

„The first years count!“

# *nifbe* Niedersächsisches Institut für frühkindliche Bildung und Entwicklung

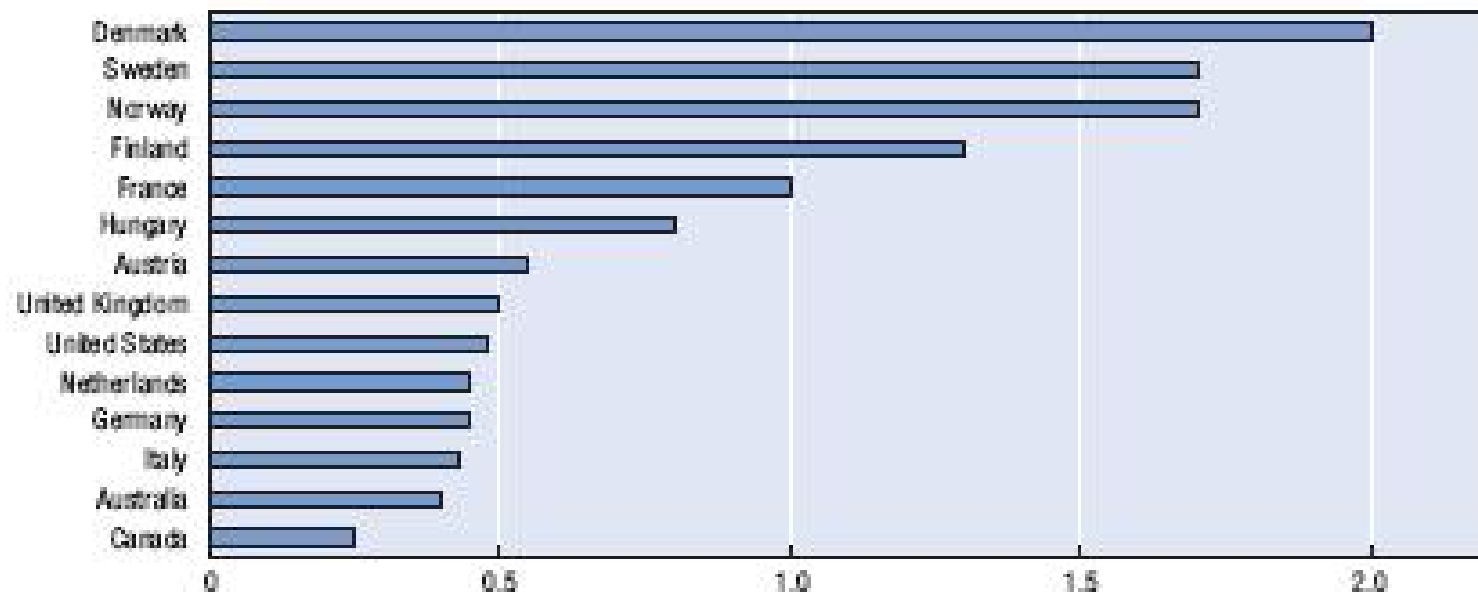


## **ECEC in Germany: facts**

- Public expenditure
- Child-teacher ratio
- The ECEC system: principle of subsidiarity
- Lower Saxony: basic conditions, central challenges in the future
- Nifbe: structures, tasks, research themes

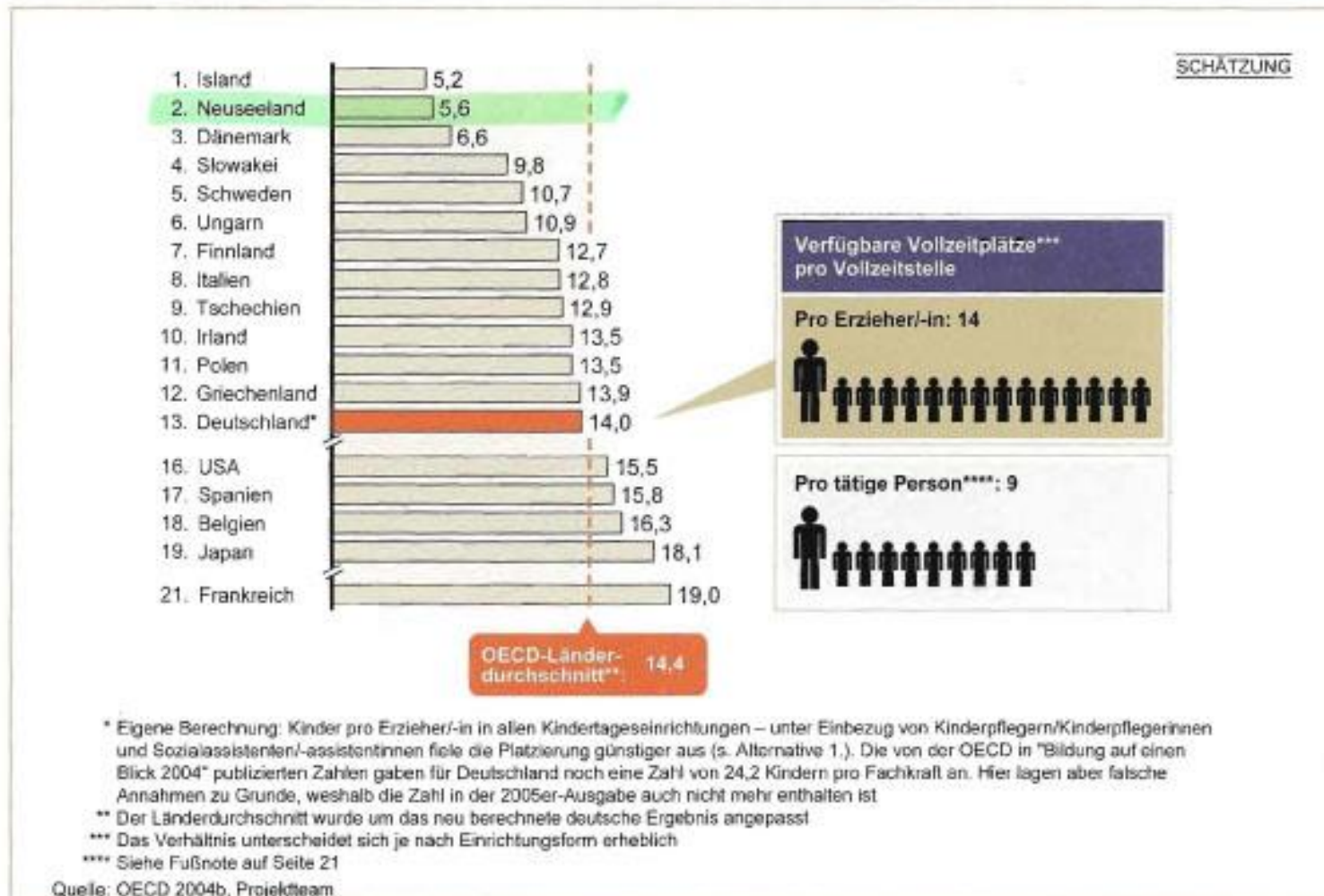
# Expenses in ECEC: proportional (GDP)

Figure 5.3. Public expenditure on ECEC services (0-6 years)  
in selected OECD countries (%)

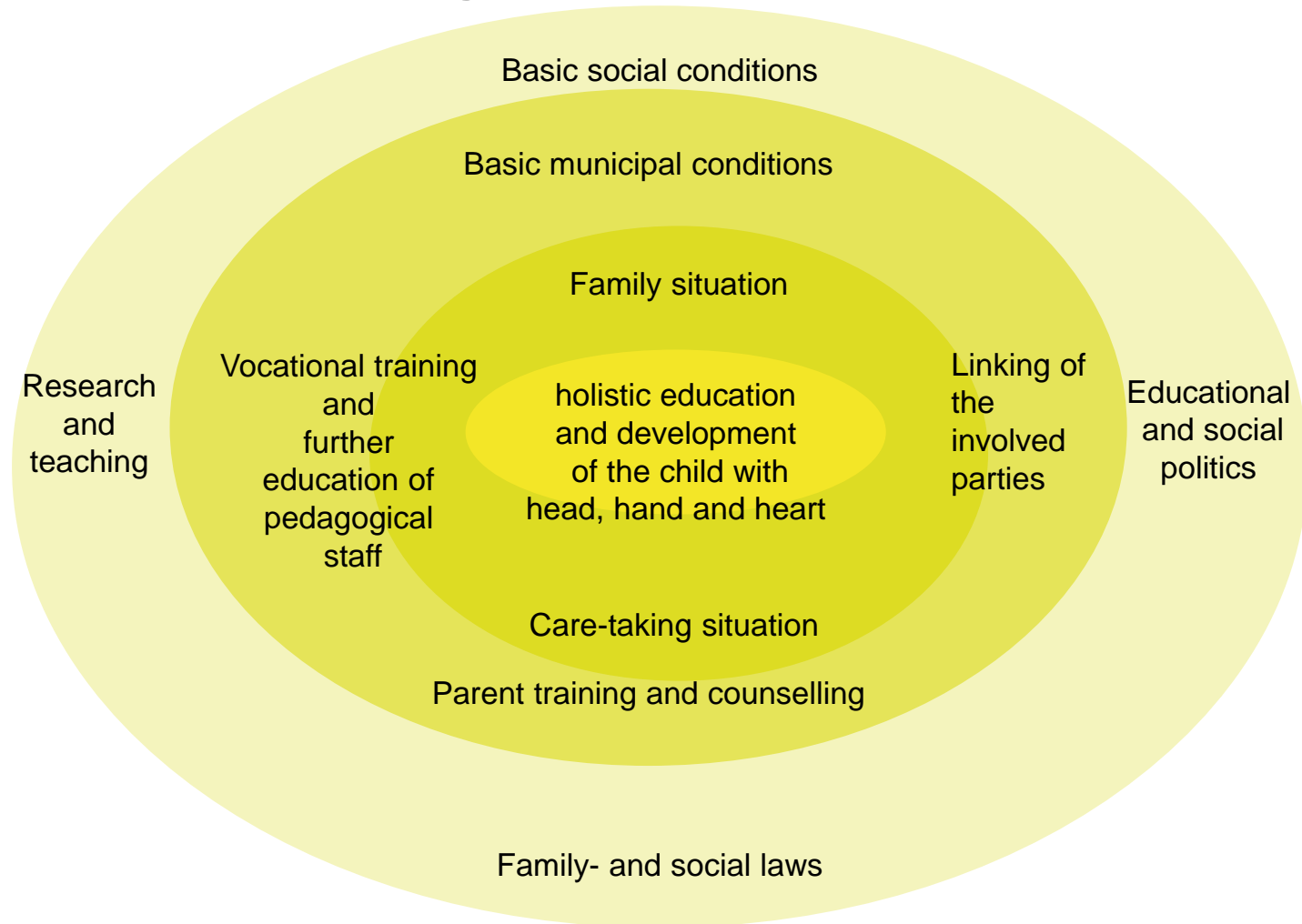


Note: This figure is comprised of expenditure estimates, based on replies provided by country authorities to an OECD survey in 2004. The figures provided suggest that Denmark spends 2% of GDP on early childhood services for 0- to 6-year-olds, and Sweden 1.7%. These countries – and Finland – also allocate an additional 0.3% (approximately) to the pre-school class for children 6 to 7 years.

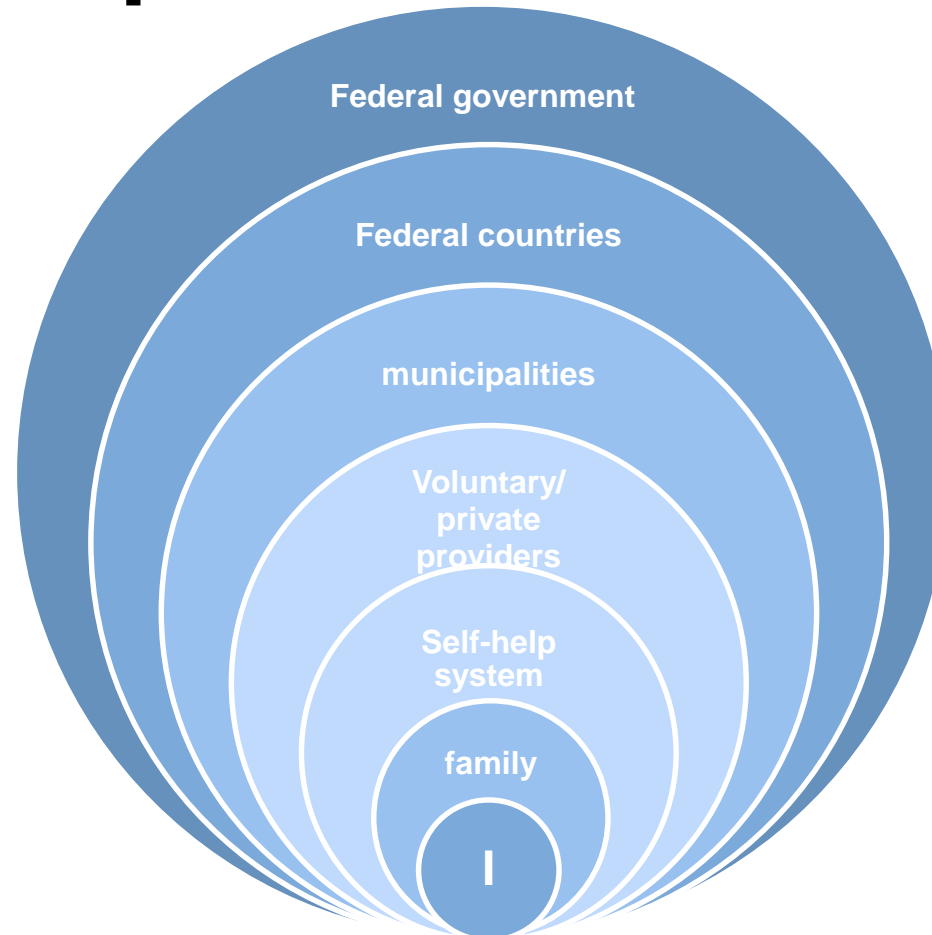
# Child-teacher-ratio



# The System of Education in Early Childhood



# Principle of subsidiarity



Gängler 2004

**Not the public welfare, but rather the rights and responsibilities of the individual are the starting point of the constitution. (Hoffmann)**

# Conclusion

- In Germany, the ECEC system is shaped by the engagement and ideology of the voluntary sector and private providers due to the principle of subsidiarity.
- Barely no content based supervision by the state → few conceptual targets

## Lower Saxony: facts

- second largest *Bundesland* (federal state) in size
- Population: 8 million
- 193.818 children (0-3 y.) → 23.3030 attend daycare
- 205.485 children (3-6 y.) → 182.416 attend kindergartens
- Date: 31.12.2009



# Lower Saxony: ECEC facts

- **4588 ECEC centres**
  - 31,6% public providers,
  - 67% in voluntary providers (Diakonie, Caritas, AWO, Paritätische, Rotes Kreuz, Jüdische Trägerschaft),
  - 0,2% profit organizations (enterprizes)
  - 0,6% private providers

## Lower Saxony: ECEC staff

- **37.431 educators (23% full-time)**
  - 70,9% trained kindergarten teachers
  - 14,7% als nurses
  - 10,4% other qualifications
  - 1.504 (4%) academic qualification: university degree in (social)pedagogy (Bertelsmann Länderreport 2011, 1ff)
- **175 consultants**

## **Lower Saxony: qualification**

- **51 technical college:**
  - state-approved educator/ kindergarten teacher/ social assistant (Erzieherin/ Sozialassistentin)
- **Academic degree Early Childhood Education (B.A.) (Kindheitspädagogin)**
  - HAWK Hildesheim, Hochschule Emden/Leer, Hochschule Osnabrück, Leuphana Universität Lüneburg, Uni Oldenburg

# Central Challenges

- Quantitative
  - By 2013 a child-care quota of 35 % in the care-taking of small children is to be achieved across Germany
  - In Lower Saxony this means 45,000 new child care places
  - This means investment and operational costs of approx. 1 billion euros
    - (1/3 by the federal government, 1/3 by federal state and 1/3 by local authorities)



# Central Challenges

- Qualitative
  - Qualification and professionalisation offensive for kindergarten teachers and child minders
  - Quality development and control
  - Further education for parents
  - Transition management from Kita (nursery school day-care centre) to primary school
  - Individual fostering / equal opportunities



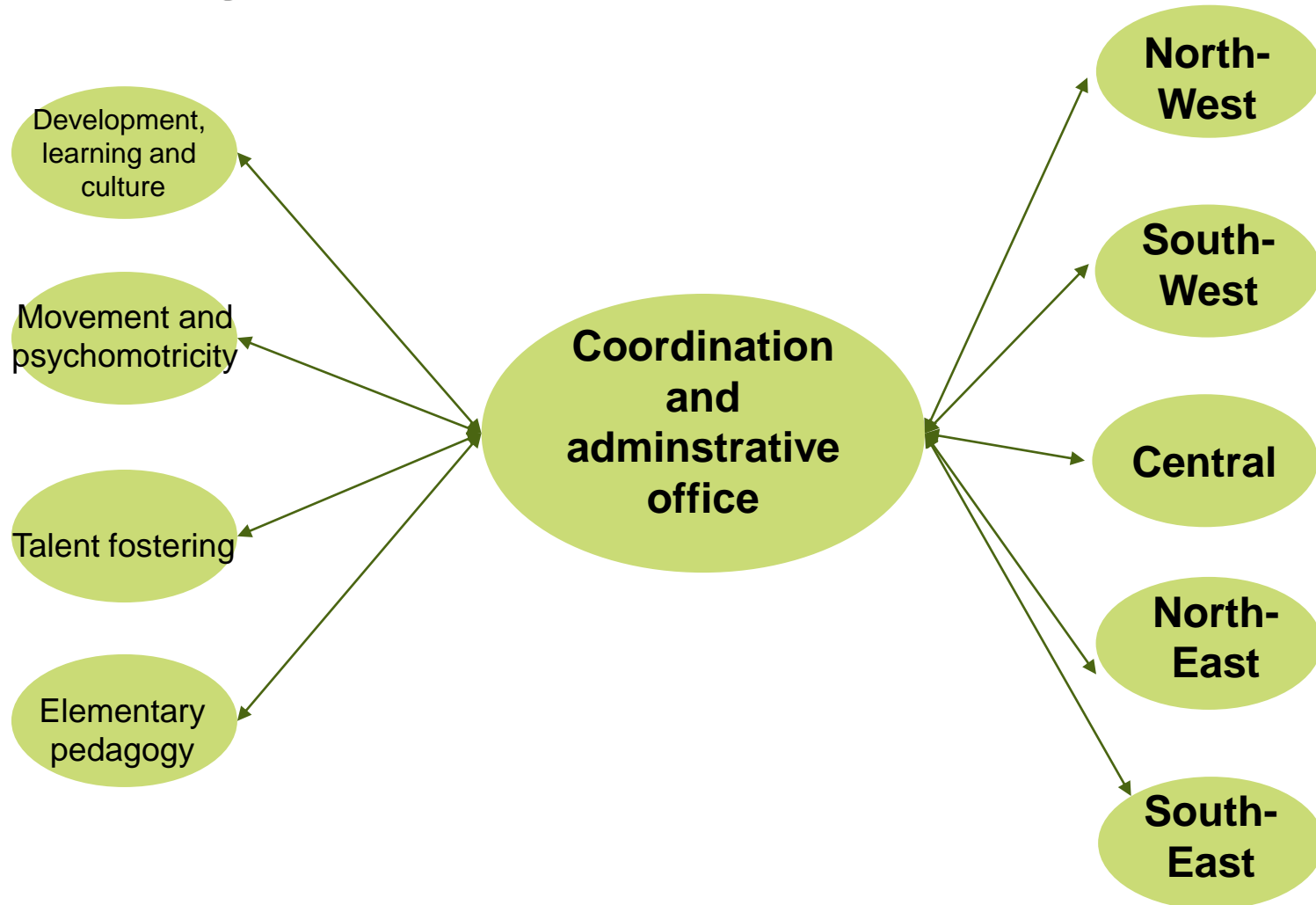
# Main Objectives of *nifbe*

- Research bases on the question „How do children develop, how do they learn and what can we do to foster them individually?“
- Connecting actors from research, teaching, training, further education and practice
- Intensive transfer following the „principle of countervailing influence“ and interdisciplinary exchange



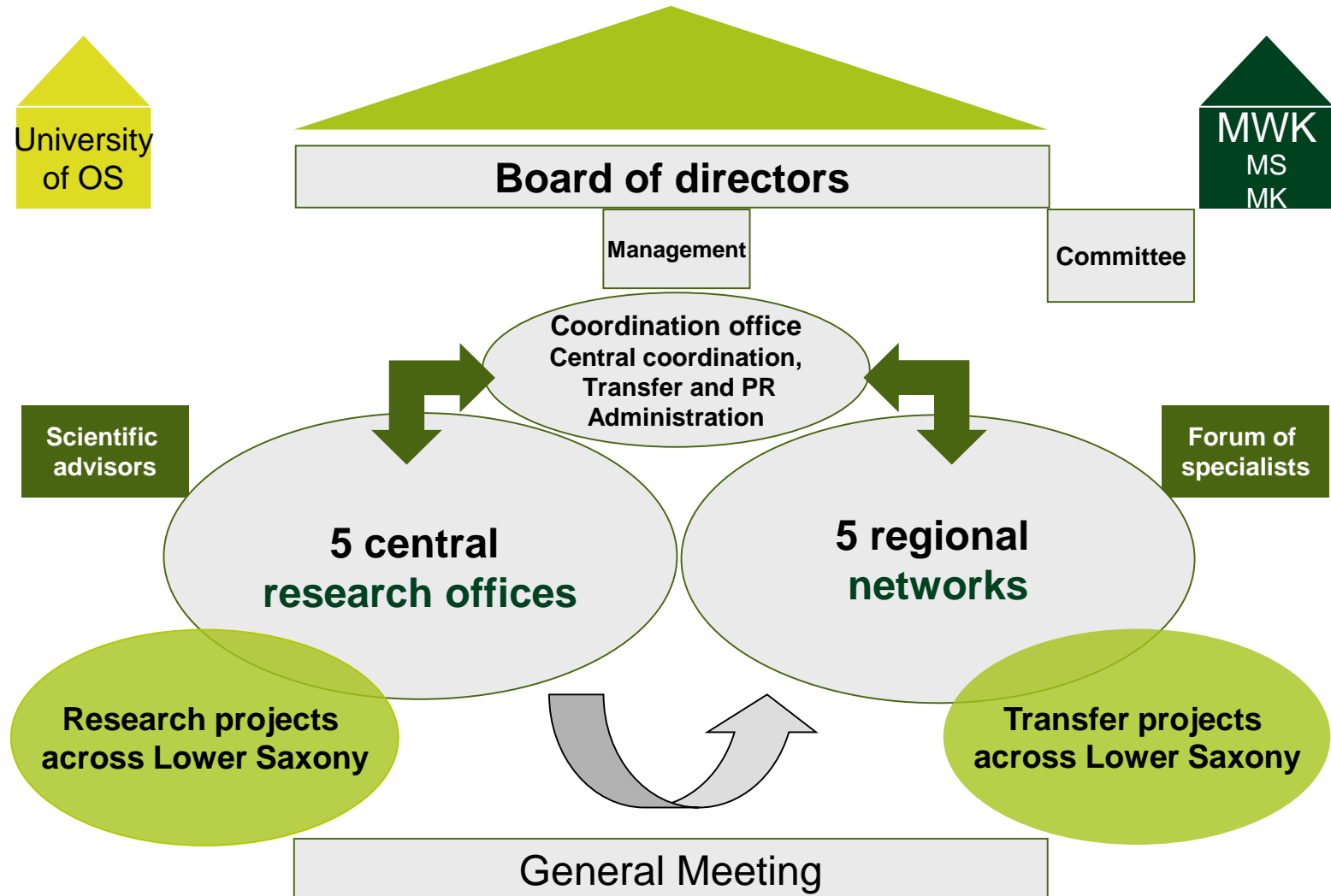
# Basic Structure

Research-Offices



Regional Networks

# Detailed Structure



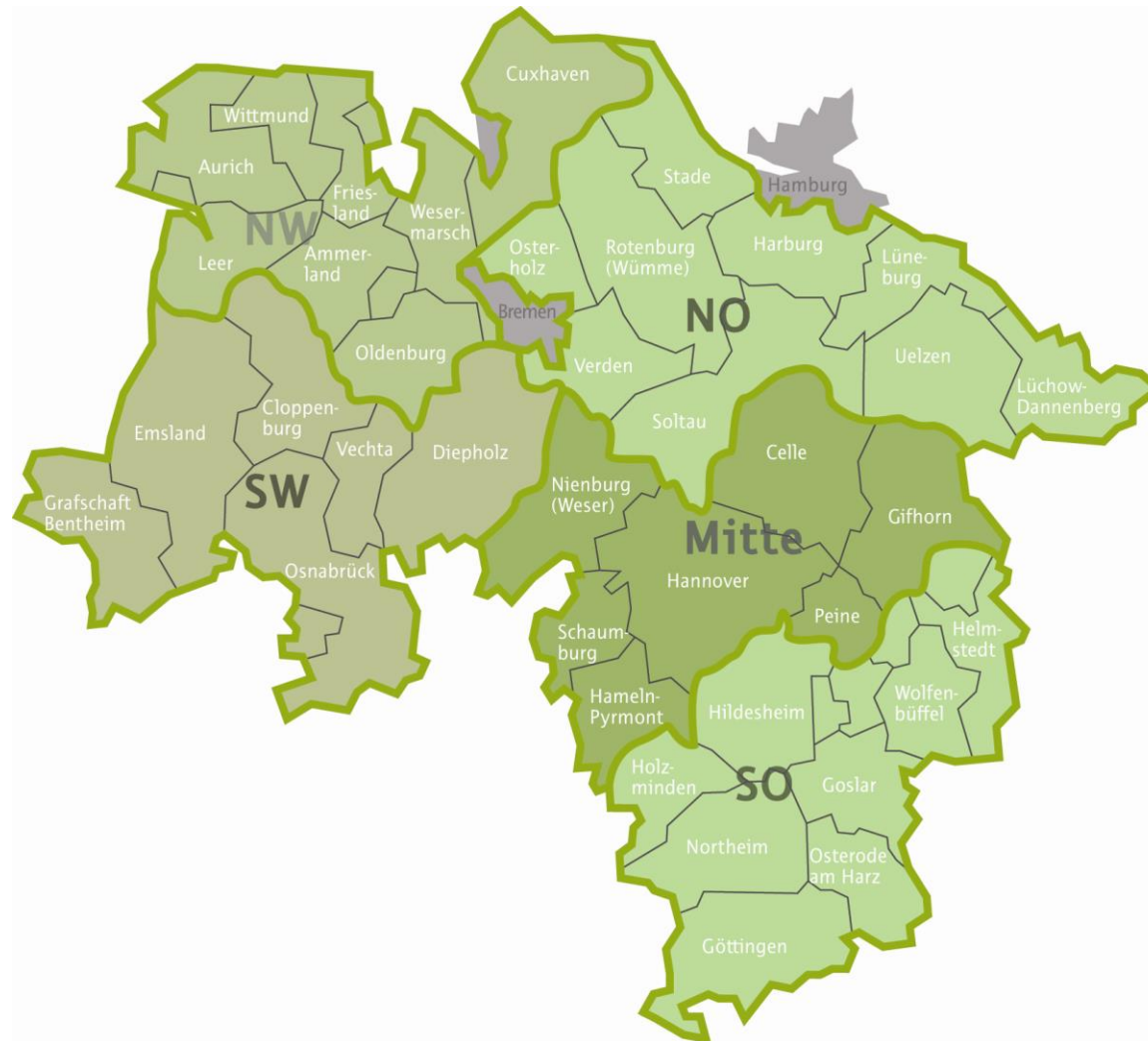


# Numbers and Facts on *nifbe*

- **Annual volume of sponsorship: 5.5 Mill. euros**
  - 3.1 mill. euros institutional
  - 2.4 mill. euros for exemplary projects countrywide
- **Employees: approx. 50 countrywide**
  - Management
  - PR and project support
  - Professors and other academic staff
  - Network managers
  - Administrative staff



# Regional Networks: Division



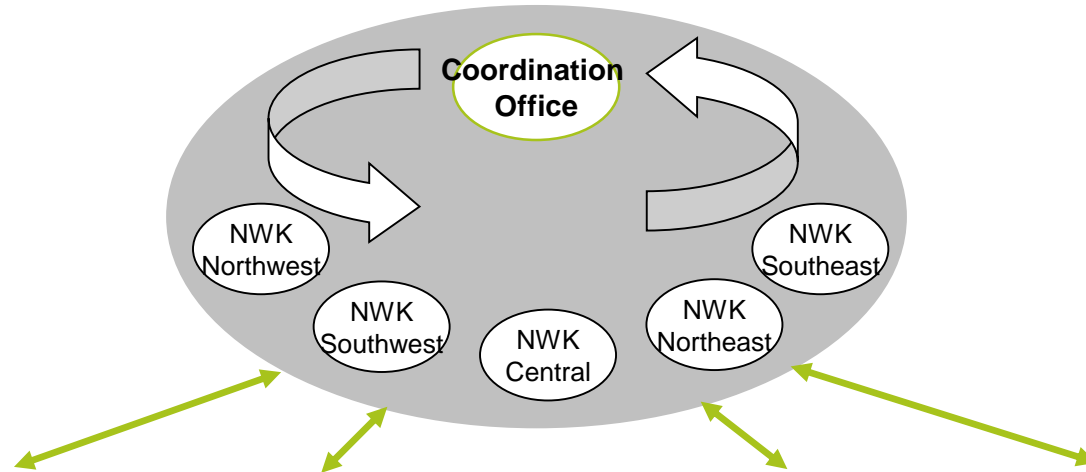
## Regional Networks: Set-up

- Independent sponsoring, mainly through newly founded associations or through municipalities (e.g. Hannover)
- Each regional network is provided with 225,000 euros for 2-3 network managers, administrative and general costs
- An interdisciplinary advisory board consisting of representatives from science, education and further training, local authorities (assistance for young people) as well as from practice makes recommendations on projects and assists in strategic designing of the network set-up.

# Regional Networks: Tasks

- Inventory of the participants' situation
- Set-up, extension and lasting establishment of regional networking
- Organisation and presentation of network communication; co-organisation of network meetings and conferences
- Regional and nationwide transfer of results, issues and questions
- Counselling for and attending of regional exemplary *nifbe* projects
- Giving impulses for quality amelioration and qualification
- Public relations / presentation and representation

# Networks: Partners in Education



| Science  | Education   | Further training | Educational work with parents and children   |
|--|---|------------------|--|
| Universities   | Vocational Schools  |                  |  |
| Higher Education Institution<br>(German: Fachhochschule,<br>short: FH) | U / FH Agency for EB (adult education)<br>provincial institutions<br><br>Recognized institutions for adult<br>education |                  | EB / BE – as for e.g.<br>family education centres<br>art schools,<br>music schools,<br>Kitas / Kigas etc.<br>(= day-care centres /<br>nursery schools) |

**Network of the learning regions Lower Saxony**

# Coordination Office: Tasks

- Countrywide coordination and attendance of regional networks
- Interface for transfer in line with the „principle of countervailing influence“
- Catalyst for findings, models and questions emerging from research and practice
- Broad media and public relations work



# Practical Emphases of *nifbe*

- Development of holistic concepts for early childhood pedagogy
- Development of (fostering) concepts for the transition from kindergarten to school
- Advanced training for kindergarten teachers
- Quality in education and vocational training
- Parental education





# Research projects

- Between 2007 and 2012, 40 nifbe research projects and 60 practical/ transfer projects were conducted.



# Forums in Lower Saxony

- Language support
- Natural Sciences
- Children Younger than Three
- Family Centres
- Parental Training
- Professionalization
- Cultural Education
- Health



# Practical and Transfer Projects

- In line with the NEBG (Lower Saxony Law for Adult Education) acknowledged institutions for advanced training, universities and some municipalities are entitled to apply
- Cooperation is required between different educational sectors (research, education and advanced training, practical experience)
- **Main criteria:** innovation, exemplary quality, suitability for transfer



# Research Emphases of *nifbe*

In close cooperation with the University of Osnabrück the research of early childhood is being intensified in the following areas:

- Culture, development and learning
- Movement and psychomotricity
- Fostering of talents
- Elementary and primary pedagogy

The research competence for this subject is accumulated by a national research cooperation consisting of higher education institutions (German: Fachhochschulen) and universities



# Movement and psychomotricity

## Objective:

- Support of the educational processes in early childhood considering the child's physical conditions

## Background:

- Movement and cognition are the starting points for self-awareness and for the awareness of the surrounding world
- The child is an „active learning being“; the body is the basis for the development of the child's independence
- Movement is linked with many other educational fields (language, social learning, aesthetic education, natural sciences)

# Research team

research office  
*Movement &  
Psychomotricity*

Research assistants from the University of Osnabrueck and the Lower Saxony Institute of Early Childhood Education and Development form the multi-disciplinary research team

- Early Childhood Education,
- Rehabilitation Pedagogy,
- Speech Therapy,
- Sport Sciences,
- Motology,
- Special needs Education
- ...





## Project Example 1

- **Psychomotor fostering concepts**
- Study of the significance of body-experience for the development of a positive self-concept
- Teaching and making aware of self-efficacy experiences emerging in situations during motion
- Evaluation of fostering facilities at a staff and physical-motor level



## Project Example 2

Promoting language skills in early childhood through  
the medium of movement

**Language,  
Speech &  
communication**



**movement**

