



Kathrin Bock-Famulla, Jens Lange

State by State: Monitoring Early Childhood Education Systems 2013

Creating Transparency – Strengthening Governance

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Foreword

Early childhood education and care (ECEC) ranks high on the political agenda in Germany, with particular priority given to expanding opportunities for children under three. One question frames the current debate: Will it be possible to provide access to a daycare center or daycare services for every child over the age of one, as required by law starting August 1, 2013? Creating these new placement options poses financial issues as well as a wide range of other challenges: Building child care centers and setting up the necessary administrative processes often takes much longer than anticipated, and the increased demand for qualified personnel looms as an additional barrier, though the situation differs across geographical regions. These urgent issues sometimes obscure the fact that ECEC services promote children's learning and development only when "done right." In other words: The quality of early childhood education services still ranks too low on the political agenda. Though expectations are high, such services will fall short unless they meet quality standards. This is especially true for institutional settings where children under age 3 receive care.

The objectives and tasks involved in structuring early childhood education and care outside the family setting are becoming ever more complex. Our 2013 State by State Report is designed to provide policymakers, administrators, and the general public with up-to-date facts and figures on the 16 ECEC systems in user-friendly state profiles. Addressing the topics of "Access for All," "Investing Effectively," and "Promoting Bildung – Ensuring Quality," each profile presents a transparent overview to provide a solid foundation for political decisions.

For example, the profiles show the percentage of children who attend an ECEC or daycare facility before they enter school. They also show the latest figures on spending on ECEC in each state. They provide a broad spectrum of information on the structural quality of ECEC facilities – particularly focusing on the qualifications of pedagogical staff and the relative numbers of full-time and part-time employees.

In addition, the 2013 State by State Report addresses the topic of ECEC directors: They are ultimately responsible for ensuring that their facility meets the expectations of parents, providers, the community, and the state. How many directors work at the facility? Do they perform managerial tasks "on top of" their pedagogical work, or do they have a specific amount of time allotted for such responsibilities? Does the situation of ECEC directors differ from state to state? The official Statistics on Child and Youth Welfare provide new data on these topics, which the 2013 State by State Report has now made available to inform the public discussion and the policy debate among experts in the field. This information highlights the need for a more differentiated approach to one group of the pedagogical staff that profoundly influences the quality of the education and care provided in ECEC facilities: their directors. For despite their central role, until now they have received little attention. It is high time to introduce to the landscape of early childhood education what is already taken for granted in schools: Pedagogical staff members should not have to neglect their educational work with children in order to perform managerial and leadership tasks. This means that ECEC directors must have an adequate allotment of work time, guaranteed by uniform nationwide standards, as well as support systems such as professional training and supervision. This makes it possible to create the foundation for professional leadership of ECEC facilities. In the future, these structural conditions must gain higher priority on the political agenda, because effective early childhood education and care demands the very best quality.

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Challenges in early childhood Bildung, care, and upbringing in Germany

In the months leading up to August 2013, when every child in Germany over the age of 1 would become legally entitled to a place in an ECEC center or daycare program, political and public attention focused primarily on the financial and structural aspects of meeting an increased demand for child care services. There was some question as to whether that would even be possible by August. Meanwhile, it is easy to forget that challenges will very likely remain in the coming years. Based on the participation of children under age 3 in the eastern German states, it seems plausible that demand will continue to rise in the west as well. Potential issues in meeting this demand include not only the associated costs, but also whether sufficient numbers of pedagogical staff will be available, and whether they will have the necessary qualifications. Policymakers are paying too little attention to the quality of early childhood and care – that is, to how ECEC systems need to be structured to promote the healthy growth and development of every child.

This State by State Report is intended to encourage policymakers to focus more attention on structural conditions in ECEC centers, which are crucial for ensuring high quality. It shows that the German states still differ markedly in regard to staffing ratios, but also in regard to the staffing of leadership positions. Moreover, we need to raise awareness of the fact that high-quality education and care are an outcome that depends on the entire (early childhood) educational system. Everyone involved, at every level, and not only ECEC center staff members, has both a duty and a responsibility to ensure that high quality is the norm in everyday practice.

It is useful to look at the “competent system” model (CoRe 2011) under discussion in Europe, which may yield important insights for improving ECEC in Germany. Its core premise is that quality, or competence, is achieved not by individuals, but by the interaction of many people and many levels of responsibility. Ultimately, it is only through “competent interactions” that the competence of authorities and individuals will in turn lead to high-quality educational processes. Such a systemic approach heightens our awareness that reforms undertaken in isolation will not fundamentally improve either the quality of early child care or children’s educational opportunities later on.

As early childhood education became more widely accepted as an important component of the educational system, reforms in recent years first focused on specific issues such as expanding services for children under age 3, implementing language development programs, developing and consolidating educational programs, and supporting family centers. While these various initiatives can be viewed as stand-alone measures, they also interact with the entire system. This raises the question of what they have actually achieved. Are these (political) measures aligned with one another, or have they worked at cross purposes because of a lack of coordination, which has ultimately prevented them from achieving their objectives?

This State by State Report seeks to encourage a coordinated approach and systemic thinking by examining the ECEC systems of each German state. Adopting this kind of systemic perspective, and focusing on the issues of participation, fund-

ing, and quality, we present a multidimensional and transparent profile of each state's ECEC system as it exists today, with all of its strengths and weaknesses. This information is intended to help identify ways to take a more systemic approach to reforms aimed at addressing specific areas for improvement, such as the need for expert advice, while also maintaining an overall perspective.

The 2013 State by State Report focuses for the first time on a particular group of ECEC personnel: the directors. They play an important role in ensuring high quality, and yet surprisingly little is known about their job descriptions and working conditions. Drawing on the official Statistics on Child and Youth Welfare, the profiles in the State by State Report provide greater transparency about this group's situation. A survey of the state ministers responsible for ECEC centers also yielded information about each state's staffing regulations for directors. At the same time, these analyses raise a number of questions that will have to be addressed in the future - ideally, with input from additional studies. Such studies have already provided information about the weekly work hours of ECEC directors, for example. In the case of a significant number of Germany's ECEC centers, however, it is not clear who performs which leadership tasks, and under what conditions. This is an unsatisfactory situation, given that ECEC directors are not only responsible for the management of their facilities, but are increasingly expected to provide guidance as teams seek to improve their educational activities as well as to offer support on a day-to-day basis. As a result, they are faced with ever more complex demands on their time and

expertise.

The necessary framework for high-quality ECEC leadership is largely determined by higher-level state and/or community officials as well as by the center's provider, and includes not only funding for leadership staff, but also training and in-service support. Furthermore, the "competent system" model highlights the fact that in order to improve quality, ECEC leaders and their teams must be given enough time for professional development, in addition to the time they devote to educating the children in their care. This example illustrates that merely pursuing reforms in one area, such as leadership staffing levels, will not necessarily lead to the desired results. Such reforms must go hand in hand with other changes in the working conditions of ECEC leaders if we are ultimately to achieve our desired goals, chief among them higher-quality education.

Not least in light of the considerable amount of public money we have spent, and will continue to spend, on early childhood education and care, we must be more consistent in our management of these systems. The time has come for our political leaders to rise to the challenge.

Trends in ECEC in Germany – Key Findings of the 2013 State by State Report

For the majority of children in Germany, ECEC centers and day-care have become the norm. Furthermore, the number of younger children in care will continue to grow; as of August 2013, every child in Germany over the age of 1 is legally entitled to these services. To ensure that their needs are met, states and communities are currently focusing their efforts on expanding the number of slots available. The 2013 State by State Report therefore examines participation levels, but it also pays particular attention to the quality of ECEC centers. If it is to benefit individuals as well as society, institutional early childhood education and care must be of high quality. While the official Child and Youth Welfare statistics do not directly indicate the quality of pedagogical practice, they can shed light on the structural conditions that are recognized as essential for good quality.

For a description of the structure and goals of the project *Ländermonitoring Frühkindliche Bildungssysteme* (State by State Monitoring Early Childhood Education) and a more detailed depiction of the individual indicators shown in the state profiles, see www.laendermonitor.de (in German).

Access for All

Children's Participation in ECEC

Between 2010 and 2012, children's participation in ECEC continued to rise at least slightly in all age groups (see Figure 2). Nevertheless, significant differences persist between Germany's eastern and western regions as well as from state to state. Participation among 1- and 2-year-olds grew considerably during this period. In March 2010, 22.7 percent of 1-year-olds were enrolled in ECEC services; two years later the proportion had risen to more than 28 percent. The situation differs greatly from state to state; in North Rhine-Westphalia and Rhineland-Palatinate, only about 15 percent of this age group attended an ECEC center or daycare, while this was true of almost three fourths (73.9%) of 1-year-olds in Saxony-Anhalt. The participation rate also rose considerably among 2-year-olds during this period; in 2012, more than half (51.1%) of this age group received ECEC services, up from 43.3 percent in 2010 (see Figure 1). However, participation among 2-year-olds also differs from one state to another. In North Rhine-Westphalia, for example, only slightly more than one third (37.1%) of children in this age group attend an ECEC service, as compared with almost all 2-year-olds in Thuringia (89.7%) and Saxony-Anhalt (89%). Overall, then, in March 2012 nearly 28 percent (27.6%) of children under 3 in Germany were attending an ECEC Center or daycare.¹ However, the differences among German states remain substantial. For example, the participation rate in 2012 was 18.1 percent in North Rhine-Westphalia but 57.5 percent in Saxony-Anhalt.

From the age of 3 until school entry, every child in Germany has been legally entitled to child care, regardless of the parents' situation (e.g., employment, training). As a result, children in this

age group are more likely to participate in ECEC services. In 2012, the overwhelming majority of the 3- to 5-year-olds (93.9%) attended an ECEC center, daycare, or (pre)school. The participation rates for this age group differed much less from state to state, but differences nonetheless persist. For example, fewer 3- to 5-year-olds were enrolled in Bremen (89%) than in Thuringia (97%). Because well over 90 percent of 4- and 5-year-olds in every state were enrolled in some sort of ECEC service, these differences largely reflect participation rates among 3-year-olds. In 2012, for example, more than 95 percent (95.1%) of 3-year-

olds in Thuringia were enrolled, compared with just under 77 percent (76.9%) in Bremen – a gap of more than 18 percentage points. Shortly before children enter school, such differences between German states largely disappear. Among 5-year-olds, participation rates range only between 94.9 percent in Bavaria and 99.5 percent in Rhineland-Palatinate.

Fig. 1 Participation in ECEC, March 1, 2012; 1-, 2-, and 3-year-olds; as %; Tables 9–11

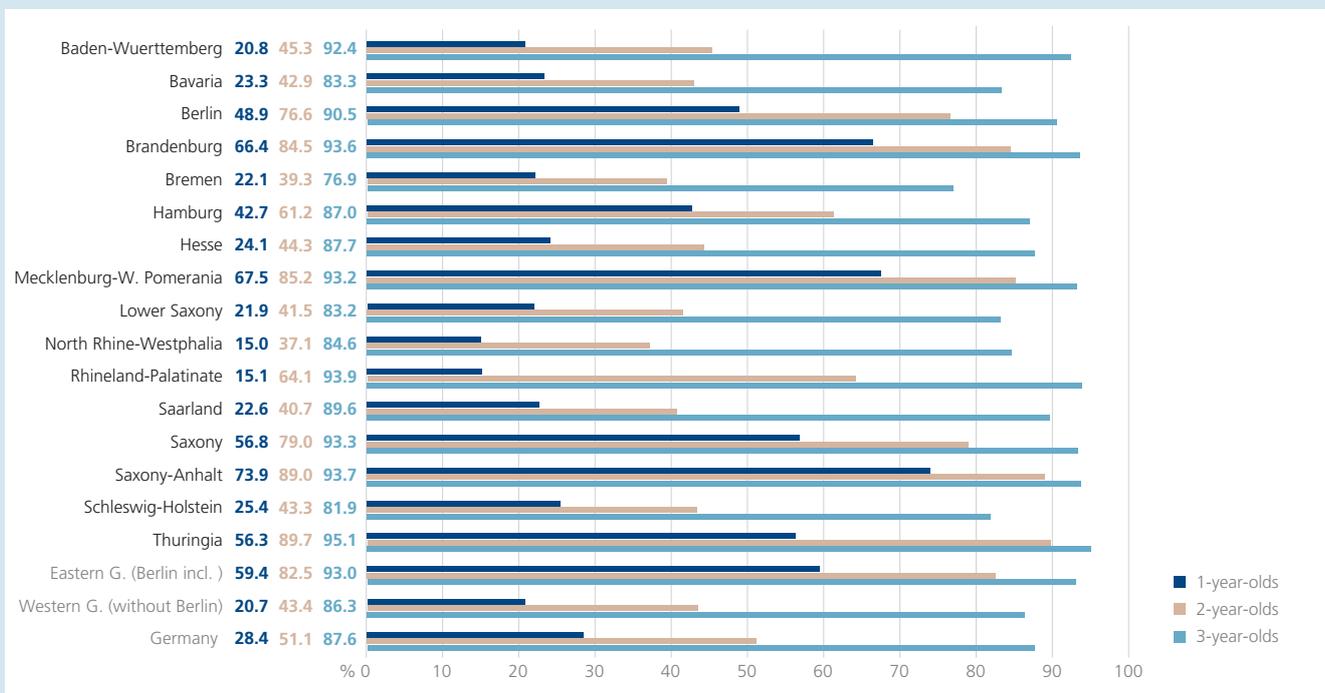
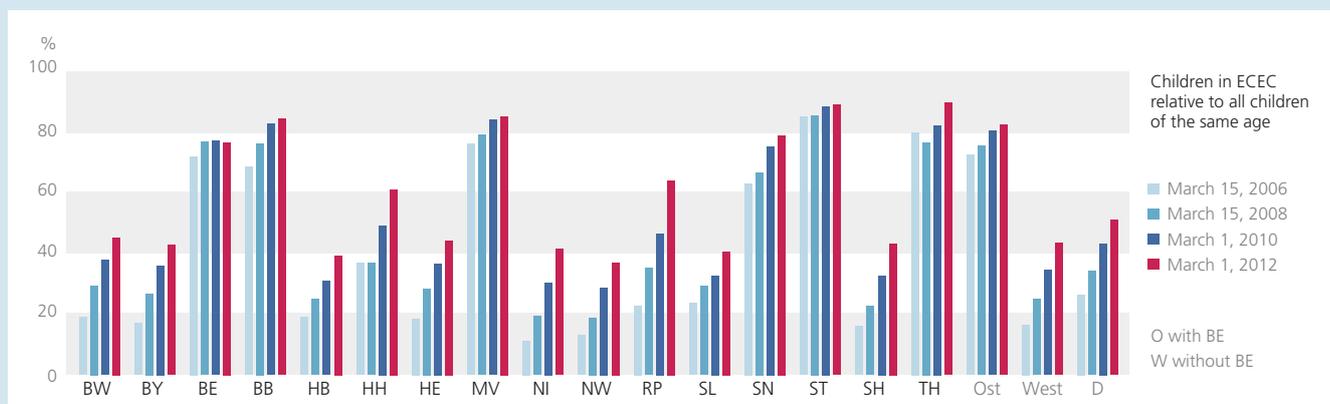


Fig. 2 Participation in ECEC, 2006–2012; 2-year-olds; as %; Table 10 and www.laendermonitor.de

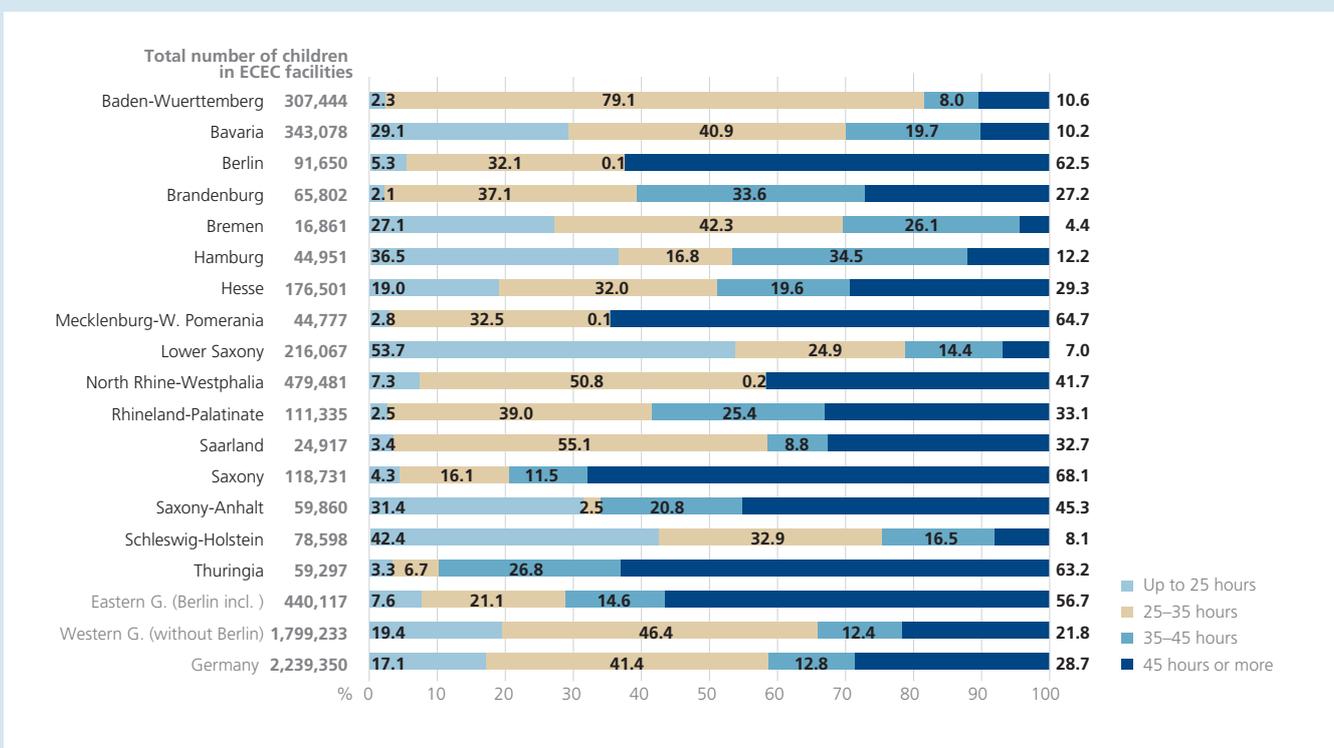


Number of hours enrolled in care

The federal regulation establishing a legal entitlement to child care for children from age 3 to school entry does not specify the duration of care, nor does the regulation establishing a legal entitlement for children over the age of 1 that took effect in August 2013. Instead, the number of hours of care to which children are entitled is determined by each state's implementing law. A distinction is also made between the child's legal entitlement to care regardless of the parents' situation (employment, education) and a conditional entitlement to additional hours of care to enable parents to meet their employment or education responsibilities. Children with special needs may also be entitled to more hours of care. There is considerable variation in the amount of care to which children are entitled, regardless of the parents' situation, under the various states' implementing laws. Baden-Württemberg and Bavaria, for example, do not specify the duration of care to be provided for children 3 and over. In Lower Saxony, Bremen, and Schleswig-Holstein, children in this age group are guaranteed 4 hours of care daily – the lowest specific entitlement nationwide. By contrast, children in Thuringia are entitled to 10 hours of care daily, starting at the age of 1. In principle, ECEC center providers as well as communities may offer

additional hours of care; however, funding must be secured if the duration of care exceeds the legal entitlement. Data from the official Child and Youth Welfare Statistics show that the actual number of hours children from age 3 to school entry are enrolled differs considerably among the German states (see Figure 3). In general, the duration of care is longer in Germany's eastern states than in the western states. In the east, more than half (56.7%) of the children in this age group who attend an ECEC center are enrolled for 45 or more hours per week. In the western states, on the other hand, nearly half (46.4%) of children in this age group are enrolled for 25 to 35 hours per week; only one in five (21.8%) spends 45 or more hours per week at an ECEC center. There is even more variation at the state level. In Lower Saxony, for example, more than half of children from age 3 to school entry (53.7%) are enrolled for just half the day, while in Saxony nearly three fourths of this age group (68.1%) attend an ECEC center for 45 or more hours per week. Still other distribution patterns are found in the other German states. For example, in Hesse nearly 20 percent of children in this age group are enrolled for 25 hours or less; 32 percent, from 25 to 35 hours; nearly 20 percent, between 35 and 45 hours; and over 29 percent, 45 hours or more per week.

Fig. 3 Hours enrolled per week in ECEC facilities, March 1, 2012; age 3 to school entry; as %; Table 3



What might explain this wide variety from state to state? Certainly, families in different situations will have different needs, and urban regions will differ from rural regions. But the variety in the scope of services received may also reflect differences in the way state laws have implemented the national entitlement to child care. Consequently, it appears that if we are to ensure comparable conditions for families across Germany, we need to expand that entitlement to cover full-day care. This would make it possible for parents to choose services that actually meet their needs. In addition, we need to examine how laws influence the provision of care, for example through funding structures. In seeking to expand child care options, policymakers will first need to reach agreement on what would best meet the needs of parents. The next step is to determine the financial, structural, and legal framework necessary to offer these services. This includes clarifying the roles and responsibilities of all those involved in developing ECEC systems, from national, state, and community agencies to providers and parents.

In March 2012, infants and toddlers (children under 3) in Germany's ECEC centers tended to spend more time there than children of the age of 3 to school entry. Nationwide, 38.1 percent of these children were enrolled for 45 hours or more, an average of at least 9 hours per day. However, a closer look at the data shows that these differences stem primarily from differences in the duration of care in western Germany. In the eastern regions, there is little difference between the age groups in this respect; 57.3 percent of infants and toddlers and 56.7 percent of children 3 and older were enrolled for 45 hours or more.

By contrast, the duration of ECEC care in western Germany differed significantly for the two age groups. In the western states overall, however, the average duration of care tended to be longer for infants and toddlers (children under 3) than for older children. Furthermore, there was considerable variation in the average number of hours children under 3 spent in care settings in western Germany: The data show 22.7 percent enrolled for 25 hours or less per week; 33.8 percent, from 25 to 35 hours; and 16.4 percent, between 35 and 45 hours.

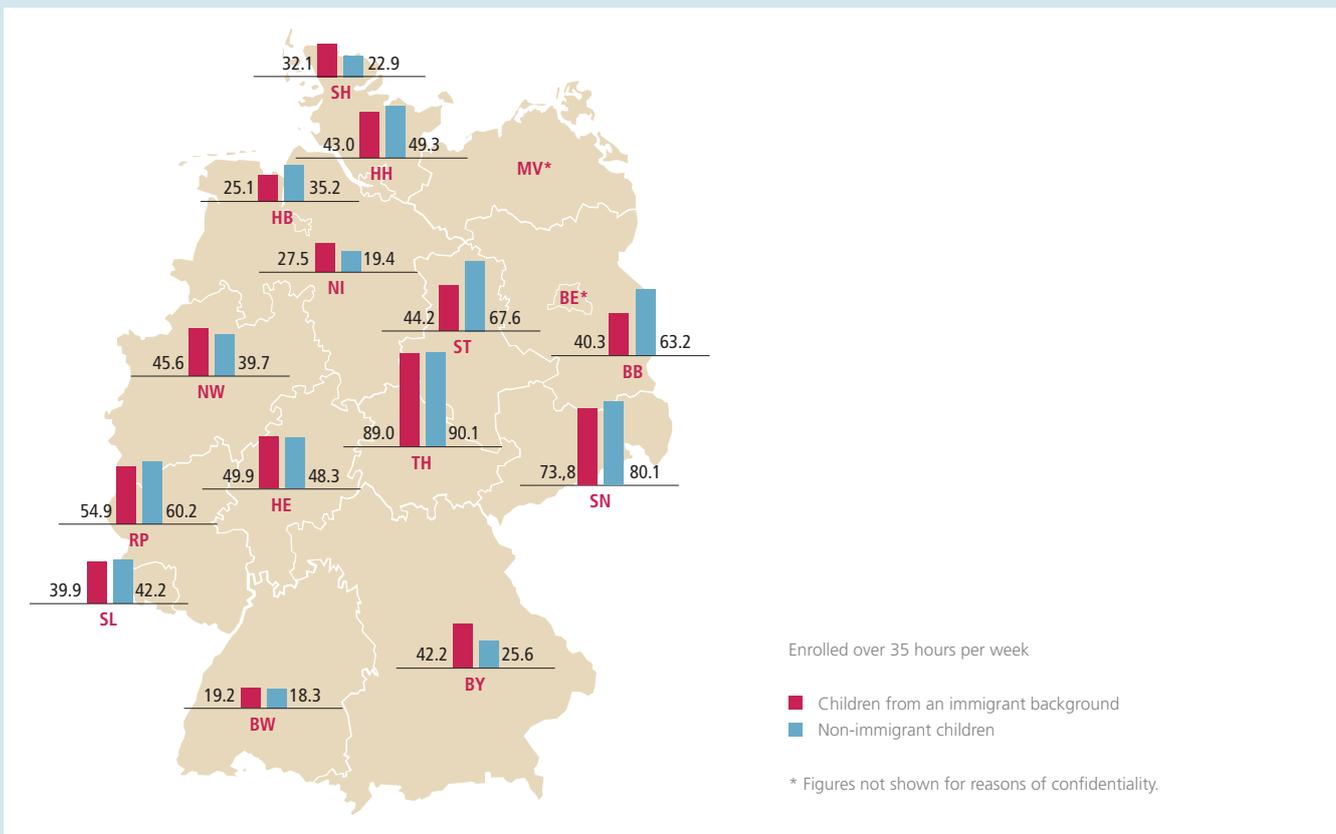
It has been pointed out repeatedly that different types of ECEC systems may have different impacts, but also that families differ significantly in their use of ECEC services. Attention focuses particularly on immigrant children, since one would expect par-

ticipation in ECEC or daycare services to be particularly helpful in developing their German language skills. A look at the data on 3- to 5-year-olds in Germany as a whole shows differences in participation rates between immigrant children and their non-immigrant peers. When "immigrant" is defined as having at least one parent with an immigration background, the national data for 2012 show that 87 percent of such children attended a daycare or ECEC center, compared with 96 percent of their peers. However, the situations in western and eastern Germany clearly differ. In the west, 89 percent of immigrant children were enrolled in child care, but this was true of only 74 percent in the eastern states. Regional differences are apparent at the state level as well. In Baden-Württemberg, for example, the rate of enrollment of 3- to 5-year-olds was the same for both groups (95%). And in Rhineland-Palatinate, virtually all immigrant children were enrolled in a daycare or ECEC center, compared with "only" 96 percent of their non-immigrant peers. On the other hand, in Lower Saxony the participation rate for these two groups differed by 19 percentage points: There, 98 percent of non-immigrant 3- to 5-year-olds attended a daycare or ECEC center, compared with just 79 percent of their immigrant peers. Because of these regional differences, it is impossible to draw a uniform picture of participation patterns for immigrant children. It can also be assumed that a variety of factors influence participation. Research shows that in addition to structural and sometimes state-specific features of the ECEC systems – such as governance effects of funding regulations – these may include the services offered by providers as well as each family's cultural background (see also Cinar 2013:122ff.) It is important to note that for children under age 6, the parents' background was less important than other factors in determining whether they were enrolled in child care facilities (ibid.: 161). To deal effectively with this complex situation, efforts to improve participation in institutional ECEC must take a much more targeted approach, with due regard for the multiple factors involved. A good starting point would be to determine why groups have different participation rates. For example, does low participation mean that some children are never enrolled in a child care facility at all? Or are there certain groups that enter services later than others – waiting until the last two years before school entry, for example, which results in a lower participation rate for the younger age group?

The data on duration of care for 3- to 5-year-olds from an immigrant background confirm that simple models are unable to explain differences in how these children, or their parents, use child care, since patterns vary widely from state to state. Figure 4 shows the percentage of children enrolled in full-day care (35 or more hours per week) in each German state. For Germany as a whole, the differences are minimal – 39.9% of immigrant 3- to 5-year-olds and 42.1% of their non-immigrant peers attended an ECEC center on a full-time basis. A regional comparison shows that in western Germany, the proportion of children enrolled full time is higher for those from an immigrant background (38.9%) than for non-immigrant children (31.9%). In eastern Germany, by contrast, the proportion enrolled in ECEC full time is significantly lower for immigrant children (50.3%) than for their non-immigrant peers (74.3%). 3- to 5-year-old immigrant children in eastern Germany are less likely to enroll in ECEC centers, and when they do enroll, they are likely to attend for fewer hours each day. Furthermore, the rate of full-day attendance varies a great deal

from state to state. In Bavaria, for example, more than 42 percent of immigrant children attend an ECEC center full time, as compared with not quite 26 percent of non-immigrant children (see Figure 4). The situation in Bavaria raises the question of whether that state’s funding system, which provides an additional subsidy for ECEC centers serving immigrant children, has an impact on full-day enrollment (see also Bock-Famulla/Lange 2011:67). By contrast, in Hesse the proportion of children attending full time is approximately the same in the two groups (about 49% in each). In Bremen, finally, the proportion of children attending an ECEC center full time is lower among immigrants (25.1%) than among their non-immigrant peers (35.2%). It seems rather implausible to attribute these regional differences in full-time attendance solely to the family’s immigration history. Any efforts to expand full-time enrollment must be grounded in a more differentiated analysis of the factors influencing that choice.

Fig. 4 Immigrant and non-immigrant children – full-day ECEC care, March 1, 2012; age 3 to school entry; as %; Table 51a



Eingliederungshilfe: Children with (existing or impending) disabilities in ECEC centers

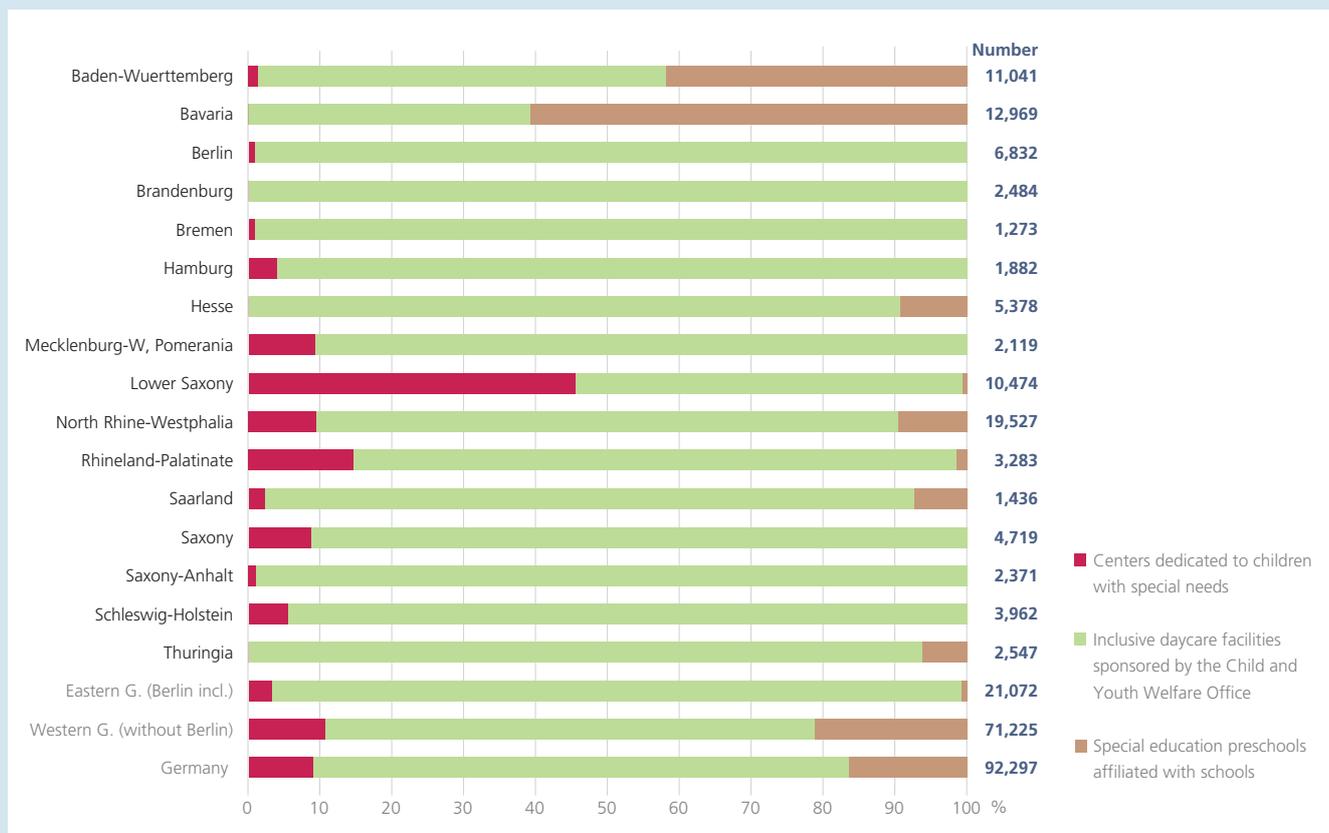
ECEC for children with (existing or impending) disabilities in ECEC centers deserves attention at regular intervals, not least considering the UN Convention on the Rights of Persons with Disabilities and the UN Convention on the Rights of the Child. In Germany, children may be granted Eingliederungshilfe if it has been established that they have an (existing or impending) physical or mental disability under Sections 53 and 54 of the Twelfth Book of the Social Security Code (SGB XII) or an existing or impending mental disability within the meaning of SGB VIII (Section 35a). The goal is to promote the education and development of children with special needs so that they can live as independently as possible and participate in all areas of society.

The official Child and Youth Welfare Statistics on child care include figures on children who receive Eingliederungshilfe in

an ECEC center pursuant to SGB VIII or SGB XII. The data also indicate whether the center is an inclusive facility or a facility dedicated to children with special needs, such as a therapeutic preschool. A facility is categorized as dedicated to children with special needs if more than 90 percent of the children receive Eingliederungshilfe. It is deemed an inclusive facility if substantially less children receive Eingliederungshilfe but at least one child of the center's population. The method for tracking Eingliederungshilfe was refined in 2012, and since that time the categorization of ECEC centers as inclusive or dedicated to children with special needs has no longer been based on self-reporting by their directors. This makes it difficult to evaluate the data over time. Given the changes in data collection for 2012, moreover, it is likely that the number of children receiving Eingliederungshilfe is overstated, at least in the case of Baden-Württemberg. These data should therefore be interpreted with caution; it remains to be seen whether the results will be confirmed in the years ahead.

Fig. 5 Inclusion – participation by children with (impending) disabilities, by type of facility,

March 1, 2012, 2011/2012 school year; up to school entry; number, in %; Table 40



Furthermore, children with special needs receive services in other public facilities even before they are of school age. Current data include information about children in facilities attached to special education schools (i.e., special education preschools). Because these facilities, like therapeutic preschools, (generally) serve only children with special needs, they are not categorized as inclusive ECEC centers.

According to the data, three fourths of all special-needs children under age 6 in Germany attend inclusive centers under the auspices of the Child and Youth Welfare Office (see Figure 5). Sorted by region, the data show that in eastern Germany most of these children (96%) attend such inclusive facilities, while this is true of only 68.2 percent in the west. Analysis at the state level yields further specifics, making it clear that the educational situation for special-needs children in this age group varies from state to state. In Brandenburg, for example, 100 percent of this group attend inclusive facilities, while in Lower Saxony 45.4 percent are in segregated settings, and in Baden-Württemberg, 41.9 percent attend special education preschools under the auspices of schools.

These data should prompt a more nuanced analysis of how ECEC services are currently serving children with special needs, as well as further research aimed at gaining a better understanding of inclusive pedagogy in ECEC centers. The issues to be explored are broad; they include the structural conditions that enable ECEC centers to practice inclusive pedagogy, best practices for serving children in inclusive groups, and essential advisory and support systems for ECEC centers and their pedagogical staff.

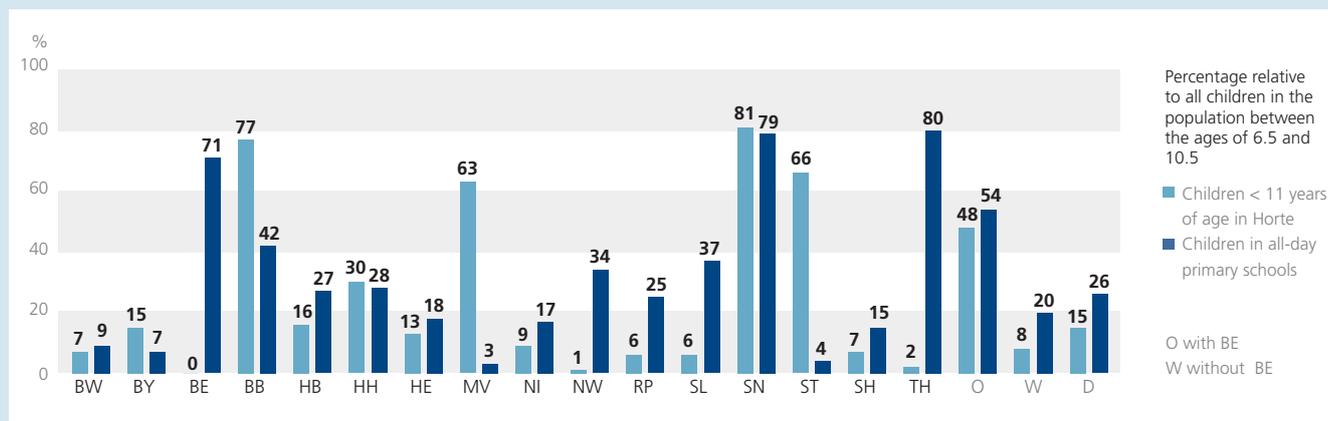
Care of school-age children: Participation in care at Horte or at full-day schools

Across Germany, most families send their children who are not yet in school to a daycare service or ECEC center so that they will be looked after, but also to promote their education and development. While parents expect these services to supplement what children learn at home, another factor influences this decision: whether they have jobs or educational commitments of their own. As children are spending more and more time in child care facilities before they enter school, parents are planning their lives and careers in the expectation that comparable support structures will be available when their children transition to primary school. And so, increasingly, parents are expecting schools to be open all day. Moreover, there is a call for full-day programs to improve the educational opportunities and trajectories of elementary school pupils – especially those children whose family situations fall short of meeting their educational and developmental needs.

This State by State Report includes an overview of extramural full-day care options for primary school pupils, because the Child and Youth Welfare Office is also responsible for offering school-age children a sufficient number of slots in daycare and ECEC services (Section 24, Paragraph 2, SGB VIII). These are often Horte, after-school programs as described in SGB VIII and the corresponding state implementing laws, under the auspices of the Child and Youth Welfare Office. In many German states, however, services for primary school children are more likely to operate in the setting of all-day schools. In all-day elementary schools, they may be "open" (with voluntary participation) or structured (with obligatory participation). In addition, there are Horte services provided by schools. In order to document both participation rates and the type of services provided for this age group in every German state and for all children, the State by State Report looks at services provided by Horte as well as by all-day schools.

There is a dizzying variety of daycare services for schoolchildren in Germany, and the available data leave much to be desired. The information contained in the State by State Report is therefore based not only on public statistics, but also on a survey of the relevant ministries in each German state. In addition to presenting the results of broad-based research on all-day schools in Germany, the report focuses on, and in some cases compares,

Fig. 6 Before- and after-school care – participation in all-day primary schools and Horte, March 1, 2012, 2011/2012 school year; as %; Table 41a1



the services offered by schools and by the Child and Youth Welfare Office.

Basically, the data show that the various types of child care services differ from state to state, as does the extent to which schoolchildren participate in extracurricular services provided by all-day schools at the primary level. It is important to note that the available data do not shed light on the overall level of participation in extracurricular education and care at the primary level, since the services offered by schools (all-day schools, school-based Horte) and by the Child and Youth Welfare Office are recorded as two different statistics. This makes it impossible to determine

- (1) how many children use both a child care service and a school program (dual use), and
- (2) how many children are included in both databases (double reporting). The latter is always the case when a school's full-day services are provided by the school in cooperation with a Hort. The children involved are counted as participants in both the all-day school and the Hort.

Because of this and other problems with the data collection, we no longer show an overall participation rate for primary school pupils, as the 2011 State by State Report did, but instead list separate participation rates for the two types of services. But for the reasons cited above, these cannot be combined to yield an overall participation rate.

In Germany as a whole, a good 15 percent of children age 6 to 10 were enrolled in after-school care in March 2012, and during

the 2011/12 school year, nearly 26 percent were enrolled in full-day elementary school services. The latter figure also includes the children in school-run after-school care, which applies especially to Thuringia (see Figure 6). These figures suggest that full-day care for schoolchildren takes place primarily in schools. However, a look at the situation in individual states reveals a different picture. In Mecklenburg–Western Pomerania, 63.3 percent of children age 6 to 10 attended a Hort, and only 3.1 percent of this group were in child care at a full-day elementary school. By contrast, in Berlin 71.5 percent of primary school pupils attended an all-day school. Indeed, Berlin no longer has Horte; all such services are provided by schools. However, especially in Berlin, many school-based all-day care options have developed from Horte. Nationwide, both types of programs have grown in number since 2005/06, although school-based services have experienced particular growth. The number of primary school pupils attending an all-day school program rose by approximately 133 percent between the 2005/06 and the 2011/12 school years. Meanwhile, the number of children attending Horte rose by 28 percent between 2006 and 2012. The most dynamic growth took place among the school-based services in western Germany, where the number of children using such services grew by nearly 247 percent during those years. By contrast, the number of children attending Horte increased by just 16 percent. The trend is similar in eastern Germany, though not in the same order of magnitude. There, the number of children in school-based after-school care rose by 49 percent, while attendance at Horte grew by a good 39 percent. Despite the different growth rates, however, the data show that Horte are not disappearing. In fact, in March 2012 some 434,300 children

Fig. 7 Before- and after-school care – selected minimum standards for services provided by all-day primary schools, by type of service,

2011/2012 school year; Tables 55–56

Structured all-day primary schools ● Yes ● No

State	Type of program	Required time of coverage		
		Minimum days per week	Minimum hours per day	Open during school vacation
BW	All-day schools as defined by the state	4	7	●
	All-day schools according to the KMK's definition*	3	7	●
BY	Structured all-day schools	4	8 ¹	●
BE	Structured all-day schools	4 ²	3	●
BB	Not available			/
HB	Structured all-day primary schools	5	8 ⁴	●
HH	Structured all-day schools	4	8 ⁵	●
HE	All-day schools, Profile 3	5	8,5 resp. 9,5 ⁶	●
MV	There are none. ⁷			
NI	Fully structured all-day schools	4 resp. 3 ⁸	9	●
	Partially open all-day schools:	4 resp. 3	10	●
NW	No information			
RP	All-day schools (voluntary)	4	8 ¹¹	●
	All-day schools (obligatory)	4	8 ¹²	●
SL	Structured all-day primary schools	4	8 ¹³	●
	Primary schools and all-day primary schools (partially structured)	4	8 ¹⁴	●
SN	All-day programs	3	7	●
ST	Fully structured all-day schools	3	7	●
SH	Partially structured all-day primary schools	3	7	No information
	Fully structured all-day primary schools	5	15	No information
TH	Structured all-day care (private primary schools)	5	16	●
	All-day special education programs (public schools)	5	17	●
	All-day special education programs (private schools)	5	18	●

Open all-day primary schools ● Yes ● No

State	Type of program	Required time of coverage		
		Minimum days per week	Minimum hours per day	Open during school vacation
BW	All-day schools as defined by the state	4	7	●
	All-day schools according to the KMK's definition*	3	7	●
BY	Extended lunchtime care	4	7,5 ¹	●
BE	Open all-day primary schools	5	12 ²	●
BB	Primary schools with open all-day programs	3 resp. 4 ³	8 resp. 7 ⁴	●
	Guaranteed half-day primary schools + Hort + other partners	5	6 resp. 7 ⁵	●
HB	Open all-day primary schools	4 bis 5	8 ⁶	●
HH	Open all-day schools	4	8 ⁷	●
	All-day Education and Care at Schools	5	11 ⁸	●
HE	Schools offering all-day programs, Profile 2	5	8,5 resp. 9,5 ⁹	●
	Schools offering all-day programs, Profile 1	3	7 ¹⁰	●
MV	There are none. ¹¹			
NI	Open all-day schools:	3 resp. 4	12	●
NW	No information			
RP	Open all-day schools	13	14	●
SL	All-day schools with voluntary participation	5	8,5 ¹⁵	●
SN	All-day programs	3	7	●
ST	Open all-day schools	3	7	●
	Primary school with cooperative Hort	5	No information	●
	Primary school with guaranteed opening hours	No information	No information	No information
SH	Open all-day primary schools	3	7	No information
TH	Open all-day care (primary school with Hort)	5	11 ¹⁶	●

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

across Germany were enrolled in such services, nearly 95,200 more than six years earlier.

A look at the growth patterns for these two types of services reveals substantial differences from state to state in their relative importance, not least as a result of the states' efforts to manage them through government policies. To date, these developments have led to four distinct models (including Berlin's):

1. The first model involves a transfer: In Berlin, for example, responsibility has been transferred from the Child and Youth Welfare Office to the schools. Although the Child and Youth Welfare Office is no longer responsible for Horte, many of its (quality) standards have been retained, along with staff and infrastructure.
2. In the second model, as in the first, the Child and Youth Welfare Office transferred responsibility for all but a few programs, but there was no transfer of standards and structures. In North Rhine-Westphalia, for example, the state stopped subsidizing Horte and began a parallel effort to expand the number of "open" all-day primary schools.
3. The third model is characterized by the coexistence of Horte and all-day schools. Both types of services receive government support, and in practice there is no conceptual overlap between child care services and all-day schools. This model is found in many of the western states, such as Rhineland-Palatinate.
4. The fourth model features cooperation between schools and Horte, for example in full-day services offered at schools. Schools and Horte in Brandenburg and Saxony, for instance, frequently offer a full-day program of school and child care in the same location (cf. Lange 2010 and Züchner 2012).

Services Provided by Open and Structured All-Day Primary Schools

The term "all-day school" creates the impression that on each day school is in session, children have classes and activities throughout the day. In fact, the length of the class day can vary considerably in all-day primary schools. As defined by the Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states (KMK), a school is considered an all-day school if it offers classes and activities for at least 7 hours on at least 3 days of the week (Sekretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany 2011:4f). Each state has built on this minimum definition to develop its own programs.

This State by State Report outlines the educational programs offered under the models adopted by each German state (see Figure 7). For example, it lists the minimum number of days per week and hours per day a program must be in operation in order to qualify as an all-day school or receive state funding according to each state's regulations. In each case, the minimum number of hours includes regular instructional time.

The school programs described here represent the types of services that the Conference of the Ministers of Education and Cultural Affairs (KMK) classifies in its statistics as all-day schools. Following the KMK definition, we distinguish between programs with voluntary participation ("open all-day schools") and those with obligatory participation. Note that a wide variety of organizational models in a number of German states are listed in the KMK Statistics as "open" (where participation is voluntary) or "structured" (where participation is obligatory for some or all classes or grade levels). In some states there are up to three different models that are listed in the Statistics as "open" or "structured" all-day schools. As a result, for some states this report identifies several different models, along with their distinctive features. In each case, the first model listed is the one that has the greatest percentage of pupils enrolled.

Overall, the statistics show that some states have gone beyond the KMK's minimum definition, offering all-day programs on 4 or even 5 days and in some cases staying open (or, where relevant, requiring pupils to be present) for more than the specified minimum time. Many states, however, align their services to the KMK's minimum requirements.

Fig. 8 Before- and after-school care – selected features of all-day primary schools, by type of service, 2011/12 school year; Tables 57–58

Structured all-day primary schools		Specifications for selected features		
State	Type of program	Specifications for staff qualifications established by ...	Regulations governing maximum group size	Regulations governing the number of staff members
BW	All-day schools as defined by the state	No specifications	● No	● No
	All-day schools according to the KMK's definition*	No specifications	● No	● No
BY	Structured all-day schools	No specifications ¹	● Yes	● Yes
BE	Structured all-day schools	Funding for staff ⁴	● Yes	● Yes
BB	Not available			
HB	Structured all-day primary schools	⁷	● Yes	● Yes
HH	Structured all-day schools	Funding for staff ¹⁰	● Yes	● Yes
HE	All-day schools, Profile 3	(Funding for staff) ¹³	● Yes	● Yes
MV	There are none. ¹⁶			
NI	Fully structured all-day schools	No specifications	● No	● Yes
	Partially open all-day schools:	No specifications	● No	● Yes
NW	No information			
RP	All-day schools (voluntary)	¹⁹	● No	● Yes
	All-day schools (obligatory)	²¹	● No	● Yes
SL	Structured all-day primary schools	²³	● Yes	● Yes
	Primary schools and all-day primary schools (partially structured)	²⁶	● Yes	● Yes
SN	All-day programs	²⁹	● No	● No
ST	Fully structured all-day schools	³¹	● Yes	● Yes
SH	Partially structured all-day primary schools	No specifications	● No	No information
	Fully structured all-day primary schools	No specifications	● No	● No
TH	Structured all-day care (private primary schools)	³⁴	● No	No information
	All-day special education programs (public schools)	³⁵	● No	● No
	All-day special education programs (private schools)	³⁶	● No	● No

Open all-day primary schools		Required time of coverage		
State	Type of program	Specifications for staff qualifications established by ...	Regulations governing maximum group size	Regulations governing the number of staff members
BW	All-day schools as defined by the state	No specifications	● No	● No
	All-day schools according to the KMK's definition*	No specifications	● No	● No
BY	Extended lunchtime care	No specifications	● Yes	● No
BE	Open all-day primary schools	²	● Yes	No info
BB	Primary schools with open all-day programs	No specifications ⁴	● No	● No
	Guaranteed half-day primary schools + Hort + other partners	No specifications ⁶	● No	● No
HB	Open all-day primary schools	⁸	● Yes	● No
HH	Open all-day schools	Funding for staff ¹⁰	● Yes	● Yes
	All-day Education and Care at Schools	Legal requirements ¹³	● No	● Yes
HE	Schools offering all-day programs, Profile 2	[Directive being drafted.]	● Yes	● Yes
	Schools offering all-day programs, Profile 1	[Directive being drafted.]	● Yes	● Yes
MV	There are none. ¹⁶			
NI	Open all-day schools:	No specifications	● No	● No
NW	No information			
RP	Open all-day schools	No specifications	● No	● No
SL	All-day schools with voluntary participation	Funding for staff ²¹	● Yes	● Yes
SN	All-day programs	²⁴	No info	No info
ST	Open all-day schools	Legal requirements ²⁵	● Yes	● Yes
	Primary school with cooperative after-school program	Legal requirements ²⁸	● Yes	● No
	Primary school with guaranteed opening hours	No information	No info	No info
SH	Open all-day primary schools	No specifications	● No	● No
TH	Open all-day care (primary school with Hort)	Legal requirements ³¹	● Yes	● Yes

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

The results show that access to an all-day primary school on 5 days a week varies by region. And for working parents, among others, a school's limited hours can pose another problem. Most all-day schools are open for 7 to 8 hours, guaranteeing supervision only until 4 pm at the latest – which is not long enough. Families accustomed to daycare services with longer hours often have difficulty meeting their needs for care when their child enters school. Since the needs of families are likely to grow in the years ahead, full-day school programs will no doubt have to expand.

Use of Horte services, by number of days per week and hours per day

For Horte, unlike schools, the official Child and Youth Welfare Statistics provide data on actual use, including both the number of days per week that children are enrolled and the number of hours per day they spend in such services. Across Germany, in March 2012 schoolchildren under the age of 11 attended Horte for an average of 5 days per week. Although the state-level figures showed slight deviations, in general Horte provide services 5 days a week. Unlike many school programs, Horte are ordinarily open on Fridays, and many families take advantage of this option. According to the data, children are enrolled in Horte

in Germany for an average of 5 hours per day (see Figure 9). Because this is after-school care, it seems likely that children in primary school who use this option are supervised for longer periods than those enrolled in all-day school programs. Such services are also more likely to offer the option of extended care, before school and/or after 4 or 5 pm.

Staff Qualifications in All-Day Schools and in Horte

Like institutional daycare, all-day school programs must be of high quality if they are to improve children's educational opportunities. Although this is not the place for a discussion of educational standards, it seems plausible that having a sufficient number of qualified pedagogical staff is an essential factor in the quality of such services. Because statistics are not available on staff qualifications for all-day school services, the State by State Monitoring Early Childhood Education project collected data from the respective state ministries about regulations governing staff qualifications for the various models of all-day (elementary) schools. The survey distinguished between qualifications specified by law and those required if a program is to receive state subsidies. Regulations concerning staffing levels or maximum group size are also an indicator of quality.

We find that some German states have established requirements for staff in extracurricular programs (see Figure 8). In Saxony-Anhalt, for example, only teachers and state-certified Erzieherinnen und Erzieher may work in such programs. However, many states do not impose formal training requirements for staff in school daycare programs; examples include Baden-Württemberg, Bavaria, Lower Saxony, and Schleswig-Holstein.

Given the importance of all-day school programs for promoting equal opportunity and improving student performance, it is surprising to see how much the requirements differ. Assuming that one prerequisite for professional pedagogical practice is relevant training, the question arises: To what extent do the current staff of all-day school programs meet this standard?

The official Child and Youth Welfare statistics provide considerable insight into the qualifications of pedagogical staff in Horte (see Figure 10). Nationwide, the majority (71.8%) of educational staff in such services have trained in a Fachschule mostly as Erzieherinnen und Erzieher. Regionally, the percentage of trained Erzieherinnen und Erzieher working in this field is

Fig. 9 Before- and after-school care – children under 11 in ECEC centers/Horte by number of hours per day,

March 1, 2012; number, arithmetic mean; Table 71

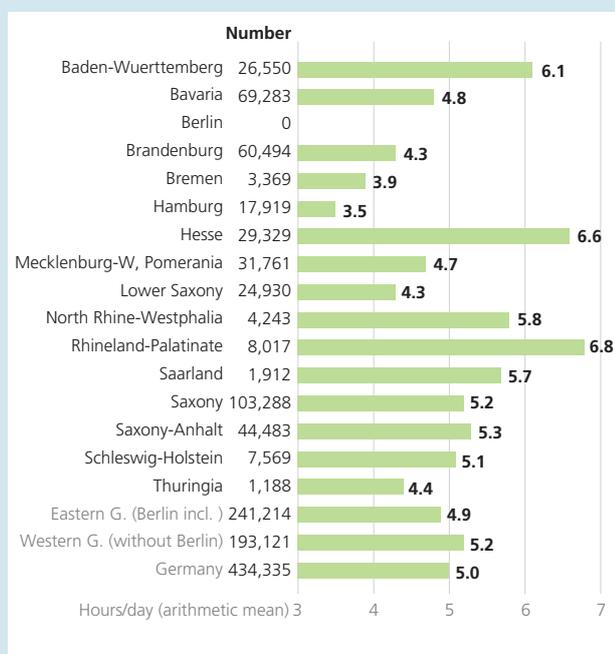


Fig. 10 Before- and after-school care – educational staff in Horte and Hort groups, by level of qualifications, March 1, 2012; number, in %; Table 50a

	Total	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
State	Number	Share as %					
BW	2,612	9.4	59.8	3.1	17.5	5.9	4.3
BY	7,155	6.8	57.3	26.4	3.0	4.9	1.6
BE	0	0.0	0.0	0.0	0.0	0.0	0.0
BB	3,585	3.3	89.1	0.5	5.0	0.8	1.1
HB	314	14.6	65.6	2.5	9.6	3.2	4.5
HH	1,171	8.5	57.6	12.0	11.4	5.0	5.6
HE	2,837	16.6	57.1	2.5	12.4	8.4	3.0
MV	1,720	2.9	93.3	0.6	2.0	0.4	0.8
NI	2,753	8.4	68.1	11.6	8.7	0.5	2.7
NW	528	15.3	53.4	4.2	16.3	5.9	4.9
RP	897	7.8	77.8	3.8	3.0	5.4	2.2
SL	173	5.2	77.5	2.9	8.1	1.7	4.6
SN	6,080	9.2	83.1	1.0	4.7	1.3	0.8
ST	2,398	3.8	91.5	0.9	2.4	0.5	0.9
SH	673	7.4	62.0	19.6	7.3	1.0	2.7
TH	/	/	/	/	/	/	/
O (BE incl., without TH)	13,783	6.0	87.4	0.8	4.0	0.9	0.9
W (without BE)	19,113	9.4	60.5	14.1	8.4	4.8	2.8
D (without TH)	32,896	7.9	71.8	8.5	6.6	3.2	2.0

significantly higher in eastern Germany (87.4%) than in the western states (60.5%). On the other hand, a higher proportion (14%) of staff members in western Germany have completed training at a Berufsfachschule for example as a child care worker or “social assistant.” These differences are found at the state level as well; 93.3 percent of Horte staff in Mecklenburg-Western Pomerania have trained at a Fachschule, compared with 57.3 percent in Bavaria. Despite these regional differences, staff members at Horte are more homogeneous in their level of training than their counterparts in the extracurricular programs at all-day schools. We look at the qualifications staff members in all-day school programs are required to have, under the law, as compared with the qualifications Horte staff actually have; however, the data do not allow for a direct comparison. One would expect, though, that especially in the states that require little or no training for the staff of child care programs at all-day schools, those employees would have less formal training than Horte staff.

The most striking characteristic of child care programs at all-day schools is their extreme heterogeneity, which makes it almost impossible to draw comparisons. Efforts must continue, first of all, to make this sector of child care for school-age children more transparent, in order to provide a stronger basis for policy decisions concerning its future development. The available data clearly indicate a need not only to increase the quantity of care services, and in particular to expand program hours, but also to take a closer look at the quality of care. The qualifications of pedagogical staff are just one – albeit crucial – factor in program quality that can truly improve educational opportunities for children. The Child and Youth Welfare Office, with its traditional Horte centers for school-age children, and the official Child and Youth Welfare Statistics as a tool for monitoring this sector offer at least one useful basis for comparison.

Investing Effectively

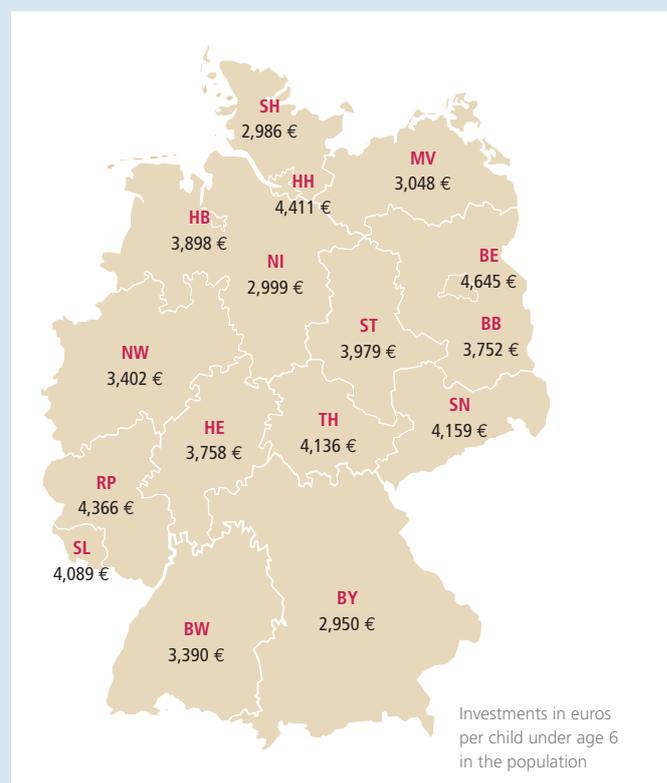
It is evident from trends in public expenditures for early childhood education and care that ECEC is widely recognized to be a significant social responsibility. Such expenditures have risen considerably nationwide, although the level of spending still differs significantly from state to state. Because access to funding is essential for providing appropriate, high-quality child care, in the "Investing Effectively" section we present facts and figures showing how ECEC is financed. There is still a lack of adequate data in this area, leaving a number of questions unanswered. A detailed description of the data on which this report is based can be found at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German); this is particularly useful for purposes of data interpretation. It is our hope that the facts and figures presented here and the questions they raise will lead to improvements in data collection.

The data used in compiling the 2013 State by State Report include personnel costs and other operating expenses as well as capital expenditures (one-time investments for constructing a new ECEC center, for example). The report also distinguishes among funding sources, indicating whether the federal government, the state, communities, parents, or independent providers bear the costs.

Investments per child under the age of 6

The indicator "Investments per child under the age of 6" lists the average net ECEC expenditures by each state and its communities for each child less than 6 years old residing in that state. These figures show the net costs incurred in one year by the state and communities – that is, expenditures minus revenues – and include both operating expenses and capital expenditures. Dividing the total net expenditures by the total number of children under age 6 yields a per-child figure that makes it possible to compare the level of spending in Germany's states. To ensure that these figures are truly comparable, we exclude expenditures that are covered by revenues such as federal subsidies or parent contributions and limit our analysis to expenditures to be financed from general budgetary resources (taxes, revenue sharing income, reserve funds). In order to produce an indicator that is comparable from state to state, we include only the amount spent on services before children enter school; spending on Horte is not taken into account.

Fig. 11 Investments per child under age 6, 2010, euros per child < 6; Table 21a1



Data on expenditures per child under age 6 show that the states considerably increased ECEC spending between 2005 and 2010. Information about spending since 2010 is not yet available.

Again in 2010, public spending on ECEC for each child under 6 varied widely across Germany, ranging from approximately 3,000 euros to 4,600 euros (see Figure 11). The average per-child amount invested in early childhood education and care, and thus also in the state's social development, was 3,514 euros. This represents an increase of 1,314 euros, or nearly 60 percent, relative to 5 years earlier. That same year, the eastern German states invested an average of 4,078 euros per child in this age group, outspending the western states (3,380 euros). However, the rate of growth between 2005 and 2010 was higher in the western (+61%) than in the eastern region (+44%). These figures include investments aimed at expanding services for children under 3, which has been a particular focus in recent years, and it remains to be seen whether spending will continue to rise once the states have expanded services sufficiently to meet existing needs.

In 2010, as in previous years, the state of Berlin ranked first for average net spending on ECEC, at 4,645 euros per child under age 6. Hamburg was second (4,411 euros), closely followed by Rhineland-Palatinate (4,366 euros). This was the first year that two western states placed in the top three for ECEC expenditures. Three eastern states were also near the top: Saxony (4,159 euros), Thuringia (4,136 euros), and Saxony-Anhalt (3,979 euros). At the bottom of the list were the same three states as in the past, although their order had changed: Bavaria ranked last, spending 2,950 euros for each child under 6, while Schleswig-Holstein spent 2,986 euros and Lower Saxony 2,999 euros. It is interesting to note that Mecklenburg-Western Pomerania ranks below the other eastern German states, at 3,048 euros per child under 6, and fourth from the bottom nationwide.

Personnel costs are the single most important factor driving spending, and they are largely a function of the number of people employed. A high rate of enrollment in ECEC services requires more staff and leads to correspondingly higher costs. However, the staffing formula and compensation levels also factor into spending levels. Furthermore, it is important to keep in mind that capital expenditures are lower in those states where supply and demand for ECEC services have long been balanced, since the need for new child care centers is less urgent there than in states where demand has outpaced supply

Net ECEC costs as a proportion of total expenditures

Another way to look at this issue is to calculate the net costs for ECEC as a percentage of a state's total expenditures. The results of this calculation are shown in the indicator "Net ECEC costs as a proportion of total expenditures." As with "Investments per child under the age of 6," we focus on the net costs incurred by each state and its communities for ECEC services. In this case, however, the indicator shows net costs as a proportion of total expenditures – again calculated as net costs incurred – for each state and its communities. The results confirm an overall increase in the amount of money spent to provide ECEC services and also show that spending on ECEC now accounts for a larger proportion of total expenditures. This trend suggests that states and communities are attaching greater importance to early childhood education and care. At any rate, the amount spent on child care services has increased – in both absolute and relative terms – in recent years.

In 2010, approximately 1 out of every 20 euros spent by the federal states or their communities was allocated to early childhood education and care; this represented 4.9 percent of total expenditures nationwide. The proportion is significantly higher in eastern than western Germany (6.9% versus 4.4%). The proportion was highest in Saxony, where 8.9 percent of total expenditures was allocated to child care services, and significantly lower in Bavaria and Bremen, at 4.0 percent.

Viewed over time, this indicator, too, highlights the growing relevance of ECEC services. Whereas in 2005 they accounted for just 3.7 percent of total expenditures nationwide, by 2010 that figure had risen significantly, to 4.9 percent. The increase between 2005 and 2010 was somewhat higher in eastern Germany than in western Germany (1.6 versus 1.1 percentage points), but the trend was basically positive in every German state.

The financing partnership for ECEC

The financing of institutional ECEC services is a frequent source of controversy, as there are widely differing views on which public and non-public entities should participate in funding this sector. Additional data are needed to inform the debate; policymakers and administrative authorities need to broaden their efforts in this regard.

So far we have looked only at spending by the individual states and their communities. However, these are not the only sources of funding for ECEC services. Others include

- the federal government, which provides funding for such things as expanding services for children under age 3;
- independent providers; as well as
- parents, whose contributions account for a significant share of ECEC funding.

Unfortunately, we have no comparable data on the financial contribution of the federal government. We know only the amount drawn by the states each year from the special fund set up by the federal government for capital expenditures to expand services to children under 3 (see <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> [in German]). For 2010, the Federal Statistical Office has published the results of a special survey regarding funding from providers. While this yields interesting information (cf. German Federal Statistical Office 2012), it does not provide state-specific data.

Given the lack of adequate data, the indicator "The financing partnership for ECEC" merely reports the proportion of funding contributed by the state, its communities, and parents. For the reasons mentioned above, it does not take into account contributions from independent providers, nor does it include federal funds drawn from the program to finance ECEC services. The share contributed by parents, specifically in the case of child care provided by non-public entities, is an estimate (see <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html>).

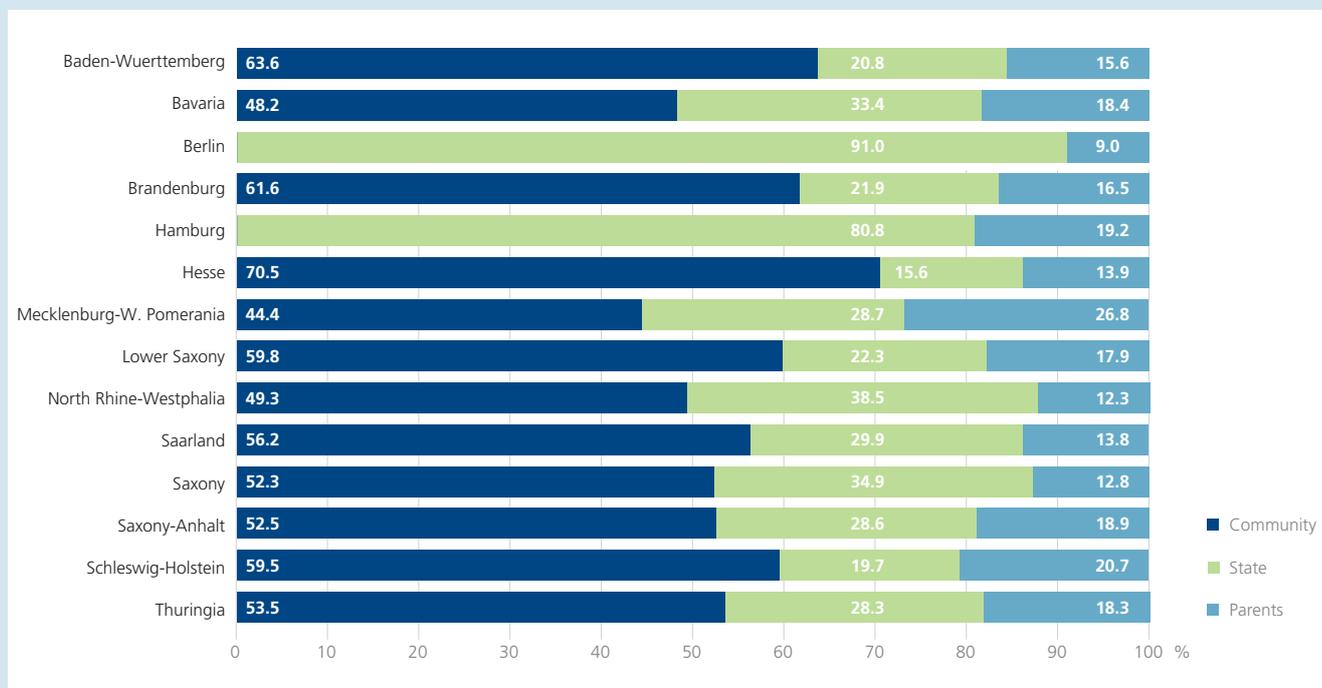
The data for 2010 show that the states (excluding the city-states of Berlin, Bremen, and Hamburg) vary widely in the funding they provide for ECEC services – ranging from 38.5 percent in North Rhine-Westphalia to 15.6 percent in Hesse (see Figure 12). The proportion of costs borne by parents also differs considerably from state to state, with parents in Berlin paying the smallest share (9%) and parents in Mecklenburg–Western Pomerania by far the largest (26.8%). Contributions from communities likewise vary from state to state (again excluding the city-states), ranging from 70.5 percent in Hesse to 44.4 percent in Mecklenburg–Western Pomerania.

One-time investments in ECEC services

In recent years, the tremendous expansion in services for children under age 3 has brought with it a rise in capital expenditures (one-time investments for constructing new ECEC centers, for example). These are reflected in the indicator "One-time investments in ECEC services." In this case, in contrast to the other indicators, the figures include all capital expenditures, regardless of the funding source. In particular, they include money drawn from the federal government's ECEC capital investment program. Rather than focusing specifically on a state's own financial commitment, this indicator sheds light on the total amount of money spent in a given year in the respective state, for example to expand services. This also indirectly indicates whether the effort to expand the number of children in child care relied on existing infrastructure or involved new construction.

The data show that capital expenditures reached a new high in 2011: A total of 1.36 billion euros was spent on one-time investments during that year. Since the rate of increase in spending was considerably lower between 2010 and 2011 than in previous years, however, it is too soon to tell whether capital expenditures have peaked.

Fig. 12 Financing partnership for ECEC, 2010; in %; Table 23



The pattern of capital expenditures is particularly important for a longitudinal analysis of the states' general and long-term commitment to funding ECEC services, as reflected particularly in the indicator "Investments per child under the age of 6." The central question is whether states are prepared to maintain a strong financial commitment to early childhood education and care even when there is less need for capital investments.

Overall, the data show that all stakeholders have contributed to significant increases in expenditures in recent years. A lack of relevant data, however, leaves many questions unanswered. The total outlay is already substantial, and the financing of ECEC services will remain a heated topic, not least because the system must continue to expand. It is therefore imperative to gather additional data. Also urgently needed is more detailed and up-to-date information that will allow policymakers and the public to engage in an objective discussion of the level of funding required and of the question of who will bear the cost.

Promoting Bildung – Ensuring Quality

Policymakers and the general public, and most of all parents, expect ECEC centers not only to look after children, but also to promote their education and development. While they may have quite different notions of what that entails, there is widespread agreement on the need for sound and appropriate structural conditions for professional ECEC practice. These conditions are the essential foundation enabling pedagogues to perform at a high level. With the current focus on expanding opportunities for children under three, however, it is easy to lose sight of the fact that the benefits society expects children to derive from attending an ECEC center depend on what actually happens there.² While simply putting in place the necessary framework does not guarantee a high-quality ECEC experience, the right conditions are essential, and they can be influenced at the systemic level. The State by State Monitoring Early Childhood Education project will therefore continue to draw attention to the structural conditions in ECEC centers and examine differences among the systems in Germany's states.

Under the heading of Promoting Bildung – Ensuring Quality, we focus on pedagogical staff, relying on information drawn from the official Child and Youth Welfare Statistics. Together with the children in their care, these professionals construct the pedagogical practice at each facility. The ratio of staff to children, but also the staff members' professionalism and conditions of employment, must be at the core of any discussion of quality, in the awareness that sound pedagogical practice begins with each child care center. But in recognizing the importance of pedagogical staff in determining ECEC quality, we must not forget that others, including authorities at a higher level of responsibility, play a key role in making their work possible. It is our fundamental belief that high-quality ECEC cannot be achieved by the pedagogical staff alone; it depends on every stakeholder at every level of the system.

The 2013 State by State Report also focuses particularly on ECEC directors, who profoundly influence the quality of ECEC services. In this context, it is important to ask whether the new and increasing demands placed on child care centers require a reevaluation of the duties and responsibilities of ECEC directors, as well as of their professional role. We draw on the official Statistics on Child and Youth Welfare to address these questions.

The qualifications of staff members are one measure of an ECEC center’s human resources. In this report, we present a state by state comparison of these statistics. Based on the available data, it is not possible to determine how specific levels of training affect the quality of the educational environment; however, it seems plausible that more advanced training will lead to higher quality.

Qualifications of pedagogical staff in ECEC centers

Nationwide, almost all educational staff members have completed formal vocational training; just 2.5 percent have no degree at all. However, the level of training differs from one state to another. As of March 2012, a good 72 percent of educational staff nationwide had graduated from a Fachschule, in most cases with a degree as an Erzieherin and Erzieher (see Figure 13). However, the proportion varies from state to state, ranging from 51.8 percent in Bavaria to 92.1 percent in Mecklenburg–Western Pomerania. States ranking below the national average, such as Bavaria, Hamburg, Saarland, and Schleswig-Holstein, have a higher proportion of Berufsfachschule graduates, who have received

vocational training as childcare workers or social assistants, for example. Nationwide, the proportion of early childhood educators with a relevant university degree (e.g., in social pedagogy) has risen slightly since 2010, from 3.8 percent to 4.6 percent. However, the share of university graduates varies widely at the state level, ranging from 9.8 percent in Bremen to just 2.1 percent in Saarland. On average, the level of formal training among educational staff members is higher in the eastern states than in western states; staff members who completed their training at the Berufsfachschule level are a rarity in eastern Germany. As noted in the 2011 State by State Report, this situation poses an important and still relevant policy question. While ECEC center staff members in the eastern states have a higher level of formal training, the average staffing formula is less favorable there. What effect does this have on the quality of the educational environment? Some argue that higher qualification levels can compensate for a less favorable staffing formula. Others maintain that a better staffing formula should take precedence, even if staff members are likely to have less formal training. No studies to date have specifically addressed this issue. It seems only logical, however, that an adequate level of staffing is crucial if

Fig. 13 Educational staff in ECEC centers – level of qualifications, March 1, 2012; number, as %; Table 27

State	Total	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
	Number	Share as %					
BW	62,433	3.3	74.1	10.3	4.9	4.9	2.5
BY	67,016	3.6	51.8	37.3	1.6	4.2	1.6
BE	22,106	5.4	80.5	1.5	6.1	4.0	2.5
BB	16,397	2.8	89.3	0.8	4.4	1.4	1.3
HB	4,098	9.8	62.9	8.9	5.8	6.7	6.0
HH	11,704	8.4	59.2	18.8	7.2	1.9	4.4
HE	39,700	8.6	70.1	5.5	6.4	5.9	3.5
MV	10,187	2.7	92.1	1.6	1.9	0.5	1.3
NI	40,337	4.7	71.7	15.3	4.2	0.6	3.5
NW	89,958	3.8	72.6	11.5	5.3	4.4	2.5
RP	24,794	2.9	76.7	10.5	3.7	3.2	3.0
SL	5,001	2.1	68.0	19.4	4.0	3.8	2.8
SN	27,826	7.3	84.3	1.2	4.2	1.5	1.4
ST	14,676	3.0	91.3	1.8	2.2	0.7	1.0
SH	14,756	5.2	63.2	22.5	5.0	0.7	3.3
TH	13,266	5.9	87.8	0.9	1.9	2.2	1.2
O (BE incl.)	104,458	5.0	86.5	1.3	3.8	1.9	1.5
W (without BE)	359,797	4.5	67.9	16.6	4.5	3.9	2.7
D	464,255	4.6	72.1	13.1	4.3	3.4	2.5

every child is to benefit from individual attention. When considering the formal qualifications of heterogeneous teams, it is also important to determine what the right mix is to achieve the best possible results for children.

Pedagogical staff – full-time versus part-time

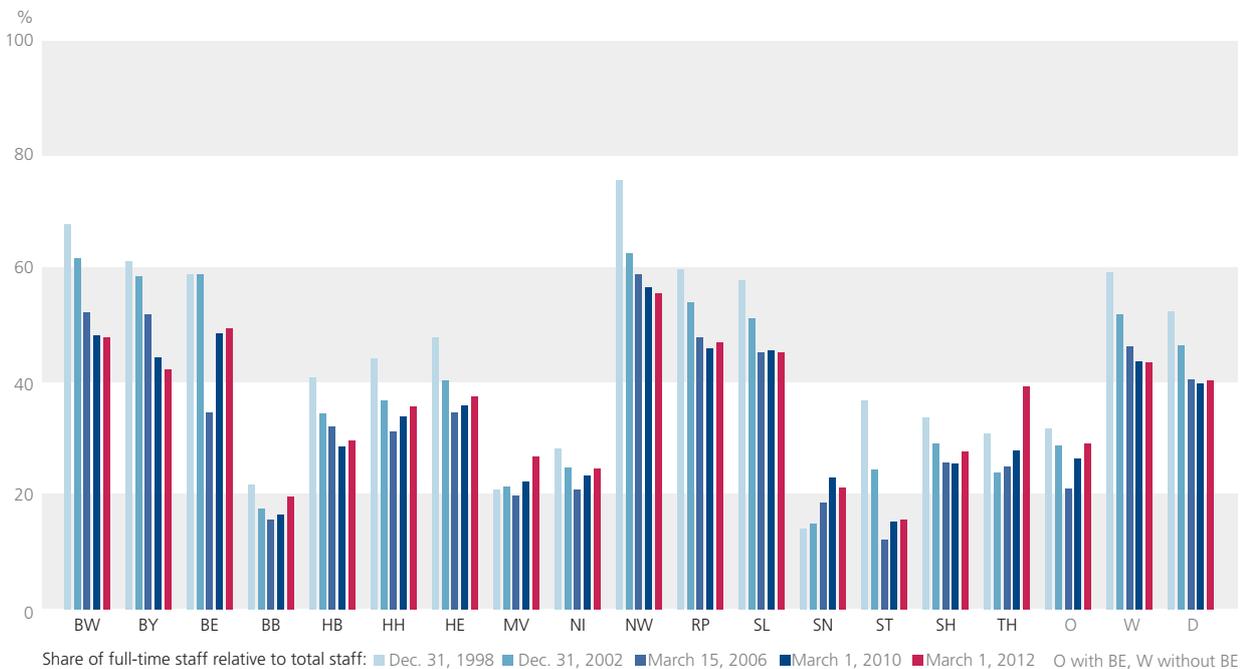
The number of work hours of early childhood educators is significant for a number of reasons. Employees need to know whether they will be able to earn enough money to live on. Their work is personally very demanding, moreover, and it is important to consider whether uncertain and problematic employment situations may compromise a staff member’s ability to be sensitive and empathetic (cf. Remsperger 2013) – which, in turn, adversely affects ECEC quality. Furthermore, the number of hours worked per week has an impact (either positive or negative) on the formation of stable, reliable relationships between early childhood educators and children – relationships that are essential for promoting child development in the ECEC setting.

Nationwide, the share of full-time pedagogical staff – that is, those who work 38.5 or more hours per week – declined by 12.2

percentage points between 1998 and 2012. Since at least 2006, the figure has hovered around 40 percent (see Figure 14). However, the processes underlying this trend differed regionally. Between 1998 and 2006, the percentage of full-time employees dropped significantly both in the west (from 59.4% to 46.2%) and in the east (from 31.9% to 21.3%). At least by 2006, the proportion of full-time employees in eastern Germany had begun to rise again, reaching an average of 29.1 percent in 2012. In western Germany, meanwhile, the share of full-time employees continued to decline, if only slightly. Thus, the stable trend of the past 7 years reflects opposite developments in eastern and western Germany.

A state-by-state comparison reveals further differences in the employment situation for 2012. In Saxony-Anhalt, only 15.8 percent of pedagogical staff worked full time, compared with 55.6 percent in North Rhine-Westphalia. We need to look more closely at what it means for the educational environment when, as in Saxony-Anhalt, more than 45 percent of children under 6 spend 45 or more hours per week at their ECEC center but only 15.8 percent of educators work full time. Given these figures, it is apparent that children will normally experience more than one

Fig. 14 Educational staff in ECEC centers – percentage of full-time staff, 1998–2012; as %, Table 28



change in their primary caregiver in the course of a day. One notable finding is that in Thuringia – especially between 2010 and 2011 – the proportion of full-time staff members rose significantly. It increased from just 28 percent in March of 2010 to 39 percent in 2011 and held steady at 39.3 percent in 2012. Given a regional shortage of trained staff, another question is to what extent the number of work hours might make ECEC a more attractive employment opportunity.

Pedagogical staff – ECEC staffing formulas

The policy debate on early childhood education and care is increasingly focused on the professionalism of staff members. Expertise is basically considered the key (Viernickel et al. 2013) to high ECEC quality – and maintaining that quality requires constant work. Accordingly, the State by State Monitoring Early Childhood Education project regards professionalism or competence not merely as a characteristic of each individual, but as a hallmark of an entire system (cf. CoRe 2011). Here, however, we focus on just one aspect of the system, namely the educational staffing of ECEC centers. To examine the quantitative dimension of staffing, we look at each state's ECEC staffing formula.

The staffing formula should not be confused with the staff-to-child ratio. The central difference between the two is that the staffing formula refers to the relationship between the total number of hours worked by a full-time member of the pedagogical staff and the number of children receiving all-day care. Working hours include both "direct" time, devoted exclusively to working with children, and "indirect" time, spent on all other essential duties – such as team meetings, parent conferences, and prep time, but also leadership tasks. Vacations and sick leave are also included in that figure. Thus, the staffing formula does not indicate how many children are cared for by one trained staff member at a given time on a typical ECEC center day. Rather, it makes it possible to compare ECEC centers and regions, in this case the German states, with regard to their available staff. The staff-to-child ratio provides information about the number of children for whom each educator is responsible. This ratio cannot be calculated from the available data at the state level. Some state-level regulations – for example, in Lower Saxony – indicate how many hours can be used for "other duties" or as indirect educational time. Calculating the actual staff-to-child ratio in each individual ECEC center would require specific information

about what staff members do during the day as well as the total amount of vacation and sick time, for example. At the regional level, such calculations might be useful, and feasible, since they could present a more precise picture of the educational conditions at ECEC centers.

The methods used to calculate staffing formulas using data from the Child and Youth Welfare Office statistics have undergone continual refinement (cf. Fuchs-Rechlin 2013; Statistisches Bundesamt 2013). This has made it possible to calculate increasingly "realistic" results, but it also makes it much more difficult to carry out a longitudinal analysis of staffing formulas.

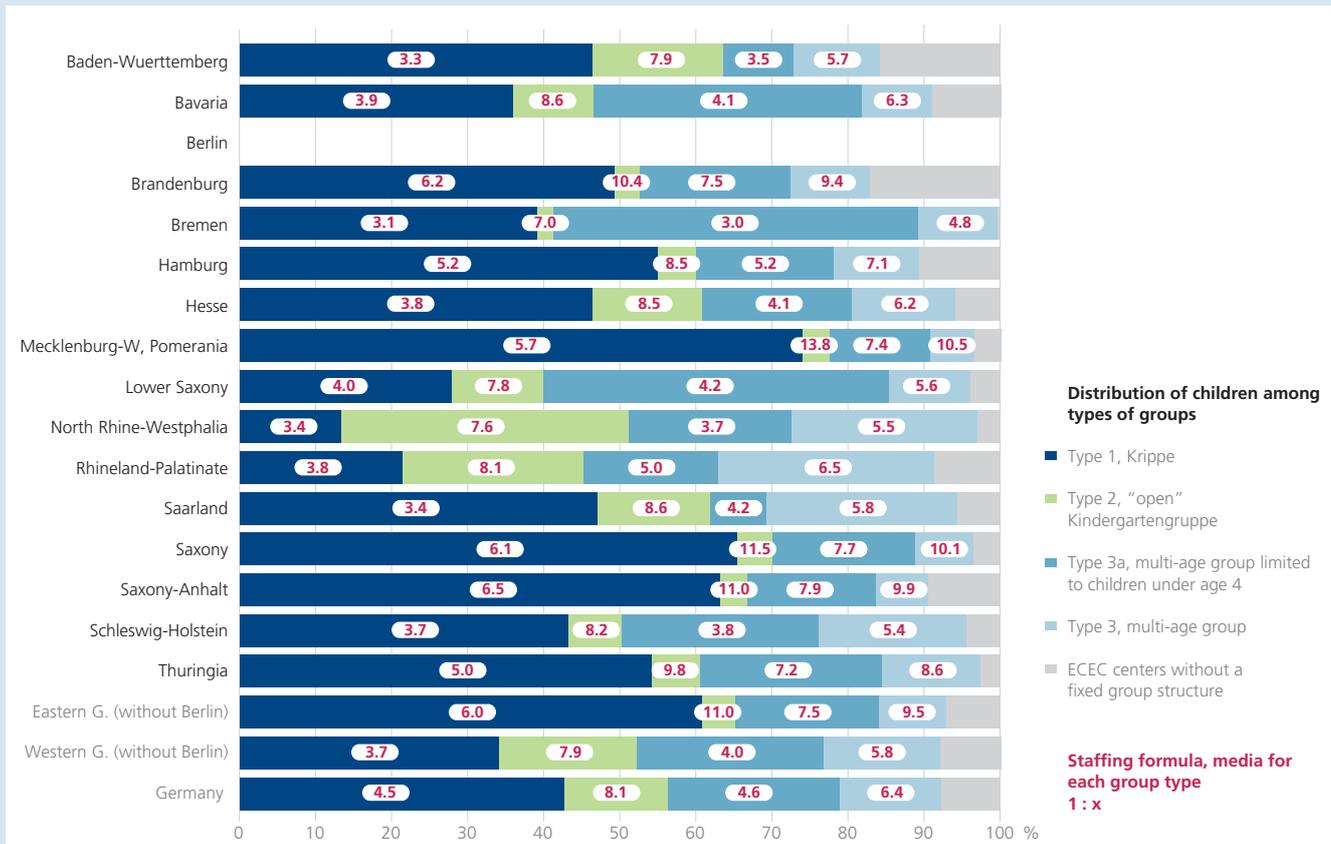
Changes in how staffing formulas are calculated have also resulted from additions to the surveys of ECEC centers used to compile the official Child and Youth Welfare Statistics. For example, the data gathered on staff members now include up to two areas of activity and the amount of time spent on each, and the data on children include the number of hours enrolled per week (Fuchs-Rechlin 2013: 13). Using these data, we can calculate two different versions of the staffing formula. As in the past, staffing hours may include time allotted for ECEC leadership tasks; however, it is also possible to exclude that time. For the 2013 State by State Report, we calculated the staffing formula with leadership time included. We chose this version for two reasons; one is substantive, the other methodological.

Substantively, we consider leadership tasks to be part of the staff's educational work. However, it is very difficult to draw a clear line between educational and leadership activities. Is hosting a parents' night or organizing an election of parent representatives entirely one or the other? When a director holds a performance review with a staff member, doesn't that fall under both headings?

From the methodological standpoint, changes in the way work hours are reported have also raised new questions about leadership responsibilities that we have not yet satisfactorily resolved. It was calculated how many hours (contractually) are allocated to leadership activities in each ECEC center. The results showed that in many German states a relatively large share of ECEC centers made no such contractual agreements about release time for leadership duties. This requires an explanation, particularly in those states where the regulations provide funding for (insti-

Fig. 15 Percentage of children under age 3 by type of group/staffing formula by type of group,

March 1, 2012; as %, participating children (full-time equivalents) per staff member (full-time equivalent), median; Tables 36b, 43a1



tutional) leadership time, even for small ECEC centers such as those serving just one group of children. When an ECEC center reports that no time is explicitly allocated for leadership tasks, is it actually the case that no staff member there performs those functions? If an individual were to perform leadership tasks under those circumstances, the staffing formula calculated for that ECEC center would be more favorable than the comparable figure at ECEC centers that report time allocated for leadership duties. In any interpretation of staffing formulas, it is important to keep in mind that they are more favorable when time spent on leadership duties is taken into account.

It should therefore also be noted that if the staffing formula calculation does not include time allotted for leadership tasks, the result is significantly worse, particularly in those states that provide a high level of funding for leadership duties. Therefore, if

leadership time is not included when calculating a staffing formula, at the very least a formula for leadership time should be provided as well.

We calculated the staffing formulas for various types of child care groups, namely Krippengruppen (only children under 3); "open" Kindergartengruppen (children 3 and older and some 2-year-olds); groups with children under 4³; multi-age groups (children from birth to school entry); and Kindergartengruppen (children from age 3 to school entry).

Nationwide, more than 185,000 children under 3 at ECEC centers (42.6%) are cared for in a Krippengruppe (see Figure 15). In eastern Germany, the percentage is even higher – 60.8 percent. By contrast, at ECEC centers in western Germany only 34.1 percent of children under 3 are in a Krippengruppe; the rest are in

other types of groups. In western Germany, nearly one-fifth of children under 3 (18.0%) are in an "open Kindergartengruppe", while 24.6 percent are in a group limited to children under age 4 and another 15.4 percent are in a multi-age group. In eastern Germany, nearly one-fifth of children under 3 at ECEC centers (18.9%) are cared for in a group that includes only children under age 4.

Staffing formulas for the various types of groups attended by children under 3 differ considerably. By contrast, the situation looks much better in the Krippengruppen in western Germany, with a staffing formula of 1:3.7 (see Figure 15). Once again, we emphasize that a staffing formula of 1:6 does not mean that one Erzieherin and Erzieher is caring for six children. Rather, the formula represents the total number of full-time-equivalent (FTE) staff members relative to the total number of full-time-equivalent (full-day) children enrolled. In particular, it should be noted that the work hours tallied for pedagogical staff members include indirect educational time, time away from work (vacations, sick days), and time allotted for leadership duties. A state-by-state comparison shows that the staffing formulas for Krippengruppen vary widely, ranging from 1:3.1 in Bremen to 1:6.5 in Saxony-Anhalt. Mathematically, this indicates that one FTE staff member in Saxony-Anhalt is responsible for three more full-day children than a colleague in Bremen. The staffing formulas for the other types of groups attended by children under 3 are almost always less favorable.

More than 1,250,000 children from age 3 to school entry in ECEC facilities (58.3 percent) are in a Kindergartengruppe. Another fourth of these Kindergarten children are cared for in an "open Kindergartengruppe" (which also accepts 2-year-olds). Nationwide, the median staffing formula for the former groups is 1:9.1. Our regional comparison shows that the median situation in Kindergartengruppen is significantly more favorable in the western states (1:8.6) than in the eastern states (1:11.8). Mathematically, this indicates that one FTE staff member in eastern Germany is responsible for three more full-day children than a staff member in a western state. Similarly, the median staffing formula for Kindergartengruppen varies widely from state to state, ranging from 1:13.6 in Mecklenburg-Western Pomerania to 1:7.3 in Bremen. In other words, one FTE staff member in Mecklenburg-Western Pomerania is responsible for six more full-day children than a colleague in Bremen.

It is clear from this overview that ECEC centers vary widely across Germany in terms of their human resources as well as their overall structural conditions. Because every such facility in Germany has the same responsibility for providing early childhood education and care and for reducing educational disparities, the question is how to ensure equal opportunity for all children despite these differences.

Pedagogical staff: ECEC directors

In the current debate on early education policy, ECEC directors as a professional group have received surprisingly little attention. In the academic discussion, too, ECEC leadership has tended to be a side issue.⁴ However, the management literature and continuing education materials are now addressing this topic more often.⁵

It is clear that further research is needed, particularly since studies have found that ECEC directors play a crucial role in promoting "best practice" in early childhood education. Good leadership and effective management serve as a mediator between an ECEC center's structural conditions and the quality of education and care it provides (cf. Viernickel et al. 2013: 54). International researchers have also been devoting more attention to the topic of ECEC directors (cf. Nupponen 2006; Thornton et al. 2009; Aubrey, Godfrey, and Harris 2013).

Surprisingly, despite the fact that Germany's ECEC systems have been reorganized and improved, there has been no broad discussion of the professional role of ECEC directors, even among early childhood educators. For one thing, it is not entirely clear what is expected of these professionals and what skills and qualifications they need to have,⁶ nor how they should be trained. For another, little is known about their position within ECEC facilities. What formal training have they undergone? What credentials have they earned? Do they have a specific amount of time allotted for their leadership responsibilities, or are they expected to perform leadership tasks while still working full-time with children? How many hours are allotted for leadership duties? Does this vary from state to state? We lack the necessary data to shed light on the current situation of ECEC directors across Germany.

Furthermore, it is high time for a vigorous policy discussion. Acknowledging a fundamental shift in the demands and expectations placed on ECEC centers in Germany, we should also take a fresh look at the roles and responsibilities of ECEC directors. What does professionalism mean in this context? A recent study by Viernickel, Nentwig-Gesemann, Nikolai, Schwartz, and Genker (2013) provides important information for this discussion. In particular, it concludes that the way in which the director's position is structured has a significant impact on the work of the

entire ECEC center team. It also shows that a reflective team culture and ongoing professional development require directors who are competent early childhood educators, take a mentoring approach, emphasize collaboration and partnership, and have adequate time to support and advise their staff (Viernickel et al. 2013: 71).

In view of the urgent need for information, as well as an emerging body of research on ECEC leadership, the 2013 State by State Report has incorporated new data on this topic into each state profile. As a first step toward achieving greater transparency about the current situation of ECEC directors, we have aggregated data from the Child and Youth Welfare Statistics to generate useful indicators. In the spring of 2012 we conducted a written survey of all state ministries with responsibility for ECEC services, requesting information about each state's regulations governing ECEC directors.

State regulations governing ECEC leadership staff

The purpose of our survey was to gain an overview of the structural conditions for ECEC leadership positions at the state level. We learned that every German state has regulations specifying the formal qualifications required of ECEC directors. In some states, those qualifications also depend on the size of the ECEC center, measured by the number of children enrolled; sometimes new directors are required to have several years of relevant experience. In Bavaria, for example, candidates must also show evidence that they have completed a training course for ECEC directors. Responses to a question about statewide regulations governing working hours for ECEC directors revealed a much more diverse picture. Only eight states specify how many hours per week the job entails. Moreover, states differ in the parameters used to determine how much time ECEC directors devote to their duties. Hamburg, for example, funds a certain weekly allotment of leadership hours per child. In Lower Saxony, leadership hours are based on the number of groups, while in Brandenburg and Saxony, leadership hours depend on the number of full-time pedagogical staff.

These different systems reflect a range of very different underlying perspectives. Does the scope of an ECEC director's work primarily depend on the number of children or groups at the center? Another approach is to link directors' hours to the number of pedagogical staff members or full-time positions, based on the

assumption that the time required for leadership tasks is affected by the size of the center's team.

Respondents were also asked whether additional funding was provided if ECEC directors had additional responsibilities, such as managing a family service center. Three states have relevant regulations; in Hamburg, for example, additional leadership hours are allotted when directors are involved in parent-child centers, based on the extent to which a center is used by families.

Clearly, more precise information is needed about the duties and responsibilities of ECEC directors. We also need to know more about what professionalism means in this context. It could be useful to know, for example, whether states have set standards for the scope of ECEC leadership duties. Our survey found that only three states have addressed this issue in statewide regulations. Even in those states, the wording tends to be very general. Only in Rhineland-Palatinate have stakeholders agreed on a relatively comprehensive "guide" for independent and community providers that includes their common understanding of an ECEC director's job description. In discussing how the role of ECEC directors is (or should be) defined, and by whom, we need to be mindful of a number of factors. We should also remember that neither educational researchers and policymakers nor practitioners in Germany have yet been able to compile a list of duties and requirements that would shed light on what constitutes "best practice" in ECEC leadership. As the employer, the provider of each center is directly responsible for defining the duties of all employees, including the director. At the same time, by virtue of their mission to provide education and care, as defined in the states' curricula, all ECEC centers have similar responsibilities, and thus the duties of their employees, including directors, are similar as well. It is important for authorities at a higher level to consider the duties of ECEC directors, since public financing of ECEC centers requires that parameters be set for determining leadership staffing levels. Here too, a description of leadership duties could help the state set guidelines for calculating necessary staffing levels, in the interest of ensuring that leadership conditions are similar from one center to another, regardless of provider.

ECEC directors: Staffing

Even in discussions of structural quality at ECEC centers, the issue of allocating an appropriate amount of time for leadership duties has received little attention. Outsiders may have little insight into what it means to be an ECEC director. Certainly one reason is that in the past, and evidently often even now, leadership staff have performed their assigned duties as a kind of "second job." In any case, the perception persists that ECEC staff members who work with children will perform leadership tasks on the side. Even the terminology bears this out; personnel are described as being "released" for leadership duties that actually constitute a different job. This creates the impression that "ECEC director" is not necessarily a separate position that needs to be filled. Recognizing that the situation has changed at many ECEC centers across Germany, though not all, we should consider whether the concept of "releasing" staff from other responsibilities – wording that we have continued to use in this report, along with similar language such as "giving time off" or "allocating time" for leadership tasks – is still appropriate, given an increasing focus on the professionalism of ECEC directors.

Since 2011, data gathered on staff members for the official Child and Youth Welfare Statistics have included up to two areas of activity and the time spent on each; one of these areas is leadership at the center. This makes it possible to identify staff members who are released from other duties to perform leadership tasks⁷ and determine how many hours per week are devoted to those responsibilities. We can also distinguish between full-time directors (whose contracts explicitly and exclusively assign them to leadership tasks: "fully released") and part-time directors (released from other duties for part of the work week: "partly released").

Nationwide, nearly 38,700 ECEC centers assign staff members to perform leadership duties. At 47.5 percent of these centers, one person had time allocated for leadership tasks and also served in other capacities, while at 46.2 percent, one person is relieved of all other responsibilities to serve as director (see Figure 16). At 6.3 percent of the centers, a leadership team is in place; that is, several individuals are released from other duties either full time or part time. There is much more variation at the state level. In Bavaria, for example, staff members at nearly 4,200 ECEC centers were released from other duties to perform leadership tasks, with 76.9 percent released part time and

21.3 percent released full time. By contrast, in North Rhine-Westphalia staff members at 8,200 ECEC centers had leadership responsibilities, serving as full-time directors at 67.7 percent of these centers and assigned to other duties part time at just 29 percent. Also striking is that in Hamburg, nearly one out of three ECEC centers (32.5%) had a leadership team in place, with several individuals assigned part time or full time to leadership duties. It is clear from these figures that the share of part-time and full-time directors varies from state to state.

This information does not tell us what would be the right leadership configuration for a particular ECEC center. Similarly, it is impossible to conclude from data on the number of hours of release time whether state regulations result in appropriate staffing of leadership positions. Clearly, however, measures taken by the states do influence how centers allocate release time.⁸

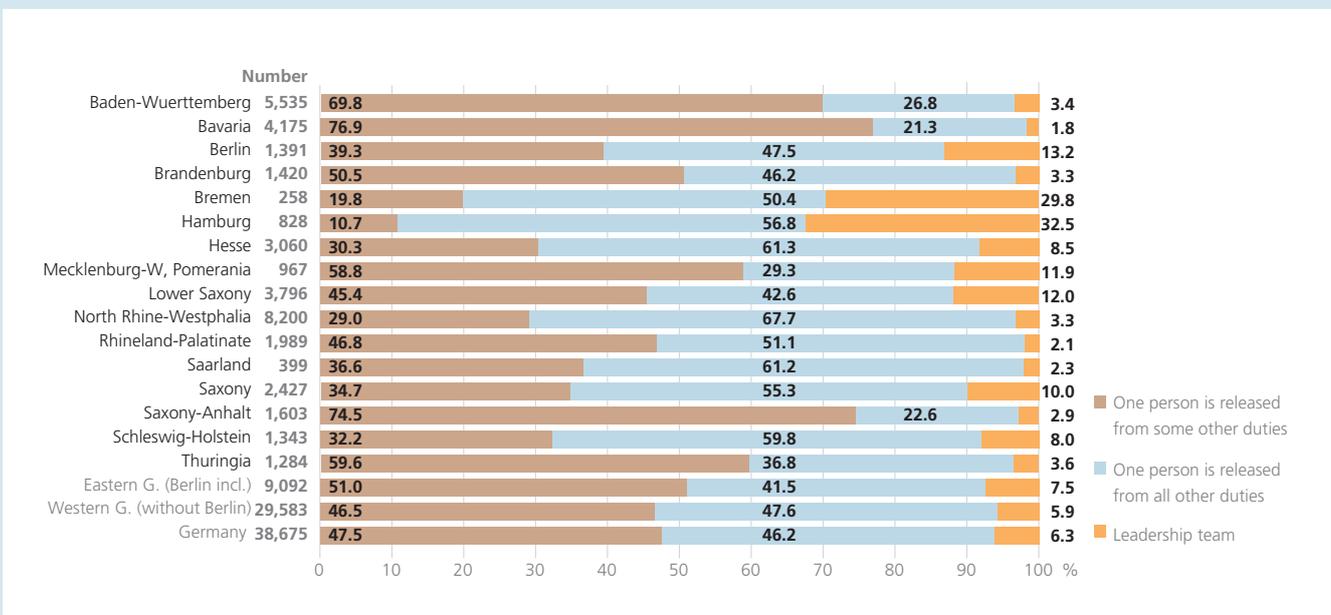
Further research is needed to determine how state governments might promote good ECEC leadership; in particular, we need to know what configurations enhance the quality of early childhood education and care. One relevant line of inquiry would yield information about the factors to be considered in allocating leadership time. For example, is it more effective for ECEC directors at large facilities to devote all their time to leadership responsibilities, or should several staff members share that role

so that they can continue to work with children as part of their daily routine?

We also need more information about part-time ECEC directors, who may well face the dilemma of being unable to meet their responsibilities in either area within the allotted time. It is conceivable that leadership tasks take longer than anticipated, exceeding the amount of release time granted these staff members. If their other responsibilities include working with children and they cut that time short, their colleagues will have to cover for them, in effect leading to a less favorable staffing formula. How does this affect the quality of that center's ECEC services? We need to look closely at this dilemma and its impact on the quality of each staff member's work, in every area, and we particularly need recommendations about how best to structure the working conditions of full-time and part-time ECEC directors. The data gathered to date are merely a starting point for a more nuanced exploration of these questions, especially at the state level.

As we examine the situation of part-time directors, we also need to look at the nature of their other responsibilities and at potential conflicts between the demands of leadership and other duties. The official Child and Youth Welfare Statistics data show that nearly 60 percent of part-time ECEC directors nationwide

Fig. 16 ECEC centers with release time for leadership duties – part- or full-time, March 1, 2012; number, in %; Table 65



also serve as group leaders (see Figure 17). However, the situations in eastern and western Germany clearly differ. In the west, 65.8 percent of part-time directors also work as group leaders; this is true of only 40.9 percent in the east. Conversely, nearly half of part-time directors in the east work with multiple groups (47.3%, versus 19.6% in the west); it should be noted, however, that working with multiple groups is generally more common in eastern Germany. An important question is whether working with a number of groups enhances an ECEC director's latitude or flexibility without too greatly diminishing the quality of educational activities. To answer this question, we need more information about the role of staff members who work with multiple groups.

Reconciling two areas of activity is also an issue for part-time directors who simultaneously work as group leaders, a situation that is particularly common in western Germany. Again, research is needed to determine how holding two leadership positions affects the quality of a staff member's performance in each area.

Another way to learn more about leadership resources is to look at the number of hours contractually allotted to leadership tasks relative to the total number of staff at those ECEC centers where this is the practice.⁹ We show the number of hours allocated for

leadership tasks per staff member at each ECEC center.¹⁰ This value makes it possible to compare a specific resource – leadership time – state by state; however, it does not reveal whether the human resources available are sufficient to meet the need. We find that in both eastern and western Germany, the median amount of time allocated for leadership tasks per staff member is 2.4 hours (see Figure 18) per week. The range extends from 1.3 hours in Bavaria and Saxony-Anhalt to 3.5 hours in Hamburg. According to these figures, Hamburg has invested more in leadership resources than any other state.

Assuming that the qualifications of staff members influence the quality of leadership, it may be useful to look at the credentials of individuals released from other duties to perform leadership tasks. The official Child and Youth Welfare Statistics include data on formal vocational training, but not on additional training, such as continuing education courses geared to leadership positions. In the State by State Report, formal vocational training is described in terms of specific completion levels¹¹. The analysis includes the qualification profiles of staff members released full time or part time for leadership duties as well as those not granted release time. Overall, the data show that staff members assigned to leadership roles have completed higher levels of professional training than their colleagues who perform no leadership tasks. On average, just 3.6 percent of ECEC staff members

Fig. 17 Leadership – Staff of ECEC facilities who are released part time, by other areas of responsibility, March 1, 2012; number, as %; Table 67

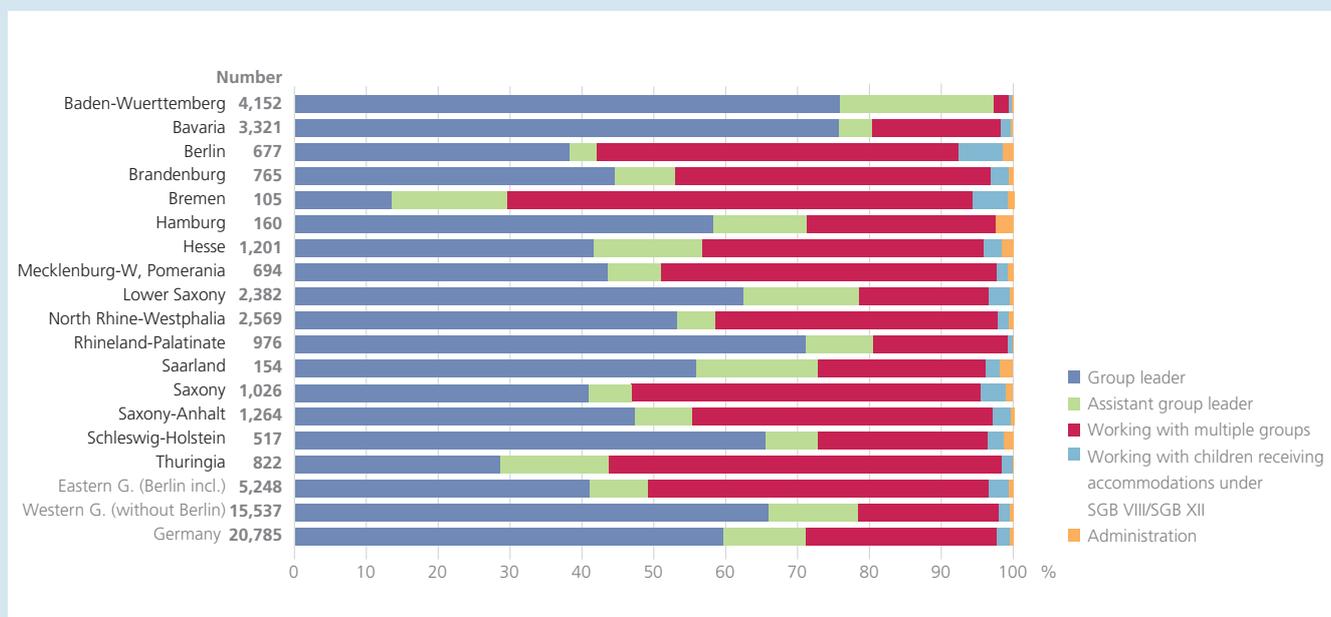
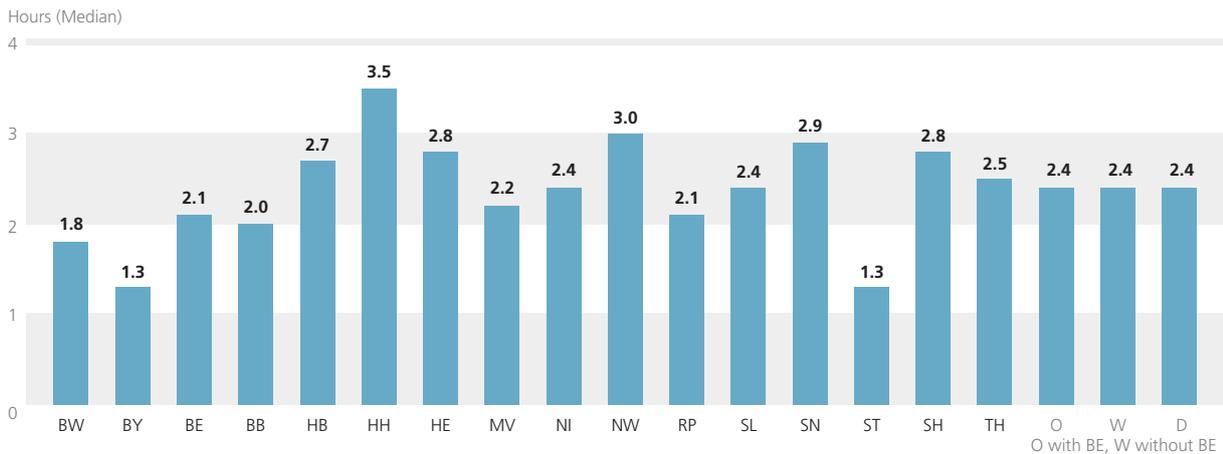


Fig. 18 **ECEC centers providing release time – hours of release time per staff member**, March 1, 2012; hours of leadership responsibilities per staff member, median; Table 66



The number of hours per week of release time for leadership responsibilities is calculated for each ECEC center, and this number is divided by the number of educational staff members at the center. For example: In a center with 10 educators, one individual is released from other duties for 20 hours per week. The calculation produces a figure of 2.0 (20/10 = 2.0). The figure listed is the median for the respective state.

with no leadership responsibilities have a relevant university degree, as compared with 10 percent of staff members with a part-time leadership role (see Figure 19). Individuals in full-time leadership positions have the highest level of training: One in five (20.4%) has a relevant university degree. Of course, these data tell us nothing about whether full-time ECEC directors with higher levels of training are better prepared for their leadership roles. At any rate, studies have shown that ECEC directors need a broad range of skills, and that advanced training is very important (cf. Beher 2012; Viernickel et al. 2013: 148). While high-quality continuing education programs are essential in this context, we must also recognize that professional leadership requires a degree of critical (self-)reflection (Viernickel et al. 2013: 149) that ECEC directors immersed in the daily routine can maintain only with guidance and support. The Child and Youth Welfare Statistics provide no information about the supervision or guidance available to ECEC directors in Germany.

Unanswered questions about release-time practices at ECEC centers

The data shown here refer only to ECEC centers at which at least one person is partly or fully released from other duties to perform leadership tasks, and it should be noted that this does not include all of Germany's ECEC centers. As of March 2011, the

Child and Youth Welfare Statistics have recorded the number of ECEC directors who are fully or partly released from other duties to perform leadership tasks – that is, all those staff members with time contractually allocated for leadership duties. The only exception are staff members whose leadership responsibilities constitute a third role – for example, individuals who divide their time among serving as group leaders, working with children with special needs, and performing leadership tasks.

Our analysis of the data shows that in 2012, staff members at 25.5 percent of Germany's ECEC centers (13,269 out of 51,944) had no release time, that is, no hours per week contractually allocated for leadership duties (see Figure 20). It is striking to note that the percentage of centers that do not allocate time for leadership responsibilities is substantially lower in eastern than in western Germany (roughly 15% versus 28%). Also noteworthy is that this figure varies quite widely from state to state, ranging from 51.5 percent in Bavaria to 2.3 percent in Thuringia. However, the situation in these two states is not necessarily surprising. Bavaria, for example, has no relevant statewide regulations. The figure for Thuringia is likewise plausible, because the amount of release time for leadership duties is governed by statewide standards and subsidized, based on the number of children enrolled in the respective ECEC center. On the other hand, several states

Fig. 19 Leadership – Level of qualifications of educational staff by amount of release time, March 1, 2012; as %; Table 68



have statewide regulations specifying the release time to be allocated (and funded) per child enrolled, or per full-time staff member, or even per group – and yet, according to the official statistics, still have a relatively high share of ECEC centers with no formal release time. Among them are Berlin, Brandenburg, Hamburg, and Lower Saxony, each with more than 20 percent of ECEC centers allocating no time for leadership duties despite statewide (funding) regulations. Saxony (13.3%) and Saarland (13.8%) are not far behind. Conversely, certain states with no specific regulations governing release time for leadership duties nevertheless report a very low percentage of ECEC centers where none is allocated. These include Saxony-Anhalt (8.2%) and Mecklenburg–Western Pomerania (8.6%).

These findings raise a number of questions that cannot be answered without further research along a number of paths. For example, how many staff members are engaged in more than two areas of activity, with leadership duties as a third, so that such leadership responsibilities are considered "incidental" and not reflected in the official statistics? We also need to take a close look at the data gathered. Our intent was to determine the number of hours contractually allocated to leadership activities, and we have assumed that the data reflect this. But is that actually the case? Might respondents have instead reported the actual number of hours, or even the perceived amount of time devoted

to leadership tasks? In light of these lingering uncertainties, the explanatory notes in the questionnaire were revised in anticipation of the next wave of data collection, to begin on March 1, 2013. Whereas in 2011 and 2012 respondents were asked to report the hours per week "contractually" allocated to leadership duties, starting in 2013 the question addresses the actual number of hours per week spent in that area. It remains to be seen whether this will change the findings, and if so, how – as well as what this tells us about data quality.

The Child and Youth Welfare Statistics also allow us to compare the data for 2011 and 2012. They show that the share of ECEC centers reporting no release time for leadership tasks dropped by 6 percentage points between those two years. It cannot be determined from the data whether this reflects an actual change or merely differences in how respondents filled out the questionnaire. One indication of a slight change in how questions were answered is that the number of people described as working in two areas was significantly higher in 2012; this was the case for just under 38,100 individuals in 2012, up from 31,802 in 2010. The increase between 2010 and 2011, at 19.8 percent, is considerably higher than the rise in the total number of ECEC staff members (+5.6%). Given that 2011 was the first year in which data were gathered regarding work in more than one area of activity, it may be that this option was not immediately clear to respondents.

Fig. 20 All ECEC facilities by amount of release time, March 1, 2012; number, as %

State	ECEC centers (total)	No release time	One person is ... released from other duties to take on leadership tasks		Leadership team	No release time	One person is ... released from other duties to take on leadership tasks		Leadership team
			Part time	Full time			Part time	Full time	
	Number					Share as %			
BW	8,289	2,754	3,864	1,485	186	33.2	46.6	17.9	2.2
BY	8,605	4,430	3,209	889	77	51.5	37.3	10.3	0.9
BE	2,052	661	546	661	184	32.2	26.6	32.2	9.0
BB	1,792	372	717	656	47	20.8	40.0	36.6	2.6
HB	425	167	51	130	77	39.3	12.0	30.6	18.1
HH	1,088	260	89	470	269	23.9	8.2	43.2	24.7
HE	4,004	944	926	1,875	259	23.6	23.1	46.8	6.5
MV	1,058	91	569	283	115	8.6	53.8	26.7	10.9
NI	4,780	984	1,723	1,618	455	20.6	36.0	33.8	9.5
NW	9,381	1,181	2,382	5,549	269	12.6	25.4	59.2	2.9
RP	2,445	456	931	1,017	41	18.7	38.1	41.6	1.7
SL	463	64	146	244	9	13.8	31.5	52.7	1.9
SN	2,800	373	843	1,341	243	13.3	30.1	47.9	8.7
ST	1,746	143	1,195	362	46	8.2	68.4	20.7	2.6
SH	1,702	359	432	803	108	21.1	25.4	47.2	6.3
TH	1,314	30	765	473	46	2.3	58.2	36.0	3.5
O (BE incl.)	10,762	1,670	4,635	3,776	681	15.5	43.1	35.1	6.3
W (without BE)	41,182	11,599	13,753	14,080	1,750	28.2	33.4	34.2	4.2
D	51,944	13,269	18,388	17,856	2,431	25.5	35.4	34.4	4.7

Source: FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012, calculations by Research Consortium German Youth Institute DJI/TU Dortmund (AKJ^{stat}), March 2013

This impression is reinforced when we look specifically at the individuals who report that leadership tasks constituted their second area of activity: In 2011, just under 12,600 staff members performed leadership tasks as their second area of activity, while in 2012 this figure was a good 13,600 – an increase of nearly 109 percent.

As for the ECEC centers, the number that released no staff members from other duties to perform leadership tasks dropped by nearly 3,000 from 2011 to 2012 (see Figure 21), but that still leaves a total of 13,269 such centers. Further analysis is needed to determine whether the fact that in 2012 significantly more staff members (13,600 in all) reportedly performed leadership tasks in addition to their other duties would help to explain why in that same year, the number of ECEC centers reporting time allocated for leadership duties rose by nearly 3,000. That analysis must await the results of the survey taken in March 2013. It seems advisable, however, to take a closer look at how the Child and Youth Welfare Statistics questionnaire is used, that is, how it is filled out; perhaps there is room for improvement in this regard.

ECEC leadership – a key issue for education policy

The official Statistics on Child and Youth Welfare provide a wealth of information about the situation of ECEC directors in Germany. They also highlight many reasons for an in-depth examination of the structural conditions under which ECEC directors work. The quality of institutional early childhood education and care deserves even closer attention in the future, and we must take steps to improve that quality. To that end, the debate on education policy must sharpen its focus on ECEC leadership. Studies have shown that ECEC directors are more than managers; by providing advice and supporting their teams' pedagogical practice, for example, they play a key role in promoting quality development (Viernickel et al. 2013: 148). Nagel-Prinz and Paulus (2012), among others, note the high demands placed on directors, who are expected to demonstrate a particularly high level of personal skills that promote "complex problem-solving and emotional empathy" (p. 133). Taking this sort of systemic perspective, it is possible to identify how society's expectations, the legal and regulatory framework, and ultimately each center's educational mandate shape the perceived leadership and management roles of ECEC directors (cf. Hujala 2004; Nupponen 2006).

Fig. 21 All ECEC facilities by amount of release time, March 1, 2011 and March 1, 2012; number in 2012, change from 2011 to 2012

State	ECEC centers (total)		No release time		One person is ... released from other duties to take on leadership tasks				Leadership team	
	Number 2012	Absolute trend relative to 2011	Number 2012	Absolute trend relative to 2011	Part time		Full time		Number 2012	Absolute trend relative to 2011
					Number 2012	Absolute trend relative to 2011	Number 2012	Absolute trend relative to 2011		
BW	8,289	71	2,754	-218	3,864	309	1,485	-65	186	19
BY	8,605	308	4,430	-743	3,209	1,092	889	-193	77	-4
BE	2,052	95	661	-4	546	-7	661	31	184	55
BB	1,792	25	372	-185	717	126	656	60	47	23
HB	425	-15	167	23	51	-27	130	-8	77	9
HH	1,088	47	260	-14	89	3	470	24	269	21
HE	4,004	0	944	-175	926	179	1,875	-58	259	108
MV	1,058	13	91	-54	569	38	283	11	115	23
NI	4,780	58	984	-425	1,723	453	1,618	-63	455	128
NW	9,381	-278	1,181	-503	2,382	76	5,549	254	269	68
RP	2,445	29	456	-225	931	145	1,017	93	41	3
SL	463	-11	64	-36	146	14	244	17	9	-1
SN	2,800	9	373	-131	843	85	1,341	35	243	31
ST	1,746	29	143	-143	1,195	96	362	54	46	15
SH	1,702	25	359	-107	432	70	803	41	108	17
TH	1,314	3	30	-36	765	-52	473	91	46	-3
O (BE incl.)	10,762	174	1,670	-553	4,635	286	3,776	282	681	144
W (without BE)	41,182	234	11,599	-2,423	13,753	2,314	14,080	42	1,750	368
D	51,944	408	13,269	-2,976	18,388	2,600	17,856	324	2,431	512

Source: FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2011, 2012, calculations by Research Consortium German Youth Institute DJI/TU Dortmund (AKJ^{Stat}), June 2013

Any discussion of the situation in Germany must take into account that ECEC leadership is not a static concept. Rather, the professionals who assume this responsibility work in a dynamic context; parents, policymakers, and even the general public have certain expectations of the system, and the field of early childhood education is being informed by new research and evolving to meet new challenges. Furthermore, ECEC directors must have a voice in this discussion and a hand in shaping their professional roles and functions. They know their situations well; they are familiar with the questions raised, and they should be at the heart of any policy debate.

An important contribution, finally, comes from an EU study that looks at the issue of quality from a similar systemic perspective, recognizing that the competence of ECEC directors is one among many essential "competences" in an ECEC system (CoRe 2011). It shows that equipping ECEC directors with appropriate resources and professional knowledge, skills, and attitudes is not enough to provide "high-quality educational experiences to young children." Rather, this also requires competence at the state's governance levels as well as among service providers and local or central authorities. Thus high-quality leadership can-

not, on its own, produce a high-quality ECEC center; it relies on a team of appropriate size, with appropriate training, and with adequate time for collaboration and mutual support (e.g., team meetings). At the same time, ECEC directors need opportunities for professional development as well as support and advice from other levels of the system, both to prepare them for their responsibilities and to support them in their daily work. Research is needed in the German context to identify interactions among these systemic levels and determine how to build a competent ECEC system. The topic of ECEC leadership is one component – albeit a central component – of this endeavor.

With the data presented in this State by State Report – especially regarding the situation of ECEC directors – we aim to stimulate a broad debate and deeper exploration among all stakeholders, especially at the state level. Achieving greater transparency about the situation today will ultimately require additional statistics and sources of information at the regional level.

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Notes

1 The participation rate is calculated as follows: The number of children enrolled in ECEC services is divided by the number of children of the same age in the general population. The latter figure is taken from the latest population estimate, a year-end figure. To calculate the participation rate on March 1, 2012, for example, the number of children enrolled in ECEC services is divided by the number of children of the same age in the general population on December 31, 2011. There is an interval of exactly two months between the population data and the child-care enrollment data.

The population data are extrapolated from the results of the most recent census. The population data used in this State by State Report are based on projections from the 1987 census or, for data pertaining to the former GDR, on an excerpt from the former Residents' Register. The data for December 31, 2011, are provisional, since they are to be updated based on the results of the census taken May 9, 2011. The Federal Statistical Office compared the population data for December 31, 2011, based on the 2011 census, with data from earlier counts. According to their findings, 1.9 percent fewer people are living in Germany than previously thought. The older projection indicated that a total of 81,844 million people were living in Germany at the end of 2011, while the updated estimate was just 80,328 million (cf. www.destatis.de/DE/Publikationen/Thematisch/Bevoelkerung/Bevoelkerungsstand/VorlBevoelkerungsfortschreibung.html [retrieved on June 10, 2013]). In particular, there are distinct differences regarding the proportion of foreigners (just 7.9%, rather than 9.1% of the population). It remains to be seen whether, for example, participation rates among children with and without an immigrant background will also change.

The data for the relevant age groups are not yet available. However, when the number of children under age 3 on December 31, 2010 (determined by the former calculation method) is compared with the 2011 census data recorded on May 9, 2011, the census figure shows 2.8 percent fewer children under 3 living in Germany. This difference between the census findings and the previous calculation is particularly remarkable for Bremen (-4.4%), Hamburg (-4.0%), and North Rhine-Westphalia (-4.0%). The effect of this difference on the calculated participation rate, especially for children under 3 years old, cannot be ascertained until the estimates for individual age groups are updated. We expect the figure to increase slightly.

When the total population figure recorded in the 2011 census is compared with the population data as updated on December 31, 2010, the degree of difference varies from state to state. The difference is particularly notable for Berlin (-5.0%) and Hamburg (-4.5%). According to the census, the number of residents in these city-states is considerably lower than had been assumed. Since state population figures are a basis of Germany's financial equalization system, the flow of payments is recalculated using census data. This results in reduced payments to recipient states that are found to have significantly fewer residents than estimated. For example, according to calculations by Berlin's senate finance administration, starting in 2014 Berlin will receive 470 million euros less than projected (see www.berlin.de/imperia/md/content/senatsverwaltung/finanzen/zentrales/presse/pressemitteilungen2013/130604_foliensatz_zensusergebnisse.pdf?download.html [retrieved June 10, 2013]). The financial indicators of this State by State Report will make it possible to determine whether this affects public expenditures on child care by the state and its communities (see "Investing Effectively").

2 For a concise overview of results from studies that show the importance of quality of care, see Hüsken et al. 2008, pp. 14ff.; see also Tietze, Rossbach, and Grenner 2005.

3 It is reasonable to assume that many of these groups are "aged out" Krippengruppen. The data were gathered in March. If a Krippengruppe (intended for children under 3) was formed in August/September of the previous year, one or more of those children might well have turned 3 by March. Unless they moved to a different group, their group would then have included 3-year-olds when the survey was conducted in March. In this report, such groups are described as "mixed-age groups limited to children under age 4." Because we do not know whether such groups included the same children in March as when they were formed, or whether they had ever been limited to (or designed for) children under 3 only, we cannot classify them as Krippengruppen.

4 See Beher (2013) for an overview of current research and an analysis of the literature.

5 Examples of the management literature include: Erath and Amberger 2000; Kompass Kita-Leitung, Loseblattsammlung; Klug 2001; Lill 2002; Merchel 2010.

6 Based on a survey of some 1,400 ECEC directors, Beher and Walter looked at directors' perceptions of their own competence, how and why they pursued continuing education, and similar questions. Beher (2012, 2013) used the same survey as Beher and Walter, supplemented by interviews with ECEC directors and results from workshops with experts in the field, to investigate the duties of ECEC directors and the demands placed on them. Analyzing responses from the directors about the skills and training they would advocate, she identified a list of challenges for future ECEC directors and their training.

7 Staff members are allowed to list no more than two areas of activity, even if they are actually involved in additional areas. According to the explanatory notes, the amount of time spent on other areas of activity is to be divided evenly between the two areas listed. Aside from serving as the center's director, possible areas of activity recognized in the official statistics include serving as group leader, serving as an assistant group leader, working with children in accordance with SGB VIII or SGB XII, serving as an administrator, and working with multiple groups. Members of the support staff are listed separately.

8 Confirming this observation are regression analyses to determine, for example, the effect of other variables (such as providers or facility size) on the quantity and nature of release time.

9 In this context, staff does not include support staff. It does include administrative staff, although the distinction between administrative tasks and organizational leadership tasks is not always clear.

10 We performed the following calculation for each state. First, we identified the ECEC centers with leadership resources and determined the total number of hours allocated for leadership at each center. Second, we determined the number of staff members at each center, including those serving in leadership roles. Third, we divided the total number of hours allocated for leadership by the total number of staff members. For example: At one ECEC center, one person is allocated 40 hours per week for leadership tasks (i.e., serves as full-time director). A total of 20 people, including the full-time director, work at this ECEC center. Mathematically, this equates to 2 leadership hours per week for each staff member. Therefore, we assign this ECEC center a value of 2.0. For each state, we determine the median (i.e., we list all the calculated values in numerical order and select the middle value in the list). This model assumes that the primary factor determining the scope of leadership duties is the number of staff members.

11 For the vocational credentials associated with levels of formal training, see the notes to Table 27.

State profiles

Baden-Wuerttemberg

General information

Land area: 35,751 km² (2011)

Population (Dec. 31, 2011):
10,786,227

Percentage of children in ECEC
(2012)

Children < 3: 23.1%

Children 3 to < 6: 96.6%
(incl. 1.5% in [pre-]school
facilities)



Children born (2011)	88,823
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	946,699
Of that total, children < 3	271,902
Of that total, children ages 3 to < 6	281,538
Of that total, children ages 6 to < 10	393,259
Employment rate of mothers (2011) with	
... at least one child < 3	49.2%
... at least one child age 3 to < 6	61.1%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	427,164
Of that total, children < 6	50,968
Percentage of all children < 6	9.2%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	8,289
Percentage of facilities	
... provided by a public entity	41.2%
... provided by a nonprofit organization	57.6%
... affiliated with a business or company	0.2%
... provided by a private commercial entity	1.0%
Percentage of ECEC centers without a fixed group structure	14.8%
Total number of ECEC center pedagogical staff (2012)	62,433
Total number of children enrolled in ECEC centers (2012)	390,657
Of that total, children < 3	54,272
Of that total, children ages 3 to < 6 (without schoolchildren)	266,268
Of that total, children in school ages 6 to < 11	26,550
Total number of daycare providers (individuals) (2012)	6,727
children < 6 in daycare (without schoolchildren)	18,906
Of that total, children < 3	8,884
Of that total, children ages 3 to < 6 (without schoolchildren)	4,470

Access for All

Beginning at the age of 3, every child in Baden-Württemberg is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). However, no minimum number of hours of care per day has been specified. Most families take advantage of this resource; in 2012, 96.6 percent of all 3- to 5-year-olds were enrolled in an early childhood education (ECEC) center or day care services. Participation rates are also high among individual age groups; with 92.4 percent of 3-year-olds and 98.3 percent of 5-year-olds (over 98%) enrolled in some form of ECEC. It is striking that immigrant children are just as likely to attend ECEC or other daycare services as nonimmigrant children of the same age (95% in both cases). Most children over 3 are enrolled in care 25 to 35 hours per week; just 18.6 percent of them are in daycare over 35 hours a week, a much lower percentage than the national average (41.5%). As of March 1, 2012, in Baden-Württemberg 23.1 percent of children under the age of 3 were enrolled in an ECEC center or another type of daycare. Their participation rate increased by 9.5 percentage points between 2008 and 2012.

Investing Effectively

Overall, Baden-Württemberg's investment in ECEC has risen substantially over the past few years. For each child under the age of 6, net expenditures by the state and communities have increased dramatically since 2008, although the 2010 average (3,390 euros) remained below the national average (3,514 euros). Because of this positive trend, net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities. While that share remained relatively constant at 3.3 percent until 2006, it has now risen to 4.7 percent.

Promoting Bildung – Ensuring Quality

ECEC is a growing source of jobs in Baden-Württemberg. The number of pedagogical staff increased by 13 percent between March 1, 2010, and March 1, 2012; in 2012, some 8,300 ECEC facilities employed over 62,400 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Nearly three fourths of pedagogical staff in Baden-Württemberg have completed training as Erzieherinnen und Erzieher at a Fachschule, and another 10 percent have graduated from a Berufsfachschule. Only 3.3 percent have earned a university degree, which is below the national average of 4.6 percent. The percentage of ECEC centers staffed by at least one university graduate is also lower than the national average (17.8% as compared with 26.3%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In 2012, the average staffing formula for Krippengruppen in Baden-Württemberg was 1:3.3, which is considerably better than the national average of 1:4.5. However, in the case of multi-age groups that include children from birth to school entry, the formula is 1:6.1. Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend "open Kindergartengruppen", which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:7.9, considerably worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in approximately 5,500

Baden-Württemberg ECEC centers were partly or fully released from other duties to perform leadership tasks. At nearly 70 percent of these centers, a single individual had time allotted for leadership duties and also served in other capacities. Most of the 4,152 employees with part of their work time allotted to leadership responsibilities were also serving as group leaders (nearly 76%), while one in five was an assistant group leader. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

Centers in which someone is assigned to provide leadership full time account for less than 27 percent of all cases. As a rule, the facility's provider determines how much time staff members are allotted for leadership duties, since Baden-Württemberg has no relevant statewide regulations. The official Child and Youth Welfare Statistics show that Baden-Württemberg ranks below the national average in this respect. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Baden-Württemberg, the median for 2012 was 1.8 hours per educational staff member, which is below the national median of 2.4 hours.

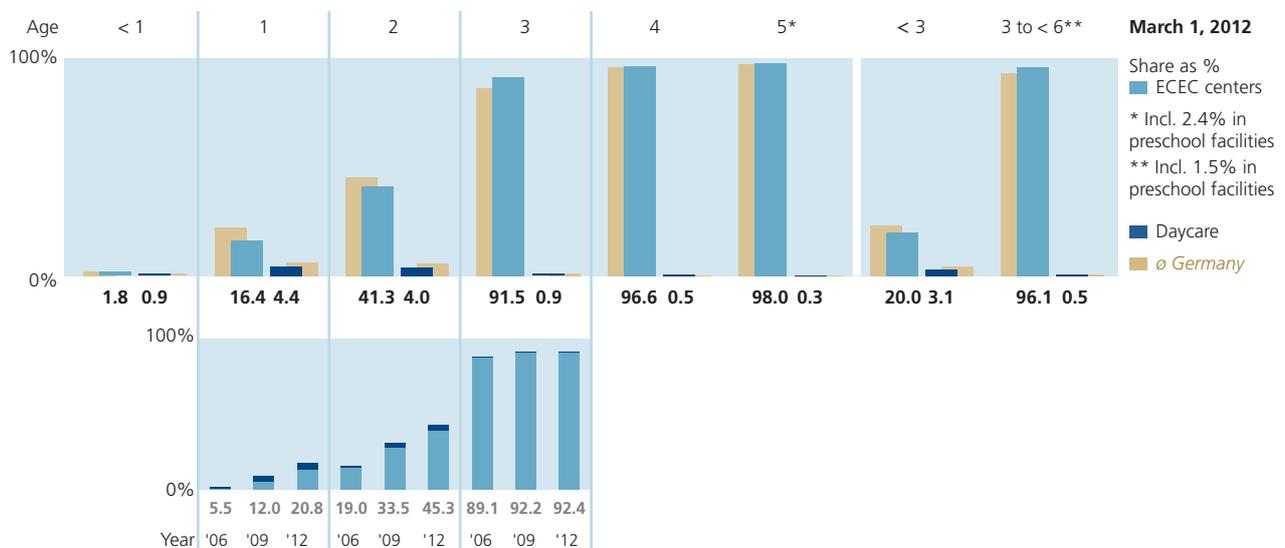
What formal qualifications do ECEC directors in Baden-Württemberg have for meeting the complex demands they face? Most full-time released directors have completed vocational training (82.6%); 13.2 percent – below the national average of 20 percent – have a relevant university degree. Also, 92.2 percent of part-time released directors are Fachschule graduates and 5.6 percent have a university degree. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

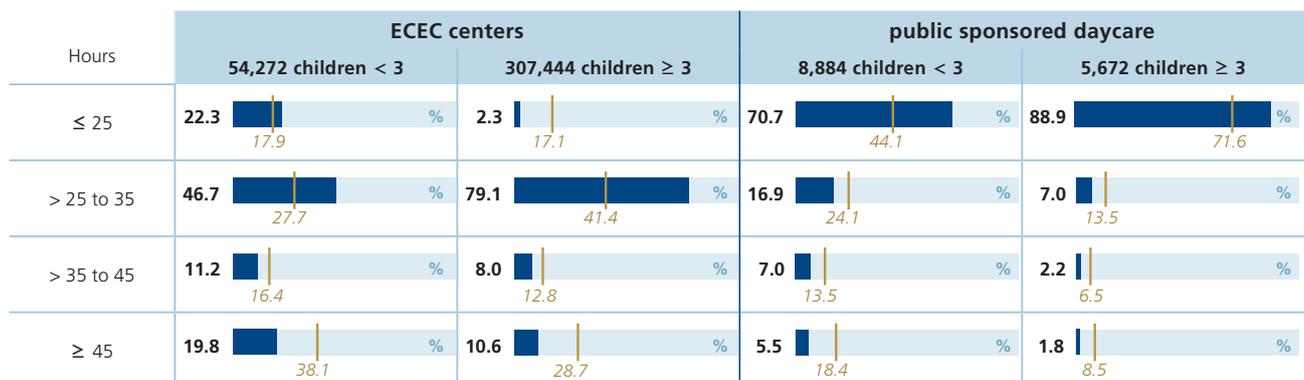
In 2012, more than 45 percent of 2-year-olds in Baden-Württemberg participated in some form of child care – a higher percentage than the average for the western German states (43.4%) but lower than the average nationwide (51.1%). The overwhelming majority of 3-year-olds (92.4%) and nearly all 5-year-olds (98.3%) were enrolled in an ECEC center or another type of child care. Slightly less than half of children under 3 years of age (46.7%) were enrolled in care at an ECEC center for between 25 and 35 hours per week, while

31 percent were enrolled for more than 35 hours of care per week, a significantly lower figure than the nationwide average of 54.5 percent. Among older children (3 years of age to school entry), only 18.6 percent were enrolled in child care 35 hours or more per week; this percentage is considerably lower than the national average (41.5%). It is striking that immigrant children are just as likely to attend as nonimmigrant children of the same age (95% in both cases).

Participation of children in ECEC centers and daycare | BW 2006–2012 | Table 6–13



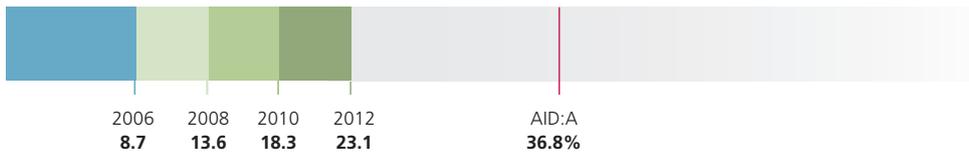
Number of hours per week enrolled in ECEC centers and daycare | BW March 1, 2012 | Table 2–5



Share as %, ■ BW | ◊ Germany

Care places for children under 3: expansion and needs | BW 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)



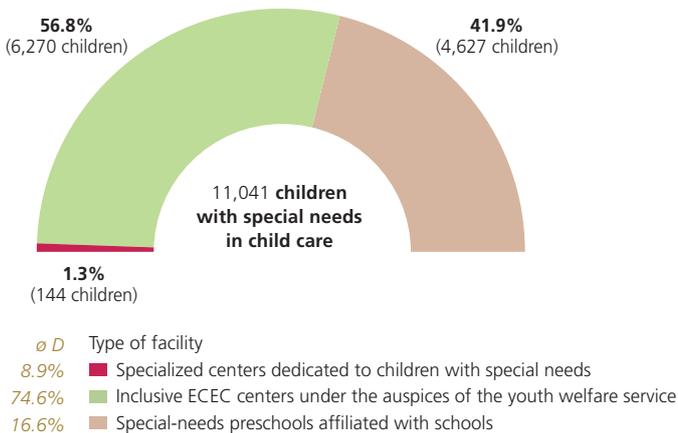
As of March 1, 2012, 23.1 percent of children under 3 in Baden-Württemberg were enrolled in an ECEC or another type of daycare. This represents an increase of 9.5 percentage points relative to 2008, and an increase of 14.3 percentage points relative to 2006.

According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, in 2012 36.8% of children in this age group

in Baden-Württemberg were in need of childcare (see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are legally entitled to child care, and there is an objective legal duty to provide the same for infants under 1 year of age. There is a gap of 13.7 percentage points between participation in ECEC services (23.1%, according to the most recent available data from March 2012) and the reported need for such services (36.8%).

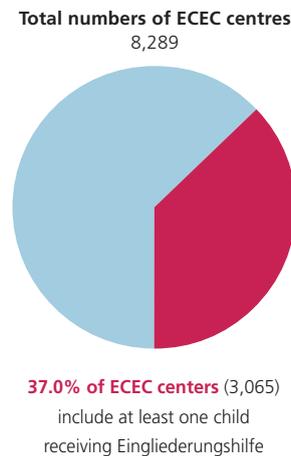
Inclusion | BW March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



In Baden-Württemberg, children with special needs frequently attend special education preschools provided by schools until they reach school age; almost 42 percent of children with (existing or impending) disabilities were enrolled in such facilities in 2012. Parental consent and a determination by the local school authority are required for this special form of educational support. Owing to data collection problems in Baden-Württemberg, it remains to be seen whether it

Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59

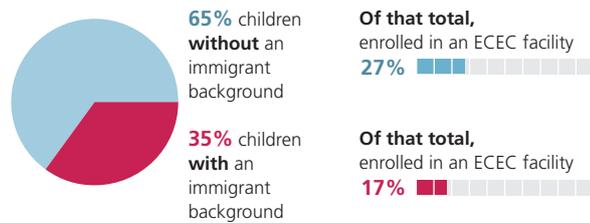


will be possible to confirm next year that almost 57 percent of children receiving Eingliederungshilfe attend inclusive facilities. Therapeutic preschools play an insignificant role in Baden-Württemberg. As for the relatively large share of preschools in which at least one child receives Eingliederungshilfe (37%), what the future will bring also remains to be seen (see comments at the end of this profile).

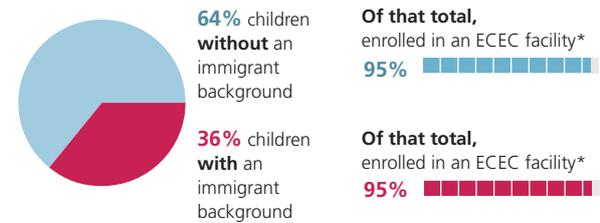
Children with and without an immigrant background in ECEC centers | BW March 1, 2012

Participation

Children under 3 in the population | Table 38



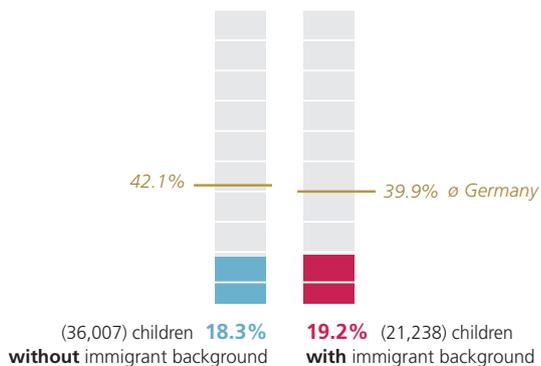
Children ages 3 to < 6 in the population | Table 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Table 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Table 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

In 2012, only 17 percent of immigrant under-3-year-olds were enrolled in child care in Baden-Württemberg – a slightly higher percentage than the national average (16%) but lower relative to their nonimmigrant peers (27%). By contrast, among older children (3- to 5-year-olds), the share of those enrolled in an ECEC center was equally high regardless of their immigrant background (95%). This means that a higher percentage of immigrant children are enrolled in an ECEC center in Baden-Württemberg than in Germany as a whole (87%). The share of immigrant children over 3 who are enrolled in child care centers on a full-time basis (more than 35 hours per week)

is, at 19.2 percent, rather low in comparison to the national average of 39.9 percent. There is little difference between immigrant children and their nonimmigrant peers in terms of enrollment in full-time child care. Of infants and toddlers (under-3-year-olds) in ECEC centers, 13.1 percent come from homes in which German is not the primary language and at least one parent comes from a foreign country. For children between 3 years of age and school entry, the corresponding percentage is even higher, at 21.1 percent. The nationwide percentage is lower, at 17.4 percent.

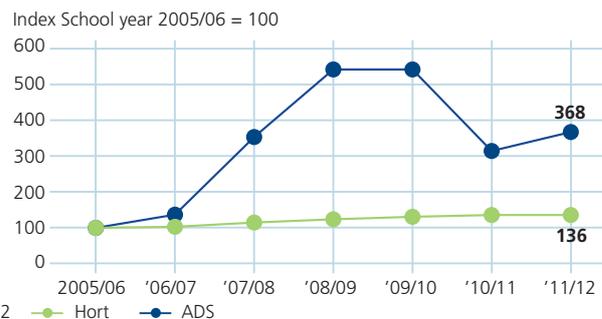
Care for school-age children | BW March 1, 2012, School year 2011/12

Participation | Table 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: All-day schools as defined by the state	4	7	No
Open ADS: All-day schools according to the KMK's definition	3	7	No

During the 2011/2012 school year, 6.7 percent of children ages 6 to 10 attended Horten in Baden-Württemberg, while 9 percent of primary school children were enrolled in all-day schools. Both figures are significantly lower than the national average. The total percentage of children at the primary school level who are in child care services remains unclear; one reason is that some of these children may attend more than one service. Both types of services were expanded between the 2005/2006 and 2011/2012 school years. All-day school programs have grown much more significantly. All-day school programs must be open for at least 7 hours. Programs as defined by the state, which serve the majority of children, are open at least four days per week, while those based on the KMK's definition are open three days per week. Children who attend after-school care spend an average of 6.1 hours on 4.6 days per week in these programs (cf. Tables 71 and 72).

There are no specific requirements regarding the qualifications of pedagogical staff at extracurricular programs offered by all-day schools. Nearly 60 percent of pedagogical staff in after-school programs have completed relevant training at a Fachschule, and slightly more than 9 percent have a university degree.

Qualifications of pedagogical staff

Structured ADS | Table 57

There are no binding standards for minimum staffing numbers and qualifications or for the maximum size of groups in extracurricular programs under either the state's or the KMK's definition of an open all-day primary school.

Open ADS | Table 58

There are no binding standards for minimum staffing numbers and qualifications or for the maximum size of groups in extracurricular programs under either the state's or the KMK's definition of an open all-day primary school.

Hort Table 50a	BW		ø D without BE/TH
	Number	Share as %	
University degree	246	9.4	7.9
Fachschule degree	1,561	59.8	71.8
Berufsfachschule degree	81	3.1	8.5
Other training	457	17.5	6.6
In training	154	5.9	3.2
No completed training	113	4.3	2.0

Investing Effectively

For each child under the age of 6, net expenditures by the state and communities in Baden-Württemberg have increased dramatically since 2008. Nonetheless, at an average level of 3,390 euros, such expenditures remained below the national average (3,514 euros) in 2010. As a result, net expenditures for ECEC centers also increased as a share of total net expenditures by the state and the communities: While that share remained relatively constant at 3.3 percent until 2006, by 2010 it had risen to 4.7 percent. Overall, expenditures for ECEC are also higher because non-recurring investments rose; for instance, investments were made to construct new buildings for child care centers, and they increased continuously

from 2005 to 2010. In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, not only such investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in expenditures. Parents, too, help to finance the system; their fees make up 15.6 percent of financing, when we exclude the share contributed by the federal government and private providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

BW 2005–2010 | Table 21a1

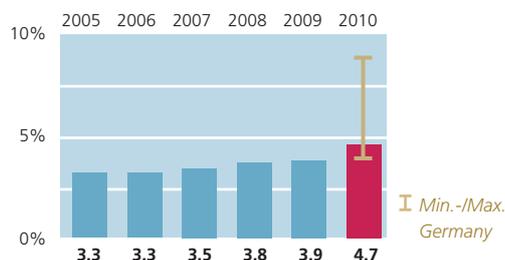
Net expenditures by the state and communities



Share of net expenditures for ECEC

BW 2005–2010 | Table 22

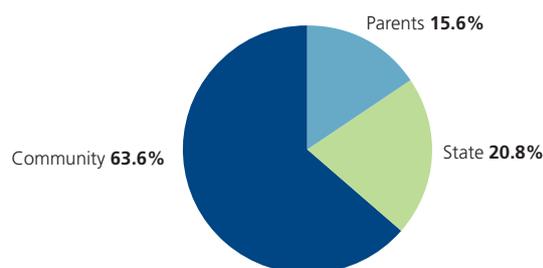
Share of total net expenditures by the state and communities



Financing partnership for ECEC

BW 2010 | Table 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

BW 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Baden-Wuerttemberg	52.2	46.7	64.0	87.8	173.5	201.5	177.0
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

Certain conditions must be in place to ensure good educational practice if ECEC centers are to offer children an environment that promotes their education and development. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation.

Accordingly, in addition to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | BW June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Those qualified to be directors of ECEC centers include:</p> <ol style="list-style-type: none"> 1. State certified social pedagogues or holders of degrees in that field, social pedagogues with degrees from universities of applied sciences; state certified Erzieherinnen and state certified Erzieherinnen specializing in youth and home training; holders of bachelor's degrees in early child development from programs meeting the statutory requirements in Baden-Württemberg; 2. Other professionals who, in the determination of the State Youth Welfare Office, <ol style="list-style-type: none"> a) have successfully served as an assistant in a facility or group for at least one year, b) have completed advanced training to prepare them for leadership responsibilities, and c) have shown in a professional interview that they are suitable for this position. (Section 7, paragraph 3 of the Kindertagesbetreuungsgesetz (Child Care Act) for Baden-Württemberg) 	●
<p>... the contractual working hours of ECEC center directors</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p> <p>Directors' responsibilities include</p> <ol style="list-style-type: none"> 1. promoting each child's overall development, building on the child's upbringing in the home, 2. working together with parents, 3. providing guidance for other staff at the facility in fulfilling the responsibilities listed under 1. and 2. above. (Section 7, paragraph 4 of the Kindertagesbetreuungsgesetz (Child Care Act) for Baden-Württemberg)	●
<p>... leadership of associated ECEC centers</p>	●

In order to serve as an ECEC director in Baden-Württemberg, staff members must meet statewide requirements with regard to their formal qualifications. At a minimum, they must have completed training as a state-certified Erzieherin. Professionals with other degrees may serve as ECEC directors if they meet certain requirements, such as completion of a continuing education course to prepare them for leadership responsibilities. Baden-Württemberg has no statewide regulations stipulating the number of hours to be allocated to the position of ECEC director; this is determined by the center's provider. The Kindertagesbetreuungsgesetz (Child Care Act) for Baden-Württemberg defines three areas of responsibility for ECEC directors: They are to promote the overall development of the child, work with parents, and provide guidance for the staff members involved in those tasks. Since these areas of responsibility are described in very general terms, they do not provide a basis for determining the number of hours directors would need to fulfill their leadership duties. It should also be noted that no specific administrative duties are mentioned. Accordingly, the responsibilities of an ECEC director are presumably determined by the respective provider.

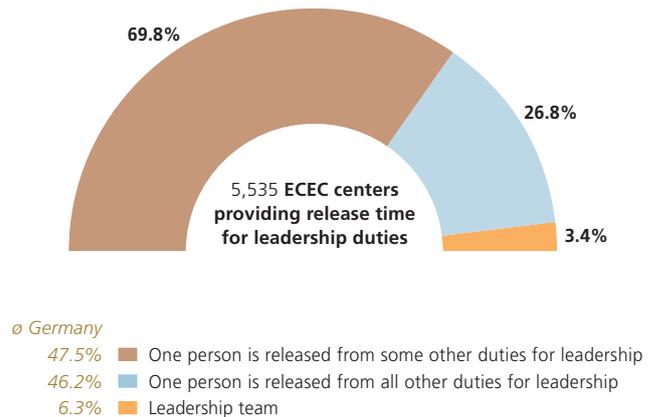
ECEC center directors | BW March 1, 2012

Staff members at 5,535 ECEC centers in Baden-Württemberg are released from some of their other duties so that they can take on leadership responsibilities. In nearly 70 percent of these cases, a single individual is given time off for leadership tasks while also fulfilling other duties, and in only 26.8 percent of these centers, one person is released from all other responsibilities to serve as the center's director. A leadership team is in place in 3.4 percent of centers. To compare ECEC centers, independent of center size and across German states, with respect to the extent to which staff members are released from other duties to perform leadership tasks, we looked at the number of release hours per week relative to the total number of pedagogical staff. For Baden-Württemberg, the median was 1.8 hours per pedagogical staff member per week, which is below the national average of 2.4 hours per week.

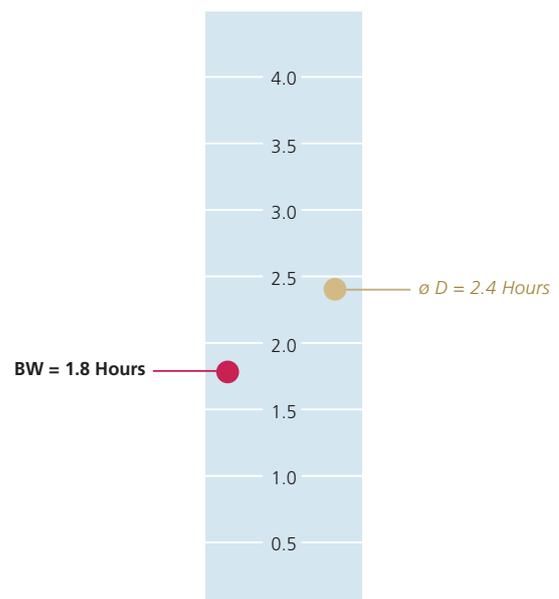
A total of some 4,150 staff members in Baden-Württemberg are released from only some of their other duties; they also have responsibilities in at least one other area. Most of them continue to work as group leaders (nearly 76%), while one in five serves as an assistant group leader. Individuals serving as directors have more advanced qualifications, on average, than other educational staff. Most full-time directors have graduated from a Fachschule (82.6%), while 13.2 percent have a relevant university degree. Among part-time directors, 92.3 percent are Fachschule graduates and 5.6 percent have a university degree. Only 2.8 percent of staff members who are not assigned leadership tasks have graduated from a university. Overall, fewer full-time directors in Baden-Württemberg have earned a relevant university degree (13.2%) than the national average (20.4%).

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



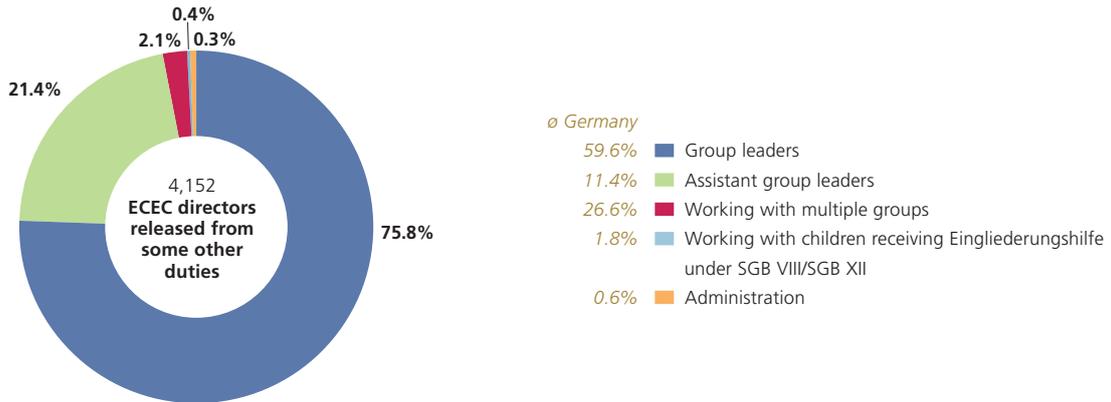
Number of hours of release time per week per pedagogical staff member (median) | Table 66



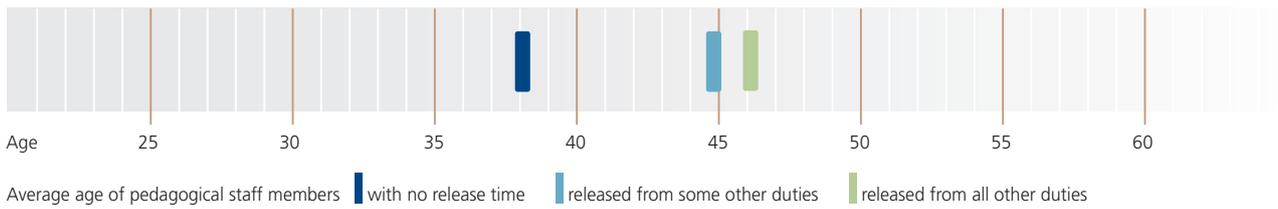
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

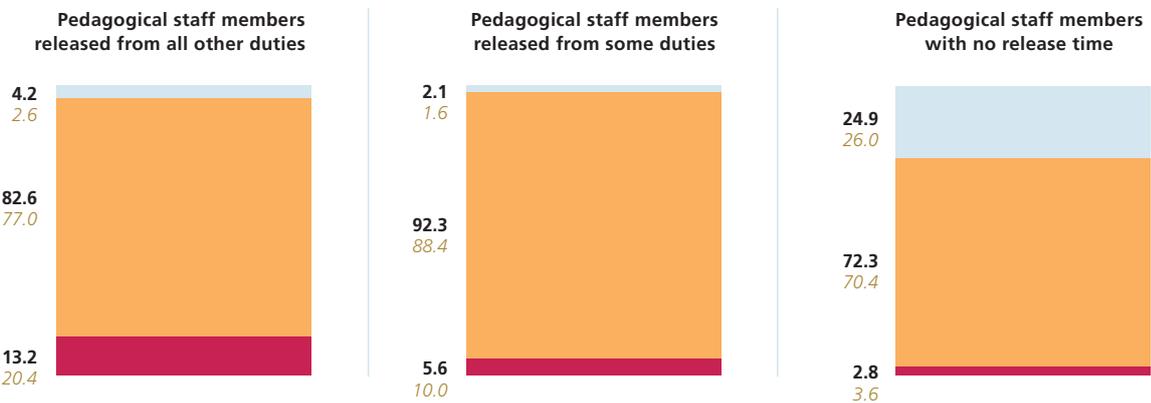


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



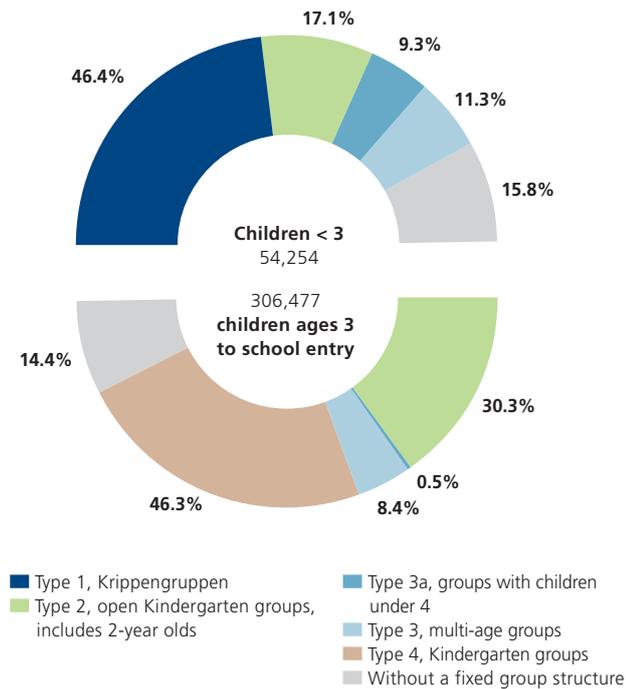
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

Germany

Distribution of children among types of groups

BW March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | BW March 1, 2012

Staffing formula – calculation

Staffing formula

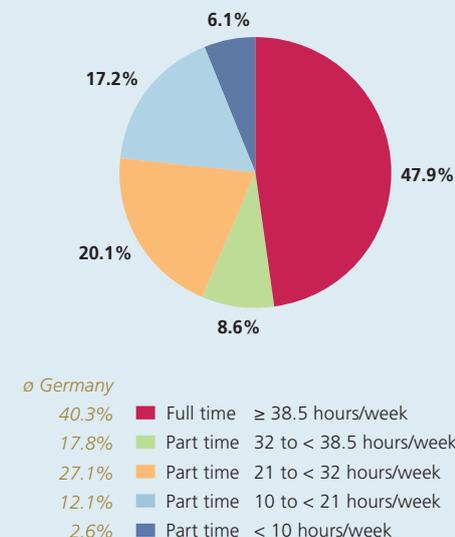
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingescha" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

ECEC centers pedagogical staff | BW March 1, 2012

Contractual work hours

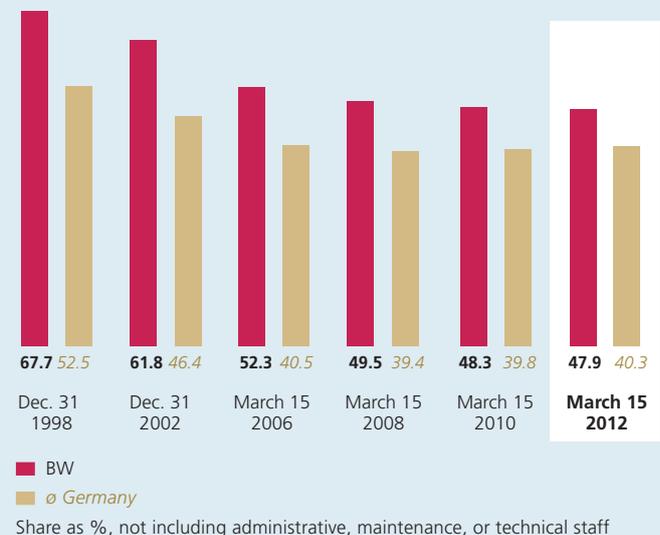
Number of work hours at ECEC centers | Table 29



o Germany

- 40.3% Full time ≥ 38.5 hours/week
- 17.8% Part time 32 to < 38.5 hours/week
- 27.1% Part time 21 to < 32 hours/week
- 12.1% Part time 10 to < 21 hours/week
- 2.6% Part time < 10 hours/week

Percentage of full-day ECEC staff | Table 28



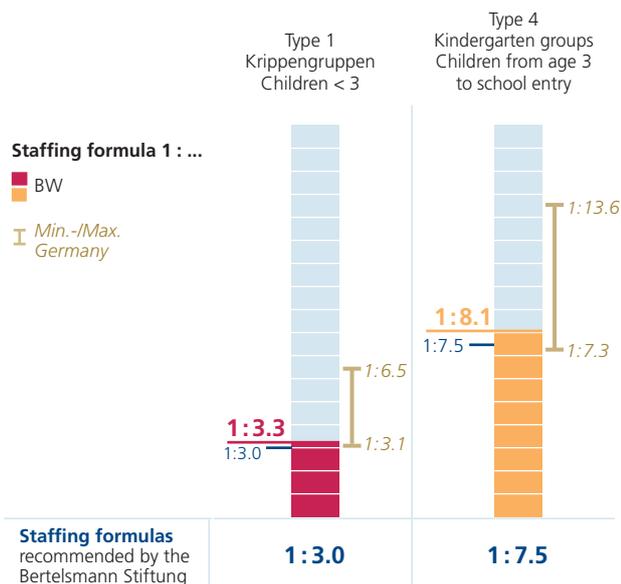
BW

o Germany

Share as %, not including administrative, maintenance, or technical staff

Staffing formulas for various types of groups

Table 43a1



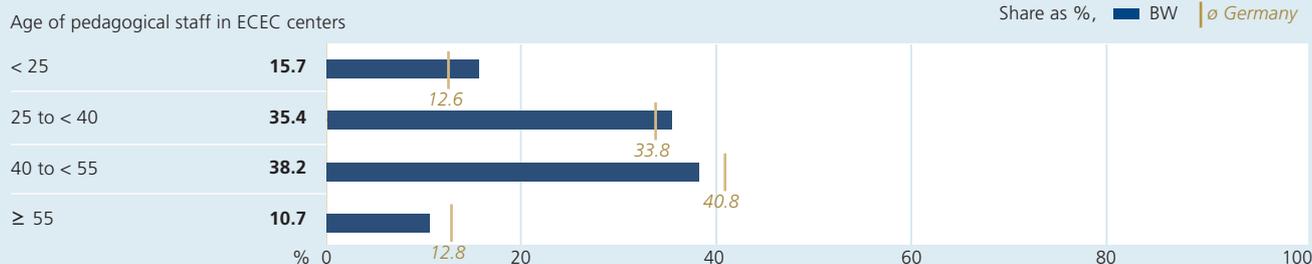
The ordinance on staffing requirements (minimum staffing formula) and continuing education for personnel in ECEC centers and day care services with mixed age groups (Child Care Ordinance (Kindertagesstättenverordnung, KiTaVO)) stipulates the following minimum staffing formula for ECEC Centers that are open 5 days a week and day care centers with mixed-age groups:

1. Half-day groups, open for an average of 4 hours daily: 1.3 full-time trained staff; in the case of mixed-age groups including children under 3 years of age: 1.4 full-time trained staff
2. Standard groups, open for an average of 6 hours daily with a midday break 1.8 full-time trained staff; in the case of mixed-age groups including children under 3 years of age 2.0 full-time trained staff.
3. Groups with extended hours, open for an average of 6 hours daily, no break: 1.9 full-time trained staff; full-day groups, open for an average of 7 hours daily: 2.3 full-time trained staff. Staffing is adjusted depending on off-peak times, the number of days closed, and the average hours per day the facility is open. Two trained staff members must be present at single-group child care facilities whenever they are open.

Level of Qualification | Table 27

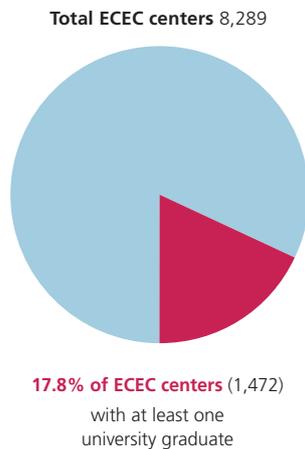
Type of degree	BW		Ø D
	Number	Share as %	
University degree	2,043	3.3	4.6
Fachschule degree	46,283	74.1	72.1
Berufsfachschule degree	6,408	10.3	13.1
Other type of training	3,058	4.9	4.3
In training	3,089	4.9	3.4
No training completed	1,552	2.5	2.5

Age distribution | Table 42a



ECEC centers pedagogical staff | BW March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in BW 2,043	BW		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	1,620	79.3	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	160	7.8	8.9
Leadership duties	263	12.9	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in BW 1,473		BW		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	117	7.9	8.0
	Dipl.-Heilpädagogin	43	2.9	2.8
Fachschule degree	Erzieherin	819	55.6	45.5
	Heilpädagogin	103	7.0	21.5
Berufsfachschule degree		67	4.5	2.3
Other types of training	Other	173	11.7	4.0
	Health services professions	93	6.3	14.0
In training		11	0.7	0.6
No training completed		47	3.2	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Baden-Württemberg, 55.6 percent of pedagogical staff working with children in accordance with SGB VIII and SGB XII are early childhood educators. Only 7 percent have graduated from a Fachschule with a degree in therapeutic education, and 10.8 percent have a university degree. The qualifications of other staff members are quite varied.

State specific annotations

Children enrolled in child care

Some children in Baden-Württemberg attend school-affiliated preschools. If these children are 3 or 4 years old they are not included here, but the relevant figures are provided in the explanatory notes attached to Tables 11 and 12 in the Appendix.

Inclusion – care for children with (impending) disabilities, by type of facility

Because of problems related to a modification of the survey materials, children receiving Eingliederungshilfe in ECEC centers because of mental or physical disabilities are slightly overrepresented in the figures for 2012 – and thus the number of inclusive facilities is overestimated as well.

Inclusion – percentage of facilities serving children receiving Eingliederungshilfe

See explanatory note on “Inclusion – care for children with (impending) disabilities, by type of facility.”

Investments per child under the age of 6

Data for 2007 to 2010: Information on state expenditures is taken from a report issued by Baden-Württemberg's Ministry of Education, Youth, and Sports on April 24, 2013. According to this report, the state spent a net total of 489.715 million euros in 2010; the annual budgetary statistics list expenditures of only 469 million euros. For 2009, the ministry report shows net expenditures of 448.297 million euros, while the figure in the annual budgetary statistics is 446 million euros. Figures for state-level expenditures do not include funds from the federal government's 2008–2013 ECEC capital investment program, nor state funds for school-affiliated preschools (facilities for disabled children with special educational needs) or after-school programs. Thus only community expenditures are reduced by the estimated amount of spending on after-school care. Net expenditures for children's daycare facilities (functional category 274) include state appropriations to communities to compensate for preschool costs as well as state appropriations to communities and to urban and rural districts to subsidize the operating expenses of child care facilities and daycare centers for young children. They also include other state funds to subsidize child care. Information on state-level expenditures in 2008 is also based on data from the Ministry of Education, Youth, and Sports and/or the Ministry of Labor and Social Affairs, Families, Women, and Senior Citizens (report issued on June 17, 2011).

Net expenditures by the state totaled 408.1 million euros in 2007; this figure, too, is based on information provided by the Ministry of Education, Youth, and Sports (report issued on May 20, 2010).

Bavaria

General information

Land area: 70,550 km² (2011)

Population (Dec. 31., 2011):
12,595,891

Percentage of children in ECEC
(2012)

Children < 3: 23.0%

Children 3 to < 6: 91.1%
(incl. 0.5% in [pre-]school
facilities)



Children born (2011)	103,668
Birth per woman (2011)	1.3
Number of children < 10 (Dec. 31, 2011)	1,092,950
<i>Of that total, children < 3</i>	317,762
<i>Of that total, children ages 3 to < 6</i>	325,243
<i>Of that total, children ages 6 to < 10</i>	449,945
Employment rate of mothers (2011) with	
... at least one child < 3	51.0%
... at least one child age 3 to < 6	63.6%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	420,399
<i>Of that total, children < 6</i>	51,791
<i>Percentage of all children < 6</i>	8.1%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	8,605
Percentage of facilities	
... provided by a public entity	29.3%
... provided by a nonprofit organization	67.9%
... affiliated with a business or company	0.2%
... provided by a private commercial entity	2.6%
Percentage of ECEC centers without a fixed group structure	11.9%
Total number of ECEC center pedagogical staff (2012)	67,016
Total number of children enrolled in ECEC centers (2012)	481,788
<i>Of that total, children < 3</i>	66,241
<i>Of that total, children ages 3 to < 6 (without schoolchildren)</i>	295,058
<i>Of that total, children in school ages 6 to < 11</i>	69,283
Total number of daycare providers (individuals) (2012)	3,371
children < 6 in daycare (without schoolchildren)	10,417
<i>Of that total, children < 3</i>	6,934
<i>Of that total, children ages 3 to < 6 (without schoolchildren)</i>	1,859

Access for All

Beginning at the age of 3, every child in Bavaria is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). However, no minimum number of hours of care per day has been specified. Most families take advantage of this resource; in 2012, over 91 percent of 3- to 5-year-olds were enrolled in an ECEC center or daycare services. Participation rates are also high among individual age groups; Over 83 percent of 3-year-olds are enrolled in an ECEC service, a somewhat lower percentage than in Germany as a whole (87.6%), and 94.9 percent of 5-year-olds are enrolled in some kind of child care. More than 29 percent of children in ECEC centers (from 3 years of age to school entry) are in care up to 25 hours a week; nationwide, this is true of only 17.1 percent of children in this age group. However, just 29.9 percent of 3- to 5-year-olds are in full-time care (over 35 hours), which is below the national average (41.5%).

Older children (3- to 5-year-olds) from an immigrant background are much less likely to be enrolled in an ECEC center than nonimmigrant children of the same age (80% versus 96%). Note, however, that more immigrant children over the age of 3 are in full-time care (over 35 hours per week) than their nonimmigrant peers (42% versus slightly under 26%); this percentage is also higher than the national average (just under 40%).

As of March 1, 2012, in Bavaria 23 percent of children under the age of 3 were enrolled in an ECEC center or daycare services. Their participation rate increased by 9.8 percentage points between 2008 and 2012.

Investing Effectively

Overall, Bavaria's investment in ECEC has increased substantially over the past few years. For each child under the age of 6, net expenditures by the state and communities have increased dramatically since 2008, although the 2010 average (2,950 euros) remained below the national average (3,514 euros). Because of this positive trend, net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities. While that share remained relatively constant at below 3 percent until 2006, it had increased to 4 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC is a growth area in Bavaria's labor market. The number of pedagogical staff increased by 12 percent between March 1, 2010, and March 1, 2012; in 2012 some 8,600 childcare facilities employed over 67,000 people. Staff qualifications are an essential factor in the quality of a center's educational environment. In Bavaria, a relatively high percentage of pedagogical staff (37.3%) have been trained at a Berufsfachschule, for example as childcare workers; the national average is 13.2 percent. Also, 51.8 percent, a substantially smaller percentage than the national average (72.1%), have completed training at a Fachschule as Erzieherinnen. Only 3.3 percent have earned a university degree, which is below the national average of 4.6 percent.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Bavaria, the average staffing formula for Krippengruppen was 1:3.9 in 2012, which is below the national average of 1:4.5. However, in the case of multi-age groups that include children from birth to school entry, the formula is 1:7.6. Accordingly, conditions are worse for children under 3 in a multi-age group than in a Krippengruppe. Some 2-year-olds attend so-called "open Kindergartengruppen", which are officially for children over the age of 3, but also accept some younger children; in those facilities, the average staffing ratio is 1:8.6, considerably worse than the ratio in Krippengruppen.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have a framework in place that allows for professional leadership, as this is important for maintaining a high-quality educational environment. In 2012, certain staff members in nearly 4,200 ECEC centers were partly or fully released from other duties to perform leadership tasks.

At 76.9 percent of these centers, an individual had time allotted for leadership tasks and also served in other capacities. Most of the 3,300 employees with part of their work time allotted to leadership responsibilities were also serving as group leaders (75.6%), while nearly one in five works with multiple groups. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice. Centers in which someone is assigned to provide leadership full time account for only 21.3 percent of all cases.

As a rule, the facility's provider determines how much time staff members are allotted for leadership duties, since Bavaria has no relevant statewide regulations. The official Child and Youth Welfare Statistics show that Bavaria ranks below the national average in this respect. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Bavaria, the median for 2012 was 1.3 hours per educational staff member per week, which is considerably below the national median of 2.4 hours.

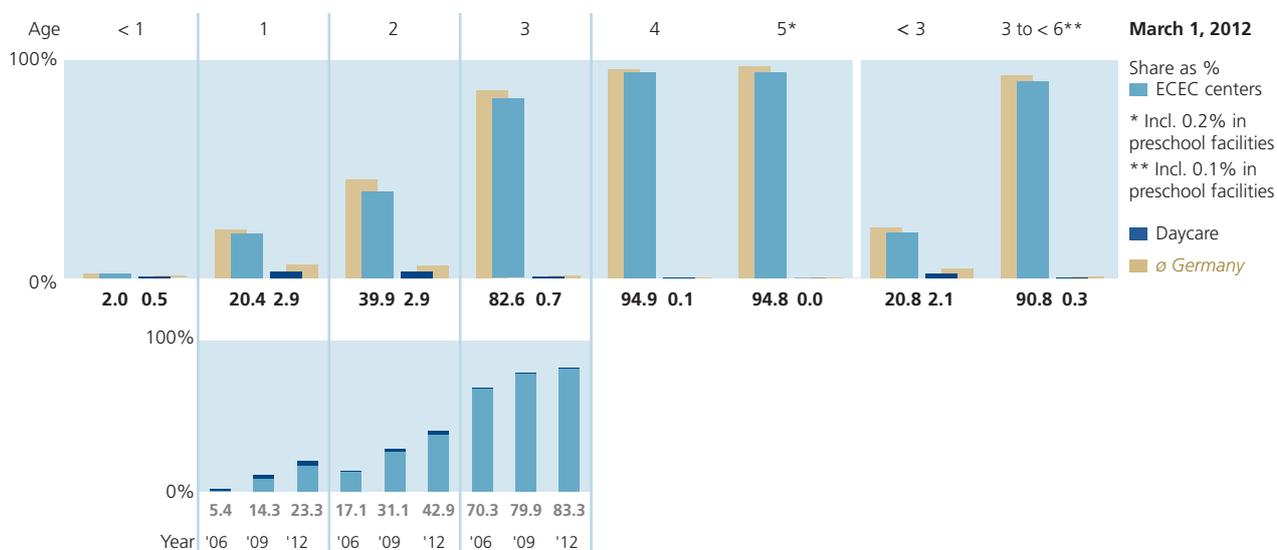
What formal qualifications do ECEC directors in Bavaria have? In 2012, most full-time released directors had completed relevant training at a Fachschule (78.9%), while 18.8 percent had a relevant university degree. Of part-time released directors, 89.8 percent have graduated from a Fachschule and 8.8 percent are university graduates. It is not possible to determine based on the available data to what extent center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECECs centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

In Bavaria, 42.8 percent of 2-year-olds attended child care in 2012, a proportion that is almost as high as the average for the western German states but substantially lower than the national average (51.1%). The percentage of 3-year-olds (83.3%) who were enrolled in an ECEC center or day care service was lower than the average for western Germany (slightly more than 86%) and nationwide (87.6%). Similarly, a smaller percentage of 5-year-olds (94.8%) are in child care in Bavaria than in the western German states or the country as a whole (almost 98% in both cases). The largest percentage of infants

and toddlers attending an ECEC center (38.3%) are enrolled for 25 hours per week or less. This is a much higher proportion than the average for the western region of Germany (almost 23%) and nationwide (17.9%). The share of children under 3 in an ECEC center who are enrolled for more than 35 hours per week (31.6%) is considerably below the national average (54.5%). Among children 3 years of age to school entry in an ECEC center, the percentage in care fewer than 35 hours per week is roughly the same (29.1%), again lower than the national average (41.5%).

Participation of children in ECEC centers and daycare | BY 2006–2012 | Table 6–13



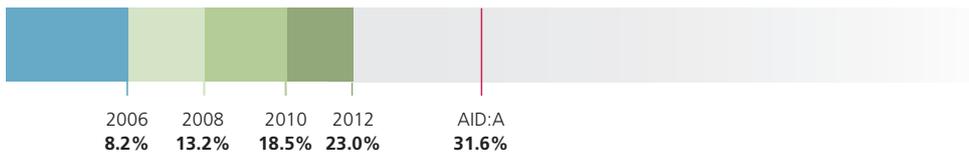
Number of hours per week enrolled in ECEC centers and daycare | BY March 1, 2012 | Table 2–5

Hours	ECEC centers		public sponsored daycare	
	66.241 children < 3	343.078 children ≥ 3	6.934 children < 3	2.023 children ≥ 3
≤ 25	38.3 % 17.9	29.1 % 17.1	61.7 % 44.1	76.9 % 71.6
> 25 to 35	31.6 % 27.7	40.9 % 41.4	23.7 % 24.1	13.8 % 13.5
> 35 to 45	17.9 % 16.4	19.7 % 12.8	9.3 % 13.5	5.4 % 6.5
≥ 45	12.2 % 38.1	10.2 % 28.7	5.4 % 18.4	3.9 % 8.5

Share as %, ■ BY | ◊ Deutschland

Care places for children under 3: expansion and needs | BY 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)



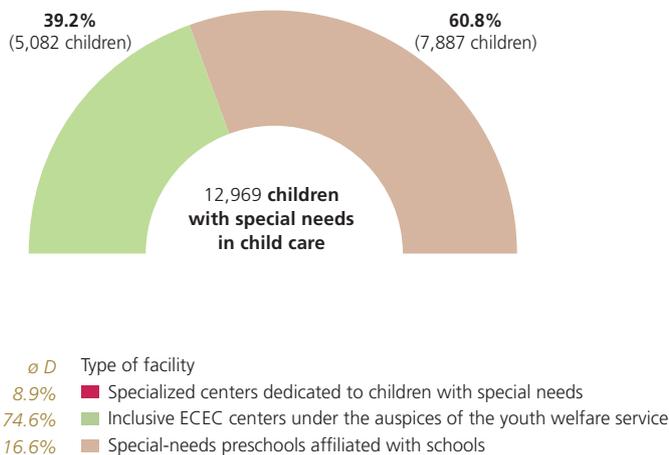
As of March 1, 2012, in Bavaria 23 percent of infants and toddlers were enrolled in an ECEC center or daycare service; participation among this age group increased by 9.8 percentage points from 2008 to 2012 and by 14.8 percentage points relative to 2006.

According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 31.6 percent of Bavarian children in

this age group were in need of child care in 2012 (see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 8.6 percentage points between participation in ECEC services (23% according to the most recent available data from March 2012) and the reported need for such services (31.6%).

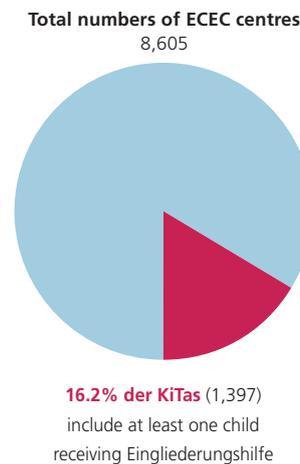
Inclusion | BY March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



In Bavaria, children with special needs frequently attend special education preschools provided by schools until they reach school age; almost 61 percent of children with (existing or impending) physical or psychological disabilities were enrolled in such facilities in 2012. The remaining children who are granted Eingliederungshilfe (39.2%) attended inclusive facilities under the auspices of

Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59

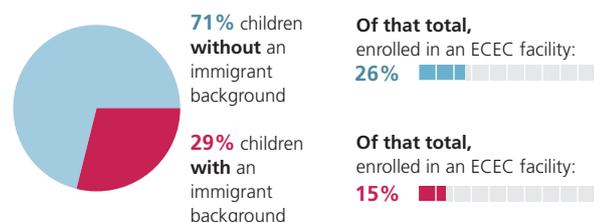


the Child and Youth Welfare Office. Only 16.2 percent of all ECEC centers in Bavaria serve at least one child requiring Eingliederungshilfe, significantly below the nationwide average of more than 33 percent. Children with (existing or impending) disabilities are not cared for in therapeutic preschools in Bavaria.

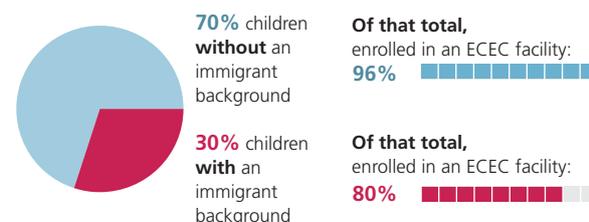
Children with and without an immigrant background in ECEC centers | BY March 1, 2012

Participation

Children under 3 in the population | Table 38



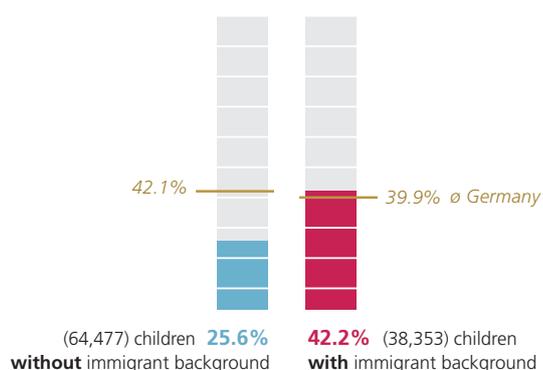
Children ages 3 to < 6 in the population | Table 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Table 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Table 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
■ Not German ■ German
■ Children without immigrant background

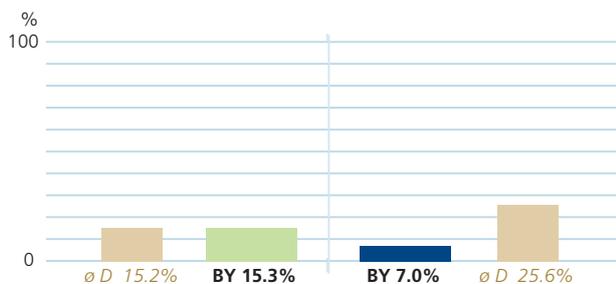
In 2012, only 15 percent of immigrant under-3-year-olds (with at least one immigrant parent) were enrolled in child care in Bavaria – a slightly lower percentage than the national average (16%) and lower relative to their non-immigrant peers (26%) as well. While older children (3- to 5-year-olds) from an immigrant background are more likely to be enrolled in an ECEC center in Bavaria (80%) than younger children, their participation rate is much lower than that of non-immigrant children of the same age (80% versus 96%). Remarkably, 42.2 percent of immigrant children over age 3 who attend ECEC

centers are enrolled on a full-time basis (more than 35 hours per week); this percentage is significantly higher than for nonimmigrant children (25.6%) in the same age group and exceeds the national average (almost 40%). Of infants and toddlers (children under 3) in ECEC centers, 8.5 percent come from homes in which German is not the primary language and at least one parent comes from a foreign country. For children between 3 years of age and school entry, the corresponding percentage is higher, at 15.3 percent, but still lower than the national average (17.4%).

Care for school-age children | BY March 1, 2012, School year 2011/12

Participation | Table 41a1, 41a2

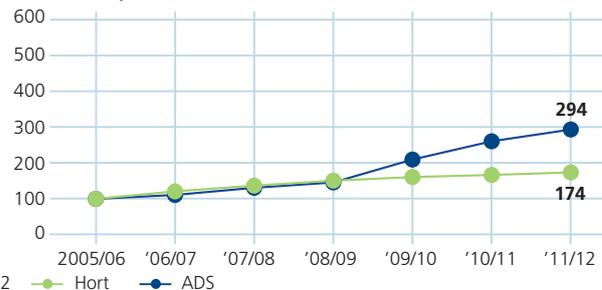
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 Horten March 1, 2012 ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Structured all-day primary schools	4	8	No
Open ADS: Extended lunchtime care	4	7.5	No

During the 2011/2012 school year, 15.3 percent of schoolchildren ages 6 to 10 in Bavaria attended Horten, while 7 percent of this age group were enrolled in all-day schools. The total percentage of children at the primary school level who are in child care programs remains unclear; a possible reason is that some of these children may attend more than one program. Both types of programs were expanded between the 2005/2006 and the 2011/2012 school years. School-based programs have grown much more significantly.

Structured all-day primary schools provide guaranteed care 4 days a week, from 8 a.m. to 4 p.m., while extended lunchtime supervision is available 4 days per week from the end of classroom instruction until at least 3:30 p.m. Children who attend Horten spend an average of 4.8 hours on 4.7 days per week in these programs (Tables 71 and 72).

The qualifications of after-school program staff members are not regulated by law. In structured all-day primary schools, each class is generally assigned a teacher with 12 additional hours per week. More than 57 percent (57.3%) of the pedagogical staff of these Horten have completed training at a Fachschule, for example as an Erzieherin.

Qualifications of pedagogical staff

Structured ADS | Table 57

Group size corresponds to class size (a maximum of 28 children up to grade 3). Children groups must be staffed by least one teacher and one external staff member. In accordance with state guidelines, each class in an extracurricular program is generally assigned a teacher for 12 additional hours per week. However, the formal qualifications of pedagogical staff for extracurricular programs are not regulated by law.

Open ADS | Table 58

There are no prescribed qualifications for pedagogical staff at extended lunchtime care. Groups must include at least 12 and no more than 23 children.

Horten Table 50a	BY		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	485	6.8	7.9
Fachschule degree	4,101	57.3	71.8
Berufsfachschule degree	1,886	26.4	8.5
Other training	215	3.0	6.6
In training	352	4.9	3.2
No completed training	116	1.6	2.0

Investing Effectively

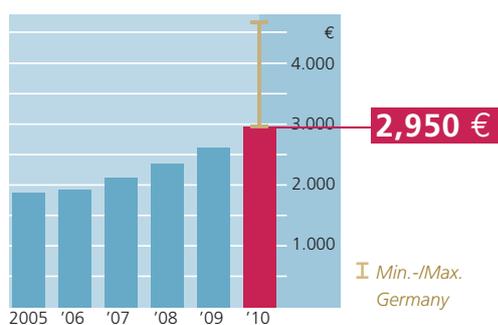
For each child under the age of 6, net expenditures by the state and communities in Bavaria have increased dramatically since 2008, although at an average of 2,950 euros in 2010, they remain well below the national average of 3,514 euros. As a result, net expenditures for ECEC services also increased as a share of total net expenditures by the state and the communities: While that share remained relatively constant at below 3 percent until 2006, it had increased to 4 percent by 2010. Overall, expenditures for ECEC services are higher as well, as a result of an increase in non-recurring investments, for example to construct new child care center buildings; such investments continued to rise between 2005 and

2011. In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand services for infants and toddlers, and not only non-recurring investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in expenditures. Parents, too, help to finance the system; their fees make up 18.4 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

BY 2005–2010 | Table 21a1

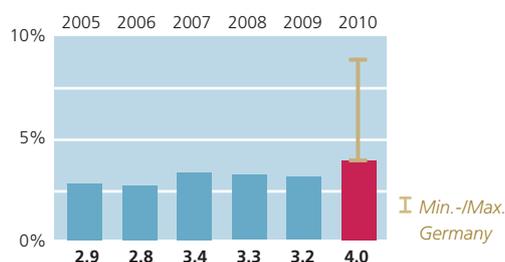
Net expenditures by the state and communities



Share of net expenditures for ECEC

BY 2005–2010 | Table 22

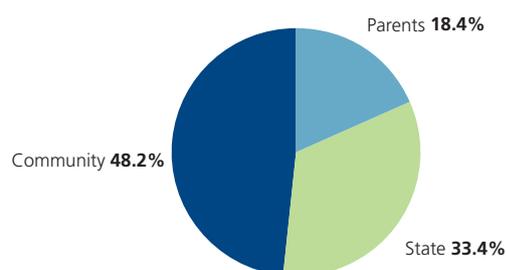
Share of total net expenditures by the state and communities



Financing partnership for ECEC

BY 2010 | Table 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

BY 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Bavaria	47.1	52.7	91.6	128.0	224.2	332.1	405.6
Germany	269.3	307.3	396.7	525.2	947.3	1.334.1	1.357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children a positive environment for learning and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition to

discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | BY June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Directors must be trained, have sufficient practical experience, and have completed continuing education geared to leadership positions. Trained staff are individuals with comprehensive theoretical and practical training in social pedagogy as evidenced by a German or foreign degree from an institution equivalent at least to a professional academy. (Section 16 AVBayKiBiG) (Regulation Implementing the Bavarian Child Education and Supervision Act)</p>	●
<p>... the contractual working hours of ECEC center directors</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

Bavaria has put in place a uniform statewide definition of the formal qualifications required of staff members who serve as ECEC directors. Directors are also expected to have sufficient practical experience and to have completed continuing education geared to leadership positions. Professionals with other degrees may serve as ECEC directors if they meet certain requirements, such as completion of a continuing education course to prepare them for leadership responsibilities. Bavaria has no statewide regulations stipulating the number of hours to be allocated to the position of ECEC director, nor describing the ECEC director's responsibilities. Similarly, there is no provision governing arrangements in which leadership is provided for multiple ECEC centers. Accordingly, the number of hours a leadership position entails as well as the tasks involved are determined by the respective provider.

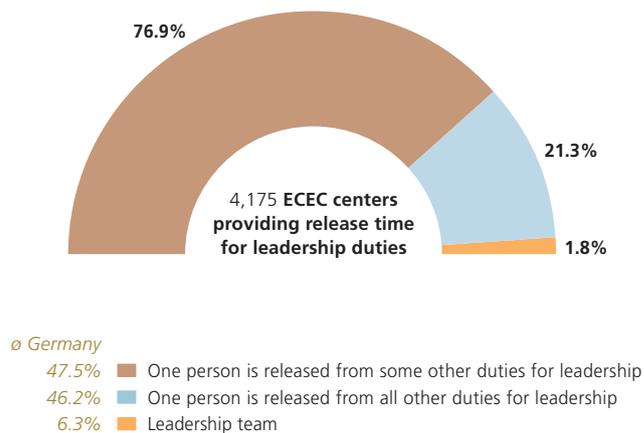
ECEC center directors | BY March 1, 2012

Staff members at 4,175 ECEC centers in Bavaria are released from some of their other duties to allow them to take on leadership responsibilities. At 76.9 percent of these centers, a single individual has time allotted for leadership tasks and also serves in other capacities. In only 21.3 percent of them, one person is released from all other responsibilities in order to assume the director's role. A leadership team is in place in 1.8 percent of centers. In order to compare the degree to which directors are relieved of other duties, independent of center size and across German states, we looked at the number of hours per week that staff members are relieved of other duties to perform leadership tasks, relative to the number of pedagogical staff at each ECEC center. For Bavaria, the median was 1.3 hours per pedagogical staff person per week, which is significantly lower than the national median of 2.4 hours per week.

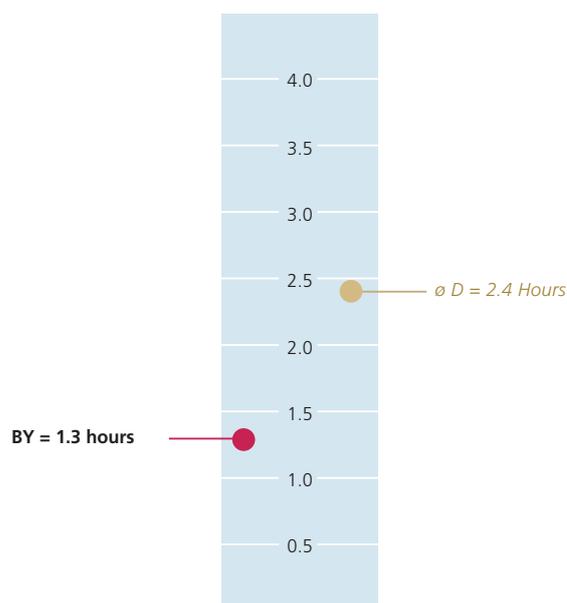
Overall, some 3,320 staff members in Bavaria are released for leadership tasks for only part of their working hours, while continuing to fulfill responsibilities in at least one other area. Most of them work as group leaders (75.6%), while almost one in five works with multiple groups. Individuals serving as directors have more advanced qualifications, on average, than other educational staff. Most full-time directors in Bavaria (78.9%) have completed relevant training at a Fachschule; 18.8 percent have earned a relevant university degree. Of part-time directors, 89.8 percent have graduated from a Fachschule and 8.8 percent are university graduates. In contrast, only 3.1 percent of staff members who have not been assigned leadership tasks have completed a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



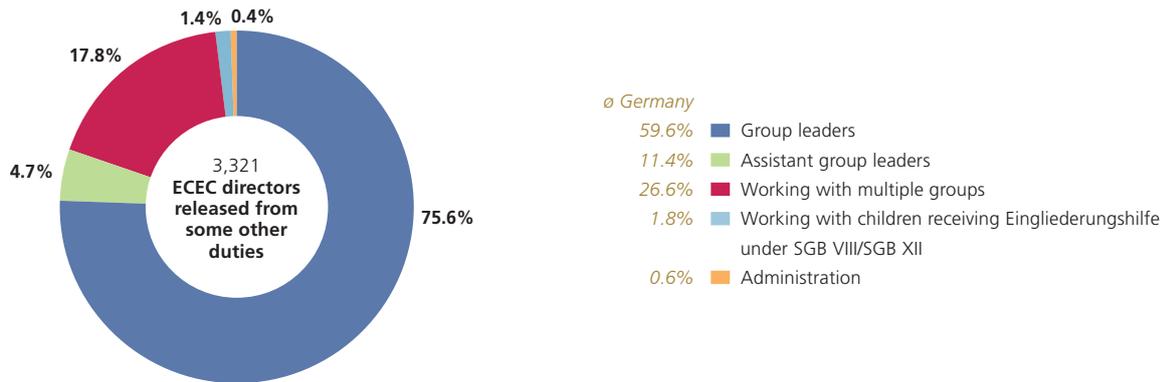
Number of hours of release time per week per pedagogical staff member (median) | Table 66



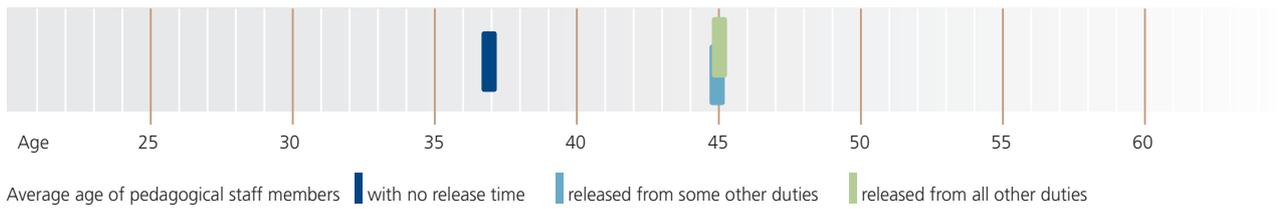
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

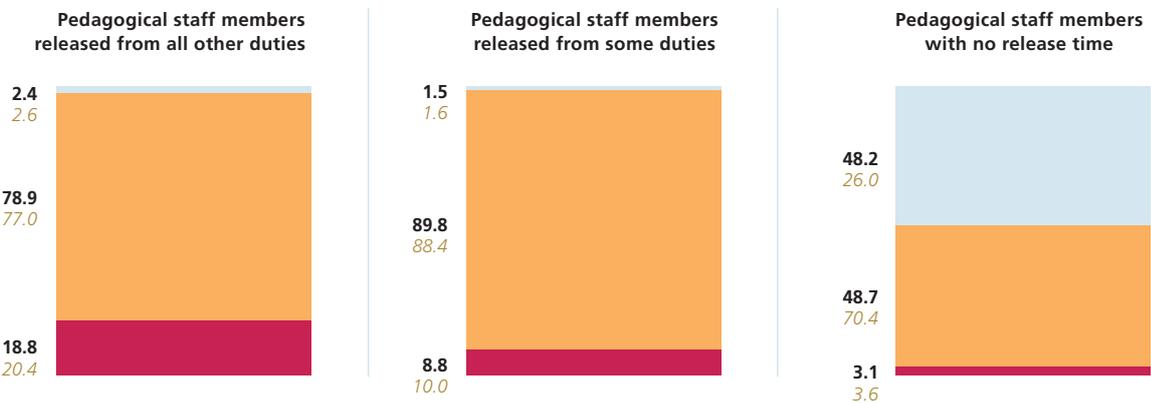


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



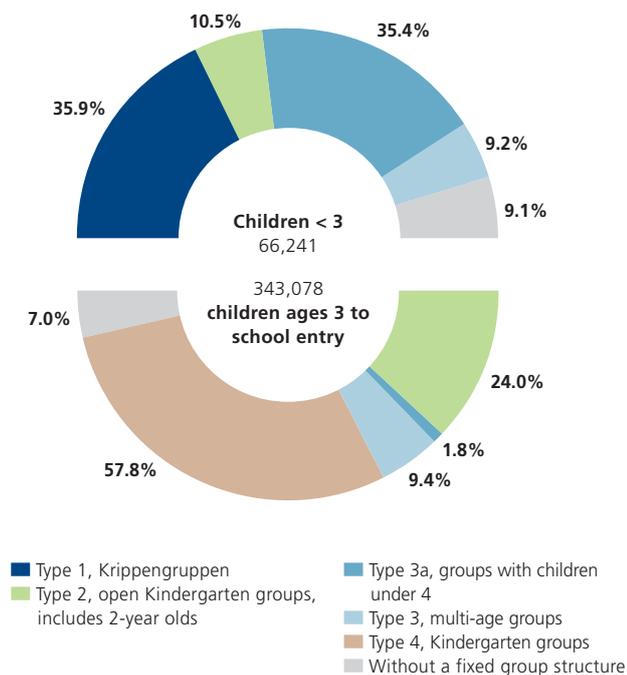
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

BY March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | BY March 1, 2012

Staffing formula – calculation

Staffing formula

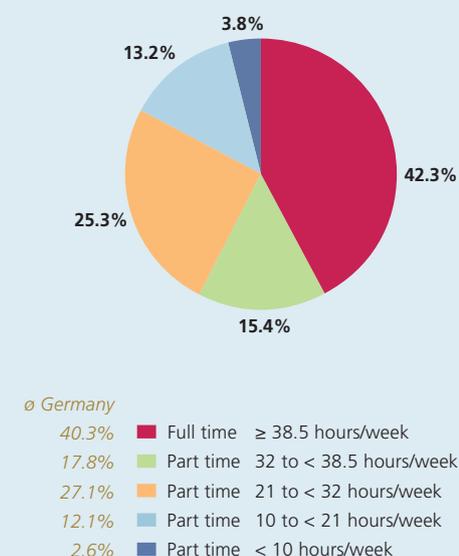
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

ECEC centers pedagogical staff | BY March 1, 2012

Contractual work hours

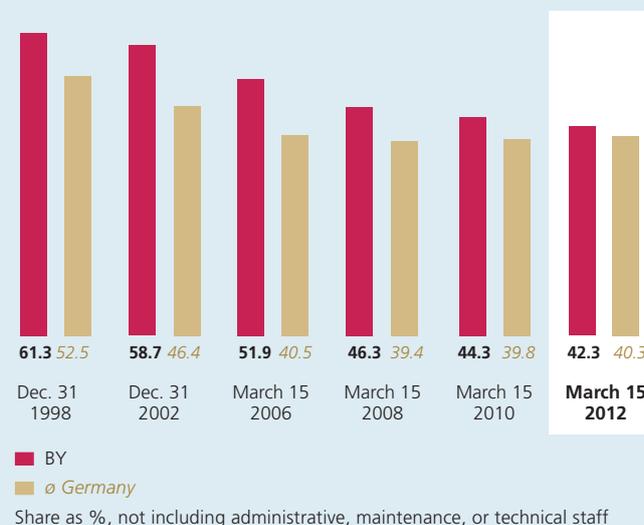
Number of work hours at ECEC centers | Table 29



ø Germany

- 40.3% Full time ≥ 38.5 hours/week
- 17.8% Part time 32 to < 38.5 hours/week
- 27.1% Part time 21 to < 32 hours/week
- 12.1% Part time 10 to < 21 hours/week
- 2.6% Part time < 10 hours/week

Percentage of full-day ECEC staff | Table 28

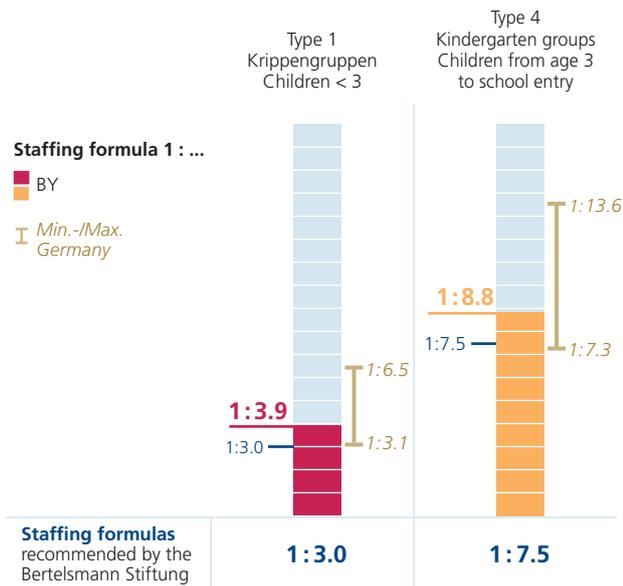


BY

ø Germany

Share as %, not including administrative, maintenance, or technical staff

Staffing formulas for various types of groups | Table 43a1



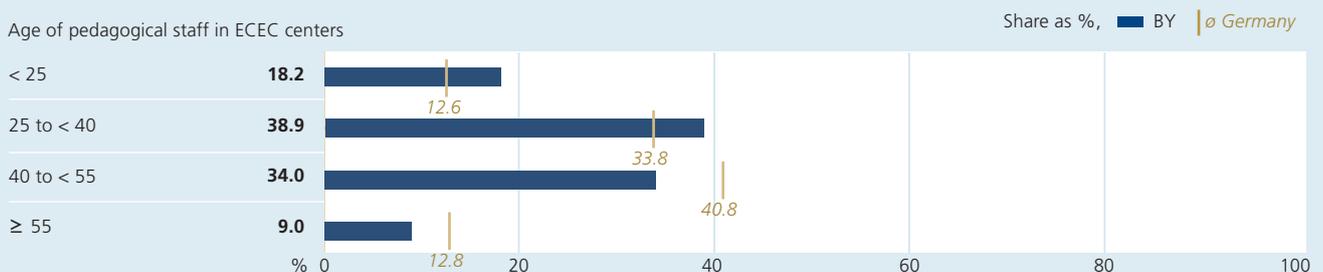
According to information from the Bavarian State Ministry for Labor and Social Affairs, Family and Women, staffing in Bavarian ECEC centers is governed by the Bavarian Child Education and Supervision Act (BayKiBiG) and its implementing regulation (AVBayKiBiG). This law prescribes staffing formulas and the ratio of trained staff and includes a definition of trained and assistant pedagogical staff.

Level of Qualification | Table 27

Total pedagogical staff in BY 67,016	BY		Ø D
	Number	Share as %	
University degree	2,406	3.6	4.6
Fachschule degree	34,687	51.8	72.1
Berufsfachschule degree	25,023	37.3	13.1
Other type of training	1,053	1.6	4.3
In training	2,803	4.2	3.4
No training completed	1,044	1.6	2.5

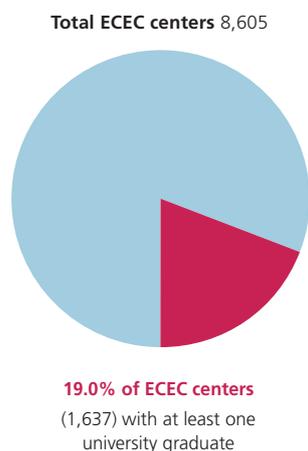
Age distribution | Table 42a

Age of pedagogical staff in ECEC centers



ECEC centers pedagogical staff | BY March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Area of responsibility	BY		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	1,906	79.2	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	254	10.6	8.9
Leadership duties	246	10.2	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in BY 1.344		BY		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	194	14.4	8.0
	Dipl.-Heilpädagogin	60	4.5	2.8
Fachschule degree	Erzieherin	645	48.0	45.5
	Heilpädagogin	238	17.7	21.5
Berufsfachschule degree		118	8.8	2.3
Other types of training	Other	29	2.2	4.0
	Health services professions	54	4.0	14.0
In training		2	0.1	0.6
No training completed		4	0.3	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Bavaria, 48 percent of pedagogical staff who spend most of their working hours with children under SGB VIII and SGB XII are Erzieherinnen. Almost 18 percent (17.7%) have graduated from a Fachschule with a degree in therapeutic education. At 8.8 percent, the share of staff who have graduated from a Berufsfachschule with a degree in the field in which they are employed, such as childcare workers, is above the national average. In all, almost 19 percent (18.9%) of staff have earned a university degree, almost double the national average. This includes graduates of Fachhochschule (universities for applied sciences) with degrees in therapeutic education, who comprise 4.5 percent of staff working in this area.

State specific annotations

Inclusion – care for children with (impending) disabilities, by type of facility

In Bavaria, special education schools include facilities to prepare children for school; data are gathered in separate surveys. A total of 7,887 children are enrolled in these programs. Some of these children are also enrolled in a program offered at an affiliated therapeutic daycare facility; such facilities are issued an operating permit under Section 45 of the SGB VIII. We have found, however, that these facilities are intended to provide parenting assistance rather than daycare.

Care for schoolchildren – all-day primary school programs

Structured all-day schools: guaranteed care from 8 a.m. to 4 p.m.

Extended lunchtime care: guaranteed care from the end of the school day until at least 3:30 p.m.

Care for schoolchildren – qualifications of pedagogical staff

Structured all-day schools: In accordance with state guidelines, each class in an extracurricular program is generally assigned a teacher for 12 additional hours per week. Group size varies, based on regulations concerning class size. Primary school groups consist of at least 13 pupils, with a maximum of 28 in grades 1–3 and 29 in grade 4.

Each group is led by at least one teacher and one external staff member.

Extended lunchtime care: Groups are made up of a minimum of 12 and a maximum of 23 children.

Investments per child under the age of 6

Information on Bavaria's expenditures in 2008 is taken not from the annual budgetary statistics, but from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on June 4, 2011. According to that report, Bavaria spent a net total of 662.81 million euros; the annual budgetary statistics list net expenditures of 649 million euros. Information on expenditures in 2007 is taken from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on May 28, 2010; according to the report, net expenditures amounted to 610.73 million euros. The annual budgetary statistics list a net total of 609 million euros.

Share of net expenditures for ECEC

Total expenditures for 2007 to 2010 are presented as a percentage of total expenditures as reported in the annual budgetary statistics. Because in previous years the figure for total expenditures was taken from Bavaria's budget account (final report), it is difficult to compare the latest figures with data from earlier years.

One-time investments for ECEC

Since Bavaria's law on education and child care went into effect on September 1, 2006, investment subsidies for preschools run by private providers have been included in the figures.

Berlin

General information

Land area: 888 km² (2011)

Population (Dec. 31, 2011):
3,501,872

Percentage of children in ECEC
(2012)

Children < 3: 42.6%

Children 3 to < 6: 94.3%
(incl. 0.4% in [pre-]school
facilities)



Children born (2011)	33,075
Birth per woman (2011)	1.3
Number of children < 10 (Dec. 31, 2011)	299,213
Of that total, children < 3	98,118
Of that total, children ages 3 to < 6	91,822
Of that total, children ages 6 to < 10	109,273
Employment rate of mothers (2011) with	
... at least one child < 3	51.1%
... at least one child age 3 to < 6	56.7%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	575,169
Of that total, children < 6	64,698
Percentage of all children < 6	34.1%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	2,052
Percentage of facilities	
... provided by a public entity	13.5%
... provided by a nonprofit organization	86.2%
... affiliated with a business or company	0%
... provided by a private commercial entity	0.2%
Percentage of ECEC centers without a fixed group structure	99.6%
Total number of ECEC center pedagogical staff (2012)	22,106
Total number of children enrolled in ECEC centers (2012)	129,375
Of that total, children < 3	37,725
Of that total, children ages 3 to < 6 (without schoolchildren)	85,198
Of that total, children in school ages 6 to < 11	0
Total number of daycare providers (individuals) (2012)	1,602
children < 6 in daycare (without schoolchildren)	5,679
Of that total, children < 3	4,130
Of that total, children ages 3 to < 6 (without schoolchildren)	1,234

Access for All

Beginning at the age of 3, every child in Berlin is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Independent of need, all children are entitled to part-time early childhood education (5 to 7 hours per day) during the last 3 years prior to school entry. Most families take advantage of this resource; in 2012, over 94 percent of all 3- to 5-year-olds were enrolled in an early childhood education center (ECEC) or day care service. Participation rates are also high among individual age groups; with 90.5 percent of 3-year-olds and nearly all 5-year-olds (97.7%) enrolled in some form of ECEC. Older children (3- to 5-year-olds) from an immigrant background are much less likely to be enrolled in an ECEC center than nonimmigrant children of the same age (85% versus 100%). Among older children in ECEC centers (3 years of age to school entry), 62.5 percent are enrolled in child care 45 hours or more per week; this percentage is considerably higher than the national average (slightly less than 29%), but also higher than the average for the eastern region of Germany (nearly 57%). As of March 1, 2012, 42.6 percent of children under the age of 3 in Berlin were enrolled in an ECEC or daycare service. Their participation rate increased by 2.2 percentage points between 2008 and 2012.

Investing Effectively

Investment in ECEC has increased dramatically over the past few years. In 2010, Berlin's net expenditures for each child under the age of 6 averaged 4,645 euros, which is substantially higher than the national average (3,514 euros) and higher than in any other state. Because of this positive trend, net expenditures for ECEC are high as a share of Berlin's total net costs; they accounted for 5.9 percent in 2008, but that figure had risen to 6.3 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC is a growing source of jobs in Berlin. The number of pedagogical staff increased by more than 10 percent between March 1, 2010, and March 1, 2012; in 2012 some 2,100 childcare facilities employed more than 22,100 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Over 80 percent of pedagogical staff in Berlin have completed training as Erzieherinnen at a Fachschule, and another 5.4 percent are university graduates, which is higher than the national average (4.6%). The percentage of child care centers staffed by at least one university graduate is also considerably higher than the national average (36.5% as compared with 26.3%).

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In Berlin, certain staff members in approximately 1,400 ECEC centers are partly or fully released from other duties to perform leadership tasks; a leadership team is in place in slightly over 13 percent of centers. At a good 39 percent of these centers, an individual has time allotted for leadership tasks and also serves in other capacities. Of these 677 staff members who serve as part-time directors, more than half work with multiple groups, a good 38 percent are in charge of a group, and slightly over 6 percent are engaged in early childhood education as specified in sections VIII/XII of the German Social Welfare Code (SGB). The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

Berlin has a statewide regulation providing ECEC centers with additional funding for a director's position based on the number of children enrolled in the center. When it comes to leadership staff, conditions are therefore comparable at all Berlin ECEC centers, regardless of their providers. The official Child and Youth Welfare Statistics show that in 2012 Berlin ranked below the national average with respect to the time allotted to staff members for leadership duties. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Berlin, the median for 2012 was 2.1 hours per educational staff member per week, which is below the national median of 2.4 hours.

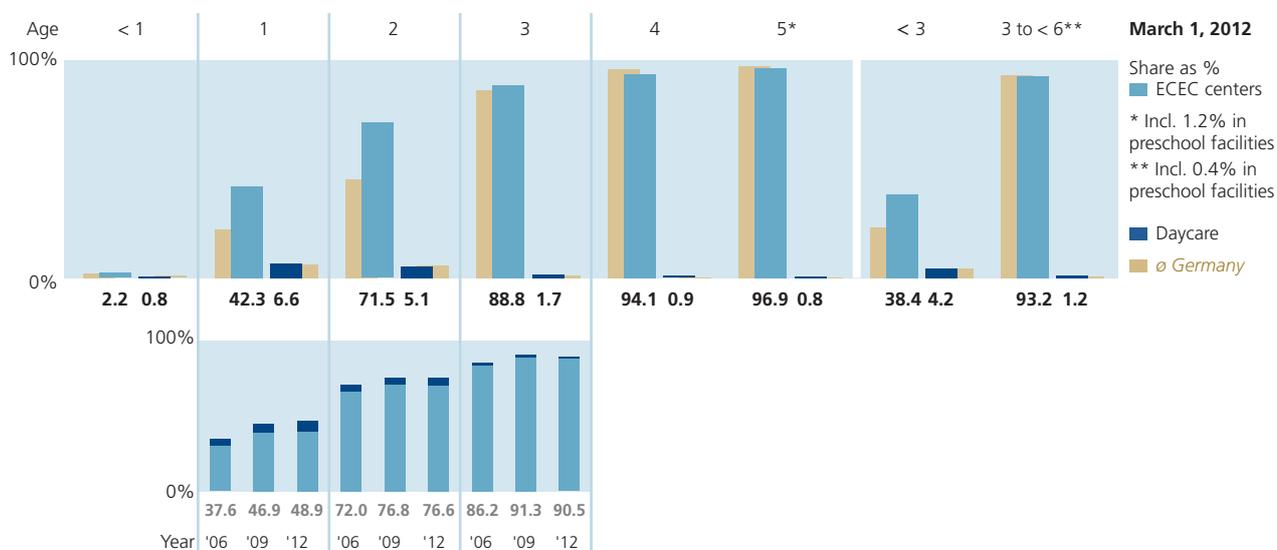
What formal qualifications do ECEC directors in Berlin have for meeting the complex demands they face? Most full-time released directors have completed relevant training at a Fachschule (73.5%); nearly 24 percent – above the national average of 20.4 percent – have a relevant university degree. Among part-time released directors, 81.4 percent have graduated from a Fachschule, and 14.3 percent are university graduates. Of all staff members who are not allotted time for leadership duties, only 4.3 percent have a university degree. It is not possible to determine based on the available data the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

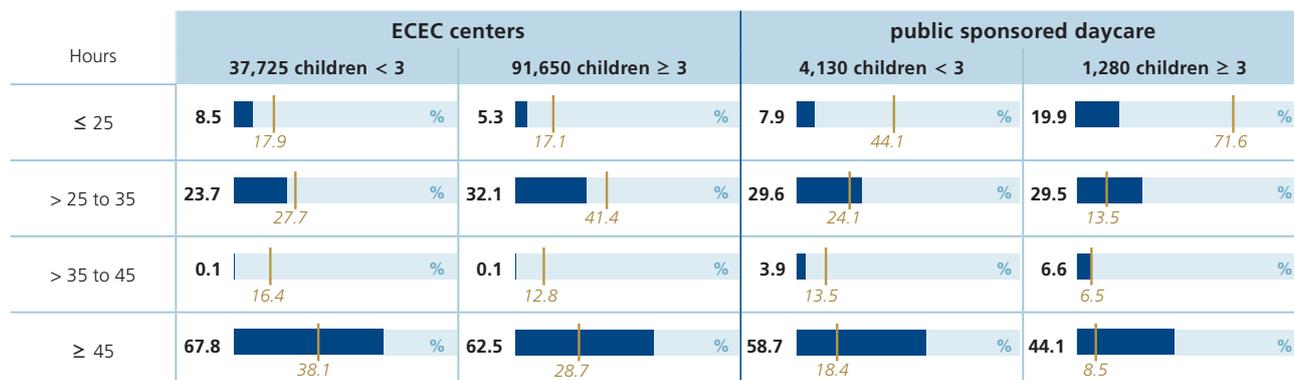
In 2012, 76.6 percent of 2-year-olds in Berlin were in ECEC services, a considerably higher percentage than the national average (51.1%), but lower than the average for the eastern German states (82.5%). Among 3-year-olds, 90.5 percent were enrolled in an ECEC center or daycare service; this is lower than the average for the eastern German states (93%) but higher than the average for Germany as a whole (87.6%). The share of 5-year-olds (97.7%) is nearly identical to the national average. Most children under the age of 3 who attend ECEC centers (67.8%) are enrolled for over 45 hours per week. This is a

much higher percentage than the national average (38.1%) and also exceeds the average for the eastern German states (57.3%). Nearly one child in four in this age group attends a center between 25 and 35 hours per week. Among older children who attend an ECEC center (age 3 to school entry), 62.5 percent are enrolled for over 45 hours per week. This, too, is a much higher percentage than the national average (28.7%), but also somewhat above the average for the eastern German states (56.7%).

Participation of children in ECEC centers and daycare | BE 2006–2012 | Tab. 6–13



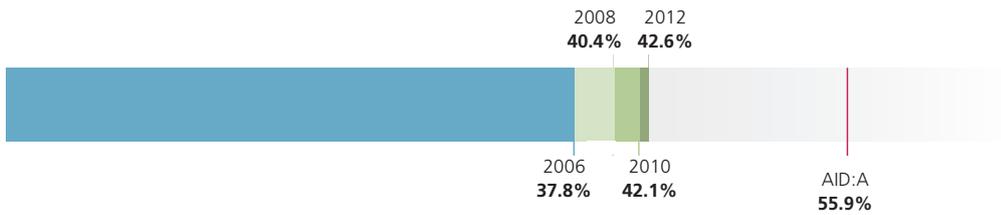
Number of hours per week enrolled in ECEC centers and daycare | BE March 1, 2012 | Tab. 2–5



Share as %, ■ BE | ◊ Germany

Care places for children under 3: expansion and needs | BE 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

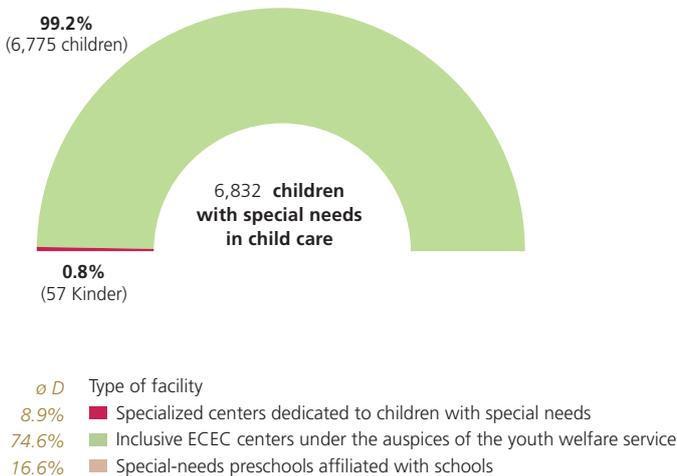


As of March 1, 2012, in Berlin 42.6 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 2.2 percentage points between 2008 and 2012, and by 4.8 percentage points relative to 2006. According to findings from the German Youth Institute study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 55.9 percent of infants and toddlers in Berlin were in need of child care in 2012 (see references in the

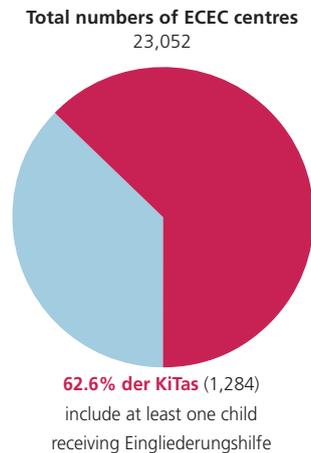
explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 13.3 percentage points between participation in ECEC services (42.6% according to the most recent available data from March 2012) and the reported need for such services (55.9%).

Inclusion | BE March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



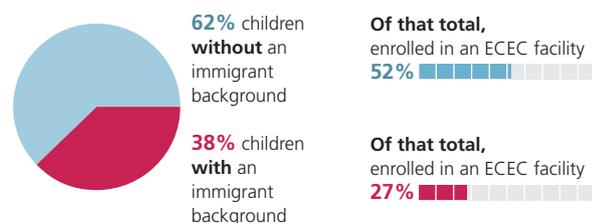
In Berlin, nearly all children receiving Eingliederungshilfe in an ECEC center because of (existing or impending) physical or psychological disabilities attend an inclusive facility under the auspices of the Child and Youth Welfare Office (99.2% in 2012). Only a small number of children are enrolled in a therapeutic child care center.

Berlin has a higher percentage of ECEC centers that serve children with (existing or impending) disabilities than any other German state. At least one child receives Eingliederungshilfe at 62.6 percent of Berlin's centers; the corresponding figure for Germany as a whole is only 33.4 percent.

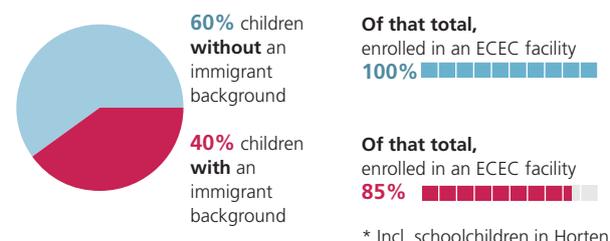
Children with and without an immigrant background in ECEC centers | BE March 1, 2012

Participation

Children under 3 in the population | Tab. 38



Children ages 3 to < 6 in the population | Tab. 39



Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care

For reasons of confidentiality, we are unable to provide specific figures (too few cases).

Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
■ Not German ■ German
■ Children without immigrant background

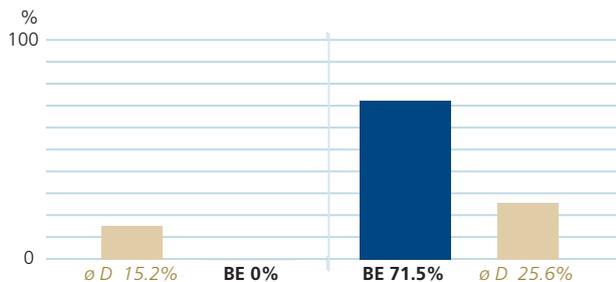
In 2012, 27 percent of immigrant children under 3 were enrolled in child care – a much higher percentage than the national average (16%) but substantially smaller relative to the corresponding percentage for Berlin's nonimmigrant children of the same age (52%). Among older immigrant children (3- to 5-year-olds) the percentage is higher (85%), but significantly lower compared with their nonimmigrant peers (100%).

As for infants and toddlers (children under 3) who attend ECEC centers, 16.2 percent come from homes in which German is not the primary language and at least one parent comes from a foreign country. This is much larger than the corresponding percentage for this age group at the national level (9.3%). Among older children (between 3 years of age and school entry) with at least one foreign parent, 27 percent speak a language other than German at home; this is nearly 10 percentage points higher than the national average (17.4%).

Care for school-age children | BE March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

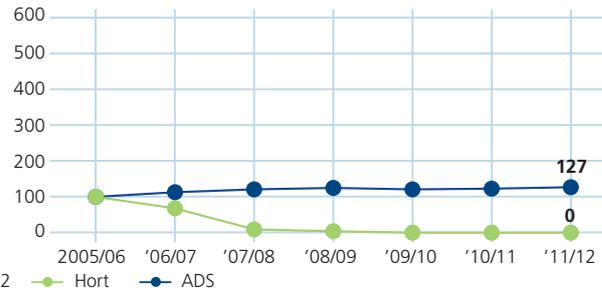
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Hort March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Structured all-day schools	4	see notes	Yes
Open ADS: Open all-day primary schools	5	12	Yes

Since responsibility for Horten was transferred in 2005 from the Child and Youth Welfare Office to the schools, no children in Berlin attend after-school programs provided by the Child and Youth Welfare Office. The rate of participation in all-day programs at the primary level is high in Berlin relative to other states; 71.5 percent of pupils in grades 1 to 4 are enrolled in such a program, and in most cases it is an open program.

School-based all-day programs were expanded between the 2005/2006 and 2011/2012 school years, and the number had increased by approximately 27 percent by 2012.

Open all-day primary schools in Berlin offer guaranteed care from 6 a.m. to 6 p.m. Like structured all-day primary schools, they also provide services during school vacations.

Members of the pedagogical staff of extracurricular programs are not required by law to have specific formal qualifications; however, the state provides subsidies to certain programs only if services are provided by state-certified personnel.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

Certain extracurricular programs must be accredited by the state if they are to receive state subsidies. Under Berlin's School Law, each group of 22 children is assigned 39 teacher hours per week, plus additional staff time as appropriate. Staffing of modular programs is based on relevant factors.

Open ADS | Tab. 58

Certain extracurricular programs must be accredited by the state if they are to receive state subsidies. Under Berlin's School Law, each group of 22 children is assigned 39 teacher hours per week, plus additional staff time as appropriate.

Horten | Tab. 50a

The Child and Youth Welfare Office does not operate Horten in Berlin.

Investing Effectively

Berlin's net expenditures per child under the age of 6 increased between 2007 and 2010. In 2010, they averaged 4,645 euros, which is significantly higher than the national average (3,514 euros) and higher than in any other state. As a result, net expenditures for ECEC have also increased as a share of total net costs incurred by the state and the communities. They accounted for 5.6 percent in 2007, but that figure had risen to 6.3 percent by 2010.

Parents, too, help to finance the system; their fees make up 9.0 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

BE 2005–2010 | Tab. 21a1

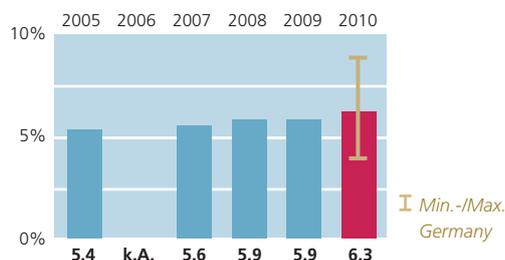
Net expenditures by the state and communities



Share of net expenditures for ECEC

BE 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities

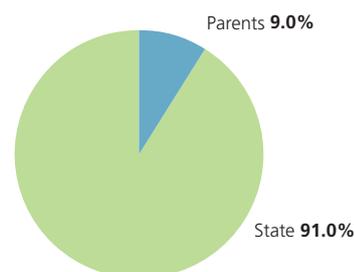


Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Financing partnership for ECEC

BE 2010 | Tab. 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

BE 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

Berlin's one-time investments are included in various sections and subsections of the state and district budgets, and not as a separate item. In agreement with the Berlin-Brandenburg Statistical Office, therefore, we decided not to report such one-time investments.

Promoting Bildung – Ensuring Quality

Certain conditions must be in place to ensure good educational practice if ECEC centers are to offer children an environment that promotes their education and development. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level particular attention is paid to ECEC directors, who play a critical role in ensuring good ECEC quality.

At present, however, too little is known about their situation. We therefore not only discuss state-level regulations governing ECEC directors, but also present more comprehensive information, drawn from the official Statistics on Child and Youth Welfare, about this group. These data are intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | BE June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>At a minimum, ECEC directors must be state-certified Erzieherinnen (with expertise in social pedagogy). Responsibility for a center's leadership should be assigned to experienced and particularly well qualified staff members. (Section 10 [6] KitaFöG, Section 10 [7] KitaFöG)</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>For each contractually agreed child care slot, the facility receives an additional 0.0084 of one staff position for the fulfillment of leadership duties (leadership allotment). A facility with 140 children (120 children as of 2013) will therefore be able to release one staff member from all regular educational duties to serve as the center's director. (Section 19 [1,2] VoKitaFöG, Section 28[12] KitaFöG)</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p> <p>ECEC oversight by the Senate Administration for Education, Youth, and Science ensures consistency throughout Berlin. The centers must be located on the same property or within a reasonable distance from one another. A leadership concept must be in place.</p>	●

In order to serve as an ECEC director in Berlin, staff members must meet statewide requirements with regard to their formal qualifications, and they must be experienced and particularly well qualified. Berlin has determined that ECEC centers are to receive additional funding for a director's position based on the number of children enrolled in the center; this ensures that when it comes to leadership staff, conditions are comparable at all ECEC centers, regardless of their providers. There are no further provisions for additional staffing for other leadership duties. Berlin has not established a uniform definition of leadership responsibilities; instead, duties are defined by the respective provider. With regard to the leadership of associated ECEC centers, the Senate Administration, through its oversight of the ECEC sector, ensures that such centers are located within a reasonable distance of one another. A leadership concept must be in place.

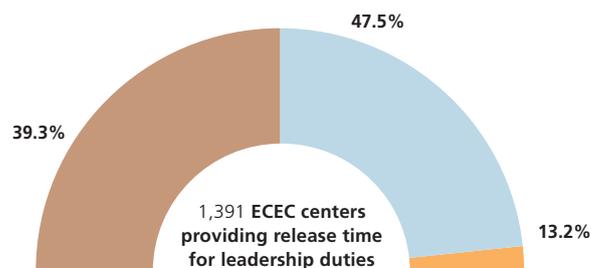
ECEC center directors | BE March 1, 2012

Certain staff members at approximately 1,400 Berlin ECEC centers are partly or fully released from other duties to perform leadership tasks. At over 39 percent of them, however, only one individual is afforded release time. At 47.5 percent of all ECEC centers, one person is relieved of all other responsibilities to serve as director, and at 13.2 percent of centers a leadership team is in place. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that time staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Berlin, the median for 2012 was 2.1 hours per pedagogical staff member per week, which is below the national average of 2.4 hours per week.

A total of 677 staff members are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. More than half of them are engaged in educational work with multiple groups, 38.1 percent are in charge of a single group, and 6.1 percent are engaged in early childhood education as specified in Sections VIII/ XII of the German Social Welfare Code (SGB). On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Most full-time directors in Berlin have graduated from a Fachschule (73.5%); 23.8 percent have a relevant university degree. Among part-time directors, 81.4 percent have completed training at a Fachschule, and 14.3 percent are university graduates. In contrast, only 4.3 percent of staff members who are not assigned leadership tasks have earned a university degree.

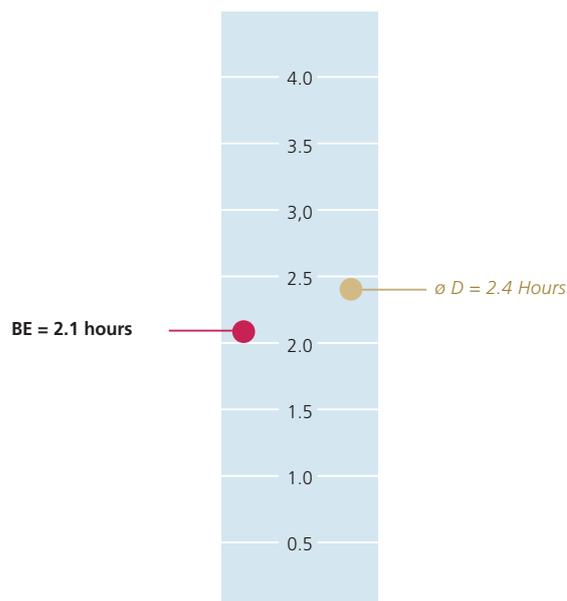
ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



o Germany

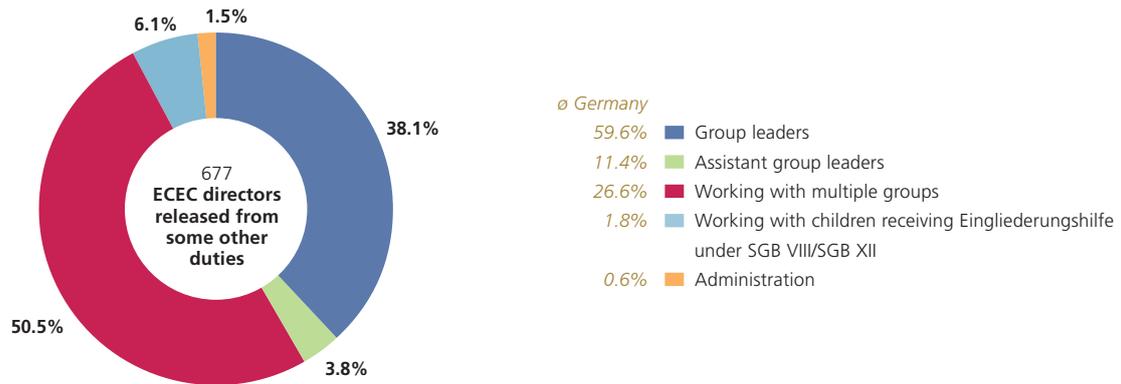
- 47.5% One person is released from some other duties for leadership
- 46.2% One person is released from all other duties for leadership
- 6.3% Leadership team



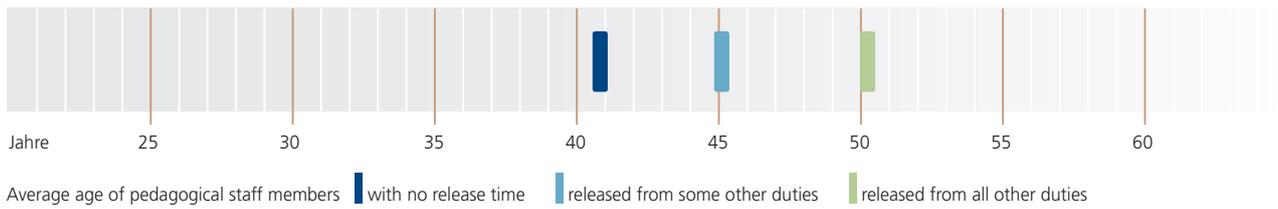
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

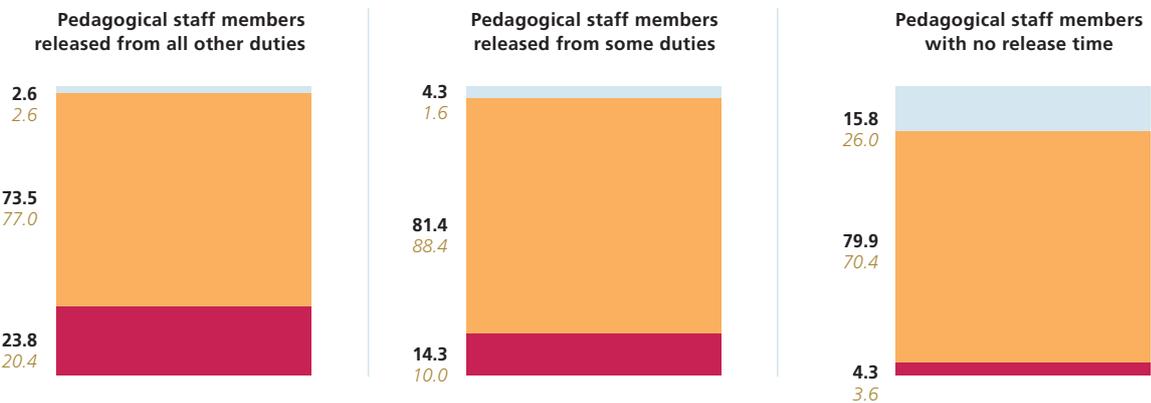


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

Tab. 68



Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

ø Germany

Distribution of children among types of groups

BE March 1, 2012 | Tab. 36b, 36b1

For statistical purposes, nearly all facilities are classified as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data on this topic.

ECEC centers pedagogical staff | BE March 1, 2012

Staffing formula – calculation

Staffing formula

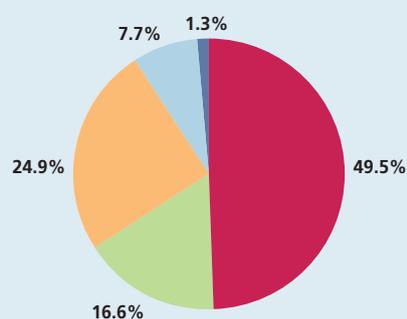
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaute" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

ECEC centers pedagogical staff | BE March 1, 2012

Contractual work hours

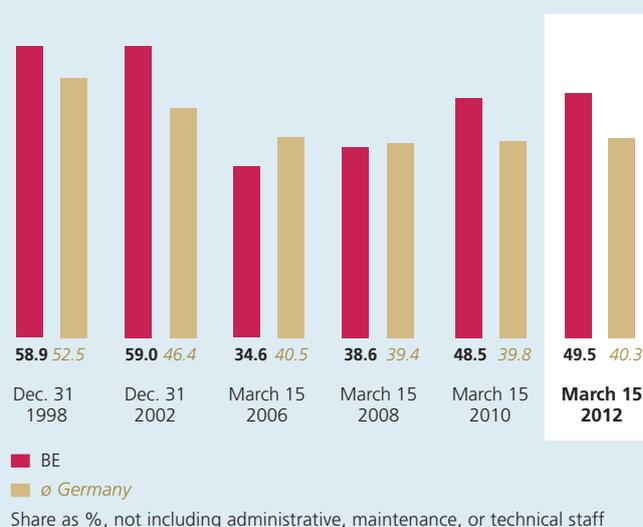
Number of work hours at ECEC centers | Tab. 29



ø Germany

- 40.3% Full time ≥ 38.5 hours/week
- 17.8% Part time 32 to < 38.5 hours/week
- 27.1% Part time 21 to < 32 hours/week
- 12.1% Part time 10 to < 21 hours/week
- 2.6% Part time < 10 hours/week

Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1

See the explanatory note at left concerning the indicator “Distribution of children in various types of groups.”

Berlin has a statewide regulation (Sections 11 and 28 Paragraph KitaFöG) governing the number of pedagogical staff at ECEC centers. The staff-child ratio is based on

1. the age of the respective child:
 - up to the age of 2
 - between the ages of 2 and 3
 - 3 years of age to school entry

2. the number of hours the respective child is in care:
 - all day
 - part time
 - half time

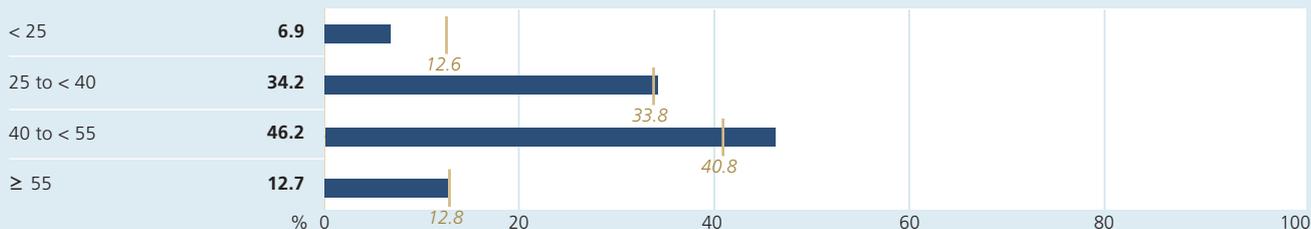
Level of Qualification | Tab. 27

Total pedagogical staff in BE 22,106	BE		ø D
	Number	Share as %	
University degree	1,197	5.4	4.6
Fachschule degree	17,793	80.5	72.1
Berufsfachschule degree	330	1.5	13.1
Other type of training	1,342	6.1	4.3
In training	892	4.0	3.4
No training completed	552	2.5	2.5

Age distribution | Tab. 42a

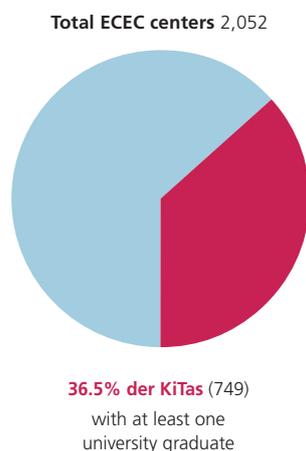
Age of pedagogical staff in ECEC centers

Share as %, ■ BE | ø Germany



ECEC centers pedagogical staff | BE March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Area of responsibility	BE		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	733	61.2	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	207	17.3	8.9
Leadership duties	257	21.5	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in BE 1,492		BE		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	169	11.3	8.0
	Dipl.-Heilpädagogin	38	2.5	2.8
Fachschule degree	Erzieherin	1,036	69.4	45.5
	Heilpädagogin	158	10.6	21.5
Berufsfachschule degree		6	0.4	2.3
Other types of training	Other	22	1.5	4.0
	Health services professions	42	2.8	14.0
In training		10	0.7	0.6
No training completed		11	0.7	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Berlin, children with (existing or impending) disabilities are generally under the care of Erzieherinnen who have attained additional qualifications in the field of inclusive education, or in the care of state-certified therapeutic educators or individuals who have completed comparable training (such as special-needs educators). Additional qualifications must be earned from an educational institution recognized by the Senate Administration.

Accordingly, nearly 70 percent of staff members who work primarily with children receiving Eingliederungshilfe under SGB VII/ SGB XII are Erzieherinnen. It is not clear from the data whether all of these individuals have acquired the additional qualifications referred to above. Another 10.6 percent are Heilpädagoginnen who have earned a degree from a Fachschule, while 2.5 percent are Heilpädagoginnen with a degree from a university of applied sciences; 11.3 percent of staff have graduated from a university with a degree in a field other than therapeutic education.

State specific annotations

Care for school-age children – participation

Figures on pupils in all-day primary schools refer only to children up to grade 4.

Care for schoolchildren – all-day primary school programs

Structured all-day schools: Schools are open a minimum of 4 days per week; one afternoon is free of school events. Minimum opening hours: no more than 8 hours, guaranteed care from 8 a.m. to 4 p.m. in a structured all-day program. In addition, supplementary support and supervision may be available before 8 a.m. and after 4 p.m.

Open all-day primary schools: guaranteed care from 6 a.m. to 6 p.m.

Care for schoolchildren – qualifications of pedagogical staff

Structured all-day schools: Pedagogical staff members are not required under the law to have specific formal qualifications; however, the state provides subsidies to certain extracurricular programs only if personnel are state certified. Groups consist of a maximum of 22 children (Section 19 [7], Berlin's School Law). Administrative guidelines govern the staffing of modular programs.

Open all-day primary schools: Pedagogical staff members are not required under the law to have specific formal qualifications; however, the state provides subsidies to certain extracurricular programs only if services are provided by state-certified personnel. Groups consist of a maximum of 22 children (Section 19 [7], Berlin's School Law).

Investments per child under the age of 6

Expenditures for 2007/2010 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year.

The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted statistics. The base-adjusted data are published on a regular basis, but not at the same time as the annual financial statistics. No figures are shown for 2006, since we were unable to fully reconcile the figures for net expenditures contained in the public budget accounts with the data provided by the Senate. Because after-school programs were transferred to Berlin's educational sector, it was not possible to calculate a valid estimation factor for 2005.

Share of net expenditures for ECEC

No figures are shown for 2006, since we were not entirely able to reconcile the figures for net expenditures contained in the public budget accounts with the data provided by the Senate.

One-time investments for ECEC

Berlin's one-time investments are included in various sections and subsections of the state and district budgets, and not as a separate item. In agreement with the Berlin-Brandenburg Statistical Office, therefore, we decided not to report such one-time investments.

Distribution of children in various types of groups

For statistical purposes, nearly all facilities are classified as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

ECEC educational staff –

staffing formulas for various types of groups

For statistical purposes, nearly all facilities are classified as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Brandenburg

General information

Land area: 29,483 km² (2011)

Population (Dec. 31, 2011):
2,495,635

Percentage of children in ECEC
(2012)

Children < 3: 53.4%

Children 3 to < 6: 96.3%
(incl. 0.1% in [pre-]school
facilities)



Children born (2011)	18,279
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	195,345
Of that total, children < 3	57,489
Of that total, children ages 3 to < 6	59,272
Of that total, children ages 6 to < 10	78,584
Employment rate of mothers (2011) with	
... at least one child < 3	67.4%
... at least one child age 3 to < 6	74.6%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	258,199
Of that total, children < 6	26,376
Percentage of all children < 6	22.6%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1,792
Percentage of facilities	
... provided by a public entity	53.6%
... provided by a nonprofit organization	42.9%
... affiliated with a business or company	0.5%
... provided by a private commercial entity	3.0%
Percentage of ECEC centers without a fixed group structure	28.1%
Total number of ECEC center pedagogical staff (2012)	16,397
Total number of children enrolled in ECEC centers (2012)	155,621
Of that total, children < 3	26,410
Of that total, children ages 3 to < 6 (without schoolchildren)	56,518
Of that total, children in school ages 6 to < 11	60,494
Total number of daycare providers (individuals) (2012)	1,265
children < 6 in daycare (without schoolchildren)	4,904
Of that total, children < 3	4,301
Of that total, children ages 3 to < 6 (without schoolchildren)	520

Access for All

Beginning at the age of 3, every child in Brandenburg is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 6 hours of care per day. Most families take advantage of this resource; 96.3 percent of 3- to 5-year-olds were enrolled in an ECEC center or daycare services in 2012. Participation rates are also high among individual age groups; nearly 94 percent of 3-year-olds are enrolled in an ECEC center or daycare services, and an even larger percentage of 5-year-olds (97.0%) attend an ECEC center. Considerably fewer children in ECEC centers (3 years of age to school entry) are in care 45 or more hours per week (27.2%) in Brandenburg relative to the average for Germany's eastern states (56.7%). However, 37.1 percent of children in this age group are enrolled in an ECEC center 25 to 35 hours per week, which is substantially above the average for eastern Germany (21.1%).

As of March 1, 2012, in Brandenburg 53.4 percent of children under the age of 3 were enrolled in an ECEC center or daycare services. Their participation rate increased by 8.6 percentage points between 2008 and 2012.

Investing Effectively

Overall, Brandenburg's investment in ECEC has increased substantially over the past few years. For each child under the age of 6, net expenditures by the state and communities have increased dramatically since 2008, although the 2010 average (3,752 euros) remained below the average for Germany's eastern states (4,078 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 5.6 percent in 2006, but that figure had risen to 7.2 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC is a growth area in Brandenburg's labor market. The number of pedagogical staff increased by a good 12 percent between March 1, 2010, and March 1, 2012; in 2012 some 1,800 child care facilities employed nearly 16,400 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Most pedagogical staff in Brandenburg have completed training as Erzieherinnen at a Fachschule (over 89%); this is a much larger percentage than the national average (over 72%). A relatively small percentage – 2.8 percent, as compared with the national average of 4.6 percent – have earned a university degree.

A center's staffing formula is a crucial indicator of the quality of care it provides. In 2012, the average staffing formula in Brandenburg's Krippengruppen was 1:6.2, considerably worse than the national average of 1:4.5 and the second-worst among the eastern German states. In multi-age groups, which include children from birth to school entry, the formula is even less favorable – 1:9.4. Accordingly, conditions are worse for children under 3 in a multi-age group in Brandenburg than in a Krippengruppe. Some 2-year-olds attend so-called "open Kindergartengruppen", which are officially for children 3 and older but also accept younger children; in those facilities, the average staffing formula is 1:10.4, considerably worse than the formula in Krippengruppen.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in approximately 1,420 Brandenburg ECECs were partly or fully released from

other duties to perform leadership tasks. At over 50 percent of these centers, an individual had time allotted for leadership tasks and also served in other capacities. Over 44 percent of the 765 employees with part of their work time allotted to leadership duties were also serving as group leaders, and another 44 percent worked with multiple groups. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice. In over 46 percent of all ECEC centers, one person is released of all other responsibilities to serve as director, and in slightly over 3 percent of centers a leadership team is in place.

Brandenburg has statewide regulations in place that determine the amount of time allotted to staff members for educational leadership. If directors are also responsible for management tasks, an additional allocation of time can be arranged with the center's provider. The official Child and Youth Welfare Statistics show that Brandenburg ranks below the national average in the amount of time allotted to staff members for leadership duties. To compare ECEC centers, independent of their size and across Germany's states, in terms of their policies on time allotted for leadership tasks, we divided the number of hours per week allotted to staff members for leadership duties by the number of pedagogical staff in the center. For Brandenburg, the median for 2012 was 2.0 hours per educational staff member per week, which is considerably below the national median of 2.4 hours.

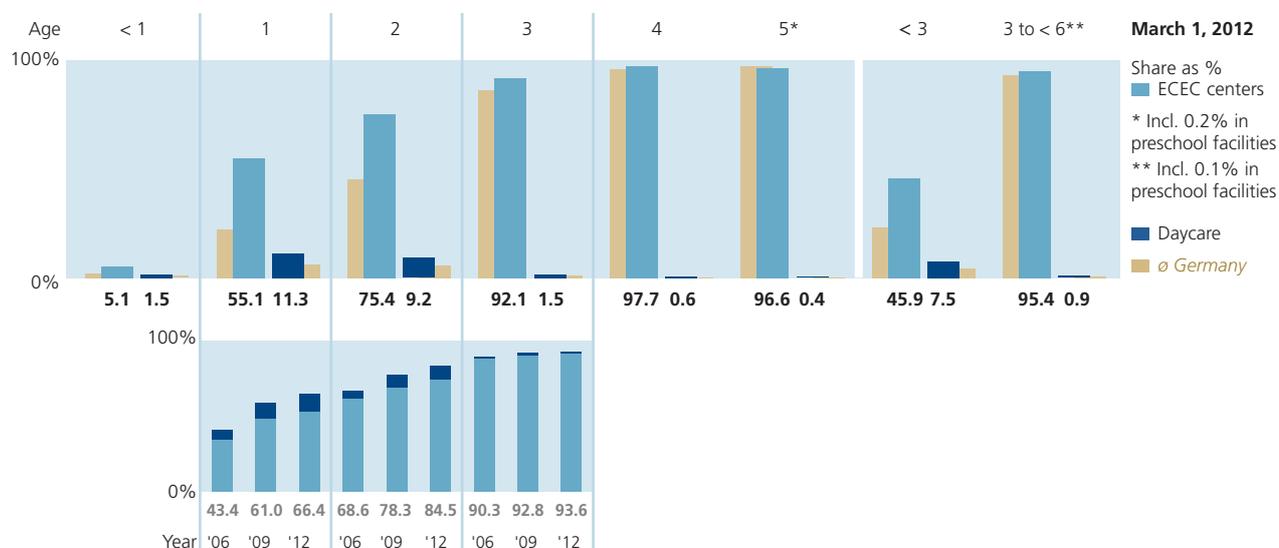
What formal qualifications do ECEC directors in Brandenburg have? In 2012, most full-time released directors had completed relevant training at a Fachschule (87.6%). Only 9.8 percent of full-time directors have earned a relevant university degree, which is considerably below the national average (20.4%). Among part-time released directors, 90.5 percent have completed a degree at a Fachschule and only 8.2 percent are university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECECs centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

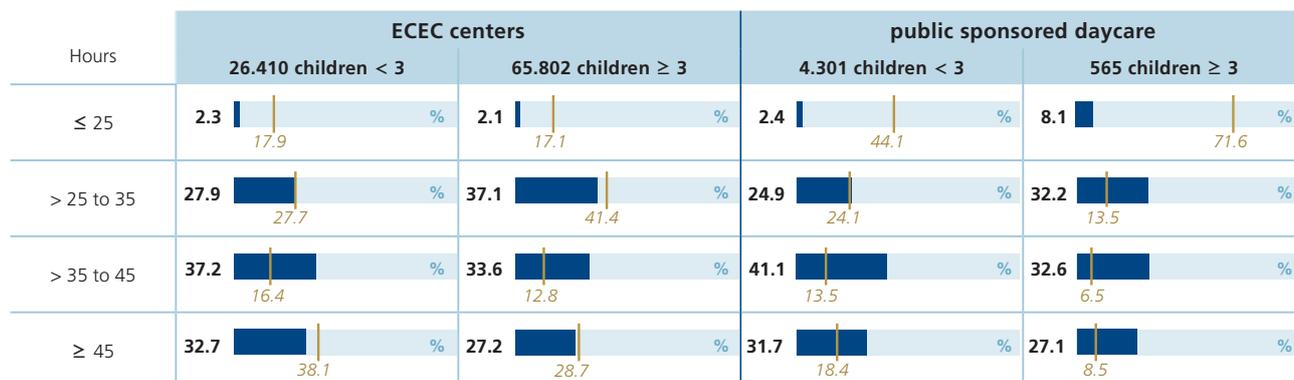
In Brandenburg, 84.5 percent of 2-year-olds were in ECEC services in 2012, somewhat more than the average in the eastern German states (82.5%). Almost 94 percent (93.6%) of 3-year-olds attended an ECEC center or daycare service – again, slightly above the average for the eastern German states (93%). The share of 5-year-olds was also very high (97%). Among infants and toddlers (children under 3), 37.2 percent of those enrolled spend 35 to 45 hours a week at a child care center, a much higher share than the national average (16.4%). Almost 33 percent (32.7%) of the same age group spend 45

or more hours a week in care, a considerably lower percentage than the average for the eastern German states (57.3%) and also below the national average (38.1%). Among older children (3 year-olds up to school entry) attending an ECEC center, 37.1 percent are enrolled 25 to 35 hours per week, which is substantially above the average for eastern Germany (21.1%). Considerably fewer of this age group are in care 45 or more hours per week in Brandenburg than in Germany's eastern states as a whole (27.2% versus 56.7%).

Participation of children in ECEC centers and daycare | BB 2006–2012 | Table 6–13



Number of hours per week enrolled in ECEC centers and daycare | BB March 1, 2012 | Table 2–5



Share as %, ■ BB | ø Germany

Care places for children under 3: expansion and needs | BB 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

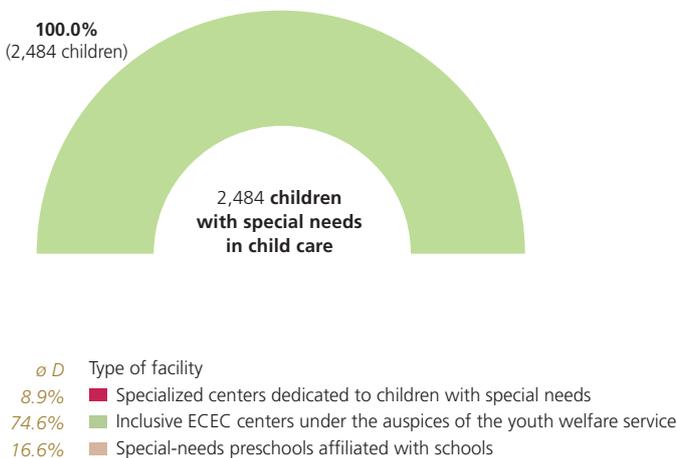


As of March 1, 2012, in Brandenburg 53.4 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare service. Participation by children in this age group rose by 8.6 percentage points from 2008 to 2012 and by 10 percentage points relative to 2006. According to findings from the German Youth Institute study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 57.5 percent of infants and toddlers

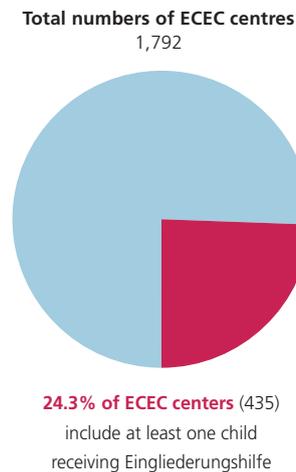
in Brandenburg were in need of childcare in 2012 (see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 4.1 percentage points between participation (53.4%, according to the most recent available data from March 2012) and the reported need for such services (57.5%).

Inclusion | BB March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59



All children who received Eingliederungshilfe in a childcare center in Brandenburg in 2012 because of (existing or impending) physical or psychological disabilities attended an inclusive ECEC center under the auspices of the Child and Youth Welfare Office. The share of ECEC centers that enrolled at least one child requiring Eingliede-

runghilfe was 24.3 percent, rather low in comparison to the national average of 33.4 percent. It seems plausible that in Brandenburg several children generally receive Eingliederungshilfe at the same ECEC center.

Children with and without an immigrant background in ECEC centers | BB March 1, 2012

Participation

Children under 3 in the population | Table 38

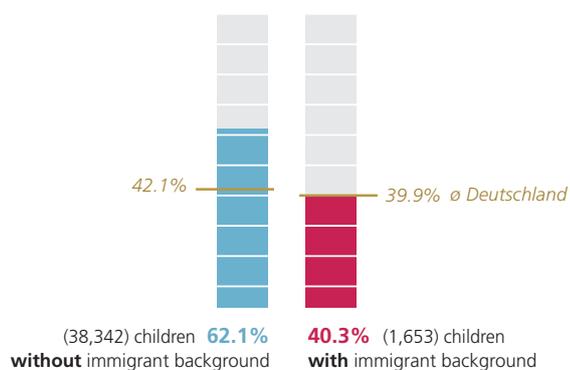
Children ages 3 to < 6 in the population | Table 39

We cannot comment on ECEC participation rates for children from an immigrant background (at least one parent who immigrated to Germany) and their nonimmigrant peers, because Brandenburg has

no representative data on this demographic variable to serve as a reference value.

Enrollment in all-day care | Table 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



As a rule, the share of immigrant children is considerably lower in the eastern than in the western German states.

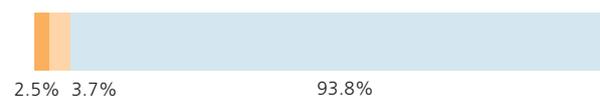
Among immigrant children 3- to 5-year-olds attending an ECEC center in Brandenburg, 40.3 percent are enrolled on a full-time basis (more than 35 hours per week) – a significantly lower rate than that for their nonimmigrant peers (62.1%).

Language spoken at home | Table 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



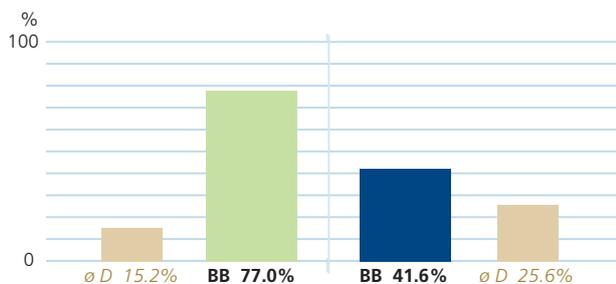
Children with immigrant background: primary language spoken at home
 Not German (orange) German (light orange)
 Children without immigrant background (light blue)

Considering the low share of immigrant children in Brandenburg's population, it is also plausible that only 3.9 percent of children under 3 in ECEC centers come from an immigrant background. Only 1.5 percent of infants and toddlers who attend ECEC centers come from homes in which German is not the primary language. Among older children (between 3 years of age and school entry), 6.2 percent have at least one immigrant parent, and 2.5 percent speak a language other than German at home.

Care for school-age children | BB March 1, 2012, School year 2011/12

Participation | Table 41a1, 41a2

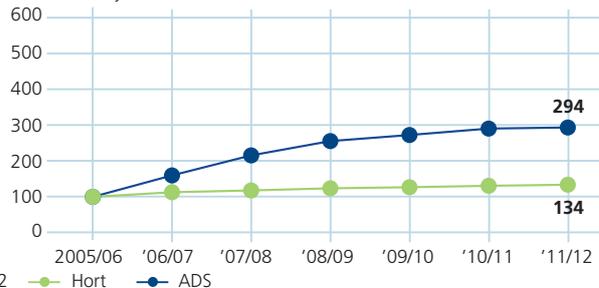
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 Horten March 1, 2012 ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Open ADS: Primary schools with all-day option (voluntary)	3 resp. 4	8 resp. 7	No
Open ADS: Guaranteed half-day primary schools + Horten + other partners	5	6 resp. 7	Yes

Participation in extracurricular education and care in Horten and at all-day schools is widespread in Brandenburg. During the 2011/2012 school year, more than three-fourths (77%) of schoolchildren ages 6 to 10 attended Horten. Almost 42 percent (41.6%) of children attending primary school up to grade four are enrolled in all-day schools. Since many all-day programs involve cooperation between schools and Horten, the percentage of children at the primary school level who attend extracurricular programs cannot be determined with greater precision.

Guaranteed half-day primary schools provide supervision from 7:30 a.m. to 1:30 p.m.; open all-day primary schools must provide services for at least 8 hours a day on 3 days per week or 7 hours a day on 4 days per week. Children who attend after-school care spend an average of 4.3 hours on 5 days per week in these programs (cf. Tables 71 and 72).

There are no requirements regarding the qualifications of staff at extracurricular programs except those offered by Horten; there, 89.1% of the pedagogical staff have completed relevant training at a Fachschule.

Qualifications of pedagogical staff

Structured ADS | Table 57

There are none.

Open ADS | Table 58

In Brandenburg, primary schools with open all-day programs and guaranteed half-day schools with Horten and supplemental programs are both classified as open all-day primary schools. Members of the pedagogical staff at extracurricular programs offered by open schools are not required by law to have specific formal qualifications, and staffing levels and maximum group size are not regulated. The same is true of supplemental programs offered by both types of schools. Where services are offered by after-school care facilities, the relevant sections of the Child Care Law (KiTa-Gesetz) apply to staff qualifications, staffing levels, and group size.

Horten Table 50a	BB		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	120	3,3	7,9
Fachschule degree	3.196	89,1	71,8
Berufsfachschule degree	19	0,5	8,5
Other training	181	5,0	6,6
In training	28	0,8	3,2
No completed training	41	1,1	2,0

Investing Effectively

For each child under the age of 6, net expenditures by the state and communities in Brandenburg have increased dramatically since 2007. The 2010 average (3,752 euros) exceeded the national average (3,514 euros). As a result, net expenditures for ECEC have also increased as a share of total net costs incurred by the state and the communities: They accounted for 5.6 percent in 2006, and that figure now stands at 7.2 percent. Overall, expenditures for ECEC are also higher because non-recurring investments rose; for instance, investments were made to construct new child care center buildings, and they increased continuously from 2005 to 2011. In contrast to the figure for investments per child under

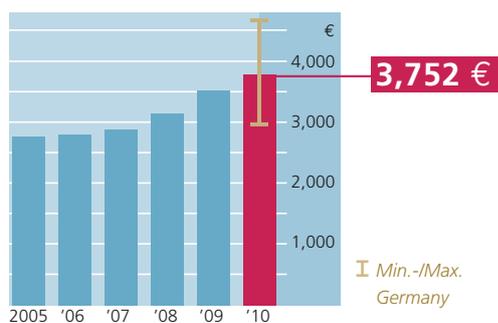
the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, not only such one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in expenditures.

Parents, too, help to finance the system; their fees make up 16.5 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

BB 2005–2010 | Table 21a1

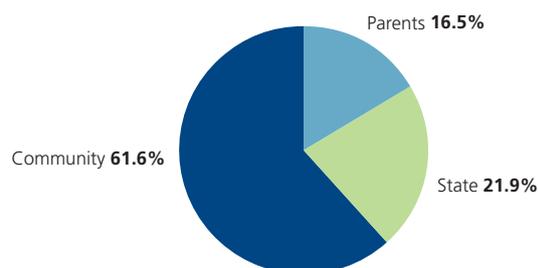
Net expenditures by the state and communities



Financing partnership for ECEC

BB 2010 | Table 23

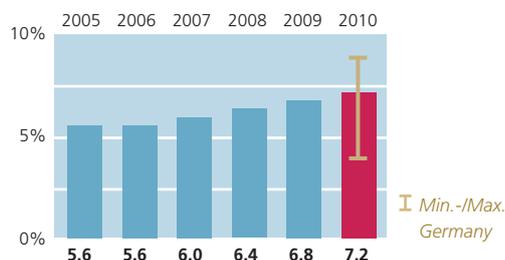
Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

BB 2005–2010 | Table 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

BB 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Brandenburg	12.5	14.0	19.3	29.0	41.3	50.0	51.9
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. Particular attention is paid to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, too little is known about their situation. We therefore not only

discuss state-level regulations governing ECEC directors but also present more comprehensive information, drawn from the official Statistics on Child and Youth Welfare, about this group. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | BB June 2012

Statewide regulations for ...	Yes No	
<p>... the formal qualifications of ECEC center directors</p> <p>Following are the formal requirements for directors of ECEC centers in Brandenburg:</p> <p>(1) Trained staff who not only qualify as pedagogical staff but also meet the professional requirements and are familiar with leadership tasks are particularly suited to serve as directors of ECEC centers. As a rule, this requires at least two years of professional experience and knowledge of</p> <p>a) working with children of all the age groups that will be enrolled in the facility;</p> <p>b) the specific tasks assigned to child care within the Child and Youth Welfare Office system; and</p> <p>c) supporting, coordinating, guiding, and managing employees. Directors of inclusive facilities that care for children under Sections 53 and 54 of Book XII of the German Social Welfare Code and are certified by local social welfare providers must also have skills specific to or experience working with people with disabilities.</p> <p>(2) Experienced Erzieherinnen should have an opportunity to assume leadership responsibilities and gain knowledge of this field through continuing education and practice-based consultation. (Sec. 11 Child Care Staffing Act) (KitaPersV)</p>	<p>●</p>	<p>... the defined responsibilities of an ECEC center director</p> <p>●</p> <p>only quite generally): Sec. 5 (1) The director of the child care facility is responsible for the professional development, guidance, and supervision of employees, coordinating tasks within the facility, and managing the assigned administrative tasks. (Sec. 5 Child Care Staffing Act)</p>
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p> <p>Since the additional tasks must not result in a reduction of staffing for the ECEC center, extra resources must be allocated to the relevant staffing areas. The scope is not defined, however, since it will vary under the actual circumstances.</p>	<p>●</p>	<p>... the contractual working hours of ECEC center directors</p> <p>●</p> <p>State-wide regulations determine the amount of time allocated for educational leadership.</p> <p>(2) One additional full-time-equivalent position should be allocated for accomplishing educational leadership functions, supplementing the staffing set forth in Sec. 10 (1) of the Daycare Act and Sec. 4 of this Act. In all, for educational leadership functions with</p> <p>a) up to four positions for educational employees in the facility, 0.125 of one leadership position;</p> <p>b) >4 to 10 positions, 0.25 of one leadership position;</p> <p>c) >10 to 15 positions, 0.375 of one leadership position;</p> <p>d) >15 positions, 0.5 of one leadership position must be established. Staff with leadership responsibilities must be released from their regular educational work with children to that extent. The scope of the director's managerial responsibilities is not specified, in order to avoid inappropriately encroaching on the provider's organizational autonomy. The provider is free to assign the types and extent of management tasks to leadership and ensure sufficient release from other tasks: (3) The provider of the facility determines the scope of management tasks that are assigned and the appropriate release from regular educational work. (Sec. 5 Child Care Staffing Act)</p>
		<p>... leadership of associated ECEC centers</p> <p>●</p> <p>Since a specific share of one FTE position is indicated for each child care center, one person could be responsible for that share at all centers when appropriate. (Sec. 5 Child Care Staffing Act)</p>

Cont. 

Cont. → Statewide regulations concerning staffing

Brandenburg has established a uniform statewide definition of the formal qualifications required of staff members who serve as ECEC directors. Statewide regulations also govern the amount of time allocated for educational leadership, which is measured in relation to the number of positions for pedagogical staff in a daycare facility. Each provider determines the extent of release from other duties; the state chooses not to encroach upon the provider's autonomy in this area. The tasks of ECEC directors are formulated only in very general terms at the state level and include the professional development, guidance, and supervision of employees. No direction connection is made between these tasks and the time required to accomplish them, or the time allocated to educational leadership.

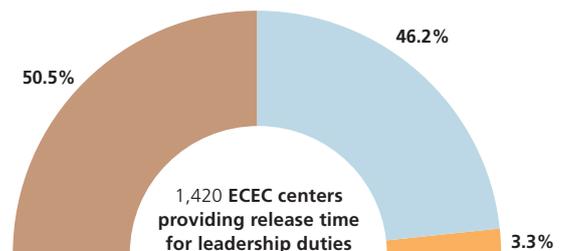
ECEC center directors | BB March 1, 2012

Staff members at 1,420 ECEC centers in Brandenburg are partly or fully released from other duties to perform leadership tasks. At 50.5 percent of these centers, one person is released from some other duties to take on leadership responsibilities. At 46.2 percent of all ECEC centers, one person is relieved of all other responsibilities to serve as director, and at 3.3 percent a leadership team is in place. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that time staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Brandenburg, the median for 2012 was 2.0 hours per pedagogical staff member per week, which is below the national median of 2.4 hours.

A total of 765 staff members are released from only part of their workload to perform leadership tasks, while they are still active in at least one other area. Over 44 percent (44.4%) of them also served as group leaders, while another 43.8 percent worked with multiple groups. On average, staff members with leadership responsibilities have completed a higher level of training than those not afforded release time. Most full-time directors in Brandenburg have graduated from a Fachschule (87.6%); 9.8 percent have earned a relevant university degree. Among part-time directors, 90.5 percent have completed training at a Fachschule, and 8.2 percent are university graduates. In contrast, only 2.2 percent of staff members who were not assigned leadership tasks have earned a university degree. Overall, far fewer full-time directors in Brandenburg have earned a relevant university degree than the national average (9.8% versus 20.4%).

ECEC centers providing release time for leadership duties

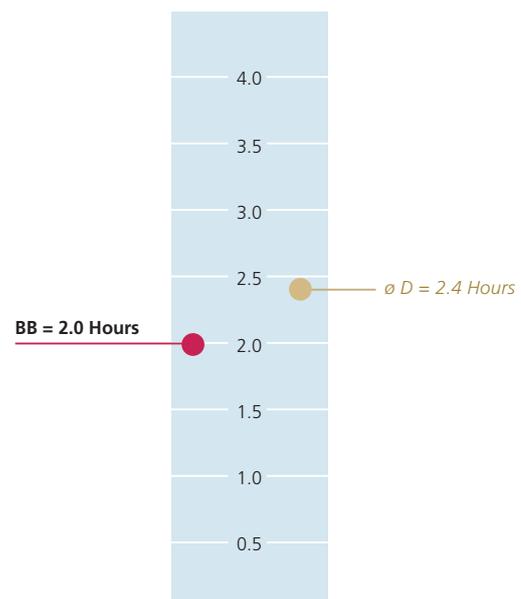
Percentage of staff granted release time | Table 65



∅ Germany

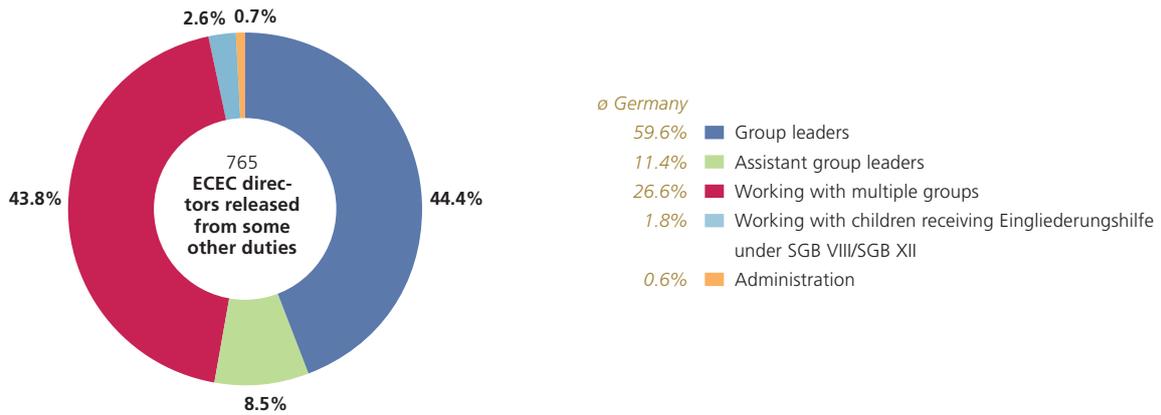
- 47.5% ■ One person is released from some other duties for leadership
- 46.2% ■ One person is released from all other duties for leadership
- 6.3% ■ Leadership team

Number of hours of release time per week per pedagogical staff member (median) | Table 66

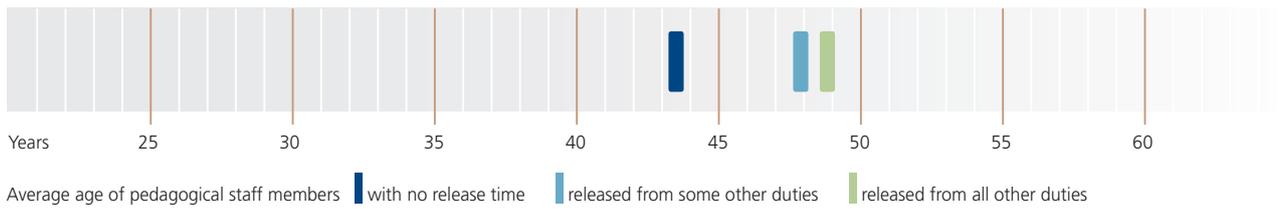


For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center. Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

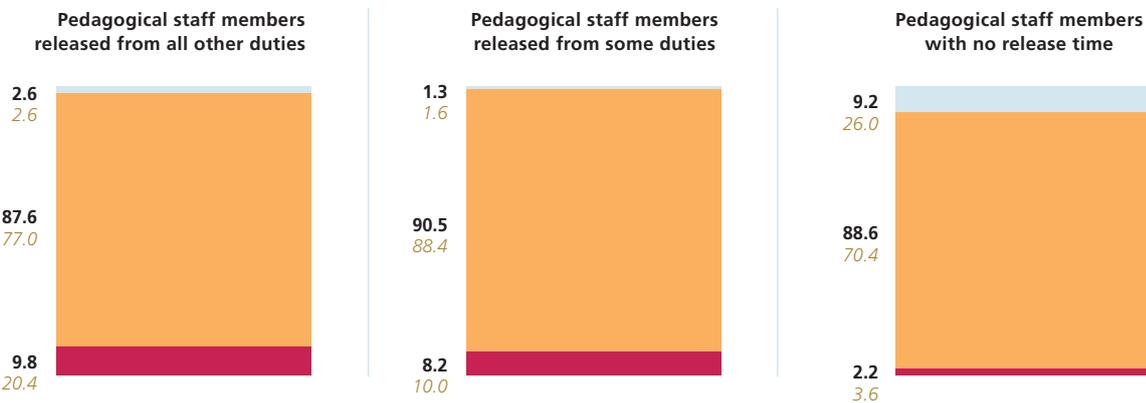


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



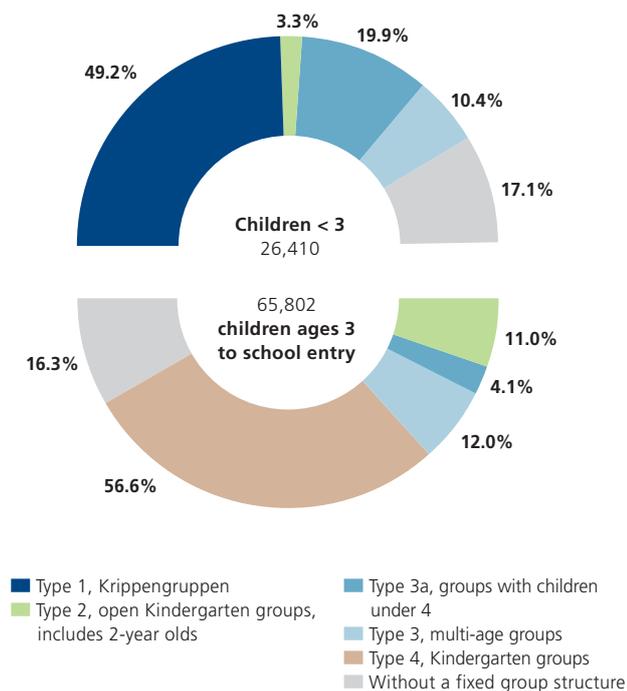
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

BB March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | BB March 1, 2012

Staffing formula – calculation

Staffing formula

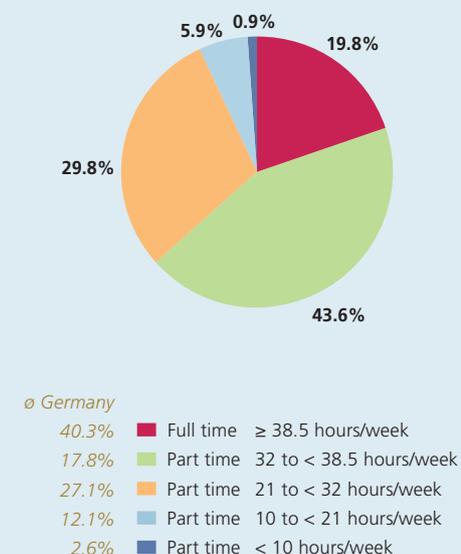
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

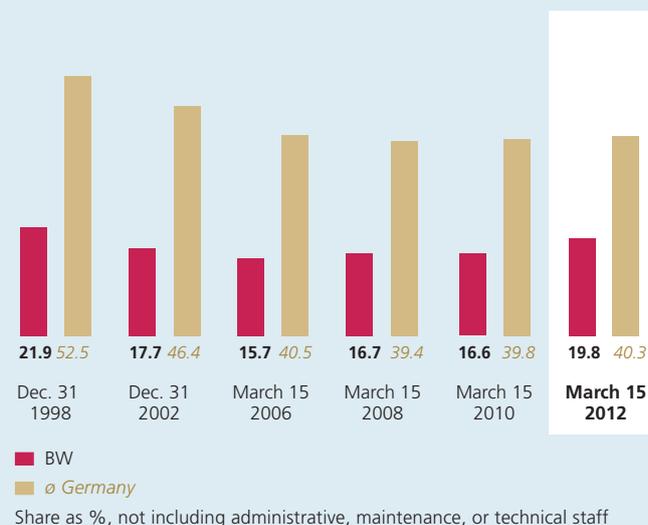
ECEC centers pedagogical staff | BB March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Table 29



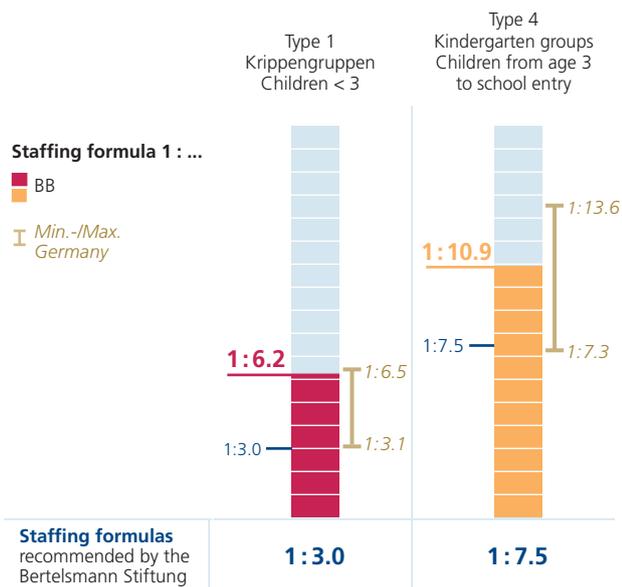
Percentage of full-day ECEC staff | Table 28



Share as %, not including administrative, maintenance, or technical staff

Staffing formulas for various types of groups

Table 43a1

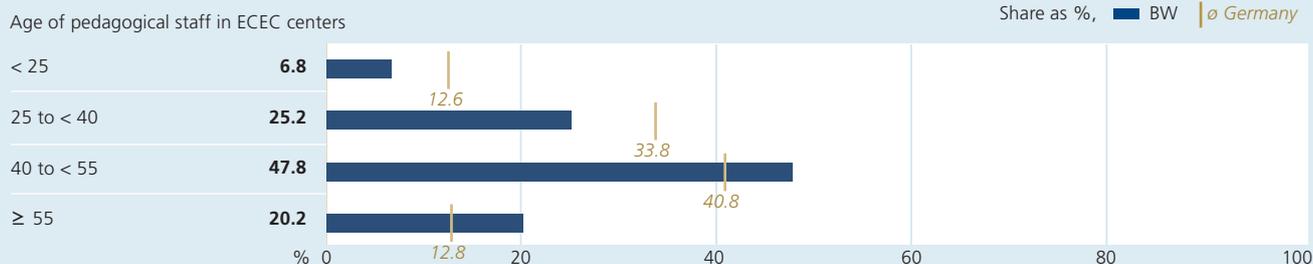


In Brandenburg, statewide regulations govern the number of pedagogical staff at ECEC centers. The Child Care Facilities Act (Kindertagesstättengesetz, KitaG) stipulates the following: (1) Child care facilities must have the necessary number of trained pedagogical staff available. (2) For its minimum hours, each center must provide 0.8 full-time equivalent (FTE) staff members for every six children under 3 and 0.8 FTE for every 12 children from 3 years of age to school entry (Section 1 Paragraph 3). (3) For extended hours, it must provide one FTE for every 6 children under 3 and one FTE for every 12 children from 3 years of age to school entry (ibid.) (Child Care Center Act [KitaG] most recently amended by the act dated July 15, 2010 [GVBl (Law and Ordinance Gazette) I, No. 25]).

Level of Qualification | Table 27

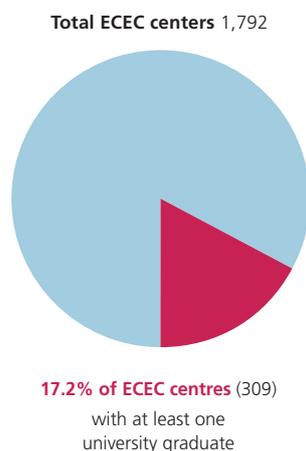
Total pedagogical staff in BB 16,397	BB		ø D
	Number	Share as %	
University degree	461	2.8	4.6
Fachschule degree	14,642	89.3	72.1
Berufsfachschule degree	130	0.8	13.1
Other type of training	729	4.4	4.3
In training	226	1.4	3.4
No training completed	209	1.3	2.5

Age distribution | Table 42a



ECEC centers pedagogical staff | BB March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in BB 461	BB		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	335	72.7	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	33	7.2	8.9
Leadership duties	93	20.2	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in BW 378		BB		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	19	5.0	8.0
	Dipl.-Heilpädagogin	14	3.7	2.8
Fachschule degree	Erzieherin	98	25.9	45.5
	Heilpädagogin	225	59.5	21.5
Berufsfachschule degree		4	1.1	2.3
Other types of training	Other	7	1.9	4.0
	Health services professions	8	2.1	14.0
In training		3	0.8	0.6
No training completed		0	0.0	1.2

Finally, we look at the formal qualifications of pedagogical staff who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Brandenburg, 59.5 percent of pedagogical staff who work primarily with children receiving Eingliederungshilfe under SGB VIII/XII are Heilpädagoginnen, Heilerzieherinnen, or Heilerziehungspflegerinnen who have earned a degree from a Fachschule; this share is almost 40 percentage points above the national average. Almost 26 percent (25.9%) are Erzieher/-innen.

State specific annotations

Care for school-age children – participation

Figures on pupils in all-day primary schools refer only to children up to grade 4.

Care for schoolchildren – all-day primary school programs

Primary schools with open all-day programs are open at least 3 days per week for 8 hours, or 4 days per week for 7 hours.

Guaranteed-hours half-day primary school + Horte + other

partners: guaranteed care from 7:30 a.m. to 1:30 p.m. (2:30 p.m. for grades 5 and 6).

Care for schoolchildren – qualifications of educational staff

Primary schools with open all-day programs: After-school care is governed by the regulations contained in Brandenburg's law on child care facilities (KitaG, in the ordinance on ECEC personnel (KitaPersV)).

Guaranteed-hours half-day primary school + Horte + other partners: Extracurricular staff includes individuals employed in after-school or other child care programs; the respective regulations apply. The staff of cooperating providers are not covered by uniform regulations regarding qualifications. Required number of staff: Horte are governed by section 10 KitaG and subsection 1 KitaPersV; other child care facilities are subject to similar provisions. No statewide requirements apply to cooperating partners.

Investments per child under the age of 6

Information on Brandenburg's expenditures in 2010 is taken not from the annual budgetary statistics, but rather from reports by the Ministry of Education, Youth, and Sport, based on the annual balance sheet. According to these reports, the state's net expenditures in 2007 totaled 136.74 million euros; 2008: 136.912 million euros; 2009: 148.907 million euros; and 2010: 157.941 million euros. According to the annual budgetary statistics, Brandenburg spent a net total of 137 million euros in 2007, 137 million euros in 2008, 149 million euros in 2009, and 156 million euros in 2010.

Bremen

General information

Area: 419 km² (2011)

Population (Dec. 31, 2011):
661,301

Percentage of children in ECEC
(2012)

Children < 3: 21.2%

Children 3 to < 6: 89.0%
(incl. 0.1% in [pre-]school
facilities)



Children born (2011)	5,388
Birth per woman (2011)	1.3
Number of children < 10 (Dec. 31, 2011)	53,036
Of that total, children < 3	16,155
Of that total, children ages 3 to < 6	16,123
Of that total, children ages 6 to < 10	20,758
Employment rate of mothers (2011) with	
... at least one child < 3	43.4%
... at least one child age 3 to < 6	49.7%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	92,036
Of that total, children < 6	10,657
Percentage of all children < 6	33.0%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	425
Percentage of facilities	
... provided by a public entity	21.4%
... provided by a nonprofit organization	76.9%
... affiliated with a business or company	0.0%
... provided by a private commercial entity	1.6%
Percentage of ECEC centers without a fixed group structure	0.7%
Total number of ECEC center pedagogical staff (2012)	4,098
Total number of children enrolled in ECEC centers (2012)	23,082
Of that total, children < 3	2,737
Of that total, children ages 3 to < 6 (without schoolchildren)	14,227
Of that total, children in school ages 6 to < 11	3,369
Total number of daycare providers (individuals) (2012)	338
children < 6 in daycare (without schoolchildren)	1,049
Of that total, children < 3	705
Of that total, children ages 3 to < 6 (without schoolchildren)	185

Access for All

Beginning at the age of 3, every child in Bremen is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 4 hours of care per day. In 2012, in Bremen 89 percent of 3- to 5-year-olds were enrolled in child care; this is the lowest percentage in any German state. Participation rates are also low among 3-year-olds; 76.9 percent of 3-year-olds are enrolled in an ECEC center, as compared with 87.6 percent nationwide. Participation rates among 5-year-olds are slightly lower than the national average (95.4% and 97.6%, respectively). Among children in ECEC centers (3 years of age to school entry), 42.3 percent are enrolled in an ECEC center 25 to 35 hours per week, which is approximately the same as the national average (41.4%). However, 26.1 percent of the children in this age group in an ECEC center attend 35 to 45 hours per week, while this is true of only 12.8 percent nationwide. The share of children in ECEC centers in this age group who attend a center 45 hours a week or more (4.4%) is substantially lower than the national average (28.7%). As of March 1, 2012, in Bremen 21.2 percent of children under the age of 3 were enrolled in an ECEC center or daycare services. Their participation rate increased by 8.5 percentage points between 2008 and 2012.

Investing Effectively

Overall, investment in ECEC has increased substantially over the past few years. For each child under the age of 6, net expenditures by the city-state and its municipalities have shown considerable growth since 2008. The 2010 average (3,898 euros) exceeded the national average (3,514 euros). Because of this positive trend, net expenditures for ECEC have increased as a share of total net costs incurred by the city-state and its municipalities. They accounted for 3.5 percent in 2008, but that figure had risen to 4 percent by 2010.

Promoting Bildung – Ensuring Quality

The number of pedagogical staff increased by a good 5 percent; in 2012, some 4,100 people were employed by 425 ECEC centers. Staff qualifications are an essential factor in the quality of a center's educational environment.

In Bremen, 62.9 percent of pedagogical staff in Bremen have completed training as Erzieherinnen at a Fachschule, and 9.8 percent have a university degree. Another 6.7 percent are currently in training, and 6.0 percent do not have a degree of any sort; this is a higher percentage than the national average (2.5%). In other words, there is a great deal of variation in the qualifications of Bremen's ECEC teams.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Bremen, Krippengruppen (for children under 3) had an average formula of 1:3.3 in 2012, considerably better than the national average of 1:4.5. The staffing formula in multi-age groups that include children from birth to school entry is less favorable – 1:5.1 – but considerably better than the national average (1:6.8). Accordingly, conditions are somewhat worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend “open Kindergartengruppen”, which are generally for children 3 and older but also accept younger children; in those facilities, the average staffing formula is 1:7.0, considerably worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in 258 ECEC centers were partly or fully released from other duties to perform

leadership tasks. At nearly 20 percent of these centers, an individual had time allotted for leadership tasks and also served in other capacities; at over 50 percent of them, one person served as director after being relieved of all other responsibilities. Compared with the national average, Bremen has a relatively large number of leadership teams; this is the arrangement in almost 30 percent of the city-state's ECEC centers. Over 16 percent of the 105 employees with time allotted for leadership duties serve as assistant group leaders, and over 13 percent as group leaders. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice.

As a rule, the facility's provider determines how much time staff members are allotted for leadership duties, since Bremen has no relevant statewide regulations. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Bremen, the median for 2012 was 2.7 hours per educational staff member per week, which is above the national median of 2.4 hours.

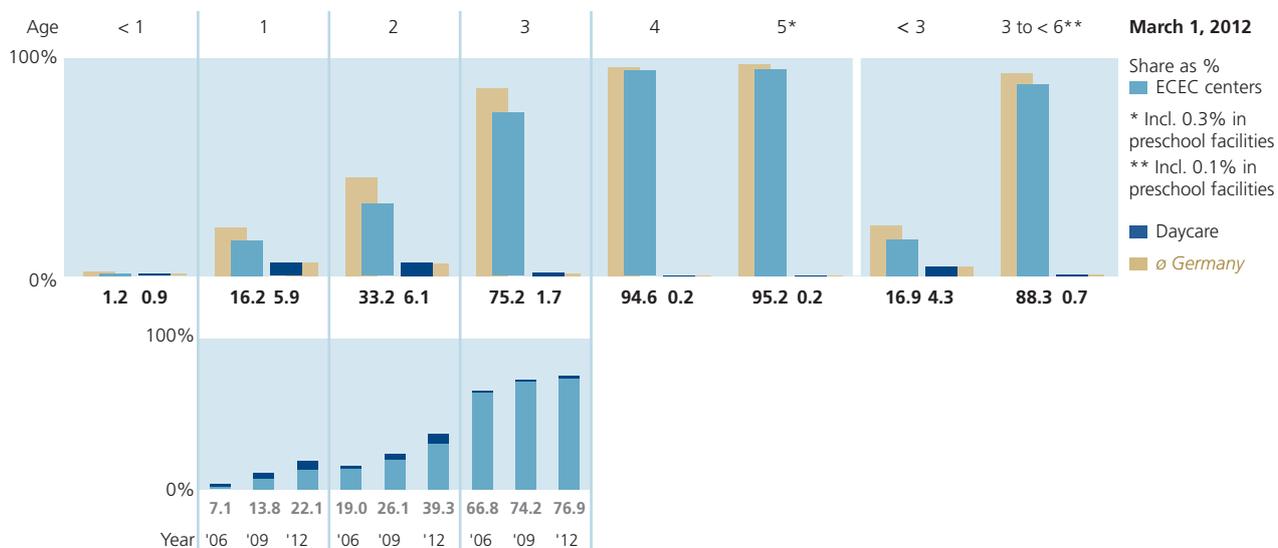
What formal qualifications do ECEC directors in Bremen have for meeting the complex demands they face? A majority of full-time released directors have completed a relevant university degree (over 52%), which is considerably better than the national average (over 20%). More than 34 percent of part-time released directors are university graduates. In other words, ECEC directors in Bremen have a relatively high level of training. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

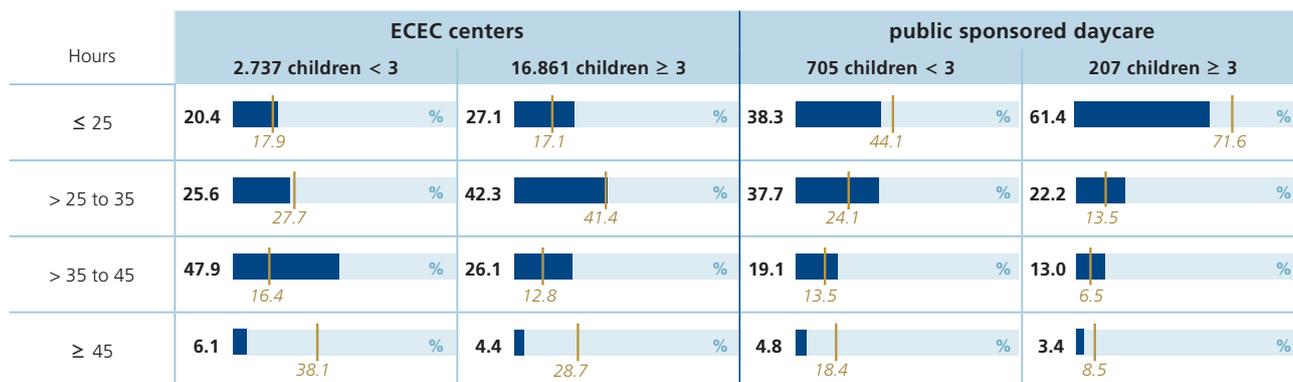
Among Bremen's 2-year-olds, 39.3 percent were in ECEC services in 2012 – a much smaller percentage than the national average (51.1%). Nearly 77 percent of 3-year-olds (76.9%) attended an ECEC center or day care service, a lower proportion than in any other German state. The share of 5-year-olds in ECEC services (95.4%) is slightly below the German average (97.6%). Most infants and toddlers (under age 3) in Bremen's ECEC centers (47.9%) are in care between 35 and 45 hours per week; this is a significantly larger percentage

than average (16.4%). However, a much larger share of children in this age group are enrolled in care for over 45 hours per week in Germany as a whole than in Bremen (38.1% versus 6.1%, respectively). Among children 3 years of age to school entry attending an ECEC center, 42.3 percent are enrolled 25 to 35 hours per week; the national average is 41.4 percent. A significantly smaller proportion of this group attends a center for over 45 hours per week in Bremen than in the country as a whole (4.4% versus 28.7%).

Participation of children in ECEC centers and daycare | HB 2006–2012 | Table 6–13



Number of hours per week enrolled in ECEC centers and daycare | HB March 1, 2012 | Table 2–5



Share as %, ■ HB | ø Germany

Care places for children under 3: expansion and needs | HB 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

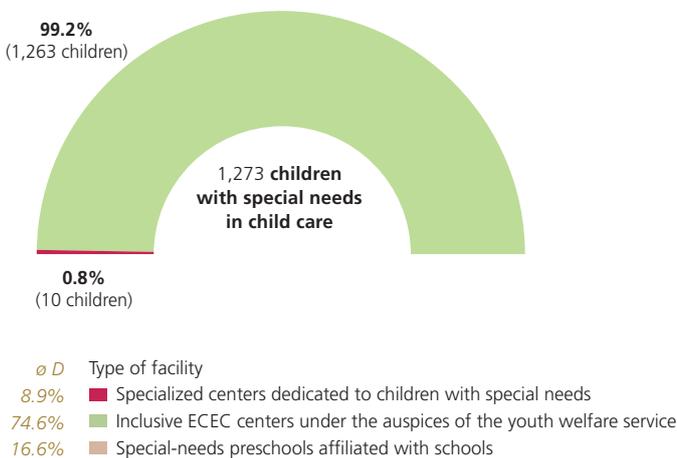


As of March 1, 2012, in Bremen 21.2 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 8.5 percentage points between 2008 and 2012, and by 12.1 percent relative to 2006. According to findings from the German Youth Institute study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 40.7 percent of infants and toddlers in Bremen

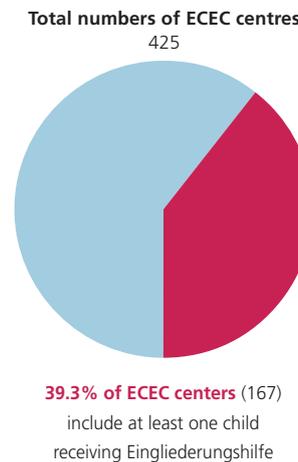
were in need of child care in 2012 (see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 19.5 percentage points between participation in ECEC services (21.2% according to the most recent available data from March 2012) and the reported need for such services (40.7%).

Inclusion | HB March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59



In Bremen, nearly all children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) physical or psychological disabilities attend an inclusive facility. Less than 1 percent of this group are enrolled in a therapeutic preschool. A large per-

centage of ECEC centers serve children receiving Eingliederungshilfe; 39.3 percent of Bremen’s centers include at least one such child, while the corresponding figure nationwide is only 33.4 percent.

Children with and without an immigrant background in ECEC centers | HB March 1, 2012

Participation

Children under 3 in the population | [Table 38](#)

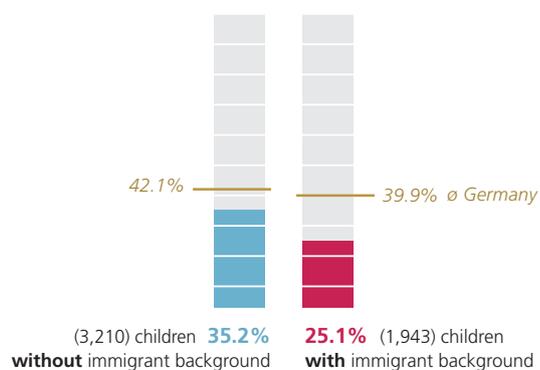
Children ages 3 to < 6 in the population | [Table 39](#)

We are unable to provide information on participation in ECEC facilities by children from an immigrant background (with at least one foreign-born parent) and by nonimmigrant children, since no repre-

sentative data are available for Bremen on the relative percentages of children in those two groups – and those figures are essential for determining the rate of participation.

Enrollment in all-day care | [Table 51a](#)

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



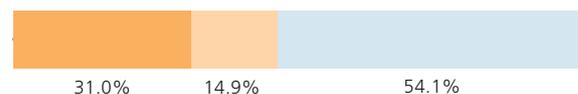
Among children from age 3 to school entry, a considerably smaller percentage of those from an immigrant background are enrolled on a full-time basis (i.e., more than 35 hours per week) relative to their nonimmigrant peers (25.1% versus 35.2%). Both of those figures are below the national average.

Language spoken at home | [Table 15a, 16a](#)

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



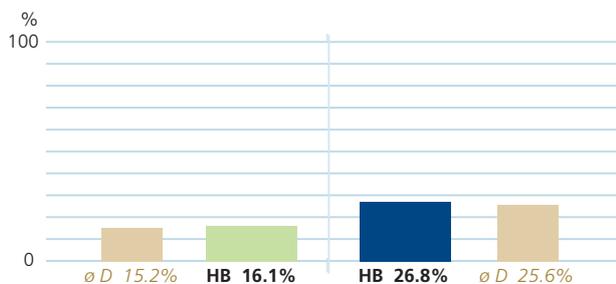
Children with immigrant background: primary language spoken at home
■ Not German ■ German
■ Children without immigrant background

Of children under the age of 3 who attend a child care center, 15.5 percent speak a language other than German at home and come from an immigrant background. The corresponding figure is higher for children between age 3 and school entry, at 31 percent. As a result, Bremen's ECEC facilities are faced with the challenge of helping many preschool children learn a second language.

Care for school-age children | HB March 1, 2012, School year 2011/12

Participation | Table 41a1, 41a2

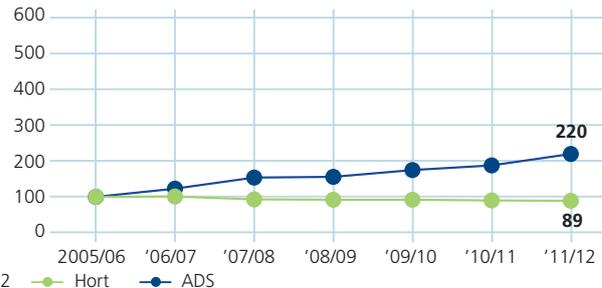
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Hort March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Structured all-day primary schools	5	8	Yes
Open ADS: Open all-day primary schools	4 - 5	8	No

During the 2011/2012 school year, 16 percent of schoolchildren under the age of 11 attended a Hort, and nearly 27 percent of this age group were enrolled in an all-day school, in most cases a structured program. The total percentage of primary school children who are in child care is uncertain, for example because some of them may attend more than one program. Other children may be enrolled in child care at a Betreuungsschule or in a "primary school plus" program. While the number of after-school programs declined slightly between the 2005/2006 and 2011/2012 school years, school-based all-day programs more than doubled during this period.

Open all-day schools in Bremen offer guaranteed care 4 to 5 days a week from 8 a.m. to 4 p.m., while structured all-day schools are open between 8 a.m. and 4 p.m. 5 days a week and also provide services during school vacations. On average, children attend Horte 3.9 hours a day, 5 days a week (see Tables 71 and 72).

The all-day schools' extracurricular programs are staffed by Erzieherinnen. Nearly 66 percent of the staff of after-school programs are Erzieherinnen, while another 14.6 percent are university graduates.

Qualifications of pedagogical staff

Structured ADS | Table 57

The all-day primary schools' extracurricular programs are generally staffed by Erzieherinnen. In structured schools, extracurricular programs are organized by school classes, and the number of staff is determined by the number of classes.

Open ADS | Table 58

The all-day primary schools' extracurricular programs are generally staffed by Erzieherinnen. In open schools, extracurricular programs are made up of groups of 20 children, and there are no regulations stipulating the number of staff members.

Hort Table 50a	HB		ø D without BE/TH
	Number	Share as %	
University degree	46	14.6	7.9
Fachschule degree	206	65.6	71.8
Berufsfachschule degree	8	2.5	8.5
Other training	30	9.6	6.6
In training	10	3.2	3.2
No completed training	14	4.5	2.0

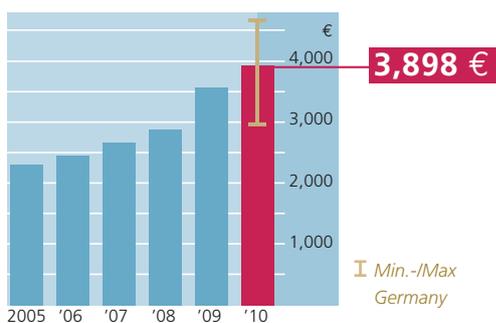
Investing Effectively

For each child under the age of 6, net expenditures by the city-state and its municipalities have shown considerable growth since 2008. At an average of 3,898 euros per child in 2010, they exceeded the national average of 3,514 euros. As a result, net expenditures for ECEC have also increased as a share of total net costs incurred by the state and the communities: they accounted for 3.1 percent in 2007, but that figure had risen to 4.0 percent by 2010.

Investments per child under 6

HB 2005–2010 | Table 21a1

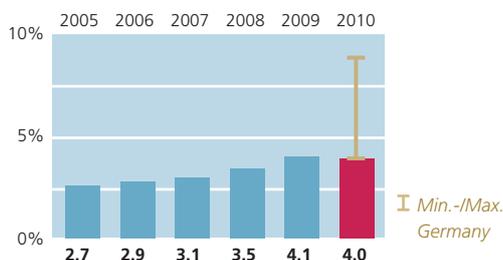
Net expenditures by the state and communities



Share of net expenditures for ECEC

HB 2005–2010 | Table 22

Share of total net expenditures by the state and communities



Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Financing partnership for ECEC

HB 2010 | Table 23

Excluding contributions from the federal government and independent providers

We are unable at this time to provide information on financing partnerships or on the amount of money contributed by parents in Bremen.

One-time investments for ECEC

HB 2005–2011 | Table 45

Expenditures by the federal government, state and communities

When we compare the investment figures in the statistics with the data provided by the responsible senator, it is clear that there are substantial differences. We therefore omit these data for Bremen.

Promoting Bildung – Ensuring Quality

Certain conditions must be in place to ensure good educational practice if ECEC centers are to offer children an environment that promotes their education and development. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC

quality. At present, however, little is known about their situation. Accordingly, in addition to discussing state-level regulations governing ECEC directors, we present more comprehensive information, drawn from the official Statistics on Child and Youth Welfare, about this group. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | HB June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Qualification requirements for the directors of ECEC centers:</p> <p>a) ECEC centers with up to 80 children, infant and toddler centers with up to 32 children: suitable Erzieherinnen with professional experience</p> <p>b) ECEC centers with 80 or more children, infant and toddler centers with 32 or more children: suitable social pedagogues with professional experience</p> <p>(2) No. (No. 6.1 of the Guidelines for the Operation of Daycare Centers for Children in Bremen [RiBTK])</p>	●
<p>... the contractual working hours of ECEC center directors</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

Bremen has statewide regulations outlining the formal qualifications required of ECEC center directors. Distinctions are made based on the size of the facility and/or the number of children enrolled. Directors of ECEC centers serving up to 80 children and infant and toddler centers with up to 32 children must be Erzieherinnen with professional experience who are suited to the director's role. If the center includes more than 80 children, or if an infant and toddler center serves more than 32 children, the director must be a social pedagogue with professional experience who is suited to the leadership role. There are no other statewide regulations concerning ECEC center directors. In particular, no regulations specify the number of working hours to be allotted for leadership duties.

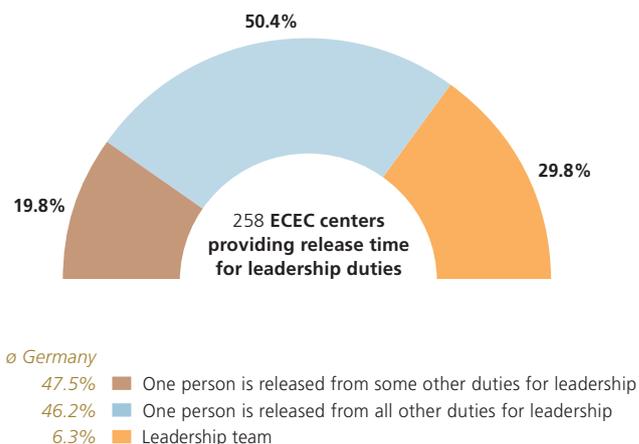
ECEC center directors | HB March 1, 2012

Staff members at 258 Bremen ECEC centers are partly or fully released from other duties to perform leadership tasks. At nearly 20 percent of these centers, one individual is relieved of some other responsibilities; at more than 50 percent of centers, one person is released from all other duties. Compared with the national average, Bremen has a relatively large number of leadership teams; this is the arrangement in almost 30 percent of the city-state's ECEC centers. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Bremen, the median for 2012 was 2.7 hours per teacher per week, which exceeds the national median of 2.4 hours per week.

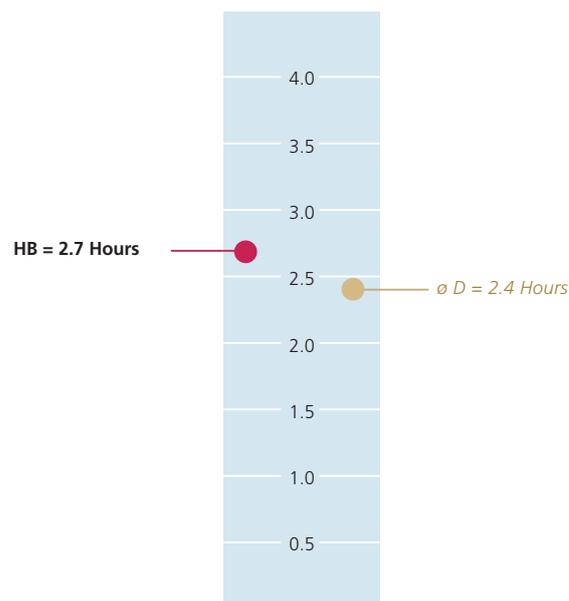
A total of 105 staff members in Bremen are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. A clear majority of these individuals (nearly 65%) are engaged in educational activities with multiple groups; over 16 percent serve as assistant teachers, and more than 13 percent are in charge of one group. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. A majority of full-time directors have completed a relevant university degree (52.5%), while 34.3 percent of part-time directors are university graduates. For methodological reasons, no information is available about the formal qualifications of other leadership personnel. Only 6.4 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



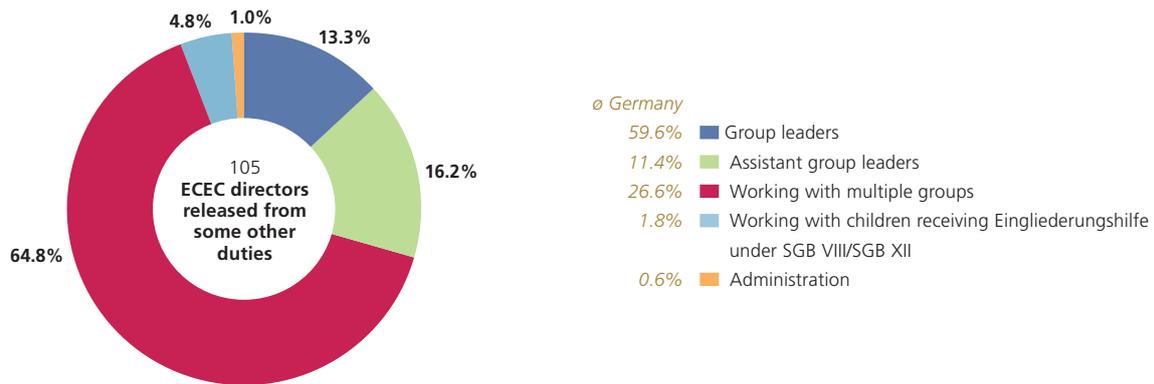
Number of hours of release time per week per pedagogical staff member (median) | Table 66



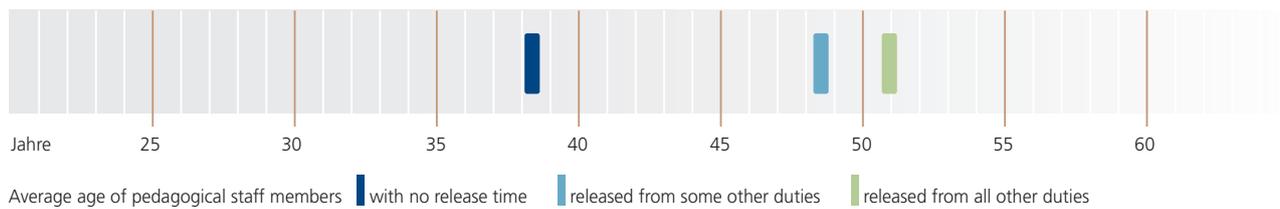
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

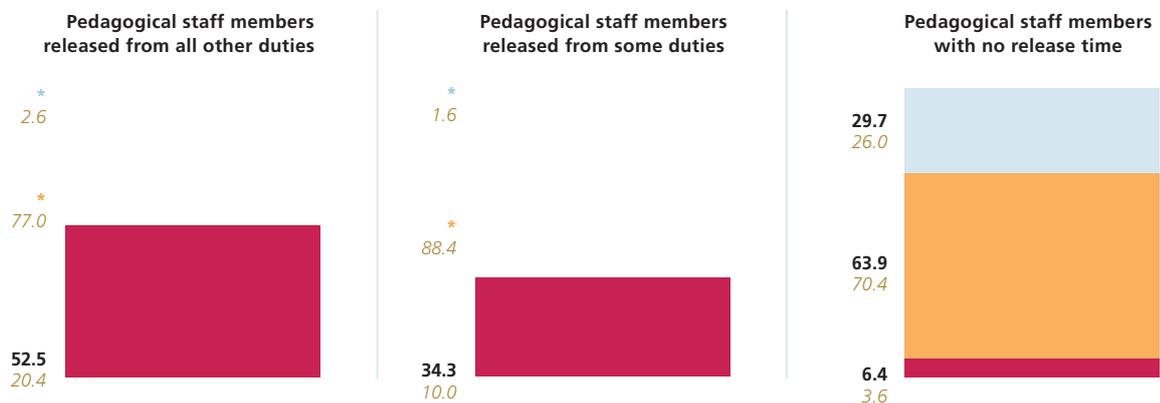


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



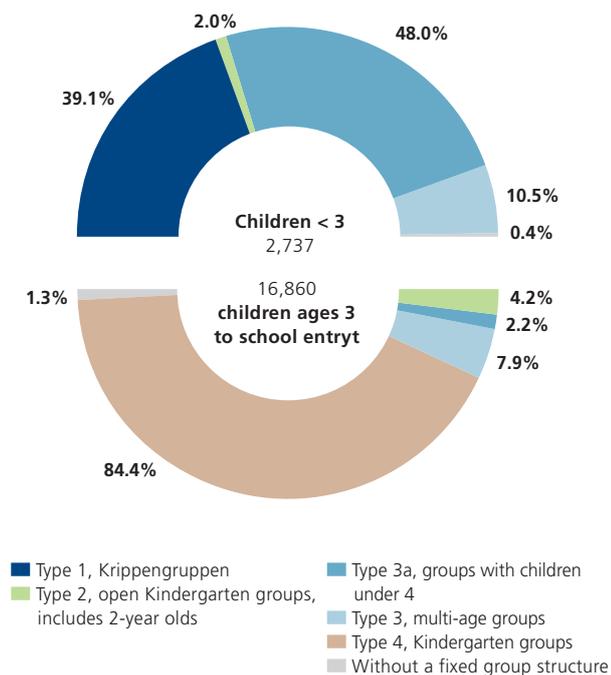
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

HB March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | HB March 1, 2012

Staffing formula – calculation

Staffing formula

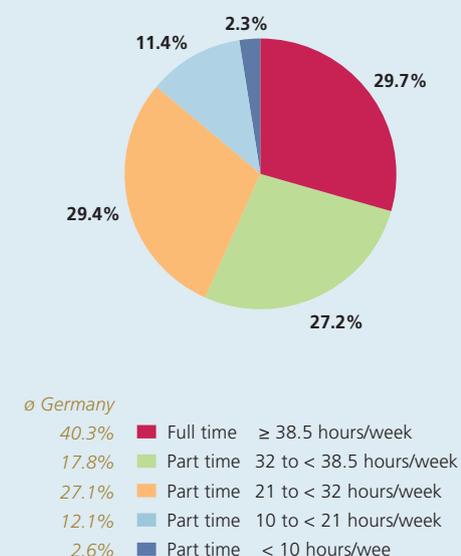
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

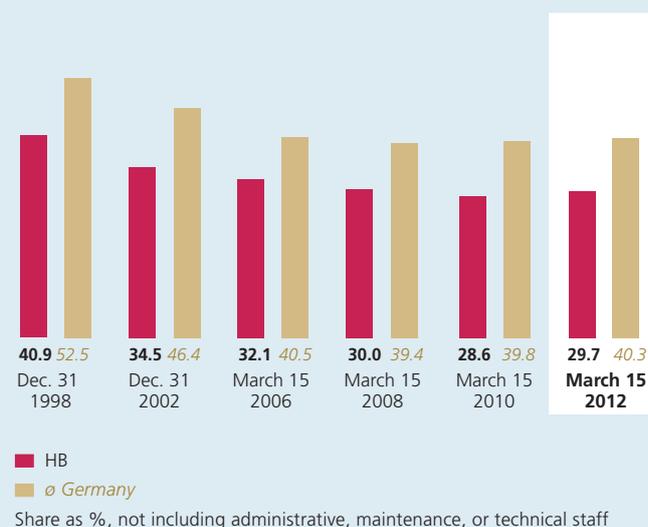
ECEC centers pedagogical staff | HB March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Table 29

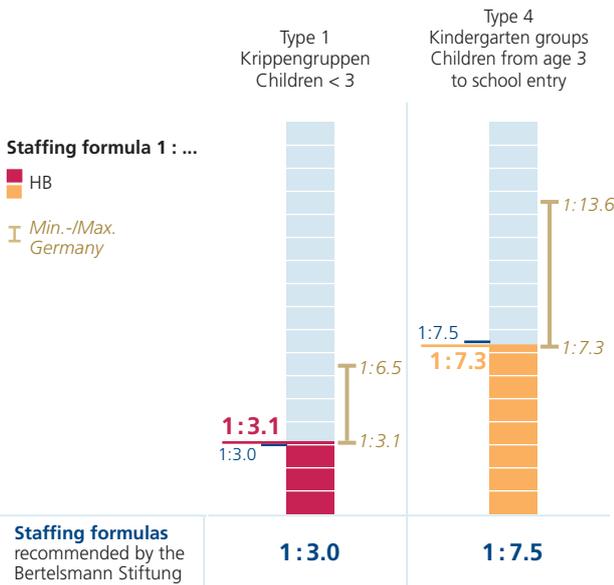


Percentage of full-day ECEC staff | Table 28



Staffing formulas for various types of groups

Table 43a1



Bremen has statewide regulations regarding the staffing of ECEC centers. According to those regulations, preschool and after-school groups are to be staffed by at least one staff member with expertise in social pedagogy for every 20 children; infant and toddler groups are to be staffed by at least one social pedagogue as well as one pedagogical staff member (child care worker or assistant) for every 8 to 10 children (Bremen’s Law on Daycare Facilities and Care [BremKTG] [3], Guidelines for the Operation of Daycare Centers for Children in Bremen [RiBTK]).

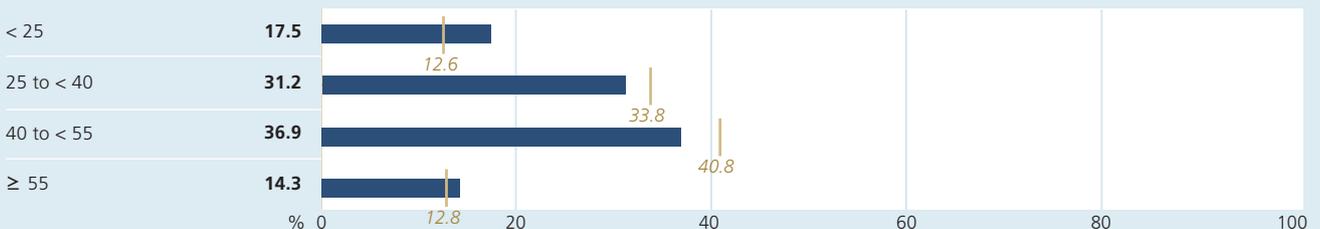
Level of Qualification | Table 27

Total pedagogical staff in HB 62,433	HB		ø D
	Number	Share as %	
University degree	400	9.8	4.6
Fachschule degree	2,576	62.9	72.1
Berufsfachschule degree	365	8.9	13.1
Other type of training	238	5.8	4.3
In training	274	6.7	3.4
No training completed	245	6.0	2.5

Age distribution | Table 42a

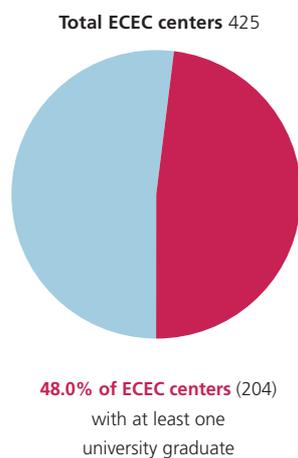
Age of pedagogical staff in ECEC centers

Share as %, ■ HB | ø Germany



ECEC centers pedagogical staff | HB March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in HB 400	HB		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	191	47.8	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	58	14.5	8.9
Leadership duties	151	37.8	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in HB 1,473		HB		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	54	20.9	8.0
	Dipl.-Heilpädagogin	4	1.6	2.8
Fachschule degree	Erzieherin	96	37.2	45.5
	Heilpädagogin	5	1.9	21.5
Berufsfachschule degree		11	4.3	2.3
Other types of training	Other	19	7.4	4.0
	Health services professions	34	13.2	14.0
In training		0	0.0	0,6
No training completed		35	13.6	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Bremen, nearly 14 percent of staff members working with children who are receiving Eingliederungshilfe under SGB VII/SGB XII have not completed vocational training. This figure probably also includes individuals working as personal aides, which might explain why such a large percentage of staff members lack vocational training, a percentage that exceeds the national average. A good 37 percent (37.2%) of pedagogical staff members who spend most of their time working with children receiving Eingliederungshilfe are Erzieherinnen. Fewer than 2 percent have graduated from a Fachschule with a degree in therapeutic education or occupational therapy, and a similarly small percentage have a university degree in therapeutic education. Nearly 21 percent (20.9%) have graduated from a university with a degree in another field. This is a much higher percentage than the national average (8%).

State specific annotations

Care for school-age children – participation

In addition to the all-day programs and all-day primary schools described here, Bremen also has Betreuungsschulen that provide childcare, as well as a “primary school plus” model; these are predecessors of the all-day primary school and will remain in operation until they are converted into all-day primary schools. According to the responsible ministry, these pupils are not included in the KMK statistics, so we do not include them in our quantitative overview. During the 2011/12 school year, 180 pupils were enrolled in this kind of program.

Care for schoolchildren – all-day primary school programs

Structured all-day primary schools: Guaranteed care is provided at least between 8 a.m. and 4 p.m.

Open all-day primary schools: guaranteed care from 8 a.m. to 4 p.m.

Care for schoolchildren – qualifications of pedagogical staff

Structured all-day primary schools: All-day primary schools are staffed by Erzieherinnen. Group size is in accordance with class size. Staffing is determined by the number of classes.

Open all-day primary schools are staffed by Erzieherinnen. Each group consists of 20 children.

Share of net expenditures for ECEC

No information is available on contributions made by parents in Bremen.

One-time investments for ECEC

Because a comparison of the investment expenditures shown in the statistics with the information provided by the senator reveals substantial differences, we decided to omit these data for Bremen.

Hamburg

General information

Land area: 755 km² (2011)

Population (Dec. 31, 2011):
1,798,836

Percentage of children in ECEC
(2012)

Children < 3: 35.8%

Children 3 to < 6: 94.9%
(incl. 8.7% in [pre-]school
facilities)



Children born (2011)	17,125
Birth per woman (2011)	1.3
Number of children < 10 (Dec. 31, 2011)	156,168
Of that total, children < 3	49,537
Of that total, children ages 3 to < 6	47,397
Of that total, children ages 6 to < 10	59,234
Employment rate of mothers (2011) with	
... at least one child < 3	52.5%
... at least one child age 3 to < 6	59.4%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	182,466
Of that total, children < 6	20,907
Percentage of all children < 6	21.6%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1,088
Percentage of facilities	
... provided by a public entity	0.6%
... provided by a nonprofit organization	87.3%
... affiliated with a business or company	1.5%
... provided by a private commercial entity	10.6%
Percentage of ECEC centers without a fixed group structure	17.5%
Total number of ECEC center pedagogical staff (2012)	11,704
Total number of children enrolled in ECEC centers (2012)	79,444
Of that total, children < 3	15,480
Of that total, children ages 3 to < 6 (without schoolchildren)	40,074
Of that total, children in school ages 6 to < 11	17,919
Total number of daycare providers (individuals) (2012)	1,528
children < 6 in daycare (without schoolchildren)	4,885
Of that total, children < 3	2,327
Of that total, children ages 3 to < 6 (without schoolchildren)	1,003

Access for All

Beginning at the age of 2, every child in Hamburg is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 5 hours of care per day. In March 2012, this entitlement took effect when children turned 3. At that time, 91.6% percent of all 3- to 5-year-olds were enrolled in an ECEC center or day care service. In this age group, 80 percent of immigrant children were enrolled in child care, a smaller proportion relative to nonimmigrant children in Hamburg (94%). However, this percentage does not take into account children in preschool classes, and it might well be different if they were included. Among 3-year-olds, 87 percent attend an ECEC center; among 5-year-olds the figure is 95.9 percent. Most children in ECEC centers (36.5%) (3 years of age to school entry) spend no more than 25 hours per week at an ECEC center. Another third (34.5%) attend a center 35 to 45 hours each week.

As of March 1, 2012, in Hamburg 35.8 percent of children under the age of 3 were enrolled in an ECEC center or daycare services. Their participation rate increased by 15.7 percentage points between 2008 and 2012.

Investing Effectively

Overall, investment in ECEC has increased substantially over the past few years. For each child under the age of 6, net expenditures by the state and communities have increased dramatically since 2008. At an average level of 4,411 euros in 2010, those expenditures far exceeded the national average (3,514 euros). As a result, net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 4.2 percent in 2008, but that figure had risen to 5.2 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC is a growing source of jobs in Hamburg. The number of pedagogical staff increased by more than 10 percent between March 1, 2010, and March 1, 2012; in 2012, some 1,100 ECEC centers employed over 11,700 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Over 59 percent of pedagogical staff in Hamburg have completed training as Erzieherinnen at a Fachschule, a substantially smaller percentage than the national average (over 72%). Almost 19 percent have graduated from a Berufsfachschule, considerably more than the national average (over 13%); more than 8 percent are university graduates. However, over 4 percent do not have a degree of any sort.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Hamburg, the average formula for Krippengruppen (children under 3) was 1:5.2 in 2012, the worst for this age group in the western German states, and worse than the national average (1:4.5). In the case of multi-age groups, however, which include children from birth to school entry, the formula is 1:7.7. Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend "open Kindergartengruppen", which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:8.5, considerably worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In Hamburg, certain staff members in 828 ECEC centers were partly or fully released from other duties to perform

leadership tasks. Centers in which someone is assigned to provide leadership full time account for nearly 57 percent of all cases. Remarkably, over 32 percent of centers have a leadership team in place, while only 10.7 percent merely allocate some time for an individual to serve as a part-time director.

Under Hamburg's system of credits, the number of hours staff members are allotted for leadership duties is generally determined within the framework of the compensation system, based on a flat per-child rate, and is financed accordingly. The official Child and Youth Welfare Statistics show that Hamburg exceeds the national average in the amount of time allotted to staff members for leadership duties. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Hamburg, the median for 2012 was 3.5 hours per educational staff member per week, which is considerably above the national median of 2.4 hours.

What formal qualifications do ECEC directors in Hamburg have for meeting the complex demands placed upon them? In 2012, more than half of full-time released directors in Hamburg had earned a relevant university degree (51.8 percent); 41.2 percent had completed relevant training at a Fachschule. Also, 72.5 percent of part-time released directors have graduated from a Fachschule, and one in five is a university graduate. Thus center directors in Hamburg who are allotted time for leadership duties have a considerably higher level of formal qualifications than the national average, and given the number of hours such staff members are allotted, Hamburg provides excellent conditions for professional ECEC leadership.

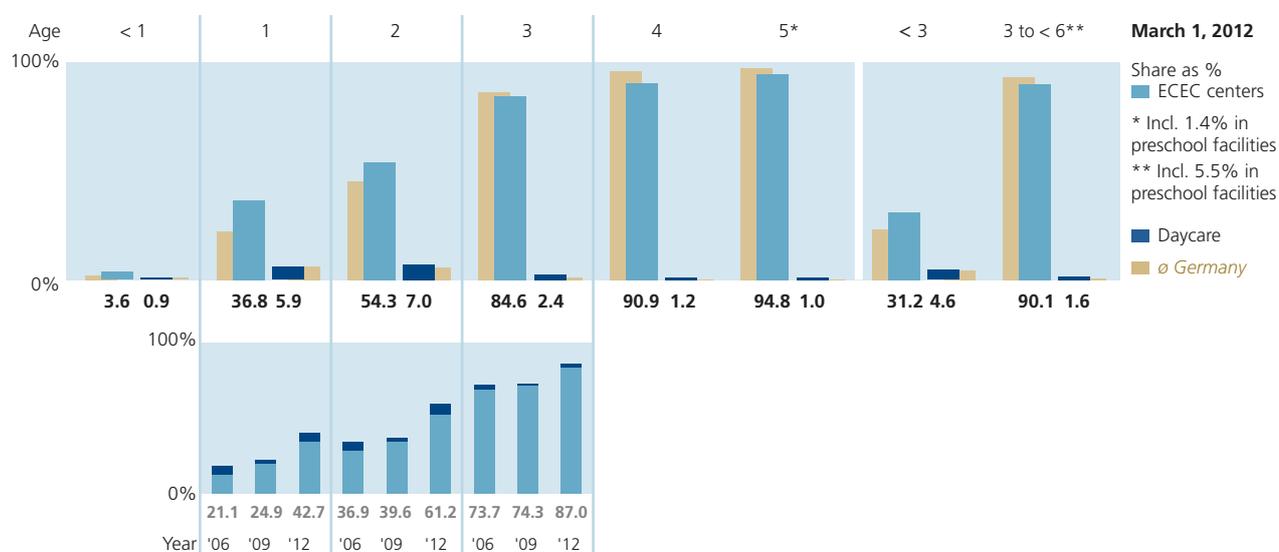
The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the need for center directors to have certain qualifications.

ACCESS for All

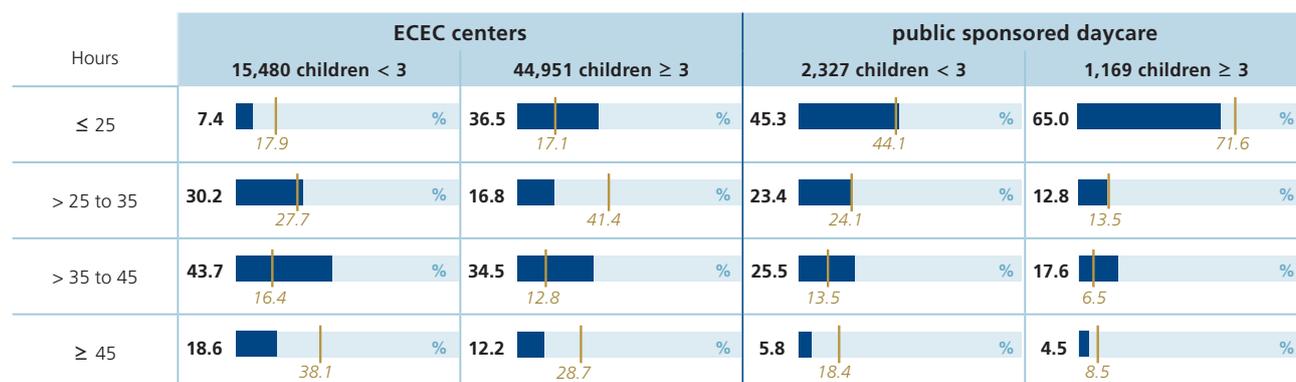
Among Hamburg's 2-year-olds, 61.7% were enrolled in ECEC services in 2012, well above the averages in the western German states (43.4%) and nationwide (51.1%). Among 3-year-olds, 87 percent attend an ECEC center or daycare service, which is close to the national average. The share of 5-year-olds attending an ECEC service (95.8%) is slightly below the national average (97.6%). Among Hamburg's infants and toddlers (children under 3) at ECEC centers, the largest share (43.7%) attend between 35 and 45 hours per week. Fewer

children under 3 years old (18.6%) are in care for 45 hours or more per week. Nationally, the pattern is reversed; 38.1 percent of children under 3 attending an ECEC center are enrolled for longer hours, with just 16.4 percent enrolled for 35 to 45 hours per week. Among older children (3 years of age to school entry) enrolled in an ECEC center, 36.5 percent spend no more than 25 hours per week at an ECEC center. Another third attend a center 35 to 45 hours per week.

Participation of children in ECEC centers and daycare | HH 2006–2012 | Tab. 6–13



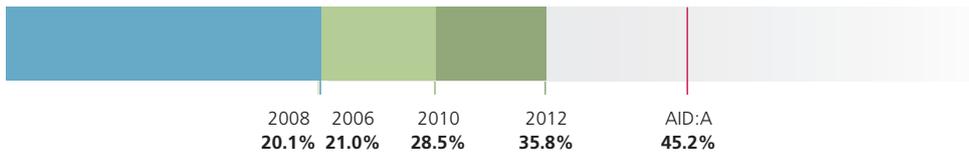
Number of hours per week enrolled in ECEC centers and daycare | HH March 1, 2012 | Tab. 2–5



Share as %, ■ HH | ø Germany

Care places for children under 3: expansion and needs | HH 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

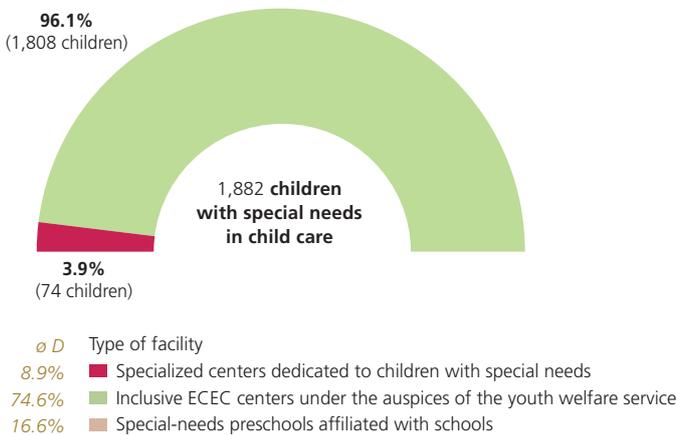


As of March 1, 2012, in Hamburg 35.8 percent of children under 3 were enrolled in an ECEC center or daycare services. Participation by children in this age group rose by 15.7 percentage points between 2008 and 2012, and by 14.8 percentage points relative to 2006. According to findings from the German Youth Institute study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 45.2 percent of children in this age group in

Hamburg were in need of childcare in 2012 (see references in the comments). Effective August 2013, all 1- and 2-year-olds are entitled to childcare under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 9.4 percentage points between participation in ECEC services (35.8% according to the most recent available data from March 2012) and the reported need for such services (45.2%).

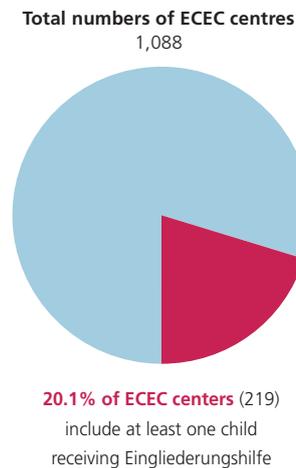
Inclusion | HH March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



Almost all children up to school entry age who received Eingliederungshilfe in an ECEC center in Hamburg in 2012 because of (existing or impending) physical or psychological disabilities attended an inclusive facility. The share of children with (existing or impending) disabilities who are cared for in therapeutic preschools is relatively low; only 3.9% are enrolled in this form of care.

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59

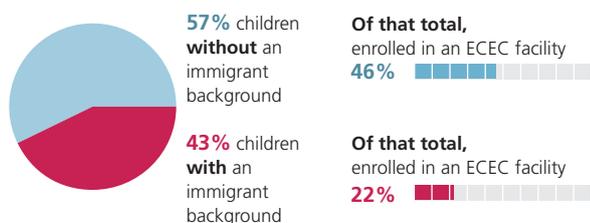


The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is significantly lower than the national average (33.4%); only about one in five ECEC centers in Hamburg includes at least one child requiring Eingliederungshilfe. It seems plausible that several children generally receive Eingliederungshilfe at the same ECEC center.

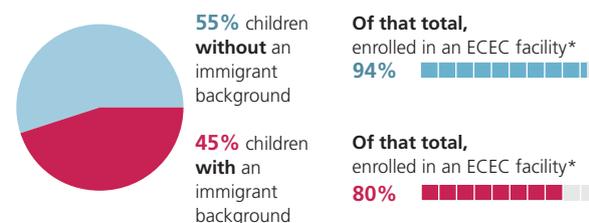
Children with and without an immigrant background in ECEC centers | HH March 1, 2012

Participation

Children under 3 in the population | Tab. 38

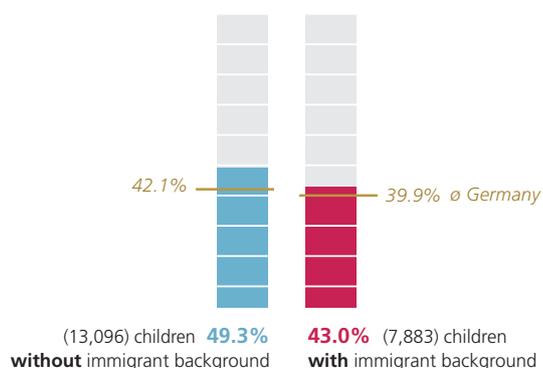


Children ages 3 to < 6 in the population | Tab. 39



Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 Not German (orange) German (light orange)
 Children without immigrant background (light blue)

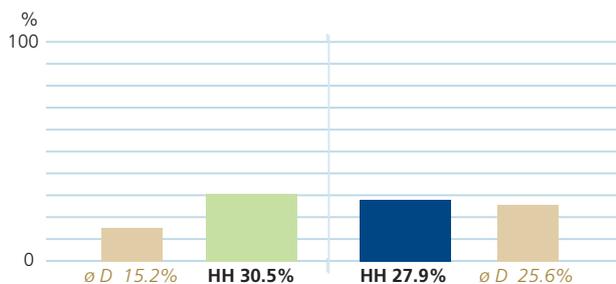
In 2012, 22 percent of Hamburg's immigrant children under 3 (at least one parent who immigrated to Germany) were enrolled in child care, which is higher than the national average (16%) but significantly lower relative to their nonimmigrant peers (46%). More children in this age group, both immigrant and nonimmigrant, are enrolled in child care in Hamburg than the national average. In the opinion of the responsible ministry, this situation reflects differing needs, since there is a right under the law to suitable daycare for children in this age group. Immigrant 3- to 5-year-olds were enrolled in child care to an even greater extent (80%), but that is still a lower participation rate than that for nonimmigrant children (94%) in Hamburg. However, this percentage does not take into account children in preschool classes, and it might well be different if they were inclu-

ded. Among older immigrant children (between 3 years of age and school entry), 43 percent are in full-time care (more than 35 hours per week), compared to 49.3 percent of their nonimmigrant peers. Of children under 3 who are enrolled in ECEC centers, 17.9 percent are immigrants who come from homes in which German is not the primary language. Among children ages 3 to school entry attending ECEC centers, 27.2 percent have at least one immigrant parent and speak a language other than German at home, a percentage that is considerably higher than the national average (17.4%).

Care for school-age children | HH March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

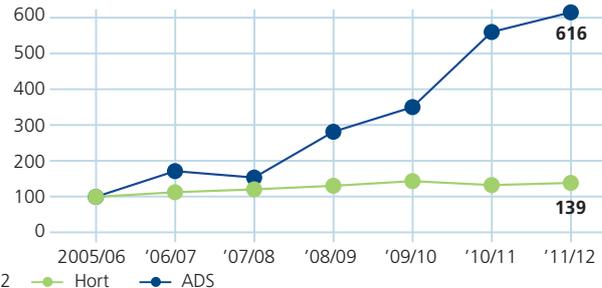
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Horten March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Structured all-day schools	4	8	No
Open ADS: Open all-day schools	4	8	No
Open ADS: All-day education and care at schools	5	11	Yes

Effective August 2013, every primary school in Hamburg features an all-day program, though these are often based on cooperation between primary schools and Horten. During the 2011 school year, 30.5 percent of children ages 6 to 10 attended Horten, while 27.9 percent of primary school children were enrolled in all-day schools, and other children attended special schools or schools offering classes from preschool to university entrance diploma (Langformschulen). Both types of programs were expanded between the 2005/2006 and the 2011/2012 school years. School-based all-day programs have continued to expand significantly, while the number of Horten has remained relatively constant since around 2010. As of the summer of 2013, it has also been the case that all types of programs must provide reliable supervision 5 days per week, from 7 a.m. to 6 p.m., including during school vacations. All-day schools currently provide guaranteed care from 8 a.m. to 4 p.m. on 4 days per week. The all-day primary schools are already providing care for a longer period. Children who attend Horten spend an average of 3.5 hours on 4.9 days per week in these programs (cf. Tables 71 and 72). Teachers (40%), trained pedagogical staff (40%), and volunteers are assigned to the extracurricular programs offered by all-day schools. State-certified social pedagogues may also be employed in all-day schools, along with Erzieherinnen. Nearly 58 percent (57.6%) of the pedagogical staff of after-school programs have completed specialized vocational training (Fachschule).

Qualifications of pedagogical staff

Structured ADS | Tab. 57

The staffing is as follows: 40 percent teachers, 40 percent Erzieherinnen, and 20 percent additional pedagogical staff paid on a fee-for-service basis. Each program may enroll up to 24 school children.

Open ADS | Tab. 58

The following applies to the organizational form of open all-day schools: The staff is composed of 40 percent teachers, 40 percent Erzieherinnen, and 20 percent additional pedagogical staff paid on a fee-for-service basis. Each program may enroll up to 24 school children. Children in these programs are supervised by pedagogical staff under guidelines outlined in the state framework agreement. Direct supervision may be provided by state-certified Erzieherinnen, state-certified social pedagogues, or individuals with comparable credentials.

Horten Tab. 50a	HH		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	99	8.5	7.9
Fachschule degree	674	57.6	71.8
Berufsfachschule degree	140	12.0	8.5
Other training	134	11.4	6.6
In training	58	5.0	3.2
No completed training	66	5.6	2.0

Investing Effectively

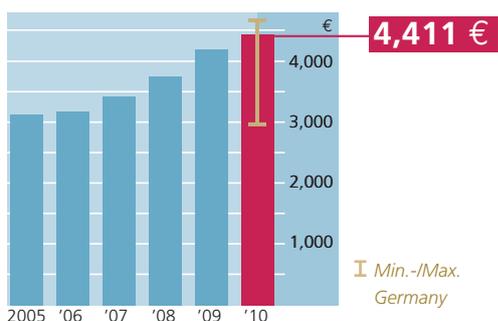
Hamburg's net expenditures per child under the age of 6 for ECEC have increased since 2008. At an average of 4,411 euros per child in 2010, they exceeded substantially the national average of 3,514 euros. As a result, net expenditures for ECEC centers also increased as a share of total net expenditures by the state and the communities; they accounted for 3.8 percent in 2006, but that figure had risen to 5.2 percent by 2010.

Parents, too, help to finance the system; their fees make up 19.2 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation.

Investments per child under 6

HH 2005–2010 | Tab. 21a1

Net expenditures by the state and communities



Share of net expenditures for ECEC

HH 2005–2010 | Tab. 22

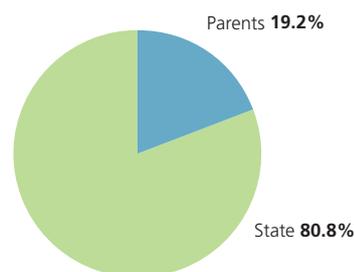
Share of total net expenditures by the state and communities



Financing partnership for ECEC

HH 2010 | Tab. 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

HH 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

Hamburg's investments as shown in the statistics are not comparable with those listed for other states; accordingly, these data are not depicted here.

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children a positive environment for learning, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their

situation. In addition to outlining state-level regulations governing ECEC directors, we present more in-depth information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | HH June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>State-certified Erzieherinnen, state-certified social pedagogues, or individuals with comparable credentials may serve as directors of ECEC centers. In some circumstances, directors could also be individuals with other university degrees and appropriate experience. (Hamburg state framework agreement, "Care and Supervision of Children in Daycare Centers" [Sec. 3 (2)])</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>Under Hamburg's voucher system, the weekly hours that staff members are assigned to leadership responsibilities in ECEC centers are funded under the compensation system on a flat per-child rate. This system distinguishes among preschool, elementary, after-school care, and Eingliederungshilfe; it also reflects the hours of care provided to each child. – For details, see (Hamburg state framework agreement, "Care and Supervision of Children in Daycare Centers" [Sec. 3 (1) in conjunction with Appendix 1 (b) and sec. 7 (9) in conjunction with Appendix 2 (e)]).</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p> <p>For each parent/child center, 8, 10, or 12.5 hours per week are financed, depending on how much families use the center. These resources are to be used both for leadership responsibilities and for demanding social pedagogical tasks. (Description of services provided by parent/child centers)</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

In order to serve as an ECEC director in Hamburg, staff members must meet statewide requirements with regard to their formal qualifications. Under Hamburg's ECEC voucher system, the amount of release time per week funded at a flat per-child rate is specified in detail. Small daycare facilities also receive supplemental funding for additional leadership functions. Furthermore, ECEC centers in Hamburg that are also parent/child centers are allocated additional staff hours for the extra work that entails, which they can use for leadership functions as well. Hamburg has no other statewide regulations governing ECEC directors; for example, providers are free to define a director's responsibilities.

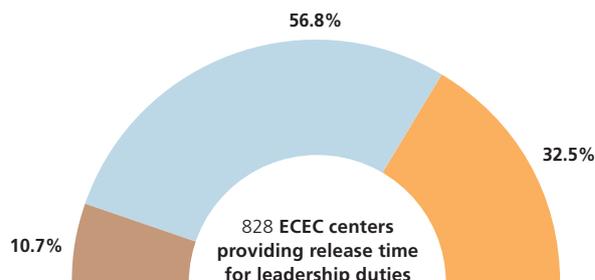
ECEC center directors | HH March 1, 2012

Staff members at 828 Hamburg ECEC centers are partly or fully released from other duties to perform leadership tasks. At 10.7 percent of ECEC centers, one individual is released part time for this purpose, while at 56.8 percent of centers, one individual is assigned as a full-time director. Notably, 32.5 percent of Hamburg's ECEC centers have a leadership team in place. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Hamburg, the median was 3.5 hours per educator per week, considerably above the national median of 2.4 hours.

A total of 160 staff members in Hamburg were released from part of their workload to fulfill leadership responsibilities, while they are still active in at least one other area. Most of them (58.1%) continue to work as educational group leaders (58.1%), while 26.3 percent work with multiple groups. On average, staff members with leadership responsibilities have completed a higher level of training than those not afforded release time. More than half of the full-time directors in Hamburg have earned a relevant university degree (51.8%), while 41.2 percent have completed relevant specialized training at a Fachschule. A good 72 percent (72.5%) of part-time directors have completed training at a Fachschule, and one in five is a university graduate. Only 4.2 percent of staff members who were not assigned leadership tasks have earned a university degree. Overall, far more full-time directors in Hamburg have earned a relevant university degree (51.8%) than the national average (20.4%).

ECEC centers providing release time for leadership duties

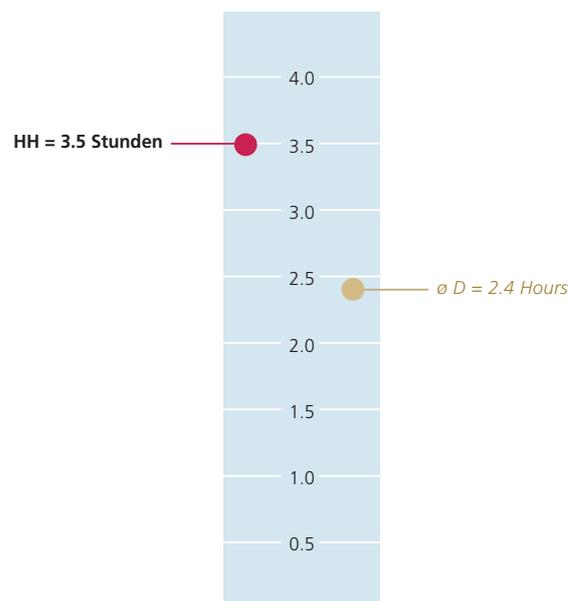
Percentage of staff granted release time | Tab. 65



ø Germany

- 47.5% One person is released from some other duties for leadership
- 46.2% One person is released from all other duties for leadership
- 6.3% Leadership team

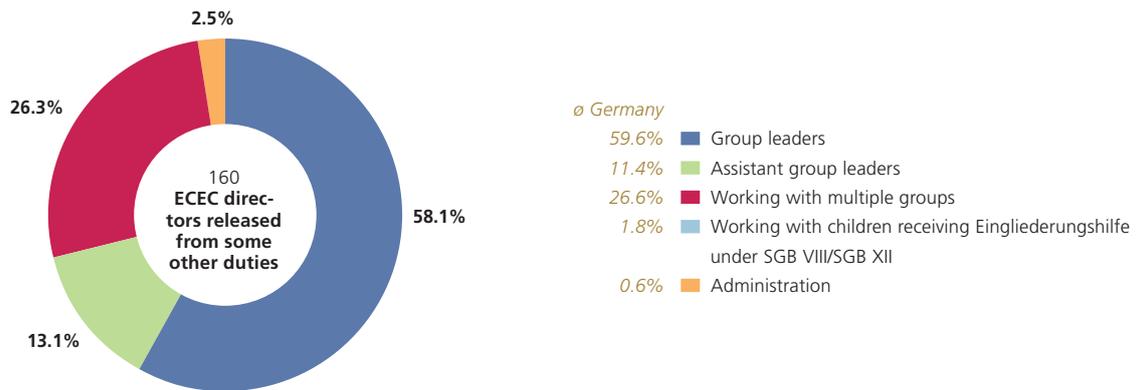
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



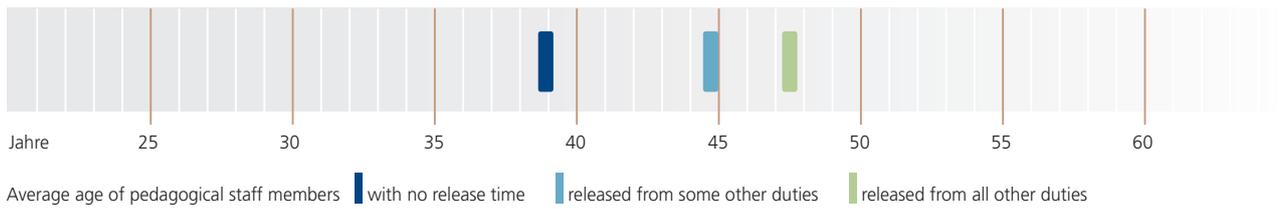
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

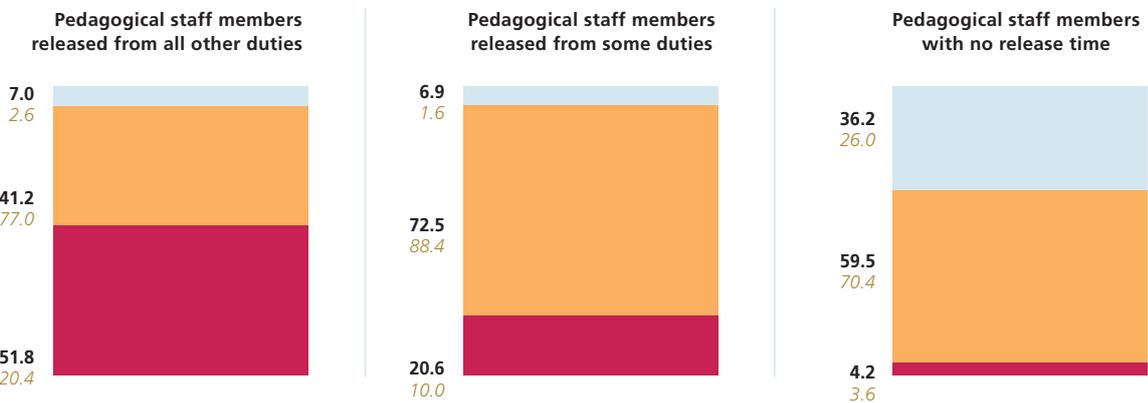


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

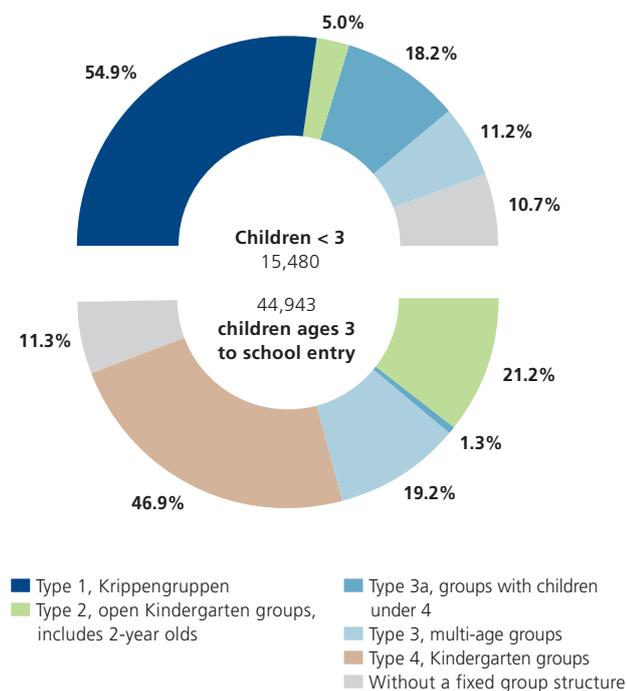
Tab. 68



Share as %
 Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training
 o Germany

Distribution of children among types of groups

HH March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | HH March 1, 2012

Staffing formula – calculation

Staffing formula

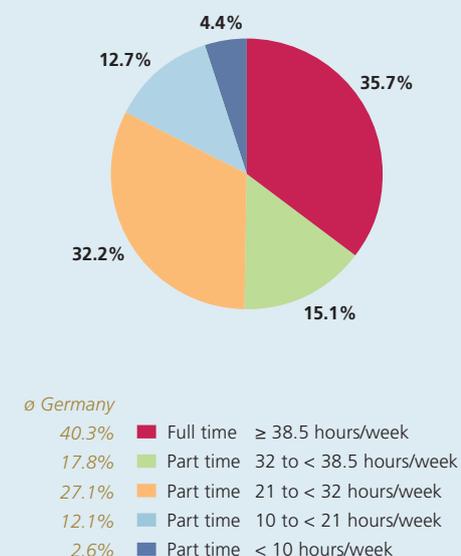
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

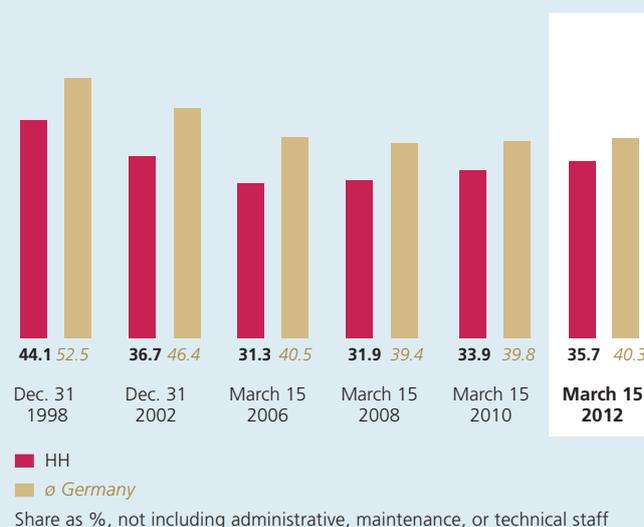
ECEC centers pedagogical staff | HH March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

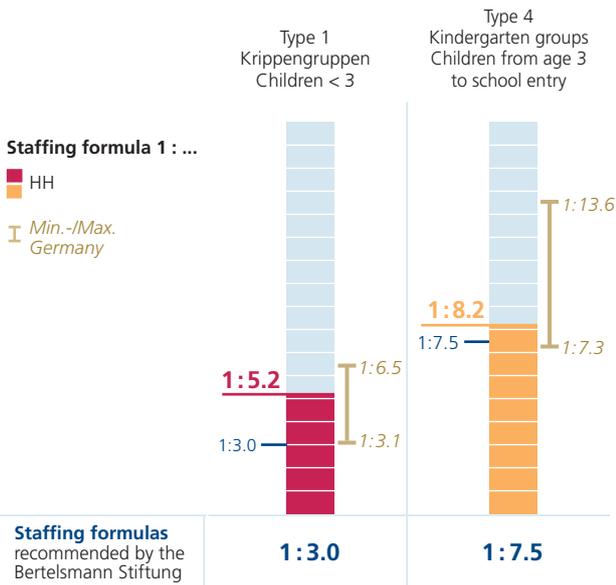


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



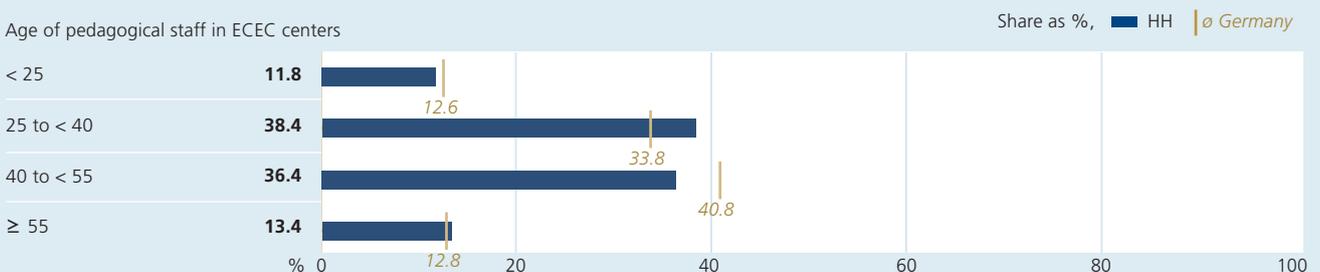
Statewide regulations determine the pedagogical staffing of ECEC centers under Hamburg's voucher system. Staff positions are defined as primary or secondary, and pedagogical staff hours per child per week are specified for each. Under Hamburg's voucher system, ECEC centers are funded at a flat rate per child for a specific number of hours per week. The number of hours differs by age group, group size, and type of Hort. (For details, see Paragraph 4 and Appendix 1b of the state framework agreement at <http://www.hamburg.de/contentblob/1830150/data/landesrahmenvertrag-neu.pdf> (in German)).

Level of Qualification | Tab. 27

Total pedagogical staff in HH 11,704	HH		ø D
	Number	Share as %	
Type of degree			
University degree	983	8.4	4.6
Fachschule degree	6,932	59.2	72.1
Berufsfachschule degree	2,199	18.8	13.1
Other type of training	847	7.2	4.3
In training	225	1.9	3.4
No training completed	518	4.4	2.5

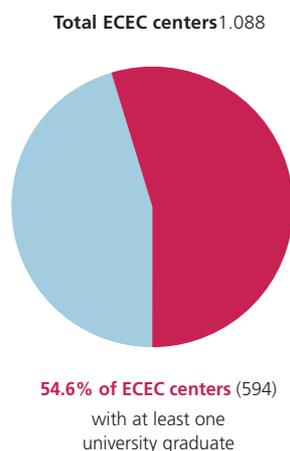
Age distribution | Tab. 42a

Age of pedagogical staff in ECEC centers



ECEC centers pedagogical staff | HH March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in HH 983	HH		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	438	44.6	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	17	1.7	8.9
Leadership duties	528	53.7	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in HH 447		HH		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	12	2.7	8.0
	Dipl.-Heilpädagogin	5	1.1	2.8
Fachschule degree	Erzieherin	217	48.5	45.5
	Heilpädagogin	113	25.3	21.5
Berufsfachschule degree		21	4.7	2.3
Other types of training	Other	15	3.4	4.0
	Health services professions	59	13.2	14.0
In training		0	0.0	0.6
No training completed		5	1.1	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. Hamburg stipulates that direct support for disabled children or children with impending disabilities must be provided by state-certified therapeutic educators; Erzieherinnen with supplemental therapeutic training (usually 300 hours) certified by the Department of Labor, Social Affairs, and Integration; or pedagogical staff with comparable qualifications. Accordingly, 48.5 percent of staff members who work primarily with children receiving Eingliederungshilfe are Erzieherinnen. It is not clear from the data whether all of these individuals have acquired the additional qualifications referred to above. More than 25 percent of the staff (25.3%) have graduated from a Fachschule with a degree in therapeutic education or occupational therapy, and another 13.2 percent have completed training in a health services occupation.

State specific annotations

Care for schoolchildren – all-day primary school programs

Structured all-day schools: guaranteed care from 8 a.m. to 4 p.m.

Open all-day schools/All-Day Education and Care at Schools: guaranteed care from 8 a.m. to 4 p.m.

Care for schoolchildren – qualifications of pedagogical staff

Structured all-day schools: State-certified Erzieherinnen must constitute 40 percent of total staff. Each program may include a maximum of 24 pupils. Staffing: 40 percent teachers, 40 percent Erzieherinnen, and 20 percent additional pedagogical staff paid on a fee-for-service basis.

Open all-day schools: State-certified Erzieherinnen must constitute 40 percent of total staff. Each program may include a maximum of 24 pupils.

Staffing is as follows: 40 percent teachers, 40 percent early childhood educators, and 20 percent additional pedagogical staff paid on a fee-for-service basis. No information is available on regulations governing the number of staff members.

All-Day Education and Care at Schools: Children in this program are supervised by pedagogical staff under guidelines outlined in the state framework agreement. Direct supervision may be provided by state-certified Erzieherinnen, state-certified social pedagogues, or individuals with comparable credentials. Required number of staff: One pedagogical staff member is assigned to 19 or 23 enrolled children (depending on the residential area served).

Investments per child under the age of 6

Information on expenditures from 2007 to 2010 is taken not from the annual budgetary statistics, but instead from a variety of reports by the Department of Labor, Social Affairs, Family, and Integration as well as the predecessor authorities of the Free and Hanseatic City of Hamburg. One reason for this choice is that in the case of Hamburg we include the net expenditures for children cared for in preschool classes. Figures for expenditures per child under the age of 6 are not estimates, but are taken from the same official reports; in Hamburg, unlike other German states, authorities are able to provide precise figures for net spending in the preschool sector. We used an estimation procedure for 2005 and 2006, however, and this slightly limits our ability to compare data on investments per child under the age of six in 2005 and 2006 with data for 2007–2010.

Share of net expenditures for ECEC

As with all of the states, figures for total net expenditures from 2008 to 2010 are based on the annual budgetary statistics, which show expenditures of 9,794 million euros. According to Hamburg's budgetary figures, however, adjusted total spending in 2010 totaled 10,857 million euros (cf. the official documents of Hamburg's city parliament [www.buergersschaft-hh.de/parldok/], document number 20/2510). For 2009, the annual budgetary statistics show total net costs of 9,374 million euros, while the figure for adjusted total net costs quoted in Hamburg's budget account is 10,439 million euros (cf. the official documents of Hamburg's city parliament [www.buergersschaft-hh.de/parldok/], document number 19/8209). According to the annual budgetary statistics, total net costs in 2008 amounted to 10,067 million euros, while Hamburg's budget account lists adjusted total net costs at 10,627

million euros (cf. the official documents of Hamburg's city parliament [www.buergersschaft-hh.de/parldok/], document number 19/4580).

One-time investments for ECEC

Hamburg's investments as shown in the statistics are not comparable with those listed for other states; accordingly, we have chosen to omit these figures.

Background: Under Hamburg's child-based ECEC voucher system, and in contrast to other states, both operating costs and all investment-related expenses are covered entirely by state subsidies.

Costs related to child care center buildings are financed via a certain flat-rate portion of that compensation, referred to as "partial compensation for building expenses." This amount covers all necessary expenses for rent, depreciation, capital costs, and maintenance. Providers of daycare centers in Hamburg have the authority to lease premises and to make the necessary investments in buildings and land. However, the ECEC voucher system does not provide for one-time investment subsidies at the time of purchase, nor for one-time subsidies for construction of a child care center. To support investment projects that are part of the program to expand infant and toddler centers, Hamburg has created a legal framework that allows providers of ECEC centers access to one-time grants for expansion projects. To avoid illegal double financing by the state, regulations require that ongoing compensation payments be reduced accordingly when a provider receives one-time financial assistance for the expansion of a Krippe facility.

Hesse

General information

Land area: 21,115 km² (2011)

Population (Dec. 31, 2011):
6,092,126

Percentage of children in ECEC
(2012)

Children < 3: 23.7%

Children 3 to < 6: 94.0%
(incl. 1.5% in [pre-]school
facilities)



Children born (2011)	51,479
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	528,649
Of that total, children < 3	155,182
Of that total, children ages 3 to < 6	157,491
Of that total, children ages 6 to < 10	215,976
Employment rate of mothers (2011) with	
... at least one child < 3	51.8%
... at least one child age 3 to < 6	61.9%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	403,510
Of that total, children < 6	50,205
Percentage of all children < 6	16.1%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	4,004
Percentage of facilities	
... provided by a public entity	40.8%
... provided by a nonprofit organization	58.1%
... affiliated with a business or company	0.0%
... provided by a private commercial entity	1.1%
Percentage of ECEC centers without a fixed group structure	9.6%
Total number of ECEC center pedagogical staff (2012)	39,700
Total number of children enrolled in ECEC centers (2012)	236,934
Of that total, children < 3	29,917
Of that total, children ages 3 to < 6 (without schoolchildren)	146,506
Of that total, children in school ages 6 to < 11	29,329
Total number of daycare providers (individuals) (2012)	3,092
children < 6 in daycare (without schoolchildren)	9,566
Of that total, children < 3	6,957
Of that total, children ages 3 to < 6 (without schoolchildren)	1,167

Access for All

Beginning at the age of 3, every child in Hesse is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). However, no specific number of hours of care per day has been set. In 2012 in Hesse, 94 percent of all 3- to 5-year-olds were enrolled in an ECEC center or daycare service. In this age group, most immigrant children (94%) were enrolled in child care – a slightly higher percentage relative to their nonimmigrant peers (93%). Participation rates are also high among individual age groups; 87.7 percent of 3-year-olds attend an ECEC center or daycare services, which is nearly the same as the national average (87.6%). As might be expected, participation among 5-year-olds is even higher – nearly all of them are in child care (98.5%). Among older children in ECEC centers (3 years of age to school entry), a higher proportion of children are in care 45 or more hours per week than the average for the western German states (29.3% versus 21.8%). It is important to note that nearly half of the immigrant children over the age of 3 who attend ECEC centers are enrolled full time (more than 35 hours per week); participation is similar among their nonimmigrant peers.

Investing Effectively

Overall, investment in ECEC has increased substantially over the past few years. For each child under the age of 6, net expenditures by the state and communities have increased dramatically since 2008. The 2010 average (3,758 euros) exceeded the national average (3,514 euros). Because of this positive trend, net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities. They accounted for 3.8 percent in 2008, but that figure had risen to 4.6 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Hesse's labor market. The number of pedagogical staff increased by nearly 10 percent between March 1, 2010, and March 1, 2012; in 2012 some 4,000 ECEC centers employed 39,700 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Over 70 percent of pedagogical staff in Hesse have completed training as Erzieherinnen at a Fachschule, and 8.6 percent have a university degree, which is 4 percentage points higher than the national average. However, 3.5 percent do not have a degree at all.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Hesse, Krippengruppen (for children under 3) had an average formula of 1:3.8 in 2012, which is better than the national average of 1:4.5. In multi-age groups, which include children from birth to school entry, the formula is 1:6.9. Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend so-called "open Kindergartengruppen", which are generally for children over the age of 3, but also accept younger children; in those groups, the average staffing formula is 1:8.5, considerably worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

In 2012, staff members in approximately 3,000 ECEC centers were partly or fully released from other duties to perform leadership tasks. At 61.3 percent of these centers, one person is

released from all other duties; this percentage is high relative to the national average (46.2%). At 30.3 percent of these centers, an individual had time allotted for leadership duties and also served in other capacities. Of these 1,200 staff members, 41.5 percent worked as group leaders, and 39.2 percent were involved in educational activities with multiple groups. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

As a rule, the facility's provider determines how much time staff members are allotted for leadership duties, since Hesse has no relevant statewide regulations. The official Child and Youth Welfare Statistics show that Hesse exceeds the national average somewhat in this respect. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Hesse, the median for 2012 was 2.8 hours per educational staff member per week, which is above the national median of 2.4 hours.

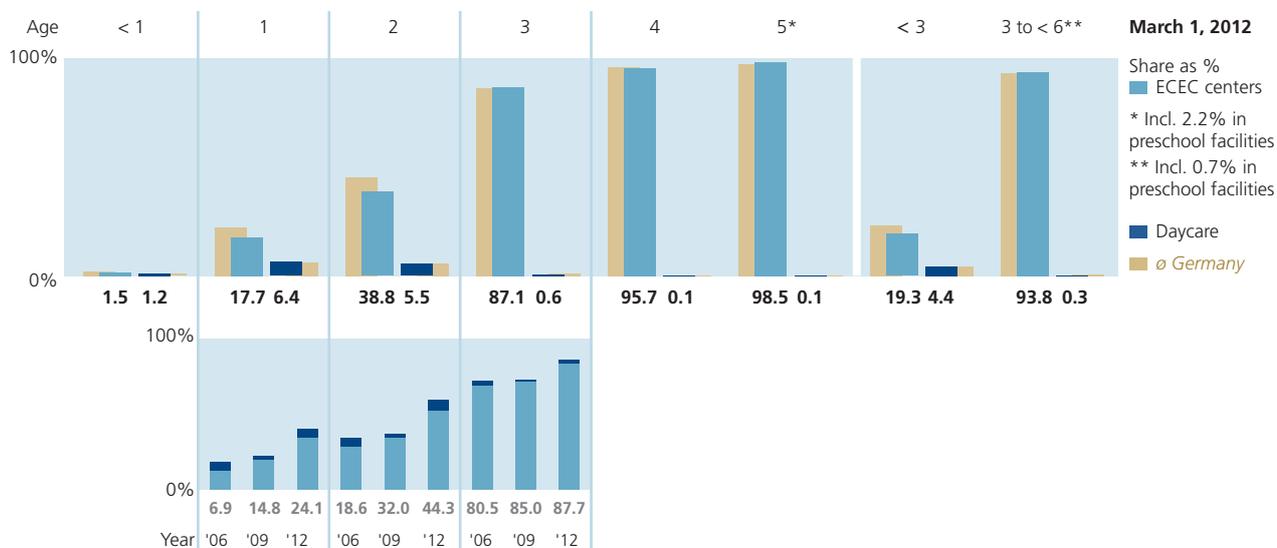
What formal qualifications do ECEC directors in Hesse have for meeting the complex demands placed upon them? In 2012, most full-time released directors had completed relevant training at a Fachschule (71.6%), and almost exactly one in four was a university graduate. Also, 82.3 percent of part-time released directors have graduated from a Fachschule and 15.7 percent are university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

In 2012 in Hesse, 44.3 percent of 2-year-olds were in ECEC services. While this rate of participation is slightly higher than the average for the western German states (43.3%), it is clearly below the national average (51.1%). Among 3-year-olds, 87.7 percent attended an ECEC center or day care services, which is nearly the same as the national average (87.6%). As might be expected, participation among 5-year-olds is even higher – nearly all of them were in child care (98.5%). Among children under 3 years of age who attend a

child care center, 37 percent were enrolled for 45 hours or more per week; this percentage is significantly higher than the average for the western German states (26.6%). The share of older children (3 years of age to school entry) attending an ECEC center in care 45 or more hours per week is lower (29.3%), but that is still higher than the average for the western German states (21.8%). One third of this age group attended an ECEC center 25 to 35 hours per week.

Participation of children in ECEC centers and daycare | HE 2006–2012 | Tab. 6–13



Number of hours per week enrolled in ECEC centers and daycare | HE March 1, 2012 | Tab. 2–5

Hours	ECEC centers		public sponsored daycare	
	29,917 children < 3	176,501 children ≥ 3	6,957 children < 3	1,367 children ≥ 3
≤ 25	15.3 % 17.9	19.0 % 17.1	43.6 % 44.1	76.3 % 71.6
> 25 to 35	26.8 % 27.7	32.0 % 41.4	30.6 % 24.1	11.9 % 13.5
> 35 to 45	20.9 % 16.4	19.6 % 12.8	14.6 % 13.5	6.9 % 6.5
≥ 45	37.0 % 38.1	29.3 % 28.7	11.1 % 18.4	5.0 % 8.5

Share as %, ■ HE | ø Germany

Care places for children under 3: expansion and needs | HE 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

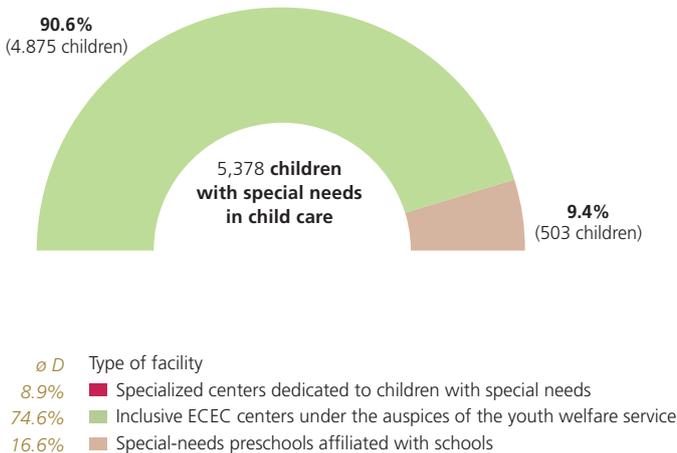


As of March 1, 2012, in Hesse 23.7 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare services. Participation by children in this age group increased by 9.5 percentage points between 2008 and 2012, and by 14.7 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 37.9 percent of infants and toddlers in Hesse were in need of child care in 2012 (see

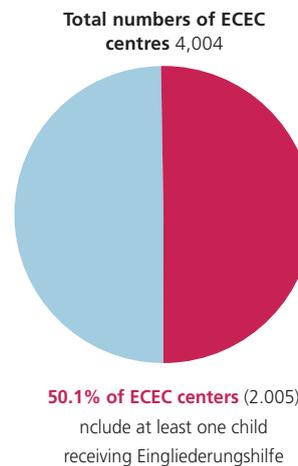
references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 14.2 percentage points between participation in ECEC services (23.7% according to the most recent available data from March 2012) and the reported need for such services (37.9%).

Inclusion | HE March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



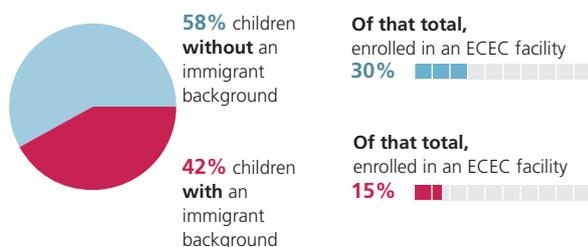
Most children up to school entry age who received Eingliederungshilfe in a childcare center in Hesse in 2012 because of (existing or impending) physical or psychological disabilities attended an inclusive ECEC (90.6%). The share of children who are cared for in

inclusive facilities is thus 16 percentage points above the national average. Over 9 percent (9.4%) attend a school-provided special education preschool, while no children receive Eingliederungshilfe in a therapeutic facility.

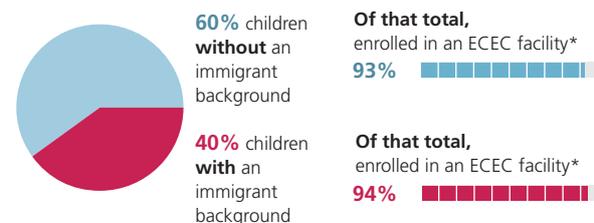
Children with and without an immigrant background in ECEC centers | HE March 1, 2012

Participation

Children under 3 in the population | Tab. 38



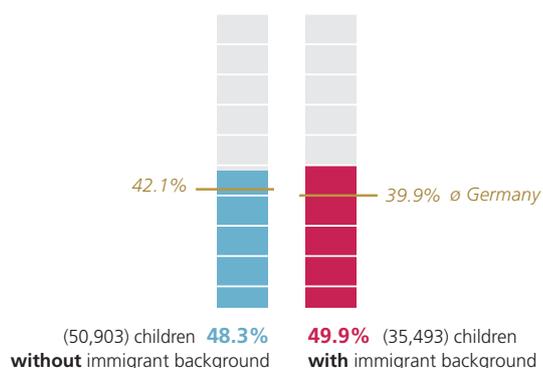
Children ages 3 to < 6 in the population | Tab. 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
■ Not German ■ German
■ Children without immigrant background

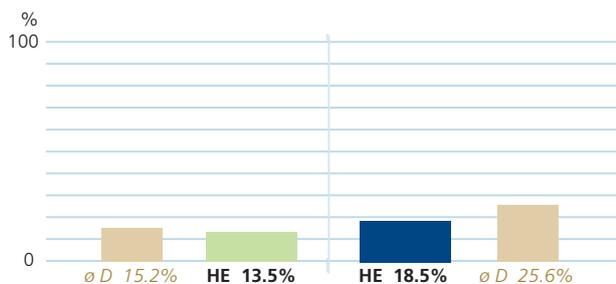
In 2012, only 15 percent of Hesse's immigrant children under 3 (at least one parent who immigrated to Germany) were enrolled in child care – a percentage that is slightly lower than the national average (16%) but significantly lower relative to the corresponding percentage for their nonimmigrant peers (30%). In contrast, most immigrant children between age 3 and school entry (94%) were enrolled in child care – a participation rate that is slightly higher than that of their nonimmigrant peers (93%) and also high in comparison to the average nationwide (87%). It is important to note that nearly half of the immigrant children over the age of 3 who attend ECEC centers are enrolled on a full-time basis (more than 35 hours per week); participation is similar among their nonimmigrant peers. This means

that in Hesse, significantly more immigrant children of this age group are enrolled full time at an ECEC center or other form of child care than the national average (39.9%). Of infants and toddlers who are enrolled in ECEC centers, 15.1 percent are immigrants who speak a language other than German at home. The corresponding figure among children from age 3 to school entry enrolled in ECEC centers is 25.8 percent, considerably above the national average (17.4%).

Care for school-age children | HE March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

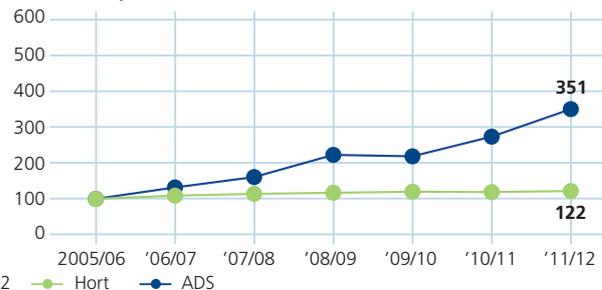
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Hort March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: All-day schools, profile 3	5	8.5 / 9.5	No
Schools offering all-day programs, profile 2	5	8.5 / 9.5	No
Schools offering all-day programs, profile 1	3	7	No

During the 2011/2012 school year, 13.5 percent of Hesse's school children under the age of 11 attended after-school child care programs, while 18.5 percent of this age group were enrolled in all-day schools. The total percentage of primary school children who are in child care is uncertain, for example because some of them may attend more than one program. Both types of programs were expanded between the 2005/2006 and the 2011/2012 school years. School-based programs have grown significantly, while the number of Horten has held steady since 2010.

Structured all-day primary schools provide guaranteed supervision from 7:30 a.m. to 4 or 5 p.m., 5 days per week. The guaranteed hours that open all-day schools provide care vary depending on the organizational form. On average, children attend Horten 6.6 hours per day, 4.8 days per week (cf. Tables 71 and 72).

Work is currently underway on a directive covering the formal qualifications required for staff at all-day schools. More than 57 percent (57.1%) of the pedagogical staff at Horten in Hesse have completed relevant training at a Fachschule, for example with a degree in early childhood education, while 16.6 percent have a relevant university degree.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

A directive concerning the formal qualifications required of staff for extracurricular programs is currently being drafted; at present, these qualifications are listed in the directives for all-day primary schools. Regulations govern the size of groups and staffing levels. At a minimum, schools receive additional state funding for half of one teaching position.

Open ADS | Tab. 58

There are two organizational forms of open all-day primary schools. A directive concerning the formal qualifications required of staff for extracurricular programs is currently being drafted that will be applicable to both forms. Regulations govern group size and staffing levels. At a minimum, schools receive additional state funding for half of one teaching position.

Horten | Tab. 50a

Qualification level	HE		ø D without BE/TH
	Number	Share as %	
University degree	471	16.6	7.9
Fachschule degree	1,621	57.1	71.8
Berufsfachschule degree	71	2.5	8.5
Other training	351	12.4	6.6
In training	237	8.4	3.2
No completed training	86	3.0	2.0

Investing Effectively

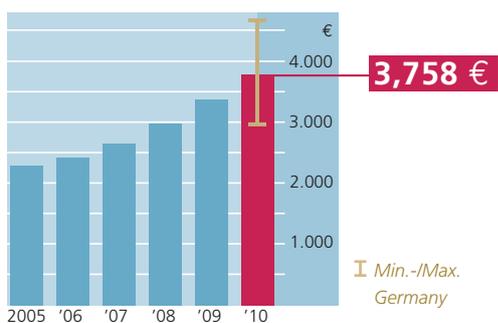
For each child under the age of 6, net expenditures for ECEC by Hesse and its communities have increased dramatically since 2008. The 2010 average (3,758 euros) exceeded the national average (3,514 euros). As a result, net expenditures for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 3.8 percent in 2008, but that figure had risen to 4.6 percent by 2010. Overall, expenditures for ECEC are higher as well, because of an increase in one-time investments, for example to construct new child care center buildings. Such investments rose steadily between 2006 and 2011 and increased continuously from 2006 to 2011. In contrast to the figure for

investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 13.9 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

HE 2005–2010 | Tab. 21a1

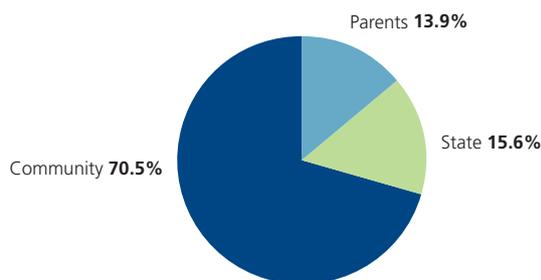
Net expenditures by the state and communities



Financing partnership for ECEC

HE 2010 | Tab. 23

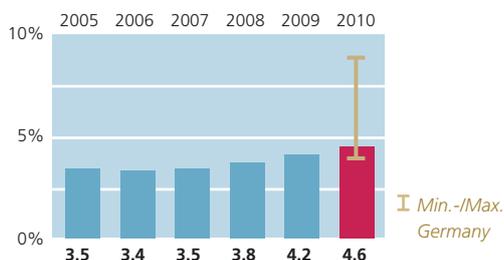
Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

HE 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

HE 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Hesse	28.4	26.1	34.1	42.7	68.6	101.6	110.4
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | HE June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>At a minimum, ECEC directors in Hesse must have state certification as an Erzieherin. A number of other social and pedagogical training programs and university degrees can qualify staff for leadership roles. (Sec 2 .(1) of the Regulation on Minimum Requirements in Daycare Centers for Children [Mindestverordnung MVO] dated December 17, 2008 [GVBl. Law and Ordinance Gazette 1, p. 1047])</p>	●
<p>... the contractual working hours of ECEC center directors</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p> <p>The state of Hesse subsidizes personnel and material expenses for additional tasks associated with directing, coordinating, networking, and managing family service agencies. There are no regulations governing the time required for additional leadership tasks. (Paragraph 4 of Principles for Professional and Financial Support in Establishment of Family Service Agencies in Hesse dated August 31, 2011 [StAnz. 38/2011, p. 1180].)</p>	●
<p>... leadership of associated ECEC centers</p>	●

In order to serve as an ECEC director in Hesse, staff members must meet statewide requirements with regard to their formal qualifications. At a minimum, ECEC directors must be state-certified Erzieherinnen. Professionals with other degrees may also serve as ECEC directors. Hesse has no statewide regulations stipulating the number of hours to be allocated to the position of ECEC director, which means that each provider determines the scope of leadership responsibilities. Under the state subsidies for family centers, Hesse grants additional working hours for leadership responsibilities; however, the amount of additional release time is not stipulated. Hesse has no other statewide regulations governing ECEC directors.

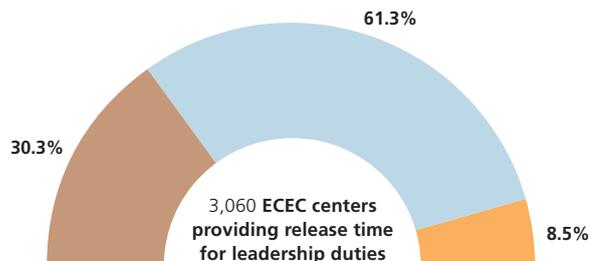
ECEC center directors | HE March 1, 2012

Staff members at 3,060 ECEC centers in Hesse are partly or fully released from other duties to perform leadership tasks. At 30.3 percent of these centers, a single individual has time allotted for leadership tasks and also serves in other capacities, while at 61.3 percent, one person is assigned as a full-time director. The latter figure is well above the national average (46.2%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Hesse, the median was 2.8 hours per teacher per week, which is above the national median of 2.4 hours.

At Hesse's ECEC centers, 1,201 staff members are released part-time to perform leadership duties, while they are still active in at least one other area. Well over one third (39.2%) are engaged in educational activities with multiple groups, and 41.5 percent work as group leaders. Individuals serving as directors have more advanced qualifications, on average, than other educational staff. Most full-time directors in Hesse have completed relevant Fachschule training (71.6%), and almost exactly one in four was a university graduate. Most part-time directors (82.3%) have earned a relevant degree from a Fachschule, while 15.7 percent hold a university degree. In contrast, only 7.3 percent of staff members who were not assigned leadership tasks have a university degree.

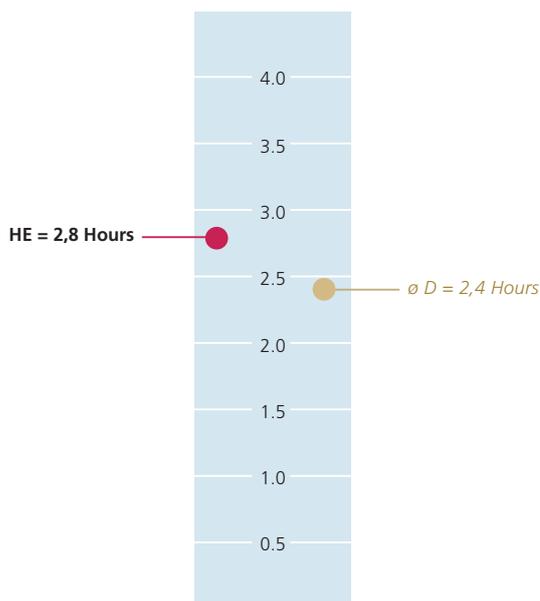
ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



- ∅ Germany
- 30.3% One person is released from some other duties for leadership
 - 61.3% One person is released from all other duties for leadership
 - 8.5% Leadership team

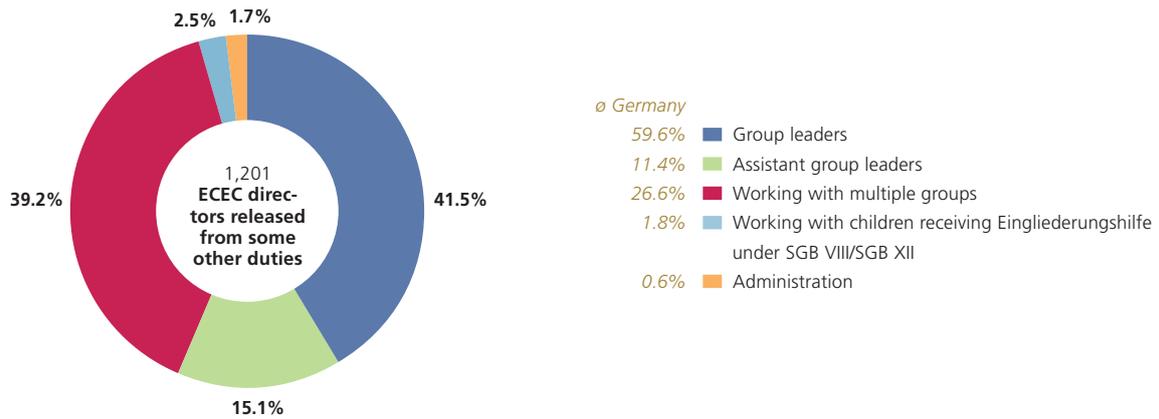
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



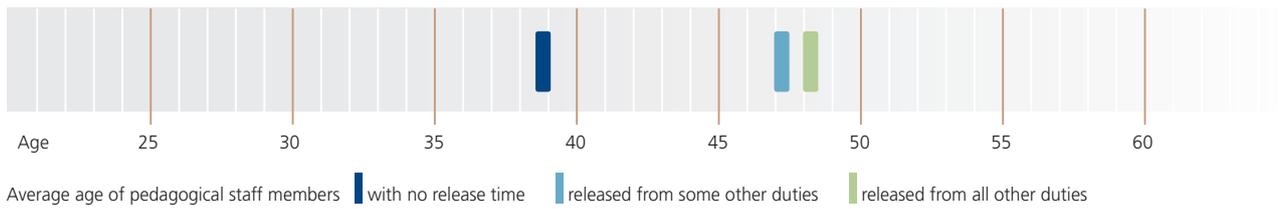
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

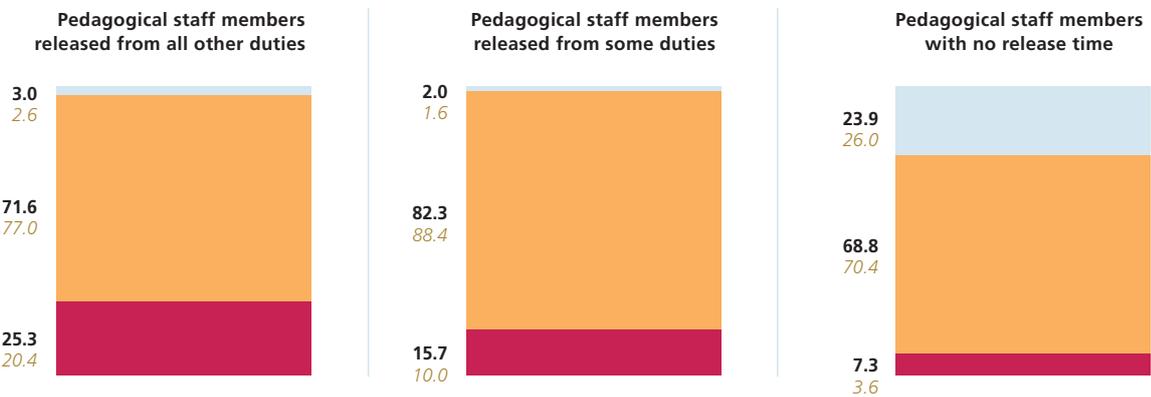


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Tab. 68

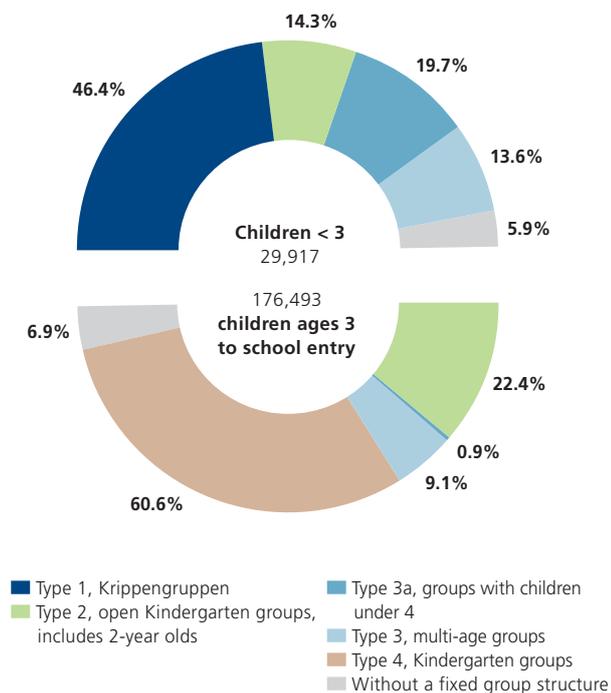


Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups
HE March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | HE March 1, 2012

Staffing formula – calculation

Staffing formula

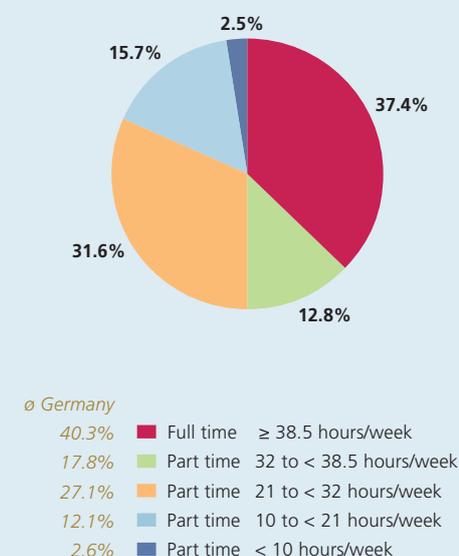
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

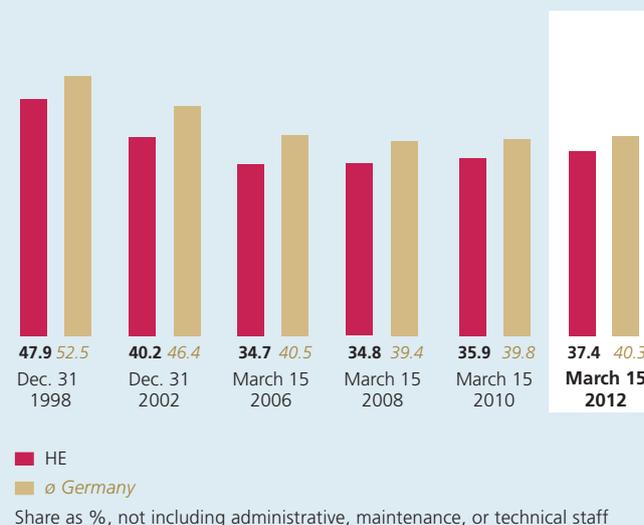
ECEC centers pedagogical staff | HE March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

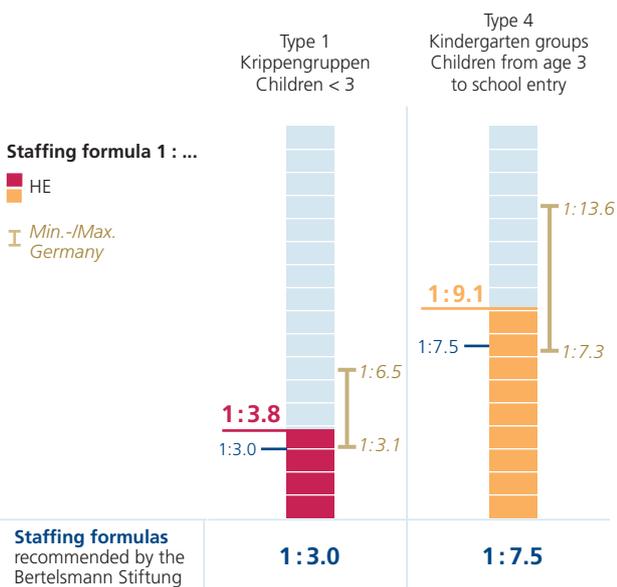


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



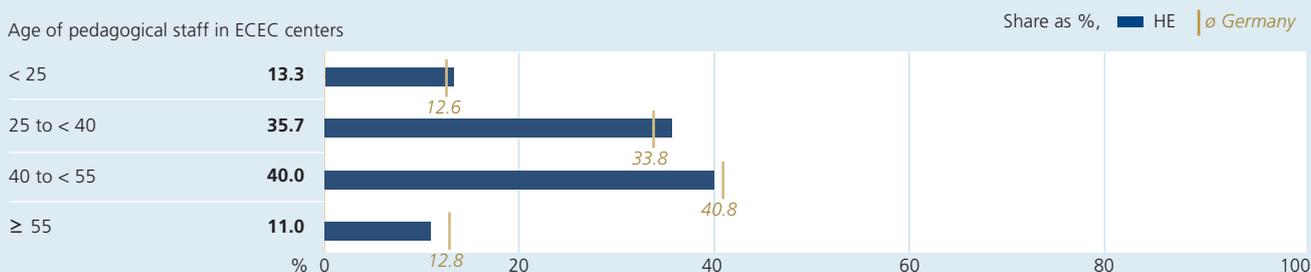
Hesse has statewide regulations governing the number of pedagogical staff at ECEC centers. This ensures minimum staffing by regulating the number of pedagogical staff members per group. According to these regulations, at least two trained staff members must be provided for each Krippengruppe (infant/toddler group), at least 1.75 full-time equivalent (FTE) staff members for each multi-age group and Kindergarten-Gruppe, and at least 1.5 FTE staff members for each after-school group. An additional one-quarter or one-half FTE position is required for open Kindergarten-gruppen with up to six 2-year-olds. Krippengruppen should not include more than eight to ten children. In multi-age groups that include children from birth to age 3, groups should not exceed 15 children in all. The maximum size is 25 children for preschool groups and 20 for Hort groups (cf. Sec. 1 and Sec. 3 of the Regulation on Minimum Requirements in Daycare Centers for Children [Mindestverordnung MVO] dated December 17, 2008 [GVBl. Law and Ordinance Gazette 1, p. 1047]).

Level of Qualification | Tab. 27

Total pedagogical staff in HE 39,700	HE		ø D
	Number	Share as %	
Type of degree			
University degree	3,399	8.6	4.6
Fachschule degree	27,822	70.1	72.1
Berufsfachschule degree	2,203	5.5	13.1
Other type of training	2,555	6.4	4.3
In training	2,341	5.9	3.4
No training completed	1,380	3.5	2.5

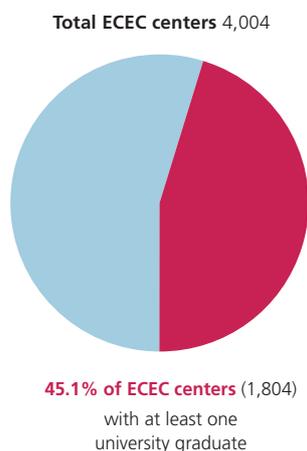
Age distribution | Tab. 42a

Age of pedagogical staff in ECEC centers



ECEC centers pedagogical staff | HE March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Area of responsibility	HE		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	2,508	73.8	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	240	7.1	8.9
Leadership duties	651	19.2	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in HE 1.988		HE		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	229	11.5	8.0
	Dipl.-Heilpädagogin	11	0.6	2.8
Fachschule degree	Erzieherin	1,473	74.1	45.5
	Heilpädagogin	64	3.2	21.5
Berufsfachschule degree		33	1.7	2.3
Other types of training	Other	78	3.9	4.0
	Health services professions	21	1.1	14.0
In training		52	2.6	0.6
No training completed		27	1.4	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Hesse, 74.1 percent of pedagogical staff who spend most of their working hours with children under SGB VIII and SGB XII are Erzieherinnen. In all, 12.1 percent of staff have graduated from a university, but only a very small share (0.6%) have a degree in a field related to therapeutic education. Similarly, only a small share (3.2%) have earned a degree from a Fachschule in a field related to therapeutic education.

State specific annotations

Care for school-age children – participation

Certain childcare programs at primary schools and in the early grades of independent schools for pupils with learning disabilities or requiring speech therapy are financed not through the state's general fund for all-day schools, but rather through funds from the municipal financial equalization system. According to the responsible ministry, pupils in these programs are not included in the KMK statistics.

Care for schoolchildren – all-day primary school programs

Structured all-day schools, Profile 3: guaranteed care from 7:30 a.m. to 4 p.m. or 5 p.m.

Schools offering all-day programs, Profile 2: guaranteed care Monday through Thursday from 7:30 a.m. to 4 p.m. or 5 p.m., Friday from 7:30 a.m. to 2:00 p.m.

Schools offering all-day programs, Profile 1: guaranteed care from 7:30 a.m. to 2:30 p.m.

Care for schoolchildren – qualifications of educational staff

Structured all-day schools, Profile 3: A directive concerning staff qualifications is currently being drafted. Regulations governing maximum group size are included in the ordinance on the number and size of classes, groups, and courses in all school types, issued on December 3, 1992 (Abl. 1993, p. 2), as amended on June 21, 2011. Whether additional materials and staff are to be provided by the state and/or a school's provider is determined by the number of pupils in that school. Such allocations are tied to opening hours and/or the total length of time all-day programs are in operation, as well as to fulfillment of the criteria outlined in the respective profiles. At a minimum, schools receive additional state funding for half of one teaching position. Upon request by the school provider, further increases in staffing may take place in increments of at least 0.25 staff position.

Schools offering all-day programs, Profiles 1 and 2: These schools are governed by the ordinance on the number and size of classes, groups, and courses in all school types, issued on December 3, 1992 (Abl. 1993, p. 2), in its currently valid version. Whether additional materials and staff are to be provided by the state and/or a school's provider is determined by the number of pupils in that school. Such allocations are tied to opening hours and/or the total length of time all-day programs are in operation, as well as to fulfillment of the criteria outlined in the respective profiles. At a minimum, schools receive additional state funding for half of one teaching position. Upon request by the school provider, further increases in staffing may take place in increments of at least 0.25 staff position.

Investments per child under the age of 6

As a rule, the information on expenditures for child care on which this indicator is based is drawn from the annual budgetary statistics. An exception are the state's net expenditures in 2006; these figures are drawn from a report issued in May 2010 by the Ministry of Labor, Family, and Health.

Mecklenburg Western Pomerania

General information

Land area: 23,191 km² (2011)

Population (Dec. 31, 2011):
1.634.734

Percentage of children in ECEC
(2012)

Children < 3: 53.6%

Children 3 to < 6: 95.9%



Children born (2011)	12,638
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	127.790
Of that total, children < 3	39.223
Of that total, children ages 3 to < 6	38.644
Of that total, children ages 6 to < 10	49.923
Employment rate of mothers (2011) with	
... at least one child < 3	60,6%
... at least one child age 3 to < 6	72,2%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	198.493
Of that total, children < 6	20.973
Percentage of all children < 6	26,9%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1.058
Percentage of facilities	
... provided by a public entity	18,4%
... provided by a nonprofit organization	74,6%
... affiliated with a business or company	0,0%
... provided by a private commercial entity	7,0%
Percentage of ECEC centers without a fixed group structure	12,3%
Total number of ECEC center pedagogical staff (2012)	10.187
Total number of children enrolled in ECEC centers (2012)	93.172
Of that total, children < 3	16.139
Of that total, children ages 3 to < 6 (without schoolchildren)	36.486
Of that total, children in school ages 6 to < 11	31.761
Total number of daycare providers (individuals) (2012)	1.467
children < 6 in daycare (without schoolchildren)	5.566
Of that total, children < 3	4.891
Of that total, children ages 3 to < 6 (without schoolchildren)	563

Access for All

Beginning at the age of 3, every child in Mecklenburg–Western Pomerania is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 6 hours of care per day. Most families take advantage of this resource; nearly 96 percent of 3- to 5-year-olds were enrolled in an ECEC center or a daycare service in 2012. A substantial share of 3-year-olds (93.2%) are already enrolled in such services. Not surprisingly, the percentage of 5-year-olds who are enrolled is even higher (96.6%). A majority of children between 3 years of age and school entry in ECEC centers are enrolled 45 hours or more every week (63.8%). The remaining third of this age group attend an ECEC center 25 to 35 hours per week.

As of March 1, 2012, 53.6 percent of children under the age of 3 were enrolled in an ECEC center or daycare service in Mecklenburg–Western Pomerania. Their participation rate increased by 8.7 percentage points between 2008 and 2012.

Investing Effectively

Overall, Mecklenburg–Western Pomerania's investment in ECEC has increased substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 3,048 euros. This amount is not only considerably below the national average (3,514 euros), but also substantially below expenditures in the eastern German states, which average 4,078 euros. Accordingly, net expenditures for ECEC have increased only slightly as a share of total net costs incurred by the state and the communities; they accounted for 5.1 percent in 2008 and 5.8 percent in 2010. It is particularly striking that in 2010, parents contributed more to financing ECEC services in Mecklenburg–Western Pomerania than in any other state (26.8%).

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Mecklenburg–Western Pomerania's labor market. The number of pedagogical staff increased by a good 9 percent between March 1, 2010, and March 1, 2012; in 2012, 1,058 ECEC centers employed 10,187 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Mecklenburg–Western Pomerania has the highest percentage of pedagogical staff who have trained as *Erzieherinnen* at a *Fachschule* of any state in Germany (92.1%). The national average is 72.1 percent.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Mecklenburg–Western Pomerania, *Krippengruppen* (for children under 3) had an average formula of 1:5.7 in 2012, considerably worse than the national average of 1:4.5. In the case of multi-age groups, however, which include children from birth to school entry, the formula is even less favorable (1:10.8). Accordingly, conditions are worse for children under 3 in a multi-age group than in a *Krippengruppe*. Some 2-year-olds attend so-called “open *Kindergartengruppen*”, which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:13.8, the worst of any German state for this age group. So while pedagogical staff in Mecklenburg–Western Pomerania have a relatively high level of formal qualifications, it is clear from what we know about the prevailing staffing formulas that the state's ECEC centers employ far too few people to provide the necessary conditions for a high-quality educational experience.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in 967 Mecklenburg–Western Pomerania ECEC centers were partly or fully released from other duties to perform leadership tasks. However, at 58.8 percent of these centers that individual also served in other capacities. Most of the 694 employees with only part of their work time allotted to leadership duties are engaged in educational activities with multiple groups (46.8%), and 43.5 percent serve as group leaders. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice, particularly given the relatively unfavorable staffing formula that is in effect in Mecklenburg–Western Pomerania. In 29.3 percent of these centers, one individual provides full-time leadership and is relieved of all other duties.

As a rule, the facility's provider determines how much time staff members are allotted for leadership duties, since Mecklenburg–Western Pomerania has no relevant statewide regulations. The official Child and Youth Welfare Statistics show that the state ranks below the national average in this respect. To compare ECEC centers, independent of their size and across Germany's states, in terms of their policies on time off for leadership tasks, we divided the number of hours per week allotted to staff members for leadership duties by the number of pedagogical staff. For Mecklenburg–Western Pomerania, the median for 2012 was 2.2 hours per educational staff member per week, which is below the national median of 2.4 hours.

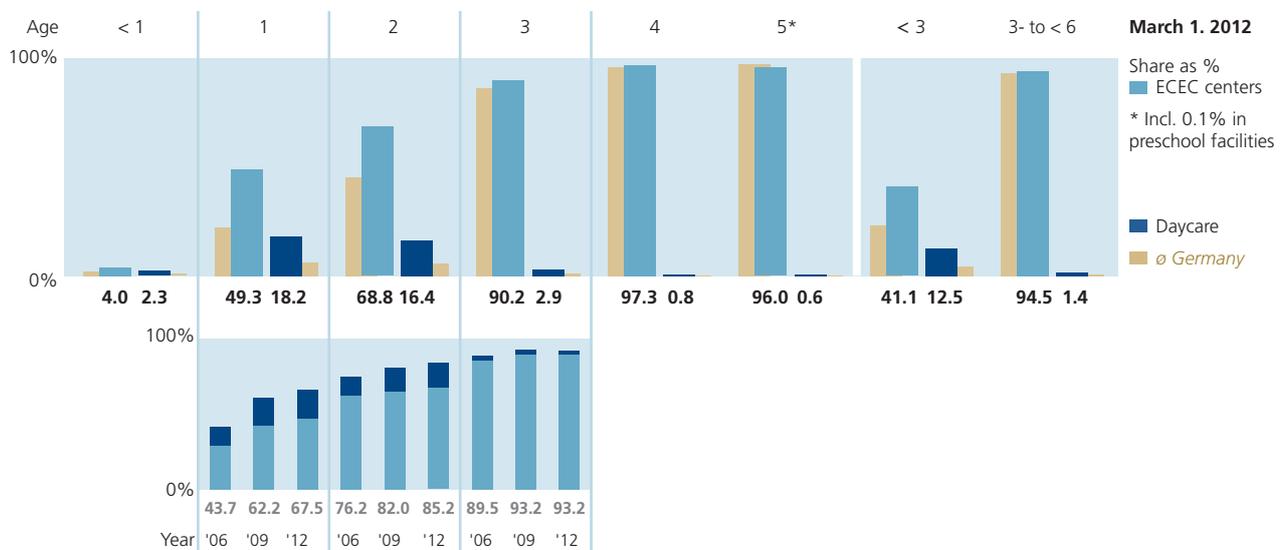
What formal qualifications do ECEC center directors in Mecklenburg–Western Pomerania have? In 2012, most full-time released directors had completed relevant training at a *Fachschule* (80.4 percent); 18.1 percent had a relevant university degree. Among part-time released directors, 93.1 percent have graduated from a *Fachschule*, and 6.2 percent are university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECECs centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

In 2012, 85.2 percent of 2-year-olds in Mecklenburg–Western Pomerania were in ECEC services, a slightly higher percentage than the average for the eastern German states (82.5%). A good 93 percent of 3-year-olds (93.2%) attend an ECEC center or daycare service. The relevant percentage of 5-year-olds is also high (96.6%). The majority of infants and toddlers (children under 3) in ECEC centers are enrolled for 45 or more hours per week (67.5%), which is a larger

percentage than the average for the eastern German states (57.3%) and considerably exceeds the national average (38.1%). This is true of the majority of older children (3 years of age to school-entry) attending an ECEC center; 64.7 percent are enrolled for at least 45 hours per week. The remaining third of this age group attend an ECEC center 25 to 35 hours per week, which is a higher percentage than the average for Germany’s eastern region (21.1%).

Participation of children in ECEC centers and daycare | MV 2006–2012 | Tab. 6–13



Number of hours per week enrolled in ECEC centers and daycare | MV March 1, 2012 | Tab. 2–5

Hours	ECEC centers		public sponsored daycare	
	16,139 children < 3	44,777 children ≥ 3	4,891 children < 3	602 children ≥ 3
≤ 25	3.1 17.9	2.8 17.1	1.4 44.1	2.8 71.6
> 25 to 35	29.3 27.7	32.5 41.4	21.5 24.1	27.1 13.5
> 35 to 45	0.0 16.4	0.1 12.8	5.8 13.5	6.3 6.5
≥ 45	67.5 38.1	64.7 28.7	71.3 18.4	63.8 8.5

Share as %. ■ MV | ◊ Germany

Care places for children under 3: expansion and needs | MV 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

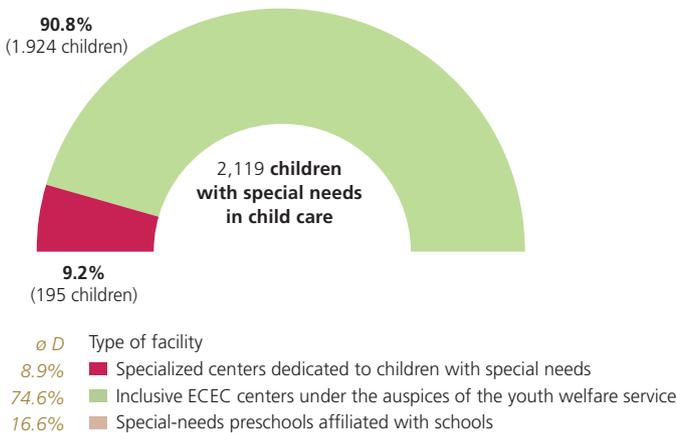


As of March 1, 2012, in Mecklenburg–Western Pomerania 53.6 percent of infants and toddlers were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 8.7 percentage points between 2008 and 2012, and by 10.5 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 60.4 percent of infants and toddlers in Mecklenburg–Western Pomerania were in

need of child care in 2012 (see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 6.8 percentage points between participation in ECEC services (53.6% according to the most recent available data from March 2012) and the reported need for such services (60.4%).

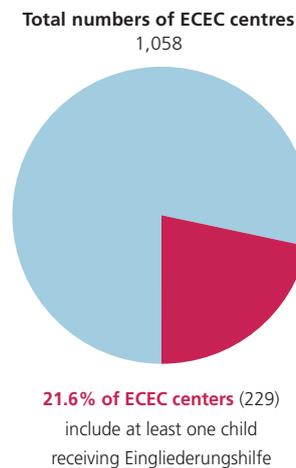
Inclusion | MV March 1, 2012. School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



In Mecklenburg–Western Pomerania, nearly 91 percent of all children receiving Eingliederungshilfe in an ECEC center because of (existing or impending) physical or psychological disabilities attend an inclusive facility. This is approximately 16 percentage points higher than the national average. Slightly over 9 percent of children with (existing or impending) disabilities attend facilities that are not

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



inclusive; this is approximately the same as the average for Germany as a whole. However, the percentage of ECEC centers that serve children receiving Eingliederungshilfe is lower than the national average; only 21.6 percent of centers in Mecklenburg–Western Pomerania include at least one such child, while the corresponding figure for Germany as a whole is 33.4 percent.

Children with and without an immigrant background in ECEC centers | MV March 1, 2012

Participation

Children under 3 in the population | [Tab. 38](#)

Children ages 3 to < 6 in the population | [Tab. 39](#)

We are unable to provide information on participation in ECEC facilities by immigrant children (with at least one foreign-born parent) and by nonimmigrant children, since no representative data are available

for Mecklenburg–Western Pomerania on the relative percentages of children in those two groups.

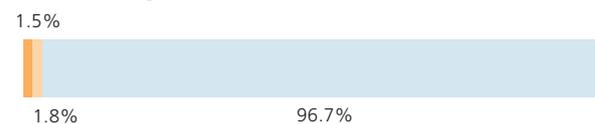
Enrollment in all-day care | [Tab. 51a](#)

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care

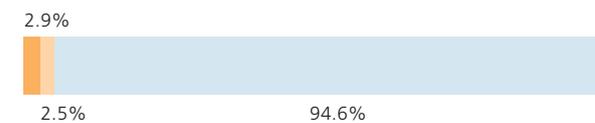
For reasons of confidentiality, we are unable to provide specific figures (too few cases).

Language spoken at home | [Tab. 15a, 16a](#)

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
■ Not German ■ German
■ Children without immigrant background

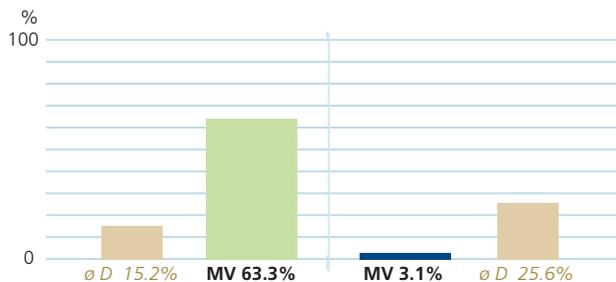
The percentage of immigrant children is significantly lower in the eastern German states than in the western states.

It is therefore not surprising that among the children under the age of 3 who attend an ECEC service, only 3.3 percent are immigrants and only 1.5 percent speak a language other than German at home. Among older children (3 years of age to school entry) attending an ECEC service, 5.4 percent are immigrants and 2.9 percent speak a language other than German at home.

Care for school-age children | MV March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

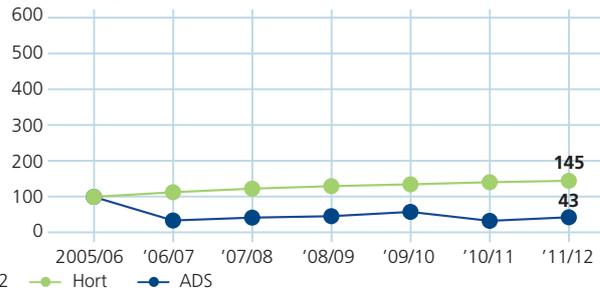
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Hort March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Not available

During the 2011/2012 school year, over 63 percent of school children under the age of 11 attended an after-school program; in addition, 3 percent of children in primary school were enrolled in a school-based all-day program. The Ministry of Education, Science, and Culture of the state of Mecklenburg–Western Pomerania reports that under Section 39, Paragraph 1 of the state's law on schools, providers of primary schools are required to work closely with after-school facilities, child care centers, and independent initiatives to ensure that parents and guardians have access to reliable before- and after-school care. Mecklenburg–Western Pomerania has no structured or open all-day schools. It is not possible to determine whether children identified as attending school all day are enrolled in a daycare center and thus counted twice. Horten were expanded by 45 percent between the 2005/2006 and 2011/2012 school years.

On average, children attend Horten 4.7 hours a day, 5 days a week (cf. Tables 71 and 72). A good 93 percent of the pedagogical staff of Horten have graduated from a Fachschule, for example as Erzieherinnen, while another 3 percent have earned a relevant degree from a university.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

Not available

Open ADS | Tab. 58

Not available

Hort Tab. 50a	MV		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	50	2.9	7.9
Fachschule degree	1,604	93.3	71.8
Berufsfachschule degree	11	0.6	8.5
Other training	35	2.0	6.6
In training	7	0.4	3.2
No completed training	13	0.8	2.0

Investing Effectively

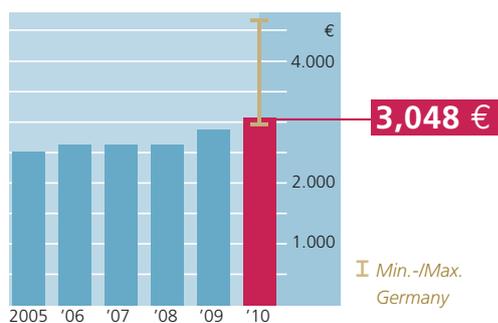
For each child under the age of 6, net expenditures for ECEC by the state and its municipalities have increased since 2008. At an average level of 3,048 euros, however, those expenditures remain below the national average (3,514 euros). Net expenditures for ECEC have also increased as a share of total net costs incurred by the state and the communities; they accounted for 5.1 percent in 2008, but that figure had risen to 5.8 percent by 2010. Overall expenditures for ECEC are higher as well, because of a rise in one-time investments, for example for new ECEC center buildings. Those investments were considerably higher in 2010 than in 2005.

In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only such investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in expenditures. Parents, too, help to finance the system; their fees make up 26.8 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

MV 2005–2010 | Tab. 21a1

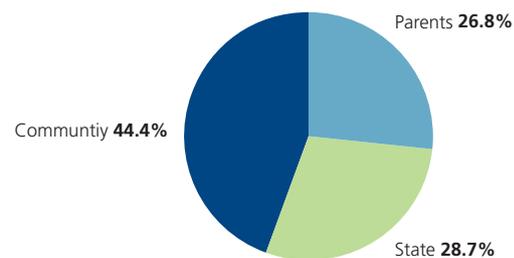
Net expenditures by the state and communities



Financing partnership for ECEC

MV 2010 | Tab. 23

Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

MV 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

MV 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Mecklenburg Western Pomerania	3.9	2.1	3.1	3.2	10.4	10.1	10.7
Germany	269.3	307.3	396.7	525.2	947.3	1.334.1	1.357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | MV June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>ECEC center directors must have completed a course of training in social pedagogy lasting a minimum of 3 years, and they must, at a minimum, have earned a Fachschule-level degree. In addition, they must have adequate professional experience and be qualified to assume leadership responsibilities.</p> <p>(§ 10 Abs. 8 of the law on child care (KiföG M-V))</p>	●
<p>... the contractual working hours of ECEC center directors</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities. for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

In order to serve as an ECEC director in Mecklenburg–Western Pomerania, staff members must meet statewide requirements with regard to their formal qualifications. Directors must have completed a course of training in social pedagogy lasting a minimum of 3 years, they must have earned a Fachschule-level degree, they must have adequate professional experience, and they must be qualified to assume leadership responsibilities. There are no statewide regulations specifying the number of working hours or the areas of responsibility of ECEC directors; these decisions are made by the respective provider.

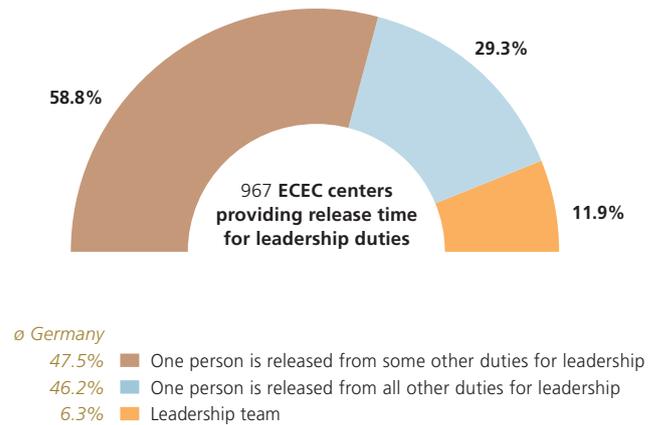
ECEC center directors | MV March 1. 2012

Staff members at 967 Mecklenburg–Western Pomerania ECEC centers are partly or fully released from other duties to perform leadership tasks. At 58.8 percent of centers, one individual is relieved of some other responsibilities to take on leadership duties, while at 29.3 percent, one person is released from all other tasks. Relative to the average for Germany as a whole (6.3%), Mecklenburg–Western Pomerania has a somewhat higher percentage of leadership teams (11.9%). Independent of center size and across Germany’s states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Mecklenburg–Western Pomerania, the median for 2012 was 2.2 hours per pedagogical staff member per week, which is below the national median of 2.4 hours per week.

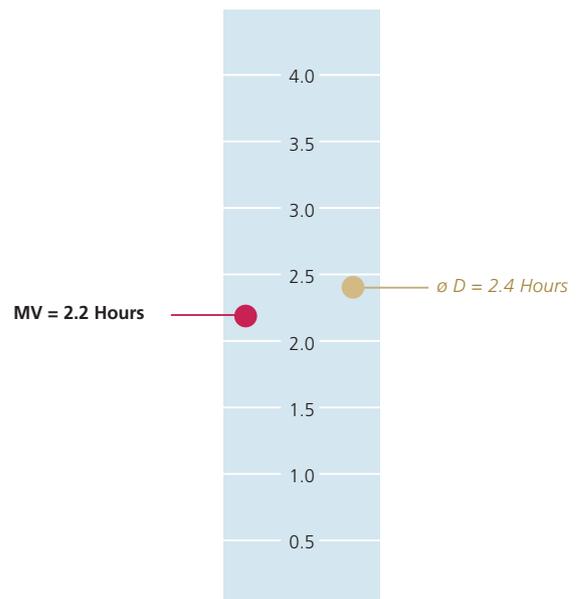
A total of 694 staff members are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. Most of them (46.8%) are engaged in educational activities with multiple groups, while 43.5 percent are responsible for one group. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. In 2012, a substantial majority of full-time directors (80.4 percent) had graduated from a Fachschule with a relevant degree; 18.1 percent were university graduates. Among part-time directors, 6.2 percent have earned a university degree, while 93.1 percent have graduated from a Fachschule. Only 1.8 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



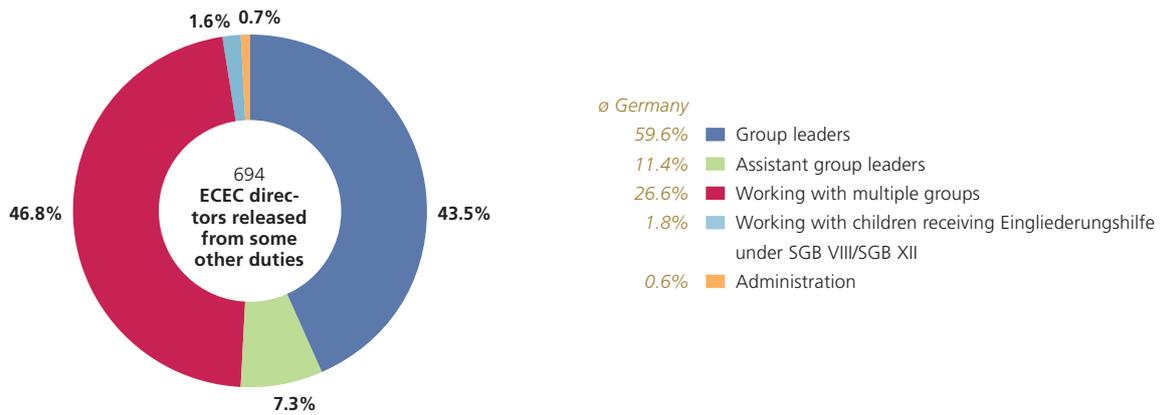
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



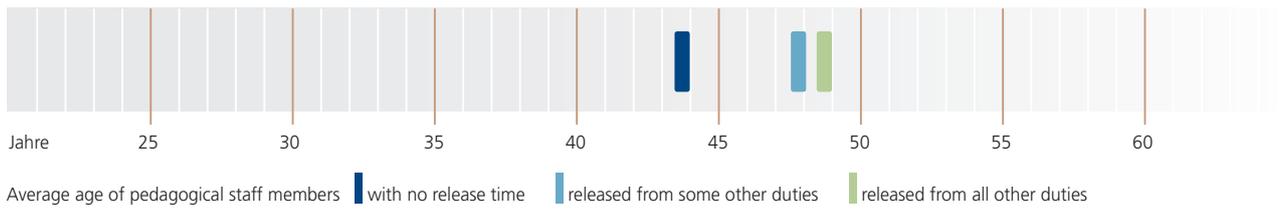
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

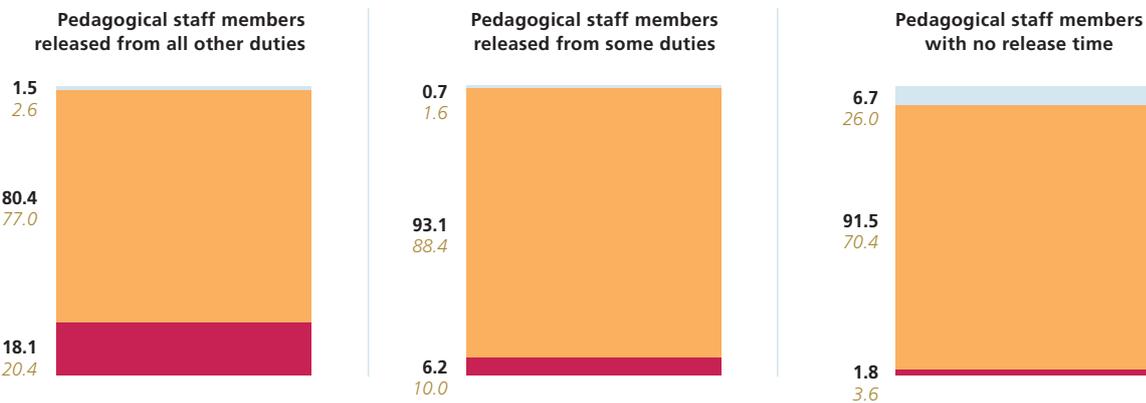


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

Tab. 68

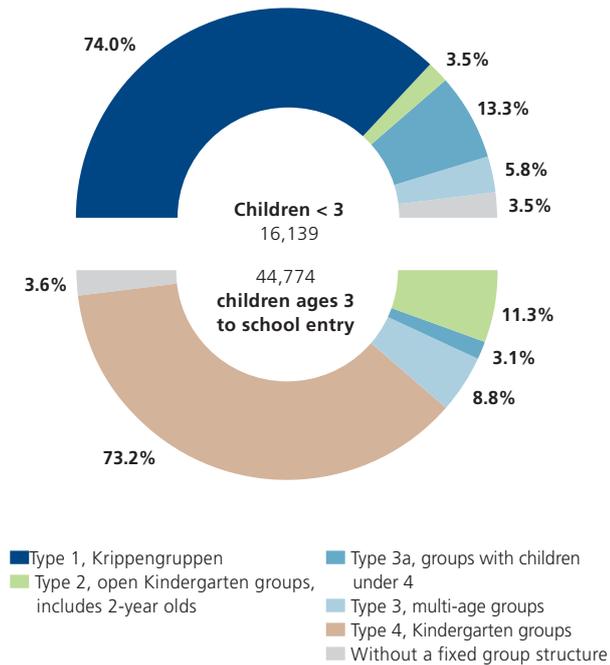


Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups
 MV March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | MV March 1, 2012

Staffing formula – calculation

Staffing formula

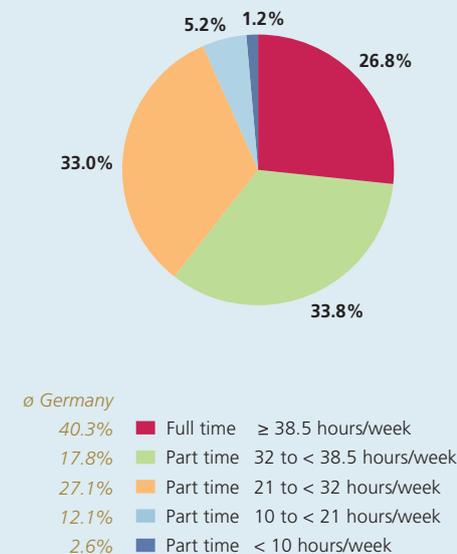
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

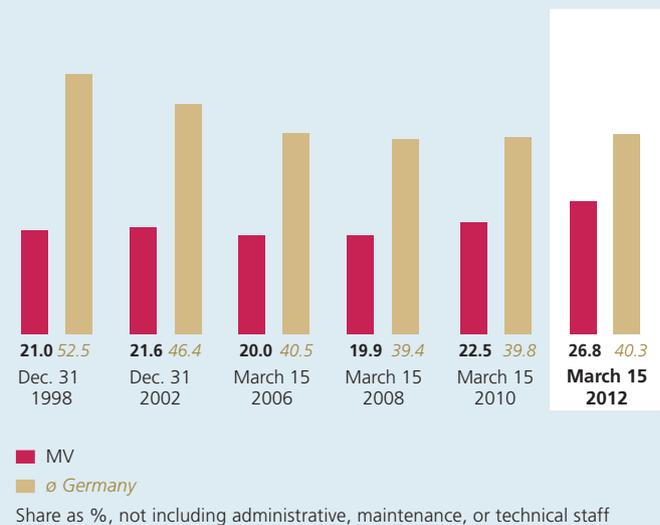
ECEC centers pedagogical staff | MV March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

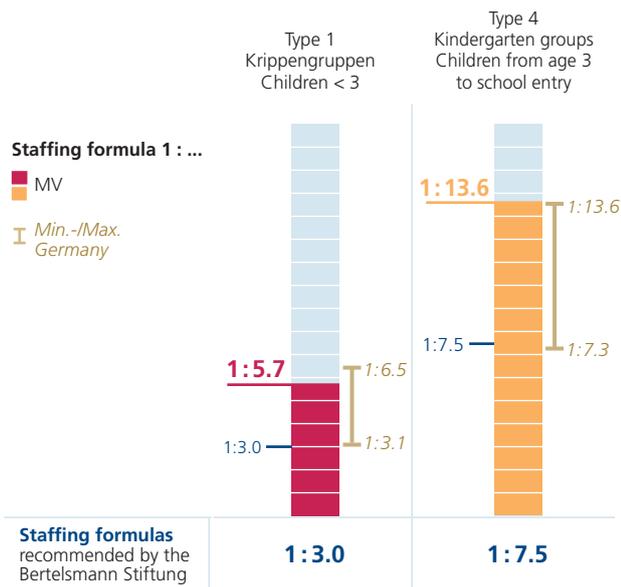


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



In Mecklenburg–Western Pomerania, statewide regulations govern the number of pedagogical staff at ECEC centers. Taking into account social conditions and the social environment, local providers of the public youth welfare service ensure that, on average, one qualified staff member is assigned to a) 6 children under the age of 3, b) 17 children from 3 to school entry, or c) 22 children of primary school age. Details are determined in statutes drawn up by districts and autonomous cities. All qualified staff members are to be afforded appropriate opportunities to fulfill their indirect educational duties (independent of the age group concerned). Under Section 10, Paragraph 5 of Mecklenburg–Western Pomerania’s law on child care (Kifög M-V), the following is “appropriate”: In the case of groups of children between the age of 3 and school entry, as a rule 5 hours per week are to be allotted for each full-time position. This is a mathematical calculation; the actual allocation of hours to staff members is determined by the provider of the facility, based on need.

Level of Qualification | Tab. 27

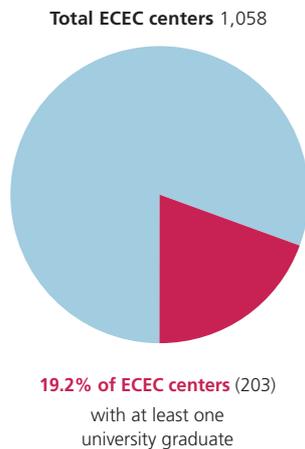
Total pedagogical staff in MV 10.187	MV		ø D
	Number	Share as %	
University degree	277	2.7	4.6
Fachschule degree	9,383	92.1	72.1
Berufsfachschule degree	161	1.6	13.1
Other type of training	189	1.9	4.3
In training	46	0.5	3.4
No training completed	131	1.3	2.5

Age distribution | Tab. 42a



ECEC centers pedagogical staff | MV March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in MV 277	MV		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	169	61.0	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	18	6.5	8.9
Leadership duties	90	32.5	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in MV 522		MV		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	11	2.1	8.0
	Dipl.-Heilpädagogin	7	1.3	2.8
Fachschule degree	Erzieherin	107	20.5	45.5
	Heilpädagogin	359	68.8	21.5
Berufsfachschule degree		5	1.0	2.3
Other types of training	Other	11	2.1	4.0
	Health services professions	19	3.6	14.0
In training		3	0.6	0.6
No training completed		0	0.0	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In addition to the qualified staff members specified under the law on child care, state-certified Erzieherinnen who have completed additional training in special education or state-certified Heilerziehungspflegerinnen are to be assigned to inclusive groups and special education preschools in Mecklenburg–Western Pomerania, depending on the type of disability of the children involved. This legal requirement obviously affects the qualifications of staff members who spend the majority of their time working with children receiving Eingliederungshilfe under SGB VII/SGB XII. Nearly 69 percent (68.8%) of these pedagogical staff members have graduated from a Fachschule with a degree as Heilpädagogin, Heilerzieherin or Heilerziehungspflegerin. This is a much higher percentage than the national average (21.5%). Only 3.4 percent of staff working in this area have a university degree.

State specific annotations

Care for school-age children – participation

According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania’s law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools. To ensure comparability with other publications, however, we include here the children in all-day schools who are also included in the KMK statistics.

Investments per child under the age of 6

According to the annual budgetary statistics, the state of Mecklenburg–Western Pomerania spent 91 million euros on childcare in 2007. However, information published by the Ministry of Social Affairs and Health on May 28, 2010, lists expenditures at 91.4662 million euros; this figure includes costs for general support for early childhood education, services not included in the state’s law on daycare, and expenditures for preschool education. Our calculation is based on the figure provided by the ministry. With respect to net expenditures in 2006 and 2007, the ministry noted that in each of these years the state provided an additional sum of 2 million euros that was not related to the law on daycare. It also reported that Mecklenburg–Western Pomerania implemented guidelines in 2008 that resulted in a significant increase in its funding for ECEC. In May of 2010, the state parliament held deliberations on an amendment to the law on daycare that would, in a first step, provide an additional 15 million euros for ECEC beginning in 2011.

Lower Saxony

General information

Land area: 47,613 km² (2011)

Population (Dec. 31, 2011):
7,913,502

Percentage of children in ECEC
(2012)

Children < 3: 22.1%
Children 3 to < 6: 92.6%
(incl. 0.1% in [pre-]school
facilities)



Children born (2011)	61,280
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	676,145
Of that total, children < 3	188,974
Of that total, children ages 3 to < 6	199,562
Of that total, children ages 6 to < 10	287,609
Employment rate of mothers (2011) with	
... at least one child < 3	50.6%
... at least one child age 3 to < 6	59.7%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	586,101
Of that total, children < 6	66,695
Percentage of all children < 6	17.2%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	4,780
Percentage of facilities	
... provided by a public entity	30.8%
... provided by a nonprofit organization	68.2%
... affiliated with a business or company	0.4%
... provided by a private commercial entity	0.6%
Percentage of ECEC centers without a fixed group structure	8.1%
Total number of ECEC center pedagogical staff (2012)	40,337
Total number of children enrolled in ECEC centers (2012)	274,152
Of that total, children < 3	32,094
Of that total, children ages 3 to < 6 (without schoolchildren)	182,885
Of that total, children in school ages 6 to < 11	24,930
Total number of daycare providers (individuals) (2012)	5,812
children < 6 in daycare (without schoolchildren)	18,362
Of that total, children < 3	10,034
Of that total, children ages 3 to < 6 (without schoolchildren)	3,859

Access for All

Beginning at the age of 3, every child in Lower Saxony is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 4 hours of care per day. In 2012 in Lower Saxony, 92.6 percent of all 3- to 5-year-olds were enrolled in an ECEC center or daycare service. In this age group, 79 percent of 3- to 5-year-olds from an immigrant background attended a child care facility, a much smaller proportion relative to non-immigrant children (98%). This was true of 41.5 percent of 2-year-olds in 2012, a substantially lower percentage than the national average (51.1%), and of 83.2 percent of 3-year-olds, which is slightly lower than the national average (87.6%). Nearly all 5-year-olds are enrolled in child care (98.1%). More than half (53.7%) of children 3 years of age to school entry in an ECEC center attend for up to 25 hours per week; this percentage is considerably higher than the national average (17.1%). Nationwide, nearly 29 percent of children in ECEC centers are in care for 45 hours or more each week, as opposed to only 7 percent of children in this age group in Lower Saxony.

As of March 1, 2012, in Lower Saxony 22.1 percent of children under 3 were enrolled in an ECEC center or daycare service. Their participation rate increased by 13 percentage points between 2008 and 2012.

Investing Effectively

Overall, Lower Saxony's investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 2,999 euros. This amount is not only considerably below the national average (3,514 euros), but also below the average for the western German states (3,380 euros). Lower Saxony spends less on ECEC than any other German state with the exception of Schleswig-Holstein. Net expenditures for ECEC have increased only slightly as a share of total net costs incurred by the state and its communities; they accounted for 3.6 percent in 2008 and 4.3 percent in 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Lower Saxony's labor market. The number of pedagogical staff increased by nearly 8 percent between March 1, 2010, and March 1, 2012; in 2012 some 4,800 ECEC facilities employed over 40,300 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Almost 72 percent of pedagogical staff in Lower Saxony have completed training as Erzieherinnen at a Fachschule, and 4.7 percent are university graduates. Still, 3.5 percent have no degree at all.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Lower Saxony, Krippengruppen (serving children under the age of 3) had an average formula of 1:4.0 in 2012, which is better than the national average of 1:4.5 but worse than the average for the western German states (1:3.7). In multi-age facilities that include children from birth to school entry, the formula is 1:6.0. Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend "open Kindergartengruppe", which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:7.8, which is considerably worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

Certain staff members in approximately 3,800 Lower Saxony ECEC centers are partly or fully released from other duties to perform leadership tasks. At nearly 43 percent of these centers, one individual is released from all other responsibilities; this percentage is slightly below the national average (46.2%). Relative to the average for Germany as a whole (6.3%), Lower Saxony has a somewhat higher percentage of leadership teams (12%). At over 45 percent of ECEC centers, one individual (2,400 people statewide) has time allotted for leadership tasks while also serving in at least one other capacity. Most of them (over 62%) also serve as group leaders; a good 18 percent are involved in educational activities with multiple groups; and 16 percent serve as assistant group leaders. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

Lower Saxony has statewide regulations governing the number of hours of release time to be given for leadership duties; for each group of children, a specific number of leadership hours has been set. The official Child and Youth Welfare Statistics for 2012 show that Lower Saxony is in keeping with the national average with regard to release time. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Lower Saxony, the median is 2.4 hours per educational staff member per week, which corresponds to the national median (also 2.4 hours).

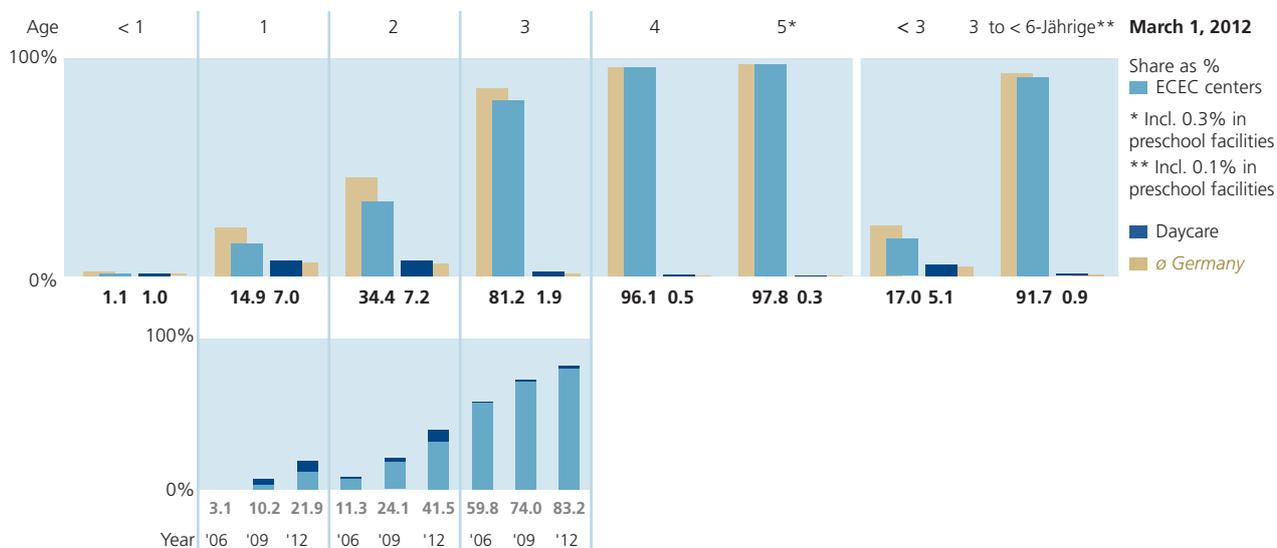
What formal qualifications do ECEC directors in Lower Saxony have for meeting the complex demands they face? In 2012, most full-time released directors had completed relevant training at a Fachschule (73.9%); 23.5 percent had a relevant university degree. Among part-time released directors, 86.2 percent had graduated from a Fachschule and 12.2 percent were university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions under which their directors are working.

Access for All

In 2012, 41.5 percent of 2-year-olds in Lower Saxony were in ECEC services, a smaller percentage than the national average (51.1%). Among 3-year-olds, 83.2 percent attend an ECEC center or daycare service, which is slightly below average (87.6%). Nearly all 5-year-olds are enrolled in child care (98.1%). The largest group of infants and toddlers (under age 3) enrolled in ECEC centers attend for 25 hours per week or less (35.3%); nationwide, this is true of only 17.9 percent of this age group. While 38.1 percent of infants and toddlers

in Germany are enrolled in child care for 45 or more hours per week, the figure for Lower Saxony is only 10.5 percent. The corresponding percentage for older children (age 3 to school entry) attending an ECEC center is even lower (7%), while the national average is substantially higher, at 28.7 percent. More than half of the children in this age group who are enrolled in ECEC centers (53.7%) attend for 25 hours per week or less, while the corresponding national figure is only 17.1 percent.

Participation of children in ECEC centers and daycare | NI 2006–2012 | Tab. 6–13



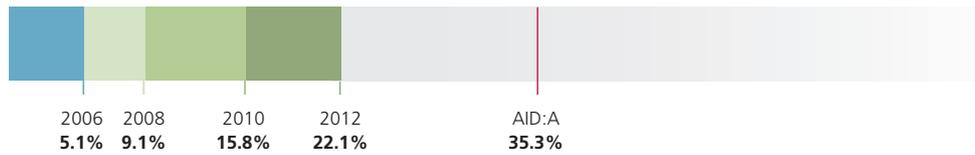
Number of hours per week enrolled in ECEC centers and daycare | NI March 1, 2012 | Tab. 2–5

Hours	ECEC centers		public sponsored daycare	
	32,094 children < 3	216,067 children ≥ 3	10,034 children < 3	4,611 children ≥ 3
≤ 25	35.3 % 17.9	53.7 % 17.1	60.8 % 44.1	76.3 % 71.6
> 25 to 35	28.6 % 27.7	24.9 % 41.4	23.2 % 24.1	12.9 % 13.5
> 35 to 45	25.6 % 16.4	14.4 % 12.8	9.2 % 13.5	4.8 % 6.5
≥ 45	10.5 % 38.1	7.0 % 28.7	6.8 % 18.4	6.1 % 8.5

Share as %, ■ NI | ◊ Germany

Care places for children under 3: expansion and needs | NI 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)



As of March 1, 2012, in Lower Saxony 22.1 percent of infants and toddlers were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 13 percentage points between 2008 and 2012, and by 17 percentage points relative to 2006.

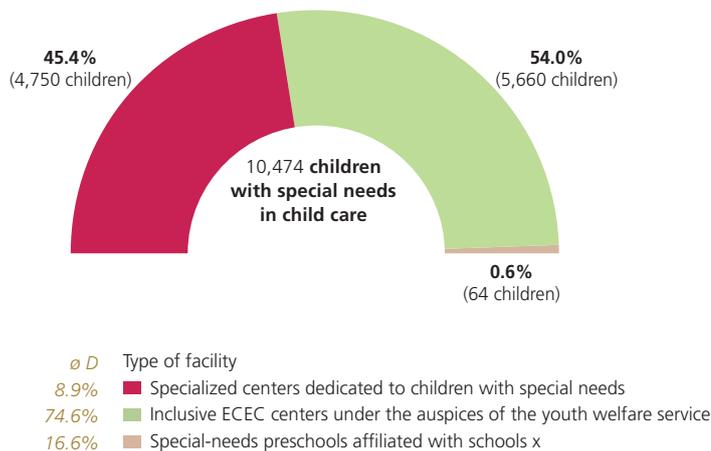
According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 35.3 percent of infants and toddlers in Lower

Saxony were in need of child care in 2012 (see references in the explanatory notes).

Effective August 2013, 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 13.2 percentage points between participation in ECEC services (22.1% according to the most recent available data from March 2012) and the reported need for such services (35.3%).

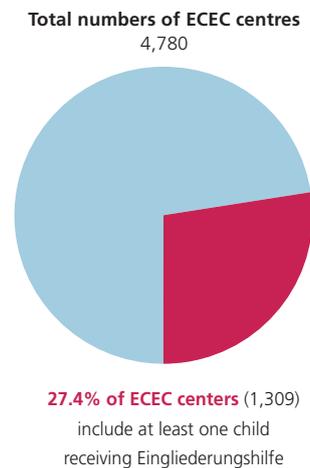
Inclusion | NI March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



Only slightly over half of all children with (existing or impending) disabilities who are receiving Eingliederungshilfe are cared for in an inclusive facility (54%); this is a significantly lower percentage than the national average (74.6%). A relatively large percentage of child-

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59

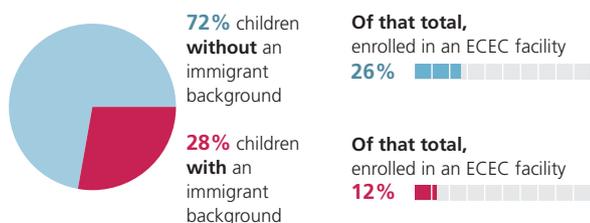


ren in Lower Saxony who have (existing or impending) disabilities and attend an ECEC center are enrolled in a therapeutic facility that serves only children with disabilities (45.4%). The corresponding figure for Germany as a whole is only 8.9 percent.

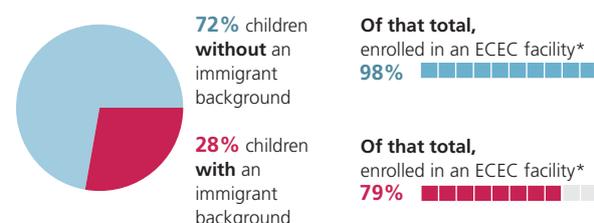
Children with and without an immigrant background in ECEC centers | NI March 1, 2012

Participation

Children under 3 in the population | Tab. 38



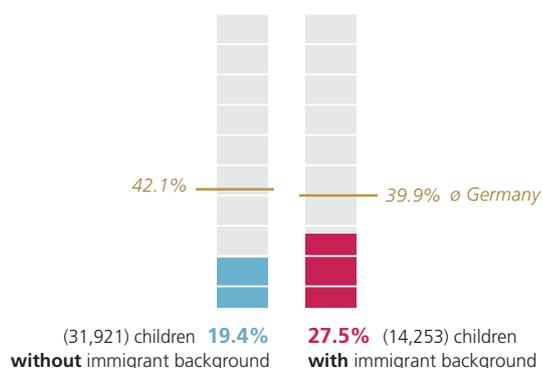
Children ages 3 to < 6 in the population | Tab. 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

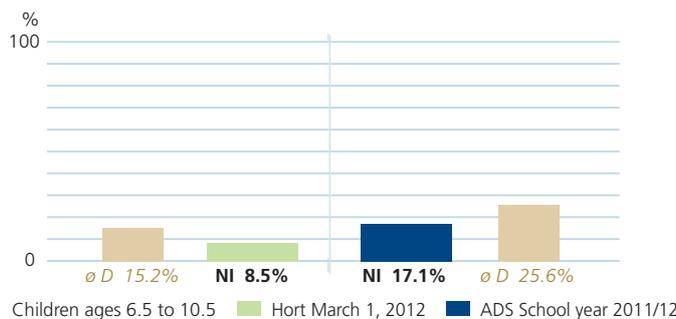
In 2012, in Lower Saxony only 12 percent of immigrant children under 3 (with at least one foreign-born parent) were enrolled in child care – a percentage that is smaller than the national average (16%) and also smaller relative to the corresponding percentage for nonimmigrant children of the same age (26%). While considerably more immigrant children between age 3 and school entry are enrolled in child care in Lower Saxony, their participation (79%) still lags far behind that of nonimmigrant children in the same age group (98%). It is important to note that just 27.5 percent of the immigrant children over the age of 3 who attend ECEC centers are enrolled on

a full-time basis (more than 35 hours per week). However, full-day care is even less common for nonimmigrant children enrolled in ECEC centers (19.4%). The primary language spoken at home by 7.2 percent of parents of infants and toddlers in Lower Saxony is something other than German; this percentage is slightly below the national average for this group (9.3%). Among children from age 3 to school entry in an ECEC center, 12.8 percent speak a language other than German at home; the corresponding figure for Germany as a whole is 17.4 percent.

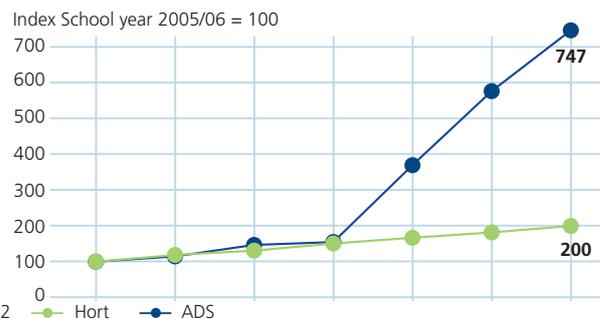
Care for school-age children | NI March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Fully structured all-day schools	4 resp. 3	See Notes	No
Structured ADS: Partially open all-day schools:	4 resp. 3	See Notes	No
Open ADS: Open all-day schools:	3 resp. 4	See Notes	No

During the 2011/2012 school year in Lower Saxony, just 8.5 percent of school children under the age of 11 attended a Hort, and 17 percent of this age group were enrolled in an all-day school. The total percentage of primary school children who are in child care is uncertain, for example because some of them may attend more than one program. Both types of programs were expanded between the 2005/2006 and the 2011/2012 school years; school-based programs grew much more dramatically.

As a rule, open all-day primary schools provide 7 to 8 hours of care on 3 to 4 days per week; at fully structured all-day schools, students are required to participate in all-day programs for the same amount of time on at least 3 days per week.

On average, children attend Horten 4.3 hours a day, 4.8 days a week (cf. Tables 71 and 72).

Members of the staff of extracurricular programs offered by all-day schools are not required by law to have specific formal qualifications. A good 68 percent of the educational staff of after-school programs have graduated from a Fachschule, for example as Erzieherinnen, while another 11.6 percent have completed training at a Berufsfachschule.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

There are two types of structured all-day primary schools in Lower Saxony: partially structured and fully structured. In both cases, staff members of extracurricular programs are not required to have specific formal qualifications, nor are there regulations governing maximum group size. The number of staff members is regulated in the sense that a financial subsidy is provided based on the number of children enrolled.

Open ADS | Tab. 58

Similarly, no specific formal qualifications are required of staff members of extracurricular programs offered by open all-day primary schools. There are no regulations governing maximum group size or the number of staff members. The state provides a limited financial subsidy.

Hort Tab. 50a	NI		ø D without BE/TH
	Number	Share as %	
University degree	232	8.4	7.9
Fachschule degree	1,875	68.1	71.8
Berufsfachschule degree	319	11.6	8.5
Other training	239	8.7	6.6
In training	14	0.5	3.2
No completed training	74	2.7	2.0

Investing Effectively

For each child under the age of 6, net expenditures for ECEC by Lower Saxony and its communities have shown considerable growth since 2007. At an average level of 2,999 euros, however, those expenditures remain substantially below the national average (3,514 euros). As a result, net expenditures for ECEC have also increased as a share of total net costs incurred by the state and the communities; they accounted for 3.2 percent in 2007, but that figure had risen to 4.3 percent by 2010.

Overall expenditures for ECEC are higher as well, because of a rise in one-time investments, for example for new ECEC center buildings. Such investments rose steadily between 2005 and 2011.

In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only such investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in expenditures. Parents, too, help to finance the system; their fees make up 17.9 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

NI 2005–2010 | Tab. 21a1

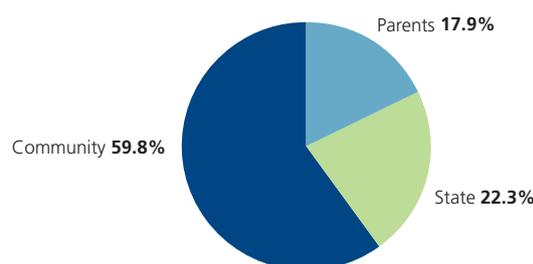
Net expenditures by the state and communities



Financing partnership for ECEC

NI 2010 | Tab. 23

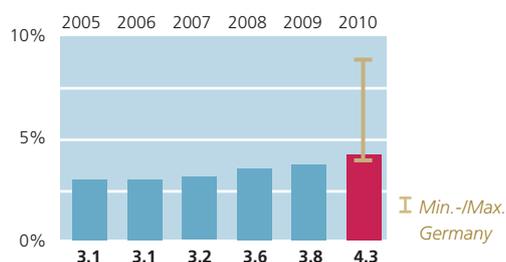
Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

NI 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

NI 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Lower Saxony	16.0	20.8	25.9	46.3	75.7	90.1	97.8
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on educational staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | NI June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>An ECEC director must have expertise in social pedagogy (a degree in social pedagogy or state certification as an Erzieherinnen).</p> <p>Section 4, Paragraphs 1–3 of the law on child care (KiTaG), www.mk.niedersachsen.de/Frühkindliche Bildung/Kindertagesstätten/Rechtsgrundlagen</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>A center's director(s) must be allotted at least 5 hours of leadership time for each group in the facility.</p> <p>In the case of facilities with at least 4 groups, at least one of which is in full-day care, leadership time is increased by 10 hours, not to exceed the number of hours specified in the labor agreement.</p> <p>Section 5, Paragraph 1 of the law on child care (KiTaG), www.mk.niedersachsen.de/Frühkindliche Bildung/Kindertagesstätten/Rechtsgrundlagen</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p> <p>Taking into account the surrounding environment and the composition of the groups that are part of the center, each ECEC center must determine its areas of emphasis and goals and define how work is to be conducted to achieve those goals, based on the concept defined by the provider and in cooperation with the center's staff. That concept is to be revised on a regular basis; doing so is the responsibility of the center's leadership.</p> <p>(Section 3 of the law on child care (KiTaG), www.mk.niedersachsen.de/Frühkindliche Bildung/Kindertagesstätten/Rechtsgrundlagen)</p>	●
<p>... leadership of associated ECEC centers</p>	●

In order to serve as an ECEC director in Lower Saxony, staff members must meet statewide requirements with regard to their formal qualifications. A director must have expertise in social pedagogy and hold a degree in that field or state certification as Erzieherinnen. According to statewide regulations, at least 5 leadership hours are to be allotted for each group in the facility; in the case of centers with at least 4 groups, at least one of which is in full-day care, leadership time is increased by 10 hours. Statewide regulations do not provide for additional working hours for leadership responsibilities. According to information provided by the responsible state ministry, the state stipulates that all directors of ECEC centers in Lower Saxony are to review and revise the center's educational concept on a regular basis. The state has not specified other duties; such duties are to be defined by the respective provider.

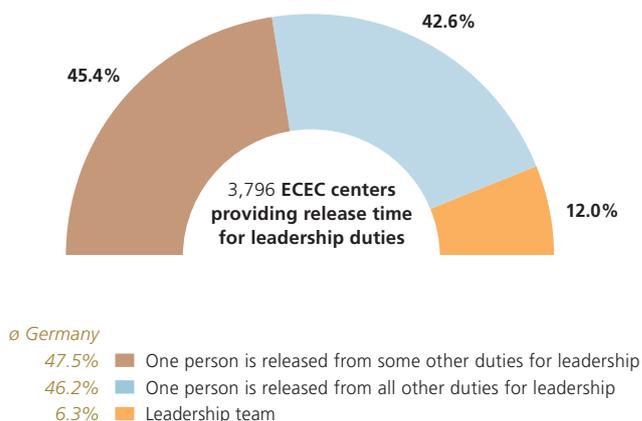
ECEC center directors | NI March 1, 2012

Staff members at 3,796 ECEC centers in Lower Saxony are partly or fully released from other duties to perform leadership tasks. At over 45 percent of centers, one individual is relieved of some other responsibilities to take on leadership duties, while at 42.6 percent, one person is released from all other tasks. Relative to the average for Germany as a whole (6.3%), Lower Saxony has a much higher percentage of leadership teams (12%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of educational staff. For Lower Saxony, the median is 2.4 hours per educational staff member per week, which is identical to the national median (also 2.4 hours).

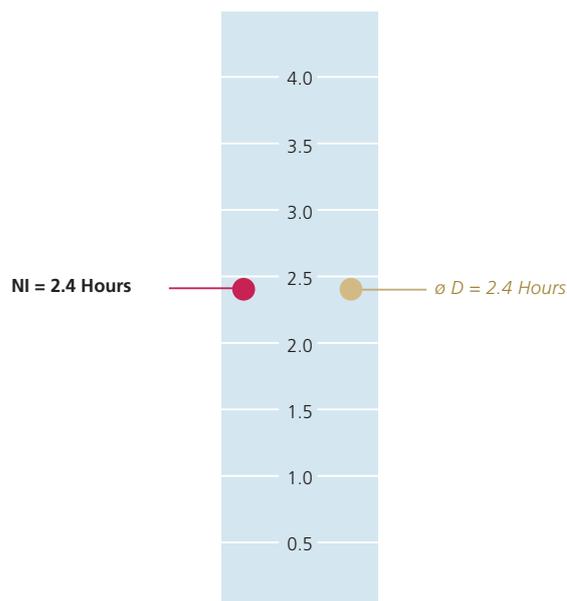
A total of some 2,400 staff members in Lower Saxony are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. Most of them (62.4%) are responsible for leading one group; 18.1 percent are engaged in educational activities with multiple groups; and 16 percent serve as assistant group leaders. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Nearly 74 percent (73.9%) of full-time directors have graduated from a Fachschule with a relevant degree; 23.5 percent are university graduates. A good 12 percent (12.2%) of part-time directors have a university degree, and 86.2 percent have graduated from a Fachschule. Only 3.2 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



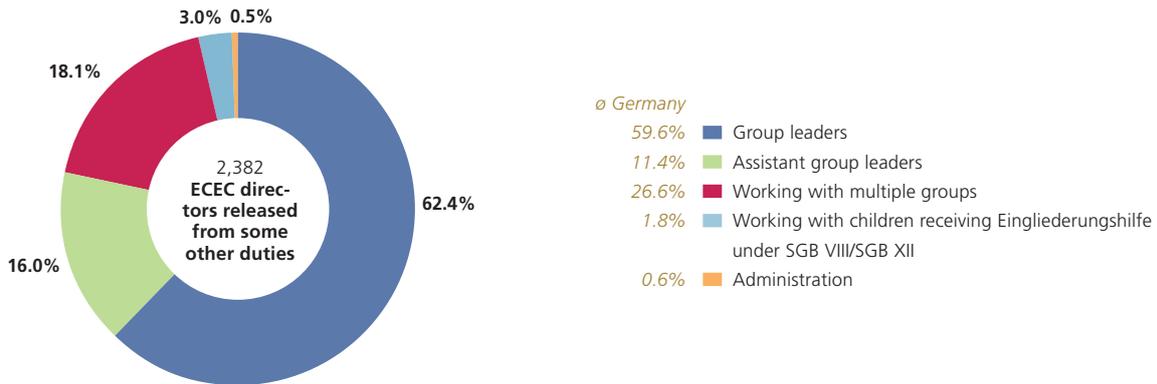
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



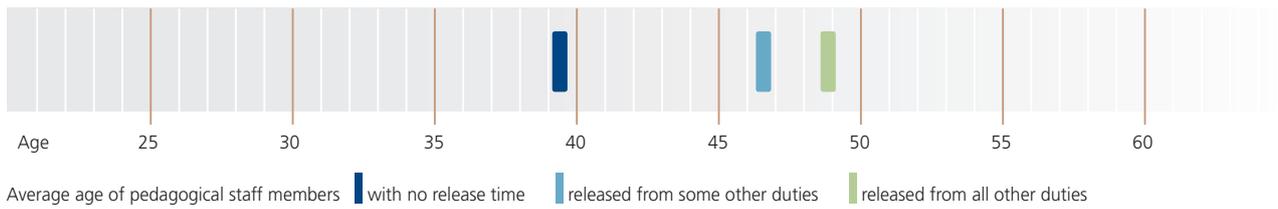
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

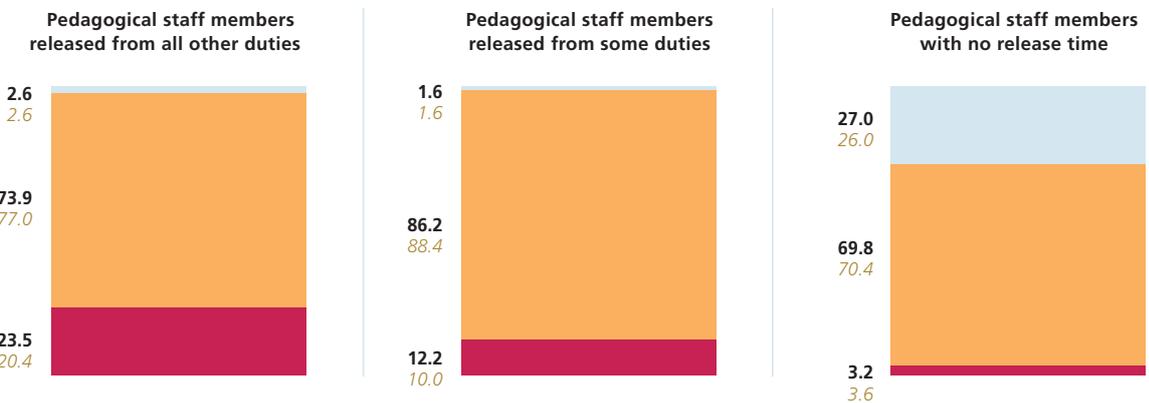


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Tab. 68



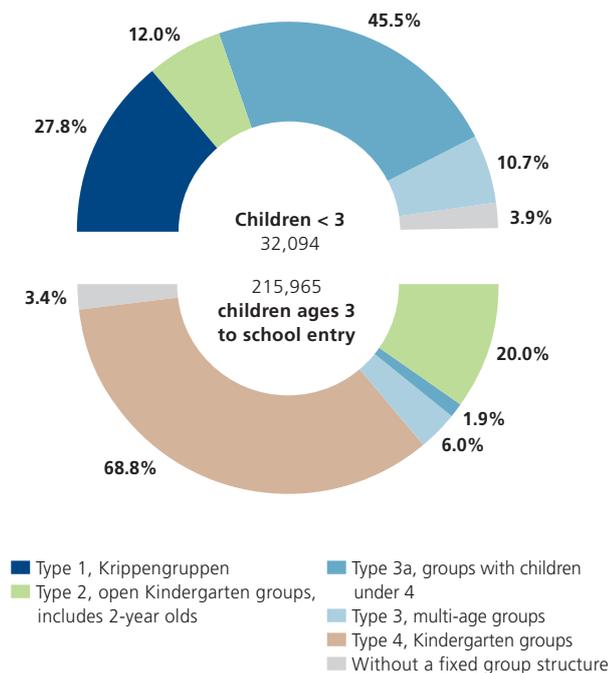
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

NI March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | NI March 1, 2012

Staffing formula – calculation

Staffing formula

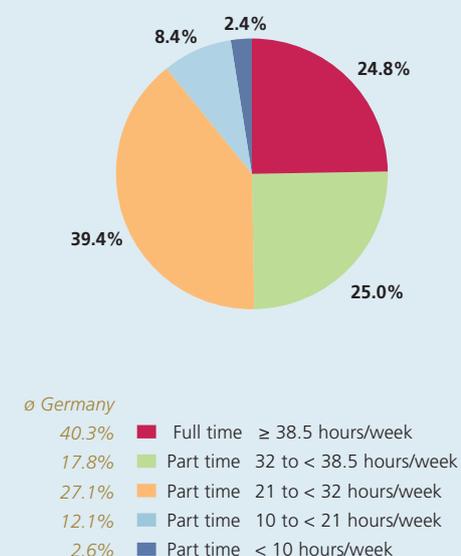
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

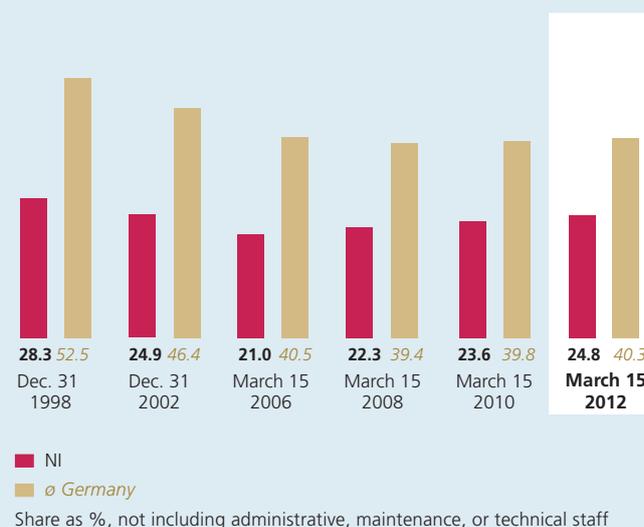
ECEC centers pedagogical staff | NI March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

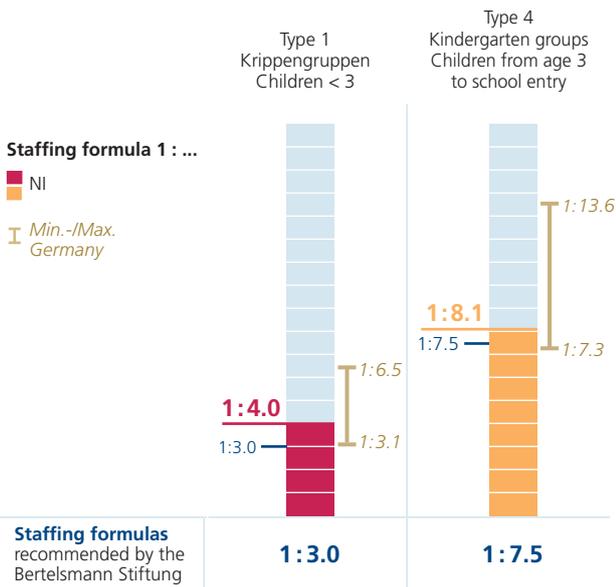


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



According to legal provisions in Lower Saxony, one social pedagogue and one additional qualified staff member must be present at all times in each group (Section 4, Paragraph 3 of the law on child care (KiTaG). The second staff member may be someone with expertise in social pedagogy or a social assistant or child care worker.

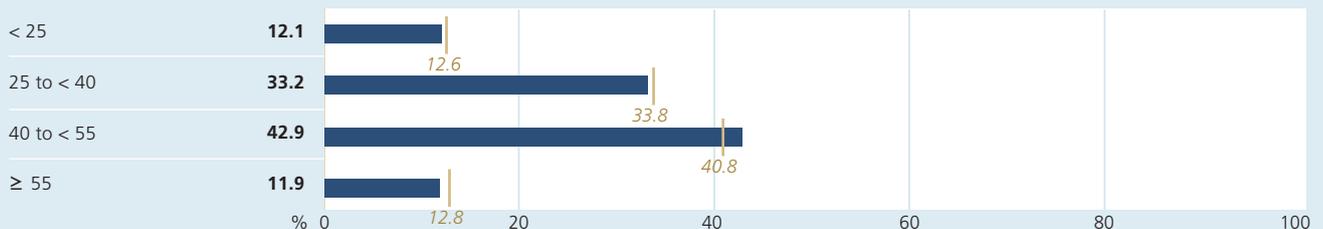
Level of Qualification | Tab. 27

Total pedagogical staff in NI 40,337	NI		ø D
	Number	Share as %	
University degree	1,897	4.7	4.6
Fachschule degree	28,921	71.7	72.1
Berufsfachschule degree	6,185	15.3	13.1
Other type of training	1,712	4.2	4.3
In training	224	0.6	3.4
No training completed	1,398	3.5	2.5

Age distribution | Tab. 42a

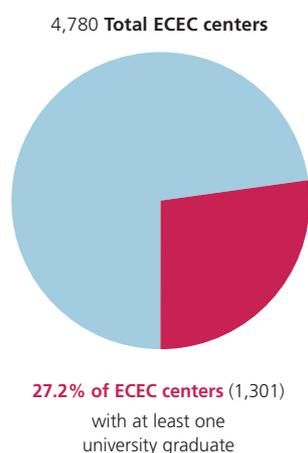
Age of pedagogical staff in ECEC centers

Share as %, ■ NI | ø Germany



ECEC centers pedagogical staff | NI March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in NI 1,897	NI		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	1,079	56.9	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	245	12.9	8.9
Leadership duties	573	30.2	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in NI 1,818		NI		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	166	9.1	8.0
	Dipl.-Heilpädagogin	79	4.3	2.8
Fachschule degree	Erzieherin	396	21.8	45.5
	Heilpädagogin	695	38.2	21.5
Berufsfachschule degree		23	1.3	2.3
Other types of training	Other	95	5.2	4.0
	Health services professions	346	19.0	14.0
In training		1	0.1	0.6
No training completed		17	0.9	1.2

Finally, we look at the formal qualifications of educational staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. Individuals with degrees in Heilpädagogik or Heilerziehungs(pflege) are qualified to provide care at Lower Saxony's inclusive facilities. Erzieherinnen may attain certification in Heilpädagogik by completing at least 260 hours of advanced training. This legal requirement obviously affects the qualifications of staff members who spend the majority of their time working with children receiving Eingliederungshilfe under SGB VII/SGB XII. More than 38 percent of these educational staff members have graduated from a Fachschule with a degree in Heilpädagogik, Heilerziehung, or Heilerziehungspflege. Another 19 percent have a degree in a health services occupation. A good 13 percent (13.4%) have graduated from a university, and 21.8 percent hold a degree as Erzieherin. It is not clear from the data whether all of the latter group have earned additional credentials in special education.

State specific annotations

Care for schoolchildren – all-day primary school programs

Fully structured all-day primary schools: All children are required to attend all-day programs at least 3 days per week. As a rule, schools are open for a minimum of 7 to 8 hours.

}Partially open all-day primary schools: As a rule, schools are open for a minimum of 7 to 8 hours.

Open all-day primary schools: As a rule, schools are open for 7 to 8 hours.

Care for schoolchildren – qualifications of pedagogical staff

Fully structured/partially open all-day primary schools: For staffing purposes, a subsidy for teacher hours/budget is available that is based on the number of participants

Open all-day primary schools: Since 2004, the number of pedagogical staff has been determined by item 8.2 of the directive issued by the state's Ministry of Education on March 16, 2004; there is a limited subsidy for teacher hours/budget.

North Rhine-Westphalia

General information

Land area: 34,092 km² (2011)

Population (Dec. 31, 2011):
17,841,956

Percentage of children in ECEC
(2012)

Children < 3: 18.1%
Children 3 to < 6: 93.4%
(incl. 0.5% in [pre-]school
facilities)



Children born (2011)	143,097
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	1,530,235
Of that total, children < 3	437,376
Of that total, children ages 3 to < 6	455,250
Of that total, children ages 6 to < 10	637,609
Employment rate of mothers (2011) with	
... at least one child < 3	44.7%
... at least one child age 3 to < 6	54.4%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	1,580,262
Of that total, children < 6	181,577
Percentage of all children < 6	20.3%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	9,381
Percentage of facilities	
... provided by a public entity	24.9%
... provided by a nonprofit organization	73.2%
... affiliated with a business or company	0.2%
... provided by a private commercial entity	1.8%
Percentage of ECEC centers without a fixed group structure	2.5%
Total number of ECEC center pedagogical staff (2012)	89,958
Total number of children enrolled in ECEC centers (2012)	540,101
Of that total, children < 3	55,697
Of that total, children ages 3 to < 6 (without schoolchildren)	420,557
Of that total, children in school ages 6 to < 11	4,243
Total number of daycare providers (individuals) (2012)	12,192
children < 6 in daycare (without schoolchildren)	34,311
Of that total, children < 3	23,822
Of that total, children ages 3 to < 6 (without schoolchildren)	4,775

Access for All

Beginning at the age of 3, every child in North Rhine-Westphalia is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). No minimum number of hours per day has been specified. In 2012, over 93 percent of all 3- to 5-year-olds in North Rhine-Westphalia were enrolled in ECEC services. Almost 85 percent of 3-year-olds attended an ECEC center or daycare service, which is nearly the same as the average for the western German states as well as for the country as a whole. Virtually every 5-year-old (98.7%) was enrolled in some sort of child care. Most 3- to 5-year-olds from an immigrant background (91%) were in care; this rate is only slightly lower than that of their non-immigrant peers (94%). Among children 3 years of age to school entry attending an ECEC center, the share of children in North Rhine-Westphalia who take advantage of care services for 45 hours per week or more exceeds the average for the western German states (41.7% versus 21.8%). Remarkably, nearly 46 percent of immigrant children over 3 who attend ECEC centers are enrolled on a full-time basis (more than 35 hours per week); this percentage is higher than for non-immigrant children in North Rhine-Westphalia and also exceeds the national average (almost 40% in both cases).

As of March 1, 2012, in North Rhine-Westphalia 18.1 percent of children under the age of 3 were enrolled in an ECEC center or daycare service. Their participation rate increased by 8.8 percentage points between 2008 and 2012.

Investing Effectively

Overall, North Rhine–Westphalia’s investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 3,402 euros, which is below the national average (3,514 euros). Net expenditures for ECEC have increased considerably as a share of total net costs incurred by the state and the communities; they accounted for 3.6 percent in 2006, but that figure had risen to 4.4 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in North Rhine–Westphalia’s labor market. The number of pedagogical staff increased by more than 10 percent between March 1, 2010, and March 1, 2012; in 2012 some 9,400 ECEC facilities employed nearly 90,000 people. Staff qualifications are an essential factor in the quality of a center’s educational environment. Nearly 73 percent of pedagogical staff in North Rhine–Westphalia have completed training as Erzieherinnen at a Fachschule, 11.5 percent have graduated from a Berufsfachschule, and 3.8 percent are university graduates – a lower percentage than the national average (4.6%).

A center’s staffing formula is a crucial indicator of the quality of care it provides. In North Rhine–Westphalia, Krippengruppen (serving children under 3) had an average formula of 1:3.4 in 2012, considerably better than the national average of 1:4.5. In multi-age groups that include children from birth to school entry, the formula was 1:5.6. Accordingly, conditions are somewhat worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend “open Kindergartengruppen”, which are generally for children 3 and over but also accept younger children; in those groups, the average staffing formula is 1:7.6, substantially worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

In 2012, certain staff members in 8,200 North Rhine–Westphalia ECEC centers were partly or fully released from other duties to perform leadership tasks. At nearly 68 percent of these centers, one individual was released from all other responsibilities; this is more than 20 percentage points higher than the national average (46.2%). At 29 percent, one person had time allotted for leadership tasks and also served in other capacities. A good 53 percent of the 2,600 employees with part of their work time allotted to leadership duties were also serving as group leaders, and over 39 percent worked with multiple groups. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice.

Release time has generally been taken into account when calculating per-child payments under the state’s financing system, but no specific number of release hours has been established statewide. The official Child and Youth Welfare Statistics show that in 2012 North Rhine–Westphalia ranked above the national average in the amount of time allotted to staff members for leadership duties. Independent of center size and across Germany’s states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For North Rhine–Westphalia, the median for 2012 was 3.0 hours per educational staff member per week, which is considerably above the national median of 2.4 hours.

What formal qualifications do ECEC directors in North Rhine–Westphalia have for meeting the complex demands they face? Most full-time directors have completed relevant training at a Fachschule (86.1%); 12.5 percent – lower than the national average of 20.4 percent – have a relevant university degree. Over 91 percent of part-time directors have graduated from a Fachschule, and 8 percent are university graduates.

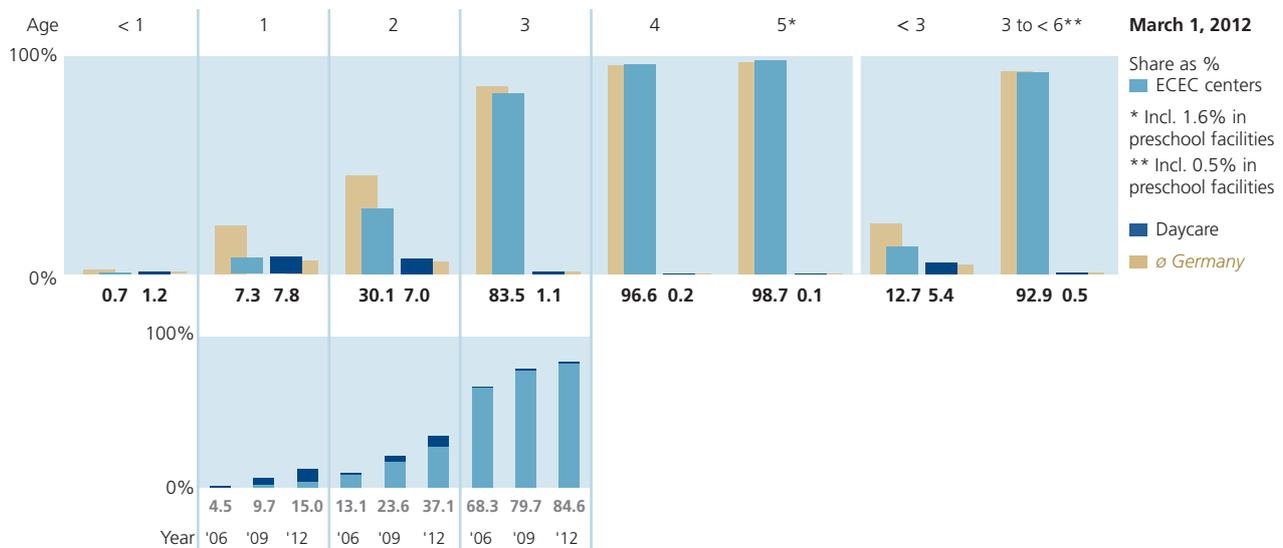
The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

ACCESS for All

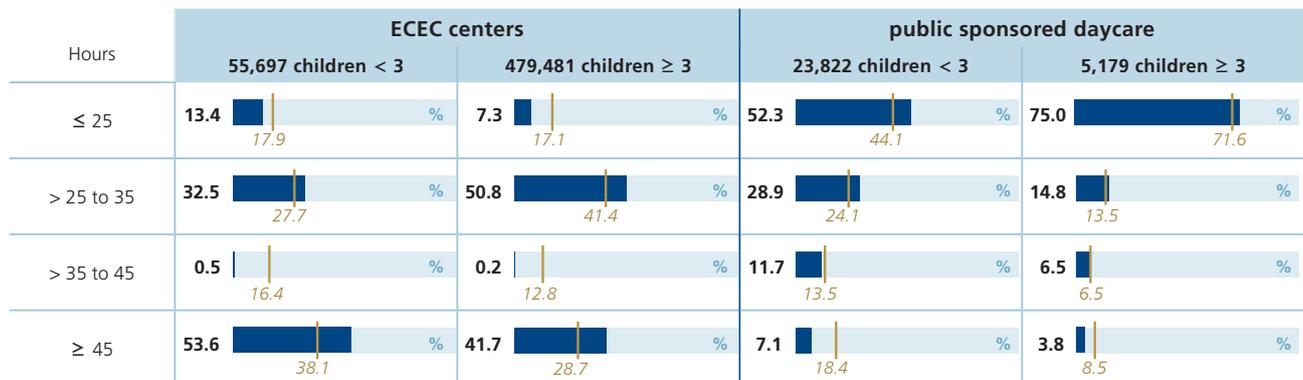
In 2012, 37.1 percent of North Rhine–Westphalia's 2-year-olds were enrolled in ECEC services – a smaller proportion than the average in the western German states (43.4%) and nationwide (51.1%). Among 3-year-olds, 84.6 percent attended an ECEC center or daycare service, which is nearly the same as the average for the western German states as well as for the country as a whole. Almost all 5-year-olds (98.7%) were enrolled in some sort of child care. More than half (53.6 percent) of infants and toddlers (under age 3) in ECEC centers attend for 45 hours or more per week, a proportion much higher

than the average for the western German states (26.6%) and almost as high as in the eastern German states (57.3%). Among older children (3 years of age to school entry) attending an ECEC center, a significantly lower share are in care 45 or more hours per week, but that is still well above the average for the western German states (41.7% versus 21.8%). More than half (50.8%) of this group attend child care 25 to 35 hours per week, a higher share than the average nationwide (41.4%).

Participation of children in ECEC centers and daycare | NW 2006–2012 | Tab. 6–13



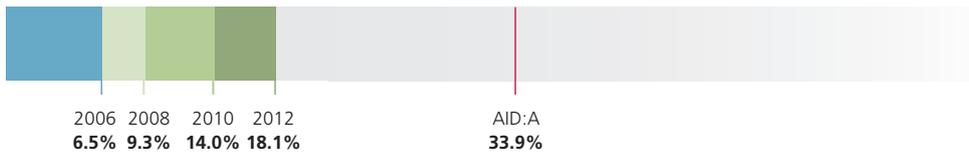
Number of hours per week enrolled in ECEC centers and daycare | NW March 1, 2012 | Tab. 2–5



Share as %, ■ NW | ø Germany

Care places for children under 3: expansion and needs | NW 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

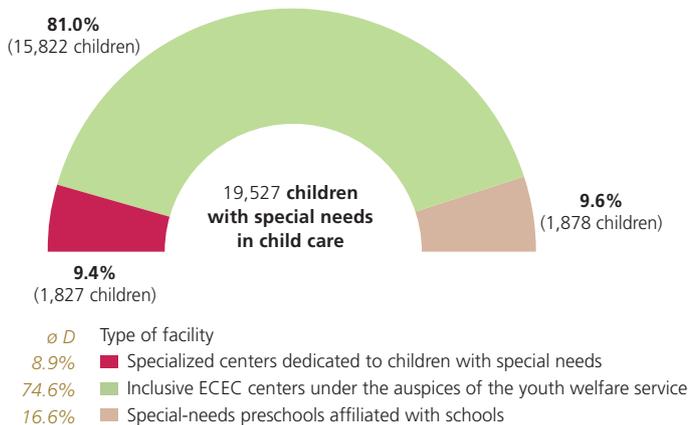


As of March 1, 2012, in North Rhine–Westphalia 18.1 percent of infants and toddlers were enrolled in an ECEC center or day-care service. Participation by children in this age group rose by 8.8 percentage points between 2008 and 2012, and by 11.6 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 33.9 percent of infants and toddlers in North Rhine–Westphalia were in need of child

care in 2012 (see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 15.8 percentage points between participation in ECEC services (18.1%, according to the most recent available data from March 2012) and the reported need for such services (33.9%).

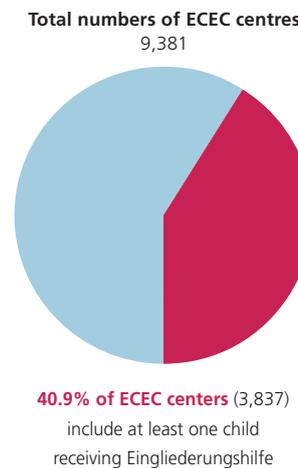
Inclusion | NW March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



In North Rhine–Westphalia, 81 percent of children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) physical or psychological disabilities attend an inclusive facility. This is 6.4 percentage points above the national average. Another 9.6 percent of these children are enrolled in therapeutic preschools, while 9.4 percent attend special education preschools under the

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59

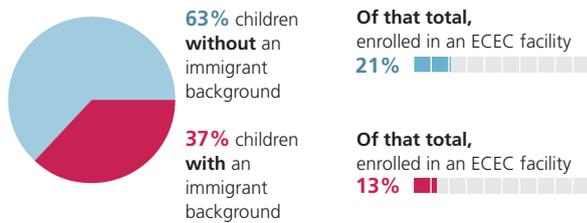


auspices of schools. The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is somewhat higher than the national average (33.4%); 40.9 percent of ECEC centers in North Rhine–Westphalia serve at least one child receiving Eingliederungshilfe.

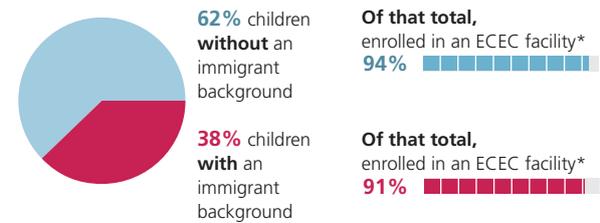
Children with and without an immigrant background in ECEC centers | NW March 1, 2012

Participation

Children under 3 in the population | Tab. 38

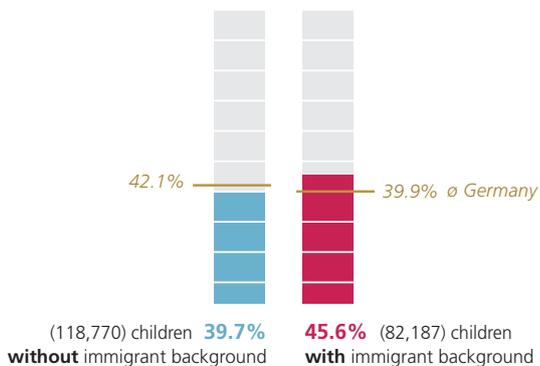


Children ages 3 to < 6 in the population | Tab. 39



Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

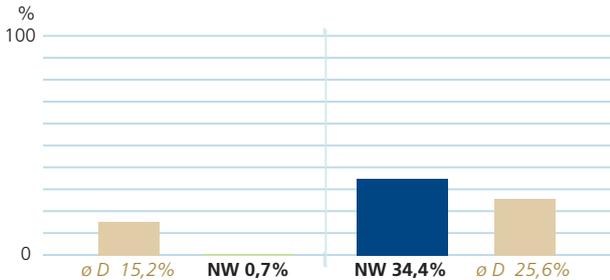
In North Rhine–Westphalia, only 13 percent of immigrant 1- and 2-year-olds (with at least one immigrant parent) were enrolled in an ECEC center or other form of child care in 2012 – a slightly lower percentage than the national average (16%). Among their nonimmigrant peers, 21 percent attended child care, which is also below the national average (33%). In contrast, most immigrant 3- to 5-year-olds (91%) were in care; this rate is only slightly lower than that of their non-immigrant peers (94%). It is important to note that 45.6 percent of the immigrant children over the age of 3 who attend ECEC centers are enrolled full time (more than 35 hours per week). This share is higher than for nonimmigrant children in North

Rhine–Westphalia and exceeds the national average (almost 40% in both cases). Of immigrant infants and toddlers (children under 3) who are enrolled in ECEC centers, 16.1 percent come from homes in which German is not the primary language, a higher figure than for their peers nationwide (slightly over 9%). Among immigrant children between 3 years of age and school entry enrolled in ECEC centers, 23.6% speak a language other than German at home, a percentage that is also higher than the national average (17.4%).

Care for school-age children | NW March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

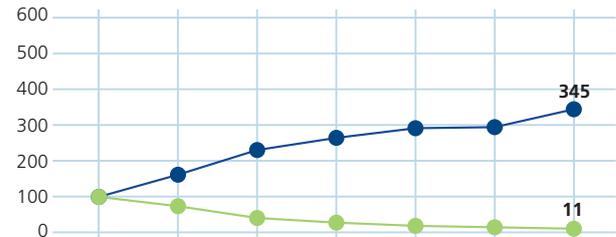
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5 ■ Hort March 1, 2012 ■ ADS School year 2011/12

Trends in participation

Index School year 2005/06 = 100



Legend: Horten (green line with circles), ADS (blue line with circles)

Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
No information			

Qualifications of pedagogical staff

Structured ADS | Tab. 57

No information

Open ADS | Tab. 58

No information

During the 2011/2012 school year, 222,000 primary school children in North Rhine–Westphalia were enrolled in all-day schools, a share of 34.4 percent. The open (voluntary) all-day school is by far the most common form, with nearly 219,000 primary school students attending all-day schools. More than 3,300 primary school children attended structured schools. Because of political decisions, the availability of Horten will be very limited in the future; even in 2011/2012, only 4,200 schoolchildren under age 11 attended such programs. In contrast, school-based all-day programs were greatly expanded between the 2005/2006 and 2011/2012 school years.

We do not have current information about the scope of all-day primary schools and the qualifications of staff in their extracurricular programs; that information for the 2009/2010 school year is available in the 2011 State by State Report.

The few children who attend Horten spend an average of 5.8 hours a day, 4.9 days a week in these programs (see Tables 71 and 72). Among the pedagogical staff, 53.4 percent have completed relevant training at a Fachschule, while 15.3 percent hold a relevant university degree.

Horten Tab. 50a	NW		ø D without BE/TH
	Number	Share as %	
University degree	81	15.3	7.9
Fachschule degree	282	53.4	71.8
Berufsfachschule degree	22	4.2	8.5
Other training	86	16.3	6.6
In training	31	5.9	3.2
No completed training	26	4.9	2.0

Investing Effectively

For each child under the age of 6, net expenditures for ECEC by North Rhine–Westphalia and its communities in have increased dramatically since 2008. At an average level of 3,402 euros, however, those expenditures remain below the national average (3,514 euros). As a result, net expenditures for ECEC also increased as a share of total net costs incurred by the state and the communities: They accounted for 3.6 percent in 2008, but that figure had risen to 4.4 percent by 2010.

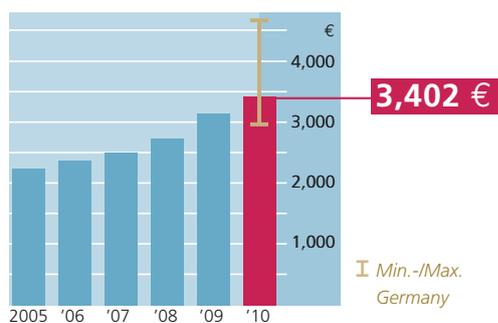
Overall, expenditures for ECEC are higher as well, because of a rise in one-time investments, for example to construct new ECEC buildings. Such investments rose steadily between 2006 and 2011.

In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 12.3 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

NW 2005–2010 | Tab. 21a1

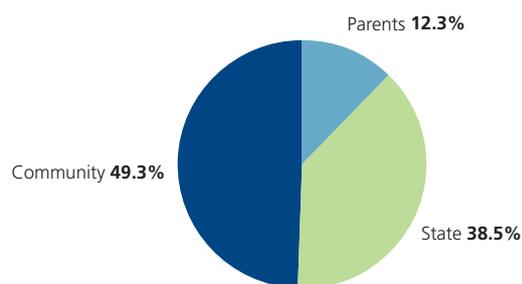
Net expenditures by the state and communities



Financing partnership for ECEC

NW 2010 | Tab. 23

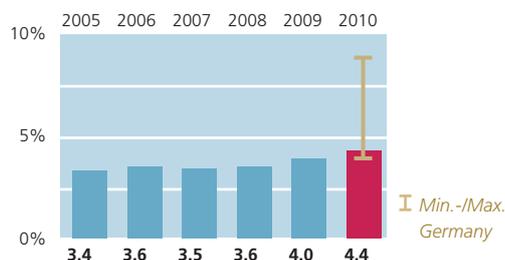
Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

NW 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

NW 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Northrhine-Westfalia	21.8	20.3	22.0	26.8	72.8	151.0	170.0
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | NW June 2012

Statewide regulations for ...	Yes No		
<p>... the formal qualifications of ECEC center directors</p> <p>ECEC directors must have social pedagogical training, which can refer to state-certified Erzieherinnen, state-certified therapeutic educators, and state-certified Heilerziehungspflegerinnen who have completed training at a Fachschule or have double qualifications based on equivalent course work at a vocational school. Also qualified are graduates with a major in social work who are state certified. Those who hold bachelor's or master's degrees in education with a focus on early childhood or primary school education, therapeutic education, or majors in social work or early childhood pedagogy may be considered if they can show evidence of at least 6 months of professional experience in child care.) Appointment to the position of ECEC director also requires a minimum of two years of relevant professional pedagogical experience. (Section 18, paragraph (3) No. 2 Childhood Education Act [KiBiz] in conjunction with the Agreement on Principles governing Qualifications and Staffing Formulas according to Sec. 26 (2) No. 3 KiBiz)</p>	●	<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p> <p>Additional funding is provided for family service agencies, facilities addressing critical social issues, and single-group facilities, for example. This increases the budget for such facilities. Providers determine the use of funding. (Section 20, paragraph (3) and Sec. 21 KiBiz)</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>North Rhine–Westphalia's financing system is based on per-child payments. Per-child payments include pro-rated funding for leadership time, amounting to 20 percent of the financial set-asides for staffing time in each case. Daycare center directors should be partly or fully released from the responsibility to lead their own group. (Section 18, paragraph (3) No. 2 Childhood Education Act (KiBiz) and the Annex to Sec. 19 KiBiz and Sec. 5 of the Agreement according to Sec. 26 (2) No. 3 KiBiz)</p>	●	<p>... the defined responsibilities of an ECEC center director</p> <p>... leadership of associated ECEC centers</p> <p>One staff member with expertise in social pedagogy may serve as the director of several facilities, including those with different providers, as long as they are within the district of one youth services office and in close proximity to one another. One staff member with expertise in social pedagogy may direct up to five facilities. (Section 5, paragraph (3) 2 of the Agreement on Principles governing Qualifications and Staffing Formulas according to Sec. 26 (2) No. 3 KiBiz)</p>	●

→
Cont.

Cont. → Statewide regulations concerning staffing

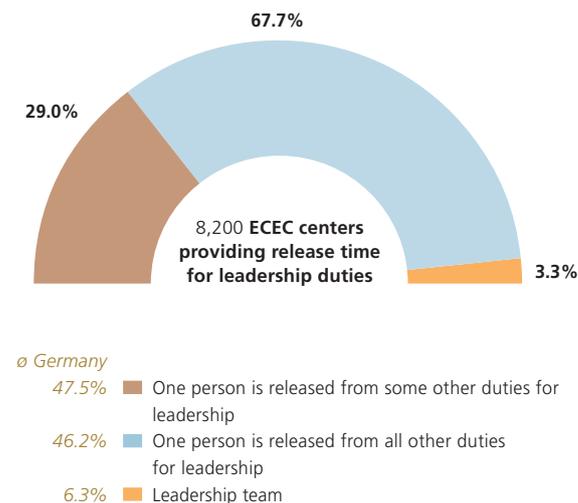
In order to serve as an ECEC director in North Rhine–Westphalia, staff members must meet statewide requirements with regard to their formal qualifications. Directors must have expertise in social pedagogy and hold a degree in an approved field. An ECEC director must also have at least two years of relevant professional pedagogical experience. The per-child payments that underpin North Rhine–Westphalia's ECES funding system include pro-rated funding for leadership time, amounting to 20 percent of the financial set-asides for staffing time. However, the extent to which a provider must release ECEC directors from other duties is not defined. Rather, this funding regulation gives the provider the financial means to provide release time. Family service agencies or facilities that address critical social issues receive additional funding, which providers can also use to expand leadership time. Leadership of associated ECEC centers is likewise subject to uniform statewide regulation. One qualified staff member can direct up to five ECEC centers within the jurisdiction of one youth services office, and they should be in close proximity to one another. No statewide regulations prescribe the duties of ECEC directors; the responsibilities of an ECEC center's director are presumably determined by the respective provider.

ECEC center directors | NW March 1, 2012

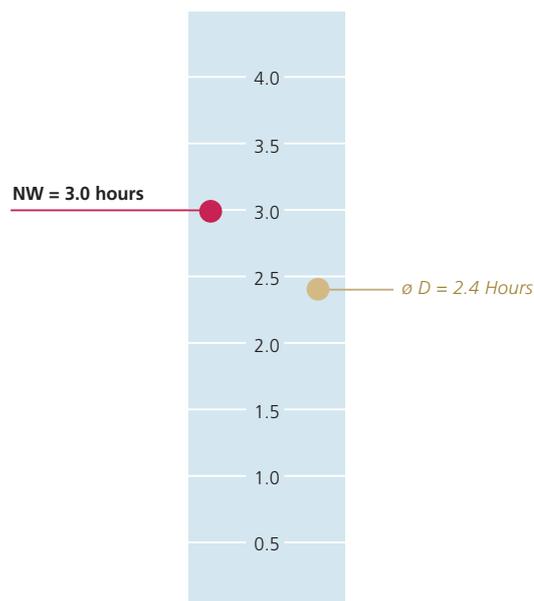
Staff members at 8,200 North Rhine–Westphalia ECEC centers are partly or fully released from other duties to perform leadership tasks. At 29 percent of centers, one person is relieved of some other responsibilities to take on leadership duties, while at 67.7 percent, one person is released from all other tasks. This is 21.5 percentage points above the national average (46.2%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For North Rhine–Westphalia, the median was 3.0 hours per pedagogical staff member per week, which exceeds the national median of 2.4 hours. Overall, some 2,570 staff members in North Rhine–Westphalia are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. More than half (53.1%) work as group leaders, while 39.2 percent are engaged in educational activities with multiple groups. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Most full-time directors in North Rhine–Westphalia (86.1%) have graduated from a Fachschule; 12.5 percent have earned a relevant university degree, which is below the national average (20.4%). Over 91 percent of part-time directors have completed specialized vocational training, and 8 percent are university graduates. Only 3 percent of staff members who are not assigned leadership duties have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



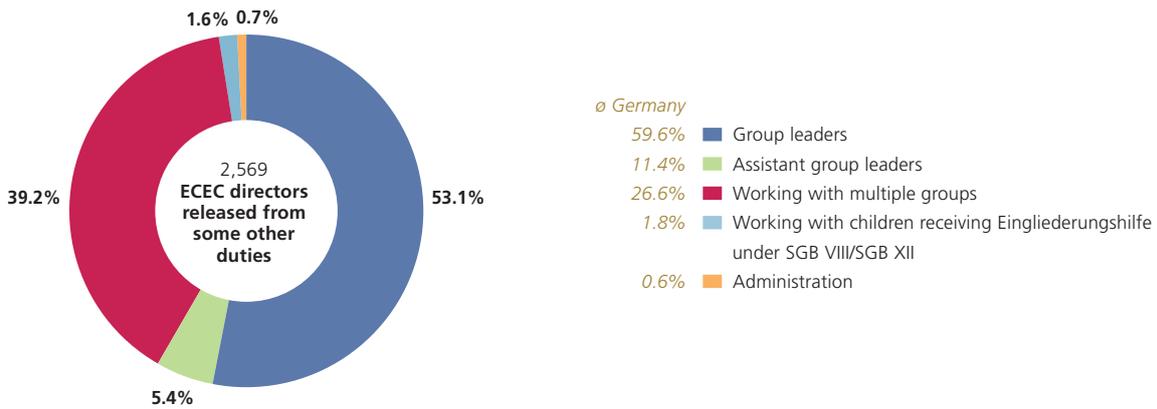
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



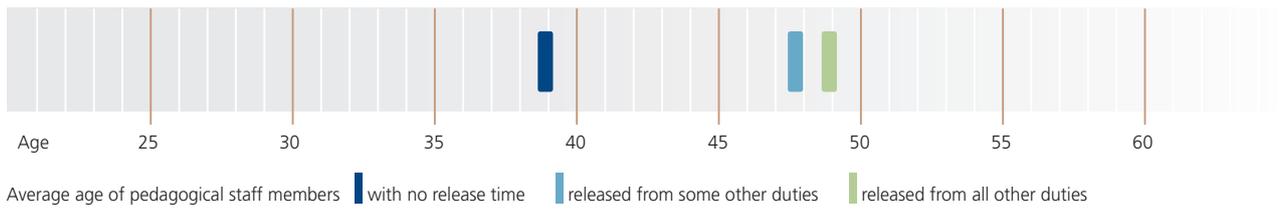
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

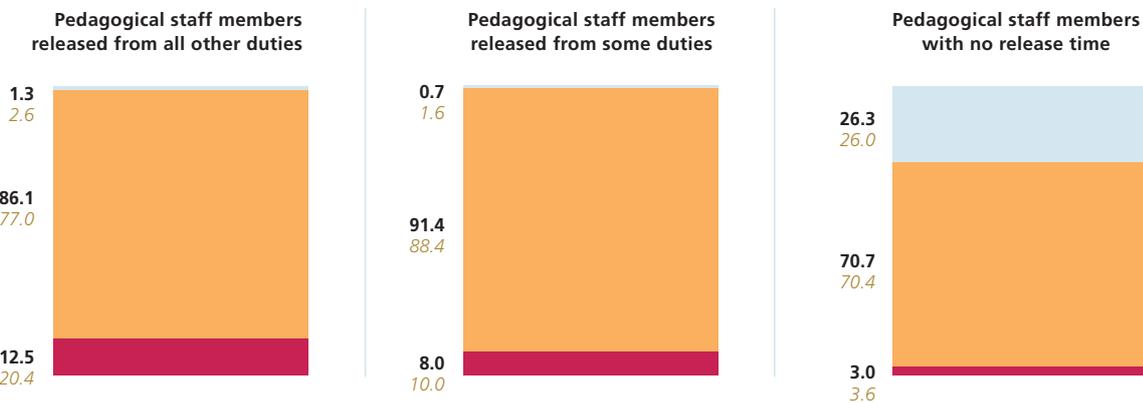


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

Tab. 68



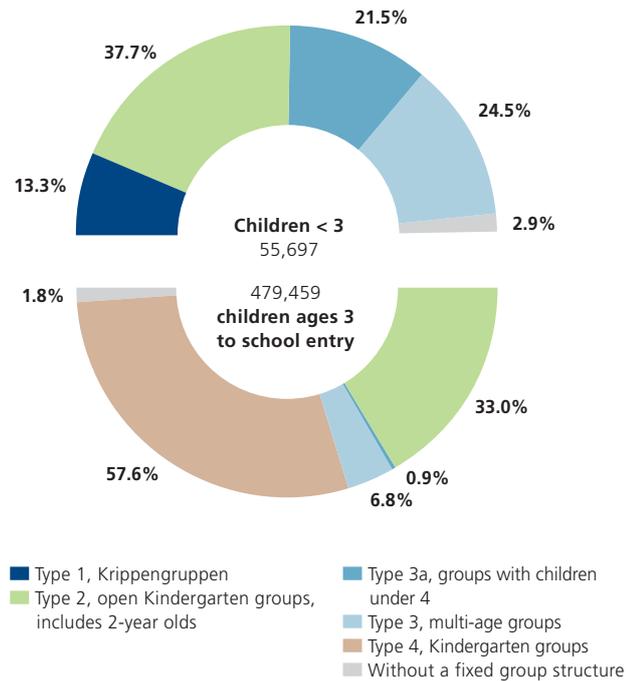
Share as %

Level of qualification: ■ University degree ■ Fachschule degree ■ Others: other types of training, trainees, no training

Germany

Distribution of children among types of groups

NW March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | NW March 1, 2012

Staffing formula – calculation

Staffing formula

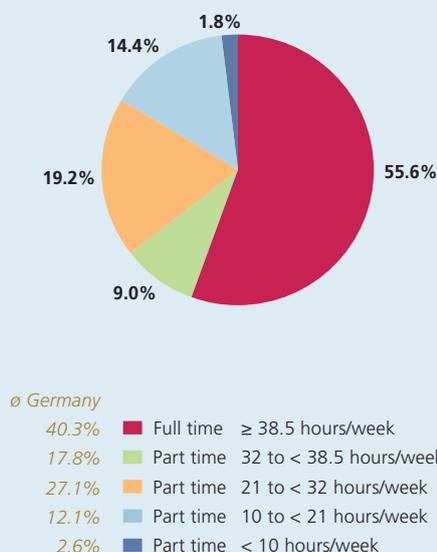
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

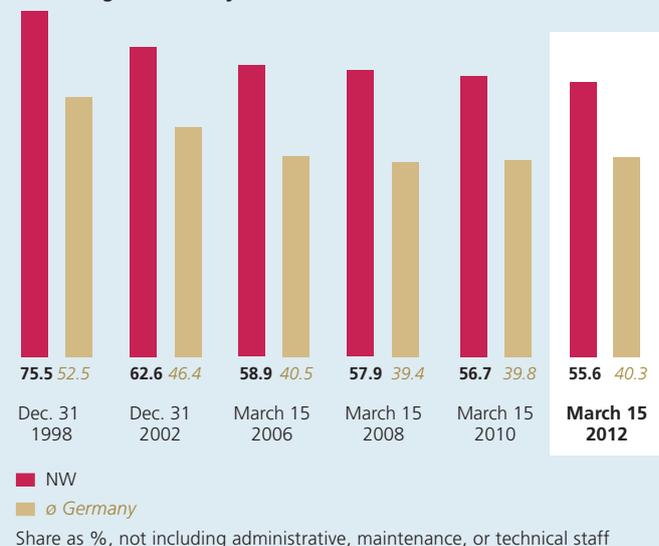
ECEC centers pedagogical staff | NW March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

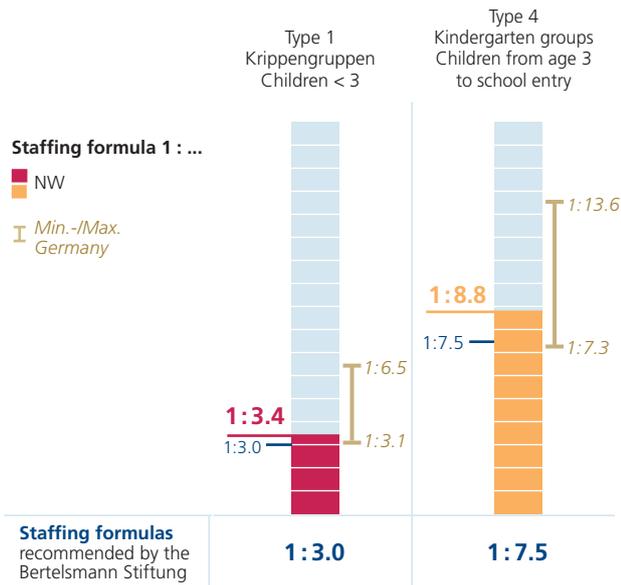


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



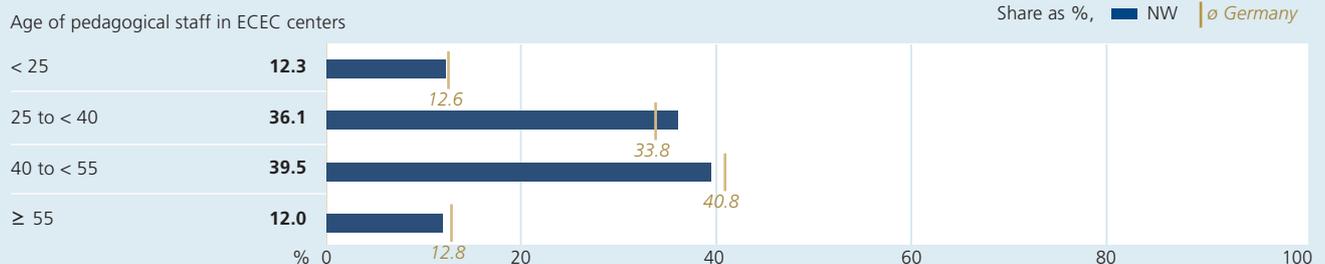
In North Rhine–Westphalia, statewide regulations govern pedagogical staff at ECEC centers. These regulations are binding with respect to some aspects of financial support and serve as guidelines in others. The Child Education Act (KiBiz) provides guidelines regarding group formation, but not any strict regulations. These are the guidelines:

- Groups including children under 3 years of age: Two trained staff members on a regular basis; under certain conditions and as an exception, an assistant may be substituted for one of those two.
- Groups limited to children over 3 years of age: One trained staff member and one assistant (Sec. 19 KiBiz and the staffing agreement pursuant to Sec. 26. (2) No. 3 KiBiz). (2) No. 3 KiBiz Leadership time and indirect educational hours are each allotted 10 percent of the financial set-asides for staffing time.

Level of Qualification | Tab. 27

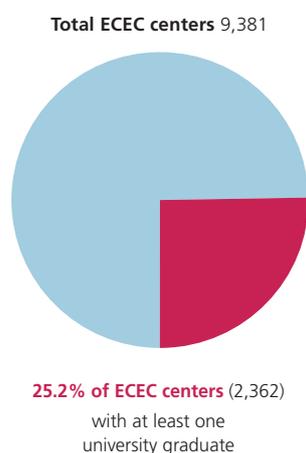
Total pedagogical staff in NW 89,958	NW		ø D
	Number	Share as %	
University degree	3,409	3.8	4.6
Fachschule degree	65,275	72.6	72.1
Berufsfachschule degree	10,366	11.5	13.1
Other type of training	4,737	5.3	4.3
In training	3,915	4.4	3.4
No training completed	2,256	2.5	2.5

Age distribution | Tab. 42a



ECEC centers pedagogical staff | NW March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in NW 3,409	NW		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	2,167	63.6	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	414	12.1	8.9
Leadership duties	828	24.3	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in NW 4,921		NW		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	278	5.6	8.0
	Dipl.-Heilpädagogin	136	2.8	2.8
Fachschule degree	Erzieherin	2,173	44.2	45.5
	Heilpädagogin	616	12.5	21.5
Berufsfachschule degree		67	1.4	2.3
Other types of training	Other	90	1.8	4.0
	Health services professions	1,520	30.9	14.0
In training		6	0.1	0.6
No training completed		35	0.7	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In North Rhine–Westphalia, 44.2 percent of pedagogical staff who spend the majority of their time working with children receiving Eingliederungshilfe under SGB VIII and SGB XII are early childhood educators. Almost 31 percent have completed training in a health services profession, which is remarkably high relative to the national average (14%). More than 12 percent of these staff members have completed (Fachschule) training as a Heilpädagogin, Heilerzieherin or Heilerziehungspflegerin.

State specific annotations

No explanatory notes.

Rhineland Palatinate

General information

Land area: 19,854 km² (2011)

Population (Dec. 31, 2011):
3,999,117

Percentage of children in ECEC
(2012)

Children < 3: 27%

Children 3 to < 6: 97.5%
(incl. 0.1% in [pre-]school
facilities)



Children born (2011)	31,081
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	331,418
Of that total, children < 3	94,786
Of that total, children ages 3 to < 6	98,463
Of that total, children ages 6 to < 10	138,169
Employment rate of mothers (2011) with	
... at least one child < 3	49.9%
... at least one child age 3 to < 6	65.1%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	218,183
Of that total, children < 6	26,804
Percentage of all children < 6	13.9%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	2,445
Percentage of facilities	
... provided by a public entity	45.0%
... provided by a nonprofit organization	53.8%
... affiliated with a business or company	0.3%
... provided by a private commercial entity	0.9%
Percentage of ECEC centers without a fixed group structure	9.6%
Total number of ECEC center pedagogical staff (2012)	24,794
Total number of children enrolled in ECEC centers (2012)	143,563
Of that total, children < 3	23,556
Of that total, children ages 3 to < 6 (without schoolchildren)	95,775
Of that total, children in school ages 6 to < 11	8,017
Total number of daycare providers (individuals) (2012)	1,896
children < 6 in daycare (without schoolchildren)	4,467
Of that total, children < 3	2,236
Of that total, children ages 3 to < 6 (without schoolchildren)	843

Access for All

Beginning at the age of 2, every child in Rhineland-Palatinate is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 7 hours of care per day. In 2012, in Rhineland-Palatinate 97.5 percent of 3- to 5-year-olds were enrolled in ECEC services, which exceeds the national average (93.9%). In this age group, virtually all children from an immigrant background were enrolled in child care; the percentage was slightly lower for their non-immigrant peers (96%). Among 2-year-olds, 64.1 percent were in care, a considerably higher percentage than the average for the western German states (43.4%) and also higher than the national average (51.1%). Enrollment rates were correspondingly high for 3-year-olds (93.9%) and 5-year-olds (99.5%). Among children 3 years of age to school entry enrolled in an ECEC center, children who were in care 45 hours per week or more accounted for a much higher percentage than the average for the western German states (33.1% versus 21.8%). In this age group, approximately 40 percent of children in ECEC centers were in child care between 25 and 35 hours per week, and one child in four was enrolled for 35 to 45 hours per week. In Rhineland-Palatinate, 54.9 percent of immigrant children over 3 who attended ECEC centers were enrolled on a full-time basis (more than 35 hours per week); this is a slightly lower percentage relative to non-immigrant children of the same age (60.2%). As of March 1, 2012, in Rhineland-Palatinate 27.0 percent of children under the age of 3 were enrolled in an ECEC center or another type of daycare. Their participation rate increased by 12 percentage points between 2008 and 2012.

Investing Effectively

Overall, Rhineland-Palatinate's investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 4,366 euros, which is considerably above the national average (3,514 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 4.3 percent in 2006, but that figure had risen to 5.5 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Rhineland-Palatinate's labor market. The number of pedagogical staff increased by almost 10 percent between March 1, 2010, and March 1, 2012; in 2012, a total of 2,400 facilities employed roughly 24,800 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Nearly 77 percent of pedagogical staff in Rhineland-Palatinate have completed training as Erzieherinnen at a Fachschule, 10.5 percent have graduated from a Berufsfachschule, and almost 3 percent are university graduates – a lower percentage than the national average (4.6%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In Rhineland-Palatinate, Krippengruppen (serving children under 3) had an average formula of 1:3.8 in 2012, considerably better than the national average of 1:4.5. In multi-age groups that include children from birth to school entry, the formula is 1:6.7. Accordingly, conditions are worse for infants and toddlers in multi-age groups than in Krippengruppen. Some 2-year-olds attend so-called “open Kindergartengruppen”, which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:8.1, substantially worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

In 2012, certain staff members at approximately 2,000 Rhineland-Palatinate ECEC centers were partly or fully released from other duties to perform leadership tasks. At slightly over 51 percent of these centers, a single individual was released from all

other duties to provide full-time leadership. At nearly 47 percent, one person had time allotted for leadership tasks and also served in other capacities. Most of the 976 employees with part of their work time allotted to leadership duties were also serving as group leaders (71%), while almost one in five worked with multiple groups. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice.

In Rhineland-Palatinate, the number of hours of release time is generally governed by a “controlling paper” approved by the State Youth Welfare Office, the providers of ECEC facilities, and the state. The official Child and Youth Welfare Statistics show that the state ranks below the national average with regard to release time.

Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Rhineland-Palatinate, the median for 2012 was 2.1 hours per educational staff member per week, which is below the national median of 2.4 hours.

What formal qualifications do ECEC directors in Rhineland-Palatinate have for meeting the complex demands they face? In 2012, most full-time released directors had completed relevant training at a Fachschule (85.6%); nearly 13 percent – lower than the national average of 20.4 percent – had a relevant university degree. Among part-time released directors, 91.5 percent had graduated from a Fachschule and almost 7 percent were university graduates.

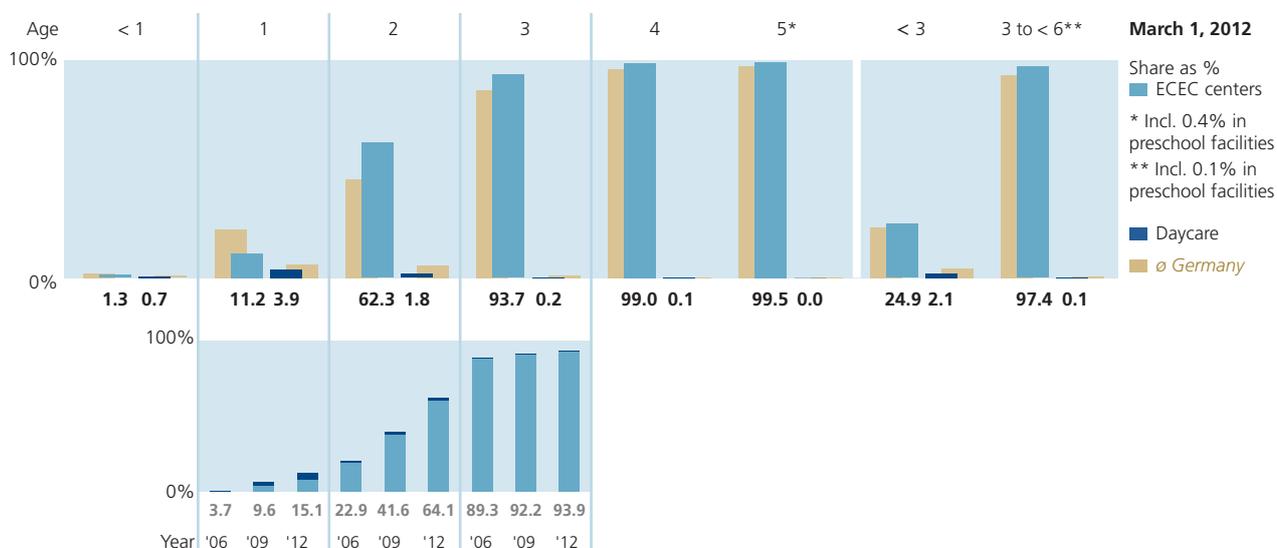
The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

Access for All

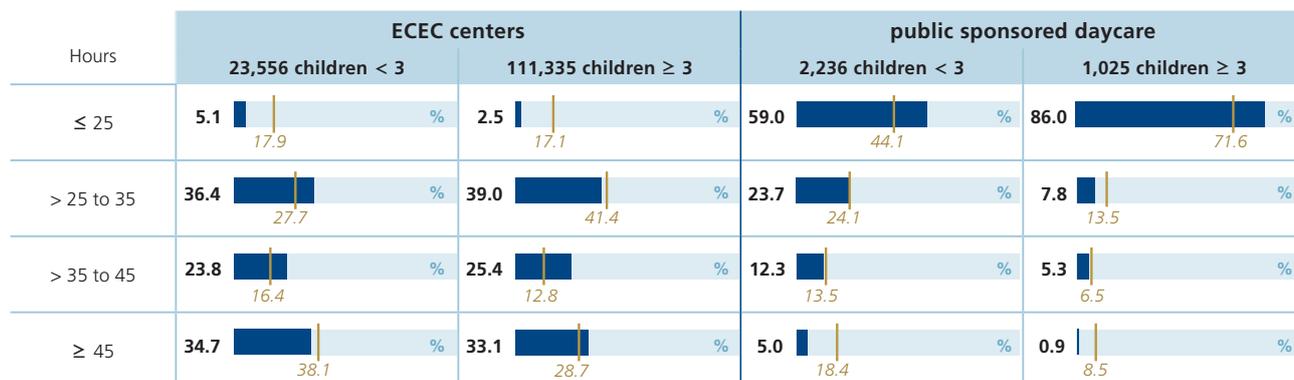
As of 2012, 64.1 percent of 2-year-olds were enrolled in ECEC services in Rhineland-Palatinate, well above the averages for western Germany (43.4%) and the country as a whole (51.1%). The percentage of 3-year-olds (93.9%) who were enrolled in an ECEC center or daycare services was also higher than the western German and national averages (86.3% and 87.6%, respectively). Almost every 5-year-old (99.5%) in Rhineland-Palatinate is enrolled in some sort of child care. Nearly 35 percent (34.7%) of infants and toddlers (children under 3) who attend a child care center are enrolled 45 hours or more

per week; this percentage is higher than the average for the western German states (26.6%). Among older children (3 years of age to school entry) enrolled in an ECEC center, the percentage of children who are in care 45 hours per week or more (33.1%) is about the same as the figure for infants and toddlers (34.7%) but significantly higher than the average for the western German states (21.8%). Among this age group, 39 percent attend child care 25 to 35 hours per week. One in four children in this age group (23.8%) attends an ECEC center 35 to 45 hours per week.

Participation of children in ECEC centers and daycare | RP 2006–2012 | Tab. 6–13



Number of hours per week enrolled in ECEC centers and daycare | RP March 1, 2012 | Tab. 2–5



Share as %, ■ RP | ø Germany

Care places for children under 3: expansion and needs | RP 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

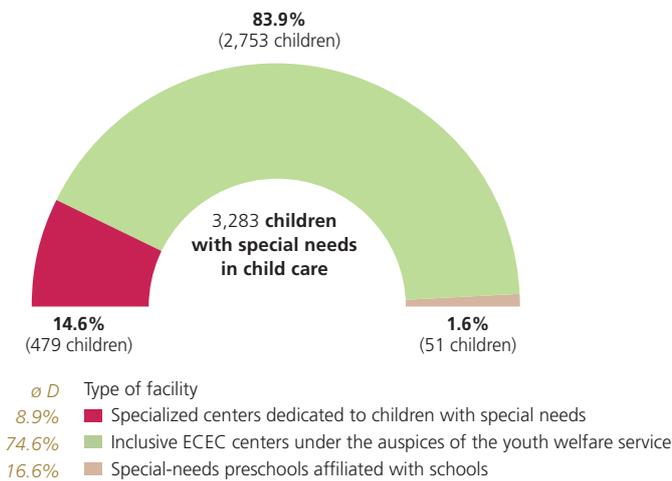


As of March 1, 2012, in Rhineland-Palatinate 27 percent of children under 3 years of age were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 12 percentage points from 2008 to 2012, and by 17.6 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 40.1 percent of children in this age group in Rhineland-Palatinate were in need of child care in 2012

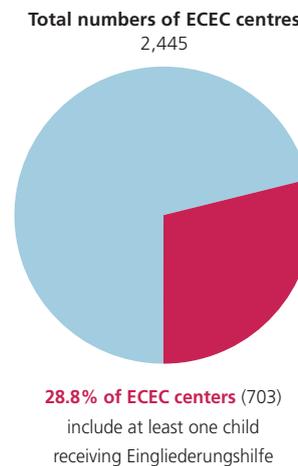
(see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are entitled under the law to child care, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 13.1 percentage points between participation in ECEC services (27%, according to the most recent available data from March 2012) and the reported need for such services (40.1%).

Inclusion | RP March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



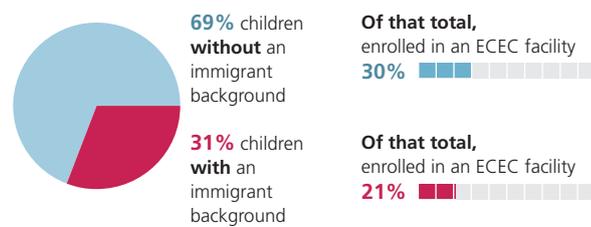
In Rhineland-Palatinate, 83.9 percent of children receiving Eingliederungshilfe in a child care center because of (existing or impending) physical or psychological disabilities attend an inclusive ECEC center, which is a significantly higher percentage than the national average (74.6%); 16.1 percent of children with (existing or impending) disabilities are enrolled in non-inclusive facilities, a lower

percentage than the national average (25.5%). The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is somewhat lower than the national average; at least one child requiring Eingliederungshilfe is enrolled at 28.8 percent of the ECEC centers in Rhineland-Palatinate, while in Germany as a whole, the relevant figure is 33.4 percent.

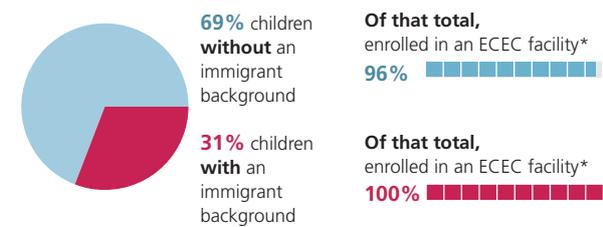
Children with and without an immigrant background in ECEC centers | RP March 1, 2012

Participation

Children under 3 in the population | Tab. 38



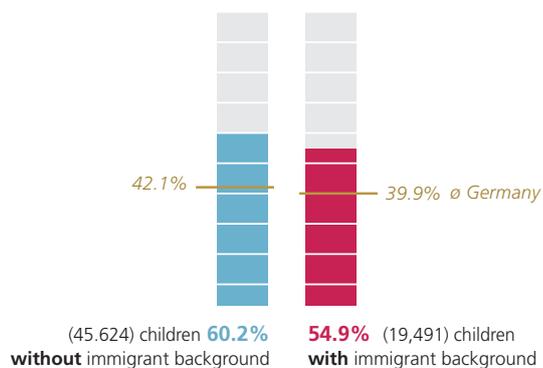
Children ages 3 to < 6 in the population | Tab. 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

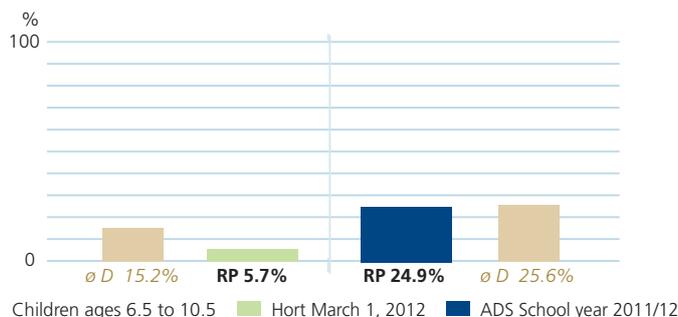
In Rhineland-Palatinate, 21 percent of immigrant children under 3 were enrolled in child care in 2012 – a higher percentage than the national average (16%). Their nonimmigrant peers attend child care at a rate of 30 percent, which is somewhat below the national average (33%). In contrast, virtually all immigrant children between age 3 and school entry are enrolled in child care; the percentage is slightly lower for their nonimmigrant peers (96%). Among immigrant children over 3 who attend ECEC centers, 54.9 percent are enrolled on a full-time basis (more than 35 hours per week); this is a slightly lower percentage relative to nonimmigrant children of the same age (60.2%) but significantly higher than the national average (39.9%).

Of immigrant children under 3 who are enrolled in ECEC centers, 13 percent and come from homes in which German is not the primary language, a higher figure than the national counterpart (9.3%). Among immigrant children between 3 years of age and school entry enrolled in ECEC centers, 18.7 percent speak a language other than German at home, a percentage that is slightly higher than the national average (17.4%).

Care for school-age children | RP March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: All-day schools (voluntary)	4	8	No
Structured ADS: All-day schools (obligatory)	4	8	No
Open ADS: Open all-day schools	See notes	See notes	No

During the 2011/2012 school year, 5.7 percent of schoolchildren under 11 years of age attended Horten in Rhineland-Palatinate, while almost 25 percent of this age group were enrolled in all-day schools. The total percentage of children at the primary school level who are in child care programs is uncertain, possibly because some of these children may attend more than one program. Both types of programs expanded between the 2005/2006 and 2011/2012 school years. School-based programs have grown much more significantly, while the number of after-school child care programs has remained relatively constant for several years.

The number of hours of care offered by open full-day programs is determined locally by the schools' providers. Structured all-day primary schools provide guaranteed supervision from 8 a.m. to 4 p.m., 4 days per week. Children who attend Horten spend an average of 6.8 hours on 4.8 days per week in these facilities (cf. Tables 71 and 72).

Teachers, trained pedagogical staff, and external partners are assigned to the extracurricular programs offered by structured all-day schools. There are no specific requirements regarding the qualifications of pedagogical staff of extracurricular programs offered by open all-day schools. Almost 78 percent (77.8%) of the pedagogical staff of after-school programs have completed training at a Fachschule, for example as Erzieherinnen.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

Teachers, trained pedagogical staff, and external partners are assigned to the extracurricular programs offered by structured all-day schools (voluntary). External partners must have the qualifications specified in the applicable provisions and must be personally and professionally suited to the tasks assigned to them. As a rule, obligatory all-day-schools are staffed by teachers and supplemental trained pedagogical staff. These schools are allocated a certain number of teacher hours per week for their full-day operations.

Open ADS | Tab. 58

There are no specific requirements regarding the qualifications of pedagogical staff at extracurricular programs offered by open all-day schools, nor are there regulations governing the size of groups or staffing levels.

Horten Tab. 50a	RP		ø D without BE/TH
	Number	Share as %	
University degree	70	7.8	7.9
Fachschule degree	698	77.8	71.8
Berufsfachschule degree	34	3.8	8.5
Other training	27	3.0	6.6
In training	48	5.4	3.2
No completed training	20	2.2	2.0

Investing Effectively

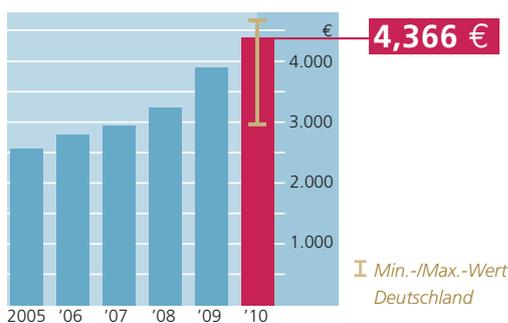
For each child under the age of 6, net expenditures for ECEC by the state and communities in Rhineland-Palatinate have increased dramatically since 2008. The 2010 average (4,366 euros) significantly exceeded the national average (3,514 euros). As a result, net expenditures for ECEC also increased as a share of total net expenditures by the state and the communities: They accounted for 4.4 percent in 2008, and that figure has now risen to 5.5 percent.

Overall, expenditures for ECEC are higher as well, as a result of an increase in non-recurring investments, for example to construct new child care center buildings; such investments continued to rise between 2007 and 2011. In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending.

Investments per child under 6

RP 2005–2010 | Tab. 21a1

Net expenditures by the state and communities



Financing partnership for ECEC

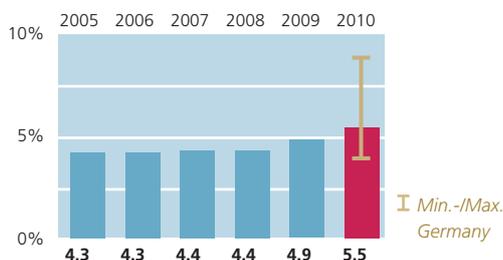
RP 2010 | Tab. 23

For methodological reasons, we are unable to provide information on financing partnerships in Rhineland-Palatinate; see explanatory notes on page 195.

Share of net expenditures for ECEC

RP 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

RP 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Rhineland Palatinate	14.3	16.0	17.2	22.3	47.3	102.2	106.6
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children a positive environment for learning and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their situation. In addition to outlining state-level

regulations governing ECEC directors, we present more in-depth information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | RP June 2012

Statewide regulations for ...	Yes No	
<p>... the formal qualifications of ECEC center directors According to the agreement on requirements for pedagogical staff pursuant to Sec. 45 (2) 3rd sentence, SGB VIII, dated April 1, 1999, the following qualifications apply in Rhineland-Palatinate for directors of ECEC centers:</p> <ul style="list-style-type: none"> – Erzieherinnen (Fachschule) with state certification and three years of professional experience or, in the case of facilities that include only a single group, at least one year of experience; – State-certified professionals with a Fachhochschule degree in social pedagogy and relevant professional experience, and state-certified social workers with a Fachhochschule degree in that field and relevant professional experience; – Holders of degrees in pedagogy with relevant professional experience. <p>Members of the following professional groups may also qualify to direct facilities providing daycare for children with disabilities:</p> <ul style="list-style-type: none"> – State-certified professionals with a Fachhochschule degree in Heilpädagogik and at least one year of relevant professional experience. – Sondererzieher, Heilpädagoge, Heilerzieher, state-certified Heilerziehungspfleger (Fachschule) with three years of professional experience. <p>At the time of publication, the agreement was being updated (publication anticipated in late autumn 2012). (Agreement on requirements for pedagogical staff under Sec. 45 (2) 3rd sentence, SGB VIII, dated April 1, 1999)</p>	<p>●</p>	<p>The Controlling Agreement also stipulates that extraordinary circumstances (multiple types of care with varying opening hours, the need for more community work, networking with other social services) may warrant an increase in the number of hours devoted to leadership responsibilities. The state shares responsibility for the Controlling Agreement and its guidelines, as agreed upon by providers, regarding the application of discretionary provisions. (Self-monitoring of preschool staffing costs. Agreement on Criteria for a Monitoring Instrument)</p>
<p>... the contractual working hours of ECEC center directors In considering the question of release time for the purpose of fulfilling leadership duties, the State Youth Welfare Office is guided by the Controlling Agreement. The table contained in the Controlling Agreement is based on the assumption that certain directorial duties do not relate to the size of the ECEC center, such as conceptual work and cooperation with the facility's provider, while other functions such as staff management and administration will depend on the size of the facility. Starting at 6 hours for a single-group facility, the time allotted for directorial responsibilities increases by 3 hours for each additional group, according to the Controlling Agreement.</p>	<p>●</p>	<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p> <p>ECEC centers that focus particularly on families and are located in residential areas with special needs (criteria have not yet been defined) are granted additional financial resources (under a state program, Kita!Plus, published in May 2012). These resources may be used flexibly, for example to allow the director additional time for coordination activities. Since this is still in the implementation phase, there is no defined monitoring point.</p>
		<p>... the defined responsibilities of an ECEC center director</p> <p>A guide to directing an ECEC center (Leitung in Kindertagesstätten) was compiled by all the major providing organizations and the County Association. It outlines the wide range of responsibilities of the directors of ECEC centers provided by communities and private entities. The guidelines provide more detailed information about the following primary areas of responsibility:</p> <ul style="list-style-type: none"> – management of the center's operations – staff management – conceptual planning – cooperation with families and guardians – networking and coordination – quality development and quality assurance (Guidebook, "Leitung in Kindertagesstätten")
		<p>... leadership of associated ECEC centers</p>

Cont. →

Cont. → Statewide regulations concerning staffing

In order to serve as an ECEC director in Rhineland-Palatinate, staff members must meet statewide requirements with regard to their formal qualifications. A "Controlling Agreement" entered into by the State Youth Welfare Office and the providers of ECEC facilities includes provisions governing the number of hours a staff member is released from other tasks to fulfill leadership responsibilities. The state, too, has entered into this agreement. A guide to directing an ECEC center ("Leitung in Kindertagesstätten") was compiled by the state in cooperation with the major provider organizations and the County Association; it gives detailed information on a director's main areas of responsibility. In the area of ECEC management, Rhineland-Palatinate relies on agreements between the organizations and individuals involved.

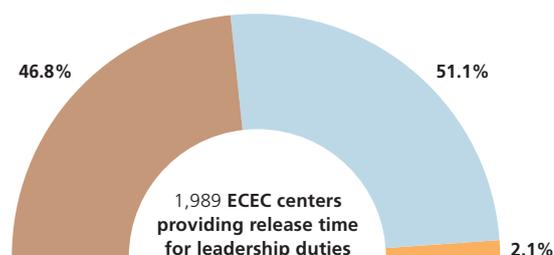
ECEC center directors | RP March 1, 2012

Certain staff members at almost 2,000 ECEC centers in Rhineland-Palatinate are partly or fully released from other duties to perform leadership tasks. At 46.8 percent of them, a single individual has time allotted for leadership tasks and also serves in other capacities. In 51.1 percent of centers, one person is released from all other responsibilities in order to assume the director's role. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are relieved of other duties to perform leadership tasks relative to the number of pedagogical staff. For Rhineland-Palatinate, the median was 2.1 hours per pedagogical staff member per week, which is slightly below the national average of 2.4 hours.

Overall, some 1,000 staff members in Rhineland-Palatinate are released from part of their workload so that they can fulfill leadership responsibilities, while they are still active in at least one other area. Most of them (71%) continue to work as educational group leaders, while almost one in five (18.8%) works with multiple groups. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. In Rhineland-Palatinate, 12.9 percent of full-time directors have a relevant university degree, while 85.6 percent have completed relevant training at a Fachschule. In Germany as a whole, a higher percentage of full-time directors have earned a relevant university degree (20.4%). Among part-time directors, 91.5 percent have a degree from a Fachschule and 6.9% are university graduates. In contrast, only 2.3 percent of staff members who are not assigned leadership tasks have graduated from a university.

ECEC centers providing release time for leadership duties

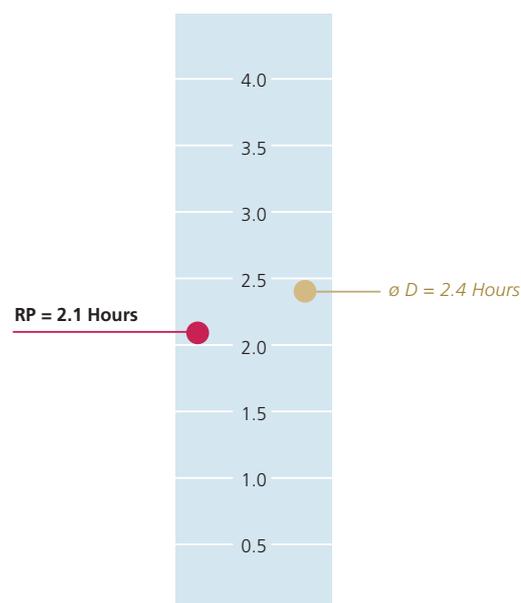
Percentage of staff granted release time | Tab. 65



o Germany

- 47.5% One person is released from some other duties for leadership
- 46.2% One person is released from all other duties for leadership
- 6.3% Leadership team

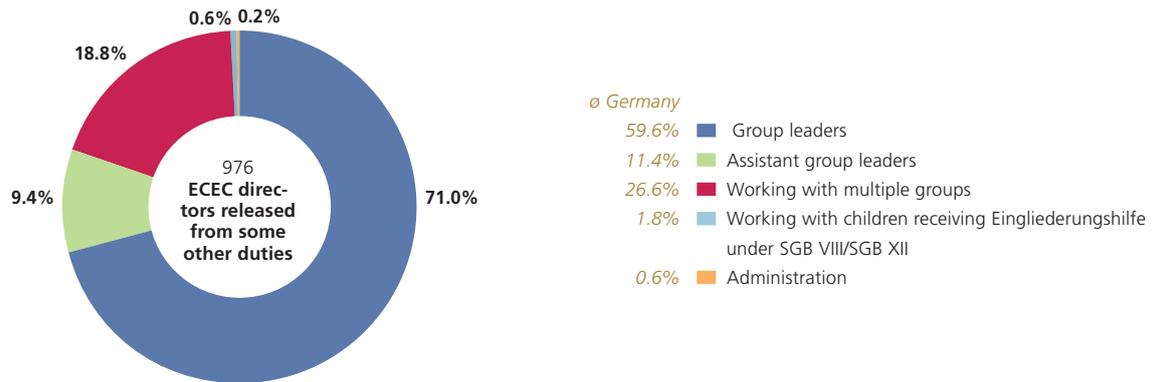
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



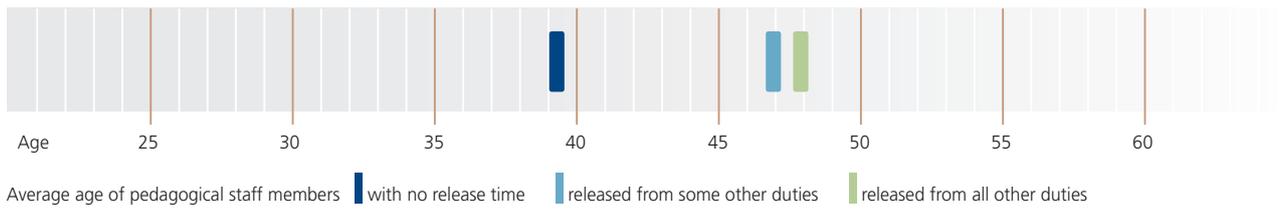
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

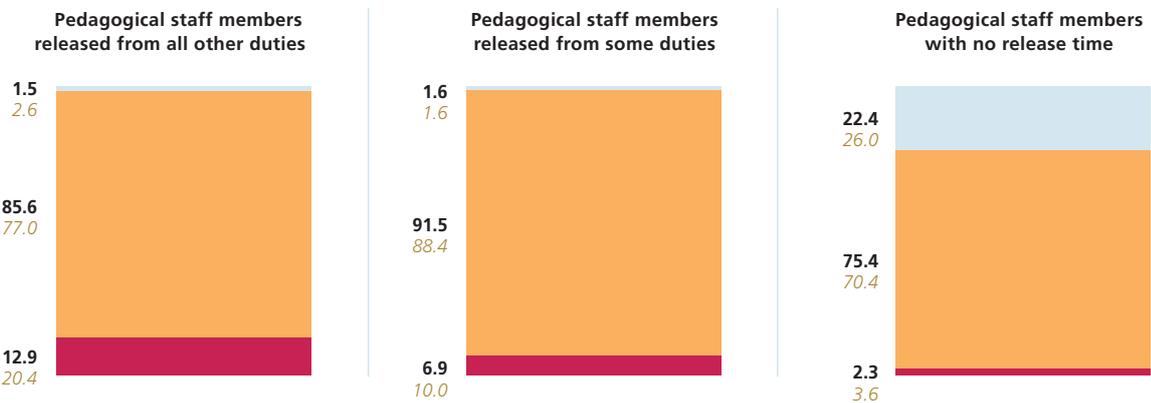


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Tab. 68



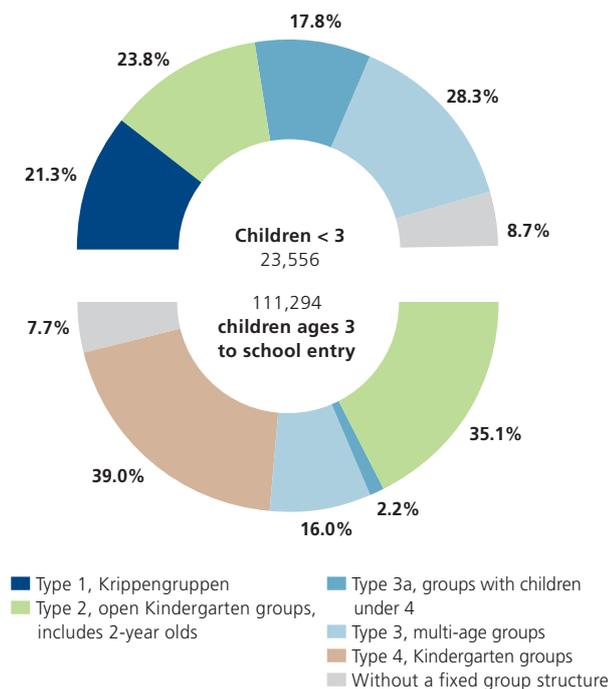
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

RP March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | RP March 1, 2012

Staffing formula – calculation

Staffing formula

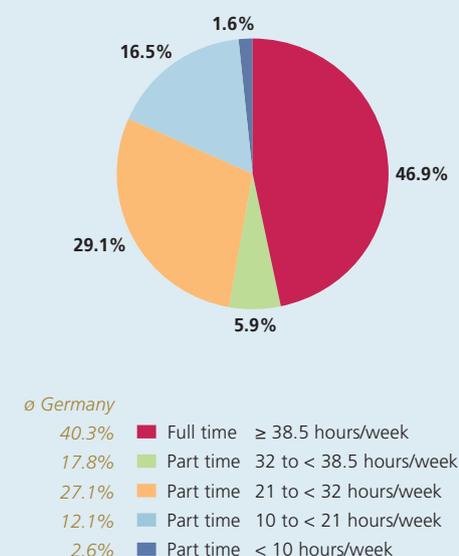
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

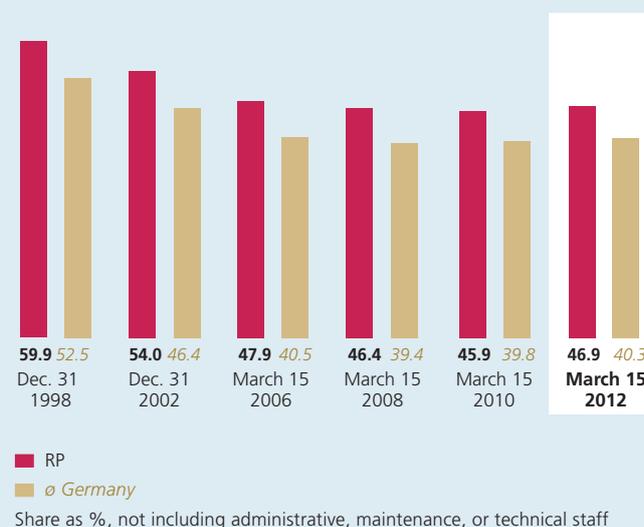
ECEC centers pedagogical staff | RP March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

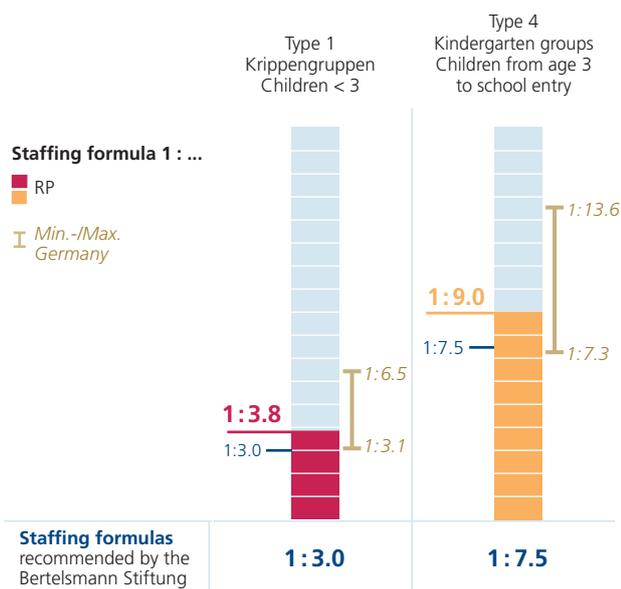


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



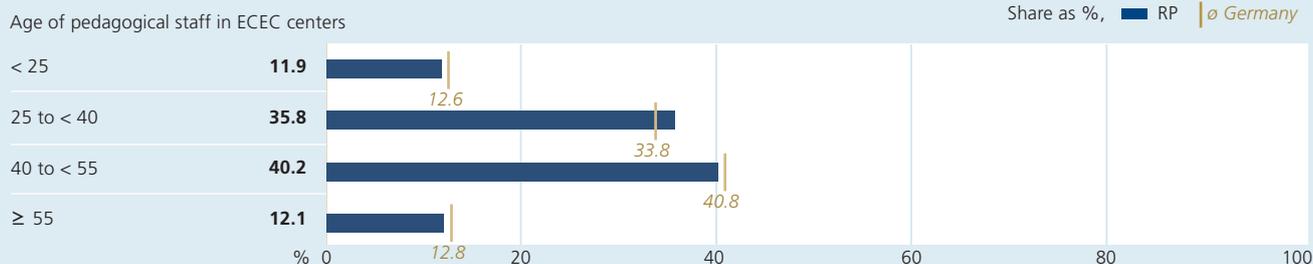
The state ordinance concerning the implementation of the ECEC law governs the staffing formula, the number of staff members per group, and the size of groups. There is no statewide regulation governing indirect educational time.

- **Kindertagengruppen:** 25 children. Groups in which most children attend all day should be limited to 22. The staffing formula provides for 1.75 staff positions per group, or 2.0 in the case of ECEC center containing a single group. In ECEC centers with children who attend all day, an additional 0.25 staff position is to be provided for groups of at least 5, as well as for each additional 10 all-day slots.
- **Mixed-age groups:** When 3 or more children of other ages are enrolled, group size should be reduced appropriately; a benchmark of 15 children is advisable when groups include toddlers. When 3 or 4 two-year-olds are enrolled, staffing is to increase by 0.25 additional position (by 0.5 position in the case of 5 or 6 two-year-olds).
- **Krippengruppe (infant/toddler group):** 8 to 10 children. In general, each group is to be staffed by 2 individuals.

Level of Qualification | Tab. 27

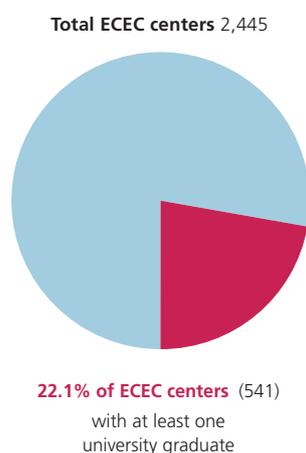
Total pedagogical staff in RP 62,433	RP		ø D
	Number	Share as %	
University degree	715	2.9	4.6
Fachschule degree	19,009	76.7	72.1
Berufsfachschule degree	2,591	10.5	13.1
Other type of training	922	3.7	4.3
In training	803	3.2	3.4
No training completed	754	3.0	2.5

Age distribution | Tab. 42a



ECEC centers pedagogical staff | RP March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in RP 715	RP		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	527	73.7	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	27	3.8	8.9
Leadership duties	161	22.5	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in RP 493		RP		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	24	4.9	8.0
	Dipl.-Heilpädagogin	3	0.6	2.8
Fachschule degree	Erzieherin	194	39.4	45.5
	Heilpädagogin	44	8.9	21.5
Berufsfachschule degree		15	3.0	2.3
Other types of training	Other	38	7.7	4.0
	Health services professions	144	29.2	14.0
In training		15	3.0	0.6
No training completed		16	3.2	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Rhineland-Palatinate, an agreement has been reached between the state, major charitable organizations, and local community associations concerning the professional requirements these staff members must meet. It stipulates that ECEC center staff members who work with children with disabilities must have undergone relevant training in therapeutic education. In addition, trained staff with the same formal qualifications as group leaders or assistants in groups are also qualified for this type of work. More than 39 percent (39.4%) of pedagogical staff who spend most of their working hours with children in accordance with SGB VIII and SGB XII (Eingliederungshilfe) are Erzieherinnen. Almost one third (29.2%) have a degree in a health services profession.

State specific annotations

Care for schoolchildren – all-day primary school programs

All-day schools (voluntary): guaranteed care from 8 a.m. to 4 p.m.

All-day schools (obligatory): guaranteed care from 8 a.m. to 4 p.m. The school day is to be limited to no more than 9 lesson periods and conclude no later than 5 p.m.; a longer period of supervision may be agreed upon on site.

Open all-day schools: School providers determine the minimum number of days per week and hours per day a school is to remain open, based on existing needs.

Care for schoolchildren – qualifications of educational staff

All-day schools (voluntary): Teachers, other pedagogical staff, and external partners are assigned to all-day schools. The qualifications of external partners are determined by those partners' guidelines as well as by their personal and professional suitability for the educational responsibilities they are to fulfill. Schools receive an allotment of teacher hours per week; based on a formula, those hours are distributed among the program's staff.

All-day schools (obligatory): As a rule these schools are staffed by teachers; additional pedagogical staff are employed as well. For the all-day program, schools are allowed additional teacher hours in addition to their regular weekly allotment.

Investments per child under the age of 6

Data for 2009 and 2010: See also comments concerning the data for 2006–2008. There are significant differences between the figures we use for communities' ECEC expenditures in 2010 and the information contained in the annual budgetary statistics of the state of Rhineland-Palatinate (Rheinland-Pfalz: Statistische Berichte, Gemeindefinanzen 2010, Jahresrechnungsergebnisse). According to the state's figures, net expenditures totaled 589.991 million euros; the annual budgetary statistics of Germany's Federal Statistical Office, which form the basis for our calculations, list those expenditures, minus net revenues, at 525.040 million euros.

Data for 2006–2008: It is possible that the net expenditures of Rhineland-Palatinate's communities have been overestimated. Since the beginning of 2006, parents in Rhineland-Palatinate have not been charged fees during the last year before their children enter school. Beginning in September 2007, fees have been waived for the last two years prior to school entry, and as of August 2010 they have been waived for all children over the age of 2 until they enter school. The state compensates communities for the loss of parents' fees. This needs to be reflected in the annual statistics under net revenues based on revenue losses and the item "fees, charges for designated purposes," since parents pay considerably less to public providers of ECEC centers. However, this item in the annual budgetary statistics does not show the trend that might be expected, but instead smaller declines. It is important to determine whether communities are recording state payments to cover parents' fees under "fees, charges for designated purposes" instead of under the appropriate heading of "payments from other levels of government." If so, communities' expenditures might be adjusted by an erroneously low figure for revenues from the state, inflating those expenditures. Accordingly, we cannot rule out the possibility that expenditures by communities in 2006 have been overstated by 13.8

million euros, and in 2007 by 20.8 million euros. For 2007, this would mean that the amount invested per child under 6 was actually 2,824 euros rather than 2,921 euros.

Financing partnership for ECEC

We cannot rule out the possibility that communities' net expenditures have been overestimated. For more information, see explanatory notes concerning the indicator "Investments per child under the age of 6."

Share of net expenditures for ECEC

For methodological reasons, we are unable at this time to provide information on a financing partnership in Rhineland-Palatinate. For more information, see explanatory notes concerning the indicator "Investments per child under the age of 6."

Saarland

General information

Land area: 2,569 km² (2011)

Population (Dec. 31, 2011):
1,013,352

Percentage of children in ECEC
(2012)

Children < 3 22.1%

Children 3 to < 6: 94.5%



Children born (2011)	7,088
Birth per woman (2011)	1.3
Number of children < 10 (Dec. 31, 2011)	73,767
Of that total, children < 3	21,135
Of that total, children ages 3 to < 6	21,719
Of that total, children ages 6 to < 10	30,913
Employment rate of mothers (2011) with	
... at least one child < 3	43.4%
... at least one child age 3 to < 6	57.2%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	74,072
Of that total, children < 6	8,122
Percentage of all children < 6	19.0%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	463
Percentage of facilities	
... provided by a public entity	27.9%
... provided by a nonprofit organization	71.7%
... affiliated with a business or company	0.2%
... provided by a private commercial entity	0.2%
Percentage of ECEC centers without a fixed group structure	8.9%
Total number of ECEC center pedagogical staff (2012)	5,001
Total number of children enrolled in ECEC centers (2012)	31,124
Of that total, children < 3	4,195
Of that total, children ages 3 to < 6 (without schoolchildren)	20,501
Of that total, children in school ages 6 to < 11	1,912
Total number of daycare providers (individuals) (2012)	318
children < 6 in daycare (without schoolchildren)	788
Of that total, children < 3	485
Of that total, children ages 3 to < 6 (without schoolchildren)	120

Access for All

Beginning at the age of 3, every child in Saarland is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 6 hours of care per day. In Saarland, most children between the ages of 3 and 5 (94.5%) were enrolled in ECEC services in 2012. Participation is also high among the various age groups; 89.6 percent of 3-year-olds attended an ECEC center or another type of child care, which is a somewhat higher percentage than the average for the western German states (86.3%) and for the country as a whole (87.6%). Most 5-year-olds in Saarland (97.1%) are enrolled in child care. Among children 3 years of age to school entry attending an ECEC center, 32.7 percent are in care for 45 hours a week or more. Slightly more than half of the children in this age group who attend ECEC centers (55.1%) are enrolled between 25 and 35 hours per week, considerably more than in Germany as a whole (41.4%).

As of March 1, 2012, in Saarland 22.1 percent of children under the age of 3 were enrolled in an ECEC center or daycare services. Their participation rate increased by 8 percentage points between 2008 and 2012.

Investing Effectively

Overall, Saarland's investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 4,089 euros. This amount is not only considerably above the national average (3,514 euros), but also above the average for the western German states (3,380 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 3.1 percent in 2006, but that figure had risen to 4.3 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Saarland's labor market. The number of pedagogical staff increased by over 11 percent between March 1, 2010, and March 1, 2012; in 2012, 463 ECEC centers employed some 5,000 people. Staff qualifications are an essential factor in the quality of a center's educational environment. In Saarland, 68 percent of pedagogical staff have completed training as Erzieherinnen at a Fachschule. Only 2.1 percent are university graduates, and 19.4 percent have completed training at a Berufsfachschule, for example as a childcare worker; this percentage is considerably above the national average (13.1%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In Saarland, Krippengruppen (serving children under 3) had an average formula of 1:3.4 in 2012, which is above the national average (1:4.5) as well as the average for the western German states (1:3.7). In multi-age groups that include children from birth to school entry, the formula is 1:6.0. Accordingly, conditions are worse for infants and toddlers in multi-age groups than in Krippengruppen. Some 2-year-olds attend "open Kindergartengruppen", which are generally for children 3 years and older but also accept younger children; in those groups, the average staffing formula is 1:8.6, which is much worse than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

Staff members in 399 Saarland ECEC centers are partly or fully released from other duties to perform leadership tasks. At 61.2 percent of these centers, one individual is released from all other responsibilities; this percentage is substantially above the national average (46.2%). At nearly 37 percent, a single individual has time allotted for leadership tasks and also serves in other capacities. Of these 154 staff members statewide, the majority work as group leaders (55.8%), and over 23 percent are involved in educational activities with multiple groups. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

The number of hours of release time to be given for leadership duties is generally regulated statewide, since a certain number of leadership hours has been specified for each group of children. The official Child and Youth Welfare Statistics show that in 2012 Saarland was in keeping with the national average with regard to release time. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Saarland, the median for 2012 was 2.4 hours per educational staff member per week, which corresponds to the national median (also 2.4 hours).

What formal qualifications do ECEC directors have for meeting the complex demands they face? In Saarland, 8.7 percent of full-time directors and 3.9 percent of part-time directors are university graduates, a lower percentage than the national average. Since an ECEC director in Saarland is expected to hold a university degree, these relatively low percentages are surprising. For methodological reasons, no information is available about the formal qualifications of other leadership personnel. Further analysis would require additional data.

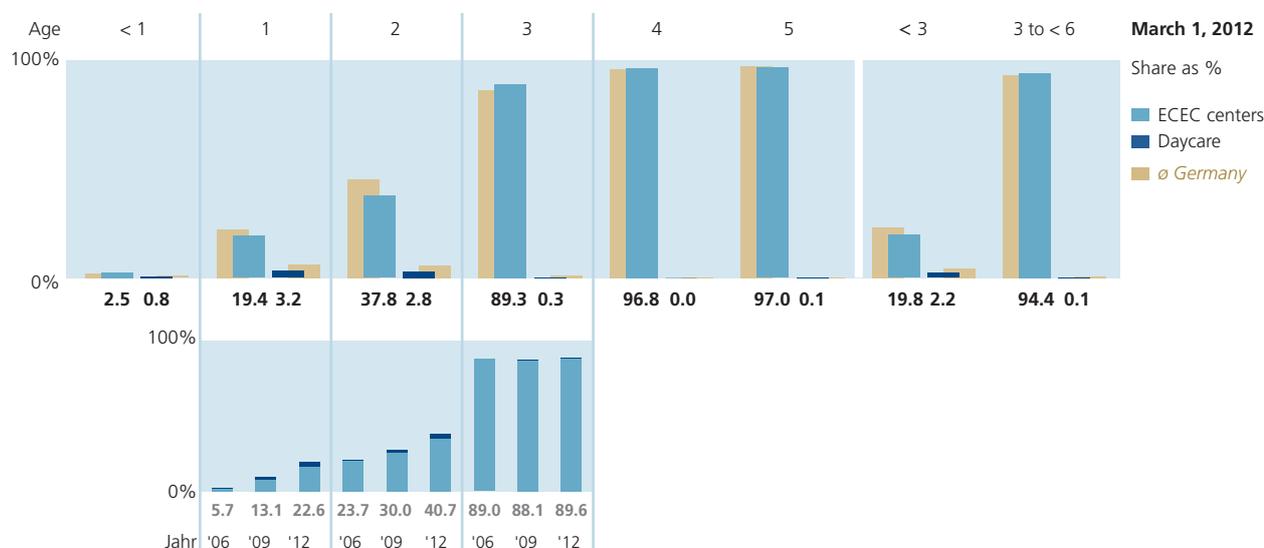
The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

Access for All

Among Saarland's 2-year-olds, 40.6 percent attended child care in 2012, a proportion that is substantially lower than the national average (51.1%). Among 3-year-olds, 89.6 percent attended an ECEC center or daycare service, which is a somewhat higher percentage than the average for the western German states (86.3%) and the country as a whole (87.6%). Most 5-year-olds in Saarland (97.1%) are enrolled in ECEC services. It is important to note that among infants and toddlers (children under 3) in Saarland attending an

ECEC center, 63.3 percent are enrolled for 45 or more hours per week, which is about 25 percentage points higher than the national average. A significantly lower share (32.7%) of older children (age 3 to school entry) enrolled in ECEC center are in care 45 or more hours per week. Slightly more than half of the children in this age group who attend ECEC centers (55.1%) are enrolled between 25 and 35 hours per week, considerably more than in Germany as a whole (41.4%).

Participation of children in ECEC centers and daycare | SL 2006–2012 | Table 6–13



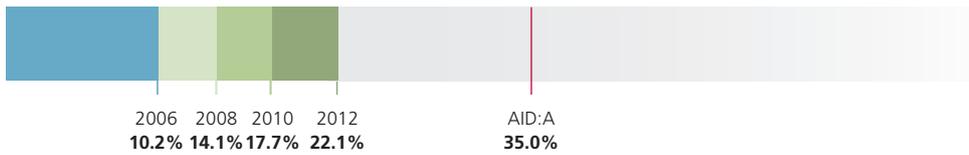
Number of hours per week enrolled in ECEC centers and daycare | SL March 1, 2012 | Table 2–5

Hours	ECEC centers		public sponsored daycare	
	4,195 children < 3	24,917 children ≥ 3	485 children < 3	141 children ≥ 3
≤ 25	4.0 % 17.9	3.4 % 17.1	47.4 % 44.1	75.9 % 71.6
> 25 to 35	25.3 % 27.7	55.1 % 41.4	33.4 % 24.1	17.7 % 13.5
> 35 to 45	7.4 % 16.4	8.8 % 12.8	9.5 % 13.5	3.5 % 6.5
≥ 45	63.3 % 38.1	32.7 % 28.7	9.7 % 18.4	2.8 % 8.5

Share as %, ■ SL | ø Germany

Care places for children under 3: expansion and needs | SL 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

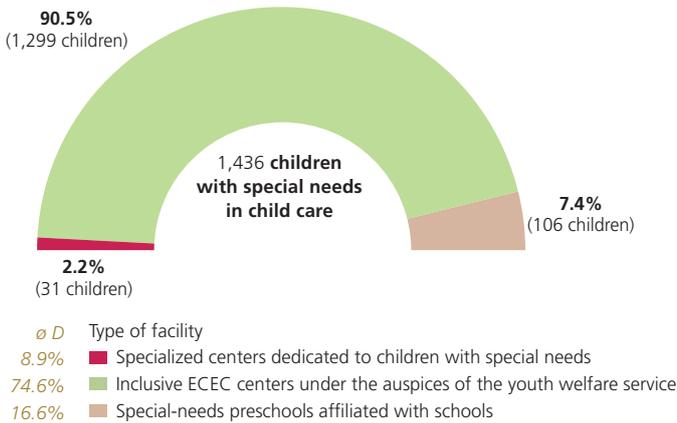


As of March 1, 2012, in Saarland 22.1 percent of children under 3 were enrolled in an ECEC center or daycare service. Participation by this age group increased by 8 percentage points between 2008 and 2012, and by 12 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 35.0 percent of children in this age group in Saarland

were in need of childcare in 2012 (see references in the explanatory notes). Effective August 2013, 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 12.9 percentage points between participation (22.1% according to the most recent available data from March 2012) and the reported need for such services (35.0%).

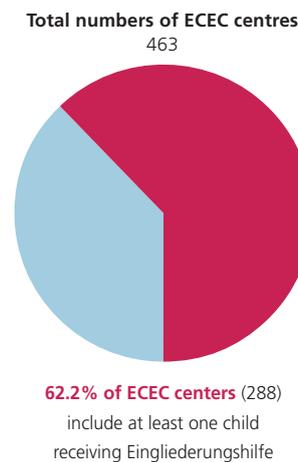
Inclusion | SL 01.03.2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



More than 90 percent of children up to school entry age who received Eingliederungshilfe in an ECEC center in Saarland in 2012 because of (existing or impending) physical or psychological disabilities attended an inclusive ECEC center. This is about 16 percentage points above the national average. The share of children with (impending or existing) disabilities who attend centers dedicated to children with special needs is comparatively low; 31 children (representing 2.2%) are enrolled in therapeutic preschools under the

Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59



auspices of the Child and Youth Welfare Office, and 106 children (7.4%) attend a school-affiliated facility. The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is considerably higher than the national average; 62.2 percent of ECEC centers in Saarland serve at least one child receiving Eingliederungshilfe. The corresponding percentage for Germany as a whole is only 33.4 percent.

Children with and without an immigrant background in ECEC centers | SL 01.03.2012

Participation

Children under 3 in the population | [Table 38](#)

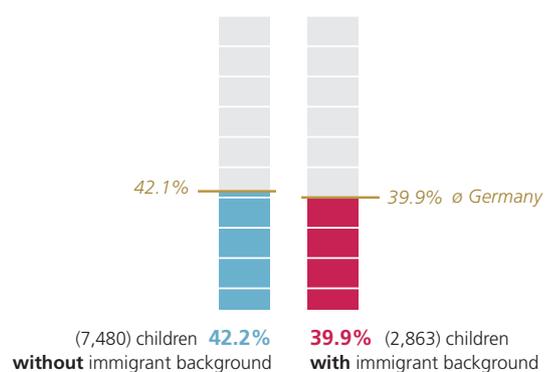
Children ages 3 to < 6 in the population | [Table 39](#)

We are unable to provide information on the participation rates of immigrant and nonimmigrant children because Saarland has no representative data on this demographic variable to serve as refe-

rence values. We would need that information, however, in order to determine the degree of participation.

Enrollment in all-day care | [Table 51a](#)

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Among immigrant preschoolers (3- to 5-year-olds) attending an ECEC center, 39.9 percent are enrolled on a full-time basis (more than 35 hours per week). This share corresponds to the national average and is only slightly lower than the share for their nonimmigrant peers (42.2%).

Language spoken at home | [Table 15a, 16a](#)

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



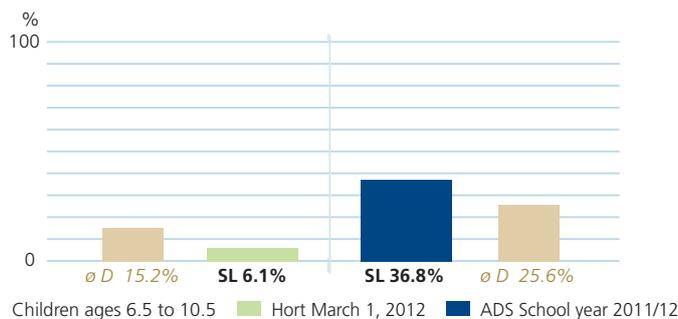
Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

Among immigrant infants and toddlers (children under 3) in ECEC centers, 6.9 percent speak a language other than German at home. The share is greater among older immigrant children (between 3 years and school entry): 15.2 percent speak a language other than German at home.

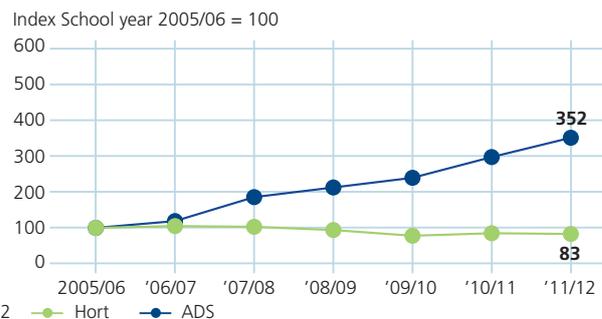
Care for school-age children | SL 01.03.2012, School year 2011/12

Participation | Table 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Structured all-day primary schools	4	8	No
Structured ADS: Primary schools and all-day primary schools (partially structured)	4	8	No
ADS (voluntary): Open all-day schools	5	8.5	Yes

During the 2011/2012 school year, 6.1 percent of schoolchildren under the age of 11 attended Horten in Saarland, while 36.8 percent of this age group were enrolled in (usually open) all-day schools. The total percentage of primary school children who are in child care programs is uncertain, for example because some of them may attend more than one program. The number of Horten decreased between the 2005/2006 and the 2011/12 school years, while the school-based programs grew significantly.

Guaranteed care at voluntary all-day schools must be provided from the end of instruction until 5 p.m.; it must be offered for 4.5 hours per day. Structured all-day primary schools offer guaranteed care on 4 days per week, from 8 a.m. to 4 p.m. On average, children attend Horten for 5.7 hours a day, 4.7 days a week (cf. Tables 71 and 72).

Pedagogical staff serve the extracurricular programs offered by voluntary all-day schools. Requirements regarding their qualifications differ depending on the organizational form. Almost 78 percent (77.5%) of the pedagogical staff of after-school programs have graduated from a Fachschule, for example as Erzieherinnen.

Qualifications of pedagogical staff

Structured ADS | Table 57

Structured all-day primary schools are assigned additional teacher hours for extracurricular programs; providers are required to hire qualified pedagogical staff, and the director must hold a degree in social pedagogy. The type of program determines the qualifications required at partially structured all-day primary schools. Regulations govern group size and staffing levels.

Open ADS | Table 58

Education and care at Saarland's all-day schools (voluntary all-day schools) are provided by pedagogical staff members; "pedagogical staff members" are defined under Saarland's 2011 subsidy program for all-day schools with voluntary participation (Freiwillige Ganztagschulen 2011). Group size and staffing are also precisely regulated.

Horten | Table 50a

Qualification level	SL		ø D without BE/TH
	Number	Share as %	
University degree	9	5.2	7.9
Fachschule degree	134	77.5	71.8
Berufsfachschule degree	5	2.9	8.5
Other training	14	8.1	6.6
In training	3	1.7	3.2
No completed training	8	4.6	2.0

Investing Effectively

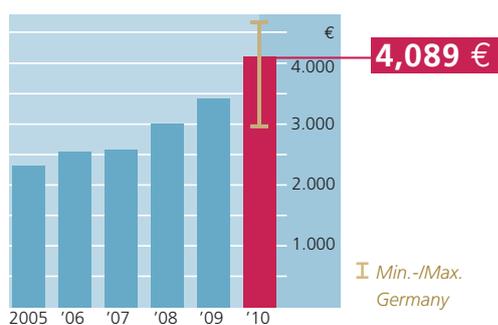
For each child under the age of 6, net expenditures for ECEC by the state and communities in Saarland have increased dramatically since 2008. The 2010 average (4,089 euros) significantly exceeded the national average (3,514 euros). As a result, net costs incurred for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 3.1 percent in 2006, but that figure had risen to 4.3 percent by 2010. Overall, expenditures for ECEC are higher as well, because of a rise in one-time investments, for example to construct new child care center buildings; such investments increased steadily between 2005 and

2010. In contrast to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand services for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 13.8 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

SL 2005–2010 | Table 21a1

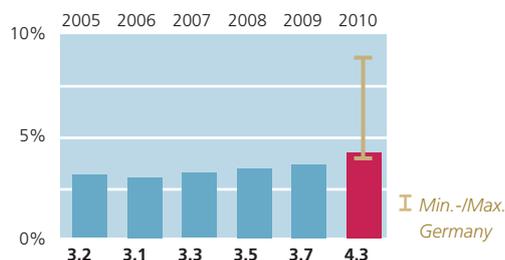
Net expenditures by the state and communities



Share of net expenditures for ECEC

SL 2005–2010 | Table 22

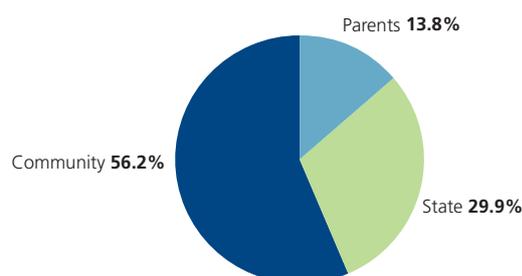
Share of total net expenditures by the state and communities



Financing partnership for ECEC

SL 2010 | Table 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

SL 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Saarland	5.4	7.2	7.2	11.7	17.9	32.7	34.5
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | SL June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors ECEC directors are expected to hold a university degree in the social sciences. (Section 3, paragraph Saarland Child Care and Education Act [SKBBG])</p>	●
<p>... the contractual working hours of ECEC directors At ECEC centers with two or more groups, staff are released from other duties 6 hours per group per week; at centers with four or more groups where at least one group is all day, 1.0 FTE. (Section 12, paragraph (1) SKBBG Implementing Regulation)</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC Center director</p>	●
<p>... leadership of associated ECEC centers Several locations can be organized as one entity with common leadership. The release time for the leadership of each location is credited toward the total release time for the entity's leadership overall. (Section 12, paragraph (2) SKBBG Implementing Regulation)</p>	●

According to state law, ECEC directors in Saarland are expected to hold a university degree in the social sciences. Statewide regulations stipulate that ECEC directors with two or more groups are released from other tasks for 6 hours per group per week, and directors of centers with four or more groups where at least one group is all day are released 1.0 FTE. There are no statewide provisions governing additional personnel staffing hours for other ECEC leadership duties, and no statewide regulations prescribe the duties of ECEC directors. Presumably, the responsibilities of an ECEC director are determined by the respective provider. In Saarland, several ECEC centers can be associated under common leadership.

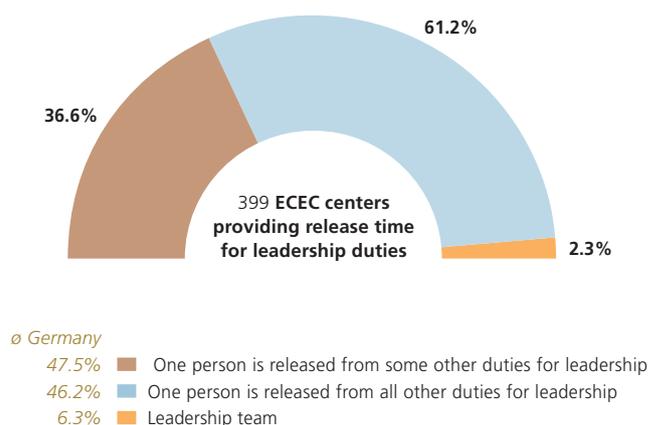
ECEC center directors | SL March 1, 2012

Staff members at 399 ECEC centers in Saarland are partly or fully released from other duties to perform leadership tasks. At 36.6 percent of these centers, a single individual has time allotted for leadership tasks and also serves in other capacities. At 61.3 percent, one person is released from all other duties; this figure is 15 percentage points higher than the national average (46.2%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Saarland, the median is 2.4 hours per pedagogical staff member per week, which corresponds to the national median (also 2.4 hours).

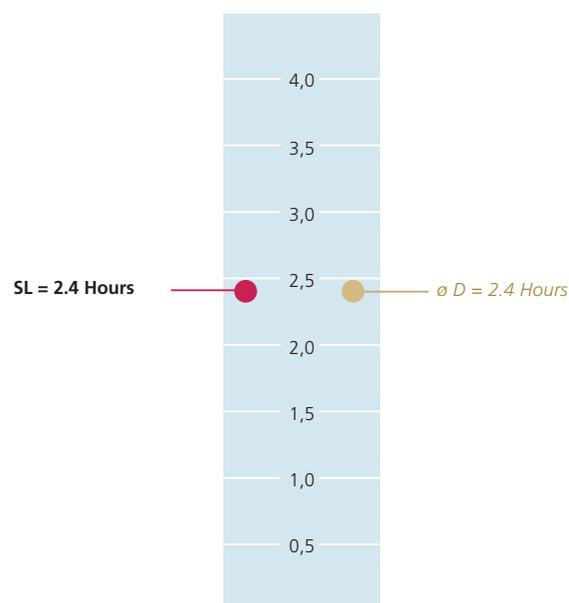
A total of 154 staff members in Saarland are released from only part of their workload to perform leadership tasks while they are still active in at least one other area. More than half (55.8%) work as group leaders, while 23.4 percent are engaged in educational activities with multiple groups. In Saarland, 8.7 percent of full-time directors and 3.9 percent of part-time directors hold relevant university degrees; each is a lower percentage than the respective national average. Since an ECEC director in Saarland is expected to hold a university degree, these relatively low percentages are surprising. For methodological reasons, no information is available about the formal qualifications of other leadership personnel. Only 1.8 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



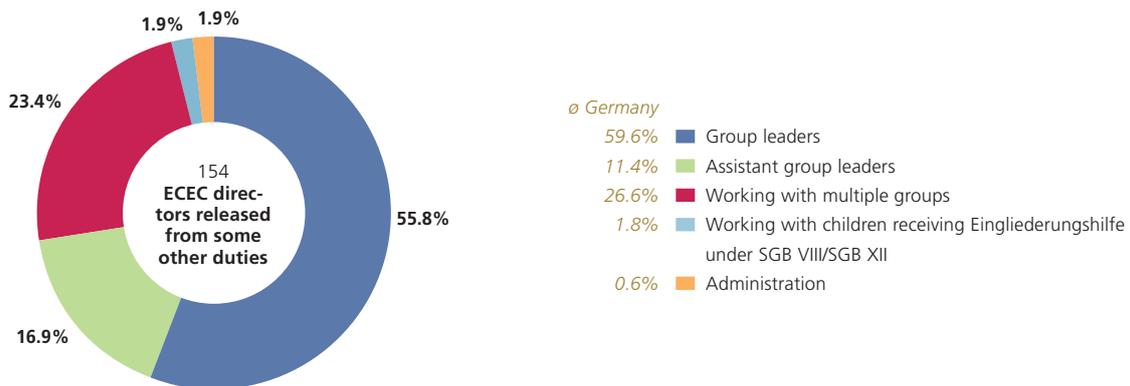
Number of hours of release time per week per pedagogical staff member (median) | Table 66



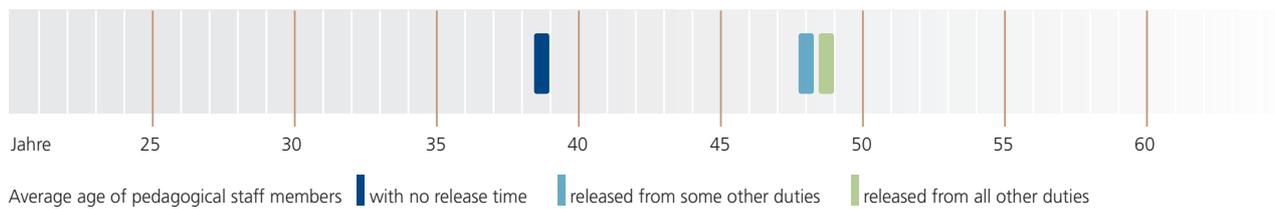
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

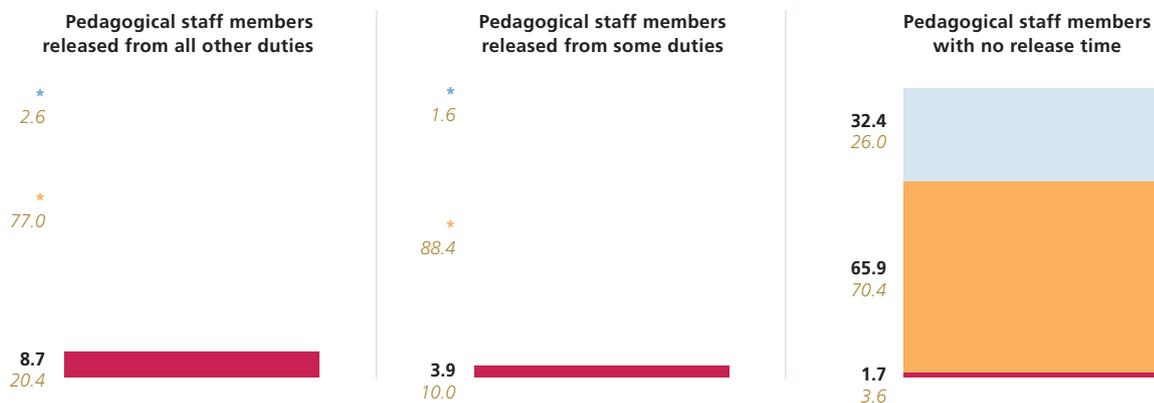


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



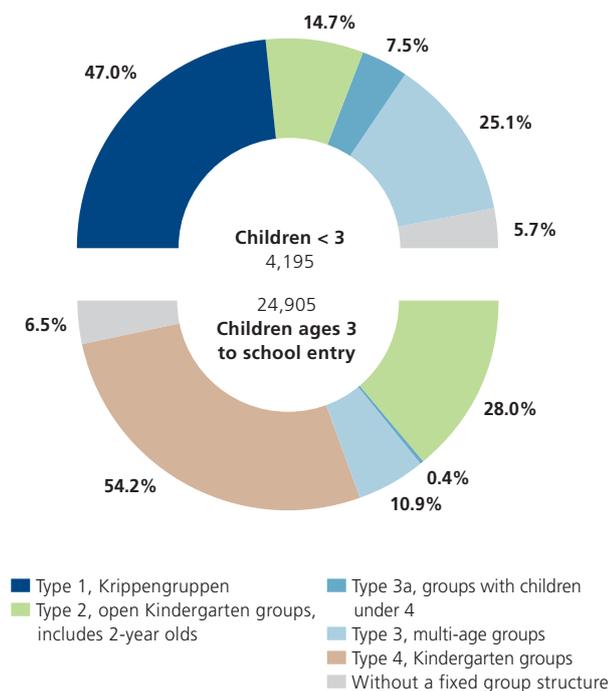
Share as %, * To maintain confidentiality, data not shown.

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

SL March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | SL March 1, 2012

Staffing formula – calculation

Staffing formula

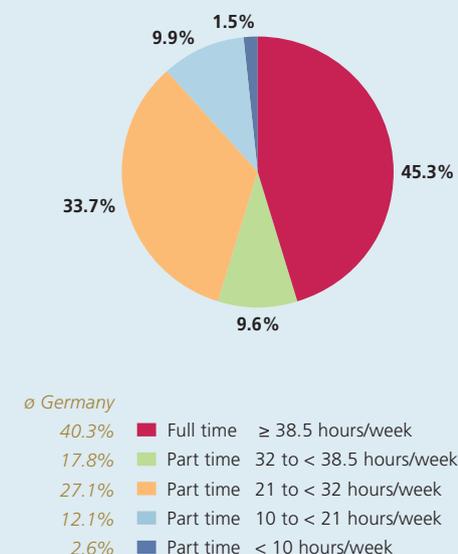
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

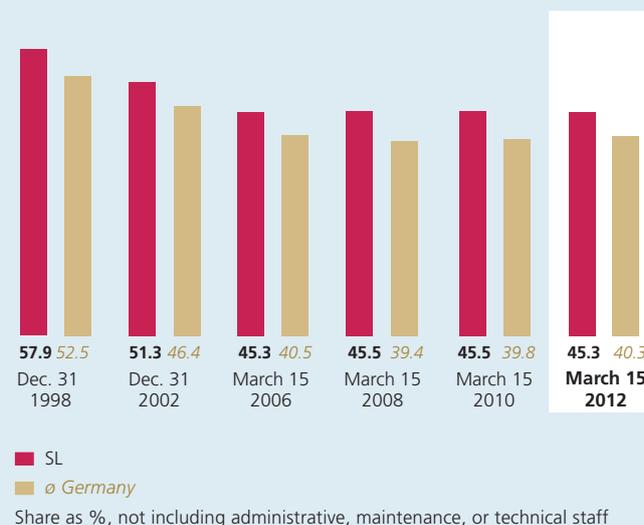
ECEC centers pedagogical staff | SL March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Table 29

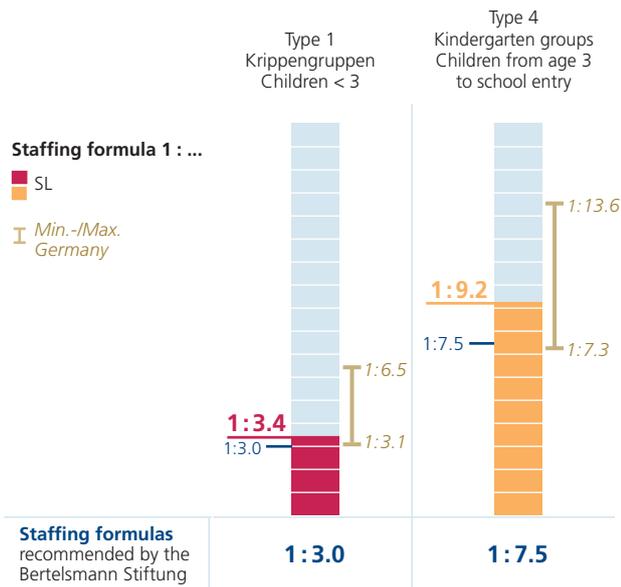


Percentage of full-day ECEC staff | Table 28



Staffing formulas for various types of groups

Table 43a1



Statewide regulations govern the pedagogical staffing of ECEC centers in Saarland. The staffing formulas, based on 6 hours of care, call for a minimum of 1.5 trained staff members per group, or two staff members at centers with a single group. In infant/toddler groups, one trained staff member is required for every five approved slots; and in Kindergartengruppen, one trained staff member is required for 13 to 16 slots (the maximum permitted). (Saarland Child Care and Education Act [SKBBG] and Saarland Implementing Regulation)

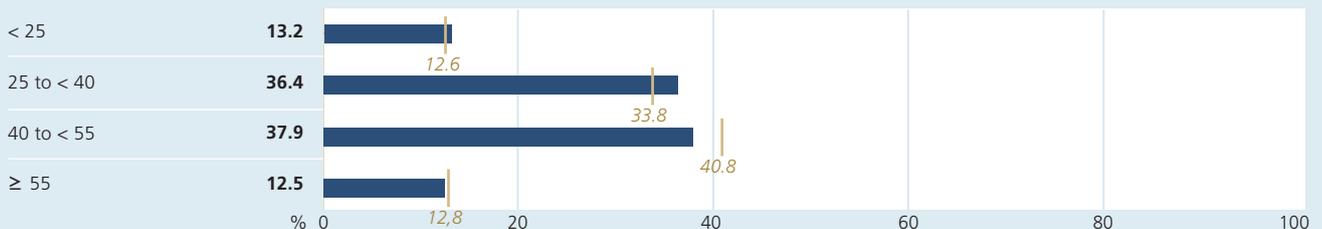
Level of Qualification | Table 27

Total pedagogical staff in SL 62,433	SL		ø D
	Number	Share as %	
Type of degree			
University degree	103	2.1	4.6
Fachschule degree	3,402	68.0	72.1
Berufsfachschule degree	969	19.4	13.1
Other type of training	200	4.0	4.3
In training	189	3.8	3.4
No training completed	138	2.8	2.5

Age distribution | Table 42a

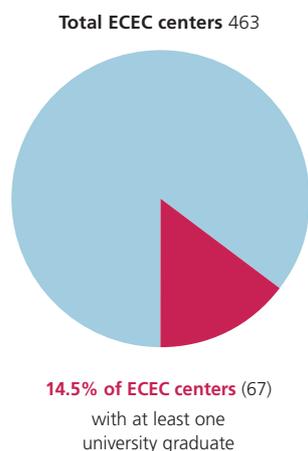
Age of pedagogical staff in ECEC centers

Share as %, ■ SL | ø Germany



ECEC centers pedagogical staff | SL March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in SL 103	SL		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	75	72.8	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	3	2.9	8.9
Leadership duties	25	24.3	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in SL 1,473		SL		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	3	2.5	8.0
	Dipl.-Heilpädagogin	0	0.0	2.8
Fachschule degree	Erzieherin	49	40.2	45.5
	Heilpädagogin	6	4.9	21.5
Berufsfachschule degree		4	3.3	2.3
Other types of training	Other	53	43.4	4.0
	Health services professions	5	4.1	14.0
In training		2	1.6	0.6
No training completed		0	0.0	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Saarland, 122 pedagogical staff spend most of their working hours with children receiving Eingliederungshilfe under SGB VIII/SGB XII. Of those, 43.4 percent have training described as "other." This can include short courses in social work/social pedagogy; a degree in education, including special education; a university degree in another field; and other formal vocational training. This is the highest representation of "other training" in any state and far above the national average (4%). Another 40.2 percent of staff members working with children who receive Eingliederungshilfe are Erzieherinnen. Only 2.5 percent of staff have graduated from a university with a degree in therapeutic education.

State specific annotations

Care for schoolchildren – all-day primary school programs

Structured all-day primary schools: guaranteed care from 8 a.m. to 4 p.m.

Primary schools and all-day primary schools: guaranteed care from 8 a.m. to 4 p.m.

All-day schools with voluntary participation: The actual program must be open for 4.5 hours per day; guaranteed supervision is provided from the end of instruction until 5 p.m.

Care for schoolchildren – qualifications of educational staff

Structured all-day primary schools:

Schools are assigned additional teacher hours for extracurricular programs at structured all-day schools. Providers are required to hire qualified pedagogical staff, and the director must hold a degree in social pedagogy. The state covers half of these personnel costs. Maximum group size is in keeping with regulations governing class size. Regulations concerning the number of staff are found in the position paper entitled “Structured all-day schools” (http://www.saarland.de/dokumente/res_bildung/Eckpunktepapier_GGTS_06.10.2010.pdf; retrieved on November 7, 2012) (in German).

Primary schools and all-day primary schools (partially structured): The type of program determines the qualifications required; in this case schools are staffed by Erzieherinnen. Maximum group size is in keeping with regulations governing class size. Each structured track is staffed by 3 Erzieherinnen.

All-day schools with voluntary participation: Education and care at Saarland’s all-day schools are provided by pedagogical staff members; “pedagogical staff members” are defined in a document on Saarland’s “All-day schools with voluntary participation 2011” program, which was published on March 15, 2011. Each group includes a maximum of 20 children; a factor of 1:3 applies to children with special needs (related to emotional and social development, physical and motor development, mental development, sight, hearing). At least one pedagogical staff member is assigned on a half-time basis to lead each group.

Investments per child under the age of 6

Information on Saarland’s expenditures in 2008 is drawn from a report issued by the state Ministry of Education on June 6, 2011, rather than from the annual budgetary statistics. The report lists the state’s net expenditures in 2008 at 48,094 million euros, while the figure quoted in the annual budgetary statistics is 43 million euros. Similarly, information on Saarland’s expenditures in 2007 is taken not from the annual budgetary statistics, but from a 2009 report by the state Ministry of Education. The report shows net expenditures of 42.381 million euros, while the relevant figure in the annual budgetary statistics is 42 million euros.

Saxony

General information

Land area: 18,420 km² (2011)

Population (Dec. 31, 2011):
4,137,051

Percentage of children in ECEC
(2012)

Children < 3: 46.4%

Kinder 3 bis < 6 Jahre: 96.0%



Children born (2011)	34,423
Birth per woman (2011)	1.5
Number of children < 10 (Dec. 31, 2011)	332,937
Of that total, children < 3	103,916
Of that total, children ages 3 to < 6	100,807
Of that total, children ages 6 to < 10	128,214
Employment rate of mothers (2011) with	
... at least one child < 3	59.5%
... at least one child age 3 to < 6	70.8%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	421,232
Of that total, children < 6	44,547
Percentage of all children < 6	21.8%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	2,800
Percentage of facilities	
... provided by a public entity	44.0%
... provided by a nonprofit organization	54.8%
... affiliated with a business or company	0.1%
... provided by a private commercial entity	1.1%
Percentage of ECEC centers without a fixed group structure	9.8%
Total number of ECEC center pedagogical staff (2012)	27,826
Total number of children enrolled in ECEC centers (2012)	266,723
Of that total, children < 3	42,408
Of that total, children ages 3 to < 6 (without schoolchildren)	96,438
Of that total, children in school ages 6 to < 11	103,288
Total number of daycare providers (individuals) (2012)	1,472
children < 6 in daycare (without schoolchildren)	6,191
Of that total, children < 3	5,848
Of that total, children ages 3 to < 6 (without schoolchildren)	285

Access for All

Beginning at the age of 3, every child in Saxony is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). However, no specific number of hours of care per day has been set. Most families take advantage of this resource; 96 percent of 3- to 5-year-olds were enrolled in an ECEC center or daycare services in 2012. A substantial share of 3-year-olds (93.3%) were in child care; this is a slightly higher percentage than the average for the eastern German states (93.0%). Not surprisingly, the percentage of 5-year-olds who attend some form of child care is even higher (97.5%). A majority of children between 3 years of age and school entry attending an ECEC center were enrolled 45 hours or more per week (68.1%). This percentage is higher than the average for the eastern region of Germany (56.7%).

As of March 1, 2012, in Saxony 46.4 percent of children under 3 were enrolled in an ECEC center or another type of daycare. Their participation rate increased by almost 10 percentage points between 2008 and 2012.

Investing Effectively

Overall, Saxony's investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 4,159 euros. This amount is not only considerably above the national average (3,514 euros), but also slightly above the average for the eastern German states (4,078 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 6.3 percent in 2006, but that figure had risen to 8.9 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Saxony's labor market. The number of pedagogical staff increased by almost 9 percent between March 1, 2010, and March 1, 2012; in 2012, some 2,800 ECEC facilities employed roughly 27,900 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Over 84 percent of pedagogical staff in Saxony (84.3%) have completed training as Erzieherinnen at a Fachschule, a higher percentage than the national average (72.1%). In addition, 7.3 percent have earned a university degree; this percentage, too, exceeds the national average (4.6%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In Saxony, Krippengruppen had an average formula of 1:6.1 in 2012, considerably worse than the national average of 1:4.5. However, in the case of multi-age groups that include children from birth to school entry the formula is even less favorable (1:10.3). Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend "open Kindergartengruppen", which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:11.5, the worst in the state for this age group. So while pedagogical staff in Saxony have a relatively high level of formal qualifications, the information we have about staffing formulas suggests that the state's ECEC centers employ too few people to provide the necessary structural conditions for a high-quality educational experience.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In Saxony, certain staff members in 2,400 ECECs are partly or fully released from other duties to perform leadership tasks. At more than half of these centers (55.3%), one individual is released from all other responsibilities. Saxony has a somewhat higher percentage of leadership teams (10%) relative to the national average (6.3%). In 34.7 percent of the ECEC centers that provide release time, one person is released from certain duties, but not all, in order to take on leadership responsibilities. This applies to about 1,000 staff members statewide, most of whom are engaged in educational activities with multiple groups (48.6%), with 40.8 percent serving as group leaders. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice, particularly given the relatively unfavorable staffing formulas found in Saxony.

The amount of release time given for leadership tasks is governed by statewide standards and based on full-time equivalents. The official Child and Youth Welfare Statistics show that in 2012 Saxony ranked above the national average with respect to release time. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Saxony, the median for 2012 was 2.9 hours per educational staff member per week, which is above the national median of 2.4 hours.

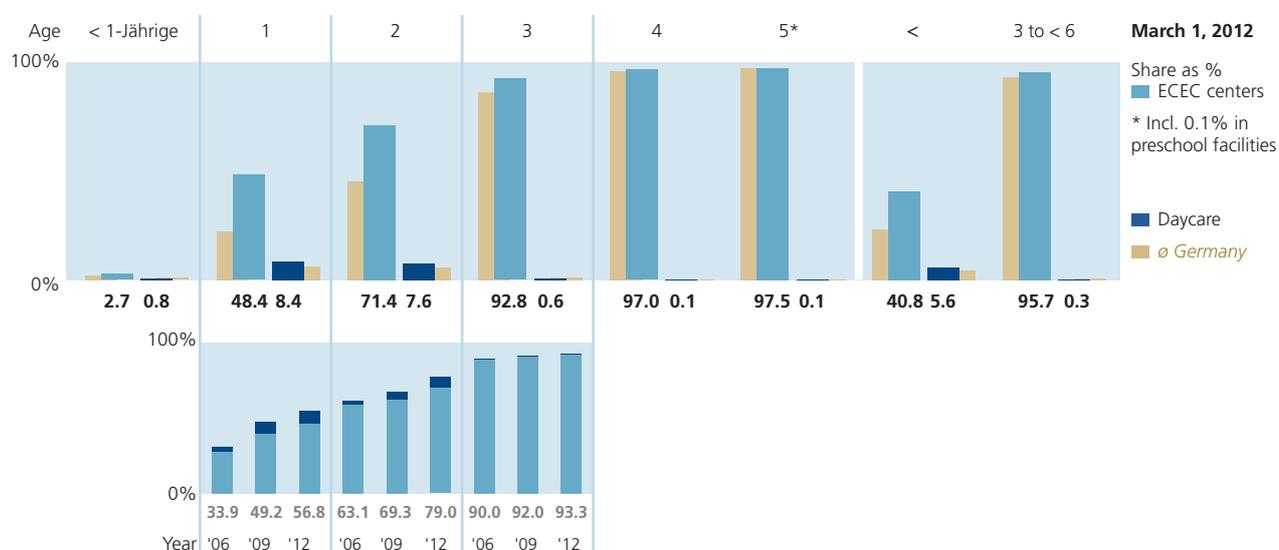
What formal qualifications do ECEC directors in Saxony have? In 2012, most full-time released directors had completed relevant training at a Fachschule (63.2 percent); 34.4 percent had a relevant university degree. Among part-time released directors, 72 percent had graduated from a Fachschule and 26 percent were university graduates. In contrast, only 4.8 percent of staff members who were not assigned leadership tasks had earned a university degree. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

Access for All

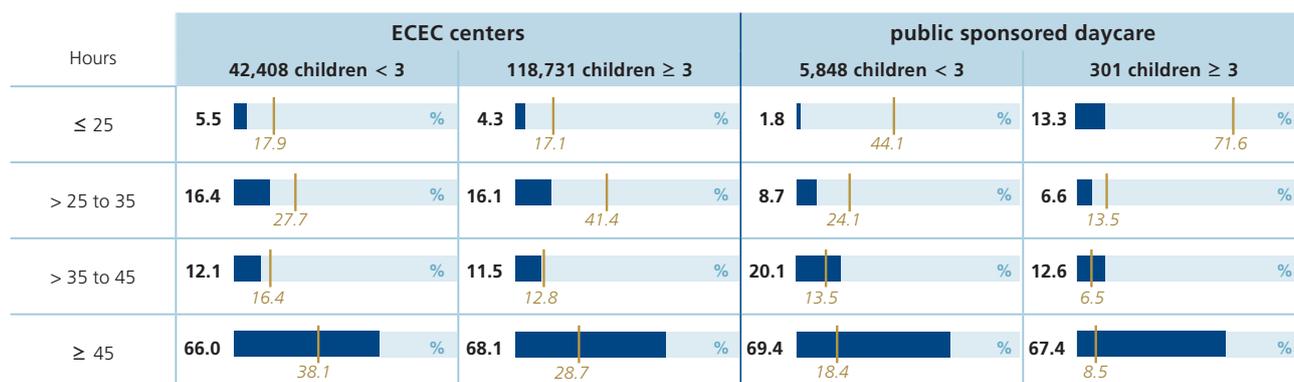
In 2012, 79 percent of 2-year-olds in Saxony were in ECEC services, a slightly lower percentage than the average for eastern Germany (82.5%). Among 3-year-olds, 93.3 percent attended an ECEC center or daycare service, a slightly higher percentage than the average for the eastern German states (93%). The share of 5-year-olds is also very high, at 97.5 percent. Most children attending ECEC centers are in care for relatively long periods of time. Among children under

3 attending an ECEC center in Saxony, 66 percent are enrolled for 45 or more hours per week; this is a significantly larger percentage than the national average for this age group (38.1%). Likewise, 68.1 percent of older children (age 3 to school entry) attending an ECEC center are enrolled for 45 or more hours per week, which is above the average for eastern Germany (56.7%).

Participation of children in ECEC centers and daycare | SN 2006–2012 | Tab. 6–13



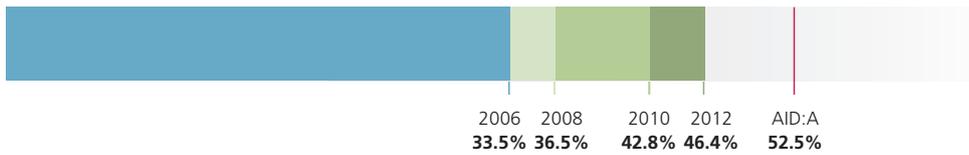
Number of hours per week enrolled in ECEC centers and daycare | SN March 1, 2012 | Tab. 2–5



Share as %, ■ SN | ø Germany

Care places for children under 3: expansion and needs | SN 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

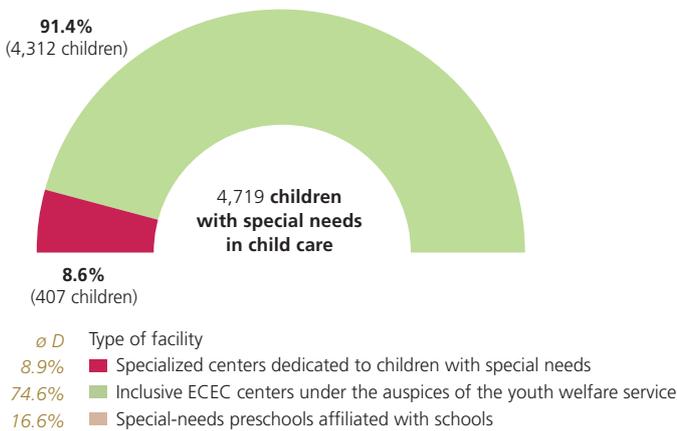


As of March 1, 2012, in Saxony 46.4 percent of infants and toddlers were enrolled in an ECEC center or daycare service. Participation by children in this age group rose by 10 percentage points from 2008 to 2012 and by 13 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 52.5 percent of infants and toddlers in Saxony were in

need of childcare in 2012 (see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 6.1 percentage points between participation (46.4%, according to the most recent available data from March 2012) and the reported need for such services (52.5%).

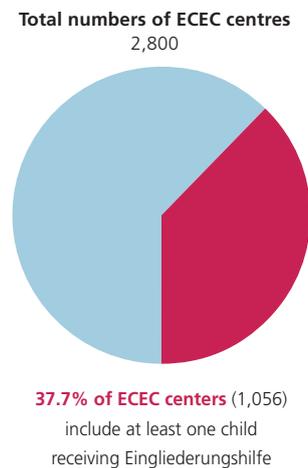
Inclusion | SN March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



In Saxony, 91.4 percent of children up to school entry age who receive Eingliederungshilfe in an ECEC center owing to (existing or impending) physical or psychological disabilities attend an inclusive ECEC, which is nearly 17 percentage points higher than the national average (74.6%). Almost 9 percent of children with (existing or impending) disabilities attend centers dedicated to children with

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



special needs. The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is somewhat higher than the national average; just under 38 percent of ECEC centers in Saxony serve at least one child receiving Eingliederungshilfe. The corresponding percentage for Germany as a whole is 33.4 percent.

Children with and without an immigrant background in ECEC centers | SN March 1, 2012

Participation

Children under 3 in the population | Tab. 38

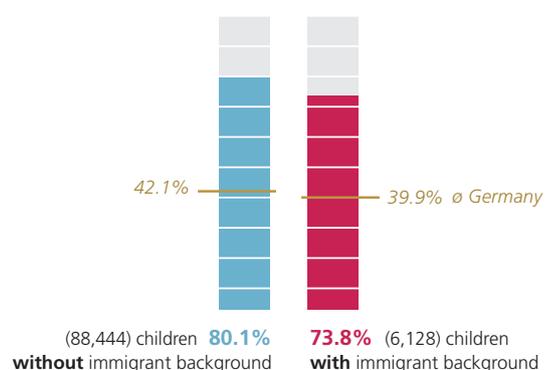
Children ages 3 to < 6 in the population | Tab. 39

We are unable to provide information on the participation rates of immigrant children (with at least one foreign-born parent) and nonimmigrant children, because Saxony has no representative data

on this demographic variable to serve as reference values. We would need that information, however, in order to determine the degree of participation.

Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care

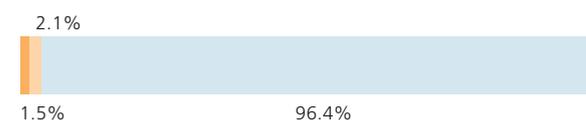


As a rule, the share of immigrant children is considerably lower in the eastern than in the western German states.

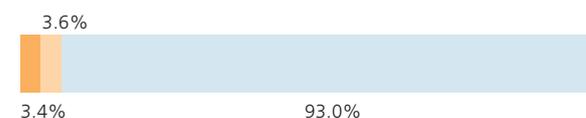
Among older children (3- to 5-year-olds) in Saxony's ECEC centers, nearly 74 percent of immigrants attend on a full-time basis (more than 35 hours per week) – a slightly lower rate than that for their nonimmigrant peers (80.1%).

Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



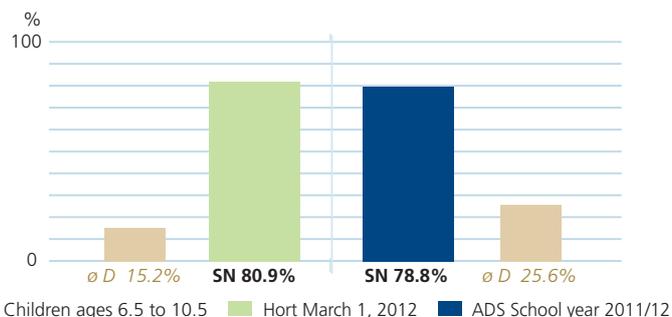
Children with immigrant background: primary language spoken at home
 Not German (orange) German (yellow)
 Children without immigrant background (light blue)

Considering the low share of immigrant children in the population as a whole, it is not surprising that only 3.6 percent of children under 3 years of age in ECEC centers have at least one foreign-born parent. Only 1.5 percent of immigrant infants and toddlers who attend ECEC centers live in a home in which German is not the primary language. Among older children (between 3 years of age and school entry), 7 percent are immigrants, and 3.4 percent speak a language other than German at home.

Care for school-age children | SN March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: Full-day programs	3	7	No
Open ADS: Full-day programs	3	7	No

During the 2011/2012 school year in Saxony, 80.9 percent of school children under 11 years old attended a Hort, while 78.8 percent of this age group were enrolled in an all-day school. The total percentage of primary school children who are in child care is uncertain, because schools in Saxony provide all-day services in cooperation with Horte; as a result, children are counted in both groups. Both types of services were expanded between the 2005/2006 and the 2011/2012 school years.

The minimum number of hours for all-day school services is 7 hours on 3 days per week. Children who attend Horte spend an average of 5.2 hours on 5 days per week in these programs (Tables 71 and 72). Staff members are required to demonstrate that they are qualified to work in certain extracurricular programs at all-day schools. A good 83 percent of the pedagogical staff at Horte have completed training at a Fachschule, while more than 9 percent have a relevant university degree.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

Staff members are required to demonstrate that they are qualified to work in certain extracurricular programs (e.g., sports). Group size depends on the type of program. There are no regulations governing staffing levels.

Open ADS | Tab. 58

Staff members are required to demonstrate that they are qualified to work in certain extracurricular programs (e.g., sports). No information is available about regulations governing group size or staffing levels.

Hort Tab. 50a	SN		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	560	9.2	7.9
Fachschule degree	5,052	83.1	71.8
Berufsfachschule degree	58	1.0	8.5
Other training	283	4.7	6.6
In training	79	1.3	3.2
No completed training	48	0.8	2.0

Investing Effectively

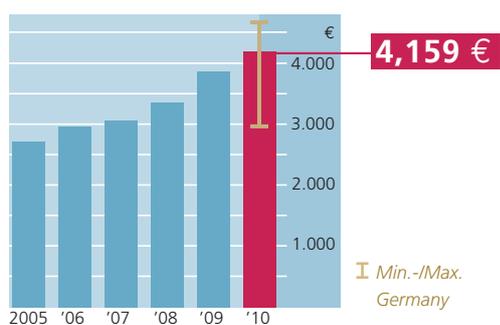
For each child under the age of 6, net expenditures for ECEC by the state and communities in Saxony have significantly increased since 2007. At an average of 4,159 euros per child in 2010, they were well above the level for Germany as a whole (3,514 euros). As a result, net costs incurred for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 7.0 percent in 2007, but that figure had risen to 8.9 percent by 2010. Overall, expenditures for ECEC are also higher because non-recurring investments rose; for instance, investments were made to construct new buildings for child care centers, and they increased continuously from 2005 to 2010. In contrast to

the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 12.8 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

SN 2005–2010 | Tab. 21a1

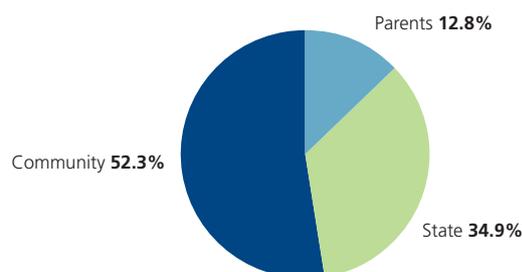
Net expenditures by the state and communities



Financing partnership for ECEC

SN 2010 | Tab. 23

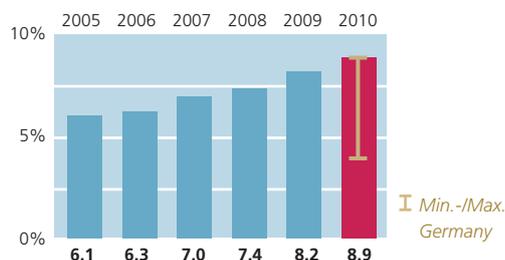
Excluding contributions from the federal government and independent providers



Share of net expenditures for ECEC

SN 2005–2010 | Tab. 22

Share of total net expenditures by the state and communities



One-time investments for ECEC

SN 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Saxony	38.7	66.9	78.7	89.5	132.6	136.7	91.5
Germany	269.3	307.3	396.7	525.2	947.3	1.334.1	1.357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | SN June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>At ECEC centers serving up to 70 children, a director must have earned one of the following credentials:</p> <ol style="list-style-type: none"> 1. state certification as an Erzieherin/Erzieher 2. state certification as a Heilpädagogin/Heilpädagoge (Fachschule graduate) 3. state certification as a social pedagogue 4. state certification as a social worker 5. state certification as a Heilpädagogin/Heilpädagoge (university graduate) 6. master's degree in a social services field 7. master's degree in Heilpädagogik (therapeutic education) 8. bachelor's degree or equivalent in education with specialization in social pedagogy/social work <p>Individuals qualifying under item 1 or item 2 must complete additional training as an ECEC director within 5 years after they assume leadership responsibilities.</p> <p>At ECEC centers serving more than 70 children, the requirement is as follows:</p> <ol style="list-style-type: none"> a) professional training as in No. 1 or No. 2 (above), with completion of one of items 3 to 8 (above) within 5 years after assuming leadership responsibilities b) professional training as in items 3 to 8 (above) (Sec. 2 of Saxony's regulations on ECEC staff qualifications and continuing education [SächsQualiVO] effective September 20, 2010) 	●
<p>... the contractual working hours of ECEC center directors</p> <p>For every 10 full-time pedagogical staff members assigned to groups, one pedagogical staff member is to serve as a director. (Section 12, paragraph (2) No. 4 of Saxony's child care regulations [SächsKitaG] effective May 15, 2009)</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

Saxony has statewide regulations outlining the formal qualifications required of ECEC directors. A distinction is made between the qualifications required of directors at ECEC centers serving up to 70 children and those required at centers serving more than 70 children. The statewide regulations also specify a ratio of one full-time educator performing leadership duties to every 10 full-time pedagogical staff members available to work with groups, with a corresponding part-time ratio when there are fewer educators working with groups. Saxony has no other statewide regulations governing ECEC directors.

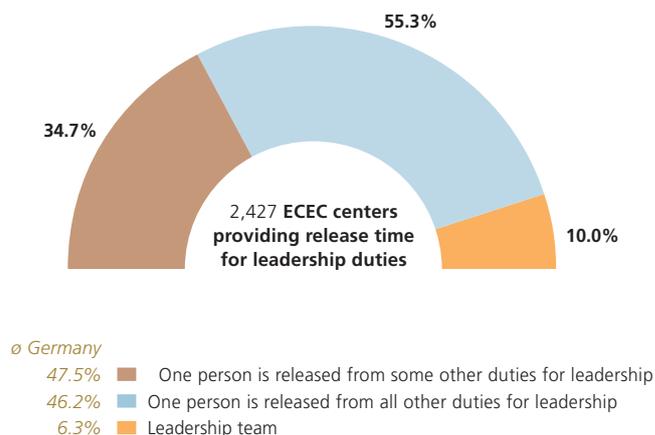
ECEC center directors | SN March 1, 2012

Staff members at 2,427 ECEC centers in Saxony are partly or fully released from other duties to perform leadership tasks. At 34.7 percent of these centers, one person is released part-time for leadership tasks. At more than half of these centers (55.3%), one person is released from all other responsibilities. Leadership teams are in place at 10 percent of Saxony ECEC centers, a somewhat higher share than the national average (6.3%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Saxony, the median for 2012 was 2.9 hours per early childhood educator per week, which is above the national median of 2.4 hours.

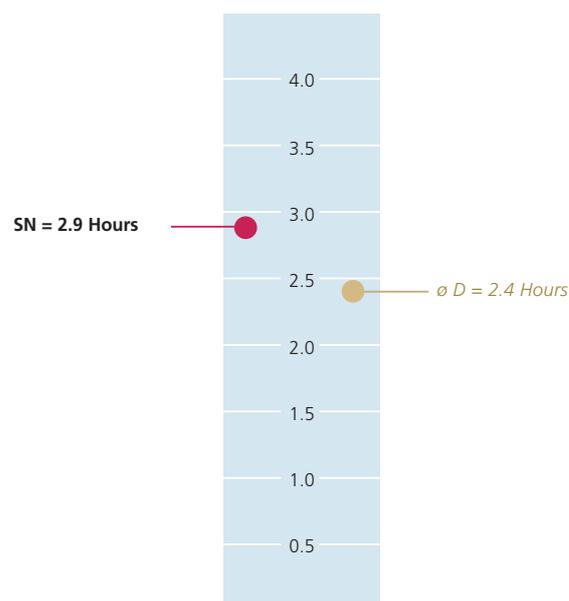
At Saxony's ECEC centers, 1,027 staff members are released part-time to perform leadership duties, while they are still active in at least one other area. Nearly 49 percent are engaged in educational activities with multiple groups, and nearly 41 percent work as group leaders. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Most full-time directors in Saxony have graduated from a Fachschule (63.2%) with a relevant degree, and 34.4 percent have earned a university degree. Among part-time directors, 26.1 percent are university graduates, and 72 percent have completed training at a Fachschule. In contrast, only 4.8 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



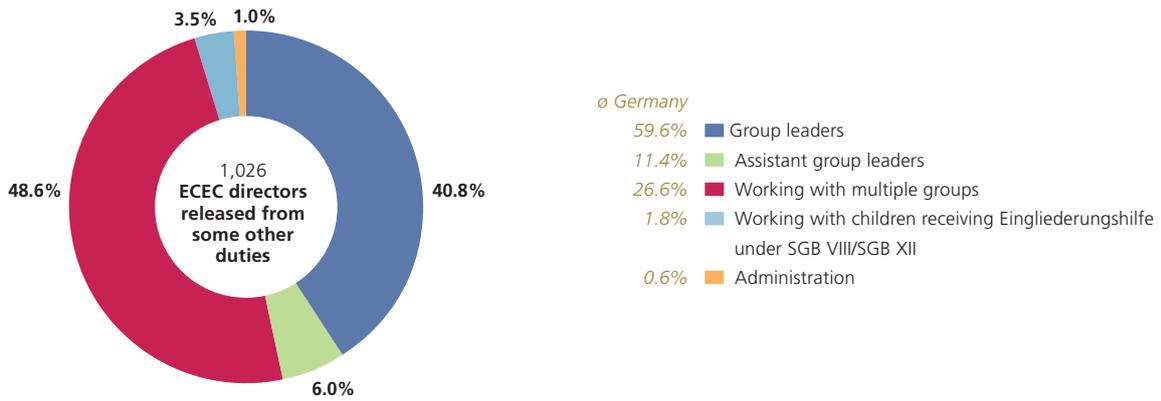
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



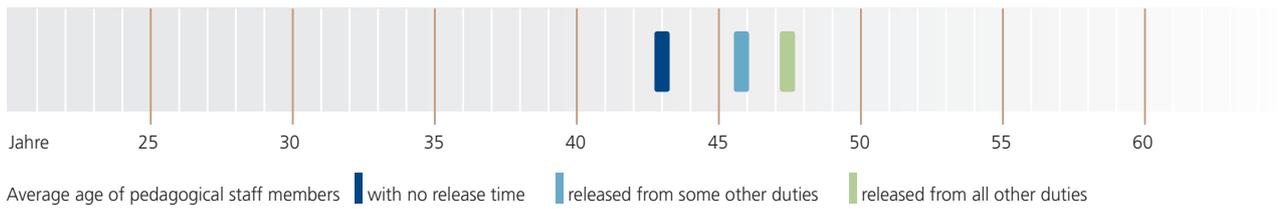
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

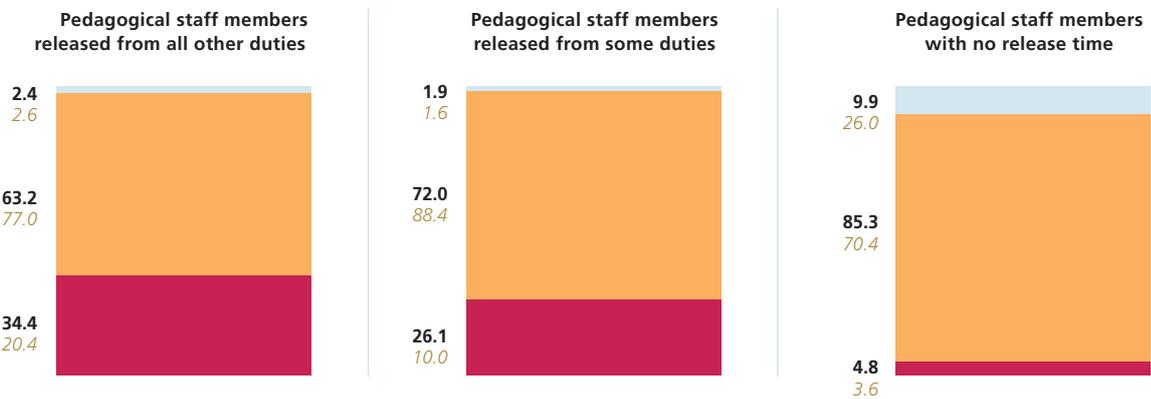


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

Tab. 68



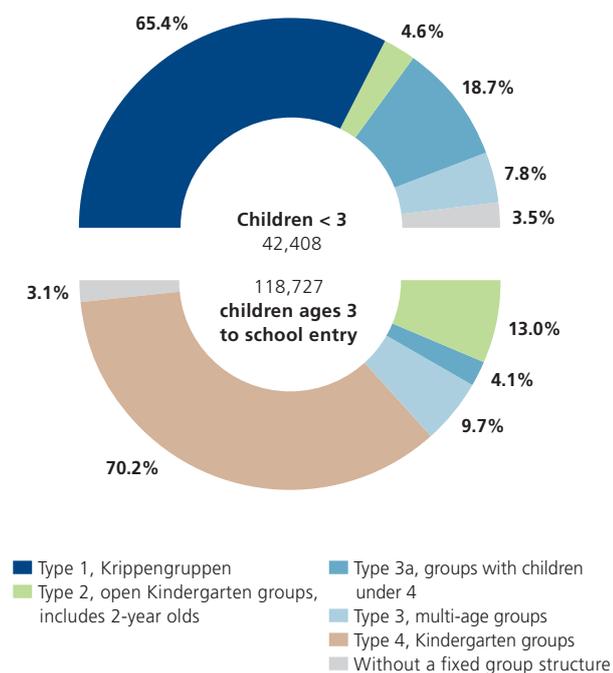
Share as %

Level of qualification: ■ University degree ■ Fachschule degree ■ Others: other types of training, trainees, no training

Germany

Distribution of children among types of groups

SN March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | SN March 1, 2012

Staffing formula – calculation

Staffing formula

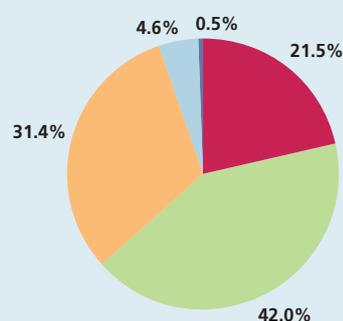
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

ECEC centers pedagogical staff | SN March 1, 2012

Contractual work hours

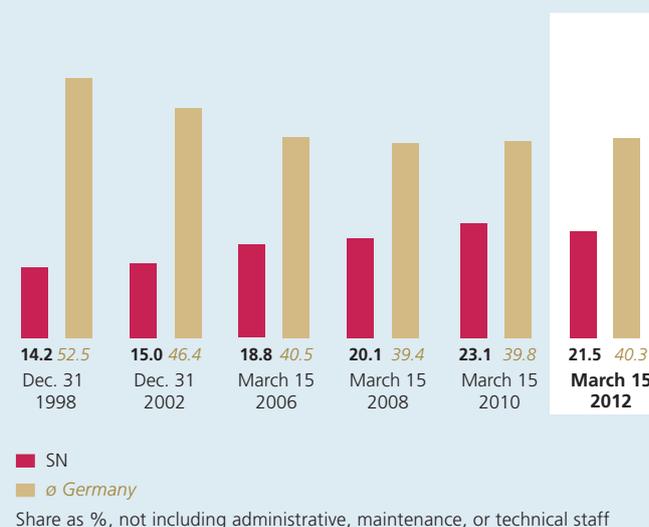
Number of work hours at ECEC centers | Tab. 29



o Germany

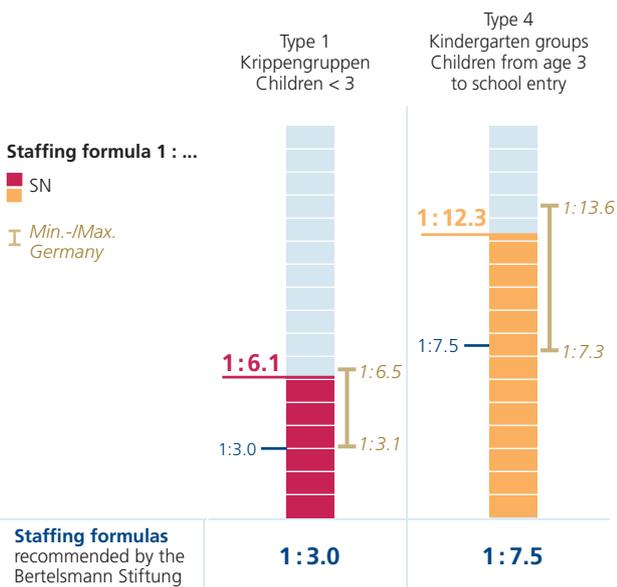
- 40.3% ■ Full time ≥ 38.5 hours/week
- 17.8% ■ Part time 32 to < 38.5 hours/week
- 27.1% ■ Part time 21 to < 32 hours/week
- 12.1% ■ Part time 10 to < 21 hours/week
- 2.6% ■ Part time < 10 hours/week

Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



Saxony has statewide regulations governing the number of pedagogical staff at ECEC centers.

1. Infants and toddlers: one full-time educator for every six children enrolled for 9 hours per day (1:3 ratio for children receiving Eingliederungshilfe)
2. Kindergarten: one full-time educator for every 13 children enrolled for 9 hours per day (1:4 ratio for children receiving Eingliederungshilfe).
3. For children in the next-to-last year of preschool: In addition to items 1 to 4, for every 13 children enrolled for 9 hours per day, 0.05 FTE.
4. For children in the last year of preschool: In addition to items 1 to 4, for every 13 children enrolled for 9 hours a day, 0.05 FTE. (Sec. 12 of Saxony's child care law [SächsKitaG], Sec. 2 of Saxony's law on inclusion [SächsIntegrVO], Sec. 1 of Saxony's regulations governing school preparation [SächsSchulvorbVO])

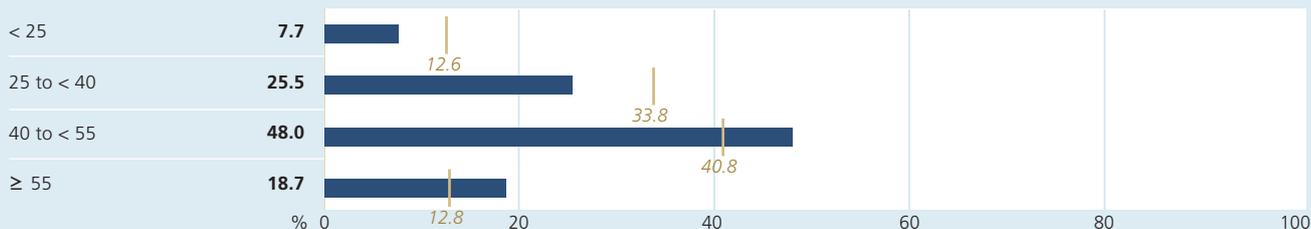
Level of Qualification | Tab. 27

Total pedagogical staff in SN 27,826	SN		ø D
	Number	Share as %	
University degree	2,045	7.3	4.6
Fachschule degree	23,455	84.3	72.1
Berufsfachschule degree	321	1.2	13.1
Other type of training	1,176	4.2	4.3
In training	429	1.5	3.4
No training completed	400	1.4	2.5

Age distribution | Tab. 42a

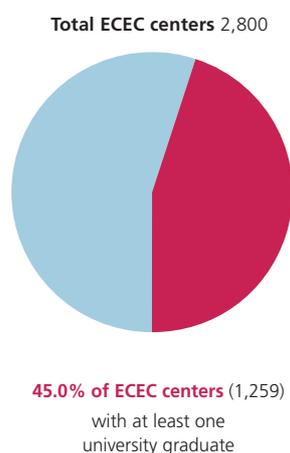
Age of pedagogical staff in ECEC centers

Share as %, ■ SN | ø Germany



ECEC centers pedagogical staff | SN March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in SN 2,045	SN		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	1,246	60.9	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	70	3.4	8.9
Leadership duties	729	35.6	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in SN 1,473		SN		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	44	5.9	8.0
	Dipl.-Heilpädagogin	26	3.5	2.8
Fachschule degree	Erzieherin	338	45.2	45.5
	Heilpädagogin	299	40.0	21.5
Berufsfachschule degree		3	0.4	2.3
Other types of training	Other	18	2.4	4.0
	Health services professions	18	2.4	14.0
In training		2	0.3	0.6
No training completed		0	0.0	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Saxony, children with (existing or impending) disabilities are in the care of professionals with a Fachschule or university degree in Heilpädagogik or a master's degree in Heilpädagogik (therapeutic education), as well as state-certified Heilerziehungspfleger (occupational therapists). Other experienced early childhood educators may qualify for this position if they complete additional training in Heilpädagogik; the relevant training consists of 300 hours of theoretical training and 400 hours of practical training. The professionals responsible for children receiving Eingliederungshilfe in Saxony's ECEC centers have credentials that reflect these requirements. Thus 40 percent of the staff have completed training as a Heilpädagogin, Heilerzieherin or Heilerziehungspflegerin and another 45.2 percent are Erzieherinnen. It is not clear from the data whether all of the latter have earned additional credentials in Heilpädagogik.

State specific annotations

Care for schoolchildren – qualifications of pedagogical staff

All-day programs: Staff members are required to demonstrate that they are qualified to work in certain programs (e.g., sports) Group size depends on the type of program.

Saxony-Anhalt

General information

Land area: 20,450 km² (2011)

Population (Dec. 31, 2011):
2,313,280

Percentage of children in ECEC
(2012)

Children < 3: 57.5%

Children 3 to < 6: 95.5%



Children born (2011)	16,837
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	169,836
Of that total, children < 3	51,373
Of that total, children ages 3 to < 6	51,547
Of that total, children ages 6 to < 10	66,916
Employment rate of mothers (2011) with	
... at least one child < 3	67.0%
... at least one child age 3 to < 6	68.6%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	293,013
Of that total, children < 6	30,485
Percentage of all children < 6	29.6%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1,746
Percentage of facilities	
... provided by a public entity	56.8%
... provided by a nonprofit organization	42.9%
... affiliated with a business or company	0.1%
... provided by a private commercial entity	0.3%
Percentage of ECEC centers without a fixed group structure	21.4%
Total number of ECEC center pedagogical staff (2012)	14,676
Total number of children enrolled in ECEC centers (2012)	134,588
Of that total, children < 3	29,080
Of that total, children ages 3 to < 6 (without schoolchildren)	49,170
Of that total, children in school ages 6 to < 11	44,483
Total number of daycare providers (individuals) (2012)	133
children < 6 in daycare (without schoolchildren)	583
Of that total, children < 3	483
Of that total, children ages 3 to < 6 (without schoolchildren)	83

Access for All

Beginning at birth, every child in Saxony-Anhalt is legally entitled to child care – either 5 or 10 hours per day, depending on the parents' situation (e.g., employment, training). Most families take advantage of this resource; data for 2012 show 57.5 percent of children under the age of 3 and 95.5 percent of 3- to 5-year-olds enrolled in ECEC services. Participation rates were also high among individual age groups: In 2012, 89 percent of 2-year-olds in Saxony-Anhalt were in an ECEC center or daycare services, a higher percentage than the average for the eastern German states (82.5%). Most 3-year-olds (93.7%) attended an ECEC center or daycare service. Not surprisingly, the percentage of 5-year-olds who attend some form of child care is even higher (96.7%). The percentage of children between 3 years of age and school entry attending an ECEC center who were enrolled 45 hours or more per week (45.3%) is lower than the average for Germany's eastern states (56.7%).

Investing Effectively

Overall, Saxony-Anhalt's investment in ECEC has increased over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 3,979 euros. This amount is above the national average (3,514 euros), but slightly lower than the average for the eastern German states (4,078 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 4.9 percent in 2006, but that figure had risen to 6.4 percent by 2010.

Promoting Bildung – Ensuring Quality

The number of pedagogical staff increased by slightly less than 5 percent between March 1, 2010, and March 1, 2012; in 2012, more than 1,700 ECEC facilities employed roughly 14,700 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Over 91 percent of pedagogical staff in Saxony have completed training as Erzieherinnen at a Fachschule, a considerably higher percentage than the national average (72.1%). However, the share of pedagogical staff with a university degree (3%) is below the average for Germany as a whole (4.6%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In Saxony-Anhalt, Krippengruppen (serving children under 3) had an average formula of 1:6.5 in 2012, considerably worse than the national average of 1:4.5. No other German state has a worse staffing formula for Krippengruppen. In multi-age groups that include children from birth to school entry, the formula is even less favorable – 1:9.9. Accordingly, conditions are worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend “open Kindergartengruppen”, which are generally for children over the age of 3 but also accept younger children; in those groups, the average staffing formula is 1:11, the worst among options for 2-year-olds in Saxony-Anhalt. So while pedagogical staff in Saxony-Anhalt have a relatively high level of formal qualifications, the information we have about staffing formulas suggests that the state's ECEC centers employ too few people to provide the necessary structural conditions for a high-quality educational experience.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in approximately 1,600 ECEC centers were partly or fully released from other duties to perform leadership tasks. At 22.6 percent of these centers, one person was released from of all other responsibilities. At three fourths of centers (74.5%), however, one person had time allotted for leadership tasks while also serving in other capacities. This applied to nearly 1,300 individuals statewide, all of whom had responsibilities in at least one other area. Most of them (47.2%) were group leaders, while 41.9 percent were engaged in educational activities with multiple groups. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice, particularly given the relatively unfavorable staffing formula found in Saxony-Anhalt.

There are no statewide regulations governing release time; this is determined by each center's provider. The official Child and Youth Welfare Statistics show that the state ranks considerably below the national average with regard to the amount of release time granted to staff members. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Saxony-Anhalt, the median for 2012 was 1.3 hours per educational staff member per week, which is far below the national median of 2.4 hours.

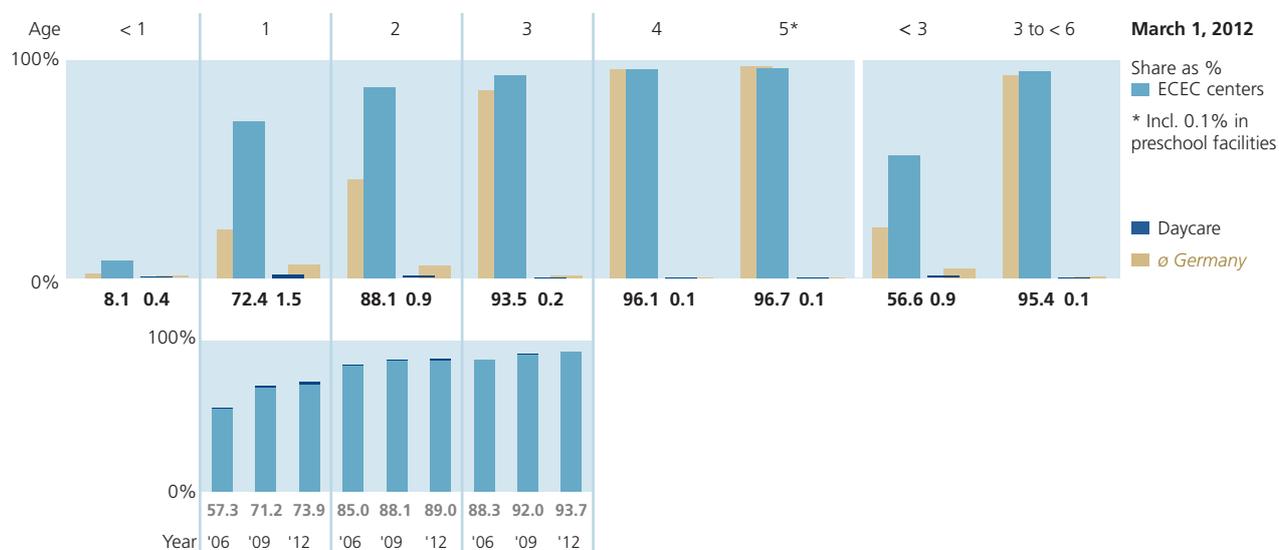
What formal qualifications do ECEC directors in Saxony-Anhalt have? In 2012, most full-time released directors had completed training as Erzieherinnen at a Fachschule (90.7%); only 8 percent had earned a relevant university degree, which is considerably below the national average (20.4%). Among part-time released directors, 93.2 percent had graduated from a Fachschule and 6 percent were university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the conditions they offer, i.e., release time for leadership responsibilities, as well as the need for specific qualifications.

Access for All

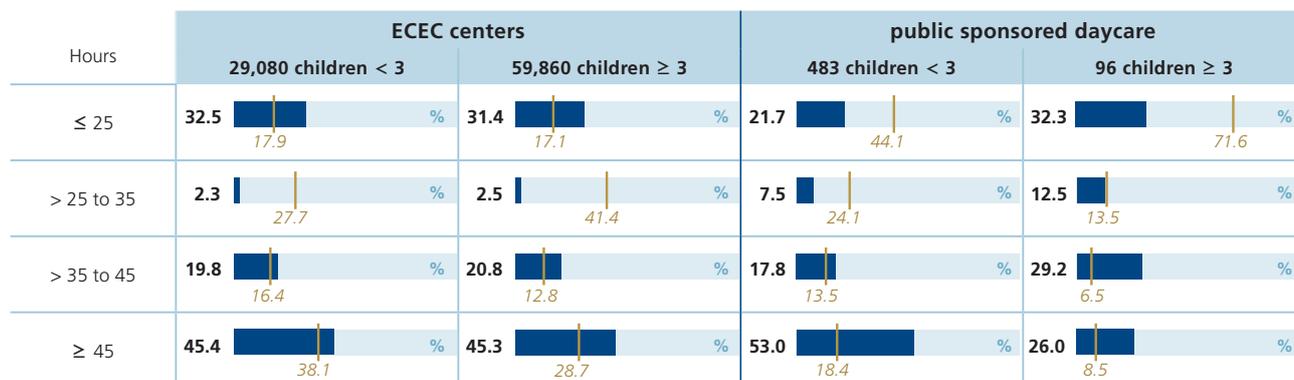
In 2012, 89 percent of 2-year-olds in Saxony-Anhalt were in ECEC services, a higher percentage than the average for the eastern German states (82.5%). Among 3-year-olds, nearly 94 percent attend an ECEC center or daycare service; this is close to the average for the eastern German states (93%). The share of 5-year-olds is also high, at nearly 97 percent. Most children attending ECEC centers are in care for relatively long periods of time. More than 45 percent of children under 3 in Saxony-Anhalt are enrolled for 45 or more hours per week; this is a significantly larger percentage than the national

average for this age group (38.1%). It is also striking that 32.5 percent of infants and toddlers spend 25 hours per week or less at ECEC centers – a relatively high figure, especially compared with the eastern German average (nearly 10%). More than 45 percent of 3- to 5-year-olds in Saxony-Anhalt attend an ECEC center for 45 or more hours per week. For this group as well, nearly one in three children is enrolled for 25 hours per week or less; the average for the eastern German states is just 7.6 percent.

Participation of children in ECEC centers and daycare | ST 2006–2012 | Tab. 6–13



Number of hours per week enrolled in ECEC centers and daycare | ST March 1, 2012 | Tab. 2–5



Share as %, ■ ST | ø Germany

Care places for children under 3: expansion and needs | ST 2006–2012 | Tab. 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

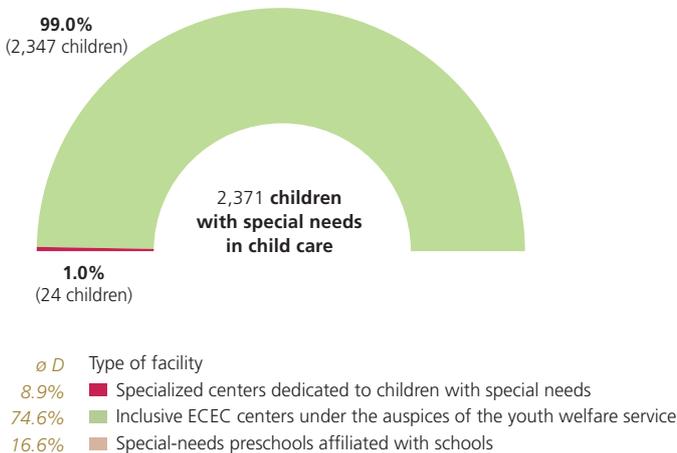


As of March 1, 2012, in Saxony-Anhalt 57.5 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare service. Participation by children in this age group increased by 5.2 percentage points between 2008 and 2012, and by 7.3 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 60.8 percent of infants and toddlers in Saxony-Anhalt were in need of child care

in 2012 (see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 3.3 percentage points between participation (57.5%, according to the most recent available data from March 2012) and the reported need for such services (60.8%).

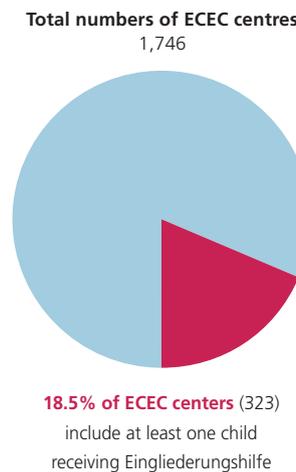
Inclusion | ST March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Tab. 40



In Saxony-Anhalt, 99 percent of children up to school entry age who receive Eingliederungshilfe in a childcare center because of (existing or impending) physical or psychological disabilities attend an inclusive ECEC center. Only 24 children attend a center dedicated to children with special needs.

Percentage of facilities caring for children receiving Eingliederungshilfe | Tab. 59



The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is lower than the national average (33.4%); at least one child requiring accommodations is enrolled at 18.5 percent of the ECEC centers in Saxony-Anhalt.

Children with and without an immigrant background in ECEC centers | ST March 1, 2012

Participation

Children under 3 in the population | Tab. 38

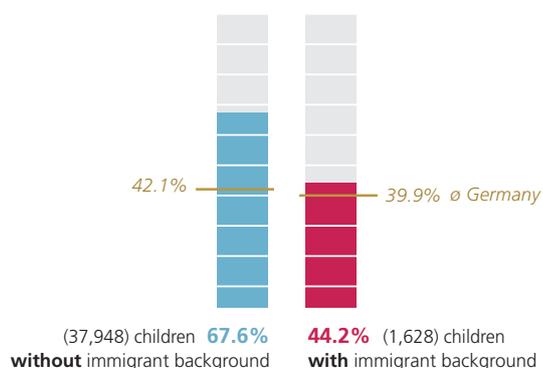
Children ages 3 to < 6 in the population | Tab. 39

We are unable to provide information on the participation rates of immigrant children (at least one foreign-born parent) and by nonimmigrant children, because Saxony-Anhalt has no representative data

on this demographic variable to serve as reference values. We would need that information, however, in order to determine the degree of participation.

Enrollment in all-day care | Tab. 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care

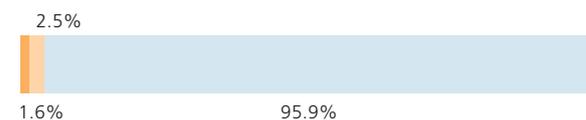


As a rule, the share of immigrant children is considerably lower in the eastern than in the western German states.

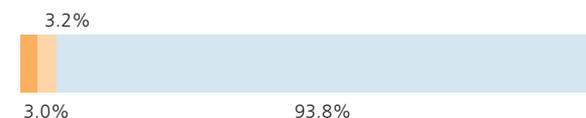
Among immigrant older children (3- to 5-year-olds) in Saxony-Anhalt, 44.2 percent attend ECEC centers on a full-time basis (more than 35 hours per week) – a significantly lower rate than that for their nonimmigrant peers (67.6%).

Language spoken at home | Tab. 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



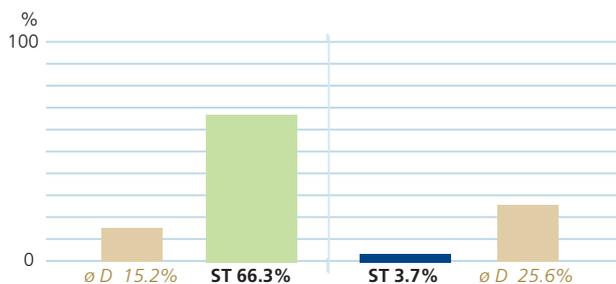
Children with immigrant background: primary language spoken at home
 Not German (orange), German (light orange)
 Children without immigrant background (light blue)

Considering the low share of immigrant children in the population as a whole, it is not surprising that only about 4 percent of children under 3 years of age in ECEC centers are immigrants. Only 1.6 percent of immigrant infants and toddlers who attend ECEC centers live in a home in which German is not the primary language. Among older children (between 3 years of age and school entry), 6.2 percent are immigrants, and 3 percent speak a language other than German at home.

Care for school-age children | ST March 1, 2012, School year 2011/12

Participation | Tab. 41a1, 41a2

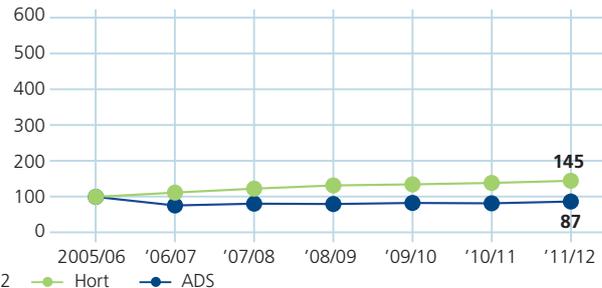
Percentage of children in Horten and all-day primary schools (ADS)



Children ages 6.5 to 10.5

Trends in participation

Index School year 2005/06 = 100



Services provided from all-day primary schools (ADS)

Tab. 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Fully structured all-day schools	3	7	No
Open all-day schools	3	7	No
Open ADS: Primary schools with cooperative Hort	5	no info	Yes
Open ADS: Primary schools with guaranteed opening hours	no info	no info	no info

During the 2011/2012 school year, 66.3 percent of schoolchildren ages 6 to 10 attended Horte in Saxony-Anhalt, and 3.7 percent of this age group were enrolled in all-day schools. Horte were expanded between the 2005/06 and 2011/12 school years, while the number of school-based all-day programs stayed largely the same.

Both open and structured all-day primary schools are open for 7 hours at least 3 days a week. Children who attend Horte spend an average of 5.3 hours on 5 days per week in these facilities (cf. Tables 71 and 72).

The type of program determines the formal qualifications required; schools are staffed by teachers and other pedagogical staff (state-certified Erzieherinnen). More than 91 percent of the pedagogical staff at the Horte have completed training at a Fachschule, while nearly 4 percent have a relevant university degree.

Qualifications of pedagogical staff

Structured ADS | Tab. 57

The type of program determines the qualifications required.

Teachers and state-certified Erzieherinnen are assigned to these extracurricular programs. Group size is guided by the size of classes and learning groups. Teacher hours per week are set at 0.18 hours per student. In addition, schools have one pedagogical staff member for each 120 pupils.

Open ADS | Tab. 58

Qualifications are specified for staff members at all-day schools with voluntary participation and at primary schools that cooperate with a Hort. As a rule, the requirements at open all-day schools are comparable to those at structured all-day schools. The requirements at cooperating Horte are also stipulated in the Child Care Funding Act (KIFöG).

Hort Tab. 50a	ST		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	92	3.8	7.9
Fachschule degree	2,193	91.5	71.8
Berufsfachschule degree	21	0.9	8.5
Other training	58	2.4	6.6
In training	13	0.5	3.2
No completed training	21	0.9	2.0

Investing Effectively

For each child under the age of 6, net expenditures for ECEC by Saxony-Anhalt and its municipalities have risen since 2008. The 2010 average (3,979 euros) exceeded the national average (3,514 euros.). As a result, net expenditures for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 4.9 percent in 2006, but that figure had risen to 6.4 percent by 2010. Overall, expenditures for ECEC are higher as well, as a result of an increase in non-recurring investments, for example to construct new child care center buildings; such investments rose steadily between 2007 and 2010. In contrast to

the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 18.9 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

ST 2005–2010 | Tab. 21a1

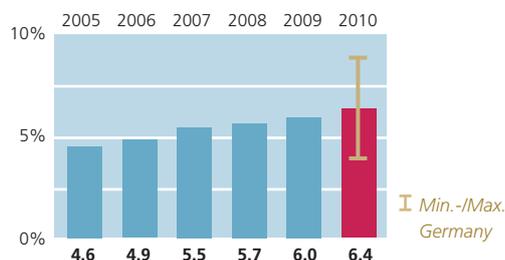
Net expenditures by the state and communities



Share of net expenditures for ECEC

ST 2005–2010 | Tab. 22

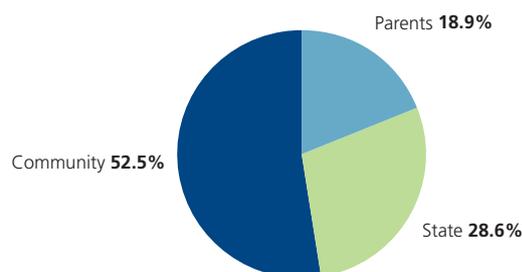
Share of total net expenditures by the state and communities



Financing partnership for ECEC

ST 2010 | Tab. 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

ST 2005–2011 | Tab. 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Saxony-Anhalt	12.2	14.9	8.0	8.3	20.0	33.7	25.9
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as the changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | ST June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Each ECEC center must have a director who is a particularly qualified early childhood educator. Specifically, the director must have credentials for supervising all age groups and at least two years of professional experience in an ECEC center. Any of the following credentials satisfy the first requirement:</p> <ul style="list-style-type: none"> - state certification as an Erzieherin, - a degree in social pedagogy, - a diploma, bachelor's degree, or master's degree with a major in early childhood education. <p>(Section 21, paragraph 4 and Sec. 23 Para. 3 of the Child Care Act for Saxony-Anhalt [KIFöG LSA])</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>Staff members are to be released from other duties "as appropriate" to serve as ECEC director.</p> <p>(Section 21, paragraph 4 Sentence 2, KIFöG LSA)</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

Saxony-Anhalt has statewide regulations outlining the formal qualifications required of ECEC directors. They must be particularly qualified, that is, they must present credentials for supervising all age groups and have at least two years of professional experience in an ECEC center. The only stipulation regarding working hours is that directors must be afforded "appropriate" release time; providers are responsible for determining what that means in their specific situation. Likewise, providers are responsible for defining the duties of an ECEC director, because there is no statewide standard.

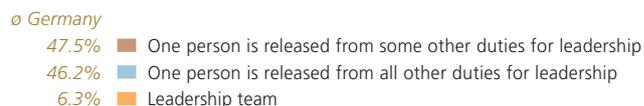
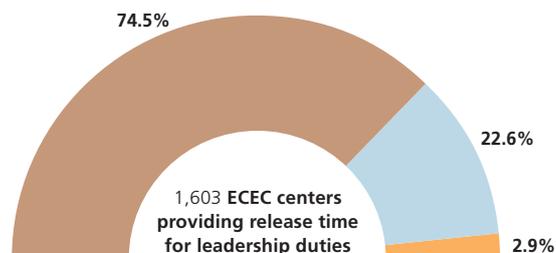
ECEC center directors | ST March 1, 2012

Staff members at some 1,600 Saxony-Anhalt ECEC centers are partly or fully released from other duties to perform leadership tasks. At three fourths of these centers (74.5%), one person has time allotted for leadership tasks and also serves in other capacities. At 22.6 percent of these centers, one person is released from all other responsibilities – a much lower percentage than the national average (46.2%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Saxony-Anhalt, the median was 1.3 hours per pedagogical staff person per week, which is significantly lower than the national median of 2.4 hours per week.

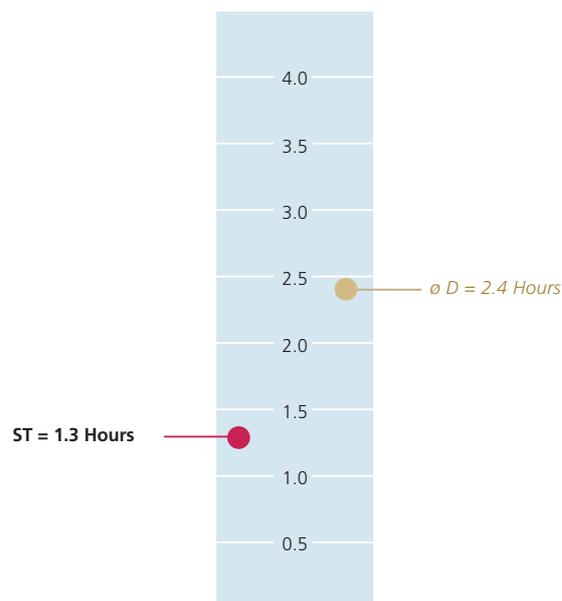
In Saxony-Anhalt, 1,264 staff members are released from part of their workload to perform leadership tasks, while they are still active in at least one other area. Most of them (47.2%) are responsible for one group, and 41.9 percent are engaged in educational activities with multiple groups. Only 8 percent of the full-time ECEC directors and 6 percent of the part-time directors in Saxony-Anhalt have a relevant university degree. Each of these figures is considerably lower than the national average (20.4% for full-time directors, 10% for part-time directors). Only 2.6 percent of staff members who are not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Tab. 65



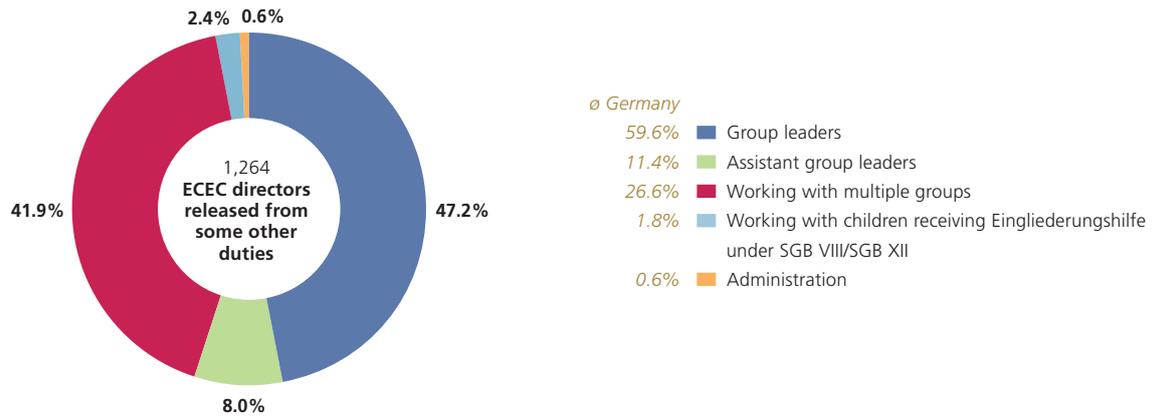
Number of hours of release time per week per pedagogical staff member (median) | Tab. 66



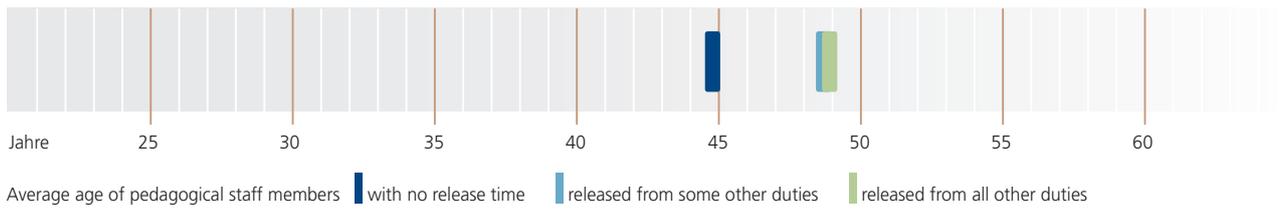
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Tab. 67

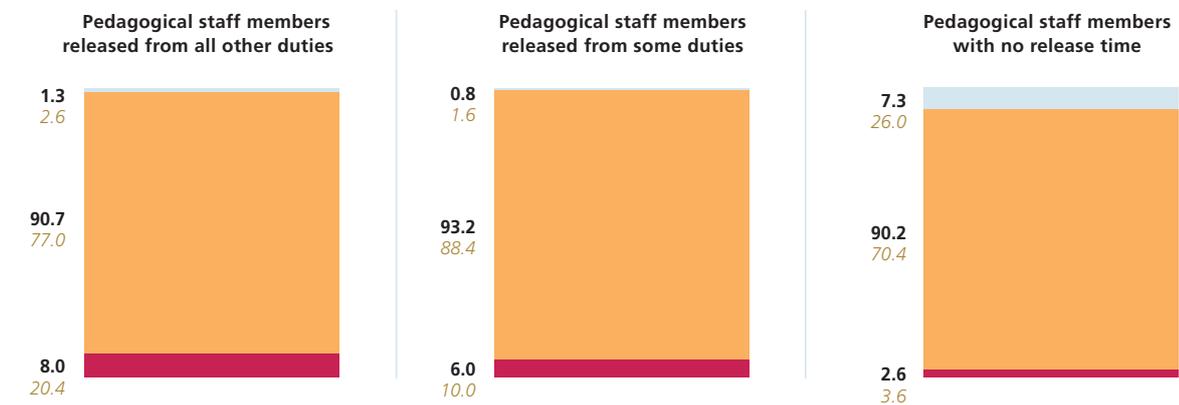


Age of pedagogical staff members relative to amount of release time for leadership duties | Tab. 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties | Tab. 68

Tab. 68



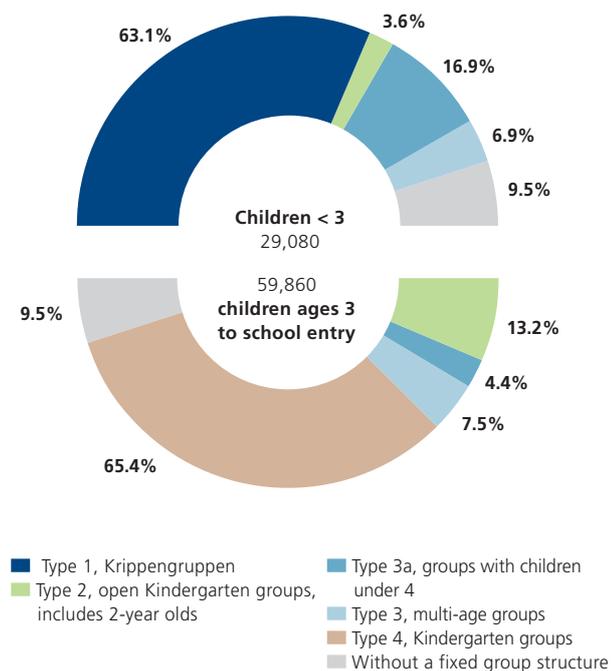
Share as %

Level of qualification: University degree Fachschule degree Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

ST March 1, 2012 | Tab. 36b, 36b1



ECEC centers pedagogical staff | ST March 1, 2012

Staffing formula – calculation

Staffing formula

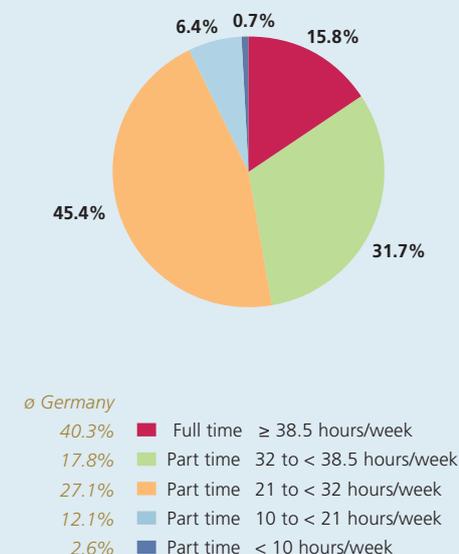
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

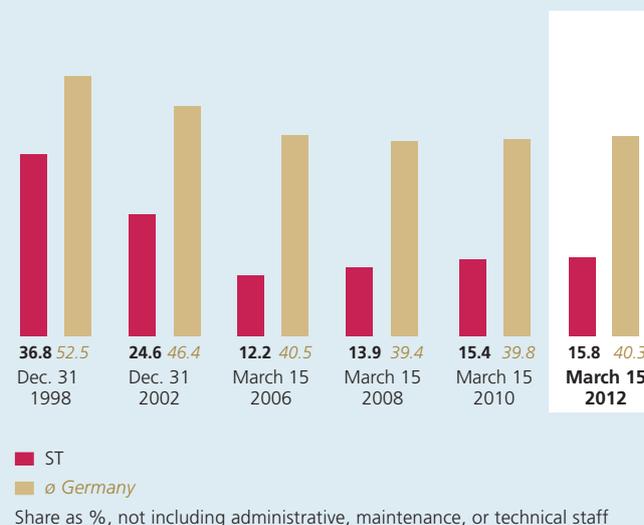
ECEC centers pedagogical staff | ST March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Tab. 29

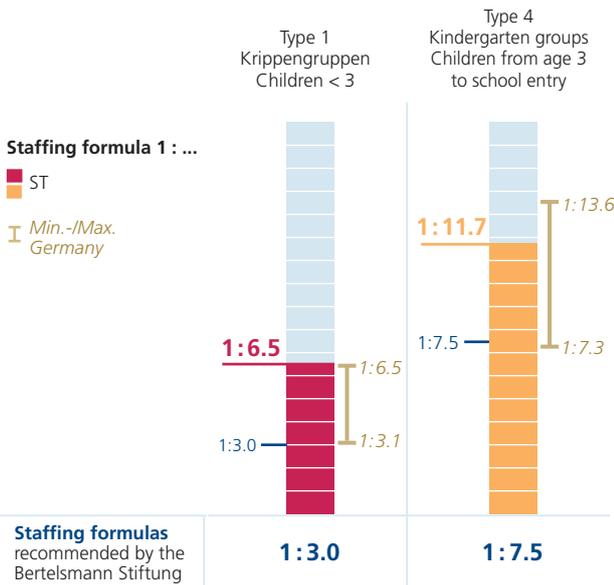


Percentage of full-day ECEC staff | Tab. 28



Staffing formulas for various types of groups

Tab. 43a1



In Saxony-Anhalt, statewide regulations govern the number of pedagogical staff at ECEC centers. The minimum staffing formula at an ECEC center is as follows:

1. for each child under 3, until July 31, 2015: 0.15 educator work hours; and effective August 1, 2015, 0.18 educator work hours.
2. for each child from age 3 to school entry: 0.08 educator work hours; and
3. for each child of school age: 0.05 educator work hours.

The reference values for the minimum staffing formula are the annual total of children's hours enrolled and the annual paid working hours for the early childhood educators at the ECEC center (Sec. 21 Para. 1 and 2 of the Child Care Act for Saxony-Anhalt [KiFöG LSA]). 1 and 2 of the Child Care Act for Saxony-Anhalt [KiFöG LSA]).

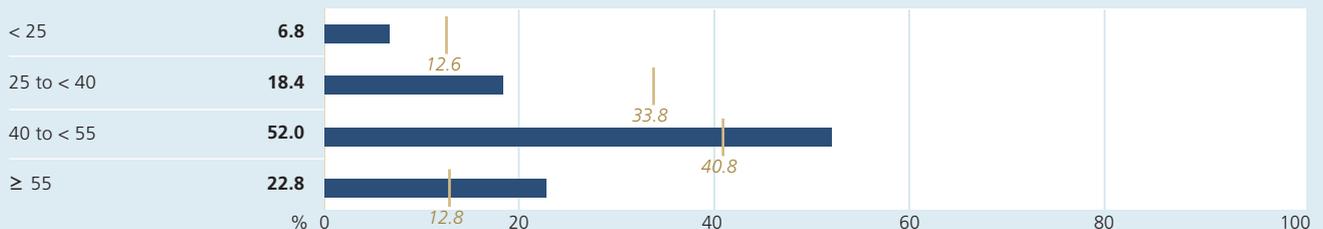
Level of Qualification | Tab. 27

Total pedagogical staff in ST 14,676	ST		ø D
	Number	Share as %	
University degree	435	3.0	4.6
Fachschule degree	13,393	91.3	72.1
Berufsfachschule degree	266	1.8	13.1
Other type of training	322	2.2	4.3
In training	108	0.7	3.4
No training completed	152	1.0	2.5

Age distribution | Tab. 42a

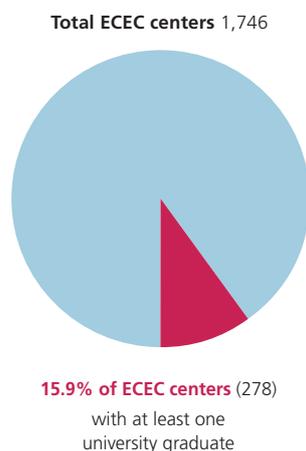
Age of pedagogical staff in ECEC centers

Share as % . ■ ST | ø Germany



ECEC centers pedagogical staff | ST March 1, 2012

Percentage of ECEC centers with at least one university graduate | Tab. 47



University graduates by areas of responsibility | Tab. 44

Total university graduates in ST 435	ST		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	355	81.6	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	32	7.4	8.9
Leadership duties	48	11.0	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Tab. 60

Total staff working with children receiving Eingliederungshilfe in ST 484		ST		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	12	2.5	8.0
	Dipl.-Heilpädagogin	20	4.1	2.8
Fachschule degree	Erzieherin	69	14.3	45.5
	Heilpädagogin	315	65.1	21.5
Berufsfachschule degree		3	0.6	2.3
Other types of training	Other	6	1.2	4.0
	Health services professions	58	12.0	14.0
In training		0	0.0	0.6
No training completed		1	0.2	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. A majority (65.1%) of staff members who spend most of their time working with children receiving Eingliederungshilfe under SGB VIII and SGB XII have graduated from a Fachschule with a degree in Heilpädagogik, Heilerziehung or Heilerziehungspflege. This is a significantly higher percentage than the national average (21.5%). Another 14.3 percent of staff members working with children who receive Eingliederungshilfe are Erzieherinnen. Moreover, 12 percent of the pedagogical staff who work in this area have completed training in the health services field, while just 6.6 percent have a university degree.

State specific annotations

Care for schoolchildren – qualifications of pedagogical staff

Fully structured all-day schools: The type of program determines the formal qualifications required; in this case schools are staffed by teachers and other pedagogical staff (state-certified Erzieherinnen). Group sizes vary, in keeping with the size of classes and learning groups. These schools are allotted an additional 0.18 teacher hours per pupil per week, as well as 1 pedagogical staff member per track (120 pupils).

Open all-day schools: Schools are staffed by teachers and other pedagogical staff (state-certified Erzieherinnen). Group sizes vary, in keeping with the size of classes and learning groups. These schools are allotted an additional 0.12 teacher hours per pupil per week, as well as 1 pedagogical staff member per track (120 pupils).

Primary school with cooperative Hort program: Schools are staffed by teachers and other pedagogical staff (state-certified Erzieherinnen), and the staffing of after-school programs is governed by the law on ECEC. Group sizes vary, in keeping with the size of classes and learning groups; after-school programs are governed by the law on ECEC. Primary schools with guaranteed opening hours and daycare centers do not receive additional resources.

Investments per child under the age of 6

Our calculations are based on net expenditures minus net revenues for ECEC as listed in the annual budgetary statistics; net revenues from the state amounted to 160 million euros and 176 million euros in 2009 and 2010, respectively.

According to information published by the Ministry of Labor and Social Affairs on April 15, 2013, the state contributed 154 million euros in 2009 and 171 million euros in 2010.

Schleswig-Holstein

General information

Land area: 15,799 km² (2011)

Population (Dec. 31, 2011):
2,837,641

Percentage of children in ECEC
(2012)

Children < 3: 24.2%

Children 3 to < 6: 90.6%



Children born (2011)	21,331
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	240,944
Of that total, children < 3	67,378
Of that total, children ages 3 to < 6	71,803
Of that total, children ages 6 to < 10	101,763
Employment rate of mothers (2011) with	
... at least one child < 3	56.2%
... at least one child age 3 to < 6	63.2%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	220,265
Of that total, children < 6	25,434
Percentage of all children < 6	18.3%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1,702
Percentage of facilities	
... provided by a public entity	21.1%
... provided by a nonprofit organization	77.1%
... affiliated with a business or company	0.5%
... provided by a private commercial entity	1.4%
Percentage of ECEC centers without a fixed group structure	5.7%
Total number of ECEC center pedagogical staff (2012)	14,756
Total number of children enrolled in ECEC centers (2012)	97,977
Of that total, children < 3	11,425
Of that total, children ages 3 to < 6 (without schoolchildren)	64,312
Of that total, children in school ages 6 to < 11	7,569
Total number of daycare providers (individuals) (2012)	1,884
children < 6 in daycare (without schoolchildren)	6,724
Of that total, children < 3	4,962
Of that total, children ages 3 to < 6 (without schoolchildren)	1,130

Access for All

Beginning at the age of 3, every child in Schleswig-Holstein is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 4 hours of care per day. In 2012 in Schleswig-Holstein, 90.6 percent of all 3- to 5-year-olds were enrolled in ECEC services. In this age group, 86 percent of children from an immigrant background were enrolled in child care, a smaller proportion relative to non-immigrant children (92%). In Schleswig-Holstein, 81.9 percent of 3-year-olds and 95.5 percent of 5-year-olds attend an ECEC center or daycare services. More than 42 percent of children 3 years of age to school entry attending an ECEC center are enrolled for up to 25 hours per week; this percentage is considerably higher than the national average (17.1%). Nationwide, 28.7 percent of children in this age group are in an ECEC center for 45 hours or more each week; this is true of only 8.1 percent of their peers in Schleswig-Holstein.

As of March 1, 2012, in Schleswig-Holstein 24.2 percent of children under the age of 3 were enrolled in an ECEC center or daycare service. Their participation rate increased by 12.6 percentage points between 2008 and 2012.

Investing Effectively

Overall, Schleswig-Holstein's investment in ECEC has increased slightly over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 2,986 euros.

This amount is not only considerably below the national average (3,514 euros), but also below the average for the western German states (3,380 euros). Schleswig-Holstein spends less money in this area than any other German state. Accordingly, net expenditures for ECEC in Schleswig-Holstein have increased only slightly as a share of total net costs incurred by the state and the communities; they accounted for 3.0 percent in 2006 and 4.3 percent in 2010.

Promoting Bildung – Ensuring Quality

ECEC centers are a growth area in Schleswig-Holstein's labor market. The number of pedagogical staff increased by nearly 13 percent between March 1, 2010, and March 1, 2012; in 2012 some 1,700 ECEC facilities employed almost 14,800 people. Staff qualifications are an essential factor in the quality of a center's educational environment. In Schleswig-Holstein, 63.2 percent of pedagogical staff have completed training as Erzieherinnen at a Fachschule, a substantially smaller percentage than the national average (72.1%). However, more than one in five (22.5%) has earned a degree from a Berufsfachschule, for example as a childcare worker, which is a considerably higher percentage than the national average (13.1%). More than 5 percent (5.2%) are university graduates. Another 3.3 percent of pedagogical staff have no degree at all.

A center's staffing formula is a crucial indicator of the quality of care it provides. In Schleswig-Holstein, Krippengruppen (serving children under 3) had an average formula of 1:3.7 in 2012, considerably better than the national average of 1:4.5. In multi-age groups that include children from birth to school entry, the formula is 1:5.5. Accordingly, conditions are somewhat worse for infants and toddlers in a multi-age group than in a Krippengruppe. Some 2-year-olds attend "open Kindergartengruppen", which are generally for children 3 and over but also accept younger children; in those groups, the average staffing formula is 1:8.2, which is considerably less favorable than the formula in Krippengruppen.

Given the rising and increasingly complex demands placed on institutional ECEC, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice.

In 2012, staff members in approximately 1,300 Schleswig-Holstein ECEC centers were partly or fully released from other duties to perform leadership tasks. At 59.8 percent of these centers, one person was released from all other responsibilities. This is a much higher percentage than the national average (46.2%). At more than 32 percent of the centers, a single individual had time allotted for leadership tasks and also served in other capacities. Of these 517 staff members statewide, 65.4 percent were also group leaders, while 23.6 percent were engaged in educational activities with multiple groups. The question is how these dual responsibilities affect the exercise of "good leadership" and the quality of educational practice.

Schleswig-Holstein has no statewide regulations governing release time; this is determined by each center's provider. The official Child and Youth Welfare Statistics show that Schleswig-Holstein exceeds the national average in the amount of release time granted for leadership duties. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Schleswig-Holstein, the median for 2012 was 2.8 hours per educational staff member per week, which is above the national median of 2.4 hours.

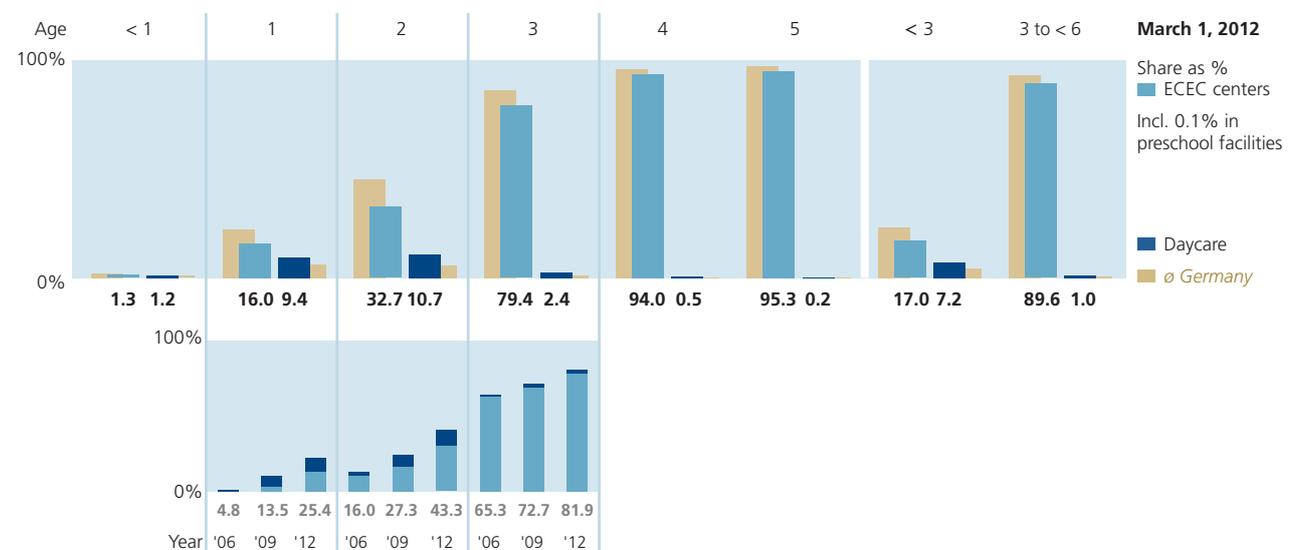
What formal qualifications do ECEC directors in Schleswig-Holstein have for meeting the complex demands they face? In 2012, most full-time released directors had completed relevant training at a Fachschule (71.1%); 24 percent had a relevant university degree. Nearly 77 percent of part-time released directors (76.6%) had graduated from a Fachschule and 21.1 percent were university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

Access for All

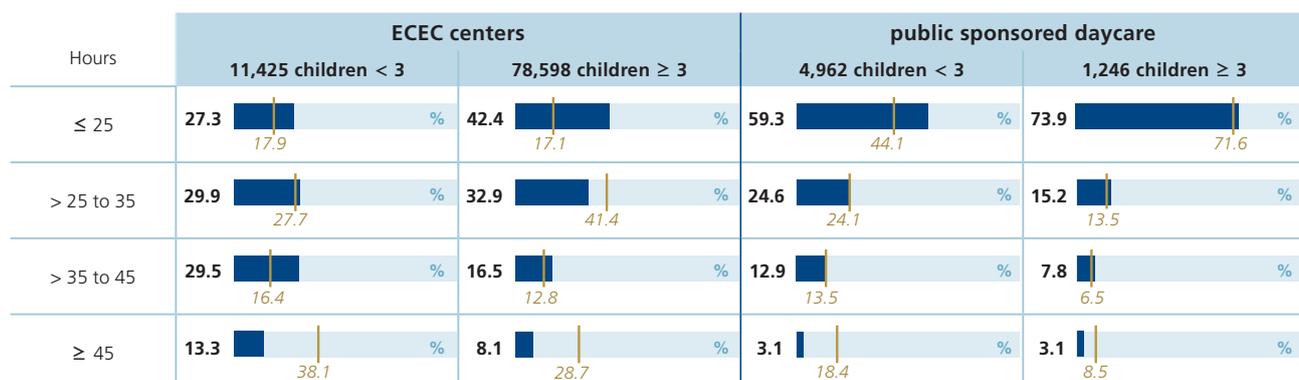
Among Schleswig-Holstein's 2-year-olds, 42.8 percent attended ECEC services in 2012, a proportion that is about the same as the average for western German states (43.4%) but substantially lower than the national average (51.1%). Among 3-year-olds, 81.8 percent attended an ECEC center or daycare service, which is a somewhat lower percentage than the average for the western German states (86.3%) and for the country as a whole (87.6%). Most 5-year-olds in Schleswig-Holstein (95.5%) are enrolled in child care. Among infants and toddlers (under age 3) attending an ECEC center, only 13.3

percent are in care for 45 or more hours a week. Among older children (3 years of age to school entry) enrolled in an ECEC center, 8.1 percent are in child care 45 or more hours per week, which is even lower than the average for younger children and considerably lower than the average for western German states (almost 22%). Most children in this age group who attend ECEC centers (42.4%) are enrolled less than 25 hours per week, considerably more than their peers nationwide (17.1%). Another third of this age group attends an ECEC center 25 to 35 hours per week.

Participation of children in ECEC centers and daycare | SH 2006–2012 | Table 6–13



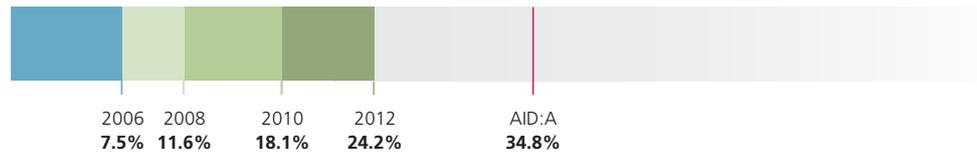
Number of hours per week enrolled in ECEC centers and daycare | SH March 1, 2012 | Table 2–5



Share as %, ■ SH | ◊ Germany

Care places for children under 3: expansion and needs | SH 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)

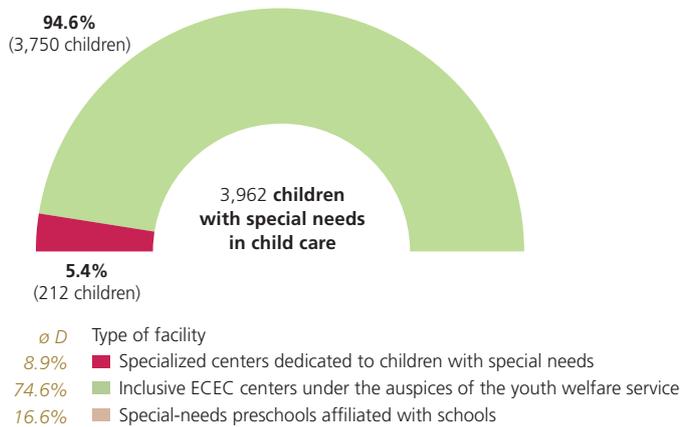


In Schleswig-Holstein, 24.2 percent of infants and toddlers were enrolled in an ECEC center or daycare service as of March 1, 2012. Participation by children in this age group increased by 12.6 percentage points between 2008 and 2012 and by 16.7 percentage points relative to 2006. According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 34.8 percent of infants and toddlers in Schleswig-Holstein were in need of child care in 2012

(see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 10.6 percentage points between participation (24.2%, according to the most recent available data from March 2012) and the reported need for such services (34.8%).

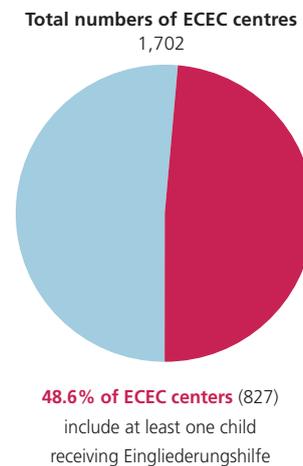
Inclusion | SH March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



In Schleswig-Holstein, 94.6 percent of children up to school entry age who receive Eingliederungshilfe in an ECEC center because of (existing or impending) physical or psychological disabilities attend an inclusive ECEC center, which is 20 percentage points higher than the national average (74.6%). Almost half (48.6%) of ECEC centers include at least one child requiring Eingliederungshilfe. This is 15.2

Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59

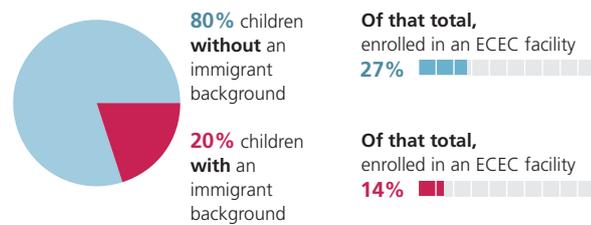


percentage points above the national average. Since Schleswig-Holstein is a state with relatively low population density, it is plausible that children are often cared for in nearby inclusive facilities to avoid long travel times. Only 5.4 percent of children with (existing or impending) disabilities attend a therapeutic preschool.

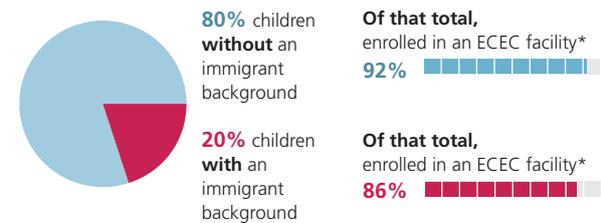
Children with and without an immigrant background in ECEC centers | SH March 1, 2012

Participation

Children under 3 in the population | Table 38



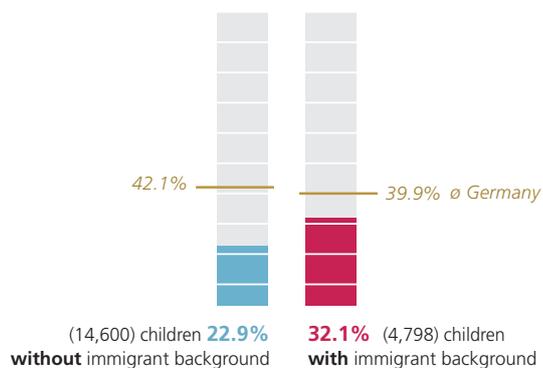
Children ages 3 to < 6 in the population | Table 39



* Incl. schoolchildren in Horten

Enrollment in all-day care | Table 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



Language spoken at home | Table 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



Children with immigrant background: primary language spoken at home
 ■ Not German ■ German
 ■ Children without immigrant background

Among Schleswig-Holstein's immigrant children (at least one parent not born in Germany), 14 percent were enrolled in child care in 2012. This is a lower share than that of their nonimmigrant peers (27%). In Schleswig-Holstein, 86 percent of children 3 to 6 years old from an immigrant background were enrolled in child care in 2012, a percentage quite close to the national average (87%). However, this is lower than the percentage (92%) of their nonimmigrant peers who attend an ECEC center or daycare service. Among these immigrant older children, 32.1 percent attended ECEC centers on a full-time basis (more than 35 hours per week), almost 10 percentage points

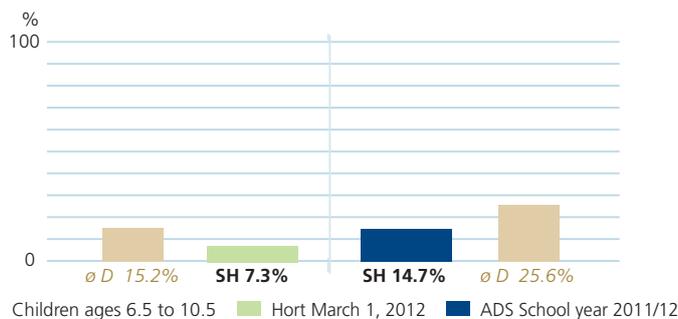
higher than the rate of their nonimmigrant peers (22.9%). The share of both groups is lower than the corresponding national figures, however.

Among immigrant infants and toddlers at ECEC centers, 6.5 percent speak a language other than German at home. Among older immigrant children (between 3 years and school entry), that share is higher: 11.2 percent speak a language other than German at home.

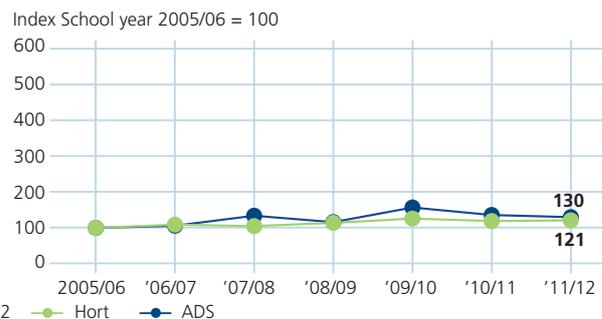
Care for school-age children | SH March 1, 2012, School year 2011/12

Participation | Table 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation



Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: partially structured all-day primary schools	3	7	no info
Structured ADS: fully structured all-day primary schools	5	See notes	no info
Open ADS: open all-day primary schools	3	7	no info

During the 2011/2012 school year, 7.3 percent of Schleswig-Holstein's schoolchildren ages 6 to 10 attended Horten, while 15 percent of this age group were enrolled in all-day schools, the vast majority of which were open (with voluntary participation). The total percentage of children at the primary school level who are in child care programs is uncertain, possibly because some of these children may attend more than one program. Both types of programs were expanded between the 2005/2006 and the 2011/2012 school years, although growth has slowed significantly in recent years. Only the fully structured all-day schools have numbers of days and hours of care that exceed the minimums defined by the Conference of the Ministers of Education and Cultural Affairs (at least 3 days a week, 7 hours a day). Fully structured all-day schools must be open 5 days a week for 37 hours total (instruction and extracurricular activities), which generally translates into 8 hours a day on 4 days a week and 5 hours on Fridays. Children who attend Horten spend an average of 5.1 hours on 4.8 days per week in these facilities (cf. Tables 71 and 72). The qualifications of after-school program staff members at all-day schools are not regulated by law. 62 percent of the pedagogical staff at Horten have graduated from a Fachschule, while nearly 20 percent (19.6%) have graduated from a Berufsfachschule.

Qualifications of pedagogical staff

Structured ADS | Table 57

In Schleswig-Holstein, structured all-day primary schools can be organized as partially or fully structured. Members of the pedagogical staff at extracurricular programs are not required by law to have specific formal qualifications, and staffing levels and maximum group size are not regulated.

Open ADS | Table 58

Members of the pedagogical staff at extracurricular programs offered by open schools are not required by law to have specific formal qualifications, and staffing levels and maximum group size are not regulated.

Horten Table 50a	SH		ø D without BE/TH
	Number	Share as %	
Qualification level			
University degree	50	7.4	7.9
Fachschule degree	417	62.0	71.8
Berufsfachschule degree	132	19.6	8.5
Other training	49	7.3	6.6
In training	7	1.0	3.2
No completed training	18	2.7	2.0

Investing Effectively

For each child under the age of 6, net expenditures for ECEC by the state and communities in Schleswig-Holstein have increased dramatically since 2008, although at an average of 2,986 euros in 2010, they remain well below the national average of 3,514 euros. As a result, net costs incurred for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 3.4 percent in 2008, but that figure had risen to 4.3 percent by 2010. Overall, expenditures for ECEC are also higher because non-recurring investments rose; for instance, investments were made to construct new buildings for child care centers. Such investments increased continuously from 2005 to 2010. In contrast

to the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 20.7 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

SH 2005–2010 | Table 21a1

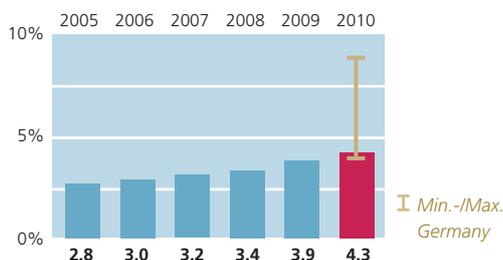
Net expenditures by the state and communities



Share of net expenditures for ECEC

SH 2005–2010 | Table 22

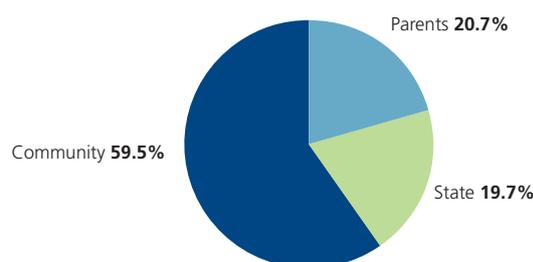
Share of total net expenditures by the state and communities



Financing partnership for ECEC

SH 2010 | Table 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

SH 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Schleswig-Holstein	2.6	3.8	4.4	10.0	20.5	35.0	33.9
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring good ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | SH June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Each ECEC center must have a director who is a particularly well-qualified early childhood educator. Specifically, the director must be a state-certified Erzieherin with appropriate professional experience, or have a bachelor's, master's, or equivalent degree in pedagogy, social pedagogy, or social work. (Section 2, paragraph 1 Child Care Ordinance)</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>There is no general provision governing how much time staff members are allotted to perform their leadership duties. By law, however, each staff member with leadership duties must have sufficient time to perform those duties, and that time must be included in the calculation of staffing needs. In determining the scope of leadership tasks, attention must be paid to the size of the facility, the number and type of staff, and the specific character of the area from which the children attending are drawn and their families. (Section 15, paragraph 2 KiTaG, Sec. 4 (4) KiTaVO)</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p> <p>See above (criteria for determining the scope of leadership duties)</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p> <p>According to Schleswig-Holstein's Child Care Ordinance (KiTaG), every child care facility must have its own director. It is possible, however, and common in practice, to have several groups in one child care facility, which can also include different age groups (in other words, infants and toddlers, preschool, and after-school care, all at one ECEC center). (Section 15, paragraph (2) KiTaG)</p>	●

Schleswig-Holstein has statewide regulations outlining the formal qualifications required of an ECEC directors. There is no general provision governing how much time staff members with leadership duties must be released from other tasks. By law, however, directors must have sufficient time to perform leadership duties, and that time must be included in the calculation of staffing needs. This calculation must take into account the size of the facility, the number and type of staff, and the specific character of the area from which the children attending are drawn and their families.

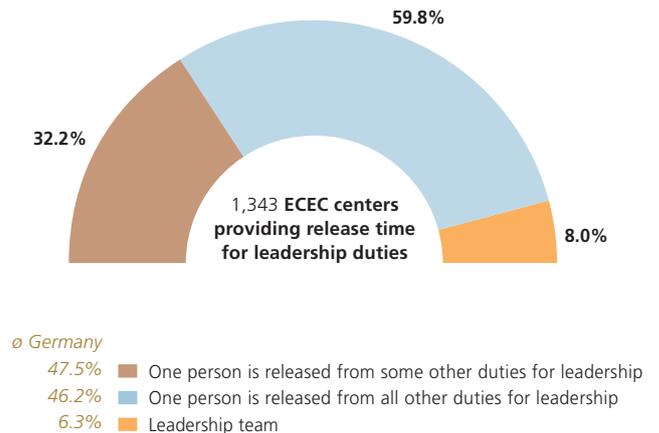
ECEC center directors | SH March 1, 2012

Staff members at 1,343 ECEC centers in Schleswig-Holstein are partly or fully released from other duties to perform leadership tasks. At 32.2 percent of these centers, one person is released from some other duties to serve as director, while at 59.8 percent, one person is relieved of all other responsibilities. This percentage is higher than national average (46.2%). Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Schleswig-Holstein, the median for 2012 was 2.8 hours per pedagogical staff member per week, which is above the national median of 2.4 hours.

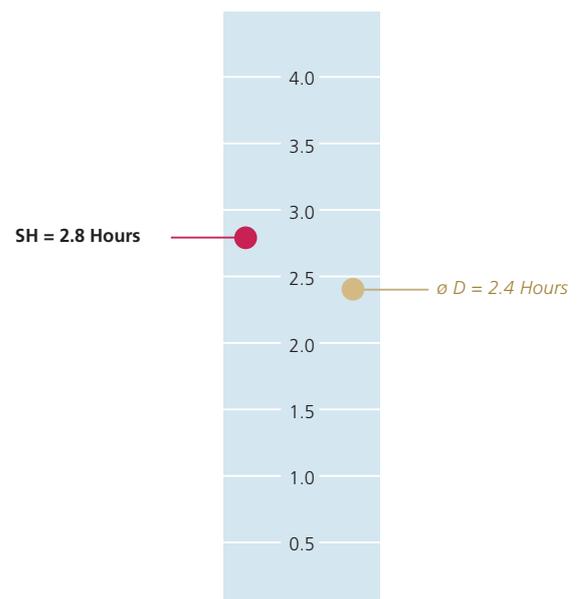
A total of 517 staff members in Schleswig-Holstein are released from only part of their workload to perform leadership tasks, while they are still active in at least one other area. Most of them continue to work as educational group leaders (65.4%), while 23.6 percent work with multiple groups. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Most full-time directors in Schleswig-Holstein have graduated from a Fachschule (71.1%), and 24 percent have earned a relevant university degree. Nearly 77 percent of part-time directors (76.6%) have completed training at a Fachschule, and 21.1 percent are university graduates. In contrast, only 3.1 percent of staff members who were not assigned leadership tasks have earned a university degree.

ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



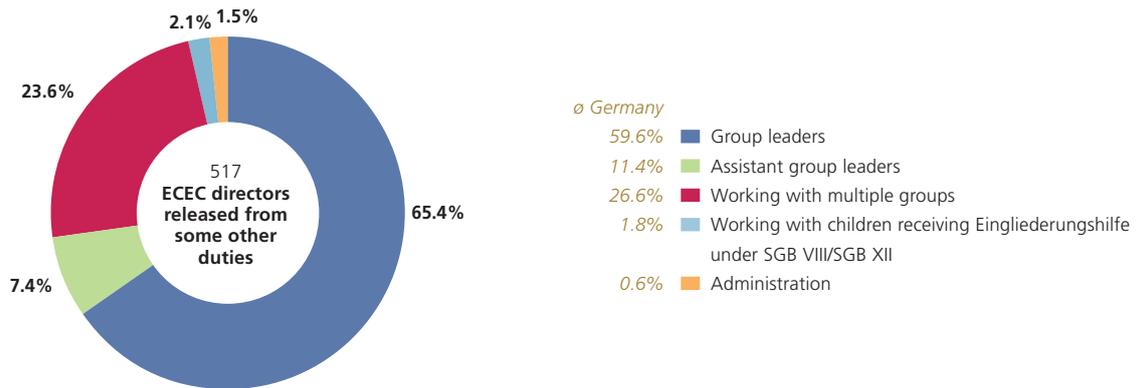
Number of hours of release time per week per pedagogical staff member (median) | Table 66



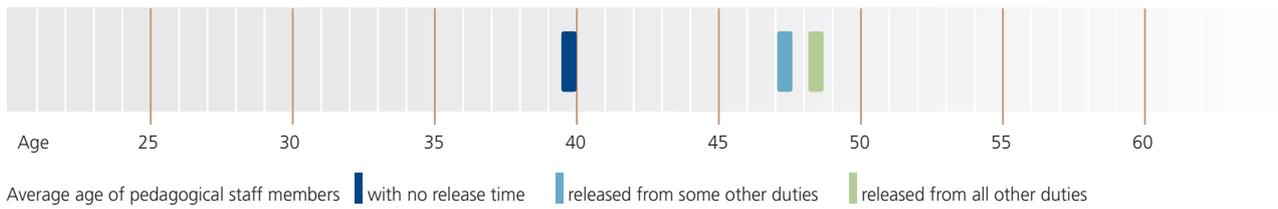
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

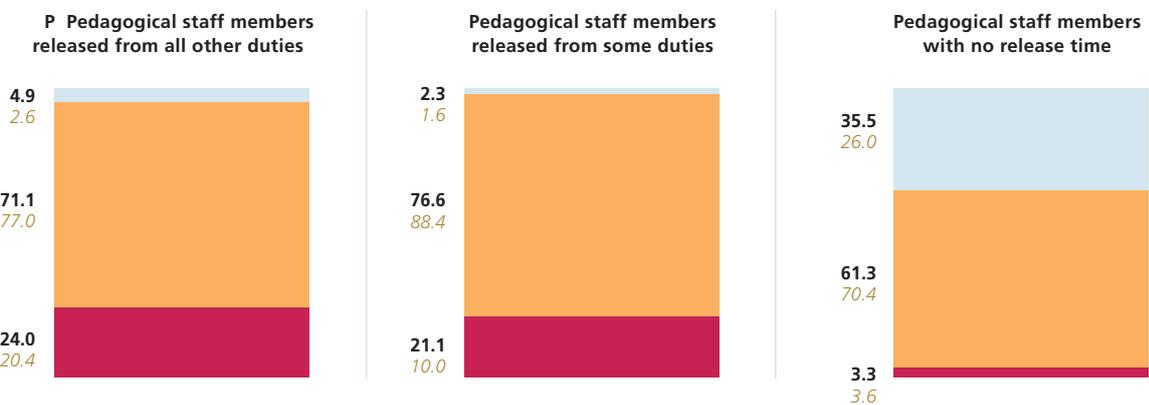


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68

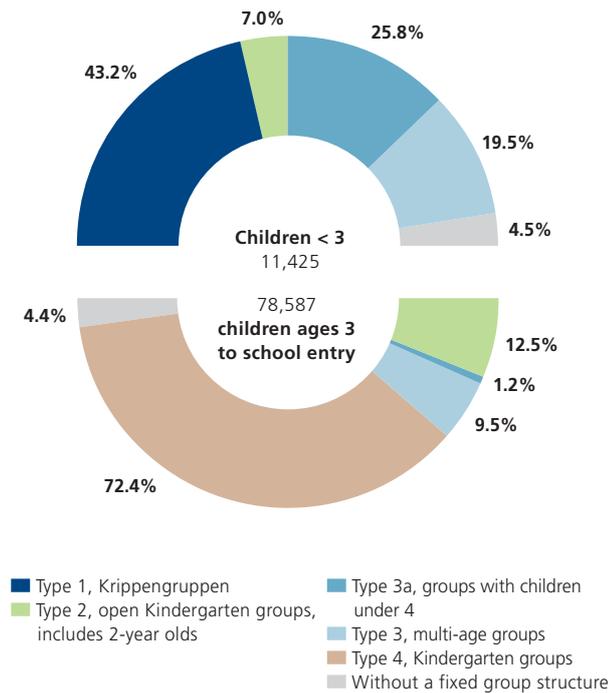


Share as %

Level of qualification: ■ University degree ■ Fachschule degree ■ Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups
SH March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | SH March 1, 2012

Staffing formula – calculation

Staffing formula

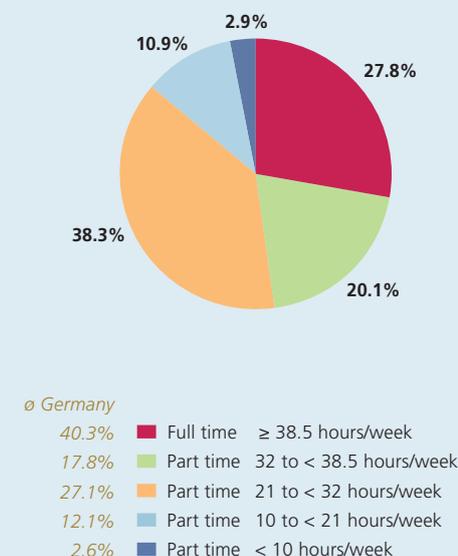
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

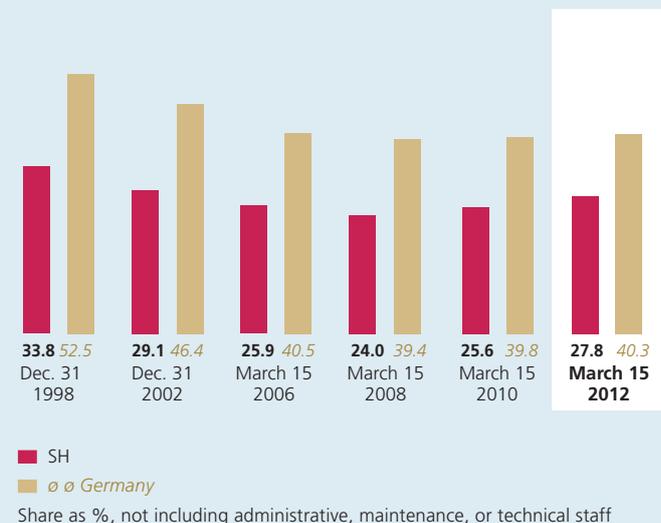
ECEC centers pedagogical staff | SH March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Table 29

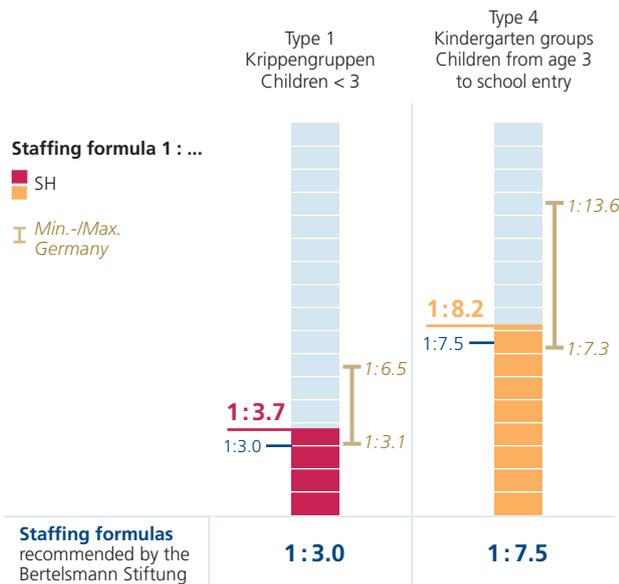


Percentage of full-day ECEC staff | Table 28



Staffing formulas for various types of groups

Table 43a1

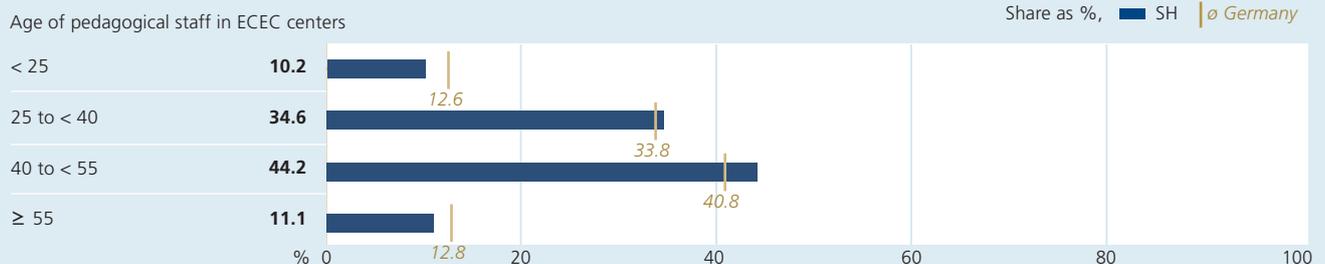


Schleswig-Holstein has statewide regulations governing the number of pedagogical staff at ECEC centers. The Child Care Ordinance (KiTaVO) governs the maximum size of groups and minimum qualifications for staff working with them (e. g., 2.0 FTE for Krippengruppe (infants and toddlers) and 1.5 FTE in Kindergartengruppen and Hort groups, without specifying hours). From that, we can derive the trained-staff-to-children ratio for each type of group (e. g., 2 FTE for 10 infants and toddlers, 1.5 FTE for 20 Kindergartenkinder), while in groups with children of mixed ages under 3 years, group size is reduced by one slot for each additional child under 3 (Sec. 5; Sec. 6 (1) and (2); Sec. 7; Sec. 8 (2) and (3); and Sec. 9–11, KiTaVO).

Level of Qualification | Table 27

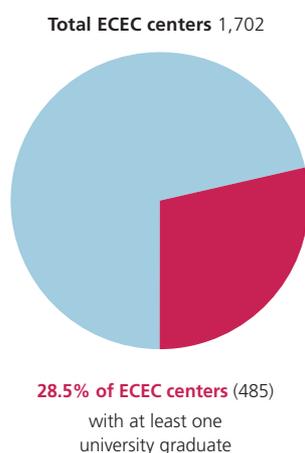
Total pedagogical staff in SH 62,433	SH		ø D
	Number	Share as %	
University degree	772	5.2	4.6
Fachschule degree	9,332	63.2	72.1
Berufsfachschule degree	3,326	22.5	13.1
Other type of training	737	5.0	4.3
In training	98	0.7	3.4
No training completed	491	3.3	2.5

Age distribution | Table 42a



ECEC centers pedagogical staff | SH March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in SH 722	SH		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	461	59.7	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	60	7.8	8.9
Leadership duties	251	32.5	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in SH 399		SH		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	31	7.8	8.0
	Dipl.-Heilpädagogin	29	7.3	2.8
Fachschule degree	Erzieherin	94	23.6	45.5
	Heilpädagogin	169	42.4	21.5
Berufsfachschule degree		16	4.0	2.3
Other types of training	Other	39	9.8	4.0
	Health services professions	8	2.0	14.0
In training		1	0.3	0.6
No training completed		12	3.0	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. Care of children according to SGB VIII and XII requires especially well-qualified staff in Schleswig-Holstein; they must hold a degree in Heilpädagogik, Heilerziehung or Heilerziehungspflege. This provision is reflected in the qualifications of pedagogical staff who spend the majority of their time working with children who receive Eingliederungshilfe. More than 42.4 percent of these staff members have completed Fachschule training in Heilpädagogik, Heilerziehung or Heilerziehungspflege, a share that is significantly greater than the national average (21.5%). Another 23.6 percent have completed training as Erzieherinnen, while 15.1 percent have a relevant university degree.

State specific annotations

Care for schoolchildren – all-day primary school programs

Fully structured all-day primary schools:
Schools are open 37 hours per week
(regular lessons and supplementary school events),
usually for 8 hours Monday through Thursday and 5
hours on Friday.

Investments per child under the age of 6

Information on the state's expenditures for ECEC in 2010 is drawn from a report issued by the Ministry of Social Affairs, Health, Family, and Equality on April 25, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 113.47 million euros, while the annual budgetary statistics list a figure of 161 million euros. When the state reported expenditures for 2008 and 2007 for the annual budgetary statistics, it listed spending on daycare under item 236 (support for public welfare) rather than under item 264 (support for children in child care facilities and daycare) or item 274 (daycare facilities for children).

We therefore chose to base our calculations on the net-expenditure figures contained in a report issued by the Ministry of Education and Culture on June 10, 2011. That report shows that Schleswig-Holstein spent 67.1744 million euros on ECEC in 2008; deducted from that amount was 54,000 euros the state received in 2008 from the federal government's investment program to expand care for infants and toddlers. In 2009, Schleswig-Holstein's expenditures were recorded under items 264 and 274, as in other states.

Thuringia

General information

Land area: 16,173 km² (2011)

Population (Dec. 31, 2011):
2,221,222

Percentage of children in ECEC
(2012)

Children < 3: 49.8%

Children 3 to < 6 Jahre: 97.0%



Children born (2011)	17,073
Birth per woman (2011)	1.4
Number of children < 10 (Dec. 31, 2011)	169,419
Of that total, children < 3	51,802
Of that total, children ages 3 to < 6	50,893
Of that total, children ages 6 to < 10	66,724
Employment rate of mothers (2011) with	
... at least one child < 3	57.2%
... at least one child age 3 to < 6	74.9%
Recipients of benefits under SGB II (unemployment benefits (ALG II) and social assistance, 2012)	192,092
Of that total, children < 6	21,186
Percentage of all children < 6	20.6%

General information on ECEC

Early childhood education centers (ECEC centers), total (2012)	1.314
Percentage of facilities	
... provided by a public entity	38.1%
... provided by a nonprofit organization	61.3%
... affiliated with a business or company	0.4%
... provided by a private commercial entity	0.3%
Percentage of ECEC centers without a fixed group structure	4.6%
Total number of ECEC center pedagogical staff (2012)	13,266
Total number of children enrolled in ECEC centers (2012)	85,298
Of that total, children < 3	24,800
Of that total, children ages 3 to < 6 (without schoolchildren)	49,329
Of that total, children in school ages 6 to < 11	1,188
Total number of daycare providers (individuals) (2012)	338
children < 6 in daycare (without schoolchildren)	1,056
Of that total, children < 3	983
Of that total, children ages 3 to < 6 (without schoolchildren)	37

Access for All

Beginning at the age of 1, every child in Thuringia is legally entitled to child care, regardless of the parents' situation (e.g., employment, training). Children are entitled to 10 hours of care per day. Most families take advantage of this resource; in 2012 in Thuringia, 89.7 percent of 2-year-olds and 95.1 percent of 3-year-olds were in an ECEC center or daycare service. The relevant percentage of 5-year-olds was also very high (98.1%). Not only are most children in care; they are also enrolled for extended periods of time: Among infants and toddlers (children under 3), 60.2 percent of those enrolled spend 45 or more hours a week at the care facility, a much higher percentage than the national average (38.1%). Children 3 years of age to school entry attending an ECEC center, too, spend a great deal of time in care; 63.2 percent are enrolled for 45 hours a week or more.

As of March 1, 2012, 49.8 percent of Thuringia's children under 3 were enrolled in an ECEC center or daycare service. Their participation rate increased by 10.9 percentage points between 2008 and 2012.

Investing Effectively

Overall, Thuringia's investment in ECEC has risen substantially over the past few years. In 2010, net expenditures by the state and communities for each child under the age of 6 averaged 4,136 euros. This amount is not only considerably above the national average (3,514 euros), but also slightly above the average for the eastern German states (4,078 euros). Net expenditures for ECEC have increased as a share of total net costs incurred by the state and the communities; they accounted for 4.9 percent in 2006, but that figure had risen to 5.7 percent by 2010.

Promoting Bildung – Ensuring Quality

ECEC is a growth area in Thuringia's labor market. The number of pedagogical staff increased by more than 10 percent between March 1, 2010, and March 1, 2012; in 2012 some 1,300 ECEC facilities employed nearly 13,300 people. Staff qualifications are an essential factor in the quality of a center's educational environment. Nearly 88 percent of pedagogical staff in Thuringia (87.8%) have completed training as Erzieherinnen at a Fachschule, a higher percentage than the national average (72.1%). In addition, 5.9 percent have earned a university degree; this percentage, too, exceeds the national average (4.6%).

A center's staffing formula is a crucial indicator of the quality of care it provides. In Thuringia, Krippengruppen (serving children under 3) had an average formula of 1:5.0 in 2012, which is worse than the national average of 1:4.5 but the best in any of the eastern German states. However, among the multi-age groups that include children from birth to school entry, the average formula is worse – 1:8.6. Accordingly, conditions are worse for infants and toddlers in multi-age groups than in Krippengruppen. Some 2-year-olds attend “open Kindergartengruppen”, which are generally for children 3 and older but also accept younger children; in those groups, the average staffing formula is 1:9.8, the worst among options for 2-year-olds in Thuringia. So while pedagogical staff in Thuringia have a relatively high level of formal qualifications, the information we have about staffing formulas indicates that further structural improvements are required, particularly in view of the fact that children in Thuringia spend a relatively long time in care, and recognizing that providing a high-quality educational experience requires adequate staffing.

Given the increasing demands placed on institutional early childhood education, center directors are playing a key role. Particularly when staff members have different levels of formal training, it is crucial to have structures in place that support the professional leadership essential to high-quality educational practice. In 2012, certain staff members in approximately 1,300 ECEC centers were partly or fully released from other duties to perform leadership tasks. At nearly 37 percent of these centers, one person is released from all other responsibilities. In almost 60 percent of the ECEC centers that provide release time, one person is released from certain duties, but not all. This applies to 822 employees statewide, most of whom (54.7%) are engaged in educational activities with multiple groups; 28.5 percent serve as group leaders. The question is how these dual responsibilities affect the exercise of “good leadership” and the quality of educational practice, particularly given the need to improve Thuringia's staffing formulas.

The amount of release time for leadership duties is governed by statewide standards, based on the number of children enrolled in the respective ECEC center. The official Child and Youth Welfare Statistics show that Thuringia slightly exceeds the national average in the amount of release time granted to staff members. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week allotted to staff members for leadership duties, relative to the number of pedagogical staff. For Thuringia, the median for 2012 was 2.5 hours per educational staff member per week, which is slightly above the national median of 2.4 hours.

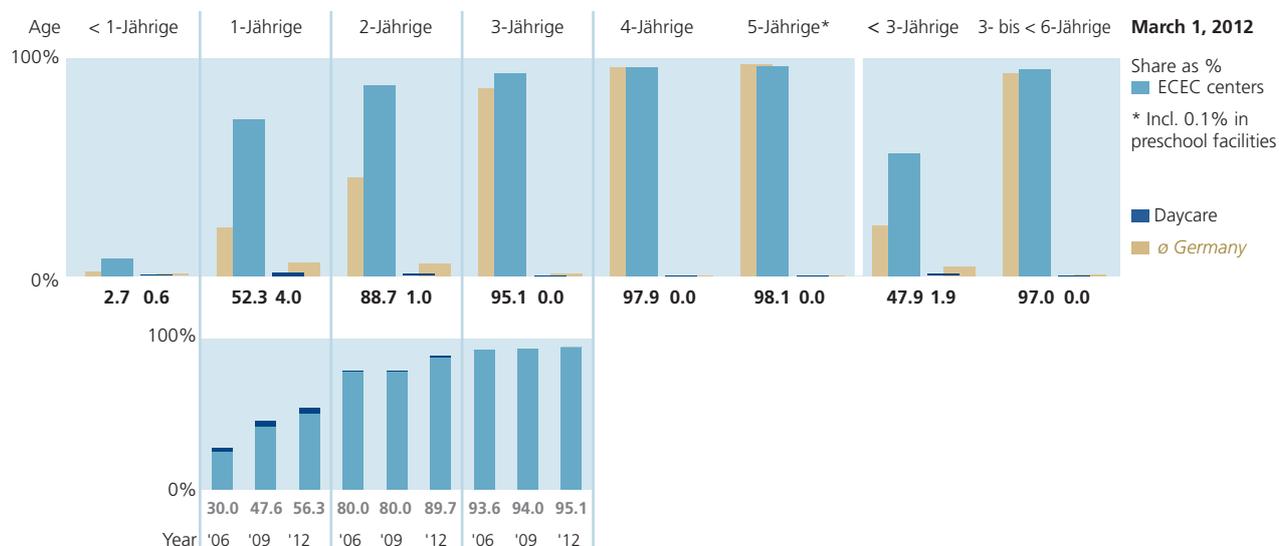
What formal qualifications do ECEC directors in Thuringia have? In 2012, most full-time released directors had completed relevant training at a Fachschule (81.7%), while 16.9 percent had a relevant university degree. Among part-time released directors, 91.1 percent had graduated from a Fachschule and 8.2 percent were university graduates. The available data do not indicate the extent to which center directors have undergone (provider-specific) advanced training, or what form that training may have taken. If ECEC centers are to fulfill the increasing demands placed on them, it is essential to look more closely at the specific qualifications required of center directors.

Access for All

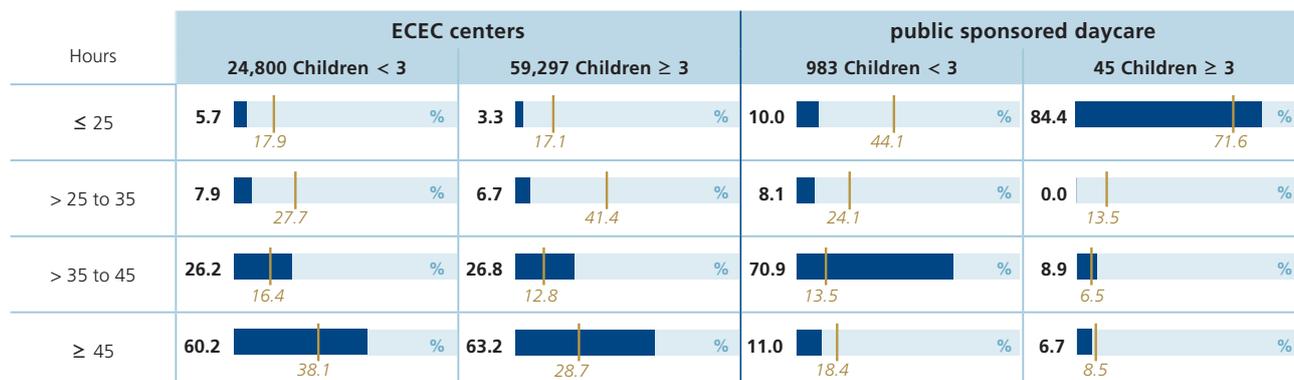
In 2012, nearly 90 percent of 2-year-olds in Thuringia were in ECEC services, a higher percentage than the eastern German average (82.5%). Among 3-year-olds, more than 95 percent attended an ECEC center or daycare service, which is slightly above average for the eastern German states (93%). The share of 5-year-olds was quite high as well, at over 98 percent. Most children attending ECEC centers are in care for relatively long periods of time. A good 60 percent

of children under 3 in Thuringia are enrolled for 45 or more hours per week; this is a significantly larger percentage than the national average for this age group (38.1%). Likewise, 63.2 percent of older children (age 3 to school entry) are enrolled in an ECEC center for 45 or more hours per week, which is above the average for eastern Germany (56.7%). Only 10 percent of children in this age group are in care for 35 or fewer hours per week.

Participation of children in ECEC centers and daycare | TH 2006–2012 | Table 6–13



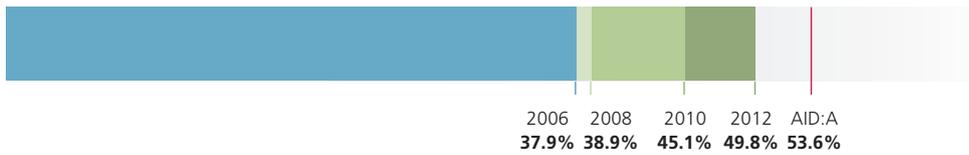
Number of hours per week enrolled in ECEC centers and daycare | TH March 1, 2012 | Table 2–5



Share as %, ■ TH | ø Germany

Care places for children under 3: expansion and needs | TH 2006–2012 | Table 1

Percentage of children < 3 years of age in ECEC on March 15 (2006/2008) or March 1 (2010/2012)



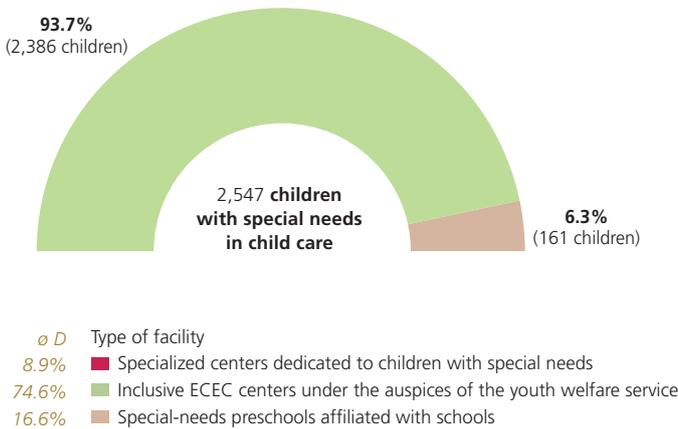
As of March 1, 2012, in Thuringia 49.8 percent of infants and toddlers (children under 3) were enrolled in an ECEC center or daycare service. Participation among children of this age group increased by 10.9 percentage points between 2008 and 2012 and by 11.9 percentage points relative to 2006.

According to findings from the German Youth Institute (DJI) study of German states (AID:A) that was part of the Child Care Funding Act (KiföG) evaluation, 53.6 percent of Thuringian infants

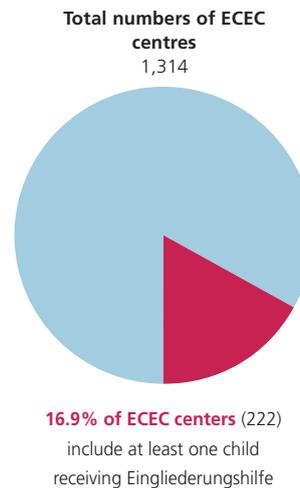
and toddlers were in need of child care in 2012 (see references in the explanatory notes). Effective August 2013, all 1- and 2-year-olds are entitled to child care under the law, and there is a legal obligation to provide the same for infants under 1 year of age who meet certain criteria. There is a gap of 3.8 percentage points between participation (49.8%, according to the most recent available data from March 2012) and the reported need for such services (53.6%).

Inclusion | TH March 1, 2012, School year 2011/12

Care for children with (impending) disabilities, by type of facility | Table 40



Percentage of facilities caring for children receiving Eingliederungshilfe | Table 59



Nearly 94 percent of children up to school entry age who received Eingliederungshilfe in an ECEC center in Thuringia in 2012 because of (existing or impending) physical or psychological disabilities attended an inclusive ECEC center. This is about 19 percentage points above the national average. There are no therapeutic preschools in Thuringia. Slightly over 6 percent of children up to school entry

age with (existing or impending) disabilities are enrolled in a special education preschool. The percentage of ECEC centers that enroll children receiving Eingliederungshilfe is lower than the national average; just under 17 percent of ECEC centers in Thuringia serve at least one child receiving Eingliederungshilfe. The corresponding percentage for Germany as a whole is 33.4 percent.

Children with and without an immigrant background in ECEC centers | TH March 1, 2012

Participation

Children under 3 in the population | Table 38

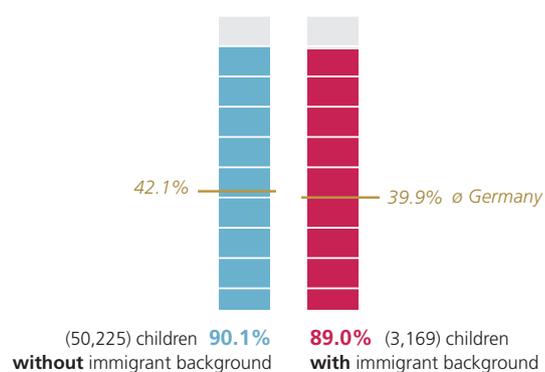
Children ages 3 to < 6 in the population | Table 39

We are unable to provide information on the participation rates of immigrant children (with at least one foreign-born parent) and of nonimmigrant children, because Thuringia has no representative data

on this demographic variable to serve as reference values. We would need that information, however, in order to determine the degree of participation.

Enrollment in all-day care | Table 51a

Percentage of children over age 3 in ECEC centers who spend more than 35 hours per week in care



As a rule, the share of immigrant children is considerably lower in the eastern than in the western German states.

Among older children (3- to 5-year-olds) in Thuringia's ECEC centers, 89 percent of immigrants attend full time (more than 35 hours per week) – a rate just below that of nonimmigrant children in the same age group (90.1%).

Language spoken at home | Table 15a, 16a

Children < age 3 in ECEC centers



Children ≥ age 3 in ECEC centers



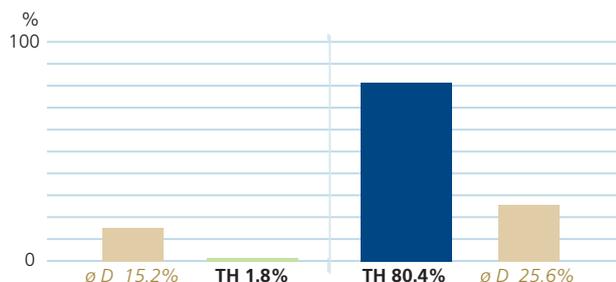
Children with immigrant background: primary language spoken at home
 Not German (orange) German (light orange)
 Children without immigrant background (light blue)

Considering the low share of immigrant children in the population as a whole, it is not surprising that only 3.6 percent of children under 3 years of age in ECEC centers have at least one foreign-born parent. Only 1.5 percent of infants and toddlers who attend ECEC centers live in a home where German is not the primary language. Among older children (age 3 to school entry), 6 percent are immigrants, and 3 percent speak a language other than German at home.

Care for school-age children | TH March 1, 2012, School year 2011/12

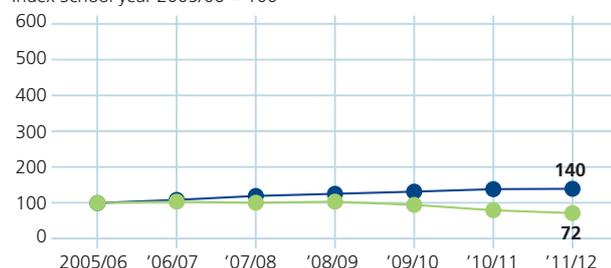
Participation | Table 41a1, 41a2

Percentage of children in Horten and all-day primary schools (ADS)



Trends in participation

Index School year 2005/06 = 100



Children ages 6.5 to 10.5
 ■ ADS School year 2011/12
 ■ Hort
 ■ Hort March 1, 2012

Qualifications of pedagogical staff

Structured ADS | Table 57

In Thuringia, structured all-day programs are offered at independent primary schools, public special-education schools, and independent special-education schools. The type of program determines the formal qualifications required of staff for extracurricular services. Staff members at special-education schools (Erzieherinnen, Heilpädagogen, and others) have special education credentials.

Open ADS | Table 58

As a rule, pedagogical staff in extracurricular programs at open all-day primary schools (primary schools offering after-school care) have state certification (e.g., as Erzieherinnen). The targeted group size is 15 to 20 pupils, and the number of staff is adjusted accordingly.

Hort | Table 50a Not available

Services provided from all-day primary schools (ADS)

Table 55, 56

Organizational form	Minimum days per week	Minimum hours per day	Open during school vacation
Structured ADS: structured full-day care (independent primary schools)	5	see notes	No
Structured ADS: full-day special education (public special-education schools)	5	see notes	No
Structured ADS: full-day special education (independent special-education schools)	5	see notes	No
Open ADS: open all-day care (primary schools with after-school care)	5	11	Yes

During the 2011/2012 school year in Thuringia, more than 80 percent of schoolchildren ages 6 to 10 were enrolled in all-day schools. Only 1.8 percent of children in this age group attended a daycare facility under the auspices of the Child and Youth Welfare Office.

Thuringia is the only German state in which schools are primarily responsible for Horten. Extracurricular programs at open all-day primary schools are the most common form of daycare for 6- to 10-year-olds.

Open all-day primary schools offer guaranteed care from 6 a.m. to 5 p.m. Minimum opening hours at structured all-day schools are based on need. Children who attend after-school care spend an average of 4.4 hours on 5 days per week in these programs (cf. Tables 71 and 72).

As a rule, pedagogical staff in extracurricular programs at open all-day primary schools have state certification (e.g., as Erzieherinnen). Because hardly any ECEC center groups are limited to school-age children, we are unable to provide information about the qualifications of pedagogical staff at Horten under the auspices of the Child and Youth Welfare Office.

Investing Effectively

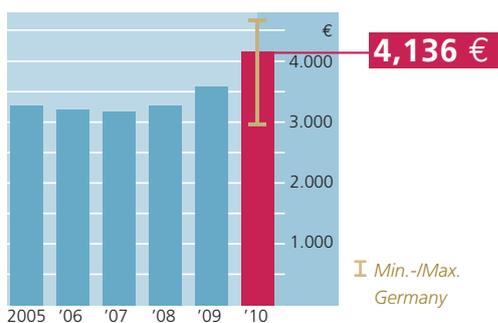
For each child under the age of 6, net expenditures for ECEC by Thuringia and its municipalities have increased dramatically since 2008. In 2010, they averaged 4,136 euros, well above the national average (3,514 euros). As a result, net costs incurred for ECEC also increased as a share of total net expenditures by the state and the communities; they accounted for 4.8 percent in 2008, but that figure had risen to 5.7 percent by 2010. Overall, expenditures for ECEC are also higher because non-recurring investments rose; for instance, investments were made to construct new buildings for child care centers. Such investments increased continuously from 2005 to 2010. In contrast to

the figure for investments per child under the age of 6, this figure also includes one-time investments by the federal government to expand programs for infants and toddlers, and not only one-time investments by the state and communities. It is therefore unclear from the database which sources of funding are responsible for this increase in spending. Parents, too, help to finance the system; their fees make up 18.3 percent of financing, when we exclude the share contributed by the federal government and independent providers from the calculation. (Contributions from independent providers cannot be precisely quantified.)

Investments per child under 6

TH 2005–2010 | Table 21a1

Net expenditures by the state and communities



Share of net expenditures for ECEC

TH 2005–2010 | Table 22

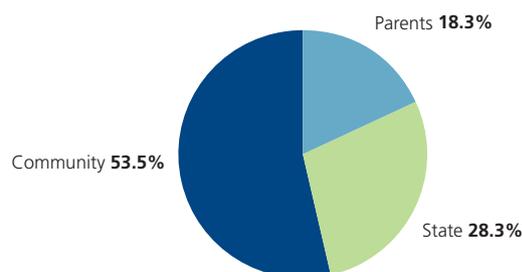
Share of total net expenditures by the state and communities



Financing partnership for ECEC

TH 2010 | Table 23

Excluding contributions from the federal government and independent providers



One-time investments for ECEC

TH 2005–2011 | Table 45

Expenditures by the federal government, state and communities

	2005	2006	2007	2008	2009	2010	2011
	Mio. Euro						
Thuringia	14.2	15.7	21.2	19.6	42.4	57.4	41.6
Germany	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Indicators of investments in ECEC are based on several data sources. Since certain methodological principles need to be kept in mind when interpreting these indicators, a detailed description of the database as well as information on the methods used in calculating the indicators can be found (in German) at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html, in addition to the comments in the appendix to this profile.

Promoting Bildung – Ensuring Quality

If ECEC centers are to offer children an environment that promotes their education and development, certain conditions must be in place to ensure good educational practice. Under the heading of Promoting Bildung – Ensuring Quality, we take a closer look at the structural framework of ECEC centers, focusing particularly on pedagogical staff. In addition to considering personal characteristics of staff members, such as formal education, age, and work hours, we also show staffing formulas at the state level. We pay particular attention to ECEC directors, who play a critical role in ensuring ECEC quality. At present, however, little is known about their situation. Accordingly, in addition

to discussing state-level regulations governing ECEC directors, we present more comprehensive information about this group, drawn from the official Statistics on Child and Youth Welfare. These data are also intended to encourage all parties involved within the state to discuss the existing conditions under which ECEC directors are working, as well as changes that need to be made.

ECEC center directors

Statewide regulations concerning staffing | TH June 2012

Statewide regulations for ...	Yes No
<p>... the formal qualifications of ECEC center directors</p> <p>Each ECEC center must have a director who is a particularly well-qualified early childhood educator. Specifically, the director must be a state-certified Erzieherin with appropriate professional experience, or have a bachelor's, master's, or equivalent degree in pedagogy, social pedagogy, or social work. (Section 14, paragraph 4 of the Child Care Act for Thuringia [ThürKitaG])</p>	●
<p>... the contractual working hours of ECEC center directors</p> <p>In addition to the staffing formula based on the number of children, centers must have additional time allocated to leadership duties, namely 0.01 full-time equivalent (FTE) hours per child, but at least 0.2 FTE hours and no more than 1.0 FTE hour per facility. (Section 14, paragraph 2 of the Child Care Act for Thuringia [ThürKitaG])</p>	●
<p>... additional working hours of ECEC center directors with other contractual responsibilities, for example leading a family service center</p>	●
<p>... the defined responsibilities of an ECEC center director</p>	●
<p>... leadership of associated ECEC centers</p>	●

Thuringia has statewide regulations outlining the formal qualifications required of ECEC directors. A director must be a particularly qualified early childhood educator, presenting certain specific credentials. Statewide regulations also specify that additional time must be allocated to leadership duties, namely 0.01 full-time equivalent (FTE) hours per child, but at least 0.2 FTE hours and no more than 1.0 FTE hours for each ECEC center. Thuringia has no other statewide regulations governing ECEC directors.

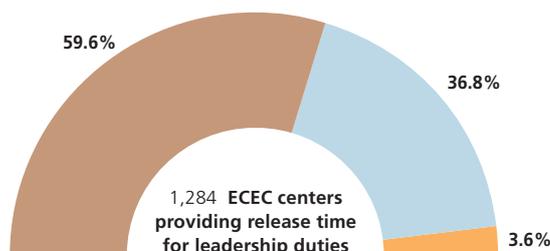
ECEC center directors | TH March 1, 2012

Staff members at almost 1,300 ECEC centers in Thuringia are partly or fully released from other duties to perform leadership tasks. At 59.6 percent of these centers, one individual is relieved of some other responsibilities to take on leadership duties; while at 36.8 percent, one person is assigned as a full-time director. Independent of center size and across Germany's states, we compared ECEC centers in terms of the number of hours per week that staff members are released from other duties so that they can perform leadership tasks, relative to the number of pedagogical staff. For Thuringia, the median for 2012 was 2.5 hours per early childhood educator per week, which is just above the national median of 2.4 hours.

A total of 822 staff members in Thuringia are released part-time to perform leadership duties, while they are still active in at least one other area. More than half (54.7%) are engaged in educational activities with multiple groups, and 28.5 percent work as group leaders. On average, staff members with leadership responsibilities have completed a higher level of training than those who have not been afforded release time. Most full-time directors in Thuringia have graduated from a Fachschule (81.7%) with a relevant degree, and 16.9 percent are university graduates. Among part-time directors, 8.2 percent have a university degree, and 91.1 percent have graduated from a Fachschule. In contrast, only 5.2 percent of staff members who are not assigned leadership tasks have earned a university degree.

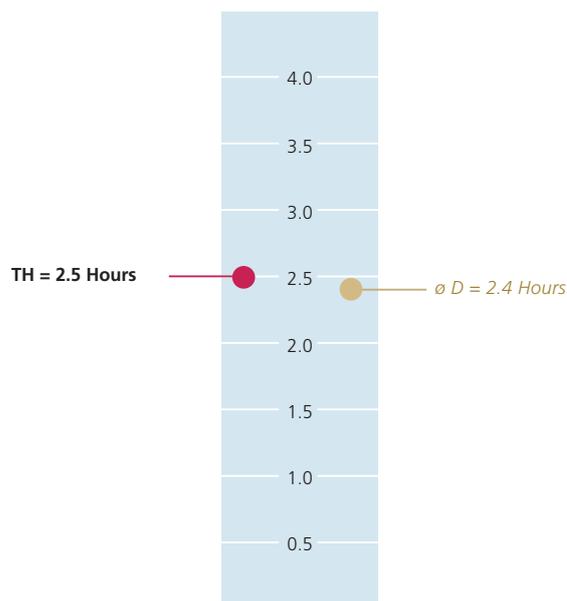
ECEC centers providing release time for leadership duties

Percentage of staff granted release time | Table 65



- Germany
■ 47.5% One person is released from some other duties for leadership
- 46.2% One person is released from all other duties for leadership
- 6.3% Leadership team

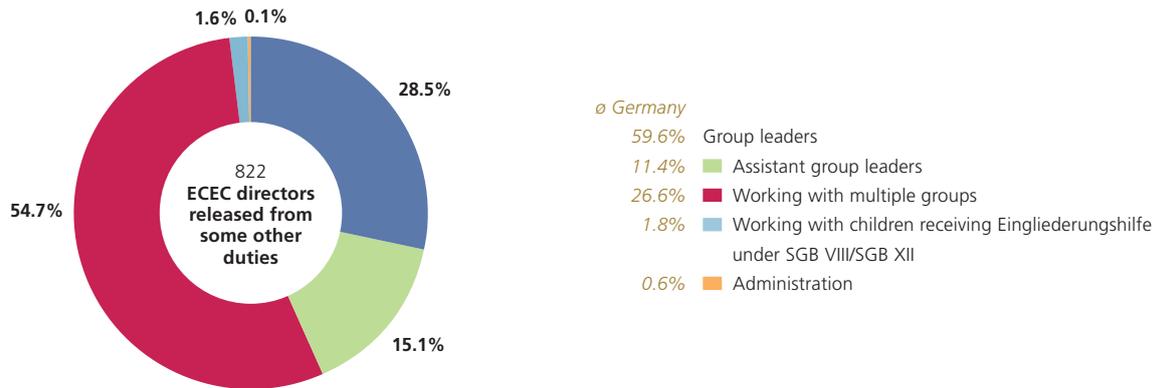
Number of hours of release time per week per pedagogical staff member (median) | Table 66



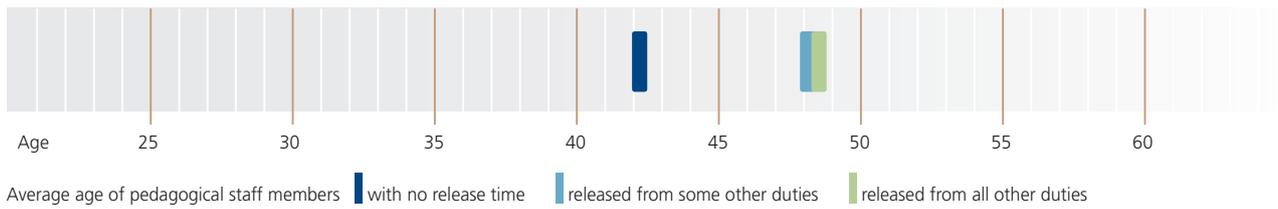
For each ECEC center, we calculate the number of hours of release time granted per week for leadership duties. This figure is divided by the total number of pedagogical staff at the ECEC center.

Example: An ECEC center employs 10 early childhood educators. One individual is released from other duties for 20 hours per week: $20 \div 10 = 2.0$. Shown above is the median for the state.

ECEC directors released from some other duties: additional responsibilities | Table 67

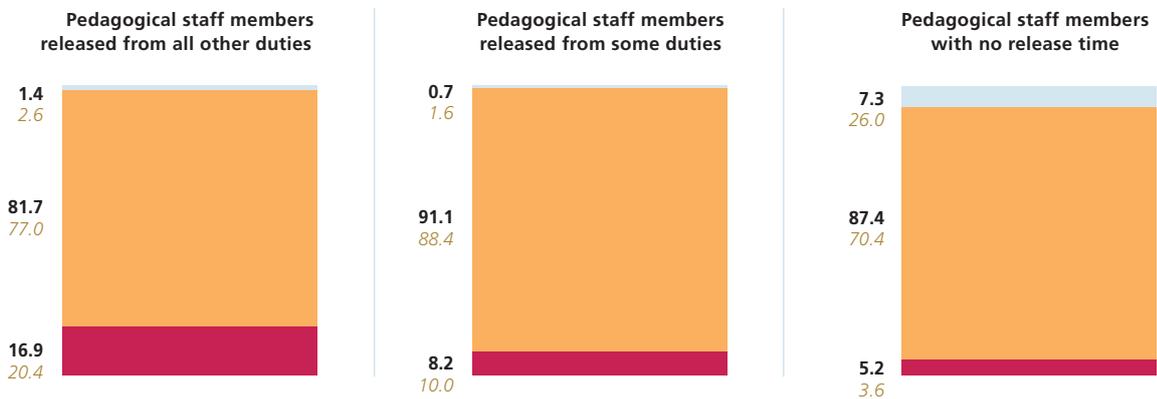


Age of pedagogical staff members relative to amount of release time for leadership duties | Table 69



Qualification levels of pedagogical staff members relative to amount of release time for leadership duties

Table 68



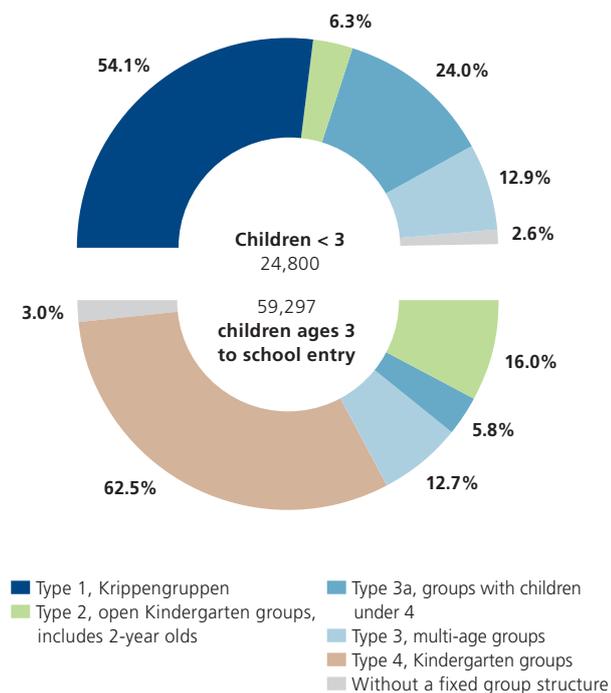
Share as %

Level of qualification: ■ University degree ■ Fachschule degree ■ Others: other types of training, trainees, no training

o Germany

Distribution of children among types of groups

TH March 1, 2012 | Table 36b, 36b1



ECEC centers pedagogical staff | TH March 1, 2012

Staffing formula – calculation

Staffing formula

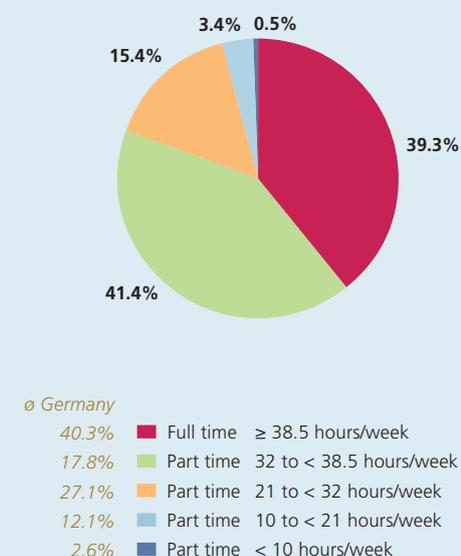
Staffing formulas are mathematical calculations and do not refer to the actual staffing situation as experienced in practice. They show the relationship between the number of hours per day all children in a given group are enrolled and the total number of contractual work hours of the pedagogical staff in that group. Also included in the calculation for each group is a certain share of the work hours of staff members who work with multiple groups and of the work hours of leadership personnel. The staffing formula is expressed as a ratio: the number of full-day equivalents of the enrolled children (in terms of full-day equivalents) relative to one pedagogical staff member (full-day equivalent). This is the only way to produce comparable measures, given variations in the hours children are in care and in staff work hours.

The staffing formulas shown in the figure do not apply to all children in the respective age group, but only to children enrolled in that type of group. Because of improvements over the past few years in the calculation of staffing formulas, this year's figures are not comparable with those for previous years, such as the figures shown at www.laendermonitor.de. Changes in the staffing formula are summarized in the article "Personalausstattung in ECEC centers – genauer hingeschaut" (in German) by Fuchs-Rechlin (KomDat Jugendhilfe, issue 1/2013, pp. 12–15).

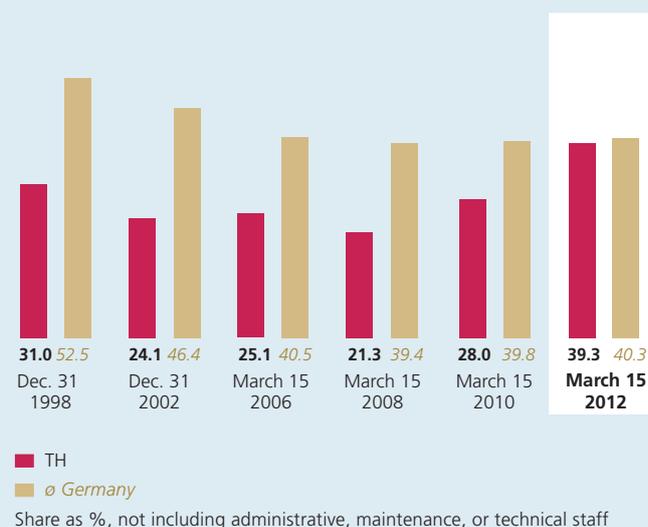
ECEC centers pedagogical staff | TH March 1, 2012

Contractual work hours

Number of work hours at ECEC centers | Table 29

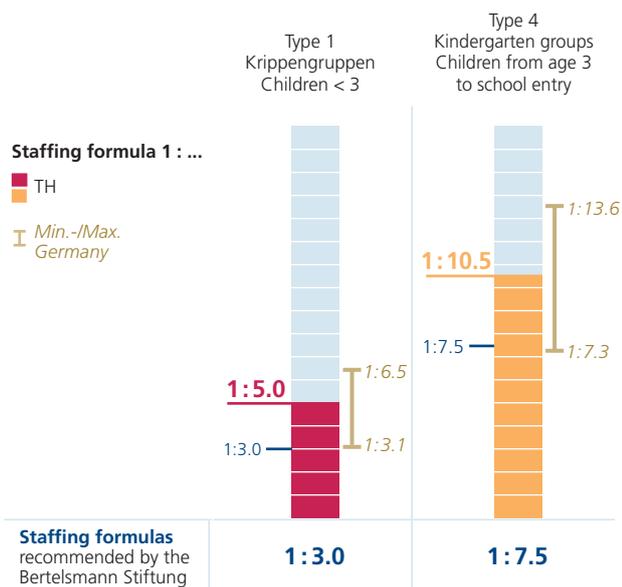


Percentage of full-day ECEC staff | Table 28



Staffing formulas for various types of groups

Table 43a1



In Thuringia, statewide regulations govern the number of pedagogical staff at ECEC centers. According to the Child Care Act for Thuringia (ThürKitaG), as a rule one educator should have responsibility for no more than

- a) four infants;
- b) six 1-year-olds;
- c) eight 2-year-olds;
- d) 16 children 3 years of age to school entry.

The staffing formula also reflects time for educational responsibilities other than group work (10%) and time off (vacations and sick leave, 15%) (for details, see Sec. 14 Para. 3 of the Child Care Act for Thuringia [ThürKitaG]).

Level of Qualification | Table 27

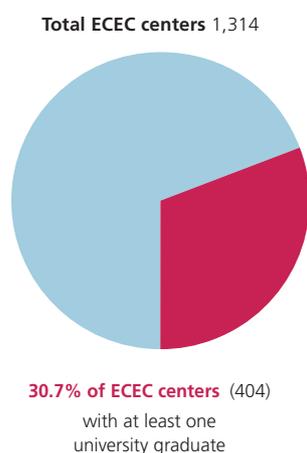
Total pedagogical staff in TH 13,266	TH		Ø D
	Number	Share as %	
University degree	777	5.9	4.6
Fachschule degree	11,651	87.8	72.1
Berufsfachschule degree	126	0.9	13.1
Other type of training	254	1.9	4.3
In training	298	2.2	3.4
No training completed	160	1.2	2.5

Age distribution | Table 42a



ECEC centers pedagogical staff | TH March 1, 2012

Percentage of ECEC centers with at least one university graduate | Table 47



University graduates by areas of responsibility | Table 44

Total university graduates in TH 777	TH		ø D
	Number	Share as %	
Pedagogical staff in groups or staff working with multiple groups	587	75.5	67.5
Working with children receiving Eingliederungshilfe SGB VIII/SGB XII	67	8.6	8.9
Leadership duties	123	15.8	23.5

Qualification levels of staff working with children receiving Eingliederungshilfe | Table 60

Total staff working with children receiving Eingliederungshilfe in TH 629		TH		ø D
Type of degree		Number	Share as %	
Social pedagogy university degree (Uni/FH)	Dipl.-Päd., Dipl.-Soz.-Päd.	46	7.3	8.0
	Dipl.-Heilpädagogin	21	3.3	2.8
Fachschule degree	Erzieherin	170	27.0	45.5
	Heilpädagogin	360	57.2	21.5
Berufsfachschule degree		5	0.8	2.3
Other types of training	Other	7	1.1	4.0
	Health services professions	19	3.0	14.0
In training		0	0.0	0.6
No training completed		1	0.2	1.2

Finally, we look at the formal qualifications of pedagogical staff members who bear primary responsibility for children receiving Eingliederungshilfe at an ECEC center because of (existing or impending) disabilities. In Thuringia, the additional supervision required to provide Eingliederungshilfe for children with (existing or impending) disabilities at ECEC centers must be provided by trained staff. These include Heilpädagoginnen, Erzieherinnen with additional training in Heilpädagogik, and Sozialpädagoge/innen with additional training in Heilpädagogik. The professionals who spend most of their working hours with children in accordance with SGB VIII and SGB XII (Eingliederungshilfe) in Thuringia have these credentials. More than 57 percent of these staff members have a Fachschule degree in Heilpädagogik, Heilerziehung, or Heilerziehungspflege. This is a much higher percentage than the national average (21.5%). Another 27 percent have earned a degree as Erzieherinnen. It is not clear from the data whether all of these pedagogical staff members have earned additional credentials in Heilpädagogik.

State specific annotations

Care for schoolchildren – all-day primary school programs

Structured all-day care (private primary schools): Minimum opening hours are determined by the needs of pupils and the school.

All-day special education programs (public schools): Minimum opening hours per day depend on the pupils and the school; supervision time is based on need.

All-day special education programs (private schools): Guaranteed supervision time is determined by the needs of pupils and the school. The school determines its minimum opening hours, based on need.

Open all-day care (primary school with after-school care): Guaranteed care from 6 a.m. to 5 p.m.

Care for schoolchildren – qualifications of pedagogical staff

Structured programs: The type of program determines the formal qualifications required; special education schools are staffed by educators trained in working with children with special needs (Erzieherinnen, Heilpädagoginnen, etc., with two credentials in special education).

Open all-day care (primary school with after-school care): In Thuringia, after-school care is integrated into primary schools. As a rule, the early childhood educators assigned there have state certification. The target group size is 15 to 20 pupils. The number of staff members is based on a group of 20 children.

After-school care: Thuringia has no after-school care provided by the child and youth welfare service. Some groups of schoolchildren attend other daycare facilities; because the number of staff members in such facilities is limited, and because Thuringia's situation is difficult to compare with that of other German states, we chose not to present data on this topic.

Investments per child under the age of 6

Data for 2009 and 2010: Information on Thuringia's expenditures is drawn from a report issued by the Ministry of Education, Science, and Culture on April 29, 2013, rather than from the annual budgetary statistics. The report shows that the state spent a net total of 107.188 million euros in 2009 and 147.425 million euros in 2010, while the figures quoted in the annual budgetary statistics are 108 million euros and 148 million euros, respectively.

Sources and general explanatory notes

Sources and general explanatory notes regarding the basic data

Land area

Source:
Federal and State Statistical Offices, Wiesbaden 2012

Population

Source:
Federal Statistical Office: Bevölkerungsfortschreibung, 2011; compiled by the Research Consortium DJI/TU Dortmund, Dortmund 2012

Percentage of children in ECEC

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Children born

Source:
Federal Statistical Office: Statistik der Geburten, 2011, Wiesbaden 2013

Births per woman

Source:
Federal Statistical Office, Wiesbaden 2013

Note:

Total fertility rate for women 15 to 49 years of age.

Number of children under 10 years of age

Source:
Federal Statistical Office: Bevölkerungsfortschreibung, 2011; compiled by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Erwerbstätigenquote von Müttern

Source:
Federal Statistical Office: Mikrocensus, Bevölkerung und Erwerbstätigkeit, 2011, special analysis, Wiesbaden 2013

Note:

Results of 2011 microcensus (annual average), population in families/living arrangements at primary residence.

Recipients of benefits under SGB II

Source:
Statistics of the Federal Employment Agency: Statistik der Grundsicherung für Arbeitsuchende nach dem SGB II, Zeitreihe zu Eckwerten SGB II sowie nicht erwerbsfähige Hilfebedürftige unter 6 Jahren (special analysis), annual averages, Nuremberg 2012 and 2013; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Daycare facilities, total

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Percentage of facilities by provider

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Percentage of ECEC centers with no fixed group structure

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Educational staff at ECEC centers

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Children at ECEC centers: total and by age groups

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Daycare providers

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Children in daycare: total and by age groups

Source:
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, Dortmund 2013

Sources and general explanatory notes regarding the indicators

State-specific notes appear at the end of the respective state profile.

Children enrolled in child care

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2006; Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2009 and 2012; Bildung und Kultur: Allgemeinbildende Schulen 2011/12; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes:

Children who attend ECEC centers and also use other types of child care are counted only once. Information about children using other types of child care does not include those children who also attend an ECEC center.

Number of hours per week enrolled in child care

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Care for children under 3: expansion and needs

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, verschiedene Jahrgänge; German Youth Institute (DJI): Erste Befunde der DJI-Länderstudie. Im Rahmen der KIFÖG-Evaluation, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

Notes:

Children who attend ECEC centers and also use other daycare services are counted only once.

AID:A (Need for child care 2012): cf. German Youth Institute (DJI): Erste Befunde der DJI-Länderstudie. Im Rahmen der KIFÖG-Evaluation, 2012, p. 5 (http://www.dji.de/dasdji/home/DJI_Kifoeg_Laenderstudie_2012-11.pdf) [retrieved March 8, 2013]

Inclusion

Care for children with (impending) disabilities by type of facility

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; Secretariat of the KMK: Schüler, Klassen, Lehrer und Absolventen der Schulen; Thuringia Ministry of Education, Science and Culture: Kinder in schulvorbereitenden Einrichtungen an Förderschulen; Bavarian State Office for Statistics and Data Processing: Volksschulen zur sonderpädagogischen Förderung und Schulen für Kranke 2011/12; compiled and calculated by the Research Consortium German Youth Institute DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

Children with special needs: children receiving Eingliederungshilfe in accordance with Sections 53, 54 of SGB XII or Section 35a of SGB VIII for services in ECEC centers provided by the Child and Youth Welfare Office, or children in ECEC centers provided by schools

(particularly special education preschools). Special education preschools are included in the KMK statistics.

Percentage of facilities that serve children receiving Eingliederungshilfe

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Immigrant and nonimmigrant children in ECEC centers

Participation

Source:

Federal Statistical Office: special report, Wiesbaden 2013

Notes:

Children who attend ECEC centers and also use other daycare services are counted only once.

Methodological note:

The numbers of immigrant and nonimmigrant children in the population were determined by analyzing microcensus data and population statistics. The microcensus collects detailed information that allows conclusions to be drawn regarding an individual's immigration background. To interpret the microcensus, we created a variable that corresponds to the definition of an immigrant background in the child care statistics ("at least one parent immigrated to Germany").

In Saarland, Bremen, and the five states of the former East Germany, the microcensus data did not yield a representative sample in one or both of the age cohorts we examined. As a result, this report does not list migration-specific participation rates for those states. Because the extrapolated values are less than 10,000, their significance is limited. Since the microcensus is a sample-based household survey, random errors occur. The fewer people in a certain category, the greater the simple relative standard error for that survey statistic. For Berlin, we show the calculated value; because of the small sample sizes, a longer time series will be required to test the validity of the data.

We therefore present the results for Germany as a whole, for eastern Germany (including Berlin), and for the states of the former West Germany (excluding Saarland and Bremen).

For the statistics on child care, the survey recorded the number of children receiving services in each district, without reference to where they lived. In exceptional cases, therefore, the participation rate in certain districts or perhaps even in a particular state may exceed 100 percent.

Enrollment in all-day care

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

For reasons of confidentiality, certain results cannot be reported. Here, "immigrant children" are defined as children having at least one parent who immigrated to Germany. The results show children enrolled for more than 35 hours per week, equivalent to an average of more than 7 hours per day (full-day enrollment).

Language spoken at home

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Care for school-age children

Participation

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, various years; Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, Berlin, statistics for 2006 to 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

Notes:

The underlying statistics refer to various dates: Children 6.5 to 10.5 years old in the population were tallied on December 31, 2011; children in Horte, on March 1, 2012; and children in all-day primary schools, at the start of the school year in autumn 2011. All-day primary schools do not include Waldorf schools and special education schools.

Types of all-day primary schools

Source:

Information provided by states on all-day education and care for primary-school children (2011/2012 school year) in response to the written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project

Qualifications of pedagogical staff

Source:

Structured and "open" all-day primary schools: Information provided by states on all-day education and care for primary-school children (2011/12 school year) in response to the written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project.

Hort: FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

Data include pedagogical staff in Horte and in separate Hort groups (groups for school-age children). This does not include all pedagogical staff members who work with school-age children in ECEC facilities. Not included are pedagogical staff members who work with multiple groups at ECEC centers that serve both school-age and other groups; those who spend less than half of their work hours with school-age groups; or those who work with mixed-age groups that include school children as well as children who do not attend school.

Investments per child under age 6

Source:

Federal Statistical Office: Public Finance and Taxes. Accounting results for municipal budget calculations. Special analysis of budget subsections 454 and 464 by the Federal Statistical Office as outlined in Table 4 of Fachserie 14, Reihe 3.3; Federal Statistical Office: Public Finance and Taxes. Public budget calculations for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication numbers 3062 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3076 (Tageseinrichtungen für Kinder = Funktion 274); Kinder und tätige Personen in Tageseinrichtungen, various years; data provided by state officials; compiled and calculated by the Research Consortium DJI/TU Dortmund, April 2013

Notes:

The indicator for investments per child under 6 is based on several statistics. Interpreting the indicator data requires a degree of familiarity with our methodology. In addition to the notes appended to each state report, a detailed description of the underlying data and the methods for calculating the indicators shown here is provided at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German).

Financing partnership for ECEC

Source:

Federal Statistical Office: Public Finance and Taxes. Accounting results for municipal budgets. Special analysis of budget subsections 454 and 464 by the Federal Statistical Office as outlined in Table 4 of Fachserie 14, Reihe 3.3; Federal Statistical Office: Public Finance and Taxes. Accounting results for public budgets for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication numbers 3062 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3076 (Tageseinrichtungen für Kinder = Funktion 274), 2010; data provided by state officials; compiled and calculated by the Research Consortium DJI/TU Dortmund, May 2013

Notes:

It must be kept in mind that for methodological reasons, the list of funding resources for ECEC services in Germany is incomplete. As a result, the share contributed by communities, the state, and parents is somewhat overstated. In particular, the data do not take into account contributions from providers; nor do they include federal funds drawn from the program to finance ECEC services. The share contributed by parents, specifically in the case of child care provided by private entities, is an estimate.

The indicator for the ECEC financing partnership is based on several statistics. Interpreting the indicator data requires a degree of familiarity with our methodology. In addition to the notes appended to each state report, a detailed description of the underlying data and the methods for calculating the indicators shown here is provided at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German); it also includes a discussion of data on funding from other sources (the federal government and private entities).

Share of net expenditures for ECEC

Source:

Federal Statistical Office: Public Finance and Taxes. Accounting results for municipal budget calculations. Special analysis of budget subsections 454 and 464 by the Federal Statistical Office as outlined in Table 4 of Fachserie 14, Reihe 3.3; Federal Statistical Office: Public Finance and Taxes. Accounting results for public budgets for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication numbers 3060 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3074 (Tageseinrichtungen für Kinder = Funktion 274); Federal Statistical Office; Public Finance and Taxes; accounting results for the total public budget. Fachserie 13, Reihe 3.1, Table 8: State expenditures; various years; compiled and calculated by the Research Consortium DJI/TU Dortmund, May 2013

Notes:

Here we define net ECEC costs as the net expenditures from public budgets minus the net revenues of public budgets. This is the shortfall in the budget subsections/functions that must be covered by tax revenues. It also includes the costs for Horte, entered under budget subsections 454/464 and functions 264/274; to the extent that benefits in accordance with SGB IX are entered under these budget headings, they are likewise included.

The indicator for net expenditures for ECEC as a share of total net costs incurred by the state and the communities is based on several statistics. Interpreting the indicator data requires a degree of familiarity with our methodology. In addition to the notes appended to each state report, a detailed description of the underlying data and the methods for calculating the indicators shown here is provided at www.laendermonitor.de/laendermonitor/konzept/methodik/index.html (in German).

One-time investments for ECEC

Source:

Federal Statistical Office: Statistiken der Kinder- und Jugendhilfe – Ausgaben und Einnahmen; various years; calculations by the Research Consortium DJI/TU Dortmund, February 2013

Notes:

When interpreting these data, please refer to the general notes regarding the underlying statistics from the Child and Youth Welfare Office, particularly pertaining to the transition from single- to double-entry accounting (see https://www.destatis.de/DE/Publikationen/Thematisch/Soziales/KinderJugendhilfe/AusgabenEinnahmenJugendhilfe522501117004.pdf?__blob=publicationFile – last retrieved on March 1, 2013; in German).

In particular, it must be kept in mind that in the statistics, and therefore in this indicator, expenditures are reported as payments to the final recipient. As a result, the statistics do not reflect allocations, transfers, refunds, loans, and other such transfers within the government sector, nor do they include funds in transit.

One example is the special fund in the amount of 2.15 billion euros set up by the federal government as part of the Child Care Funding Act (KiföG). This represents the financial contribution from the federal government, as agreed with the states and municipalities, for capital expenditures to expand child care facilities to meet the anticipated need for services for children under 3 by August of 2013. The amounts drawn from this special fund are shown as capital expenditures in the states where they were spent for this purpose. Thus, it is possible that the rise

in capital expenditures shown in the tables for 2009 and 2010 for certain states largely consists of federal funds; the amount shown, for example, may not yet include expenditures from state and local coffers. The Federal Ministry of Family Affairs, Senior Citizens, Women, and Youth (BMFSFJ) maintains statistics about amounts drawn from the special fund. Additional important information about the results shown for individual states is provided in the explanatory notes to their respective profiles.

ECEC center directors

State regulations regarding staffing

Source:

Information provided by states on leadership staff at ECEC centers in response to the written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project (as of June 2012)

ECEC centers providing release time for leadership duties

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2011; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{stat}), March 2013

Notes:

The (median) number of hours allocated weekly for leadership duties per pedagogical staff member is based on the total number of pedagogical staff members, including those serving in leadership roles. Members of the support staff are not included.

Staff members partially released from other duties: additional responsibilities

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

Average (mean) age of educators relative to amount of release time

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{stat}), March 2013

Notes:

Members of the support staff are not included.

Qualifications of educators relative to amount of release time

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{stat}), March 2013

Notes:

For reasons of confidentiality, certain results cannot be reported. Members of the support staff are not included. The category "Other" includes other levels of training (e. g., at the Berufsfachschule level), completed training that is not relevant (e. g., in administration or health services), trainees, and staff members with no training.

Distribution of children in various types of groups

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

The data for children from age 3 to school entry do not include children who are 8 or older but according to official statistics do not yet attend school. This may cause slight differences in the number of children shown in other tables.

The group types were formed according to the following criteria:

Type 1

„Krippengruppe“:

These are groups limited to children under 3.

Type 2

„Open preschool group“:

These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3a

„Group with children under 4“:

These are all groups that were not categorized as Type 1 and that include only children under age 4.

Type 3

„Multi-age group“:

These are all groups that were not categorized as one of the above types but that include children from age 3 to school entry. To be precise, this type of group should be called "groups with multiple age groups," because they include children from various groups (children under 3 – children in Krippen; children age 3 to school entry – "preschoolers"; and children who attend Horte – "schoolchildren").

Type 4

„Preschool group“:

These are groups limited to children from age 3 to school entry.

ECEC pedagogical staff – number of work hours and percentage of full-time ECEC staff

Source:

Federal Statistical Office: Tageseinrichtungen für Kinder 1998, 2002; Kinder und tätige Personen in Tageseinrichtungen 2006, 2007, 2008; Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, various years; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

This includes directors (2011 and 2012: leadership as primary area of responsibility), but not administrators or members of the support staff. For the 2011 and 2012 data, this also includes individuals who reported leadership as their primary area of responsibility, but not administrators (2011 and 2012: administration as primary responsibility) or members of the support staff.

Staffing formula in various types of groups

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

Expressed as a ratio: the number of enrolled children per pedagogical staff member. The staffing formulas shown in this report thus describe the number of children enrolled in the groups (in terms of full-day equivalents) relative to one full-time pedagogical staff position. The formulas shown here cannot be compared with those reported in previous years, for two reasons:

The figure reported is the median (i.e., the middle value) of all staffing formulas calculated for a particular group. This cannot be compared with the figures shown for the years prior to 2011, because at that time the average (arithmetic mean) of the staffing formulas was calculated rather than the median.

Beginning in 2012, data were gathered on the exact number of hours each child was enrolled in care; before that time, the data merely grouped children in categories defined by a range of hours spent in care. While this improved the accuracy of the staffing formulas, it greatly reduced the possibility of comparing them with those of previous years (cf. Fuchs-Rechlin, Kirsten: Genauer hingeschaut – Personalausstattung in KiTas schlechter als gedacht, in KomDat Jugendhilfe 2013 (1) 12–15).

The group types were formed according to the following criteria:

Type 1 "Krippengruppe":

These are groups limited to children under 3.

Type 4 "Preschool group":

These are groups limited to children from age 3 to school entry.

Qualification levels

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes:

This includes those who reported leadership as their primary area of responsibility, but not administrators or members of the support staff.

The qualification levels were categorized according to the following criteria:

(Relevant) university degree:

social pedagogy, social work (Fachhochschule or comparable program); pedagogy, social pedagogy, education (university or comparable program); Heilpädagogik (Fachhochschule or comparable program); bachelor's or master's in early childhood education

(Relevant) Fachschule degree:

Erzieherin, Heilpädagogin (Fachschule), Heilerziehungspflegerin

(Relevant) Berufsfachschule degree:

child care, family care, social services (assistant), social and medical helping professions

Other training:

Other social/social pedagogy training; child and youth psychotherapy; psychological therapy; psychology (university degree); occupational therapy (ergo-

therapy); movement pedagogy; movement therapy (physical education); medicine; pediatric nursing / healthcare; nursing; geriatrics; physiotherapy; massage, spa therapy; speech therapy; special education; other vocational training

Trainees:

Interns in probationary year or otherwise still in training

No degree:

Training not completed

Age distribution

Source:

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, January 2013

Notes:

This includes directors, but not administrators or members of the support staff.

Share of ECEC centers with at least one university graduate

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

Pedagogical staff includes individuals released from (all) other duties to perform leadership duties, but not administrators or members of the support staff.

University graduates with degrees in:

social pedagogy, social work, pedagogy, education, Heilpädagogik (Fachhochschule, university, or comparable program); bachelor's or master's in early childhood education (state accredited)

University graduates by areas of responsibility

Source:

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

Notes:

Pedagogical staff includes individuals released from (all) other duties to perform leadership duties, but not administrators or members of the support staff.

Pedagogical staff working in groups or multiple groups:

Group leaders, assistant group leaders, staff working with multiple groups.

University graduates with degrees in:

social pedagogy, social work, pedagogy, education, Heilpädagogik (Fachhochschule, university, or comparable program); bachelor's or master's in early childhood education (state accredited)

Levels of training for staff members working with Eingliederungshilfe

Source:

Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, January 2013

Notes:

This includes only pedagogical staff members who work primarily with children receiving Eingliederungshilfe under SGB VIII/XII. Staff members who work primarily in another area are not included, even if they work part time with children receiving Eingliederungshilfe under SGB VIII/XII.

"Berufsfachschule degree":

Child care, family care, social services (assistant), social and medical helping professions

"Other" under "Other training":

Other short courses in social work/social pedagogy; teachers, incl. special education teachers; other university degree; other formal vocational training

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Immigrant and nonimmigrant children from 3 years of age to school entry in child care: Number of hours enrolled per week, as of March 1, 2012, by state

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Immigrant and nonimmigrant children from 3 years of age to school entry at daycare centers, enrolled more than 35 hours per week (all-day care), as of March 1, 2012, by state

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Selected legally binding minimum standards for structured all-day primary schools: Types of programs, by state, 2011/12 school year

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Selected legally binding minimum standards for open all-day primary schools: Types of programs, by state, 2011/12 school year

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Selected features of structured all-day primary schools: Types of programs, by state, 2011/12 school year

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Selected features of open all-day primary schools: Types of programs, by state, 2011/12 school year

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ECEC centers where at least one child receives Eingliederungshilfe because of (existing or impending) physical or psychological disabilities, as of March 1, 2012, by state

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Staff members partially released from other duties: Other areas of activity as of March 1, 2012, by state

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ECEC pedagogical staff members released from other duties: Amount of release time relative to qualification levels as of March 1, 2012, by state

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ECEC pedagogical staff members: Amount of release time relative to age as of March 1, 2012, by state

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Schoolchildren under 11 years of age at ECEC facilities: Average number of hours enrolled per day as of March 1, 2012, by state

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Schoolchildren under 11 years of age at ECEC facilities: Average number of days enrolled as of March 1, 2012, by state

BW	Baden-Wuerttemberg
BY	Bavaria
BE	Berlin
BB	Brandenburg
HB	Bremen
HH	Hamburg
HE	Hessen
MV	Mecklenburg-West Pomerania
NI	Lower Saxony
NW	North Rhine Westphalia
RP	Rhineland Palatinate
SL	Saarland
SN	Saxony
ST	Saxony Anhalt
SH	Schleswig-Holstein
TH	Thuringia
O	Eastern Germany
W	Western Germany
D	Germany

Table 1 | Children under age 3 in child care (ECEC centers and daycare)* 2006 to 2012, as well as need for child care 2012
LR13 (number; share as %; change in percentage points)

State	Participation of children under 3 in child care (ECEC facilities and daycare)																	
	March 15, 2006		March 15, 2007				March 15, 2008				March 1, 2009				March 1, 2010			
	On reference date		On reference date		Change relative to preceding year		On reference date		Change relative to preceding year		On reference date		Change relative to preceding year		On reference date		Change relative to preceding year	
	Number	Share as %	Number	Share as %	Number	In percentage points	Number	Share as %	Number	In percentage points	Number	Share as %	Number	In percentage points	Number	Share as %	Number	In percentage points
BW	25,414	8.7	32,682	11.5	7,268	2.7	38,214	13.6	5,532	2.1	44,022	15.8	5,808	2.2	50,570	18.3	6,548	2.5
BY	27,234	8.2	35,037	10.7	7,803	2.6	42,704	13.2	7,667	2.5	50,424	15.7	7,720	2.5	59,436	18.5	9,012	2.9
BE	32,398	37.8	34,497	39.8	2,099	1.9	35,923	40.4	1,426	0.7	38,235	41.5	2,312	1.1	39,908	42.1	1,673	0.6
BB	22,467	40.4	23,984	43.4	1,517	3.0	24,880	44.8	896	1.4	27,287	48.3	2,407	3.5	29,276	51.0	1,989	2.7
HB	1,476	9.2	1,691	10.5	215	1.4	2,067	12.7	376	2.2	2,234	13.7	167	1.0	2,639	16.1	405	2.4
HH	9,762	21.0	10,382	22.0	620	1.1	9,659	20.1	-723	-1.9	10,846	22.2	1,187	2.1	14,073	28.5	3,227	6.3
HE	14,525	9.0	19,630	12.4	5,105	3.4	22,349	14.2	2,719	1.9	25,359	16.3	3,010	2.0	30,078	19.3	4,719	3.1
MV	16,507	43.1	16,736	44.1	229	1.0	16,916	44.9	180	0.8	19,037	49.5	2,121	4.6	19,740	50.7	703	1.2
NI	10,669	5.1	13,982	6.9	3,313	1.8	18,085	9.1	4,103	2.2	23,328	11.9	5,243	2.8	30,532	15.8	7,204	3.9
NW	30,480	6.5	31,796	6.9	1,316	0.4	42,390	9.3	10,594	2.4	52,092	11.5	9,702	2.2	62,415	14.0	10,323	2.4
RP	9,527	9.4	11,849	12.0	2,322	2.6	14,606	15.0	2,757	3.0	16,971	17.5	2,365	2.5	19,365	20.1	2,394	2.6
SL	2,331	10.2	2,704	12.1	373	1.8	3,104	14.1	400	2.1	3,264	15.1	160	1.0	3,782	17.7	518	2.6
SN	32,780	33.5	34,084	34.6	1,304	1.1	36,127	36.5	2,043	1.9	40,402	40.1	4,275	3.6	43,810	42.8	3,408	2.7
ST	25,733	50.2	26,533	51.8	800	1.6	26,984	52.7	451	0.8	28,529	55.1	1,545	2.5	29,175	55.9	646	0.8
SH	5,455	7.5	5,811	8.2	356	0.7	8,096	11.6	2,285	3.4	9,951	14.3	1,855	2.7	12,444	18.1	2,493	3.8
TH	19,259	37.9	18,819	37.5	-440	-0.4	19,519	38.9	700	1.4	21,726	42.8	2,207	3.9	23,158	45.1	1,432	2.3

State	March 1, 2011				March 1, 2012				2012	
	On reference date		Change relative to preceding year		On reference date		Change relative to preceding year		Need for child care**	Gap between actual child care and need
	Number	Share as %	Number	In percentage points	Number	Share as %	Number	In percentage points	Share as %	In percentage points
BW	57,007	20.8	6,437	2.5	62,732	23.1	5,725	2.3	36.8	13.7
BY	65,617	20.6	6,181	2.0	73,003	23.0	7,386	2.4	31.6	8.6
BE	40,683	41.9	775	-0.2	41,820	42.6	1,137	0.8	55.9	13.3
BB	29,892	51.6	616	0.6	30,708	53.4	816	1.9	57.5	4.1
HB	3,198	19.6	559	3.5	3,432	21.2	234	1.6	40.7	19.5
HH	16,036	32.4	1,963	3.8	17,738	35.8	1,702	3.5	45.2	9.4
HE	33,352	21.5	3,274	2.2	36,729	23.7	3,377	2.2	37.9	14.2
MV	20,447	51.7	707	1.0	21,025	53.6	578	1.9	60.4	6.8
NI	35,669	18.6	5,137	2.8	41,772	22.1	6,103	3.5	35.3	13.2
NW	70,395	15.9	7,980	1.9	79,118	18.1	8,723	2.2	33.9	15.8
RP	23,549	24.7	4,184	4.5	25,589	27.0	2,040	2.3	40.1	13.1
SL	4,293	20.2	511	2.5	4,670	22.1	377	1.9	35.0	12.9
SN	45,844	44.1	2,034	1.3	48,244	46.4	2,400	2.3	52.5	6.1
ST	29,306	56.1	131	0.1	29,559	57.5	253	1.5	60.8	3.3
SH	14,819	21.6	2,375	3.5	16,295	24.2	1,476	2.6	34.8	10.6
TH	24,377	46.9	1,219	1.8	25,774	49.8	1,397	2.9	53.6	3.8

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, verschiedene Jahrgänge; German Youth Institute (DJI): Erste Befunde der DJI-Länderstudie. Im Rahmen der KIFÖG-Evaluation, 2012; compiled and calculated by the Research Consortium German Youth Institute DJI/TU Dortmund, March 2013

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Cf. German Youth Institute (DJI): Erste Befunde der DJI-Länderstudie. Im Rahmen der KIFÖG-Evaluation, 2012, p. 5. (http://www.dji.de/dasdjij/home/DJI_Kifoeg_Laenderstudie_2012-11.pdf [retrieved March 8, 2013])

Table 2 | Children under age 3 in ECEC centers: Number of hours enrolled per week, as of March 1, 2012, by state (number; share as %) LR13

State	Children in child care, total Number	Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more
BW	54,272	12,095	25,336	6,090	10,751	22.3	46.7	11.2	19.8
BY	66,241	25,386	20,905	11,888	8,062	38.3	31.6	17.9	12.2
BE	37,725	3,188	8,923	21	25,593	8.5	23.7	0.1	67.8
BB	26,410	603	7,368	9,815	8,624	2.3	27.9	37.2	32.7
HB	2,737	557	702	1,312	166	20.4	25.6	47.9	6.1
HH	15,480	1,151	4,677	6,772	2,880	7.4	30.2	43.7	18.6
HE	29,917	4,567	8,020	6,267	11,063	15.3	26.8	20.9	37.0
MV	16,139	503	4,736	1	10,899	3.1	29.3	0.0	67.5
NI	32,094	11,336	9,172	8,210	3,376	35.3	28.6	25.6	10.5
NW	55,697	7,469	18,082	290	29,856	13.4	32.5	0.5	53.6
RP	23,556	1,199	8,576	5,598	8,183	5.1	36.4	23.8	34.7
SL	4,195	169	1,061	311	2,654	4.0	25.3	7.4	63.3
SN	42,408	2,352	6,936	5,144	27,976	5.5	16.4	12.1	66.0
ST	29,080	9,460	679	5,748	13,193	32.5	2.3	19.8	45.4
SH	11,425	3,121	3,417	3,372	1,515	27.3	29.9	29.5	13.3
TH	24,800	1,411	1,968	6,486	14,935	5.7	7.9	26.2	60.2
O (BE incl.)	176,562	17,517	30,610	27,215	101,220	9.9	17.3	15.4	57.3
W (without BE)	295,614	67,050	99,948	50,110	78,506	22.7	33.8	17.0	26.6
D	472,176	84,567	130,558	77,325	179,726	17.9	27.7	16.4	38.1

State	Lunch included		Break for lunch	
	Number	Share as %	Number	Share as %
BW	27,296	50.3	5,952	11.0
BY	42,525	64.2	528	0.8
BE	37,649	99.8	0	0.0
BB	26,184	99.1	0	0.0
HB	2,311	84.4	46	1.7
HH	15,189	98.1	633	4.1
HE	23,433	78.3	1,280	4.3
MV	16,058	99.5	2	0.0
NI	20,900	65.1	850	2.6
NW	42,174	75.7	5,968	10.7
RP	12,841	54.5	7,818	33.2
SL	3,452	82.3	293	7.0
SN	41,985	99.0	0	0.0
ST	28,284	97.3	0	0.0
SH	8,024	70.2	478	4.2
TH	24,572	99.1	1	0.0
O (BE incl.)	174,732	99.0	3	0.0
W (without BE)	198,145	67.0	23,846	8.1
D	372,877	79.0	23,849	5.1

Source

Federal Statistical Office: Kinder und tätige Personen in Tages-
einrichtungen und in öffentlich geförderter Kindertagespflege,
2012; compiled and calculated by the Research Consortium DJI/TU
Dortmund, December 2012

Table 3 | Children from age 3 to school entry in ECEC centers: Number of hours enrolled per week, as of March 1, 2012, by state (number; share as %) LR13

State	Children in child care, total Number	Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more
		Number				Share as %			
BW	307,444	7,032	243,160	24,670	32,582	2.3	79.1	8.0	10.6
BY	343,078	99,858	140,390	67,735	35,095	29.1	40.9	19.7	10.2
BE	91,650	4,829	29,431	65	57,325	5.3	32.1	0.1	62.5
BB	65,802	1,389	24,418	22,100	17,895	2.1	37.1	33.6	27.2
HB	16,861	4,573	7,135	4,407	746	27.1	42.3	26.1	4.4
HH	44,951	16,425	7,547	15,490	5,489	36.5	16.8	34.5	12.2
HE	176,501	33,550	56,555	34,650	51,746	19.0	32.0	19.6	29.3
MV	44,777	1,240	14,533	30	28,974	2.8	32.5	0.1	64.7
NI	216,067	116,134	53,759	31,040	15,134	53.7	24.9	14.4	7.0
NW	479,481	34,866	243,636	810	200,169	7.3	50.8	0.2	41.7
RP	111,335	2,768	43,442	28,320	36,805	2.5	39.0	25.4	33.1
SL	24,917	853	13,721	2,184	8,159	3.4	55.1	8.8	32.7
SN	118,731	5,094	19,065	13,691	80,881	4.3	16.1	11.5	68.1
ST	59,860	18,782	1,502	12,441	27,135	31.4	2.5	20.8	45.3
SH	78,598	33,331	25,868	13,006	6,393	42.4	32.9	16.5	8.1
TH	59,297	1,945	3,958	15,898	37,496	3.3	6.7	26.8	63.2
O (BE incl.)	440,117	33,279	92,907	64,225	249,706	7.6	21.1	14.6	56.7
W (without BE)	1,799,233	349,390	835,213	222,312	392,318	19.4	46.4	12.4	21.8
D	2,239,350	382,669	928,120	286,537	642,024	17.1	41.4	12.8	28.7

State	Lunch included		Break for lunch	
	Number	Share as %	Number	Share as %
BW	87,053	28.3	103,202	33.6
BY	184,723	53.8	5,923	1.7
BE	91,105	99.4	24	0.0
BB	65,137	99.0	0	0.0
HB	14,725	87.3	159	0.9
HH	41,836	93.1	1,585	3.5
HE	105,484	59.8	16,343	9.3
MV	44,402	99.2	3	0.0
NI	90,697	42.0	3,504	1.6
NW	301,076	62.8	100,846	21.0
RP	59,359	53.3	37,288	33.5
SL	11,180	44.9	4,512	18.1
SN	117,064	98.6	0	0.0
ST	57,947	96.8	1	0.0
SH	36,692	46.7	2,359	3.0
TH	58,788	99.1	8	0.0
O (BE incl.)	434,443	98.7	36	0.0
W (without BE)	932,825	51.8	275,721	15.3
D	1,367,268	61.1	275,757	12.3

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 4 | Children under age 3 in publicly subsidized child care: Number of hours enrolled per week, as of March 1, 2012, by state (number; share as %) LR13

State	Children in publicly subsidized child care, total Number	Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more
BW	8,884	6,277	1,500	619	488	70.7	16.9	7.0	5.5
BY	6,934	4,277	1,641	645	371	61.7	23.7	9.3	5.4
BE	4,130	325	1,221	160	2,424	7.9	29.6	3.9	58.7
BB	4,301	102	1,069	1,766	1,364	2.4	24.9	41.1	31.7
HB	705	270	266	135	34	38.3	37.7	19.1	4.8
HH	2,327	1,053	545	594	135	45.3	23.4	25.5	5.8
HE	6,957	3,036	2,132	1,015	774	43.6	30.6	14.6	11.1
MV	4,891	68	1,054	282	3,487	1.4	21.5	5.8	71.3
NI	10,034	6,102	2,324	923	685	60.8	23.2	9.2	6.8
NW	23,822	12,462	6,885	2,777	1,698	52.3	28.9	11.7	7.1
RP	2,236	1,319	531	275	111	59.0	23.7	12.3	5.0
SL	485	230	162	46	47	47.4	33.4	9.5	9.7
SN	5,848	105	510	1,174	4,059	1.8	8.7	20.1	69.4
ST	483	105	36	86	256	21.7	7.5	17.8	53.0
SH	4,962	2,942	1,223	641	156	59.3	24.6	12.9	3.1
TH	983	98	80	697	108	10.0	8.1	70.9	11.0
O (BE incl.)	20,636	803	3,970	4,165	11,698	3.9	19.2	20.2	56.7
W (without BE)	67,346	37,968	17,209	7,670	4,499	56.4	25.6	11.4	6.7
D	87,982	38,771	21,179	11,835	16,197	44.1	24.1	13.5	18.4

State	Lunch included	
	Number	Share as %
BW	6,751	76.0
BY	5,565	80.3
BE	4,088	99.0
BB	4,264	99.1
HB	617	87.5
HH	1,607	69.1
HE	6,202	89.1
MV	4,856	99.3
NI	6,211	61.9
NW	20,001	84.0
RP	1,749	78.2
SL	428	88.2
SN	5,788	99.0
ST	463	95.9
SH	4,089	82.4
TH	931	94.7
O (BE incl.)	20,390	98.8
W (without BE)	53,220	79.0
D	73,610	83.7

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 5 | Children from age 3 to school entry in publicly subsidized child care: Number of hours enrolled per week, as of March 1, 2012, by state (number; share as %) LR13

State	Children in publicly subsidized child care, total	Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more
	Number	Number				Share as %			
BW	5,672	5,045	396	127	104	88.9	7.0	2.2	1.8
BY	2,023	1,555	280	110	78	76.9	13.8	5.4	3.9
BE	1,280	255	377	84	564	19.9	29.5	6.6	44.1
BB	565	46	182	184	153	8.1	32.2	32.6	27.1
HB	207	127	46	27	7	61.4	22.2	13.0	3.4
HH	1,169	760	150	206	53	65.0	12.8	17.6	4.5
HE	1,367	1,043	162	94	68	76.3	11.9	6.9	5.0
MV	602	17	163	38	384	2.8	27.1	6.3	63.8
NI	4,611	3,517	594	221	279	76.3	12.9	4.8	6.1
NW	5,179	3,882	765	337	195	75.0	14.8	6.5	3.8
RP	1,025	882	80	54	9	86.0	7.8	5.3	0.9
SL	141	107	25	5	4	75.9	17.7	3.5	2.8
SN	301	40	20	38	203	13.3	6.6	12.6	67.4
ST	96	31	12	28	25	32.3	12.5	29.2	26.0
SH	1,246	921	189	97	39	73.9	15.2	7.8	3.1
TH	45	38	0	4	3	84.4	0.0	8.9	6.7
O (BE incl.)	2,889	427	754	376	1,332	14.8	26.1	13.0	46.1
W (without BE)	22,640	17,839	2,687	1,278	836	78.8	11.9	5.6	3.7
D	25,529	18,266	3,441	1,654	2,168	71.6	13.5	6.5	8.5

State	Lunch included	
	Number	Share as %
BW	3,887	68.5
BY	1,119	55.3
BE	1,075	84.0
BB	530	93.8
HB	127	61.4
HH	732	62.6
HE	810	59.3
MV	592	98.3
NI	2,543	55.2
NW	2,569	49.6
RP	422	41.2
SL	78	55.3
SN	268	89.0
ST	80	83.3
SH	823	66.1
TH	11	24.4
O (BE incl.)	2,556	88.5
W (without BE)	13,110	57.9
D	15,666	61.4

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 6 | Children under age 3 in child care* (ECEC centers and daycare): Type of care, as of March 1, 2012, by state (number; share as %) LR13

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	271,902	62,732	54,272	8,460	23.1	20.0	3.1
BY	317,762	73,003	66,241	6,762	23.0	20.8	2.1
BE	98,118	41,820	37,725	4,095	42.6	38.4	4.2
BB	57,489	30,708	26,410	4,298	53.4	45.9	7.5
HB	16,155	3,432	2,737	695	21.2	16.9	4.3
HH	49,537	17,738	15,480	2,258	35.8	31.2	4.6
HE	155,182	36,729	29,917	6,812	23.7	19.3	4.4
MV	39,223	21,025	16,139	4,886	53.6	41.1	12.5
NI	188,974	41,772	32,094	9,678	22.1	17.0	5.1
NW	437,376	79,118	55,697	23,421	18.1	12.7	5.4
RP	94,786	25,589	23,556	2,033	27.0	24.9	2.1
SL	21,135	4,670	4,195	475	22.1	19.8	2.2
SN	103,916	48,244	42,408	5,836	46.4	40.8	5.6
ST	51,373	29,559	29,080	479	57.5	56.6	0.9
SH	67,378	16,295	11,425	4,870	24.2	17.0	7.2
TH	51,802	25,774	24,800	974	49.8	47.9	1.9
O (BE incl.)	401,921	197,130	176,562	20,568	49.0	43.9	5.1
W (without BE)	1,620,187	361,078	295,614	65,464	22.3	18.2	4.0
D	2,022,108	558,208	472,176	86,032	27.6	23.4	4.3

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 7 | Children age 3–5 (school entry) in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in							
		Child care and (pre)school facilities	ECEC centres	Daycare**	(pre)school facilities	Child care and (pre)school facilities	ECEC centres	Daycare**	(pre)school facilities
		Number				Share as %			
BW	281,538	272,007	266,268	1,525	4,214	96.6	94.6	0.5	1.5
BY	325,243	296,166	295,058	896	212	91.1	90.7	0.3	0.1
BE	91,822	86,596	85,198	1,062	336	94.3	92.8	1.2	0.4
BB	59,272	57,068	56,518	505	45	96.3	95.4	0.9	0.1
HB	16,123	14,356	14,227	115	14	89.0	88.2	0.7	0.1
HH	47,397	43,428	40,074	742	2,612	91.6	84.5	1.6	5.5
HE	157,491	148,105	146,506	441	1,158	94.0	93.0	0.3	0.7
MV	38,644	37,060	36,486	560	14	95.9	94.4	1.4	0.0
NI	199,562	184,882	182,885	1,797	200	92.6	91.6	0.9	0.1
NW	455,250	425,054	420,557	2,075	2,422	93.4	92.4	0.5	0.5
RP	98,463	96,002	95,775	99	128	97.5	97.3	0.1	0.1
SL	21,719	20,531	20,501	30	0	94.5	94.4	0.1	0.0
SN	100,807	96,732	96,438	260	34	96.0	95.7	0.3	0.0
ST	51,547	49,249	49,170	70	9	95.5	95.4	0.1	0.0
SH	71,803	65,086	64,312	740	34	90.6	89.6	1.0	0.0
TH	50,893	49,356	49,329	9	18	97.0	96.9	0.0	0.0
O (BE incl.)	392,985	376,061	373,139	2,466	456	95.7	94.9	0.6	0.1
W (without BE)	1,674,589	1,565,617	1,546,163	8,460	10,994	93.5	92.3	0.5	0.7
D	2,067,574	1,941,678	1,919,302	10,926	11,450	93.9	92.8	0.5	0.6

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 8 | Children under age 1 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	88,881	2,337	1,557	780	2.6	1.8	0.9
BY	104,496	2,535	2,045	490	2.4	2.0	0.5
BE	32,830	991	727	264	3.0	2.2	0.8
BB	18,413	1,223	938	285	6.6	5.1	1.5
HB	5,311	112	65	47	2.1	1.2	0.9
HH	16,716	760	605	155	4.5	3.6	0.9
HE	51,495	1,361	756	605	2.6	1.5	1.2
MV	12,694	797	505	292	6.3	4.0	2.3
NI	61,206	1,298	671	627	2.1	1.1	1.0
NW	142,783	2,656	943	1,713	1.9	0.7	1.2
RP	31,292	615	402	213	2.0	1.3	0.7
SL	7,062	234	180	54	3.3	2.5	0.8
SN	34,457	1,194	935	259	3.5	2.7	0.8
ST	16,816	1,415	1,354	61	8.4	8.1	0.4
SH	21,469	523	269	254	2.4	1.3	1.2
TH	17,105	563	461	102	3.3	2.7	0.6
O (BE incl.)	132,315	6,183	4,920	1,263	4.7	3.7	1.0
W (without BE)	530,711	12,431	7,493	4,938	2.3	1.4	0.9
D	663,026	18,614	12,413	6,201	2.8	1.9	0.9

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 9 | Children age 1 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	91,961	19,117	15,077	4,040	20.8	16.4	4.4
BY	107,248	25,032	21,884	3,148	23.3	20.4	2.9
BE	33,213	16,244	14,050	2,194	48.9	42.3	6.6
BB	19,621	13,036	10,810	2,226	66.4	55.1	11.3
HB	5,459	1,205	883	322	22.1	16.2	5.9
HH	16,801	7,169	6,183	986	42.7	36.8	5.9
HE	52,265	12,594	9,230	3,364	24.1	17.7	6.4
MV	13,411	9,047	6,608	2,439	67.5	49.3	18.2
NI	64,048	14,000	9,534	4,466	21.9	14.9	7.0
NW	148,308	22,253	10,755	11,498	15.0	7.3	7.8
RP	32,074	4,847	3,586	1,261	15.1	11.2	3.9
SL	7,121	1,610	1,384	226	22.6	19.4	3.2
SN	35,190	19,981	17,022	2,959	56.8	48.4	8.4
ST	17,362	12,838	12,578	260	73.9	72.4	1.5
SH	23,064	5,869	3,694	2,175	25.4	16.0	9.4
TH	17,683	9,949	9,242	707	56.3	52.3	4.0
O (BE incl.)	136,480	81,095	70,310	10,785	59.4	51.5	7.9
W (without BE)	548,349	113,696	82,210	31,486	20.7	15.0	5.7
D	684,829	194,791	152,520	42,271	28.4	22.3	6.2

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 9a | Children age 1 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2009, by state (number, share as %)

State	Children in the population, Dec. 31, 2008	As of March 1, 2009, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	93,724	11,261	8,085	3,176	12.0	8.6	3.4
BY	108,288	15,479	12,968	2,511	14.3	12.0	2.3
BE	30,940	14,524	12,800	1,724	46.9	41.4	5.6
BB	19,031	11,600	9,560	2,040	61.0	50.2	10.7
HB	5,478	755	570	185	13.8	10.4	3.4
HH	16,517	4,105	3,729	376	24.9	22.6	2.3
HE	52,868	7,839	5,502	2,337	14.8	10.4	4.4
MV	12,816	7,967	5,717	2,250	62.2	44.6	17.6
NI	65,754	6,676	4,472	2,204	10.2	6.8	3.4
NW	151,075	14,581	8,387	6,194	9.7	5.6	4.1
RP	32,725	3,144	2,407	737	9.6	7.4	2.3
SL	7,262	949	822	127	13.1	11.3	1.7
SN	33,861	16,673	14,250	2,423	49.2	42.1	7.2
ST	17,338	12,353	12,187	166	71.2	70.3	1.0
SH	23,396	3,163	1,596	1,567	13.5	6.8	6.7
TH	17,132	8,160	7,567	593	47.6	44.2	3.5
O (BE incl.)	131,118	71,277	62,081	9,196	54.4	47.3	7.0
W (without BE)	557,087	67,952	48,538	19,414	12.2	8.7	3.5
D	688,205	139,229	110,619	28,610	20.2	16.1	4.2

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2009; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 9b | Children age 1 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 15, 2006, by state (number, share as %)

State	Children in the population, Dec. 31, 2005	As of March 15, 2006, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	97,531	5,377	3,525	1,852	5.5	3.6	1.9
BY	111,545	6,000	4,667	1,333	5.4	4.2	1.2
BE	29,063	10,923	9,510	1,413	37.6	32.7	4.9
BB	18,613	8,072	6,813	1,259	43.4	36.6	6.8
HB	5,339	380	269	111	7.1	5.0	2.1
HH	15,626	3,297	2,445	852	21.1	15.6	5.5
HE	54,391	3,762	2,908	854	6.9	5.3	1.6
MV	13,074	5,717	4,139	1,578	43.7	31.7	12.1
NI	70,836	2,183	1,659	524	3.1	2.3	0.7
NW	158,082	7,177	4,857	2,320	4.5	3.1	1.5
RP	33,935	1,243	1,007	236	3.7	3.0	0.7
SL	7,674	438	409	29	5.7	5.3	0.4
SN	33,177	11,248	10,188	1,060	33.9	30.7	3.2
ST	17,305	9,923	9,835	88	57.3	56.8	0.5
SH	24,546	1,166	685	481	4.8	2.8	2.0
TH	17,276	5,177	4,824	353	30.0	27.9	2.0
O (BE incl.)	128,508	51,060	45,309	5,751	39.7	35.3	4.5
W (without BE)	579,505	31,023	22,431	8,592	5.4	3.9	1.5
D	708,013	82,083	67,740	14,343	11.6	9.6	2.0

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2006; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 10 | Children age 2 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	91,060	41,278	37,638	3,640	45.3	41.3	4.0
BY	106,018	45,436	42,312	3,124	42.9	39.9	2.9
BE	32,075	24,585	22,948	1,637	76.6	71.5	5.1
BB	19,455	16,449	14,662	1,787	84.5	75.4	9.2
HB	5,385	2,115	1,789	326	39.3	33.2	6.1
HH	16,020	9,809	8,692	1,117	61.2	54.3	7.0
HE	51,422	22,774	19,931	2,843	44.3	38.8	5.5
MV	13,118	11,181	9,026	2,155	85.2	68.8	16.4
NI	63,720	26,474	21,889	4,585	41.5	34.4	7.2
NW	146,285	54,209	43,999	10,210	37.1	30.1	7.0
RP	31,420	20,127	19,568	559	64.1	62.3	1.8
SL	6,952	2,826	2,631	195	40.7	37.8	2.8
SN	34,269	27,069	24,451	2,618	79.0	71.4	7.6
ST	17,195	15,306	15,148	158	89.0	88.1	0.9
SH	22,845	9,903	7,462	2,441	43.3	32.7	10.7
TH	17,014	15,262	15,097	165	89.7	88.7	1.0
O (BE incl.)	133,126	109,852	101,332	8,520	82.5	76.1	6.4
W (without BE)	541,127	234,951	205,911	29,040	43.4	38.1	5.4
D	674,253	344,803	307,243	37,560	51.1	45.6	5.6

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 10a | Children age 2 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2009, by state (number, share as %)

State	Children in the population, Dec. 31, 2008	As of March 1, 2009, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	93,039	31,124	28,525	2,599	33.5	30.7	2.8
BY	106,635	33,159	30,906	2,253	31.1	29.0	2.1
BE	29,330	22,536	21,220	1,316	76.8	72.3	4.5
BB	18,532	14,508	13,065	1,443	78.3	70.5	7.8
HB	5,353	1,399	1,225	174	26.1	22.9	3.3
HH	15,696	6,223	5,833	390	39.6	37.2	2.5
HE	51,445	16,472	14,406	2,066	32.0	28.0	4.0
MV	12,518	10,267	8,318	1,949	82.0	66.4	15.6
NI	65,967	15,886	13,920	1,966	24.1	21.1	3.0
NW	150,055	35,482	30,229	5,253	23.6	20.1	3.5
RP	32,111	13,356	12,887	469	41.6	40.1	1.5
SL	7,222	2,166	2,061	105	30.0	28.5	1.5
SN	32,502	22,523	20,747	1,776	69.3	63.8	5.5
ST	16,796	14,803	14,715	88	88.1	87.6	0.5
SH	23,289	6,351	4,576	1,775	27.3	19.6	7.6
TH	16,305	13,039	12,945	94	80.0	79.4	0.6
O (BE incl.)	125,983	97,676	91,010	6,666	77.5	72.2	5.3
W (without BE)	550,812	161,618	144,568	17,050	29.3	26.2	3.1
D	676,795	259,294	235,578	23,716	38.3	34.8	3.5

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2009; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 10b | Children age 2 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 15, 2006, by state (number, share as %)

State	Children in the population, Dec. 31, 2005	As of March 1, 2006, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	98,547	18,693	17,108	1,585	19.0	17.4	1.6
BY	113,046	19,290	18,115	1,175	17.1	16.0	1.0
BE	27,734	19,976	18,785	1,191	72.0	67.7	4.3
BB	18,891	12,965	11,997	968	68.6	63.5	5.1
HB	5,375	1,022	896	126	19.0	16.7	2.3
HH	15,101	5,569	4,739	830	36.9	31.4	5.5
HE	54,145	10,044	9,183	861	18.6	17.0	1.6
MV	12,840	9,779	8,237	1,542	76.2	64.2	12.0
NI	71,548	8,102	7,550	552	11.3	10.6	0.8
NW	160,155	20,936	19,023	1,913	13.1	11.9	1.2
RP	34,746	7,945	7,716	229	22.9	22.2	0.7
SL	7,635	1,812	1,775	37	23.7	23.2	0.5
SN	32,173	20,294	19,483	811	63.1	60.6	2.5
ST	16,791	14,275	14,216	59	85.0	84.7	0.4
SH	24,959	4,004	3,442	562	16.0	13.8	2.3
TH	16,908	13,520	13,437	83	80.0	79.5	0.5
O (BE incl.)	125,337	90,809	86,155	4,654	72.5	68.7	3.7
W (without BE)	585,257	97,417	89,547	7,870	16.6	15.3	1.3
D	710,594	188,226	175,702	12,524	26.5	24.7	1.8

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2006; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 11 | Children age 3 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	93,509	86,406	85,573	833	92.4	91.5	0.9
BY	108,542	90,394	89,663	731	83.3	82.6	0.7
BE	31,872	28,853	28,303	550	90.5	88.8	1.7
BB	20,094	18,807	18,503	304	93.6	92.1	1.5
HB	5,378	4,137	4,043	94	76.9	75.2	1.7
HH	16,058	13,972	13,590	382	87.0	84.6	2.4
HE	52,482	46,038	45,717	321	87.7	87.1	0.6
MV	13,222	12,321	11,932	389	93.2	90.2	2.9
NI	66,156	55,017	53,742	1,275	83.2	81.2	1.9
NW	152,116	128,661	126,972	1,689	84.6	83.5	1.1
RP	32,947	30,944	30,882	62	93.9	93.7	0.2
SL	7,253	6,500	6,478	22	89.6	89.3	0.3
SN	34,580	32,277	32,073	204	93.3	92.8	0.6
ST	17,728	16,613	16,580	33	93.7	93.5	0.2
SH	23,762	19,457	18,878	579	81.9	79.4	2.4
TH	17,500	16,641	16,634	7	95.1	95.1	0.0
O (BE incl.)	134,996	125,512	124,025	1,487	93.0	91.9	1.1
W (without BE)	558,203	481,526	475,538	5,988	86.3	85.2	1.1
D	693,199	607,038	599,563	7,475	87.6	86.5	1.1

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Explanatory notes on individual states

No explanatory notes on states not listed.

BW: In Baden-Württemberg, a significant share of 3-year-olds attend a school-affiliated preschool; during the 2011/2012 school year, this was true of 766 children born in 2008. These children are not included here.

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 11a | Children age 3 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2009, by state (number, share as %)

State	Children in the population, Dec. 31, 2008	As of March 1, 2009, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	95,167	87,761	87,188	573	92.2	91.6	0.6
BY	109,218	87,220	86,774	446	79.9	79.5	0.4
BE	28,289	25,838	25,419	419	91.3	89.9	1.5
BB	18,715	17,363	17,079	284	92.8	91.3	1.5
HB	5,264	3,904	3,850	54	74.2	73.1	1.0
HH	15,453	11,482	11,325	157	74.3	73.3	1.0
HE	53,144	45,164	44,819	345	85.0	84.3	0.6
MV	12,176	11,347	10,994	353	93.2	90.3	2.9
NI	67,799	50,200	49,587	613	74.0	73.1	0.9
NW	153,535	122,339	121,288	1,051	79.7	79.0	0.7
RP	33,020	30,451	30,389	62	92.2	92.0	0.2
SL	7,459	6,572	6,547	25	88.1	87.8	0.3
SN	32,432	29,836	29,707	129	92.0	91.6	0.4
ST	16,891	15,538	15,505	33	92.0	91.8	0.2
SH	23,875	17,350	16,778	572	72.7	70.3	2.4
TH	16,618	15,625	15,622	3	94.0	94.0	0.0
O (BE incl.)	125,121	115,547	114,326	1,221	92.3	91.4	1.0
W (without BE)	563,934	462,443	458,545	3,898	82.0	81.3	0.7
D	689,055	577,990	572,871	5,119	83.9	83.1	0.7

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2009; compiled and calculated by the Research Consortium DJI/TU Dortmund, January 2013

Explanatory notes on individual states

No explanatory notes on states not listed.

BW: In Baden-Württemberg, a significant share of 3-year-olds attend a school-affiliated preschool; during the 2011/2012 school year, this was true of 728 children born in 2005. These children are not included here.

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 11b | Children age 3 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 15, 2006,,
LR13 by state (number, share as %)

State	Children in the population, Dec. 31, 2005	As of March 1, 2006, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	100,761	89,764	89,413	351	89.1	88.7	0.3
BY	115,245	80,962	80,644	318	70.3	70.0	0.3
BE	27,523	23,736	23,281	455	86.2	84.6	1.7
BB	18,762	16,945	16,716	229	90.3	89.1	1.2
HB	5,311	3,547	3,508	39	66.8	66.1	0.7
HH	14,941	11,016	10,551	465	73.7	70.6	3.1
HE	55,195	44,423	44,289	134	80.5	80.2	0.2
MV	12,504	11,191	10,805	386	89.5	86.4	3.1
NI	74,510	44,578	44,399	179	59.8	59.6	0.2
NW	164,204	112,232	111,708	524	68.3	68.0	0.3
RP	35,637	31,812	31,771	41	89.3	89.2	0.1
SL	8,008	7,125	7,113	12	89.0	88.8	0.1
SN	31,650	28,495	28,411	84	90.0	89.8	0.3
ST	17,500	15,450	15,429	21	88.3	88.2	0.1
SH	25,808	16,858	16,638	220	65.3	64.5	0.9
TH	16,953	15,870	15,865	5	93.6	93.6	0.0
O (BE incl.)	124,892	111,687	110,507	1,180	89.4	88.5	0.9
W (without BE)	599,620	442,317	440,034	2,283	73.8	73.4	0.4
D	724,512	554,004	550,541	3,463	76.5	76.0	0.5

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Explanatory notes on individual states

No explanatory notes on states not listed.

BW: In Baden-Württemberg, a significant share of 3-year-olds attend a school-affiliated preschool; these children are not included here.

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 12 | Children age 4 in child care* (ECEC centers and daycare) and children under age 6 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in					
		Child care	ECEC centres	Daycare**	Child care	ECEC centres	Daycare**
		Number			Share as %		
BW	94,478	91,691	91,250	441	97.1	96.6	0.5
BY	109,228	103,808	103,681	127	95.0	94.9	0.1
BE	30,895	29,358	29,072	286	95.0	94.1	0.9
BB	19,904	19,561	19,437	124	98.3	97.7	0.6
HB	5,443	5,163	5,150	13	94.9	94.6	0.2
HH	16,023	14,771	14,571	200	92.2	90.9	1.2
HE	53,155	50,967	50,891	76	95.9	95.7	0.1
MV	12,850	12,598	12,497	101	98.0	97.3	0.8
NI	66,701	64,448	64,109	339	96.6	96.1	0.5
NW	152,082	147,185	146,918	267	96.8	96.6	0.2
RP	33,109	32,809	32,787	22	99.1	99.0	0.1
SL	7,258	7,031	7,028	3	96.9	96.8	0.0
SN	33,845	32,871	32,839	32	97.1	97.0	0.1
ST	17,225	16,571	16,546	25	96.2	96.1	0.1
SH	24,132	22,792	22,682	110	94.4	94.0	0.5
TH	17,127	16,765	16,764	1	97.9	97.9	0.0
O (BE incl.)	131,846	127,724	127,155	569	96.9	96.4	0.4
W (without BE)	561,609	540,665	539,067	1,598	96.3	96.0	0.3
D	693,455	668,389	666,222	2,167	96.4	96.1	0.3

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Explanatory notes on individual states

No explanatory notes on states not listed.

BW: Baden-Württemberg: In Baden-Württemberg, a significant share of 3-year-olds attend a school-affiliated preschool; during the 2011/2012 school year, this was true of 1,211 children born in 2007. These children are not included here.

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 13 | Children age 5 (without school children) in child care* (ECEC centers and daycare) and children age 5 in (pre)school facilities: Type of care, as of March 1, 2012, by state (number, share as %)

State	Children in the population, Dec. 31, 2011	As of March 1, 2012, children in							
		Child care and (pre)school facilities	ECEC centres	Daycare**	(pre)school facilities	Child care and (pre)school facilities	ECEC centres	Daycare**	(pre)school facilities
		Number				Share as %			
BW	93,551	91,933	89,445	251	2,237	98.3	95.6	0.3	2.4
BY	107,473	101,964	101,714	38	212	94.9	94.6	0.0	0.2
BE	29,055	28,385	27,823	226	336	97.7	95.8	0.8	1.2
BB	19,274	18,700	18,578	77	45	97.0	96.4	0.4	0.2
HB	5,302	5,056	5,034	8	14	95.4	94.9	0.2	0.3
HH	15,316	14,685	11,913	160	2,612	95.9	77.8	1.0	17.1
HE	51,854	51,100	49,898	44	1,158	98.5	96.2	0.1	2.2
MV	12,572	12,141	12,057	70	14	96.6	95.9	0.6	0.1
NI	66,705	65,417	65,034	183	200	98.1	97.5	0.3	0.3
NW	151,052	149,208	146,667	119	2,422	98.8	97.1	0.1	1.6
RP	32,407	32,249	32,106	15	128	99.5	99.1	0.0	0.4
SL	7,208	7,000	6,995	5	0	97.1	97.0	0.1	0.0
SN	32,382	31,584	31,526	24	34	97.5	97.4	0.1	0.1
ST	16,594	16,065	16,044	12	9	96.8	96.7	0.1	0.1
SH	23,909	22,837	22,752	51	34	95.5	95.2	0.2	0.1
TH	16,266	15,950	15,931	1	18	98.1	97.9	0.0	0.1
O (BE incl.)	126,143	122,825	121,959	410	456	97.4	96.7	0.3	0.4
W (without BE)	554,777	541,449	531,558	874	9,017	97.6	95.8	0.2	1.6
D	680,920	664,274	653,517	1,284	9,473	97.6	96.0	0.2	1.4

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Notes

* Children who attend ECEC centers and also use other daycare services are counted only once.

** Not including children who also attend an ECEC center.

Table 15a | Children under age 3 in child care, with and without an immigrant background (at least one foreign-born parent) and primary language spoken by children from an immigrant background, as of March 1, 2012, by state (number; share as % of total)

State	Children under age 3 in child care facilities	Children < age 3 in child care facilities, both parents born in Germany	Children < age 3 in child care facilities, at least one foreign-born parent			Children < age 3 in child care facilities, both parents born in Germany	Children < age 3 in child care facilities, at least one foreign-born parent		
			Total	Primary language spoken at home			Total	Primary language spoken at home	
				German	Other than German			German	Other than German
Number	Number	Number	Share as %						
BW	54,272	40,113	14,159	7,058	7,101	73.9	26.1	13.0	13.1
BY	66,241	53,676	12,565	6,935	5,630	81.0	19.0	10.5	8.5
BE	37,725	27,990	9,735	3,616	6,119	74.2	25.8	9.6	16.2
BB	26,410	25,368	1,042	638	404	96.1	3.9	2.4	1.5
HB	2,737	1,906	831	406	425	69.6	30.4	14.8	15.5
HH	15,480	10,896	4,584	1,813	2,771	70.4	29.6	11.7	17.9
HE	29,917	21,828	8,089	3,574	4,515	73.0	27.0	11.9	15.1
MV	16,139	15,608	531	296	235	96.7	3.3	1.8	1.5
NI	32,094	26,703	5,391	3,070	2,321	83.2	16.8	9.6	7.2
NW	55,697	39,449	16,248	7,302	8,946	70.8	29.2	13.1	16.1
RP	23,556	17,676	5,880	2,810	3,070	75.0	25.0	11.9	13.0
SL	4,195	3,474	721	431	290	82.8	17.2	10.3	6.9
SN	42,408	40,878	1,530	898	632	96.4	3.6	2.1	1.5
ST	29,080	27,893	1,187	721	466	95.9	4.1	2.5	1.6
SH	11,425	9,908	1,517	774	743	86.7	13.3	6.8	6.5
TH	24,800	23,913	887	519	368	96.4	3.6	2.1	1.5
O (BE incl.)	176,562	161,650	14,912	6,688	8,224	91.6	8.4	3.8	4.7
W (without BE)	295,614	225,629	69,985	34,173	35,812	76.3	23.7	11.6	12.1
D	472,176	387,279	84,897	40,861	44,036	82.0	18.0	8.7	9.3

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 16a | Children from age 3 to school entry in child care, with and without an immigrant background (at least one foreign-born parent) and primary language spoken by children from an immigrant background, as of March 1, 2012, by state (number; share as % of total)

State	Children under age 3 in child care facilities Number	Children < age 3 in child care facilities, both parents born in Germany	Children < age 3 in child care facilities, at least one foreign-born parent			Children < age 3 in child care facilities, both parents born in Germany	Children < age 3 in child care facilities, at least one foreign-born parent		
			Total	Primary language spoken at home			Total	Primary language spoken at home	
				German	Other than German			German	Other than German
			Number				Share as %		
BW	307,444	197,065	110,379	45,403	64,976	64.1	35.9	14.8	21.1
BY	343,078	252,203	90,875	38,239	52,636	73.5	26.5	11.1	15.3
BE	91,650	58,383	33,267	8,567	24,700	63.7	36.3	9.3	27.0
BB	65,802	61,702	4,100	2,448	1,652	93.8	6.2	3.7	2.5
HB	16,861	9,118	7,743	2,510	5,233	54.1	45.9	14.9	31.0
HH	44,951	26,594	18,357	6,113	12,244	59.2	40.8	13.6	27.2
HE	176,501	105,432	71,069	25,471	45,598	59.7	40.3	14.4	25.8
MV	44,777	42,380	2,397	1,109	1,288	94.6	5.4	2.5	2.9
NI	216,067	164,275	51,792	24,125	27,667	76.0	24.0	11.2	12.8
NW	479,481	299,313	180,168	67,136	113,032	62.4	37.6	14.0	23.6
RP	111,335	75,837	35,498	14,729	20,769	68.1	31.9	13.2	18.7
SL	24,917	17,733	7,184	3,405	3,779	71.2	28.8	13.7	15.2
SN	118,731	110,432	8,299	4,295	4,004	93.0	7.0	3.6	3.4
ST	59,860	56,176	3,684	1,886	1,798	93.8	6.2	3.2	3.0
SH	78,598	63,669	14,929	6,147	8,782	81.0	19.0	7.8	11.2
TH	59,297	55,736	3,561	1,782	1,779	94.0	6.0	3.0	3.0
O (BE incl.)	440,117	384,809	55,308	20,087	35,221	87.4	12.6	4.6	8.0
W (without BE)	1,799,233	1,211,239	587,994	233,278	354,716	67.3	32.7	13.0	19.7
D	2,239,350	1,596,048	643,302	253,365	389,937	71.3	28.7	11.3	17.4

Source

Federal Statistical Office: Kinder und tätige Personen in Tages-
einrichtungen und in öffentlich geförderter Kindertagespflege,
2012; compiled and calculated by the Research Consortium DJI/TU
Dortmund, December 2012

Table 17 | Children up to school entry in daycare in child care, with and without an immigrant background (at least one foreign-born parent) and primary language spoken by children from an immigrant background, as of March 1, 2012, by state (number; share as % of total)
LR13

State	Children under age 3 in child care facilities Number	Children < age 3 in child care facilities, both parents born in Germany Number	Children < age 3 in child care facilities, at least one foreign-born parent Number			Children < age 3 in child care facilities, both parents born in Germany Share as %	Children < age 3 in child care facilities, at least one foreign-born parent Share as %		
			Total	Primary language spoken at home			Total	Primary language spoken at home	
				German	Other than German			German	Other than German
BW	14,556	12,099	2,457	1,703	754	83.1	16.9	11.7	5.2
BY	8,957	7,419	1,538	930	608	82.8	17.2	10.4	6.8
BE	5,410	4,660	750	286	464	86.1	13.9	5.3	8.6
BB	4,866	4,742	124	91	33	97.5	2.5	1.9	0.7
HB	912	783	129	103	26	85.9	14.1	11.3	2.9
HH	3,496	3,337	159	24	135	95.5	4.5	0.7	3.9
HE	8,324	6,669	1,655	1,107	548	80.1	19.9	13.3	6.6
MV	5,493	5,323	170	117	53	96.9	3.1	2.1	1.0
NI	14,645	13,349	1,296	1,005	291	91.2	8.8	6.9	2.0
NW	29,001	24,005	4,996	3,220	1,776	82.8	17.2	11.1	6.1
RP	3,261	2,600	661	469	192	79.7	20.3	14.4	5.9
SL	626	469	157	83	74	74.9	25.1	13.3	11.8
SN	6,149	5,871	278	202	76	95.5	4.5	3.3	1.2
ST	579	555	24	8	16	95.9	4.1	1.4	2.8
SH	6,208	5,618	590	352	238	90.5	9.5	5.7	3.8
TH	1,028	993	35	28	7	96.6	3.4	2.7	0.7
O (BE incl.)	23,525	22,144	1,381	732	649	94.1	5.9	3.1	2.8
W (without BE)	89,986	76,348	13,638	8,996	4,642	84.8	15.2	10.0	5.2
D	113,511	98,492	15,019	9,728	5,291	86.8	13.2	8.6	4.7

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 18 | Percentage of children from an immigrant background (at least one foreign-born parent) in child care facilities (not including children in school), as of March 1, 2012, by state and age (share as %)

	Total	Children < age 3	Children from age 3 to school entry	Children < age 1	Children age 1	Children age 2	Children age 3	Children age 4	Children age 5	Children age 6	Children age 7 and older
State	Share as %										
BW	34.4	26.1	35.9	24.0	23.7	27.1	35.3	36.2	36.3	35.5	40.8
BY	25.3	19.0	26.5	20.7	17.6	19.6	25.3	27.0	26.8	27.0	35.9
BE	33.2	25.8	36.3	21.2	20.4	29.3	34.1	36.5	38.2	36.8	37.5
BB	5.6	3.9	6.2	3.2	3.4	4.4	5.6	6.1	6.9	6.3	8.1
HB	43.7	30.4	45.9	26.2	27.3	32.0	43.8	46.7	46.3	46.8	47.6
HH	38.0	29.6	40.8	29.3	24.9	33.0	40.0	42.7	41.0	38.0	29.3
HE	38.3	27.0	40.3	28.0	26.0	27.5	37.7	41.2	41.2	41.0	44.6
MV	4.8	3.3	5.4	2.0	2.6	3.9	4.5	5.4	5.8	5.8	11.0
NI	23.0	16.8	24.0	14.2	14.4	17.9	22.4	24.5	24.4	24.8	22.6
NW	36.7	29.2	37.6	27.7	25.0	30.2	35.7	38.0	38.4	38.7	36.2
RP	30.7	25.0	31.9	24.6	21.7	25.6	31.5	32.2	31.8	32.1	28.7
SL	27.2	17.2	28.8	15.0	15.7	18.1	27.1	28.8	30.4	29.0	31.3
SN	6.1	3.6	7.0	3.5	2.9	4.1	6.6	7.1	7.3	7.0	9.4
ST	5.5	4.1	6.2	3.7	3.0	5.0	5.6	6.2	6.5	6.5	4.9
SH	18.3	13.3	19.0	12.3	12.2	13.9	17.3	19.3	19.6	19.9	19.2
TH	5.3	3.6	6.0	6.3	2.5	4.2	5.6	6.0	6.3	6.2	10.5

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 19 | All children, children from an immigrant background (at least one foreign-born parent), and nonimmigrant children (both parents born in Germany) in child care facilities as of March 1, 2012, by number of hours enrolled and state (share in all categories as %)

State	Number of hours enrolled per week																	
	All children					Children from an immigrant background					Nonimmigrant children							
	Total	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included	Total	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included	Total	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included
	Number																	
BW	390,657	32,533	279,938	31,975	46,211	140,090	134,993	8,109	98,628	9,874	18,382	50,469	255,664	24,424	181,310	22,101	27,829	89,621
BY	481,788	175,305	183,229	80,091	43,163	290,766	127,807	36,970	47,173	27,341	16,323	92,563	353,981	138,335	136,056	52,750	26,840	198,203
BE	129,375	8,017	38,354	86	82,918	128,754	43,002	2,487	21,601	31	18,883	42,821	86,373	5,530	16,753	55	64,035	85,933
BB	155,621	53,608	42,451	32,598	26,964	139,392	8,583	3,031	3,306	1,342	904	7,603	147,038	50,577	39,145	31,256	26,060	131,789
HB	23,082	8,335	8,113	5,722	912	20,430	10,083	3,945	3,800	2,060	278	9,056	12,999	4,390	4,313	3,662	634	11,374
HH	79,444	36,057	12,732	22,282	8,373	75,010	30,023	15,184	4,252	8,012	2,575	28,704	49,421	20,873	8,480	14,270	5,798	46,306
HE	236,934	45,784	79,096	43,641	68,413	157,874	93,137	18,831	30,311	14,789	29,206	62,786	143,797	26,953	48,785	28,852	39,207	95,088
MV	93,172	15,679	37,589	31	39,873	86,429	4,390	954	2,124	1	1,311	4,045	88,782	14,725	35,465	30	38,562	82,384
NI	274,152	149,621	66,379	39,508	18,644	135,690	64,078	32,709	14,657	12,327	4,385	34,578	210,074	116,912	51,722	27,181	14,259	101,112
NW	540,101	44,306	264,324	1,222	230,249	346,807	198,489	15,433	90,974	397	91,685	127,488	341,612	28,873	173,350	825	138,564	219,319
RP	143,563	7,474	54,277	34,256	47,556	79,560	44,065	1,879	18,261	9,415	14,510	23,028	99,498	5,595	36,016	24,841	33,046	56,532
SL	31,124	2,213	15,229	2,573	11,109	16,459	8,662	618	4,498	717	2,829	4,185	22,462	1,595	10,731	1,856	8,280	12,274
SN	266,723	79,375	59,079	19,175	109,094	243,810	16,464	5,449	3,734	1,558	5,723	14,984	250,259	73,926	55,345	17,617	103,371	228,826
ST	134,588	46,777	28,992	18,446	40,373	99,460	7,322	3,461	1,696	906	1,259	5,067	127,266	43,316	27,296	17,540	39,114	94,393
SH	97,977	41,777	31,570	16,569	8,061	51,921	18,119	7,615	4,832	4,260	1,412	10,586	79,858	34,162	26,738	12,309	6,649	41,335
TH	85,298	4,411	6,072	22,384	52,431	84,218	4,472	239	338	1,013	2,882	4,394	80,826	4,172	5,734	21,371	49,549	79,824
O (BE incl.)	864,777	207,867	212,537	92,720	351,653	782,063	84,233	15,621	32,799	4,851	30,962	78,914	780,544	192,246	179,738	87,869	320,691	703,149
W (without BE)	2,298,822	543,405	994,887	277,839	482,691	1,314,607	729,456	141,293	317,386	89,192	181,585	443,443	1,569,366	402,112	677,501	188,647	301,106	871,164
D	3,163,599	751,272	1,207,424	370,559	834,344	2,096,670	813,689	156,914	350,185	94,043	212,547	522,357	2,349,910	594,358	857,239	276,516	621,797	1,574,313

State	Number of hours enrolled per week														
	All children					Children from an immigrant background					Nonimmigrant children				
	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included	Up to 25 hours	25–35 hours	35–45 hours	45 hours or more	Lunch included
	Share as %														
BW	8.3	71.7	8.2	11.8	35.9	6.0	73.1	7.3	13.6	37.4	9.6	70.9	8.6	10.9	35.1
BY	36.4	38.0	16.6	9.0	60.4	28.9	36.9	21.4	12.8	72.4	39.1	38.4	14.9	7.6	56.0
BE	6.2	29.6	0.1	64.1	99.5	5.8	50.2	0.1	43.9	99.6	6.4	19.4	0.1	74.1	99.5
BB	34.4	27.3	20.9	17.3	89.6	35.3	38.5	15.6	10.5	88.6	34.4	26.6	21.3	17.7	89.6
HB	36.1	35.1	24.8	4.0	88.5	39.1	37.7	20.4	2.8	89.8	33.8	33.2	28.2	4.9	87.5
HH	45.4	16.0	28.0	10.5	94.4	50.6	14.2	26.7	8.6	95.6	42.2	17.2	28.9	11.7	93.7
HE	19.3	33.4	18.4	28.9	66.6	20.2	32.5	15.9	31.4	67.4	18.7	33.9	20.1	27.3	66.1
MV	16.8	40.3	0.0	42.8	92.8	21.7	48.4	0.0	29.9	92.1	16.6	39.9	0.0	43.4	92.8
NI	54.6	24.2	14.4	6.8	49.5	51.0	22.9	19.2	6.8	54.0	55.7	24.6	12.9	6.8	48.1
NW	8.2	48.9	0.2	42.6	64.2	7.8	45.8	0.2	46.2	64.2	8.5	50.7	0.2	40.6	64.2
RP	5.2	37.8	23.9	33.1	55.4	4.3	41.4	21.4	32.9	52.3	5.6	36.2	25.0	33.2	56.8
SL	7.1	48.9	8.3	35.7	52.9	7.1	51.9	8.3	32.7	48.3	7.1	47.8	8.3	36.9	54.6
SN	29.8	22.1	7.2	40.9	91.4	33.1	22.7	9.5	34.8	91.0	29.5	22.1	7.0	41.3	91.4
ST	34.8	21.5	13.7	30.0	73.9	47.3	23.2	12.4	17.2	69.2	34.0	21.4	13.8	30.7	74.2
SH	42.6	32.2	16.9	8.2	53.0	42.0	26.7	23.5	7.8	58.4	42.8	33.5	15.4	8.3	51.8
TH	5.2	7.1	26.2	61.5	98.7	5.3	7.6	22.7	64.4	98.3	5.2	7.1	26.4	61.3	98.8
O (BE incl.)	24.0	24.6	10.7	40.7	90.4	18.5	38.9	5.8	36.8	93.7	24.6	23.0	11.3	41.1	90.1
W (without BE)	23.6	43.3	12.1	21.0	57.2	19.4	43.5	12.2	24.9	60.8	25.6	43.2	12.0	19.2	55.5
D	23.7	38.2	11.7	26.4	66.3	19.3	43.0	11.6	26.1	64.2	25.3	36.5	11.8	26.5	67.0

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

Table 21a1 | Net public-sector expenditures (state and communities) for ECEC, 2005 to 2010; estimation factor (ratio of ECEC staff members who care for children under 6 to all ECEC staff members, as %), 2005 to 2010; estimated net public-sector expenditures for ECEC excluding expenditures for schoolchildren; children under age 6 in the population; expenditures per child under age 6 in the population, 2005–2010 (estimate)

N: Net expenditures for ECEC in thousands of euros																			
S: Estimation factor as %																			
A: Net expenditures for ECEC excluding expenditures for schoolchildren, in thousands of euros																			
B: Children under 6 in the population																			
C: Expenditures for ECEC per child under 6 in the population, in euros																			
Year	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
2010																			
N	1,986,116	2,181,321	860,841	603,114	142,000	505,993	1,327,633	292,846	1,282,016	3,097,320	899,040	187,140	1,118,904	498,756	455,744	426,017			
S	93.5	87.1	100.0	72.1	88.7	/	88.5	80.2	92.0	98.9	94.1	94.3	75.3	82.2	92.0	99.0			
A	1,889,160	1,900,746	860,841	434,695	125,919	425,294	1,175,310	234,984	1,178,888	3,062,405	846,442	176,498	842,343	409,928	419,220	421,565	3,204,356	11,199,881	14,404,237
B	557,286	644,390	185,310	115,865	32,301	96,418	312,752	77,106	393,075	900,214	193,866	43,160	202,554	103,027	140,381	101,916	785,778	3,313,843	4,099,621
C	3,390	2,950	4,645	3,752	3,898	4,411	3,758	3,048	2,999	3,402	4,366	4,089	4,159	3,979	2,986	4,136	4,078	3,380	3,514
2009																			
N	1,749,253	1,933,066	773,326	562,752	131,000	480,140	1,194,389	275,528	1,158,077	2,868,612	805,862	155,188	1,024,270	463,097	409,623	366,845			
S	93.4	87.0	100.0	71.1	86.8	/	87.9	79.2	92.3	98.7	93.9	95.4	75.1	82.0	91.3	98.5			
A	1,663,262	1,682,442	773,326	400,151	113,687	397,659	1,050,348	218,141	1,068,394	2,830,018	756,372	148,093	768,777	379,541	373,918	361,340	2,901,277	10,084,192	12,985,468
B	562,868	648,443	180,508	114,542	32,106	95,347	314,161	76,466	399,304	908,703	195,630	43,673	200,124	102,630	141,498	101,336	775,606	3,341,733	4,117,339
C	2,955	2,595	4,284	3,493	3,541	4,171	3,343	2,853	2,675	3,114	3,866	3,391	3,842	3,698	2,643	3,566	3,741	3,018	3,154
2008																			
N	1,539,679	1,757,593	728,737	505,443	106,000	426,319	1,065,773	250,108	1,052,056	2,558,759	684,897	141,456	889,689	426,297	343,765	334,523			
S	93.3	87.3	100.0	70.4	86.5	/	88.1	79.5	92.4	97.9	93.7	93.8	74.4	82.4	91.1	98.4			
A	1,436,975	1,533,895	728,721	355,981	91,646	351,106	938,438	198,932	971,873	2,505,779	641,850	132,731	661,879	351,153	313,311	329,271	2,625,938	8,917,605	11,543,543
B	570,472	655,966	175,793	113,865	31,991	94,314	316,897	76,191	407,495	922,428	199,071	44,409	198,131	102,176	143,746	101,188	767,344	3,386,789	4,154,133
C	2,519	2,338	4,145	3,126	2,865	3,723	2,961	2,611	2,385	2,717	3,224	2,989	3,341	3,437	2,180	3,254	3,422	2,633	2,779
2007																			
N	1,445,132	1,586,624	700,480	460,176	97,000	386,635	964,022	248,977	902,343	2,402,447	632,277	125,507	804,103	395,325	312,627	323,180			
S	93.7	87.9	100.0	70.4	87.3	/	87.5	79.5	93.2	97.0	93.4	92.5	74.0	82.4	91.2	98.4			
A	1,353,433	1,394,467	700,480	323,870	84,714	317,181	843,521	197,953	840,879	2,329,496	590,557	116,112	595,182	325,803	285,245	317,974	2,461,262	8,155,605	10,616,867
B	578,078	663,205	171,693	112,930	31,951	93,120	320,155	75,775	416,494	936,629	202,208	45,338	195,518	102,267	146,108	100,849	759,032	3,433,286	4,192,318
C	2,341	2,103	4,080	2,868	2,651	3,406	2,635	2,612	2,019	2,487	2,921	2,561	3,044	3,186	1,952	3,153	3,243	2,375	2,532
2006																			
N	1,358,533	1,449,770	/	441,771	92,000	358,308	887,140	245,778	835,943	2,394,533	611,553	126,320	756,472	381,225	295,995	327,211			
S	93.9	88.7	99.9	70.9	85.0	80.5	87.6	80.7	93.4	94.2	93.6	92.7	75.2	83.2	91.5	98.3			
A	1,275,626	1,286,275	/	313,008	78,239	288,506	777,235	198,294	780,634	2,254,827	572,138	117,091	568,560	317,255	270,907	321,751	1,718,866	7,701,478	9,420,344
B	587,306	671,758	168,378	112,326	32,120	91,680	324,249	75,927	428,037	954,330	206,142	46,327	193,746	102,729	149,024	101,084	585,812	3,490,973	4,076,785
C	2,172	1,915	/	2,787	2,436	3,147	2,397	2,612	1,824	2,363	2,775	2,527	2,935	3,088	1,818	3,183	2,934	2,206	2,311
2005																			
N	1,334,352	1,445,759	762,321	427,388	88,000	352,272	864,036	233,397	825,669	2,352,343	581,203	122,151	687,793	370,993	278,627	338,534			
S	93.9	89.0	/	72.8	85.3	80.5	87.8	82.3	93.7	92.6	93.7	90.6	76.1	84.1	91.9	98.4			
A	1,252,787	1,286,676	/	310,977	75,083	283,564	758,561	191,972	773,696	2,178,018	544,484	110,668	523,255	312,047	255,951	332,978	1,671,229	7,519,487	9,190,716
B	603,030	689,303	168,042	112,975	32,783	91,105	332,486	76,563	443,119	981,599	213,166	47,848	193,894	104,437	153,568	102,227	590,096	3,588,007	4,178,103
C	2,077	1,867	/	2,753	2,290	3,112	2,281	2,507	1,746	2,219	2,554	2,313	2,699	2,988	1,667	3,257	2,832	2,096	2,200

Source

Federal Statistical Office: Finanzen und Steuern. Accounting results for municipal budget calculations. Sonderauswertung der Dreisteller HUA 454 und 464 durch das Statistische Bundesamt nach dem Schema der Tabelle 4 der Fachserie 14, Reihe 3.3; Federal Statistical Office: Finanzen und Steuern. Public budget calculations for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication number 3062 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3076 (Tageseinrichtungen für Kinder = Funktion 274); Kinder und tätige Personen in Tageseinrichtungen, various years; Bevölkerungsforschung, various years; data provided by state officials; compiled and calculated by the Research Consortium DIJ/TU Dortmund, April 2013

Notes

Detailed methodological information is available at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German) and should be kept in mind when interpreting the data.

* Eastern Germany, including Berlin (2005 and 2006: not including Berlin) Western Germany, not including Berlin Germany 2005 and 2006, not including Berlin

Explanatory notes on individual states

No explanatory notes on states not listed.

Explanatory notes on 2010 data

Baden-Württemberg: Information on state expenditures is taken from a report issued by Baden-Württemberg's Ministry of Education, Youth, and Sports on April 24, 2013. For 2010, the ministry report shows net expenditures of 489.715 million euros, while the figure in the annual budgetary statistics is only 469 million euros. Figures for state-level expenditures do not include funds from the federal government's 2008–2013 ECEC capital investment program, nor state funds for school-affiliated preschools (facilities for disabled children with special educational needs) or Horte. Thus only community expenditures are reduced by the estimated amount of spending on care in Horte. Net expenditures for children's daycare facilities (functional category 274) include state appropriations to communities to compensate for preschool costs as well as state appropriations to communities and to urban and rural districts to subsidize the operating expenses of child care facilities and daycare centers for young children. They also include other state funds to subsidize child care.

Berlin: Expenditures for 2010 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on April 19, 2013, by the Ministry of Education, Youth, and Sports, based on the annual balance sheet. According to these reports, the state's net expenditures in 2010 totaled 157.941 million euros. The annual budgetary statistics list a net total of 156 million euros.

Hamburg: Information on Hamburg's expenditures for ECEC is taken not from the annual budgetary statistics, but from a report published on April 19, 2013, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg. Furthermore, figures for expenditures per child under the age of 6 are not estimates, but rather drawn from the same official report; in contrast to other German states, authorities in Hamburg are able to provide precise figures for net spending in the preschool sector.

Rhineland-Palatinate: See note on 2008. There are significant differences between the figures we use for communities' ECEC expenditures in 2010 and the information contained in the annual budgetary statistics of the state of Rhineland-Palatinate (Rheinland-Pfalz: Statistische Berichte, Gemeindefinanzen 2010, Jahresrechnungsergebnisse). According to the state's figures, net expenditures totaled 589.991 million euros; the annual budgetary statistics of Germany's Federal Statistical Office, which form the basis for our calculations, list those expenditures, minus net revenues, at 525.040 million euros.

Saxony-Anhalt: Our calculations are based on net expenditures minus net revenues for ECEC as listed in the annual budgetary statistics; net revenues from the state amounted to 176 million euros in 2010.

According to information published by the Ministry of Labor and Social Affairs on April 15, 2013, the state contributed 171 million euros in 2010.

Schleswig-Holstein: Information on the state's expenditures for ECEC in 2010 is drawn from a report issued by the Ministry of Social Affairs, Health, Family, and Equality on April 25, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 113.47 million euros, while the annual budgetary statistics list a figure of 161 million euros.

Thuringia: Information on Thuringia's expenditures is drawn from a report issued by the Ministry of Education, Science, and Culture on April 29, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 147.425 million euros, while the relevant figure in the annual budgetary statistics is 148 million euros.

Explanatory notes on 2009 data

Baden-Württemberg: Information on state expenditures for ECEC is taken from a report issued by Baden-Württemberg's Ministry of Education, Youth, and Sports on April 24, 2013. According to this report, the state spent a net total of 448.297 million euros in 2009; the annual budgetary statistics list expenditures of only 446 million euros. Figures for state-level expenditures do not include funds from the federal government's 2008–2013 ECEC capital investment program, nor state funds for school-affiliated preschools (facilities for disabled children with special educational needs) or Horte. Thus only community expenditures are reduced by the estimated amount of spending on care in Horte. Net expenditures for children's daycare facilities (functional category 274) include state appropriations to communities to compensate for preschool costs as well as state appropriations to communities and to urban and rural districts to subsidize the operating expenses of child care facilities and daycare centers for young children. They also include other state funds to subsidize child care. It is difficult to compare these figures with data from the previous year.

Berlin: Expenditures for 2009 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures for ECEC is taken not from the annual budgetary statistics, but rather from a report published on April 19, 2013, by the Ministry of Education, Youth, and Sports, based on the annual balance sheet. The report shows net expenditures of 148.907 million euros, while the relevant figure in the annual budgetary statistics is 149 million euros.

Hamburg: Information on Hamburg's expenditures for ECEC is taken not from the annual budgetary statistics, but from a report published on October 17, 2012, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg. Furthermore, figures for expenditures per child under the age of 6 are not estimates, but rather drawn from the same official report; in contrast to other German states, authorities in Hamburg are able to provide precise figures for net spending in the preschool sector.

Rhineland-Palatinate: See note on 2008.

Saxony-Anhalt: Our calculations are based on net expenditures minus net revenues for ECEC as listed in the annual budgetary statistics; net revenues from the state amounted to 160 million euros in 2009. According to information published by the Ministry of Labor and Social Affairs on April 15, 2013, the state contributed 154 million euros in 2009.

Thuringia: Information on Thuringia's expenditures is drawn from a report issued by the Ministry of Education, Science, and Culture on April 29, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 107.188 million euros, while the relevant figure in the annual budgetary statistics is 108 million euros.

Explanatory notes on 2008 data

Baden-Württemberg: Information on state-level expenditures is based on a report issued by the Ministry of Education, Youth, and Sports or the Ministry of Labor and Social Affairs, Families, Women, and Senior Citizens on June 17, 2011.

Bavaria: Information on Bavaria's expenditures in 14.06.2011 is taken not from the annual budgetary statistics, but from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on June 4, 2011. According to that report, Bavaria spent a net total of 662.81 million euros; the annual budgetary statistics list net expenditures of 649 million euros.

Berlin: Expenditures for 2007 and 2008 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on June 15, 2011, by the Ministry of Education, Youth, and Sports. The report shows net expenditures of 136.912 million euros, while the relevant figure in the annual budgetary statistics is 137 million euros.

Hamburg: Information on Hamburg's expenditures is taken not from the annual budgetary statistics, but from a report published on June 9, 2011, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg. Furthermore, figures for expenditures per child under the age of 6 are not estimates, but rather drawn from the same official report; in contrast to other German states, authorities in Hamburg are able to provide precise figures for net spending in the preschool sector.

Rhineland-Palatinate: It is possible that the net expenditures of Rhineland-Palatinate's communities have been overestimated. Since the beginning of 2006, parents in Rhineland-Palatinate have not been charged fees during the last year before their children enter school. Beginning in September 2007, fees have been waived for the last two years prior to school entry, and as of August 2010 they have been waived for all children over the age of 2 until they enter school. The state compensates communities for the loss of parents' fees. This should be reflected in the annual statistics under net revenues, as a drop in revenues, and in the item "fees, charges for designated purposes," since parents pay considerably less to public providers of ECEC centers. However, this item in the annual budgetary statistics does not show the trend that might be expected, but instead smaller declines. It is therefore important to determine whether communities record state payments to cover parents' fees under "fees, charges for designated purposes" rather than under the appropriate heading of "payments from other levels of government." If so, communities' expenditures might be adjusted by an erroneously low figure for revenues from the state, inflating those expenditures.

Saarland: Information on Saarland's expenditures is taken not from the annual budgetary statistics, but rather from a report published on June 9, 2011, by the Ministry of Education. The report shows net expenditures of 48.094 million euros, while the relevant figure in the annual budgetary statistics is 43 million euros.

Schleswig-Holstein: When the state reported expenditures for the annual budgetary statistics, it listed spending on daycare under item 236 (support for public welfare) rather than under item 264 (support for children in child care facilities and daycare) or item 274 (daycare facilities for children). We therefore chose to base our calculations on the net-expenditure figures contained in a report issued by the Ministry of Education and Culture on June 10, 2011. That report shows that Schleswig-Holstein spent 67.1744 million euros on ECEC in 2008; deducted from that amount was 54,000 euros the state received in 2008 from the federal government's investment program to expand care for infants and toddlers. Beginning in 2009, Schleswig-Holstein's expenditures have been recorded under items 264 and 274, as in other states.

Explanatory notes on 2007 data

Baden-Württemberg: Information on Baden-Württemberg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on May 20, 2010, by the Ministry of Education, Youth, and Sports. The report shows that the state spent a net total of 408.1 million euros in 2007.

Bavaria: Information on Bavaria's expenditures is taken not from the annual budgetary statistics, but from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on May 28, 2010. According to that report, Bavaria spent a net total of 610.73 million euros; the annual budgetary statistics list net expenditures of 609 million euros.

Berlin: The calculation is based on financial information drawn from the annual budgetary statistics. Taking into account the relevant explanations of methodology, we conclude that the state spent 714 million euros (804 million euros, minus 90 million euros for parents' fees) on child care. According to a summary of Senate financial data issued by the Senate Department for Education, Science, and Research on June 10, 2012, actual expenditures amounted to 810.848 million euros in 2007; after deducting 90 million euros for parents' fees, total expenditures for child care totaled 720.8 million euros. The discrepancy of 6.8 million euros could not be conclusively explained. To facilitate comparison with the other states, after consultation with the Berlin Senate Department for Education, Science, and Research we based our calculations on the figures in the annual budgetary statistics. The net expenditure figures include spending on additional support for children with more extensive needs, for example to finance Eingliederungshilfe for disabled children. According to information from the Senate Department for Education, Science, and Research from 2008/2009, these figures totaled 54.777 million euros in 2006. When comparing Germany's states, it is important to remember that in other states, spending on Eingliederungshilfe for disabled children in child care facilities is not included in the figures on net expenditures for child care, but is instead listed under other items. In a letter dated June 14, 2011, the Senate Department for Education, Science, and Research corrected the 2007 data; we took this correction into account.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on May 18, 2010, by the Ministry of Education, Youth, and Sports. The report shows net expenditures of 136.745 million euros, while the relevant figure in the annual budgetary statistics is 137 million euros.

Hamburg: Information on Hamburg's expenditures is taken not from the annual budgetary statistics, but from a report published on May 17, 2010, by the Department of Social Affairs, Family, Health, and Consumer Protection of the Free and Hanseatic City of Hamburg. The reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg. Similarly, the figures for expenditures per child under the age of six are based not on an estimate, but on a report issued by the Department of Social Affairs, Family, Health, and Consumer Protection of the Free and Hanseatic City of Hamburg on June 11, 2010. The report lists net expenditures for the care of schoolchildren in ECEC centers and daycare, including the share of non-child-related expenditures that was deducted from total net expenditures. We used an estimation procedure for 2005 and 2006, however, and this slightly limits our ability to compare data on investments per child under the age of six in 2007 with data from the two previous years.

Hesse: As a rule, the information on expenditures for child care underlying this indicator is drawn from the annual budgetary statistics. An exception are the state's net expenditures in 2006; these figures are drawn from a report issued in May 2010 by the Ministry of Labor, Family, and Health.

Mecklenburg-Western Pomerania: According to the annual budgetary statistics, the state of Mecklenburg-Western Pomerania spent 91 million euros on childcare in 2007. However, information published by the Ministry of Social Affairs and Health on May 28, 2010, lists expenditures at 91.4662 million euros; this figure includes costs for general support for early childhood education,

services not included in the state's law on daycare, and expenditures for preschool education. Our calculation is based on the figure provided by the ministry. With respect to net expenditures in 2006 and 2007, the ministry noted that in each of these years the state provided an additional sum of 2 million euros that was not related to the state law on daycare. It also reported that Mecklenburg-Western Pomerania implemented guidelines in 2008 that resulted in a significant increase in its funding for ECEC. In May of 2010, the state parliament held deliberations on an amendment to the law on daycare that would, in a first step, provide an additional 15 million euros for ECEC beginning in 2011.

Rhineland-Palatinate: We cannot rule out the possibility that expenditures by communities in 2006 have been overstated by 13.8 million euros, and in 2007 by 20.8 million euros. If expenditures in 2007 were indeed 20.8 million euros lower than reported, this would mean that the amount invested in each child under 6 was actually 2,824 euros rather than 2,921 euros. A detailed explanation can be found in the explanatory notes concerning the 2008 data.

Saarland: Information on Saarland's expenditures is taken not from the annual budgetary statistics, but rather from a report published in 2009 by the Ministry of Education. The report shows that the state spent a net total of 42.381 million euros in 2007, while the figure quoted in the annual budgetary statistics is 42 million euros.

Saxony-Anhalt: With regard to spending on child care by the state and communities, the Ministry of Health and Social Welfare added on May 20, 2010, that the state had provided additional budgetary resources to communities through the municipal financial equalization system, but that those resources were not listed as funds earmarked for a specific purpose.

Schleswig-Holstein: When the state reported expenditures for the annual budgetary statistics, it listed spending on daycare under item 236 (support for public welfare) rather than under item 264 (support for children in child care facilities and daycare) or item 274 (daycare facilities for children). We therefore base our figures for the state's net expenditures on a report submitted by the Ministry for the Child and Youth Welfare Statistics, which shows that the state spent 65.598 million euros in 2007. According to the Federal Statistical Office, a total of 60 million euros in expenditures for daycare was listed under item 236, which is in agreement with the figures published by the Ministry of Finance. Beginning in 2009, Schleswig-Holstein's expenditures have been recorded under items 264 and 274, as in other states.

Explanatory notes on 2006 data

Berlin: No figures are shown for 2006, since we were not entirely able to reconcile the figures for net expenditures contained in the public budget accounts with the data provided by the Senate.

Explanatory notes on 2005 data

Berlin: Because Horte were transferred to Berlin's educational sector, we were unable to calculate a valid estimation factor.

Table 21b | Net public-sector expenditures (state and communities) for ECEC, 2001 to 2010; children under age 10 in the population as of December 31 in the years 2001–2010; expenditures per child under age 10 in the population, 2010–2010 (all figures in thousands of euros, number of children, per-child expenditures in euros)

A: Net expenditures for ECEC in thousands of euros
B: Number of children under 10 in the population
C: Expenditures for ECEC per child under 10 in the population, in euros

2010	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,986,116	2,181,321	860,841	603,114	142,000	505,993	1,327,633	292,846	1,282,016	3,097,320	899,040	187,140	1,118,904	498,756	455,744	426,017	3,800,478	12,064,323	15,864,801
B	957,469	1,101,159	292,983	194,081	53,231	154,962	530,801	127,546	689,587	1,551,335	335,407	74,806	329,935	170,420	244,676	169,067	1,284,032	5,693,433	6,977,465
C	2,074	1,981	2,938	3,108	2,668	3,265	2,501	2,296	1,859	1,997	2,680	2,502	3,391	2,927	1,863	2,520	2,960	2,119	2,274
2009	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,749,253	1,933,066	773,326	562,752	131,000	480,140	1,194,389	275,528	1,158,077	2,868,612	805,862	155,188	1,024,270	463,097	409,623	366,845	3,465,818	10,885,210	14,351,028
B	973,576	1,116,374	287,290	193,082	53,585	153,497	536,752	126,879	705,572	1,577,456	341,896	76,333	326,822	170,931	248,841	168,449	1,273,453	5,783,882	7,057,335
C	1,797	1,732	2,692	2,915	2,445	3,128	2,225	2,172	1,641	1,819	2,357	2,033	3,134	2,709	1,646	2,178	2,722	1,882	2,033
2008	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,539,679	1,757,593	728,737	505,443	106,000	426,319	1,065,773	250,108	1,052,056	2,558,759	684,897	141,456	889,689	426,297	343,765	334,523	3,134,797	9,676,297	12,811,094
B	993,097	1,135,657	282,632	192,385	53,808	152,410	544,351	126,245	724,428	1,608,883	350,158	78,448	323,756	171,238	254,526	168,147	1,264,403	5,895,766	7,160,169
C	1,550	1,548	2,578	2,627	1,970	2,797	1,958	1,981	1,452	1,590	1,956	1,803	2,748	2,489	1,351	1,989	2,479	1,641	1,789
2007	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,445,132	1,586,624	700,480	460,176	97,000	386,635	964,022	248,977	902,343	2,402,447	632,277	125,507	804,103	395,325	312,627	323,180	2,932,241	8,854,614	11,786,855
B	1,013,430	1,156,988	278,316	191,224	54,575	151,706	553,336	125,566	744,429	1,644,013	358,805	80,609	319,273	171,065	260,359	167,630	1,253,074	6,018,250	7,271,324
C	1,426	1,371	2,517	2,406	1,777	2,549	1,742	1,983	1,212	1,461	1,762	1,557	2,519	2,311	1,201	1,928	2,340	1,471	1,621
2006	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,358,533	1,449,770	No info	441,771	92,000	358,308	887,140	245,778	835,943	2,394,533	611,553	126,320	756,472	381,225	295,995	327,211	2,152,457	8,410,095	10,562,552
B	1,037,579	1,180,531	275,749	189,918	55,367	151,072	564,411	125,161	767,450	1,685,975	368,876	83,331	314,610	170,663	267,036	167,253	967,605	6,161,628	7,129,233
C	1,309	1,228	No info	2,326	1,662	2,372	1,572	1,964	1,089	1,420	1,658	1,516	2,404	2,234	1,108	1,956	2,225	1,365	1,482
2005	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,334,352	1,445,759	762,321	427,388	88,000	352,272	864,036	233,397	825,669	2,352,343	581,203	122,151	687,793	370,993	278,627	338,534	2,820,426	8,244,412	11,064,838
B	1,061,236	1,206,848	274,603	187,987	56,399	151,249	576,344	124,157	788,091	1,727,721	379,250	86,291	308,959	170,270	273,546	166,427	1,232,403	6,306,975	7,539,378
C	1,257	1,198	2,776	2,273	1,560	2,329	1,499	1,880	1,048	1,362	1,533	1,416	2,226	2,179	1,019	2,034	2,289	1,307	1,468
2004	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,307,460	1,401,272	761,535	420,826	90,000	367,650	829,860	224,985	813,648	2,223,392	559,516	118,064	646,932	374,415	282,529	326,097	2,754,790	7,993,391	10,748,181
B	1,080,493	1,226,968	273,522	183,637	57,241	150,953	584,207	122,012	804,844	1,760,991	387,229	88,560	300,578	167,801	278,496	163,776	1,211,326	6,419,982	7,631,308
C	1,210	1,142	2,784	2,292	1,572	2,436	1,420	1,844	1,011	1,263	1,445	1,333	2,152	2,231	1,014	1,991	2,274	1,245	1,408
2003	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,315,568	1,390,409	773,346	428,544	87,000	363,179	801,031	215,972	821,193	2,190,226	539,397	114,947	638,947	416,201	279,882	315,579	2,788,589	7,902,832	10,691,421
B	1,097,600	1,245,501	272,853	178,359	58,153	151,671	591,419	118,543	818,367	1,792,155	395,052	90,962	290,669	165,276	282,470	159,453	1,185,153	6,523,350	7,708,503
C	1,199	1,116	2,834	2,403	1,496	2,395	1,354	1,822	1,003	1,222	1,365	1,264	2,198	2,518	991	1,979	2,353	1,211	1,387
2002	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,281,461	1,332,234	No info	417,737	85,000	332,896	763,018	211,162	788,479	2,166,030	517,659	110,742	598,480	No info	255,380	297,807	No info	No info	No info
B	1,117,324	1,268,650	273,162	173,386	58,895	152,075	599,923	115,763	834,321	1,828,810	404,116	93,971	282,755	163,571	287,119	156,522	891,997	6,645,204	No info
C	1,147	1,050	No info	2,409	1,443	2,189	1,272	1,824	945	1,184	1,281	1,178	2,117	No info	889	1,903	No info	No info	No info
2001	BW	BY	BE	BB	HB	HH	HE	MV	NI	NW	RP	SL	SN	ST	SH	TH	O*	W*	D*
A	1,214,473	No info	No info	423,860	No info	No info	697,247	207,162	736,322	2,101,045	510,040	100,725	514,181	No info	250,870	299,119	No info	No info	No info
B	1,133,396	1,288,493	273,841	170,651	59,592	153,116	607,508	114,849	847,750	1,864,022	412,797	96,840	277,910	163,470	291,064	154,843	881,723	6,754,578	No info
C	1,072	No info	No info	2,484	No info	No info	1,148	1,804	869	1,127	1,236	1,040	1,850	No info	862	1,932	No info	No info	No info

Source

Federal Statistical Office: Finanzen und Steuern. Accounting results for municipal budget calculations. Sonderauswertung der Dreisteller HUA 454 und 464 durch das Statistische Bundesamt nach dem Schema der Tabelle 4 der Fachserie 14, Reihe 3.3; Federal Statistical Office: Finanzen und Steuern. Public budget calculations for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication numbers 3062 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3076 (Tageseinrichtungen für Kinder = Funktion 274); Bevölkerungsschreibung, various years; data provided by state officials; compiled and calculated by the Research Consortium DJI/TU Dortmund, April 2013

Notes

Detailed methodological information is available at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German) and should be kept in mind when interpreting the data.

* Eastern Germany, including Berlin (2006: not including Berlin)
 Western Germany, not including Berlin
 Germany 2006: not including Berlin

Explanatory notes on individual states

No explanatory notes on states not listed.

Explanatory notes on 2010 data

Baden-Württemberg: Information on state expenditures is taken from a report issued by Baden-Württemberg's Ministry of Education, Youth, and Sports on April 24, 2013. For 2010, the ministry report shows net expenditures of 489.715 million euros, while the figure in the annual budgetary statistics is only 469 million euros. Figures for state-level expenditures do not include funds from the federal government's 2008–2013 ECEC capital investment program, nor state funds for school-affiliated preschools (facilities for disabled children with special educational needs) or Hortel. Net expenditures for children's daycare facilities (functional category 274) include state appropriations to communities to compensate for preschool costs as well as state appropriations to communities and to urban and rural districts to subsidize the operating expenses of child care facilities and daycare centers for young children. They also include other state funds to subsidize child care. Since expenditures for children in Hortel are not included, state expenditures are underestimated.

Berlin: Expenditures for 2010 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on April 19, 2013, by the Ministry of Education, Youth, and Sports, based on the annual balance sheet. The report shows net expenditures of 157,941 million euros, while the relevant figure in the annual budgetary statistics is 156 million euros.

Hamburg: Information on Hamburg's expenditures for ECEC is taken not from the annual budgetary statistics, but from a report published on April 19, 2013, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg.

Rhineland-Palatinate: See note on 2008. There are significant differences between the figures we use for communities' ECEC expenditures in 2010 and the information contained in the annual budgetary statistics of the state of Rhineland-Palatinate (Rheinland-Pfalz: Statistische Berichte, Gemeindefinanzen 2010, Jahresrechnungsergebnisse). According to the state's figures, net expenditures totaled 589.991 million euros; the annual budgetary statistics of Germany's Federal Statistical Office, which form the basis for our calculations, list those expenditures, minus net revenues, at 525.040 million euros.

Saxony-Anhalt: Our calculations are based on net expenditures minus net revenues for ECEC as listed in the annual budgetary statistics; net revenues from the state amounted to 176 million euros in 2010. According to information published by the Ministry of Labor and Social Affairs on April 15, 2013, the state contributed 171 million euros in 2010.

Schleswig-Holstein: Information on the state's expenditures for ECEC in 2010 is drawn from a report issued by the Ministry of Social Affairs, Health, Family, and Equality on April 25, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 113.47 million euros, while the annual budgetary statistics list a figure of 161 million euros.

Thuringia: Information on Thuringia's expenditures is drawn from a report issued by the Ministry of Education, Science, and Culture on April 29, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 147.425 million euros, while the relevant figure in the annual

budgetary statistics is 148 million euros.

Explanatory notes on 2009 data

Baden-Württemberg: Information on state expenditures is taken from a report issued by Baden-Württemberg's Ministry of Education, Youth, and Sports on April 24, 2013. For 2010, the ministry report shows net expenditures of 448.297 million euros, while the figure in the annual budgetary statistics is only 446 million euros. Figures for state-level expenditures do not include funds from the federal government's 2008–2013 ECEC capital investment program, nor state funds for school-affiliated preschools (facilities for disabled children with special educational needs) or Hortel. Net expenditures for children's daycare facilities (functional category 274) include state appropriations to communities to compensate for preschool costs as well as state appropriations to communities and to urban and rural districts to subsidize the operating expenses of child care facilities and daycare centers for young children. They also include other state funds to subsidize child care. Since expenditures for children in Hortel are not included, state expenditures are underestimated. It is difficult to compare these figures with data from the previous year.

Berlin: Expenditures for 2009 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures for ECEC is taken not from the annual budgetary statistics, but rather from a report published on April 19, 2013, by the Ministry of Education, Youth, and Sports, based on the annual balance sheet. The report shows net expenditures of 148.907 million euros, while the relevant figure in the annual budgetary statistics is 149 million euros.

Hamburg: Information on Hamburg's expenditures for ECEC is taken not from the annual budgetary statistics, but from a report published on October 17, 2012, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg.

Rhineland-Palatinate: See note on 2008.

Saxony-Anhalt: Our calculations are based on net expenditures minus net revenues for ECEC as listed in the annual budgetary statistics; net revenues from the state amounted to 160 million euros in 2009. According to information published by the Ministry of Labor and Social Affairs on April 15, 2013, the state contributed 154 million euros in 2009.

Thuringia: Information on Thuringia's expenditures is drawn from a report issued by the Ministry of Education, Science, and Culture on April 29, 2013, rather than from the annual budgetary statistics. The report shows net expenditures of 107.188 million euros, while the relevant figure in the annual budgetary statistics is 108 million euros.

Explanatory notes on 2008 data

Baden-Württemberg: Information on state-level expenditures is based on a report issued by the Ministry of Education, Youth, and Sports or the Ministry of Labor and Social Affairs, Families, Women, and Senior Citizens on June 17, 2011.

Bavaria: Information on Bavaria's expenditures in 14.06.2011 is taken not from the annual budgetary statistics, but from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on June 4, 2011. According to that report, Bavaria spent a net total of 662.81 million euros; the annual budgetary statistics list net expenditures of 649 million euros.

Berlin: Expenditures for 2007 and 2008 reflect the base adjustment by the Senate Administration for Finance, usually undertaken during the second quarter of the following year, and these figures

define the actual expenditures for the respective fiscal year. The base adjustment equalizes differences among Berlin's administrative districts. Because data were gathered at different times, the annual financial statistics published by the Federal Statistical Office may differ from the adjusted specialized statistics. The base-adjusted data and the annual financial statistics are made available at different times.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on June 15, 2011, by the Ministry of Education, Youth, and Sports. The report shows net expenditures of 136.912 million euros, while the relevant figure in the annual budgetary statistics is 137 million euros.

Hamburg: Information on Hamburg's expenditures is taken not from the annual budgetary statistics, but from a report published on June 9, 2011, by the Department of Labor, Social Affairs, Family, and Integration of the Free and Hanseatic City of Hamburg. One reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg.

Rhineland-Palatinate: It is possible that the net expenditures of Rhineland-Palatinate's communities have been overestimated. Since the beginning of 2006, parents in Rhineland-Palatinate have not been charged fees during the last year before their children enter school. Beginning in September 2007, fees have been waived for the last two years prior to school entry, and as of August 2010 they have been waived for all children over the age of 2 until they enter school. The state compensates communities for the loss of parents' fees. This should be reflected in the annual statistics under net revenues, as a drop in revenues, and in the item "fees, charges for designated purposes," since parents pay considerably less to public providers of ECEC centers. However, this item in the annual budgetary statistics does not show the trend that might be expected, but instead smaller declines. It is therefore important to determine whether communities record state payments to cover parents' fees under "fees, charges for designated purposes" rather than under the appropriate heading of "payments from other levels of government." If so, communities' expenditures might be adjusted by an erroneously low figure for revenues from the state, inflating those expenditures.

Saarland: Information on Saarland's expenditures is taken not from the annual budgetary statistics, but rather from a report published on June 9, 2011, by the Ministry of Education. The report shows net expenditures of 48.094 million euros, while the relevant figure in the annual budgetary statistics is 43 million euros.

Schleswig-Holstein: When the state reported expenditures for the annual budgetary statistics, it listed spending on daycare under item 236 (support for public welfare) rather than under item 264 (support for children in child care facilities and daycare) or item 274 (daycare facilities for children). We therefore chose to base our calculations on the net-expenditure figures contained in a report issued by the Ministry of Education and Culture on June 10, 2011. That report shows that Schleswig-Holstein spent 67.1744 million euros on ECEC in 2008; deducted from that amount was 54,000 euros the state received in 2008 from the federal government's investment program to expand care for infants and toddlers. Beginning in 2009, Schleswig-Holstein's expenditures have been recorded under items 264 and 274, as in other states.

Explanatory notes on 2007 data

Baden-Württemberg: Information on Baden-Württemberg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on May 20, 2010, by the Ministry of Education, Youth, and Sports. The report shows that the state spent a net total of 408.1 million euros in 2007.

Bavaria: Information on Bavaria's expenditures is taken not from the annual budgetary statistics, but from a report issued by the State Ministry of Labor and Social Welfare, Family Affairs, and Women on May 28, 2010. According to that report, Bavaria spent a net total of 610.73 million euros; the annual budgetary statistics list net expenditures of 609 million euros.

Berlin: The calculation is based on financial information drawn from the annual budgetary statistics. Taking into account the relevant explanations of methodology, we conclude that the state spent 714 million euros on child care (804 million euros, minus 90 million euros for parents' fees). According to a summary of Senate financial data issued by the Senate Department for Education, Science, and Research on June 10, 2012, actual expenditures amounted to 810.848 million euros in 2007; after deducting 90 million euros for parents' fees, total expenditures for child care totaled 720.8 million euros. The discrepancy of 6.8 million euros could not be conclusively explained. To facilitate comparison with the other states, after consultation with the Berlin Senate Department for Education, Science, and Research we based our calculations on the figures in the annual budgetary statistics. The net expenditure figures include spending on additional support for children with more extensive needs, for example to finance Eingliederungshilfe for disabled children. According to information from the Senate Department for Education, Science, and Research from 2008/2009, these figures totaled 54.777 million euros in 2006. When comparing Germany's states, it is important to remember that in other states, spending on Eingliederungshilfe for disabled children in child care facilities is not included in the figures on net expenditures for child care, but is instead listed under other functional categories.

Brandenburg: Information on Brandenburg's expenditures is taken not from the annual budgetary statistics, but rather from a report published on May 18, 2010, by the Ministry of Education, Youth, and Sports. The report shows net expenditures of 136.745 million euros, while the relevant figure in the annual budgetary statistics is 137 million euros.

Hamburg: Information on Hamburg's expenditures is taken not from the annual budgetary statistics, but from a report published on May 17, 2010, by the Department of Social Affairs, Family, Health, and Consumer Protection of the Free and Hanseatic City of Hamburg. The reason for this choice is that the net expenditures for children cared for in preschool classes are included for Hamburg.

Hesse: As a rule, the information on expenditures for child care underlying this indicator is drawn from the annual budgetary statistics. An exception are the state's net expenditures in 2006; these figures are drawn from a report issued in May 2010 by the Ministry of Labor, Family, and Health.

Mecklenburg–Western Pomerania: According to the annual budgetary statistics, the state of Mecklenburg–Western Pomerania spent 91 million euros on childcare in 2007. However, information published by the Ministry of Social Affairs and Health on May 28, 2010, lists expenditures at 91.4662 million euros; this figure includes costs for general support for early childhood education, services not included in the state's law on daycare, and expenditures for preschool education. Our calculation is based on the figure provided by the ministry. With respect to net expenditures in 2006 and 2007, the ministry noted that in each of these years the state provided an additional sum of 2 million euros that was not related to the state law on daycare. It also reported that Mecklenburg–Western Pomerania implemented guidelines in 2008 that resulted in a significant increase in its funding for ECEC. In May of 2010, the state parliament held deliberations on an amendment to the law on daycare that would, in a first step, provide an additional 15 million euros for ECEC beginning in 2011.

Rhineland-Palatinate: We cannot rule out the possibility that expenditures by communities in 2006 have been overstated by 13.8 million euros, and in 2007 by 20.8 million euros. If expenditures in 2007 were indeed 20.8 million euros lower than reported, this would mean that the amount invested in each child under 6 was actually 2,824 euros rather than 2,921 euros. A detailed explanation can be found in the explanatory notes concerning the 2008 data.

Saarland: Information on Saarland's expenditures is taken not from the annual budgetary statistics, but rather from a report published in 2009 by the Ministry of Education. The report shows net expenditures of 42.381 million euros, while the relevant figure in the annual budgetary statistics is 42 million euros.

Saxony-Anhalt: With regard to spending on child care by the state and communities, the Ministry of Health and Social Welfare stated on May 20, 2010, that the state had provided additional budgetary resources to communities through the municipal financial equalization system, but that those resources were not listed as funds earmarked for a specific purpose.

Schleswig-Holstein: When the state reported expenditures for the annual budgetary statistics, it listed spending on daycare under item 236 (support for public welfare) rather than under item 264 (support for children in child care facilities and daycare) or item 274 (daycare facilities for children). We therefore base our figures for the state's net expenditures on a report submitted by the Ministry for the Child and Youth Welfare Statistics, which shows that the state spent 65.598 million euros in 2007. According to the Federal Statistical Office, a total of 60 million euros in expenditures for daycare was listed under item 236, which is in agreement with the figures published by the Ministry of Finance. Beginning in 2009, Schleswig-Holstein's expenditures have been recorded under items 264 and 274, as in other states.

Explanatory notes on 2006 data

Berlin: No figures are shown for 2006, since we were not entirely able to reconcile the figures for net expenditures contained in the public budget accounts with the data provided by the Senate.

Explanatory notes on 2005 data

Berlin: Because Hortel were transferred to Berlin's educational sector, we were unable to calculate a valid estimation factor.

Table 22 | Net ECEC costs* as a proportion of total expenditures from state and community budgets, 2001–2010, by state, in millions of euros (share as %) LR13

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
State	In millions of euros									
BW	3.0	3.2	3.3	3.3	3.3	3.3	3.5	3.8	3.9	4.7
BY	No info	2.6	2.8	2.8	2.9	2.8	3.4	3.3	3.2	4.0
BE	No info	No info	5.7	5.8	5.4	No info	5.6	5.9	5.9	6.3
BB	5.7	5.1	5.4	5.4	5.6	5.6	6.0	6.4	6.8	7.2
HB	No info	3.0	2.9	2.9	2.7	2.9	3.1	3.5	4.1	4.0
HH	No info	3.7	3.7	3.9	3.9	3.8	4.1	4.2	5.1	5.2
HE	2.8	3.1	3.2	3.3	3.5	3.4	3.5	3.8	4.2	4.6
MV	3.9	3.8	3.9	4.2	4.5	4.9	5.2	5.1	5.6	5.8
NI	2.9	2.9	3.0	3.0	3.1	3.1	3.2	3.6	3.8	4.3
NW	3.2	3.3	3.3	3.3	3.4	3.6	3.5	3.6	4.0	4.4
RP	3.9	3.9	4.0	4.1	4.3	4.3	4.4	4.4	4.9	5.5
SL	3.3	3.4	3.3	3.5	3.2	3.1	3.3	3.5	3.7	4.3
SN	No info	5.1	5.3	5.7	6.1	6.3	7.0	7.4	8.2	8.9
ST	No info	No info	5.1	4.7	4.6	4.9	5.5	5.7	6.0	6.4
SH	2.7	2.8	2.9	3.0	2.8	3.0	3.2	3.4	3.9	4.3
TH	4.2	4.2	4.4	4.7	5.1	4.9	4.9	4.8	5.2	5.7
O (BE incl.)	/	/	5.1	5.2	5.3	5.5	5.8	6.1	6.5	6.9
W (without BE)	/	/	3.3	3.3	3.4	3.4	3.5	3.6	3.9	4.4
D	/	/	3.6	3.7	3.7	3.7	3.9	4.0	4.3	4.9

Source

Federal Statistical Office: Finanzen und Steuern. Accounting results for municipal budget calculations. Sonderauswertung der Dreisteller HUA 454 und 464 durch das Statistische Bundesamt nach dem Schema der Tabelle 4 der Fachserie 14, Reihe 3.3; Federal Statistical Office: Finanzen und Steuern. Public budget calculations for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication numbers 3060 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3074 (Tageseinrichtungen für Kinder = Funktion 274); Federal Statistical Office: Finanzen und Steuern; Rechnungsergebnisse des öffentlichen Gesamthaushalts. Fachserie 13, Reihe 3.1, Table 8; data provided by state officials; various years; compiled and calculated by the Research Consortium DJI/TU Dortmund, May 2013

Notes

Detailed methodological information is available at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German) and should be kept in mind when interpreting the data.

* Net costs are defined as the net expenditures from public budgets minus the net revenues of public budgets. This is the shortfall in the budget subsections/functions that must be covered by tax revenues. It also includes costs for Horte, entered under budget subsections 454/464 and functional categories 264/274; to the extent that benefits in accordance with SGB IX are entered under these budget headings, they are likewise included.

It is not possible to arrive at an overall value because the information provided by the states is incomplete.

Explanatory notes on individual states

Regarding the net costs of ECEC, please take into account the explanatory notes on Indicator 6 (investments per child, Table 21a1). No explanatory notes on states not listed.

Explanatory notes on 2010 data

Hamburg: As with all of the states, figures for total net expenditures from 2008 to 2010 are based on the annual budgetary statistics, which show expenditures of 9,794 million euros. According to Hamburg's budgetary figures, however, adjusted total spending in 2010 totaled 10,857 million euros (cf. the official documents of Hamburg's city parliament [www.buergerschaft-hh.de/parldok/], document number 20/2510).

Explanatory notes on 2009 data

Hamburg: As with all of the states, figures for total net expenditures from 2008 to 2010 are based on the annual budgetary statistics, which show expenditures of 9,794 million euros. According to Hamburg's budgetary figures, however, adjusted total spending in 2010 totaled 10,857 million euros (cf. the official documents of Hamburg's city parliament [www.buergerschaft-hh.de/parldok/], document number 19/8209).

Explanatory notes on 2008 data

Hamburg: As with all of the states, figures for total net expenditures from 2008 to 2010 are based on the annual budgetary statistics, which show expenditures of 10,067 million euros. According to Hamburg's budgetary figures, however, adjusted total spending in 2008 totaled 10,627 million euros (cf. the official documents of Hamburg's city parliament [www.buergerschaft-hh.de/parldok/], document number 19/4580).

Rhineland-Palatinate: It is possible that the net expenditures of Rhineland-Palatinate's communities have been overestimated. For more information, see explanatory notes concerning the indicator "Investments per child under the age of 6."

Explanatory notes on 2007 data

Bavaria: Total expenditures for 2007 are presented as a percentage of total expenditures as reported in the annual budgetary statistics. Because in previous years the figure for total expenditures was taken from Bavaria's budget account (final report), it is difficult to compare the latest figures with data from the previous year.

Explanatory notes on 2006 data

Berlin: No figures are shown for 2006, since we were not entirely able to reconcile the figures for net expenditures contained in the public budget accounts with the data provided by the Senate.

Table 23 | Share of ECEC funding contributed by governmental and nongovernmental entities relative to total costs excluding contributions from independent providers* and funds from the national child care funding („Kinderbetreuungsfinanzierung“) investment program, 2010, by state (as %).

	Total (excluding contributions from independent providers and state subventions)	Community	State	Parents**
State	Share as %			
BW	100.0	63.6	20.8	15.6
BY	100.0	48.2	33.4	18.4
BE	100.0	0.0	91.0	9.0
BB	100.0	61.6	21.9	16.5
HB	/	/	/	/
HH	100.0	0.0	80.8	19.2
HE	100.0	70.5	15.6	13.9
MV	100.0	44.4	28.7	26.8
NI	100.0	59.8	22.3	17.9
NW	100.0	49.3	38.5	12.3
RP	/	/	/	/
SL	100.0	56.2	29.9	13.8
SN	100.0	52.3	34.9	12.8
ST	100.0	52.5	28.6	18.9
SH	100.0	59.5	19.7	20.7
TH	100.0	53.5	28.3	18.3

Source

Federal Statistical Office: Finanzen und Steuern. Accounting results for municipal budget calculations. Sonderauswertung der Dreisteller HUA 454 und 464 durch das Statistische Bundesamt nach dem Schema der Tabelle 4 der Fachserie 14, Reihe 3.3; Federal Statistical Office: Finanzen und Steuern. Public budget calculations for Social Security and for Health, Sports, and Recreation. Fachserie 14, Reihe 3.5; Table 2.2, publication number 3062 (Förderung von Kindern in Tageseinrichtungen und Tagespflege = Funktion 264) and 3076 (Tageseinrichtungen für Kinder = Funktion 274); Kinder und tätige Personen in Tageseinrichtungen, various years; Bevölkerungsfortschreibung, various years; data provided by state officials; compiled and calculated by the Research Consortium DJI/TU Dortmund, May 2013

Notes

Detailed methodological information is available at <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html> (in German) and should be kept in mind when interpreting the data.

* For 2010, data on the contribution from independent providers are incomplete and are therefore not shown in the tables. As a result, the share contributed by communities, the state, and parents is somewhat overstated.

** The share contributed by parents, specifically in the case of child care provided by private entities, is an estimate. See <http://www.laendermonitor.de/laendermonitor/konzept/methodik/index.html>

Explanatory notes on individual states

Regarding the net costs of ECEC, please take into account the explanatory notes on Indicator 6 (investments per child, Table 21a1). No explanatory notes on states not listed.

HB: No information is available on contributions made by parents in Bremen.

RP: For methodological reasons, we are unable at this time to provide information on a financing partnership in Rhineland-Palatinate. See explanatory note on Indicator 6 (investments per child, Table 21a1) for Rhineland-Palatinate for 2008.

Table 27 | Pedagogical staff members* in child care facilities by qualifications**, as of March 1, 2012, by state (number; share as %) L13

	Total	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
State	Number						
BW	62,433	2,043	46,283	6,408	3,058	3,089	1,552
BY	67,016	2,406	34,687	25,023	1,053	2,803	1,044
BE	22,106	1,197	17,793	330	1,342	892	552
BB	16,397	461	14,642	130	729	226	209
HB	4,098	400	2,576	365	238	274	245
HH	11,704	983	6,932	2,199	847	225	518
HE	39,700	3,399	27,822	2,203	2,555	2,341	1,380
MV	10,187	277	9,383	161	189	46	131
NI	40,337	1,897	28,921	6,185	1,712	224	1,398
NW	89,958	3,409	65,275	10,366	4,737	3,915	2,256
RP	24,794	715	19,009	2,591	922	803	754
SL	5,001	103	3,402	969	200	189	138
SN	27,826	2,045	23,455	321	1,176	429	400
ST	14,676	435	13,393	266	322	108	152
SH	14,756	772	9,332	3,326	737	98	491
TH	13,266	777	11,651	126	254	298	160
O (BE incl.)	104,458	5,192	90,317	1,334	4,012	1,999	1,604
W (without BE)	359,797	16,127	244,239	59,635	16,059	13,961	9,776
D	464,255	21,319	334,556	60,969	20,071	15,960	11,380

	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
State	Share as %					
BW	3.3	74.1	10.3	4.9	4.9	2.5
BY	3.6	51.8	37.3	1.6	4.2	1.6
BE	5.4	80.5	1.5	6.1	4.0	2.5
BB	2.8	89.3	0.8	4.4	1.4	1.3
HB	9.8	62.9	8.9	5.8	6.7	6.0
HH	8.4	59.2	18.8	7.2	1.9	4.4
HE	8.6	70.1	5.5	6.4	5.9	3.5
MV	2.7	92.1	1.6	1.9	0.5	1.3
NI	4.7	71.7	15.3	4.2	0.6	3.5
NW	3.8	72.6	11.5	5.3	4.4	2.5
RP	2.9	76.7	10.5	3.7	3.2	3.0
SL	2.1	68.0	19.4	4.0	3.8	2.8
SN	7.3	84.3	1.2	4.2	1.5	1.4
ST	3.0	91.3	1.8	2.2	0.7	1.0
SH	5.2	63.2	22.5	5.0	0.7	3.3
TH	5.9	87.8	0.9	1.9	2.2	1.2
O (BE incl.)	5.0	86.5	1.3	3.8	1.9	1.5
W (without BE)	4.5	67.9	16.6	4.5	3.9	2.7
D	4.6	72.1	13.1	4.3	3.4	2.5

Source

SFederal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, December 2012

* This also includes staff members reporting that leadership is their primary area of activity, but not those serving in administrative or support roles.

** Levels of formal training are associated with the following vocational credentials:
(Relevant) university degree:

social pedagogy, social work (Fachhochschule or comparable program), pedagogy, social pedagogy, education (university or comparable program), Heilpädagogik (Fachhochschule or comparable program), bachelor's and master's in early childhood education

(Relevant) Fachschule degree:
early childhood education, therapeutic education (Fachschule), therapeutic practice, occupational therapy

(Relevant) Berufsfachschule degree:
Child care, family care, social services (assistant), social and medical helping professions

Other training:

Other social/social pedagogy training, child and youth psychotherapy, psychological therapy, psychology (university degree), occupational therapy (ergotherapy), movement pedagogy, movement therapy (physical therapy), medicine, pediatric nursing, geriatrics, physiotherapy, massage therapy, spa therapy, speech therapy, special education, other vocational training

Trainees:

Interns in probationary year or otherwise still in training

No degree:

Training not completed

Table 28 | Ratio of full-time staff to total staff*, 1998–2012, by state (as %)
LR13

	Dec. 31, 1998	Dec. 31, 2002	15. 03. 2006	March 15, 2007	March 15, 2008	March 1, 2009	March 1, 2010	March 1, 2011	March 1, 2012
State	Share as %								
BW	67.7	61.8	52.3	50.7	49.5	48.5	48.3	47.9	47.9
BY	61.3	58.7	51.9	47.8	46.3	45.2	44.3	43.5	42.3
BE	58.9	59.0	34.6	39.5	38.6	35.3	48.5	50.5	49.5
BB	21.9	17.7	15.7	15.9	16.7	16.8	16.6	21.0	19.8
HB	40.9	34.5	32.1	29.8	30.0	28.9	28.6	29.2	29.7
HH	44.1	36.7	31.3	30.7	31.9	32.8	33.9	34.7	35.7
HE	47.9	40.2	34.7	34.4	34.8	35.4	35.9	37.0	37.4
MV	21.0	21.6	20.0	19.7	19.9	22.0	22.5	27.2	26.8
NI	28.3	24.9	21.0	21.6	22.3	23.1	23.6	24.2	24.8
NW	75.5	62.6	58.9	58.8	57.9	57.5	56.7	56.0	55.6
RP	59.9	54.0	47.9	46.5	46.4	46.0	45.9	47.2	46.9
SL	57.9	51.3	45.3	44.6	45.5	44.9	45.5	45.7	45.3
SN	14.2	15.0	18.8	19.3	20.1	22.0	23.1	22.4	21.5
ST	36.8	24.6	12.2	12.9	13.9	14.7	15.4	15.0	15.8
SH	33.8	29.1	25.9	24.4	24.0	24.8	25.6	26.2	27.8
TH	31.0	24.1	25.1	22.1	21.3	24.7	28.0	39.0	39.3
O (BE incl.)	31.9	28.8	21.3	22.2	22.3	23.0	26.5	29.5	29.1
W (without BE)	59.4	51.9	46.2	44.8	44.4	44.0	43.6	43.6	43.5
D	52.5	46.4	40.5	39.7	39.4	39.3	39.8	40.4	40.3

Source

Federal Statistical Office: Tageseinrichtungen für Kinder 1998, 2002; Kinder und tätige Personen in Tageseinrichtungen 2006, 2007, 2008; Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege 2009, 2010, 2011, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund (AKJ^{stat}), March 2013

* This includes directors, but not administrators or members of the support staff.

Table 29 | Pedagogical staff members* in child care facilities by work hours, as of March 1, 2012, by state (number; share as %) LR13

State	Total	Number					Share as %				
		Full time (≥38,5 hours/week)	Part time (32 bis < 38,5 hours/week)	Part time (21 bis < 32 hours/week)	Part time (10 bis < 21 hours/week)	Part time (< 10 hours/week)	Full time (≥38,5 hours/week)	Part time (32 bis < 38,5 hours/week)	Part time (21 bis < 32 hours/week)	Part time (10 bis < 21 hours/week)	Part time (< 10 hours/week)
BW	62,433	29,922	5,356	12,572	10,762	3,821	47.9	8.6	20.1	17.2	6.1
BY	67,016	28,358	10,308	16,948	8,849	2,553	42.3	15.4	25.3	13.2	3.8
BE	22,106	10,953	3,675	5,505	1,694	279	49.5	16.6	24.9	7.7	1.3
BB	16,397	3,249	7,151	4,879	972	146	19.8	43.6	29.8	5.9	0.9
HB	4,098	1,218	1,114	1,205	468	93	29.7	27.2	29.4	11.4	2.3
HH	11,704	4,175	1,762	3,768	1,485	514	35.7	15.1	32.2	12.7	4.4
HE	39,700	14,842	5,087	12,558	6,215	998	37.4	12.8	31.6	15.7	2.5
MV	10,187	2,728	3,443	3,364	533	119	26.8	33.8	33.0	5.2	1.2
NI	40,337	9,994	10,067	15,895	3,399	982	24.8	25.0	39.4	8.4	2.4
NW	89,958	50,023	8,113	17,294	12,949	1,579	55.6	9.0	19.2	14.4	1.8
RP	24,794	11,640	1,462	7,211	4,096	385	46.9	5.9	29.1	16.5	1.6
SL	5,001	2,265	480	1,686	494	76	45.3	9.6	33.7	9.9	1.5
SN	27,826	5,988	11,688	8,726	1,279	145	21.5	42.0	31.4	4.6	0.5
ST	14,676	2,316	4,657	6,660	946	97	15.8	31.7	45.4	6.4	0.7
SH	14,756	4,100	2,965	5,654	1,613	424	27.8	20.1	38.3	10.9	2.9
TH	13,266	5,211	5,498	2,044	448	65	39.3	41.4	15.4	3.4	0.5
O (BE incl.)	104,458	30,445	36,112	31,178	5,872	851	29.1	34.6	29.8	5.6	0.8
W (without BE)	359,797	156,537	46,714	94,791	50,330	11,425	43.5	13.0	26.3	14.0	3.2
D	464,255	186,982	82,826	125,969	56,202	12,276	40.3	17.8	27.1	12.1	2.6

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, various years; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* This includes those who reported leadership as their primary area of responsibility, but not administrators or members of the support staff.

Table 36a | Children under age 3 in ECEC centers by type of group*, as of March 1, 2012, by state (number; share as %) LR13

State	Children in								
	Child care, total	ECEC centers without a fixed group structure	Type 1 (Infant/toddler groups)*	Type 2 (Open preschool groups)*	Type 3 (Multi-age groups)*	ECEC centers without a fixed group structure	Type 1 (Infant/toddler groups)*	Type 2 (Open preschool groups)*	Type 3 (Multi-age groups)*
	Number					Share as %			
BW	54,254	8,589	25,194	9,280	11,191	15.8	46.4	17.1	20.6
BY	66,241	6,012	23,750	6,924	29,555	9.1	35.9	10.5	44.6
BE**	37,725	/	/	/	/	/	/	/	/
BB	26,410	4,529	13,003	866	8,012	17.1	49.2	3.3	30.3
HB	2,737	11	1,070	54	1,602	0.4	39.1	2.0	58.5
HH	15,480	1,654	8,496	767	4,563	10.7	54.9	5.0	29.5
HE	29,917	1,766	13,892	4,293	9,966	5.9	46.4	14.3	33.3
MV	16,139	557	11,936	571	3,075	3.5	74.0	3.5	19.1
NI	32,094	1,266	8,925	3,853	18,050	3.9	27.8	12.0	56.2
NW	55,697	1,638	7,410	21,021	25,628	2.9	13.3	37.7	46.0
RP	23,556	2,056	5,029	5,608	10,863	8.7	21.3	23.8	46.1
SL	4,195	241	1,973	616	1,365	5.7	47.0	14.7	32.5
SN	42,408	1,497	27,746	1,938	11,227	3.5	65.4	4.6	26.5
ST	29,080	2,769	18,341	1,047	6,923	9.5	63.1	3.6	23.8
SH	11,425	516	4,935	800	5,174	4.5	43.2	7.0	45.3
TH	24,800	652	13,420	1,574	9,154	2.6	54.1	6.3	36.9
O (BE incl.)	138,837	10,004	84,446	5,996	38,391	7.2	60.8	4.3	27.7
W (without BE)	295,596	23,749	100,674	53,216	117,957	8.0	34.1	18.0	39.9
D (without BE)	434,433	33,753	185,120	59,212	156,348	7.8	42.6	13.6	36.0

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{DSM}), March 2013

* Group types were defined according to the following criteria:

Type 1 "Infant/toddler groups":
These are groups limited to children under 3.

Type 2 "Open preschool groups*":
These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3 "Multi-age groups*":
All groups that are not categorized as one of the above types but that include children under age 3. To be precise, this type of group should be called "groups with multiple-age groups," because they include children from various groups (children under 3 – "infants and toddlers"; children age 3 to school entry – "preschoolers"; and children who attend before/after school care – "schoolchildren").

** In Berlin, nearly all facilities are classified for statistical purposes as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Table 36a1 | Children from age 3 to school entry in ECEC centers by type of group*, as of March 1, 2012, by state (number; share as %) LR13

State	Children in								
	Child care, total	ECEC centers without a fixed group structure	Type 2 (Open preschool groups)*	Type 3 (Multi-age groups)*	Type 4 (Preschool groups)*	ECEC centers without a fixed group structure	Type 2 (Open preschool groups)*	Type 3 (Multi-age groups)*	Type 4 (Preschool groups)*
	Number					Share as %			
BW	306,477	44,143	142,016	92,859	27,459	14.4	46.3	30.3	9.0
BY	343,078	24,032	198,372	82,318	38,356	7.0	57.8	24.0	11.2
BE***	91,650	/	/	/	/	/	/	/	/
BB	65,802	10,694	37,243	7,236	10,629	16.3	56.6	11.0	16.2
HB	16,860	215	14,235	704	1,706	1.3	84.4	4.2	10.1
HH	44,943	5,087	21,077	9,549	9,230	11.3	46.9	21.2	20.5
HE	176,493	12,131	107,035	39,605	17,722	6.9	60.6	22.4	10.0
MV	44,774	1,619	32,769	5,065	5,321	3.6	73.2	11.3	11.9
NI	215,965	7,323	148,514	43,113	17,015	3.4	68.8	20.0	7.9
NW	479,459	8,404	276,122	158,119	36,814	1.8	57.6	33.0	7.7
RP	111,294	8,602	43,430	39,038	20,224	7.7	39.0	35.1	18.2
SL	24,905	1,616	13,503	6,969	2,817	6.5	54.2	28.0	11.3
SN	118,727	3,627	83,298	15,428	16,374	3.1	70.2	13.0	13.8
ST	59,860	5,700	39,134	7,886	7,140	9.5	65.4	13.2	11.9
SH	78,587	3,420	56,863	9,841	8,463	4.4	72.4	12.5	10.8
TH	59,297	1,769	37,075	9,493	10,960	3.0	62.5	16.0	18.5
O (BE incl.)	348,460	23,409	229,519	45,108	50,424	6.7	65.9	12.9	14.5
W (without BE)	1,798,061	114,973	1,021,167	482,115	179,806	6.4	56.8	26.8	10.0
D (without BE)	2,146,521	138,382	1,250,686	527,223	230,230	6.4	58.3	24.6	10.7

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{Stat}), March 2013

* Group types were defined according to the following criteria:

Type 2 "Open preschool groups*:

These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3 "Multi-age groups*:

All groups that are not categorized as one of the above types but that include children under age 3. To be precise, this type of group should be called "groups with multiple-age groups," because they include children from various groups (children under 3 – "infants and toddlers"; children age 3 to school entry – "preschoolers"; and children who attend before/after school care – "schoolchildren").

Type 4 "Preschool groups*:

These are groups limited to children from age 3 to school entry.

** This table does not include children age 8 and older who, according to official statistics, do not yet attend school. As a result, there may be slight differences relative to the number of children listed in other tables.

*** In Berlin, nearly all facilities are classified for statistical purposes as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Table 36b | Children under age 3 in ECEC centers by type of group*, as of March 1, 2012, by state (number; share as %) LR13

State	Children in					
	Child care, total	ECEC centers without a fixed group structure	Type 1 (Infant/toddler groups)*	Type 2 (Open preschool groups)*	Type 3a (Groups with children under 4)*	Type 3 (Multi-age groups)*
	Number					
BW	54,254	8,589	25,194	9,280	5,035	6,156
BY	66,241	6,012	23,750	6,924	23,455	6,100
BE**	37,725	/	/	/	/	/
BB	26,410	4,529	13,003	866	5,266	2,746
HB	2,737	11	1,070	54	1,315	287
HH	15,480	1,654	8,496	767	2,825	1,738
HE	29,917	1,766	13,892	4,293	5,905	4,061
MV	16,139	557	11,936	571	2,142	933
NI	32,094	1,266	8,925	3,853	14,615	3,435
NW	55,697	1,638	7,410	21,021	11,961	13,667
RP	23,556	2,056	5,029	5,608	4,203	6,660
SL	4,195	241	1,973	616	313	1,052
SN	42,408	1,497	27,746	1,938	7,927	3,300
ST	29,080	2,769	18,341	1,047	4,915	2,008
SH	11,425	516	4,935	800	2,948	2,226
TH	24,800	652	13,420	1,574	5,957	3,197
O (BE incl.)	138,837	10,004	84,446	5,996	26,207	12,184
W (without BE)	295,596	23,749	100,674	53,216	72,575	45,382
D (without BE)	434,433	33,753	185,120	59,212	98,782	57,566

State	Children in				
	ECEC centers without a fixed group structure	Type 1 (Infant/toddler groups)*	Type 2 (Open preschool groups)*	Type 3a (Groups with children under 4)*	Type 3 (Multi-age groups)*
	Share as %				
BW	15.8	46.4	17.1	9.3	11.3
BY	9.1	35.9	10.5	35.4	9.2
BE**	/	/	/	/	/
BB	17.1	49.2	3.3	19.9	10.4
HB	0.4	39.1	2.0	48.0	10.5
HH	10.7	54.9	5.0	18.2	11.2
HE	5.9	46.4	14.3	19.7	13.6
MV	3.5	74.0	3.5	13.3	5.8
NI	3.9	27.8	12.0	45.5	10.7
NW	2.9	13.3	37.7	21.5	24.5
RP	8.7	21.3	23.8	17.8	28.3
SL	5.7	47.0	14.7	7.5	25.1
SN	3.5	65.4	4.6	18.7	7.8
ST	9.5	63.1	3.6	16.9	6.9
SH	4.5	43.2	7.0	25.8	19.5
TH	2.6	54.1	6.3	24.0	12.9
O (BE incl.)	7.2	60.8	4.3	18.9	8.8
W (without BE)	8.0	34.1	18.0	24.6	15.4
D (without BE)	7.8	42.6	13.6	22.7	13.3

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* Group types were defined according to the following criteria:

Type 1 "Infant/toddler groups":
These are groups limited to children under 3.

Type 2 "Open preschool groups*":

These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3 "Multi-age groups*":

All groups that are not categorized as one of the above types but that include children under age 3. To be precise, this type of group should be called "groups with multiple-age groups," because they include children from various groups (children under 3 – "infants and toddlers"; children age 3 to school entry – "preschoolers"; and children who attend before/after school care – "schoolchildren").

Type 3a "Groups with children under 4*":

All groups that were not categorized as Type 1 and that include only children under age 4.

** In Berlin, nearly all facilities are classified for statistical purposes as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Table 36b1 | Children from age 3 to school entry in ECEC centers by type of group*, as of March 1, 2012, by state (number; share as %) LR13

State	Children in					
	Child care, total	ECEC centers without a fixed group structure	Type 4 (Preschool groups)*	Type 2 (Open preschool groups)*	Type 3a (Groups with children under 4)*	Type 3 (Multi-age groups)*
	Number					
BW	306,477	44,143	142,016	92,859	1,681	25,778
BY	343,078	24,032	198,372	82,318	6,113	32,243
BE***	91,650	/	/	/	/	/
BB	65,802	10,694	37,243	7,236	2,711	7,918
HB	16,860	215	14,235	704	375	1,331
HH	44,943	5,087	21,077	9,549	585	8,645
HE	176,493	12,131	107,035	39,605	1,576	16,146
MV	44,774	1,619	32,769	5,065	1,403	3,918
NI	215,965	7,323	148,514	43,113	4,029	12,986
NW	479,459	8,404	276,122	158,119	4,136	32,678
RP	111,294	8,602	43,430	39,038	2,424	17,800
SL	24,905	1,616	13,503	6,969	98	2,719
SN	118,727	3,627	83,298	15,428	4,849	11,525
ST	59,860	5,700	39,134	7,886	2,663	4,477
SH	78,587	3,420	56,863	9,841	973	7,490
TH	59,297	1,769	37,075	9,493	3,455	7,505
O (BE incl.)	348,460	23,409	229,519	45,108	15,081	35,343
W (without BE)	1,798,061	114,973	1,021,167	482,115	21,990	157,816
D (without BE)	2,146,521	138,382	1,250,686	527,223	37,071	193,159

State	Children in				
	ECEC centers without a fixed group structure	Type 4 (Preschool groups)*	Type 2 (Open preschool groups)*	Type 3a (Groups with children under 4)*	Type 3 (Multi-age groups)*
	Share as %				
BW	14.4	46.3	30.3	0.5	8.4
BY	7.0	57.8	24.0	1.8	9.4
BE***	/	/	/	/	/
BB	16.3	56.6	11.0	4.1	12.0
HB	1.3	84.4	4.2	2.2	7.9
HH	11.3	46.9	21.2	1.3	19.2
HE	6.9	60.6	22.4	0.9	9.1
MV	3.6	73.2	11.3	3.1	8.8
NI	3.4	68.8	20.0	1.9	6.0
NW	1.8	57.6	33.0	0.9	6.8
RP	7.7	39.0	35.1	2.2	16.0
SL	6.5	54.2	28.0	0.4	10.9
SN	3.1	70.2	13.0	4.1	9.7
ST	9.5	65.4	13.2	4.4	7.5
SH	4.4	72.4	12.5	1.2	9.5
TH	3.0	62.5	16.0	5.8	12.7
O (BE incl.)	6.7	65.9	12.9	4.3	10.1
W (without BE)	6.4	56.8	26.8	1.2	8.8
D (without BE)	6.4	58.3	24.6	1.7	9.0

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* Group types were defined according to the following criteria:

Type 1 "Infant/toddler groups":
These are groups limited to children under 3.

Type 2 "Open preschool groups*":
These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3 "Multi-age groups*":
All groups that are not categorized as one of the above types but that include children under age 3. To be precise, this type of group should be called "groups with multiple-age groups," because they include children from various groups (children under 3 – "infants and toddlers"; children age 3 to school entry – "preschoolers"; and children who attend before/after school care – "schoolchildren").

Type 3a "Groups with children under 4*":
All groups that were not categorized as Type 1 and that include only children under age 4.

Type 4 "Preschool groups*":
These are groups limited to children from age 3 to school entry.

** This table does not include children age 8 and older who, according to official statistics, do not yet attend school. As a result, there may be slight differences relative to the number of children listed in other tables.

*** In Berlin, nearly all facilities are classified for statistical purposes as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Table 37 | Child's legal entitlement to a child care placement and waiver of fees, as of April 2012
LR13

State	Legal entitlement to a child care placement, regardless of parental circumstances	Entitlement from age	Minimum hours of care		Fee waiver
			Defined	Guaranteed hours of care	
BW	Yes	3	No		No
BY	Yes	3	No		No
BE	Yes	3	Yes	5 - 7	Yes 3 years prior to regular school entry (all hours enrolled under the agreement between the parents and the ECEC center)
BB	Yes	3	Yes	6	No
HB	Yes	3	Yes	4	No
HH	Yes	3	Yes	5	Yes Final year prior to regular school entry (up to 5 hours)
HE	Yes	3	No		Yes Final year prior to school entry (all hours enrolled under the agreement between the parents and the ECEC center, or at least 5 hours per day)
MV	Yes	3	Yes	6	No
NI	Yes	3	Yes	4	Yes During the final year prior to school entry (entitlement to the minimum period of care [4 hours] specified by the law on child care (KiTaG) up to a period of 8 hours)
NW	Yes	3	No		Yes Final year prior to school entry (Sec. 23 Para. 3 of the North Rhine–Westphalia law on early childhood education, KiBiz NRW) (all hours enrolled under the agreement between the parents and the ECEC center)
RP	Yes	2	Yes	7	Yes 3 years prior to school entry/all hours enrolled
SL	Yes	3	Yes	6	No
SN	Yes	3	No		No
ST	Yes	0	Yes	5/10	No
SH	Yes	3	Yes	4	No
TH	Yes	1	Yes	10	No

Source

Information from the federal states on the legal entitlement to a child care placement, independent of parental circumstances, and to a fee waiver, provided in response to a written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project, as of April 2012

Explanatory notes on individual states

No explanatory notes on states not listed.

Bavaria: Since September 1, 2012, Bavaria has contributed a subsidy of initially 50 euros per month for children enrolled in child care facilities during the last year prior to school entry.

Berlin: Beginning on January 1, 2010, all children were entitled, upon request, to part-time care during the last year prior to regular school entry, without further means testing. In 2011 and 2012, all children were entitled to part-time care during the last 2 years prior to regular school entry. As of 2013, all children, regardless of need, have been entitled to part-time care during the last 3 years prior to regular school entry (Sec. 4 Para. 3 in connection with Sec. 10 Para. 10 of Berlin's law on ECEC centers, KiTaFöG). In Berlin, part-time care is defined as care for up to 7 hours per day.

Brandenburg: From age 3 to promotion to grade 5, children are legally entitled, without conditions, to a child care placement. Based on family situation or special needs, younger and older children may also be entitled to care. Similarly, children may be entitled to more than 7 hours of care per day if this is required by their family situation or special needs. Conditional legal entitlements are not shown here.

Bremen: In the two cities of Bremen and Bremerhaven that make up the city-state of Bremen, an arrangement has been reached at the community level to provide a free lunch for children whose parents pay a reduced fee.

Hamburg: Since the beginning of the 2009/2010 preschool year on September 1, 2009, parents are no longer required to pay a fee for up to 5 hours of care per day at ECEC centers, daycare, or preschool during the last year prior to their children's school entry:

- All children are entitled to care free of charge at an ECEC center or daycare during the year prior to school entry, in accordance with Sec. 38, Para. 1 of Hamburg's law on schools.
- There is no charge for the final year of preschool (Vorschule), during which children attend the facility for 5 hours per day.
- No fee is charged for care lasting 4 or 5 hours that does not include lunch.
- Parents are charged 13 euros per month for care lasting 5 hours per day that includes lunch; this fee covers the meal component.
- The fee for care lasting longer (6–12 hours per day) is reduced by the amount normally charged for 5 hours of care.
- Parents are not required to pay a fee when children are enrolled in daycare facilities (up to 30 hours per week). A reduced fee is charged for care that exceeds 30 hours.

Hesse: The fee waiver [during the last year of preschool] must cover at least 5 hours per day of care.

Mecklenburg-Western Pomerania: Since September 1, 2008, the state has paid a share of parents' fees for children during the last year of preschool (full time up to 80 euros, part time up to 48 euros, and half days up to 32 euros) and has provided a subsidy of up to 1.50 euros per lunch to ensure that a noon meal is available for all (needy) children during the years prior to school entry. The state's law on child care (KiföG M-V) is currently being amended; decisions must be made about the form such support should take and its future scope.

Rhineland-Palatinate: Since August 1, 2010, all children age 2 and older have been entitled to a child care placement during the traditional morning and afternoon hours; this may also be an "extended morning" program (7 hours per day, lasting until 2:00 p.m.). Care for children age 2 and above who attend ECEC centers is provided at no charge to parents for the full number of hours enrolled. In addition, social funds are available to cover children's lunches at ECEC centers.

Saarland: Sliding scale for 6 hours of care per day during the last year of preschool:

- No charge for family incomes up to the poverty line defined in Sec. 90 SGB VIII + 300 euros
- Half the usual fee for family incomes up to the poverty line defined in Sec. 90 SGB VIII + 900 euros
- Full fee for family incomes over the poverty line defined in Sec. 90 SGB VIII + 900 euros
- For all facilities: Reduced or waived fee in accordance with Sec. 90 SGB VIII
- Fees are reduced by 25 percent for each additional child enrolled in an ECEC facility from a single family

Saxony: Effective January 1, 2011, the fee waiver was abolished that had been introduced on March 1, 2009, for children during the last year of preschool. These children, like all other children attending ECEC centers, are now again charged a uniform fee set by the respective community, amounting to 20 to 30 percent of the necessary operating costs.

Saxony-Anhalt: From birth until grade 7, children are legally entitled to at least 5 hours of care per day or at least 25 hours of care per week. If additional care is needed because of a parent's employment, training, or participation in a work incentive program under Sec. 3 SGB III, children are legally entitled to at least 10 hours of care per day or at least 50 hours of care per week.

Thuringia: From the age of 1 to school entry, children are currently legally entitled to a child care placement. Children are also entitled to after-school care at a Hort until the end of primary school. The legal entitlement covers 10 hours of care per day (in the case of schoolchildren, 10 hours minus regular class time).

Table 38 | Participation in ECEC by children up to 3 years of age, with and without immigrant background; immigrant-background children relative to total population, as of March 1, 2012, by state (as %)

State	Children under age 3 from an immigrant background in the population	Participation in ECEC by children		
		Total	with Immigrant background	without Immigrant background
		Share as %		
BW	35	23	17	27
BY	29	23	15	26
BE	38	43	27	52
BB		53	/	/
HB	48	21	/	/
HH	43	36	22	46
HE	42	24	15	30
MV		54	/	/
NI	28	22	12	26
NW	37	18	13	21
RP	31	27	21	30
SL	28	22	/	/
SN	/	46	/	/
ST	/	58	/	/
SH	20	24	14	27
TH		50	/	/
O (BE incl.)	16	49	26	53
W (without BE)	34	22	15	26
D	30	28	16	33

Source
Federal Statistical Office: Sonderauswertung, Wiesbaden 2013

* Children who attend ECEC centers and also use other daycare services are counted only once.

Methodological note

The number of children with and without an immigrant background in the population was determined by analyzing micro-census data and population statistics. The microcensus collects detailed information that allows conclusions to be drawn regarding an individual's immigration background. To analyze the microcensus data, we created a variable that corresponds to the definition of an immigrant background in the child care statistics "at least one parent immigrated to Germany").

In Saarland, Bremen, and the five states of the former East Germany, the microcensus data did not yield a representative sample in one or both of the age cohorts we examined. As a result, this report does not list migration-specific participation rates for those states. Because the extrapolated values are less than 10,000, their significance is limited. Since the microcensus is a sample-based household survey, random errors occur. The fewer people in a certain category, the greater the simple relative standard error for that survey statistic. For Berlin, we show the calculated value; because of the small sample sizes, a longer time series will be required to test the validity of the data.

We therefore present the results for Germany as a whole, for eastern Germany (including Berlin), and for the states of the former West Germany (excluding Saarland and Bremen).

For the statistics on child care, the survey recorded the number of children receiving services in each district, without reference to where they lived. In exceptional cases, therefore, the participation rate in certain districts or perhaps even in a particular state may exceed 100 percent.

Table 39 | Participation in ECEC by children 3 to 5 years of age, with and without immigrant background; immigrant-background children relative to total population, as of March 1, 2012, by state (as %)

State	Children under age 3 from an immigrant background in the population	Participation in ECEC by children		
		Total	with Immigrant background	without Immigrant background
		Share as %		
BW	36	95	95	95
BY	30	91	80	96
BE	40	94	85	100
BB	/	96	/	/
HB	44	89	/	/
HH	45	86	80	94
HE	40	93	94	93
MV	/	96	/	/
NI	28	93	79	98
NW	38	93	91	94
RP	31	97	101	96
SL	29	95	/	/
SN	/	96	/	/
ST	/	96	/	/
SH	20	91	86	92
TH	/	97	/	/
O (BE incl.)	17	96	74	100
W (without BE)	34	93	89	95
D	31	93	87	96

Source
Federal Statistical Office: Sonderauswertung, Wiesbaden 2013

* Children who attend ECEC centers and also use other daycare services are counted only once.

Methodological note

The number of children with and without an immigrant background in the population was determined by analyzing micro-census data and population statistics. The microcensus collects detailed information that allows conclusions to be drawn regarding an individual's immigration background. To analyze the microcensus data, we created a variable that corresponds to the definition of an immigrant background in the child care statistics "at least one parent immigrated to Germany").

In Saarland, Bremen, and the five states of the former East Germany, the microcensus data did not yield a representative sample in one or both of the age cohorts we examined. As a result, this report does not list migration-specific participation rates for those states. Because the extrapolated values are less than 10,000, their significance is limited. Since the microcensus is a sample-based household survey, random errors occur. The fewer people in a certain category, the greater the simple relative standard error for that survey statistic. For Berlin, we show the calculated value; because of the small sample sizes, a longer time series will be required to test the validity of the data.

We therefore present the results for Germany as a whole, for eastern Germany (including Berlin), and for the states of the former West Germany (excluding Saarland and Bremen).

For the statistics on child care, the survey recorded the number of children receiving services in each district, without reference to where they lived. In exceptional cases, therefore, the participation rate in certain districts or perhaps even in a particular state may exceed 100 percent.

Table 40 | Children with special needs*, up to school entry, in child care facilities: Type of facility in 2011/2012 school year as of March 1, 2012, by state (number; share as %) LR13

State	Children with special needs in child care and special education preschools	Of those, children in					
		centers dedicated to children with special needs	inclusive ECEC centers sponsored by the Child and Youth Welfare Office	special education preschools sponsored by schools**	centers dedicated to children with special needs	inclusive ECEC centers sponsored by the Child and Youth Welfare Office	special education preschools sponsored by schools**
	Number	Number			Share as %		
BW	11,041	144	6,270	4,627	1.3	56.8	41.9
BY	12,969	0	5,082	7,887	0.0	39.2	60.8
BE	6,832	57	6,775	0	0.8	99.2	0.0
BB	2,484	0	2,484	0	0.0	100.0	0.0
HB	1,273	10	1,263	0	0.8	99.2	0.0
HH	1,882	74	1,808	0	3.9	96.1	0.0
HE	5,378	0	4,875	503	0.0	90.6	9.4
MV	2,119	195	1,924	0	9.2	90.8	0.0
NI	10,474	4,750	5,660	64	45.4	54.0	0.6
NW	19,527	1,827	15,822	1,878	9.4	81.0	9.6
RP	3,283	479	2,753	51	14.6	83.9	1.6
SL	1,436	31	1,299	106	2.2	90.5	7.4
SN	4,719	407	4,312	0	8.6	91.4	0.0
ST	2,371	24	2,347	0	1.0	99.0	0.0
SH	3,962	212	3,750	0	5.4	94.6	0.0
TH	2,547	0	2,386	161	0.0	93.7	6.3
O (BE incl.)	21,072	683	20,228	161	3.2	96.0	0.8
W (without BE)	71,225	7,527	48,582	15,116	10.6	68.2	21.2
D	92,297	8,210	68,810	15,277	8.9	74.6	16.6

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; Standing Conference of the KMK: Schüler, Klassen, Lehrer und Absolventen der Schulen; Thüringen Ministry of Education, Science, and Culture: Kinder in schulvorbereitenden Einrichtungen an Förderschulen; Bavarian State Office for Statistics and Data Processing: Volksschulen zur sonderpädagogischen Förderung und Schulen für Kranke 2011/2012; compiled by and calculations by Research Consortium German Youth Institute DJI/TU Dortmund (AKJSM), March 2013

* Children receiving Eingliederungshilfe in accordance with Sections 53, 54 of SGB XII or Section 35a of SGB VIII for services in ECEC centers provided by the Child and Youth Welfare Office, or children in ECEC centers provided by schools (particularly special education preschools).

** Special education preschools are included in the KMK statistics. In Bavaria and Thuringia, special education schools include facilities to prepare children for school; data are gathered in separate surveys. In Bavaria, 7,887 children are enrolled in these programs. Some of these children are also enrolled in a program offered at an affiliated therapeutic daycare facility; such facilities are issued an operating permit under Section 45 of the SGB VIII. We have found, however, that these facilities are intended to provide parenting assistance rather than daycare.

Explanatory notes on individual states

No explanatory notes on states not listed.

Baden-Württemberg: Because of problems related to a modification of the survey materials, children receiving Eingliederungshilfe in ECEC centers because of mental or physical disabilities are slightly overrepresented in the figures for 2012 – and thus the number of inclusive facilities is overestimated as well.

Table 41a1 | Children in all-day primary schools during 2011/2012 school year; schoolchildren under 11 years of age in child care facilities as of March 1, 2012, by state (number; share relative to number of children 6.5 to 10.5 years of age in the population, as %)*

State	Children 6.5 to 10.5 years of age in the population	Children under 11 years of age in child care facilities		Children in all-day primary schools**	
	March 1, 2011	March 1, 2012		2011/12 school year	
	Number	Number	Share as %	Number	Share as %
BW	397,235	26,550	6.7	35,619	9.0
BY	453,936	69,283	15.3	31,751	7.0
BE	108,540	0	0.0	77,577	71.5
BB	78,608	60,494	77.0	32,675	41.6
HB	20,867	3,369	16.1	5,585	26.8
HH	58,840	17,919	30.5	16,387	27.9
HE	217,449	29,329	13.5	40,120	18.5
MV***	50,161	31,761	63.3	1,543	3.1
NI	292,437	24,930	8.5	49,879	17.1
NW	645,162	4,243	0.7	222,039	34.4
RP	140,015	8,017	5.7	34,926	24.9
SL	31,332	1,912	6.1	11,533	36.8
SN	127,710	103,288	80.9	100,619	78.8
ST	67,099	44,483	66.3	2,464	3.7
SH	103,306	7,569	7.3	15,186	14.7
TH	66,927	1,188	1.8	53,801	80.4
O (BE incl.)	499,043	241,214	48.3	268,679	53.8
W (without BE)	2,360,576	193,121	8.2	463,025	19.6
D	2,859,619	434,335	15.2	731,704	25.6

Source

Federal Statistical Office: Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, various years; Sekretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, Berlin, statistics for 2006 to 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

* The underlying statistics refer to various dates: Children 6.5 to 10.5 years old in the population were tallied on December 31, 2011; children in Horte, on March 1, 2012; and children in all-day primary schools, at the start of the school year in autumn 2011.

**All-day primary schools do not include Waldorf schools and special-education schools.

***According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania’s law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools. To ensure comparability with other publications, however, we include here the children in all-day schools who are also included in the KMK statistics.

Table 41a2| Children in all-day primary schools during school years 2005/2006 to 2011/2012; schoolchildren under 11 years of age in child care facilities in 2006 to 2012*, by state (number; index [2006 statistic = 100])*

State	Children under 11 years of age in child care facilities							Children in all-day primary schools**						
	On reference date							School year						
	Mar 15, 2006	Mar 15, 2007	Mar 15, 2008	Mar 1, 2009	Mar 1, 2010	Mar 1, 2011	Mar 1, 2012	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
	Number													
BW	19,534	20,195	22,455	24,310	25,653	26,522	26,550	9,666	13,221	34,235	52,480	52,480	30,454	35,619
BY	39,890	48,093	54,596	60,120	64,156	66,567	69,283	10,801	12,034	14,145	15,746	22,726	28,171	31,751
BE	82	56	7	3	0	0	0	61,218	68,893	74,185	76,233	74,260	75,553	77,577
BB	45,078	50,793	53,298	55,814	57,327	58,953	60,494	11,131	17,832	24,008	28,546	30,349	32,368	32,675
HB	3,791	3,829	3,509	3,472	3,474	3,407	3,369	2,543	3,121	3,918	3,978	4,460	4,791	5,585
HH	12,900	14,570	15,558	16,902	18,558	17,206	17,919	2,661	4,579	4,103	7,507	9,333	14,938	16,387
HE	24,117	26,401	27,568	28,233	28,948	28,795	29,329	11,432	15,078	18,418	25,457	25,059	31,360	40,120
MV***	21,929	24,692	27,038	28,584	29,703	30,823	31,761	3,555	1,221	1,487	1,624	2,050	1,175	1,543
NI	12,475	14,787	16,339	18,832	20,787	22,724	24,930	6,678	7,679	9,792	10,368	24,700	38,555	49,879
NW	37,999	28,265	15,536	10,486	7,068	5,596	4,243	64,318	104,259	148,790	170,185	188,081	189,995	222,039
RP	6,746	7,164	7,763	7,892	8,087	8,180	8,017	10,570	13,316	15,217	17,667	28,103	31,397	34,926
SL	2,315	2,428	2,395	2,177	1,800	1,966	1,912	3,275	3,899	6,093	6,975	7,846	9,758	11,533
SN	73,670	81,777	89,375	93,875	97,223	100,278	103,288	63,419	78,112	81,217	84,975	84,926	86,840	100,619
ST	30,696	34,455	37,825	40,439	41,496	42,665	44,483	2,833	2,165	2,289	2,268	2,349	2,315	2,464
SH	6,276	6,848	6,616	7,167	7,894	7,474	7,569	11,672	12,417	15,612	13,565	18,303	15,890	15,186
TH	1,640	1,713	1,662	1,702	1,560	1,317	1,188	38,371	41,840	46,082	48,529	50,493	53,308	53,801
O (BE incl.)	173,095	193,486	209,205	220,417	227,309	234,036	241,214	180,527	210,063	229,268	242,175	244,427	251,559	268,679
W (without BE)	166,043	172,580	172,335	179,591	186,425	188,437	193,121	133,616	189,603	270,323	323,928	381,091	395,309	463,025
D	339,138	366,066	381,540	400,008	413,734	422,473	434,335	314,143	399,666	499,591	566,103	625,518	646,868	731,704

State	Children under 11 years of age in child care facilities							Children in all-day primary schools**						
	On reference date							School year						
	Mar 15, 2006	Mar 15, 2007	Mar 15, 2008	Mar 1, 2009	Mar 1, 2010	Mar 1, 2011	Mar 1, 2012	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
	Index (2006 statistic = 100)													
BW	100	103	115	124	131	136	136	100	137	354	543	543	315	368
BY	100	121	137	151	161	167	174	100	111	131	146	210	261	294
BE	100	68	9	4	0	0	0	100	113	121	125	121	123	127
BB	100	113	118	124	127	131	134	100	160	216	256	273	291	294
HB	100	101	93	92	92	90	89	100	123	154	156	175	188	220
HH	100	113	121	131	144	133	139	100	172	154	282	351	561	616
HE	100	109	114	117	120	119	122	100	132	161	223	219	274	351
MV***	100	113	123	130	135	141	145	100	34	42	46	58	33	43
NI	100	119	131	151	167	182	200	100	115	147	155	370	577	747
NW	100	74	41	28	19	15	11	100	162	231	265	292	295	345
RP	100	106	115	117	120	121	119	100	126	144	167	266	297	330
SL	100	105	103	94	78	85	83	100	119	186	213	240	298	352
SN	100	111	121	127	132	136	140	100	123	128	134	134	137	159
ST	100	112	123	132	135	139	145	100	76	81	80	83	82	87
SH	100	109	105	114	126	119	121	100	106	134	116	157	136	130
TH	100	104	101	104	95	80	72	100	109	120	126	132	139	140
O (BE incl.)	100	112	121	127	131	135	139	100	116	127	134	135	139	149
W (without BE)	100	104	104	108	112	113	116	100	142	202	242	285	296	347
D	100	108	113	118	122	125	128	100	127	159	180	199	206	233

Source
Federal Statistical Office: Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, various years; Sekretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, Berlin, statistics for 2006 to 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

*The underlying statistics refer to various dates: Children in Horte care were tallied in March of the respective year, and children in all-day primary schools, at the start of the school year in autumn.

**All-day primary schools do not include Waldorf schools and special-education schools.

***According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania’s law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools. To ensure comparability with other publications, however, we include here the children in all-day schools who are also included in the KMK statistics.

Table 42a | Pedagogical staff members in daycare facilities: Age groups as of March 1, 2012, by state (number; as %)
LR13

State	Pedagogical staff in ECEC centers, by age group																
	Total	Up to age 25				Age 25 to 40				Age 40 to 55				Age 55 and older			
	Number	Number				Share as %											
BW	62,433	9,804	22,106	23,861	6,662	15.7	35.4	38.2	10.7								
BY	67,016	12,185	26,067	22,766	5,998	18.2	38.9	34.0	9.0								
BE	22,106	1,524	7,557	10,209	2,816	6.9	34.2	46.2	12.7								
BB	16,397	1,120	4,125	7,840	3,312	6.8	25.2	47.8	20.2								
HB	4,098	718	1,279	1,513	588	17.5	31.2	36.9	14.3								
HH	11,704	1,379	4,496	4,266	1,563	11.8	38.4	36.4	13.4								
HE	39,700	5,271	14,182	15,878	4,369	13.3	35.7	40.0	11.0								
MV	10,187	734	2,514	4,721	2,218	7.2	24.7	46.3	21.8								
NI	40,337	4,865	13,387	17,294	4,791	12.1	33.2	42.9	11.9								
NW	89,958	11,090	32,504	35,534	10,830	12.3	36.1	39.5	12.0								
RP	24,794	2,941	8,887	9,975	2,991	11.9	35.8	40.2	12.1								
SL	5,001	662	1,819	1,896	624	13.2	36.4	37.9	12.5								
SN	27,826	2,155	7,108	13,370	5,193	7.7	25.5	48.0	18.7								
ST	14,676	994	2,698	7,634	3,350	6.8	18.4	52.0	22.8								
SH	14,756	1,503	5,100	6,522	1,631	10.2	34.6	44.2	11.1								
TH	13,266	1,482	3,101	6,135	2,548	11.2	23.4	46.2	19.2								
O (BE incl.)	104,458	8,009	27,103	49,909	19,437	7.7	25.9	47.8	18.6								
W (without BE)	359,797	50,418	129,827	139,505	40,047	14.0	36.1	38.8	11.1								
D	464,255	58,427	156,930	189,414	59,484	12.6	33.8	40.8	12.8								

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled by and calculations by the Research Consortium DJI/TU Dortmund, January 2013

* This includes directors, but not administrators or members of the support staff.

Table 43a1 | Staffing formulas* for each type of group, as of March 1, 2012, by state (number of groups; median number of full-day-equivalent children)

State	Type 1 (Infant/toddler groups)**		Type 2 (Open preschool groups)**		Type 3a (Groups with children under 4)**		Type 3 (Multi-age groups)**		Type 4 (Preschool groups)**	
	Groups	Staffing formula*	Gruppen	Staffing formula*	Groups	Staffing formula*	Groups	Staffing formula*	Groups	Staffing formula*
	Number	Median	Number	Median	Number	Median	Number	Median	Number	Median
BW	2,561	3.3	3,806	7.9	592	3.5	1,267	5.7	5,183	8.1
BY	1,885	3.9	3,504	8.6	2,205	4.1	810	6.3	7,569	8.8
BE***	/	/	/	/	/	/	/	/	/	/
BB	1,101	6.2	258	10.4	535	7.5	462	9.4	1,825	10.9
HB	117	3.1	26	7.0	182	3.0	46	4.8	382	7.3
HH	620	5.2	341	8.5	205	5.2	175	7.1	842	8.2
HE	1,246	3.8	1,568	8.5	592	4.1	548	6.2	3,450	9.1
MV	1,202	5.7	270	13.8	281	7.4	207	10.5	1,585	13.6
NI	680	4.0	1,964	7.8	1,290	4.2	698	5.6	5,673	8.1
NW	718	3.4	6,867	7.6	1,339	3.7	2,074	5.5	8,835	8.8
RP	491	3.8	1,757	8.1	469	5.0	1,025	6.5	1,623	9.0
SL	194	3.4	203	8.6	30	4.2	124	5.8	337	9.2
SN	2,222	6.1	721	11.5	871	7.7	668	10.1	3,722	12.3
ST	1,316	6.5	334	11.0	470	7.9	278	9.9	1,828	11.7
SH	502	3.7	382	8.2	346	3.8	405	5.4	1,840	8.2
TH	1,235	5.0	511	9.8	641	7.2	504	8.6	1,847	10.5
O (BE incl.)	7,076	6.0	2,094	11.0	2,798	7.5	2,119	9.5	10,807	11.8
W (without BE)	9,014	3.7	20,418	7.9	7,250	4.0	7,172	5.8	35,734	8.6
D (without BE)	16,090	4.5	22,512	8.1	10,048	4.6	9,291	6.4	46,541	9.1

Source
Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, 2012; calculations by Research Consortium DJI/TU Dortmund (AK)^{39a)}, 2013

* Expressed as a ratio: the number of enrolled children per pedagogical staff member. The staffing formulas shown in this report thus describe the number of children enrolled in the groups (in terms of full-day equivalents) relative to one full-time pedagogical staff position.

The formulas shown here cannot be compared with those reported in previous years, for two reasons:

The figure reported is the median (i.e., the middle value) of all staffing formulas calculated for a particular group. This cannot be compared with the figures shown for the years prior to 2011, because at that time the average (arithmetic mean) of the staffing formulas was calculated rather than the median.

Beginning in 2012, data were gathered on the exact number of hours each child was enrolled in care; before that time, the data merely grouped children in categories defined by a range of hours spent in care. While this improved the accuracy of the staffing formulas, it greatly reduced the possibility of comparing them with those of previous years (see Fuchs-Rechlin, Kirsten: Genauer hingeschaut – Personalausstattung in KiTas schlechter als gedacht, in KomDat Jugendhilfe 2013 (1) 12–15).

The number of groups indicates how many groups were included in each calculation, not the total number of groups in each category.

* Group types were defined according to the following criteria:

Type 1 "Infant/toddler groups":
These are groups limited to children under 3.

Type 2 "Open preschool groups*":
These are groups of 15 or more children that include children 3 years of age to school entry as well as up to five 2-year-olds.

Type 3 "Multi-age groups*":
All groups that are not categorized as one of the above types but that include children under age 3. To be precise, this type of group should be called "groups with multiple-age groups," because they include children from various groups (children under 3 – "infants and toddlers"; children age 3 to school entry – "preschoolers"; and children who attend before/after school care – "schoolchildren").

Type 3a "Groups with children under 4*":
All groups that were not categorized as Type 1 and that include only children under age 4.

Type 4 "Preschool groups*":
These are groups limited to children from age 3 to school entry.

** This table does not include children age 8 and older who, according to official statistics, do not yet attend school. As a result, there may be slight differences relative to the number of children listed in other tables.

*** In Berlin, nearly all facilities are classified for statistical purposes as facilities without a fixed group structure, even when their activities involve a fixed group structure. We therefore show no data for Berlin on this topic.

Table 44 | University-educated staff members (excluding administrators and members of the support staff) at ECEC centers in each state as of March 1, 2012, by primary area of activity (number; share as %)

State	Total	Pedagogical staff members working in groups or multiple groups*	Working with children receiving Eingliederungshilfe under SGB VIII/SGB XII	Directors	Pedagogical staff members working in groups or multiple groups*	Working with children receiving Eingliederungshilfe under SGB VIII/SGB XII	Directors
	Number				Share as %		
BW	2,043	1,620	160	263	79.3	7.8	12.9
BY	2,406	1,906	254	246	79.2	10.6	10.2
BE	1,197	733	207	257	61.2	17.3	21.5
BB	461	335	33	93	72.7	7.2	20.2
HB	400	191	58	151	47.8	14.5	37.8
HH	983	438	17	528	44.6	1.7	53.7
HE	3,399	2,508	240	651	73.8	7.1	19.2
MV	277	169	18	90	61.0	6.5	32.5
NI	1,897	1,079	245	573	56.9	12.9	30.2
NW	3,409	2,167	414	828	63.6	12.1	24.3
RP	715	527	27	161	73.7	3.8	22.5
SL	103	75	3	25	72.8	2.9	24.3
SN	2,045	1,246	70	729	60.9	3.4	35.6
ST	435	355	32	48	81.6	7.4	11.0
SH	772	461	60	251	59.7	7.8	32.5
TH	777	587	67	123	75.5	8.6	15.8
O (without BE)	5,192	3,425	427	1,340	66.0	8.2	25.8
W (without BE)	16,127	10,972	1,478	3,677	68.0	9.2	22.8
D	21,319	14,397	1,905	5,017	67.5	8.9	23.5

Source

Federal Statistical Office: Federal Statistical Office: Kinder und tätige Personen in Kindertageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, January 2013

* Group leaders, assistant group leaders, staff working with multiple groups.

Table 45 | Public expenditures (excluding those by the supreme federal authority)* for investment in ECEC facilities (incl. Horte / daycare facilities for schoolchildren), LR13 2005 to 2011, by state (in millions of euros)

	2005	2006	2007	2008	2009	2010	2011
State	In millions of euros						
BW	52.2	46.7	64.0	87.8	173.5	201.5	177.0
BY	47.1	52.7	91.6	128.0	224.2	332.1	405.6
BE	/	/	/	/	/	/	/
BB	12.5	14.0	19.3	29.0	41.3	50.0	51.9
HB	/	/	/	/	/	/	/
HH	/	/	/	/	/	/	/
HE	28.4	26.1	34.1	42.7	68.6	101.6	110.4
MV	3.9	2.1	3.1	3.2	10.4	10.1	10.7
NI	16.0	20.8	25.9	46.3	75.7	90.1	97.8
NW	21.8	20.3	22.0	26.8	72.8	151.0	170.0
RP	14.3	16.0	17.2	22.3	47.3	102.2	106.6
SL	5.4	7.2	7.2	11.7	17.9	32.7	34.5
SN	38.7	66.9	78.7	89.5	132.6	136.7	91.5
ST	12.2	14.9	8.0	8.3	20.0	33.7	25.9
SH	2.6	3.8	4.4	10.0	20.5	35.0	33.9
TH	14.2	15.7	21.2	19.6	42.4	57.4	41.6
O (without BE)	81.4	113.6	130.3	149.5	246.6	287.9	221.6
W (without BE, HB, HH)	187.8	193.6	266.5	375.7	700.6	1,046.2	1,135.9
D (without BE, HB, HH)	269.3	307.3	396.7	525.2	947.3	1,334.1	1,357.5

Source

Federal Statistical Office: Federal Statistical Office: Statistiken der Kinder- und Jugendhilfe – Ausgaben und Einnahmen; various years; calculations by Research Consortium DJI/TU Dortmund, February 2013

* When interpreting these data, please refer to the general notes regarding the underlying statistics from the Child and Youth Welfare Office, particularly pertaining to the transition from single- to double-entry accounting (see https://www.destatis.de/DE/Publikationen/Thematisch/Soziales/KinderJugendhilfe/AusgabenEinnahmenJugendhilfe5225501117004.pdf?__blob=publicationFile – last retrieved on March 1, 2013 [October 22? I checked the link]; in German).

In particular, it must be kept in mind that in the statistics, and therefore in this indicator, expenditures are reported as payments to the final recipient. As a result, the statistics do not reflect allocations, transfers, refunds, loans, and other such transfers within the government sector, nor do they include funds in transit.

One example is the special fund in the amount of 2.15 billion euros set up by the federal government as part of the Child Care Funding Act (KiföG). This represents the financial contribution from the federal government, as agreed with the states and municipalities, for capital expenditures to expand child care facilities to meet the anticipated need for services for children under 3 by August of 2013. [NOTE: for wording see <http://www.bundesfinanzministerium.de/Content/EN/Pressemitteilungen/2013/2013-01-15-fiscal-consolidation-in-2012-exceeds-debt-brake-requirements.html?view=renderPrint>] The amounts drawn from this special fund are shown as capital expenditures in the states where they were spent for this purpose. Thus, it is possible that the rise in capital expenditures shown in the tables for 2009 and 2010 for certain states largely consists of federal funds; the amount shown, for example, may not yet include expenditures from state and local coffers. The Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) maintains statistics about amounts drawn from the special fund. Additional important information about the results shown for individual states is provided in the explanatory notes.

Explanatory notes on individual states

No explanatory notes on states not listed.

Bavaria: Bavaria: Since Bavaria's law on education and child care went into effect on September 1, 2006, investment subsidies for preschools run by private providers have been included in the figures.

Berlin: Berlin's one-time investments are included in various sections and subsections of the state and district budgets, and not as a separate item. In agreement with the Berlin-Brandenburg Statistical Office, therefore, we decided not to report such one-time investments.

Bremen: Because a comparison of the investment expenditures shown in the statistics with the information provided by the senator reveals substantial differences, we decided to omit these data for Bremen.

Hamburg: Hamburg's investments as shown in the statistics are not comparable with those listed for other states; accordingly, these data are not depicted here.

Background information: Under Hamburg's child-based ECEC voucher system, and in contrast to other states, both operating costs and all investment-related expenses are covered entirely by state subsidies.

Costs related to child care center buildings are financed via a certain flat-rate portion of that compensation, referred to as "partial compensation for building expenses". This amount covers all necessary expenses for rent, depreciation, capital costs, and maintenance. Providers of daycare centers in Hamburg have the authority to lease premises and to make the necessary investments in buildings and land. However, the ECEC voucher system does not provide for one-time investment subsidies at the time of purchase, nor for one-time subsidies for construction of a child care center.

To support investment projects that are part of the program to expand infant and toddler centers, Hamburg has created a legal framework that allows providers of ECEC centers access to one-time grants for expansion projects. To avoid illegal double financing by the state, regulations require that ongoing compensation payments be reduced accordingly when a provider receives one-time financial assistance for the expansion of an infant and toddler center.

Table 46 | Primary-school pupils participating in all-day extracurricular ECEC programs*, 2011/2012 school year (number; distribution by type of program, as %) LR13

State	Primary-school pupils						
	Combined	At ECEC centers	At open all-day schools	At structured all-day schools	At ECEC centers	At open all-day schools	At structured all-day schools
	Number				Share as %		
BW	62,169	26,550	18,050	17,569	42.7	29.0	28.3
BY	101,034	69,283	17,180	14,571	68.6	17.0	14.4
BE	77,577	0	61,803	15,774	0.0	79.7	20.3
BB	93,169	60,494	32,675	0	64.9	35.1	0.0
HB	8,954	3,369	459	5,126	37.6	5.1	57.2
HH	34,306	17,919	9,494	6,893	52.2	27.7	20.1
HE	69,449	29,329	38,369	1,751	42.2	55.2	2.5
MV	33,304	31,761	801	742	95.4	2.4	2.2
NI	74,809	24,930	47,992	1,887	33.3	64.2	2.5
NW	226,282	4,243	218,666	3,373	1.9	96.6	1.5
RP	42,943	8,017	10,549	24,377	18.7	24.6	56.8
SL	13,445	1,912	10,882	651	14.2	80.9	4.8
SN	203,907	103,288	66,659	33,960	50.7	32.7	16.7
ST	46,947	44,483	1,841	623	94.8	3.9	1.3
SH	22,755	7,569	13,621	1,565	33.3	59.9	6.9
TH	54,989	1,188	50,093	3,708	2.2	91.1	6.7
O (without BE)	509,893	241,214	213,872	54,807	47.3	41.9	10.7
W (without BE)	656,146	193,121	385,262	77,763	29.4	58.7	11.9
D	1,166,039	434,335	599,134	132,570	37.2	51.4	11.4

Source

Federal Statistical Office: Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege, 2012; Sekretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, Berlin, statistics for 2007 to 2011; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

* The figures shown under "ECEC centers" represent schoolchildren under age 11 at ECEC centers according to statistics from the Child and Youth Welfare Office. The figures under "open all-day schools" represent children up to grade 4 attending "open" all-day primary schools (with voluntary participation), and the figures under "structured all-day schools" represent children up to grade 4 attending structured all-day primary schools, according to statistics from the Standing Conference of Ministers of Culture (KMK). A child who participates in more than one program is counted under each category. This must be kept in mind when the data are interpreted. In particular, figures in the "Combined" column do not necessarily reflect the total number of children attending programs in a certain category.

Table 47 | ECEC facilities where at least one pedagogical staff member* has a relevant university degree**, as of March 1, 2012 (number; as %) LR13

State	ECEC centers	Of those: Facilities with at least one pedagogical staff member who has graduated from a university	
	Number	Number	Share as %
BW	8,289	1,472	17.8
BY	8,605	1,637	19.0
BE	2,052	749	36.5
BB	1,792	309	17.2
HB	425	204	48.0
HH	1,088	594	54.6
HE	4,004	1,804	45.1
MV	1,058	203	19.2
NI	4,780	1,301	27.2
NW	9,381	2,362	25.2
RP	2,445	541	22.1
SL	463	67	14.5
SN	2,800	1,259	45.0
ST	1,746	278	15.9
SH	1,702	485	28.5
TH	1,314	404	30.7
O (BE incl.)	10,762	3,202	29.8
W (without BE)	41,182	10,467	25.4
D	51,944	13,669	26.3

Source
FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* The figure includes individuals released from other duties to assume leadership responsibilities, but not administrators or members of the support staff.

** Degree in social pedagogy, social work, pedagogy, education, therapeutic education (Fachhochschule, university or comparable program); bachelor's and master's in early childhood education (state certified)

Table 49 | ECEC pedagogical staff members* released from other duties full time: Qualification levels as of March 1, 2012, by state (number; share as %) LR13

State	Total	(Relevant) university degree	(Relevant) Fachschule degree	Other**	(Relevant) university degree	(Relevant) Fachschule degree	Other**
	Number				Share as %		
BW	1,606	212	1,327	67	13.2	82.6	4.2
BY	933	175	736	22	18.8	78.9	2.4
BE	911	217	670	24	23.8	73.5	2.6
BB	702	69	615	18	9.8	87.6	2.6
HB	236	124	95	17	52.5	40.3	7.2
HH	985	510	406	69	51.8	41.2	7.0
HE	2,141	542	1,534	65	25.3	71.6	3.0
MV	398	72	320	6	18.1	80.4	1.5
NI	1,933	455	1,428	50	23.5	73.9	2.6
NW	5,911	740	5,092	79	12.5	86.1	1.3
RP	1,056	136	904	16	12.9	85.6	1.5
SL	254	22	223	9	8.7	87.8	3.5
SN	1,667	573	1,054	40	34.4	63.2	2.4
ST	389	31	353	5	8.0	90.7	1.3
SH	944	227	671	46	24.0	71.1	4.9
TH	508	86	415	7	16.9	81.7	1.4
O (BE incl.)	4,575	1,048	3,427	100	22.9	74.9	2.2
W (without BE)	15,999	3,143	12,416	440	19.6	77.6	2.8
D	20,574	4,191	15,843	540	20.4	77.0	2.6

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* The official statistics can include up to two areas of activity for an ECEC pedagogical staff member. Here we include only individuals who reported "leadership" as their primary area of activity and reported no other area of activity.

** The category "Other" includes other levels of training (e.g., general vocational training), completed training that is not relevant (e.g., in administration or health services), trainees, and staff members with no training.

Table 50a | Pedagogical staff members in Hort programs and groups: Qualification levels as of March 1, 2012, by state (number; share as %) LR13

	Total	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
State	Number						
BW	2,612	246	1,561	81	457	154	113
BY	7,155	485	4,101	1,886	215	352	116
BE	0	0	0	0	0	0	0
BB	3,585	120	3,196	19	181	28	41
HB	314	46	206	8	30	10	14
HH	1,171	99	674	140	134	58	66
HE	2,837	471	1,621	71	351	237	86
MV	1,720	50	1,604	11	35	7	13
NI	2,753	232	1,875	319	239	14	74
NW	528	81	282	22	86	31	26
RP	897	70	698	34	27	48	20
SL	173	9	134	5	14	3	8
SN	6,080	560	5,052	58	283	79	48
ST	2,398	92	2,193	21	58	13	21
SH	673	50	417	132	49	7	18
TH**	/	/	/	/	/	/	/
O (BE incl., without TH)	13,783	822	12,045	109	557	127	123
W (without BE)	19,113	1,789	11,569	2,698	1,602	914	541
D (without TH)	32,896	2,611	23,614	2,807	2,159	1,041	664

	(Relevant) university degree	(Relevant) Fachschule degree	(Relevant) Berufsfachschule degree	Other training	In training	No completed training
State	Share as %					
BW	9.4	59.8	3.1	17.5	5.9	4.3
BY	6.8	57.3	26.4	3.0	4.9	1.6
BE	0.0	0.0	0.0	0.0	0.0	0.0
BB	3.3	89.1	0.5	5.0	0.8	1.1
HB	14.6	65.6	2.5	9.6	3.2	4.5
HH	8.5	57.6	12.0	11.4	5.0	5.6
HE	16.6	57.1	2.5	12.4	8.4	3.0
MV	2.9	93.3	0.6	2.0	0.4	0.8
NI	8.4	68.1	11.6	8.7	0.5	2.7
NW	15.3	53.4	4.2	16.3	5.9	4.9
RP	7.8	77.8	3.8	3.0	5.4	2.2
SL	5.2	77.5	2.9	8.1	1.7	4.6
SN	9.2	83.1	1.0	4.7	1.3	0.8
ST	3.8	91.5	0.9	2.4	0.5	0.9
SH	7.4	62.0	19.6	7.3	1.0	2.7
TH**	/	/	/	/	/	/
O (BE incl., without TH)	6.0	87.4	0.8	4.0	0.9	0.9
W (without BE)	9.4	60.5	14.1	8.4	4.8	2.8
D (without TH)	7.9	71.8	8.5	6.6	3.2	2.0

Source
FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* Data include pedagogical staff in Horte and in separate child-care services (groups for school-age children). This does not include all pedagogical staff members who work with school-age children in ECEC facilities. Not included are pedagogical staff members who work with multiple groups at ECEC centers that serve both school-age and other groups; those who spend less than half of their work hours with school-age groups; or those who work in mixed-age groups that include school-age and younger children.

** Thuringia has no Horte provided by the child and youth welfare service. Some groups of schoolchildren attend other daycare facilities; because the number of staff members in such facilities is limited, and because Thuringia's situation is difficult to compare with that of other German states, we chose not to present data on this topic.

Table 51 | Children from 3 years of age to school entry in child care, immigrant and non-immigrant background: Number of hours enrolled per week, as of March 1, 2012, by state (number; as %)

State	Children from an immigrant background Total	Children from an immigrant background – Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours and more	Up to 25 hours	25–35 hours	35–45 hours	45 hours and more
		Number				Share as %			
BW	110,355	1,786	87,331	7,708	13,530	1.6	79.1	7.0	12.3
BY	90,875	19,224	33,298	24,272	14,081	21.2	36.6	26.7	15.5
BE	33,267	/	17,524	/	14,190	/	52.7	/	42.7
BB	4,100	101	2,346	995	658	2.5	57.2	24.3	16.0
HB	7,743	2,292	3,508	1,707	236	29.6	45.3	22.0	3.0
HH	18,353	7,928	2,542	6,070	1,813	43.2	13.9	33.1	9.9
HE	71,069	15,105	20,471	12,166	23,327	21.3	28.8	17.1	32.8
MV	2,397	/	1,262	/	1,045	/	52.6	/	43.6
NI	51,791	25,623	11,915	10,505	3,748	49.5	23.0	20.3	7.2
NW	180,158	13,061	84,910	240	81,947	7.2	47.1	0.1	45.5
RP	35,494	681	15,322	8,039	11,452	1.9	43.2	22.6	32.3
SL	7,184	204	4,117	624	2,239	2.8	57.3	8.7	31.2
SN	8,299	387	1,784	1,287	4,841	4.7	21.5	15.5	58.3
ST	3,684	1,984	72	678	950	53.9	2.0	18.4	25.8
SH	14,928	6,217	3,913	3,599	1,199	41.6	26.2	24.1	8.0
TH	3,561	144	248	816	2,353	4.0	7.0	22.9	66.1
O (BE incl.)	55,308	4,231	23,236	3,804	24,037	7.6	42.0	6.9	43.5
W (without BE)	587,950	92,121	267,327	74,930	153,572	15.7	45.5	12.7	26.1
D	643,258	96,352	290,563	78,734	177,609	15.0	45.2	12.2	27.6

State	Children from an immigrant background Total	Children from an immigrant background – Number of hours enrolled per week							
		Up to 25 hours	25–35 hours	35–45 hours	45 hours and more	Up to 25 hours	25–35 hours	35–45 hours	45 hours and more
		Number				Share as %			
BW	197,043	5,235	155,801	16,959	19,048	2.7	79.1	8.6	9.7
BY	252,203	80,634	107,092	43,463	21,014	32.0	42.5	17.2	8.3
BE	58,383	/	11,907	/	43,135	/	20.4	/	73.9
BB	61,702	1,288	22,072	21,105	17,237	2.1	35.8	34.2	27.9
HB	9,118	2,281	3,627	2,700	510	25.0	39.8	29.6	5.6
HH	26,583	8,482	5,005	9,420	3,676	31.9	18.8	35.4	13.8
HE	105,432	18,445	36,084	22,484	28,419	17.5	34.2	21.3	27.0
MV	42,380	/	13,271	/	27,929	/	31.3	/	65.9
NI	164,274	90,509	41,844	20,535	11,386	55.1	25.5	12.5	6.9
NW	299,301	21,805	158,726	548	118,222	7.3	53.0	0.2	39.5
RP	75,827	2,086	28,117	20,281	25,343	2.8	37.1	26.7	33.4
SL	17,733	649	9,604	1,560	5,920	3.7	54.2	8.8	33.4
SN	110,432	4,707	17,281	12,404	76,040	4.3	15.6	11.2	68.9
ST	56,176	16,798	1,430	11,763	26,185	29.9	2.5	20.9	46.6
SH	63,659	27,112	21,947	9,406	5,194	42.6	34.5	14.8	8.2
TH	55,736	1,801	3,710	15,082	35,143	3.2	6.7	27.1	63.1
O (BE incl.)	384,809	29,048	69,671	60,421	225,669	7.5	18.1	15.7	58.6
W (without BE)	1,211,173	257,238	567,847	147,356	238,732	21.2	46.9	12.2	19.7
D	1,595,982	286,286	637,518	207,777	464,401	17.9	39.9	13.0	29.1

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

/ To maintain confidentiality, no figure given

* Here, „children from an immigrant background“ are defined as children having at least one parent who immigrated to Germany.

Table 51a | Children from 3 years of age to school entry at daycare centers, immigrant and non-immigrant background, enrolled more than 35 hours per week, as of LR13 March 1, 2012, by state (number; as %)

State	Children at ECEC centers					
	Immigrant background			Non-immigrant background		
	Total	Of those: enrolled for more than 35 hours per week		Total	Of those: enrolled for more than 35 hours per week	
Number	Number	Share as %	Number	Number	Share as %	
BW	110,355	21,238	19.2	197,043	36,007	18.3
BY	90,875	38,353	42.2	252,203	64,477	25.6
BE	33,267	/	/	58,383	/	/
BB	4,100	1,653	40.3	61,702	38,342	62.1
HB	7,743	1,943	25.1	9,118	3,210	35.2
HH	18,353	7,883	43.0	26,583	13,096	49.3
HE	71,069	35,493	49.9	105,432	50,903	48.3
MV	2,397	/	/	42,380	/	/
NI	51,791	14,253	27.5	164,274	31,921	19.4
NW	180,158	82,187	45.6	299,301	118,770	39.7
RP	35,494	19,491	54.9	75,827	45,624	60.2
SL	7,184	2,863	39.9	17,733	7,480	42.2
SN	8,299	6,128	73.8	110,432	88,444	80.1
ST	3,684	1,628	44.2	56,176	37,948	67.6
SH	14,928	4,798	32.1	63,659	14,600	22.9
TH	3,561	3,169	89.0	55,736	50,225	90.1
O (BE incl.)	55,308	27,841	50.3	384,809	286,090	74.3
W (without BE)	587,950	228,502	38.9	1,211,173	386,088	31.9
D	643,258	256,343	39.9	1,595,982	672,178	42.1

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

/ To maintain confidentiality, no figure given

* Here, „children from an immigrant background“ are defined as children having at least one parent who immigrated to Germany.

** The results represent children enrolled for more than 35 hours per week, equivalent to an average of more than 7 hours per day (full-day enrollment).

Table 55 | Selected legally binding minimum standards for structured all-day primary schools: Types of programs, by state, 2011/2012 school year
LR13

State	Type of program	Required time of coverage		
		Minimum days per week	Minimum hours per day	Open during school vacation
BW	All-day schools as defined by the state	4	7	●
	All-day schools according to the KMK's definition*	3	7	●
BY	Structured all-day schools	4	8 ¹	●
BE	Structured all-day schools	4 ²	3	●
BB	Not available			/
HB	Structured all-day primary schools	5	8 ⁴	●
HH	Structured all-day schools	4	8 ⁵	●
HE	All-day schools, Profile 3	5	8,5 resp. 9,5 ⁶	●
MV	There are none. ⁷			
NI	Fully structured all-day schools	4 resp. 3 ⁸	9	●
	Partially open all-day schools:	4 resp. 3	10	●
NW	No information			
RP	All-day schools (voluntary)	4	8 ¹¹	●
	All-day schools (obligatory)	4	8 ¹²	●
SL	Structured all-day primary schools	4	8 ¹³	●
	Primary schools and all-day primary schools (partially structured)	4	8 ¹⁴	●
SN	All-day programs	3	7	●
ST	Fully structured all-day schools	3	7	●
SH	Partially structured all-day primary schools	3	7	No information
	Fully structured all-day primary schools	5	15	No information
TH	Structured all-day care (private primary schools)	5	16	●
	All-day special education programs (public schools)	5	17	●
	All-day special education programs (private schools)	5	18	●

● Yes ● No

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

Source

Information provided by states on all-day education and care for primary-school children (2011/12 school year) in response to written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project

Additional information / explanations provided by the states

Bavaria:

1) Structured all-day schools: guaranteed care from 8 a.m. to 4 p.m.

Berlin:

2) 4 days per week; 1 afternoon free of school events.

3) No more than 8 hours, guaranteed care from 8 a.m. to 4 p.m. in a structured all-day program. In addition, supplementary support and supervision may be available before 8 a.m. and after 4 p.m.

Bremen:

In addition to the all-day programs and all-day primary schools described here, Bremen also has "Betreuungsschulen" that provide child care, as well as a "primary school plus" model; these are predecessors of the all-day primary school and will remain in operation until they are converted into all-day primary schools. According to the responsible ministry, the pupils are not included in the KMK statistics, so we do not include them in our quantitative overview. During the 2011/12 school year, 180 pupils were enrolled in this kind of program.

4) Guaranteed care from 8 a.m. to 4 p.m.

Hamburg:

5) Guaranteed care from 8 a.m. to 4 p.m.

Hesse:

Certain childcare programs at primary schools and in the early grades of independent schools for pupils with learning disabilities or requiring speech therapy are financed not through the state's general fund for all-day schools, but rather through funds from the municipal financial equalization system. According to the responsible ministry, pupils in these programs are not included in the KMK statistics.

6) 14) Guaranteed care from 7:30 a.m. to 4 or 5 p.m.

Mecklenburg-Western Pomerania:

7) According to Section 39, Paragraph 1 of Mecklenburg-Western Pomerania's law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg-Western Pomerania does not have structured or open all-day primary schools.

Lower Saxony:

8) All children are required to attend all-day programs at least 3 days per week.

9) As a rule, 7 to 8 hours.

10) As a rule, 7 to 8 hours.

Rhineland-Palatinate:

11) Guaranteed care from 8 a.m. to 4 p.m.

12) Guaranteed care from 6 a.m. to 5 p.m. The school day is to be limited to no more than 9 lesson periods and conclude no later than 5 p.m.; a longer period of supervision may be agreed upon on site.

Saarland:

13) Guaranteed care from 8 a.m. to 4 p.m.

14) Guaranteed care from 8 a.m. to 4 p.m.

Schleswig-Holstein:

15) 37 hours per week (regular lessons and supplementary school events). As a rule, 8 hours Monday through Thursday and 5 hours on Friday.

Thuringia:

16) Minimum opening hours depend on the pupils and the school.

17) Minimum opening hours per day depend on the pupils and the school; supervision time is based on need.

18) Minimum supervision time depends on the pupils and the school. The school determines its minimum opening hours, based on need.

Table 56 | Selected legally binding minimum standards for open all-day primary schools, by state and type of programs, 2011/2012 school year LR13

State	Type of program	Required time of coverage		
		Minimum days per week	Minimum hours per day	Open during school vacation
BW	All-day schools as defined by the state	4	7	●
	All-day schools according to the KMK's definition*	3	7	●
BY	Extended lunchtime care	4	7,5 ¹	●
BE	Open all-day primary schools	5	12 ²	●
BB	Primary schools with open all-day programs	3 resp. 4 ³	8 resp. 7 ⁴	●
	Guaranteed half-day primary schools + Horte + other partners	5	6 resp. 7 ⁵	●
HB	Open all-day primary schools	4 bis 5	8 ⁶	●
HH	Open all-day schools	4	8 ⁷	●
	All-day Education and Care at Schools	5	11 ⁸	●
HE	Schools offering all-day programs, Profile 2	5	8,5 resp. 9,5 ⁹	●
	Schools offering all-day programs, Profile 1	3	7 ¹⁰	●
MV	There are none. ¹¹			
NI	Open all-day schools:	3 resp. 4	12	●
NW	No information			
RP	Open all-day schools	13	14	●
SL	All-day schools with voluntary participation	5	8,5 ¹⁵	●
SN	All-day programs	3	7	●
ST	Open all-day schools	3	7	●
	Primary school with cooperative Hort	5	No information	●
	Primary school with guaranteed opening hours	No information	No information	No information
SH	Open all-day primary schools	3	7	No information
TH	Open all-day care (primary school with Hort)	5	11 ¹⁶	●

● Yes ● No

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

Source

Information provided by states on all-day education and care for primary-school children (2011/12 school year) in response to written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project

Additional information / explanations provided by the states

Bavaria:

1) Guaranteed care from the end of the school day until at least 3:30 p.m.

Berlin:

2) Guaranteed care from 8 a.m. to 4 p.m.

Brandenburg:

3) At least 3 days per week for 8 hours, or 4 days per week for 7 hours.

4) At least 3 days per week for 8 hours, or 4 days per week for 7 hours.

5) Guaranteed care from 7:30 a.m. to 1:30 p.m. (2:30 p.m. for grades 5 and 6).

Bremen:

6) Guaranteed care from 8 a.m. to 4 p.m.

Hamburg:

7) Guaranteed care from 8 a.m. to 4 p.m.

8) Guaranteed care from 7 a.m. to 6 p.m.

Hesse:

9) Guaranteed care Monday to Thursday from 7:30 a.m. to 4 or 5 pm, Friday from 7:30 a.m. to 2 p.m.

10) Guaranteed care from 7:30 a.m. to 2:30 p.m.

Mecklenburg–Western Pomerania:

11) According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania's law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools.

Lower Saxony:

12) As a rule, 7 to 8 hours

Rhineland-Palatinate:

13) Determined by the school providers based on existing needs.

14) Determined by the school providers based on existing needs.

Saarland:

15) The actual program must be open for 4.5 hours per day; guaranteed supervision is provided from the end of instruction until 5 p.m.

Thuringia:

16) Guaranteed care from 6 a.m. to 5 p.m.

Re Table 57 | LM13

Source

Information provided by states on all-day education and care for primary-school children (2011/12 school year) in response to written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project

Additional information / explanations provided by the states

Bavaria:

1) In accordance with state guidelines, each class in an extracurricular program is generally assigned a teacher for 12 additional hours per week.

2) Group size varies, based on regulations concerning class size. Primary school groups consist of at least 13 pupils, with a maximum of 28 in grades 1–3 and 29 in grade 4.

3) Each group is led by at least one teacher and one external staff member.

Berlin:

4) pedagogical staff members are not required under the law to have specific formal qualifications; however, the state provides subsidies to certain extracurricular programs only if personnel are state certified.

5) 22 children (Section 19 [7], Berlin's School Law)

6) Administrative guidelines govern the staffing of modular programs.

Bremen:

In addition to the all-day programs and all-day primary schools described here, Bremen also has "Betreuungsschulen" that provide child care, as well as a "primary school plus" model; these are predecessors of the all-day primary school and will remain in operation until they are converted into all-day primary schools. According to the responsible ministry, the pupils are not included in the KMK statistics, so we do not include them in our quantitative overview. During the 2011/12 school year, 180 pupils were enrolled in this kind of program.

Table 57 | Selected features of structured all-day primary schools: Types of programs, by state, 2011/12 school year
LR13

State	Type of program	Specifications for selected features		
		Specifications for staff qualifications established by ...	Regulations governing the maximum group size	Regulations governing the number of staff members
BW	All-day schools as defined by the state	No specifications	●	●
	All-day schools according to the KMK's definition*	No specifications	●	●
BY	Structured all-day schools	No specifications ¹	● ²	● ³
BE	Structured all-day schools	Funding for staff ⁴	● ⁵	● ⁶
BB	Not available			
HB	Structured all-day primary schools	⁷	● ⁸	● ⁹
HH	Structured all-day schools	Funding for staff ¹⁰	● ¹¹	● ¹²
HE	All-day schools, Profile 3	(Funding for staff) ¹³	● ¹⁴	● ¹⁵
MV	There are none. ¹⁶			
NI	Fully structured all-day schools	No specifications	●	● ¹⁷
	Partially open all-day schools:	No specifications	●	● ¹⁸
NW	No information			
RP	All-day schools (voluntary)	¹⁹	●	● ²⁰
	All-day schools (obligatory)	²¹	● ²⁴	● ²²
SL	Structured all-day primary schools	²³	● ²⁷	● ²⁵
	Primary schools and all-day primary schools (partially structured)	²⁶	● ³⁰	● ²⁸
SN	All-day programs	²⁹	● ³²	● ³³
ST	Fully structured all-day schools	³¹	●	●
SH	Partially structured all-day primary schools	No specifications	●	No information
	Fully structured all-day primary schools	No specifications	●	●
TH	Structured all-day care (private primary schools)	³⁴	●	No information
	All-day special education programs (public schools)	³⁵	●	●
	All-day special education programs (private schools)	³⁶	●	●

● Yes ● No

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

7) All-day primary schools are staffed by early childhood educators.
8) Group size is in accordance with class size.
9) Staffing is determined by the number of classes.

Hamburg:

10) State-certified early childhood educators must constitute 40 percent of total staff.
11) Each program may include a maximum of 24 pupils.
12) 40 percent teachers, 40 percent early childhood educators, and 20 percent additional pedagogical staff paid on a fee-for-service basis.

Hesse:

Certain childcare programs at primary schools and in the early grades of independent schools for pupils with learning disabilities or requiring speech therapy are financed not through the state's general fund for all-day schools, but rather through funds from the municipal financial equalization system. According to the responsible ministry, pupils in these programs are not included in the KMK statistics.
13) Directive being drafted.
14) Regulations governing maximum group size are included in the ordinance on the number and size of classes, groups, and courses in all school types, issued on December 3, 1992 (Abl. 1993, p. 2), as amended on June 21, 2011.
15) Whether additional materials and staff are to be provided by the state and/or a school's provider is determined by the number of pupils in that school. Such allocations are tied to opening hours and/or the total length of time all-day programs are in operation, as well as to fulfillment of the criteria outlined in the respective profiles. At a minimum, schools receive additional state funding for half of one teaching position. Upon request by the school provider, further increases in staffing may take place in increments of at least 0.25 staff position.

Mecklenburg–Western Pomerania:

16) According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania's law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools.

Lower Saxony:

17) Teacher hours / budget supplemented on per-child basis.
18) Teacher hours / budget supplemented on per-child basis.

Rhineland-Palatinate:

19) Teachers, other pedagogical staff, and external partners are assigned to all-day schools. The qualifications of external partners are determined by those partners' guidelines as well as by their personal and professional suitability for the educational responsibilities they are to fulfill.
20) Schools are allocated a certain number of teacher hours per week, distributed according to a formula to the staff members assigned to all-day school programs.
21) As a rule, staffed by teachers, with supplemental trained pedagogical staff.
22) Schools are allocated supplementary teacher hours for the all-day program.

Saarland:

23) Schools are assigned additional teacher hours for extracurricular programs at structured all-day schools. Providers are required to hire qualified pedagogical staff, and the director must hold a degree in social pedagogy. The state covers half of these personnel costs.
24) Maximum group size is in keeping with regulations governing class size.
25) Regulations concerning the number of staff are found in the position paper entitled "Structured all-day schools" (http://www.saarland.de/dokumente/res_bildung/Eckpunktepapier_GGTS_06.10.2010.pdf; last retrieved on November 20, 2013) (in German).
26) The type of program determines the qualifications required; in this case schools are staffed by early childhood educators.
27) Maximum group size is in keeping with regulations governing class size.
28) Each structured track is staffed by three early childhood educators.

Saxony:

29) Staff members must demonstrate that they are qualified to work in certain programs (e.g., sports).
30) Group size depends on the type of program.

Saxony-Anhalt:

31) The type of program determines the formal qualifications required; in this case schools are staffed by teachers and other pedagogical staff (state-certified early childhood educators).
32) Group sizes vary, in keeping with the size of classes and learning groups.
33) These schools are allotted an additional 0.18 teacher hours per student per week, as well as one pedagogical staff member per track (120 pupils).

Thuringia:

34) The type of program determines the formal qualifications required; special education schools are staffed by educators trained in working with children with special needs.
35) The type of program determines the formal qualifications required; special education schools are staffed by educators trained in working with children with special needs (early childhood educators, therapeutic educators, etc., with two credentials in special education).
36) The type of program determines the formal qualifications required; special education schools are staffed by educators trained in working with children with special needs (Erzieher, Heilpädagogie, etc., with two credentials in special education).

Table 58 | Selected features of open all-day primary schools: Types of programs, by state, 2011/12 school year LR13

State	Type of program	Specifications for selected features		
		Specifications for staff qualifications established by ...	Regulations governing maximum group size	Regulations governing the number of staff members
BW	All-day schools as defined by the state	No specifications	●	●
	All-day schools according to the KMK's definition*	No specifications	●	●
BY	Extended lunchtime care	No specifications	● ¹	●
BE	Open all-day primary schools	²	● ³	No info
BB	Primary schools with open all-day programs	No specifications ⁴	●	● ⁵
	Guaranteed half-day primary schools + Hort + other partners	No specifications ⁶	●	● ⁷
HB	Open all-day primary schools	⁸	● ⁹	●
HH	Open all-day schools	Funding for staff ¹⁰	● ¹¹	12
	All-day Education and Care at Schools	Legal requirements ¹³	●	● ¹⁴
HE	Schools offering all-day programs, Profile 2	[Directive being drafted.]	● ¹⁵	● ¹⁶
	Schools offering all-day programs, Profile 1	[Directive being drafted.]	● ¹⁷	● ¹⁸
MV	There are none. ¹⁶			
NI	Open all-day schools:	No specifications	●	● ²⁰
NW	No information			
RP	Open all-day schools	No specifications	●	●
SL	All-day schools with voluntary participation	Funding for staff ²¹	● ²²	● ²³
SN	All-day programs	²⁴	No info	No info
ST	Open all-day schools	Legal requirements ²⁵	● ²⁶	● ²⁷
	Primary school with cooperative after-school program	Legal requirements ²⁸	● ²⁹	30
	Primary school with guaranteed opening hours	No information	No info	No info
SH	Open all-day primary schools	No specifications	●	●
TH	Open all-day care (primary school with Hort)	Legal requirements ³¹	● ³²	● ³³

* KMK = Standing Conference of the Ministers of Education and Cultural Affairs of Germany's states

Source

Information provided by states on all-day education and care for primary-school children (2011/12 school year) in response to written survey conducted by the Bertelsmann Stiftung for the State by State: Monitoring Early Childhood Education project

Additional information / explanations provided by the states

Bavaria:

1) Minimum of 12 and maximum of 23 children.

Berlin:

2) Pedagogical staff members are not required under the law to have specific formal qualifications; however, the state provides subsidies to certain extracurricular programs only if services are provided by state-certified personnel.
5) 22 children (Section 19 [7], Berlin's School Law).

Brandenburg:

4) Where children attend Horte, the relevant sections of the Child Care Law (KiTaG, KiTaPersV) apply.
5) Where children attend Horte, the relevant sections of the Child Care Law (KiTaG) and the ordinance on ECEC personnel (KiTaPersV) apply.
6) Extracurricular programs are staffed in part by staff members of Horte or other child care services, and the relevant provisions apply. The staff of cooperating providers are not covered by uniform regulations regarding qualifications.
7) Horte are governed by Section 10 KiTaG and subsection 1 KiTaPersV. Other child care facilities are subject to similar provisions. No statewide requirements apply to cooperating partners.

Bremen:

8) Staffed by Erzieher/-innen.
9) 20 children per group.

Hamburg:

10) State-certified Erzieher/-innen constitute 40 percent of total staff.
11) Each program may include a maximum of 24 pupils.
12) Staffing: 40 percent teachers, 40 percent Erzieher/-innen, and 20 percent additional pedagogical staff paid on a fee-for-service basis. No information is available on regulations governing the number of staff members.
13) Children in this program are supervised by pedagogical staff under guidelines outlined in the state framework agreement. Direct supervision may be provided by state-certified Erzieher/-innen, state-certified social pedagogues, or individuals with comparable credentials.
14) One pedagogical staff member is assigned to 19 or 23 enrolled children (depending on the residential area served).

Hesse:

15) In the ordinance on the number and size of classes, groups, and courses in all school types, issued on December 3, 1992 (OJ 1993, p. 2), as amended on June 21, 2011.
16) Whether additional materials and staff are to be provided by the state and/or a school's provider is determined by the number of pupils in that school. Such allocations are tied to opening hours and/or to the total length of time all-day programs are in operation, as well as to fulfillment of the criteria outlined in the respective profiles. (...) At a minimum, schools receive state funding for half of one teaching position. Upon request by the school provider, further increases in staffing may take place in increments of at least 0.25 staff position.
17) In the ordinance on the number and size of classes, groups, and courses in all school types, issued on December 3, 1992 (OJ 1993, p. 2), as amended on June 21, 2011.
18) Whether additional materials and staff are to be provided by the state and/or a school's provider is determined by the number of pupils in that school. Such allocations are tied to opening hours and/or to the total length of time all-day programs are in operation, as well as to fulfillment of the criteria outlined in the respective profiles. (...) At a minimum, schools receive additional state funding for half of one teaching position. Upon request by the school provider, further increases in staffing may take place in increments of at least 0.25 staff position.

Mecklenburg–Western Pomerania:

19) According to Section 39, Paragraph 1 of Mecklenburg–Western Pomerania's law on schools, providers of primary schools are to work closely with Horte, child care centers, and independent initiatives to ensure that parents and guardians have access to guaranteed before- and after-school care. Mecklenburg–Western Pomerania does not have structured or open all-day primary schools.

Lower Saxony:

20) Since 2004: Item 8.2 of Ministry of Education directive issued March 16, 2004: Limited subsidy for educator hours/budget.

Saarland:

21) Education and care at Saarland's all-day schools are provided by pedagogical staff members; "pedagogical staff members" are defined in Saarland's "All-day schools with voluntary participation 2011" program established March 15, 2011.
22) Group maximum, 20 children; a factor of 1:3 applies to children with special needs (related to emotional and social development, physical and motor development, mental development, vision, hearing).
23) At least one pedagogical staff member is assigned on a half-time basis to lead each group.

Saxony:

24) Staff members must demonstrate that they are qualified to work in certain programs (e.g., sports).

Saxony-Anhalt:

25) Teachers and other pedagogical staff (state-certified Erzieher/-innen).
26) Group sizes vary, in keeping with the size of classes and learning groups.
27) These schools are allotted an additional 0.18 teacher hours per student per week, plus one pedagogical staff member per 120 pupils.
28) Teachers and other pedagogical staff (state-certified Erzieher/-innen); governed by the Child Care Funding Act (KiföG).
29) Group sizes vary, in keeping with the size of classes and learning groups; governed by the Child Care Funding Act (KiföG).
30) Primary schools with guaranteed opening hours and daycare centers do not receive additional resources.

Thuringia:

31) In Thuringia, after-school care is integrated into primary schools. As a rule, the Erzieher/-innen assigned there have state certification.
32) The target group size is 15 to 20 pupils.
33) Based on a group of 20 children.

Table 59 | ECEC centers where at least one child receives Eingliederungshilfe because of (existing or impending) physical or psychological disabilities, as of March 1, 2012, by state (number; share as %)

State	ECEC centers		
	Total Number	Of these: Facilities at which at least one child receives Eingliederungshilfe Number	Share as %
BW	8,289	3,065	37.0
BY	8,605	1,397	16.2
BE	2,052	1,284	62.6
BB	1,792	435	24.3
HB	425	167	39.3
HH	1,088	219	20.1
HE	4,004	2,005	50.1
MV	1,058	229	21.6
NI	4,780	1,309	27.4
NW	9,381	3,837	40.9
RP	2,445	703	28.8
SL	463	288	62.2
SN	2,800	1,056	37.7
ST	1,746	323	18.5
SH	1,702	827	48.6
TH	1,314	222	16.9
O (BE incl.)	10,762	3,549	33.0
W (without BE)	41,182	13,817	33.6
D	51,944	17,366	33.4

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ²⁰¹³), March 2013

Table 60 | Pedagogical staff members working at ECEC centers that primarily serve children in accordance with SGB VIII/SGB XII: Qualification levels as of March 1, 2012, by state by (number; share as %)

State	Total	(Relevant) university degree		(Relevant) Fachschule degree		(Relevant) Berufsfachschule degree**	Other training		In training	No completed training
		Pedagogy / social pedagogy degree (univ./FH or comp.); state-certified Erzieher/-in (master's/ bachelor's degree)	Degree in therapeutic education (Fachhochschule or comparable)	Erzieher/-in (Fachschule)	Heilpäd. (Fachschule); Heilerzieher/-in; Heilerziehungspfleger/-in		Other***	Health services professions		
State	Number									
BW	1,473	117	43	819	103	67	173	93	11	47
BY	1,344	194	60	645	238	118	29	54	2	4
BE	1,492	169	38	1,036	158	6	22	42	10	11
BB	378	19	14	98	225	4	7	8	3	0
HB	258	54	4	96	5	11	19	34	0	35
HH	447	12	5	217	113	21	15	59	0	5
HE	1,988	229	11	1,473	64	33	78	21	52	27
MV	522	11	7	107	359	5	11	19	3	0
NI	1,818	166	79	396	695	23	95	346	1	17
NW	4,921	278	136	2,173	616	67	90	1,520	6	35
RP	493	24	3	194	44	15	38	144	15	16
SL	122	3	0	49	6	4	53	5	2	0
SN	748	44	26	338	299	3	18	18	2	0
ST	484	12	20	69	315	3	6	58	0	1
SH	399	31	29	94	169	16	39	8	1	12
TH	629	46	21	170	360	5	7	19	0	1
O (BE incl.)	4,253	301	126	1,818	1,716	26	71	164	18	13
W (without BE)	13,263	1,108	370	6,156	2,053	375	629	2,284	90	198
D	17,516	1,409	496	7,974	3,769	401	700	2,448	108	211

State	(Relevant) university degree		(Relevant) Fachschule degree		(Relevant) Berufsfachschule degree**	Other training		In training	No completed training
	Pedagogy / social pedagogy degree (univ./FH or comp.); state-certified Erzieher/-in (master's/ bachelor's degree)	Degree in therapeutic education (Fachhochschule or comparable)	Erzieher/-in (Fachschule)	Heilpäd. (Fachschule); Heilerzieher/-in; Heilerziehungspfleger/-in		Other***	Health services professions		
State	Share as %								
BW	7.9	2.9	55.6	7.0	4.5	11.7	6.3	0.7	3.2
BY	14.4	4.5	48.0	17.7	8.8	2.2	4.0	0.1	0.3
BE	11.3	2.5	69.4	10.6	0.4	1.5	2.8	0.7	0.7
BB	5.0	3.7	25.9	59.5	1.1	1.9	2.1	0.8	0.0
HB	20.9	1.6	37.2	1.9	4.3	7.4	13.2	0.0	13.6
HH	2.7	1.1	48.5	25.3	4.7	3.4	13.2	0.0	1.1
HE	11.5	0.6	74.1	3.2	1.7	3.9	1.1	2.6	1.4
MV	2.1	1.3	20.5	68.8	1.0	2.1	3.6	0.6	0.0
NI	9.1	4.3	21.8	38.2	1.3	5.2	19.0	0.1	0.9
NW	5.6	2.8	44.2	12.5	1.4	1.8	30.9	0.1	0.7
RP	4.9	0.6	39.4	8.9	3.0	7.7	29.2	3.0	3.2
SL	2.5	0.0	40.2	4.9	3.3	43.4	4.1	1.6	0.0
SN	5.9	3.5	45.2	40.0	0.4	2.4	2.4	0.3	0.0
ST	2.5	4.1	14.3	65.1	0.6	1.2	12.0	0.0	0.2
SH	7.8	7.3	23.6	42.4	4.0	9.8	2.0	0.3	3.0
TH	7.3	3.3	27.0	57.2	0.8	1.1	3.0	0.0	0.2
O (BE incl.)	7.1	3.0	42.7	40.3	0.6	1.7	3.9	0.4	0.3
W (without BE)	8.4	2.8	46.4	15.5	2.8	4.7	17.2	0.7	1.5
D	8.0	2.8	45.5	21.5	2.3	4.0	14.0	0.6	1.2

Source
Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled by and calculations by the Research Consortium DJI/TU Dortmund, January 2013

* This includes only pedagogical staff members who work primarily with children receiving Eingliederungshilfe under SGB VIII/XII. Staff members who work primarily in another area are not included, even if they work part time with children receiving Eingliederungshilfe under SGB VIII/XII.

***Other short courses in social work/social pedagogy; teachers, incl. special education teachers; other university degree; other formal vocational training

(Relevant) university of applied sciences degree: child care, family care, social services assistant, social and medical helping professions

Table 65 | ECEC facilities where staff members are released from other duties to perform leadership tasks: Amount of release time as of March 3, 2012, by state (number; share as %)

State	Total	One person is ... released for leadership duties		Leadership team	One person is ... released for leadership duties		Leadership team
		part time	full time		part time	full time	
	Number				Share as %		
BW	5,535	3,864	1,485	186	69.8	26.8	3.4
BY	4,175	3,209	889	77	76.9	21.3	1.8
BE	1,391	546	661	184	39.3	47.5	13.2
BB	1,420	717	656	47	50.5	46.2	3.3
HB	258	51	130	77	19.8	50.4	29.8
HH	828	89	470	269	10.7	56.8	32.5
HE	3,060	926	1,875	259	30.3	61.3	8.5
MV	967	569	283	115	58.8	29.3	11.9
NI	3,796	1,723	1,618	455	45.4	42.6	12.0
NW	8,200	2,382	5,549	269	29.0	67.7	3.3
RP	1,989	931	1,017	41	46.8	51.1	2.1
SL	399	146	244	9	36.6	61.2	2.3
SN	2,427	843	1,341	243	34.7	55.3	10.0
ST	1,603	1,195	362	46	74.5	22.6	2.9
SH	1,343	432	803	108	32.2	59.8	8.0
TH	1,284	765	473	46	59.6	36.8	3.6
O (BE incl.)	9,092	4,635	3,776	681	51.0	41.5	7.5
W (without BE)	29,583	13,753	14,080	1,750	46.5	47.6	5.9
D	38,675	18,388	17,856	2,431	47.5	46.2	6.3

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2011; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

Table 66 | Hours of release time per staff member at ECEC centers affording release time, as of March 3, 2012, by state (Number of centers; hours per staff member as median, as arithmetic mean, standard deviation) (number; hours of release time per staff member as median, as arithmetic mean, standard deviation)

State	Hours of release time per staff member			
	ECEC centers Number	Median	Arithmetic mean	Standard deviation
BW	5,535	1.8	2.5	2.5
BY	4,175	1.3	1.8	1.5
BE	1,391	2.1	2.6	1.6
BB	1,420	2.0	2.8	2.4
HB	258	2.7	3.0	1.5
HH	828	3.5	4.0	2.3
HE	3,060	2.8	3.3	2.2
MV	967	2.2	2.5	1.3
NI	3,796	2.4	3.0	2.5
NW	8,200	3.0	3.6	2.1
RP	1,989	2.1	2.6	2.0
SL	399	2.4	3.0	1.9
SN	2,427	2.9	3.2	1.6
ST	1,603	1.3	2.1	1.8
SH	1,343	2.8	3.4	2.7
TH	1,284	2.5	2.7	1.3
O (BE incl.)	9,092	2.4	2.7	1.8
W (without BE)	29,583	2.4	3.0	2.3
D	38,675	2.4	2.9	2.2

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJ^{stat}), 2013

* The number of staff members includes all pedagogical staff members, including those serving in administrative and leadership roles. Members of the support staff are not included.

Table 67 | Staff members partially released from other duties: Other areas of activity as of March 1, 2012, by state (number; share as %) LR13

State	Total number partially released from other duties	Educators released from some other duties: Other area of activity									
		Group leader	Assistant group leader	Working with multiple groups	Working with children under SGB VIII/SGB XII	Administration	Group leader	Assistant group leader	Working with multiple groups	Working with children under SGB VIII/SGB XII	Administration
		Number					Share as %				
BW	4,152	3,148	887	88	16	13	75.8	21.4	2.1	0.4	0.3
BY	3,321	2,511	156	592	48	14	75.6	4.7	17.8	1.4	0.4
BE	677	258	26	342	41	10	38.1	3.8	50.5	6.1	1.5
BB	765	340	65	335	20	5	44.4	8.5	43.8	2.6	0.7
HB	105	14	17	68	5	1	13.3	16.2	64.8	4.8	1.0
HH	160	93	21	42	0	4	58.1	13.1	26.3	0.0	2.5
HE	1,201	499	181	471	30	20	41.5	15.1	39.2	2.5	1.7
MV	694	302	51	325	11	5	43.5	7.3	46.8	1.6	0.7
NI	2,382	1,486	382	430	71	13	62.4	16.0	18.1	3.0	0.5
NW	2,569	1,363	140	1,007	40	19	53.1	5.4	39.2	1.6	0.7
RP	976	693	92	183	6	2	71.0	9.4	18.8	0.6	0.2
SL	154	86	26	36	3	3	55.8	16.9	23.4	1.9	1.9
SN	1,026	419	62	499	36	10	40.8	6.0	48.6	3.5	1.0
ST	1,264	596	101	530	30	7	47.2	8.0	41.9	2.4	0.6
SH	517	338	38	122	11	8	65.4	7.4	23.6	2.1	1.5
TH	822	234	124	450	13	1	28.5	15.1	54.7	1.6	0.1
O (BE incl.)	5,248	2,149	429	2,481	151	38	40.9	8.2	47.3	2.9	0.7
W (without BE)	15,537	10,231	1,940	3,039	230	97	65.8	12.5	19.6	1.5	0.6
D	20,785	12,380	2,369	5,520	381	135	59.6	11.4	26.6	1.8	0.6

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und öffentlich geförderter Kindertagespflege 2012; compiled and calculated by the Research Consortium DJI/TU Dortmund, March 2013

Table 68 | ECEC pedagogical staff members released from other duties: Amount of release time relative to qualification levels as of March 1, 2012, by state LR13 (number; share as %)

Amount of release time	Total	(Relevant)	(Relevant)	Others**	(Relevant)	(Relevant)	Others**
		university degree	Fachschule degree		university degree	Fachschule degree	
Number				Share as %			
BW							
full time	1,606	212	1,327	67	13.2	82.6	4.2
part time	4,152	232	3,831	89	5.6	92.3	2.1
none	56,900	1,609	41,149	14,142	2.8	72.3	24.9
Total	62,658	2,053	46,307	14,298	3.3	73.9	22.8
BY							
full time	933	175	736	22	18.8	78.9	2.4
part time	3,321	291	2,981	49	8.8	89.8	1.5
none	63,761	1,996	31,049	30,716	3.1	48.7	48.2
Total	68,015	2,462	34,766	30,787	3.6	51.1	45.3
BE							
full time	911	217	670	24	23.8	73.5	2.6
part time	677	97	551	29	14.3	81.4	4.3
none	20,794	893	16,607	3,294	4.3	79.9	15.8
Total	22,382	1,207	17,828	3,347	5.4	79.7	15.0
BB							
full time	702	69	615	18	9.8	87.6	2.6
part time	765	63	692	10	8.2	90.5	1.3
none	15,053	335	13,340	1,378	2.2	88.6	9.2
Total	16,520	467	14,647	1,406	2.8	88.7	8.5
HB							
full time	236	124	.	.	52.5	.	.
part time	105	36	.	.	34.3	.	.
none	3,778	243	2,414	1,121	6.4	63.9	29.7
Total	4,119	403	2,577	1,139	9.8	62.6	27.7
HH							
full time	985	510	406	69	51.8	41.2	7.0
part time	160	33	116	11	20.6	72.5	6.9
none	10,782	458	6,419	3,905	4.2	59.5	36.2
Total	11,927	1,001	6,941	3,985	8.4	58.2	33.4
HE							
full time	2,141	542	1,534	65	25.3	71.6	3.0
part time	1,201	189	988	24	15.7	82.3	2.0
none	36,819	2,699	25,330	8,790	7.3	68.8	23.9
Total	40,161	3,430	27,852	8,879	8.5	69.4	22.1
MV							
full time	398	72	320	6	18.1	80.4	1.5
part time	694	43	646	5	6.2	93.1	0.7
none	9,222	168	8,434	620	1.8	91.5	6.7
Total	10,314	283	9,400	631	2.7	91.1	6.1
NI							
full time	1,933	455	1,428	50	23.5	73.9	2.6
part time	2,382	290	2,053	39	12.2	86.2	1.6
none	36,500	1,166	25,469	9,865	3.2	69.8	27.0
Total	40,815	1,911	28,950	9,954	4.7	70.9	24.4
NW							
full time	5,911	740	5,092	79	12.5	86.1	1.3
part time	2,569	205	2,347	17	8.0	91.4	0.7
none	81,904	2,480	57,872	21,552	3.0	70.7	26.3
Total	90,384	3,425	65,311	21,648	3.8	72.3	24.0
RP							
full time	1,056	136	904	16	12.9	85.6	1.5
part time	976	67	893	16	6.9	91.5	1.6
none	22,842	515	17,216	5,111	2.3	75.4	22.4
Total	24,874	718	19,013	5,143	2.9	76.4	20.7
SL							
full time	254	22	.	.	8.7	.	.
part time	154	6	.	.	3.9	.	.
none	4,612	80	3,039	1,493	1.7	65.9	32.4
Total	5,020	108	3,407	1,505	2.2	67.9	30.0
SN							
full time	1,667	573	1,054	40	34.4	63.2	2.4
part time	1,026	268	739	19	26.1	72.0	1.9
none	25,418	1,220	21,681	2,517	4.8	85.3	9.9
Total	28,111	2,061	23,474	2,576	7.3	83.5	9.2
ST							
full time	389	31	353	5	8.0	90.7	1.3
part time	1,264	76	1,178	10	6.0	93.2	0.8
none	13,168	339	11,874	955	2.6	90.2	7.3
Total	14,821	446	13,405	970	3.0	90.4	6.5
SH							
full time	944	227	671	46	24.0	71.1	4.9
part time	517	109	396	12	21.1	76.6	2.3
none	13,528	443	8,287	4,798	3.3	61.3	35.5
Total	14,989	779	9,354	4,856	5.2	62.4	32.4
TH							
full time	508	86	415	7	16.9	81.7	1.4
part time	822	67	749	6	8.2	91.1	0.7
none	11,994	626	10,487	881	5.2	87.4	7.3
Total	13,324	779	11,651	894	5.8	87.4	6.7
D							
full time	20,574	4,191	15,843	540	20.4	77.0	2.6
part time	20,785	2,072	18,373	340	10.0	88.4	1.6
none	427,075	15,270	300,667	111,138	3.6	70.4	26.0
Total	468,434	21,533	334,883	112,018	4.6	71.5	23.9

Table 69 | ECEC pedagogical staff members: Amount of release time relative to age as of March 1, 2012, by state (number, median age, mean age, standard deviation, LR13 minimum/maximum age)

State	Educators released from all other duties						Educators released from some other duties					
	Number	Median	Arithmetic mean	Standard deviation	Minimum	Maximum	Number	Median	Arithmetic mean	Standard deviation	Minimum	Maximum
BW	1,606	47.0	46.1	9.6	19	71	4,152	47.0	44.8	10.0	21	65
BY	933	45.0	45.0	9.4	21	70	3,321	47.0	44.9	9.9	21	73
BE	911	51.0	50.2	8.2	24	77	677	46.0	45.5	9.7	23	67
BB	702	49.0	48.8	7.2	22	65	765	48.0	47.9	7.7	25	64
HB	236	52.5	50.9	8.4	25	65	105	51.0	48.5	9.1	27	62
HH	985	49.0	47.5	9.5	24	68	160	47.0	44.7	10.7	24	64
HE	2,141	50.0	48.2	8.6	21	78	1,201	48.0	47.2	8.5	23	64
MV	398	49.0	48.7	7.7	27	73	694	47.0	46.8	8.0	21	64
NI	1,933	50.0	48.8	7.9	19	72	2,382	48.0	46.6	9.0	21	69
NW	5,911	50.0	48.9	8.2	15	72	2,569	49.0	47.7	8.7	22	65
RP	1,056	49.0	47.9	8.2	19	63	976	49.0	46.9	9.0	23	64
SL	254	50.5	48.7	8.1	26	65	154	50.0	48.0	9.3	26	63
SN	1,667	49.0	47.4	9.0	22	65	1,026	46.0	45.8	8.7	23	63
ST	389	49.0	48.9	7.4	23	64	1,264	49.0	48.7	7.3	25	65
SH	944	49.0	48.4	8.0	25	65	517	49.0	47.3	8.4	24	64
TH	508	49.0	48.5	7.7	23	66	822	48.0	48.1	7.5	23	64
D	20,574	50.0	48.2	8.5	15	78	20,785	48.0	46.4	9.2	21	73

State	Educators with no release time						Total number of pedagogical staff					
	Number	Median	Arithmetic mean	Standard deviation	Minimum	Maximum	Number	Median	Arithmetic mean	Standard deviation	Minimum	Maximum
BW	56,900	38.0	38.1	11.9	15	77	62,658	39.0	38.7	12.0	15	77
BY	63,761	36.0	36.9	12.0	15	82	68,015	37.0	37.4	12.0	15	82
BE	20,794	42.0	40.8	11.1	15	76	22,382	43.0	41.4	11.1	15	77
BB	15,053	45.0	43.5	11.5	15	71	16,520	46.0	44.0	11.3	15	71
HB	3,778	39.0	38.3	12.7	16	71	4,119	40.0	39.3	12.8	16	71
HH	10,782	38.0	38.9	12.1	15	76	11,927	40.0	39.7	12.2	15	76
HE	36,819	39.0	38.8	11.8	15	83	40,161	40.0	39.5	11.9	15	83
MV	9,222	46.0	43.7	11.9	15	71	10,314	46.0	44.1	11.6	15	73
NI	36,500	40.0	39.4	11.7	15	75	40,815	41.0	40.3	11.6	15	75
NW	81,904	39.0	38.9	11.6	15	77	90,384	40.0	39.8	11.7	15	77
RP	22,842	39.0	39.3	11.7	15	69	24,874	41.0	40.0	11.7	15	69
SL	4,612	38.0	38.7	11.9	16	66	5,020	40.0	39.5	12.0	16	66
SN	25,418	45.0	43.0	11.5	16	75	28,111	45.0	43.4	11.3	16	75
ST	13,168	47.0	44.8	11.3	16	71	14,821	47.0	45.2	11.0	16	71
SH	13,528	40.0	39.7	11.3	15	75	14,989	41.0	40.5	11.3	15	75
TH	11,994	45.0	42.2	12.2	16	74	13,324	45.0	42.8	12.0	16	74
D	427,075	40.0	39.5	11.9	15	83	468,434	41.0	40.1	11.9	15	83

Re Table 68 | LM133

Source
Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* Members of the support staff are not included.

** The category "Other" includes other levels of training (e.g., general vocational training), completed training that is not relevant (e.g., in administration or health services), trainees, and staff members with no training.

[.] To maintain confidentiality, data not shown.

Re Table 69 | LM13

Source

FDZ [Research Data Centers] of the Federal and State Statistical Offices: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; calculations by the Research Consortium DJI/TU Dortmund (AKJSM), March 2013

* Members of the support staff are not included.

Table 71 | Schoolchildren under 11 years of age at ECEC facilities: Average number of hours enrolled per day as of March 1, 2012, by state (number; arithmetic mean)
LR13

State	Children under 11 years of age at ECEC facilities, total	Number of hours enrolled per day
	Number	Arithmetic mean
BW	26,550	6.1
BY	69,283	4.8
BE	0	/
BB	60,494	4.3
HB	3,369	3.9
HH	17,919	3.5
HE	29,329	6.6
MV	31,761	4.7
NI	24,930	4.3
NW	4,243	5.8
RP	8,017	6.8
SL	1,912	5.7
SN	103,288	5.2
ST	44,483	5.3
SH	7,569	5.1
TH	1,188	4.4
O (BE incl.)	241,214	4.9
W (without BE)	193,121	5.2
D	434,335	5.0

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled by and calculations by the Research Consortium DJI/TU Dortmund, April 2013

Table 72 | Schoolchildren under 11 years of age at ECEC facilities: Average number of days enrolled as of March 1, 2012, by state (number; arithmetic mean)
LR13

State	Children under 11 years of age at ECEC facilities, total	Number of days enrolled per week							Arithmetic mean
		One day	Two days	Three days	Four days	Five days	Six days	Seven days	
		Number							
BW	26,550	678	1,419	1,530	737	22,183	3	0	4.6
BY	69,283	387	2,473	3,462	3,607	59,347	7	0	4.7
BE	0	0	0	0	0	0	0	0	/
BB	60,494	9	50	171	327	59,936	1	0	5.0
HB	3,369	0	3	8	34	3,324	0	0	5.0
HH	17,919	6	131	250	170	17,360	0	2	4.9
HE	29,329	360	624	705	279	27,361	0	0	4.8
MV	31,761	0	4	55	122	31,580	0	0	5.0
NI	24,930	321	814	561	506	22,728	0	0	4.8
NW	4,243	10	29	55	77	4,072	0	0	4.9
RP	8,017	35	121	310	106	7,445	0	0	4.8
SL	1,912	86	53	41	17	1,715	0	0	4.7
SN	103,288	35	97	68	149	102,939	0	0	5.0
ST	44,483	6	21	25	49	44,382	0	0	5.0
SH	7,569	153	252	190	99	6,873	2	0	4.8
TH	1,188	2	2	2	40	1,142	0	0	5.0
O (BE incl.)	241,214	52	174	321	687	239,979	1	0	5.0
W (without BE)	193,121	2,036	5,919	7,112	5,632	172,408	12	2	4.8
D	434,335	2,088	6,093	7,433	6,319	412,387	13	2	4.9

Source

Federal Statistical Office: Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege, 2012; compiled by and calculations by the Research Consortium DJI/TU Dortmund, April 2013

Abstract

Early childhood education and care (ECEC) ranks high on the political agenda in Germany, with particular priority given to expanding opportunities for children under three. One question frames the current debate: Will it be possible to provide access to an ECEC center or daycare services for every child over the age of one, as required by law starting August 1, 2013? Creating these new placement options poses financial issues as well as a wide range of other challenges: Building ECEC centers and setting up the necessary administrative processes often takes much longer than anticipated, and the increased demand for qualified personnel looms as an additional barrier, though the situation differs across geographical regions. These urgent issues sometimes obscure the fact that institutional early childhood education and care will promote children's education and development only when the quality is right. In other words: The quality of early childhood education centers and daycare services still ranks too low on the political agenda. Though expectations are high, such services will fall short unless they meet quality standards. This is especially true for institutional settings where there are children under three years old.

The objectives and tasks involved in structuring early childhood education and care outside the family setting are becoming ever more complex. Our 2013 State by State Report is designed to provide policymakers, administrators, and the general public with up-to-date facts and figures for the 16 ECEC systems in user-friendly state profiles. Addressing the topics of ensuring participation, investing funds effectively, and promoting education – ensuring quality, each profile presents a transparent overview to provide a solid foundation for political decisions.

For example, the profiles report the proportion of children who attend an ECEC center or receive daycare before they reach school age. They also list up-to-date figures for spending on ECEC in each state. They provide a broad spectrum of information on the structural quality of ECEC centers – particularly on the qualifications of pedagogical staff and the proportion of full-time and part-time employees.

In addition, the 2013 State by State Report focuses on ECEC directors: They are ultimately responsible for ensuring that their facility meets the expectations of parents, sponsors, the community and the state. How many directors work at the facility? Do they perform leadership tasks on top of their pedagogical work, or do they have a specific amount of time allotted for such responsibilities? Does the situation of ECEC directors differ from state to state? The official Statistics on Child and Youth Welfare provide new data on these topics, which the 2013 State by State Report has now made available to inform the public discussion and (educational) policy debate. This information highlights the need for a more differentiated approach to one group of the pedagogical staff that profoundly influences the quality of the education and care provided in ECEC facilities: its directors. For despite their central role, until now they have received little attention. It is high time to introduce to the landscape of early childhood education what is already taken for granted in schools: Directors should not have to neglect educational work with children in order to perform leadership tasks. This means that ECEC directors must have an adequate allotment of work time, guaranteed by uniform nationwide standards, as well as support systems such as professional training and supervision. This makes it possible to create the foundation for professional leadership of ECEC centers. In the future, these structural conditions must gain higher priority on the political agenda, because effective early childhood education and care demands the very best quality.

