

Table 1. National Information

Germany - North Rhine Westphalia

	EC sector	Primary school
Age of children	0 - 6 years	6 – 10 years
Policy responsibility at central level	ECEC services are seen to be part of the public welfare system. Responsibility is shared between the federal government and 16 regional state governments (<i>Länder</i>)	The Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany (<i>Kultusministerkonferenz</i>)
Operational responsibility at regional level (leave blank if not relevant)	Ministry of Social Affairs Youth and Welfare offices	Regional Ministry of Education and Cultural Affairs
Operational responsibility at local level	Municipalities, churches and voluntary organizations, Parent self-help, commercial providers	Municipalities, churches
% proportion of public, non profit and for-profit provision	Public: 26,2% Non-profit: 72,8 % For-profit: 1%	<u>Public</u> and non profit: 100%
Annual public funding per child	Childcare (0-3 years) 15.220 € 45 hours, 11.860 € 35 hours Early Education (3-6 years) 6.770 € 45 hours, 4.230 € 35 hours	Approx. 5.000 € All-day school (<i>Ganztagsschule</i>) 1.640 € per child All-day supervision and care are run by the public welfare services
Levels of access – what percentage of children in the age group attend	Childcare (0-3 years) 7% Early Education (3-6 years) 86%	100%
Average hours of attendance per week of children	Childcare (0-3 years) 35 hours Early Education (3-6 years) generally 45 hours	From 8 a.m. to 1 p.m. All-day school 7.30 a.m. to 2.00 p.m. or to 5.00 p.m. all <i>Länder</i> are currently in the process of expanding their provision of care and supervision outside lesson time
Do national or regional curricula or guidelines exist	Childcare (0-3 years) planned (2010) Early Education (3-6 years) Common Framework for Early Education	Regional curricula for primary school education North Rhine Westphalia
Do the curricula include guidelines concerning transitions or continuity	Reinforced cooperation is recommended	Reinforced cooperation is recommended
How would you describe the continuities that exist between early years and primary schools.	There are no specific arrangements Continuities could be greatly improved	
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	It depends on personal relationships which have been developed over the years, could be close and cooperative, could be distant or even very distant	
Do the curricula include guidelines concerning emergent literacy	Books, storytelling and encounters with the written language are central aspects of literacy development	Reading and writing skills as well as storytelling are part of the curriculum
Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	<i>Erzieherin</i> - educator <i>Sozialpädagogin</i> social pedagogue Assistant staff: <i>Kinderpflegerin</i> childcare worker	<i>Lehrerin</i> - teacher <i>Lehramtsanwärterin</i> trainee teacher All-day school: <i>Sozialpädagogin</i> social pedagogue <i>Erzieherin</i> - educator <i>Praktikantin</i> - trainee educator

Length and level of initial training of lead staff and assistant staff	<p>educator: 12 years schooling, 2 years at vocational school for educators plus 1 year supervised work placement.</p> <p>3 years (B.A.) at university of applied sciences.</p> <p>Child care worker: 10 years schooling, 2 years at a vocational school for childcare workers</p>	<p>teacher: 5 years tertiary education</p> <p>3 years university education</p> <p>2 years post graduate practical training, supervised by teachers' training college (university institution)</p>
Days per year entitlement to in-service training of each category	Up to 5 days in-service training provided by organizing bodies Voluntary basis	Up to 5 days Voluntary basis
% of lead staff with graduate training as a proportion of all staff	<p>68,4 % educators</p> <p>13,7 % childcare workers</p> <p>2,9% social pedagogues</p>	100% primary school teachers
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	What is necessary is a more coherent approach which combines the early years of professional training and work with a well developed system of in-service education and advisory support throughout professional life	<p>What is necessary is a more coherent approach which combines the initial training with a well developed system of in-service education and advisory support throughout professional life</p> <p>No assistant staff</p>
Average number of children per teacher	20 - 25 children : 1 educator and 1 childcare worker	25 - 30 children : 1 teacher
Salaries of teachers per annum in Euros	Educator: 19.800 € (start salary)	Teacher: 31.000 € (start salary)
Required working hours per week	39 - 40 hours	28 periods a week at school plus preparatory work
Occupational status of ECEC staff – high, medium, low	lower status than primary school teacher	Teacher higher status than ECEC staff, lower than secondary school teacher

Table 2. Curriculum features across the countries

Country	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
Germany	Planned (2010)	0-6							
CSA 6 In some Länder Flexible school entry models	Common Framework Bildungsvereinbarungen Nordrhein-Westfalen 2003	3-6	The Common Framework for Early Education was adopted by the Standing Conference of the Ministers of Education and Cultural Affairs and the Ministers for Youth Affairs, the Länder and the multiplicity of provider organisations.	<p>Areas of learning:</p> <ul style="list-style-type: none"> ➤ Language, literacy ➤ Personal and social development ➤ Mathematics, science ➤ Arts, media education ➤ Physical development movement, health ➤ Natural and cultural environments <p>These areas are not seen in isolation but as interdependent.</p>	The aim of supporting language development is to enable children to express their thoughts in a clear way. Language development takes place in a context of personal relationships and communication and in activities that are meaningful for the children. Books, storytelling and encounters with the written language are central aspects of literacy development.	Early education is characterised by a holistic approach. Topics related to children's everyday world and interests are recommended. The pedagogical programme of each centre is expected to implement this integrative approach in a purposeful way. Common Framework North-Rhine Westphalia 22 A5 pages	<i>Reforms strategies initiated by KiBiz (Law for the education of children)</i> passed in August 2008	The Common Framework avoids making explicit distinction between "education" <i>Bildung</i> and "upbring" <i>Erziehung</i> . More specifically, it is about the acquisition of social skills and the ability and readiness to take on responsibility in a developmentally appropriate way. These basic competences are generally considered to be central to the child's development as a person. Early education embraces all aspects of this development	<p>Delphin 4 Language screening mandatory for all children at the age of 4</p> <p>Special support is given to 5- year-olds whose knowledge is not sufficient to attend school. 6 hours per week. Funding: 340 € per child.</p> <p>Assessment depending on the programme of each centre</p>

Sources: Bertelsmann Stiftung: Länderreport NRW 2008- Profile der Bundesländer, KiBiz August 2008, ECEC in Germany, Pestalozzi-Fröbel-Verband, Verlag das Netz, Youth Office, School Office, Cologne, GEW online 2008. Cologne 05.02.09