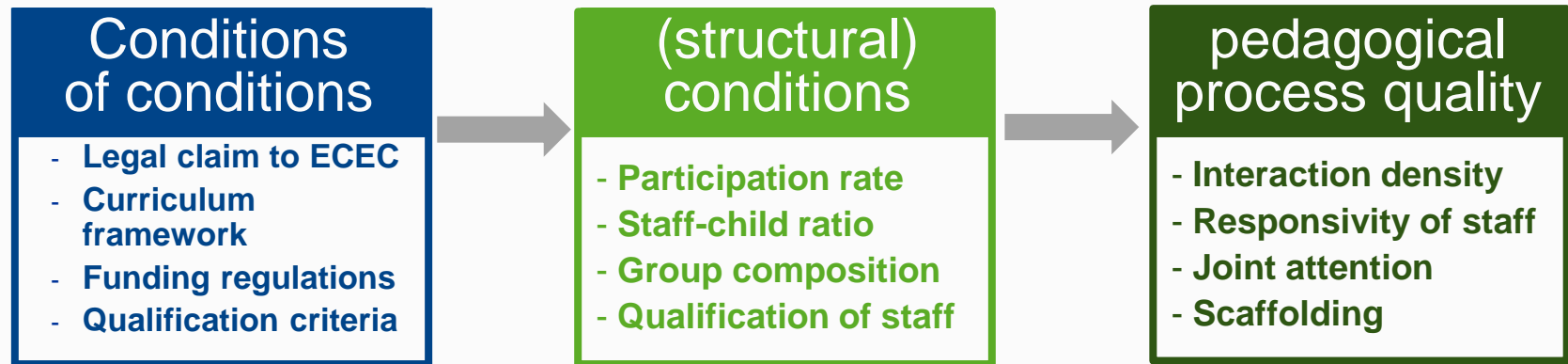
# The National Educational Panel Study (NEPS)

**Fig. 1:** Geographical distribution of institutes and universities participating in the National Educational Panel Study

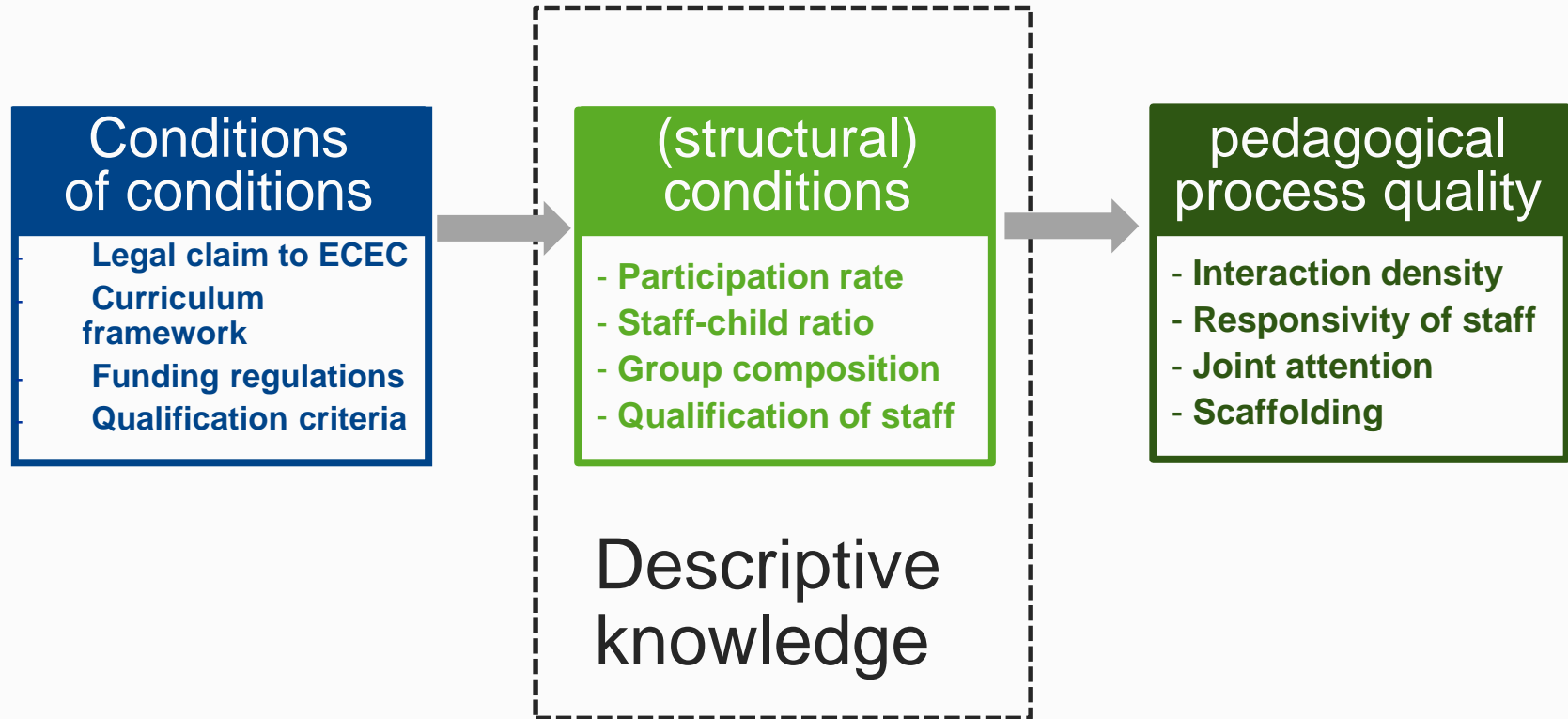


## 4. Discussion

Kalicki, B., Woo, N. & Barnett, S. (in press). Editorial. Thematic issue „Longitudinal Studies in ECEC – challenges of translating research into policy action”. *International Journal of Child Care and Education Policy* (ICEP-D-16-00014).

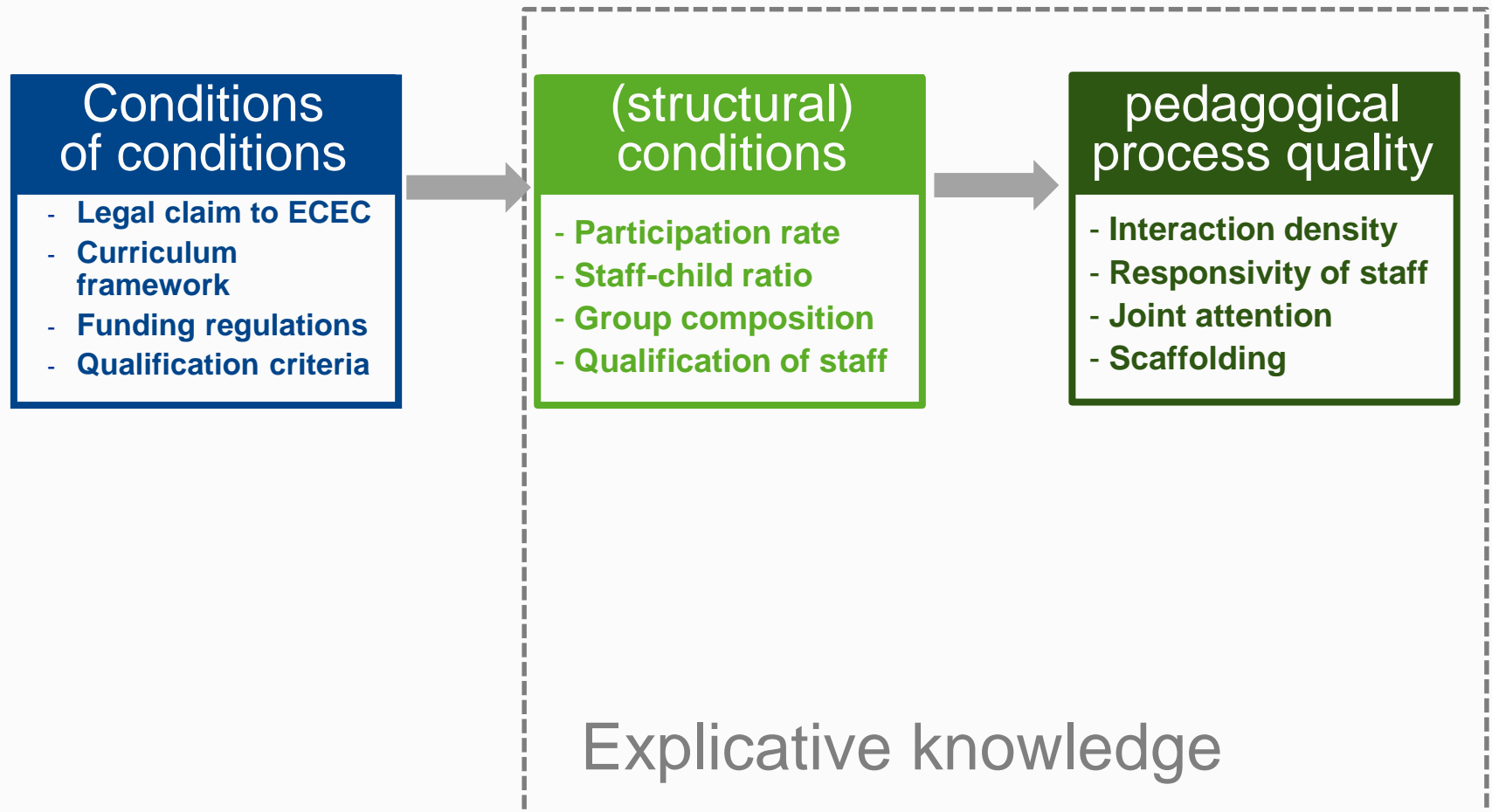


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## Operative knowledge

### Conditions of conditions

- Legal claim to ECEC
- Curriculum framework
- Funding regulations
- Qualification criteria

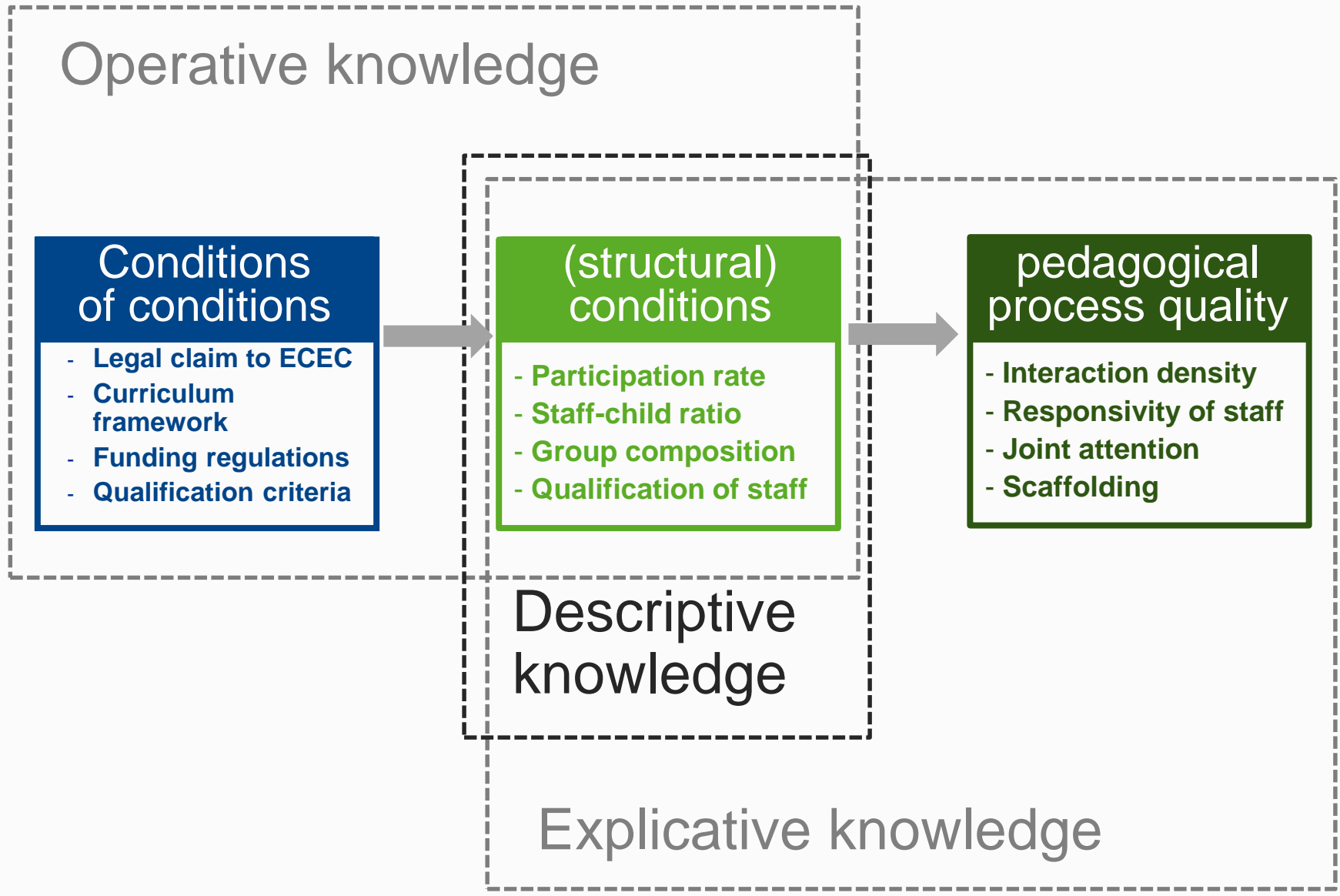
### (structural) conditions

- Participation rate
- Staff-child ratio
- Group composition
- Qualification of staff

### pedagogical process quality

- Interaction density
- Responsivity of staff
- Joint attention
- Scaffolding

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