

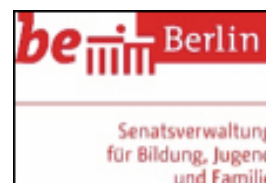
# Report

## Transnational Meeting Berlin

Social inclusion, education and urban policy for young children

8<sup>th</sup> until 11<sup>th</sup> of March 2017

Erasmus+ project & City Network



## Wednesday 8<sup>th</sup> March

Welcoming speech by Ms Anne Lersch, director of the SFBB

Presentation of the program by our hosts Ms Annette Hautumm-Grünberg and Ms Monika Pilger  
(See program)

Introductory round of all project participants

Discussion about the project philosophy:

What would everybody like to get out of this project?

Tina & Nadja would like to get some handles for the practice. Also a search in ourselves.

Melita & Vesna would like the municipality to be able to support all children.

Melita: what do practitioners need? How can they be role models? Next generations?

Ron: it is important to first come to some sort of definition about inclusion. From IO #1 it can be concluded that we talk about different things.

Ankie Vanderkerckhove and Mette disagree. Are general guidelines even possible?

Mette: less focus on theory and more on practice. The emphasis shouldn't necessary be on the conceptualization of inclusion.

Mariet & Antje: get handles for practice; perspective of the municipalities. Comparative perspective between countries.

Much confusion about the project: how to explain it to outsiders?

Presentation of Ms Annette Hautumm-Grünberg and Ms Monika Pilger: essential facts and figures about childcare in the federal state of Berlin:

(See slides PowerPoint)

Notes slides PowerPoint:

Slide 2: the exact amount of people seeking asylum is difficult to estimate.

Slide 3: nearly all places in early childhood education are taken. The waiting lists are increasing.

Slide 4: all day care centers in Berlin are publicly funded.

Parents' contribution is almost zero (only lunch).

Berlin families mostly appreciate Berlin policy.

The educators are professionals. Management is done by parents (voluntarily).

Parents have a right to choose → voucher.

Slide 7: each land has its own curriculum → very unique to Germany.

Slide 8: one's every five years the quality of a kindergarten is measured (reports are not publicly available).



Slide 9: children always stay for the full week.

Parents give the voucher to a kindergarten and the kindergarten asks for subsidy.

Opening hours are different for every day care center.

Presentation of Maarten van den Burg: ideas of Maarten & Kirsten about the filmproject (IO #3):

Notes slides PowerPoint:

Is an image real? An image is somebody's representation so it can differ.

Maarten is interested in the way teachers meet children and the interactions between them.

Looking to others is looking to ourselves: what is in it for me/us?

Landing page: first page of a website.

9 tiles (8 stories and a manual): impression of the whole project. If you hover over the tiles you get text.

When you click on a tile you're redirected to a video. Above this video you find a picture and a short summary. Beneath the video you can describe the context of the film.

Format: free style → you can change it, but it will always contain the same components.

Sharing expertise is very important!

Bumper: when the film starts you show a so called 'bumper' for 10 seconds. In this case a poem. Every film should contain the same bumper.

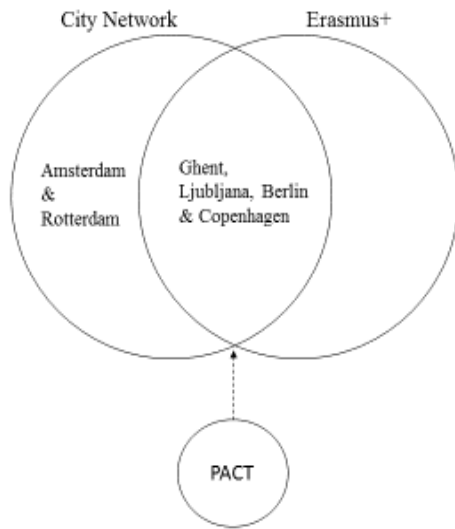
Assigning groups for Thursday's visits:

Groups of 3-4 or 5-6 persons depending on the kindergarten. Every group visits one kindergarten and receives a description of how to get there by public transport.



Presentation of the City Network by Ms Anki Duin:

Short description of the formation of the City Network. It started with a study visit to Copenhagen. After this, the other countries were visited and all six cities were enthusiastic about the idea. It officially started with the kick-off meeting in Rotterdam on June 7<sup>th</sup> 2016. Both the City Network and Erasmus+ needed funding so it was decided to apply together.



*Figure 1: graphic representation of the organizational structure (there is a formal distinction).*  
PACT-project: role of profession in inclusion → maybe get ideas for an exchange in the topic of inclusion.

At this kick-off meeting in Rotterdam the City Network-agenda was decided:

- Integrated child services
- Role of parents
- Quality
- Inclusion/segregation
- Urban perspective
- Language
- Refugees
- Health
- Citizenship/participants
- Education of educators

### **New themes?**

Ljubljana doesn't have new themes. In the last meeting they already stated they find quality and the role of parents most important.

Ankie Vanderkerckhove: local strategies and the position of the council.

Mariet: more focus on the concept of inclusion. Sometimes exclusion is maybe better than inclusion. When is exclusion better and how?

Rotterdam: no need for new themes. They would like a bigger emphasis on the practical side of inclusion.

Annette: also need for more practice. Urban practice: what is it exactly?

Monika: how do we put everything together? All these different perspectives?

Copenhagen: a need for a more general pedagogical approach, not specifically inclusion.

Gent: no need for new topics.



### **Expectations: I hope the City Network will bring us...**

Nanna:

- Include more cities/an introduction to other practices/get inspired.
- Strengthening the cooperation.
- That it will last more than three years.
- That in the future it will include Stockholm.

Vesna: transfer of good practices.

Ron: a connection between the City Network and higher education. For example for student exchange.

Ruben: reality check 'can our ideas be implemented?'

Gent: actual research in other countries as a mirror for our own country. Efficacy both local and European: how do we strengthen it?

Ankie Vanderkerckhove: relation to other networks: how do you position yourself? What is different in comparison to other networks?

Kirsten: curious about how cities plan inclusion?

Monika: include children more to see their perspective.

Ron: objective of City Network: initiate new research projects.

### **The role of CCI-coordination:**

Servy: platform of sharing information/trying to bring strategies together from different countries.

Comparison to a hub: platform of sharing info/networking/providing info.

Bring information to us and we give information back → transfer platform.

Yvette: we ask questions → receive information → send information back.

Sidenote by Monika: I don't want everything to be too public. To be able to share information we need a private place.

**Thursday 9<sup>th</sup> March**

### Visit of day care centers of “Kindertagesstätten Berlin-Süd-West”



### Meeting at the head office of “Kindertagesstätten Berlin-Süd-West”

### Welcoming speech by Ms Martina Castello, pedagogical director of “Kindertagesstätten Berlin-Süd-West”

#### Impressions/questions and answers:

In Berlin pre-school teachers are prepared for the arrival of refugee children with training by experts. Professor of Charité: ‘Refugee children need clear boundaries’. Their parents often give them a lot of freedom. Don’t give refugee children special treatment.

How do teachers experience the arrival of all these new immigrants? → in the beginning difficult, because children moved around a lot. But this moving problem is not that big anymore.

Antje: do parents understand the rules of kindergarten? Answer by Martina: that’s a problem. The translation service is gone.

Antje: is there a fixed amount of teachers per group? Answer by Martina: no, very flexible. It depends on the age and the amount of children with a status.

Kindergarten in Berlin can close for 25 days per year for the training of professionals. Mostly these days are all used. The professionals even say they need more. Parents are informed in advance about the closing of their kindergarten. The kindergarten are never all closed at the same time so parents can take their child to another kindergarten closeby.

Anki Duin: Kita director: ‘integration is the enemy of inclusion, because money is connected to labelling’. Martina: 8 years ago a concept was developed to go from integration to inclusion. Ofcourse money is a problem, but it is mostly about the attitude and the heart.

### Presentation “From segregation to inclusion – the Berlin way” by Henriette Harms:

*(see slides PowerPoint)*

Notes slides PowerPoint:

“As long as we don’t have inclusion, we need integration”.

Discussion point: is inclusion best for all children? (for example in the case of severe disabilities)

A-status: extra staff for two hours a day.



B-status: extra staff for four hours a day.  
To receive a status in Berlin is hard.



#### Presentation and discussion of IO #1:

Ruben: IO #1 is not our own view, but an overview of the literature.

Nanna:

- Social inclusion in Denmark is politized.
- Need to address the parents perspective.

Jerneja about whole country (Slovenia):

- Social inclusion: childrens attitude has to be included too!
- Social inclusion: mostly of children with special needs!
- Competences of teachers have to be improved relating to children with different backgrounds.
- Competences of staff: we need to involve parents.
- Enhance constant reflection on work practice.

Ankie Vanderkerckhove:

- Reflection on team and individual level.
- List of differences → is it adding to inclusion?

Monika: where is the perspective of the children? Give children a voice.

Kirsten: keep the complexity in the IO's. IO #1 is the basis of what is going on in the four countries.

Serv: IO #5 → how do we convince politics?

Anki Duin: add our own way of looking at social inclusion and why.

Annette: focus on exclusion too: why are people in favor of exclusion? Include this in IO #1.

Ankie Vanderkerckhove: what is the cost of exclusion? Talk about money (strategy).

Nanna: it is a research view in IO #1, not a view on practice!

Kirsten: IO #5 is growing during our meetings. Include storytelling in IO #5.

Vesna: focus on inclusion ↔ social exclusion

Mariet: connect with practitioners!



Nadja: Slovenia → 1. Why? 2. How? 3. How much does it cost?

## Friday 11<sup>th</sup> March

Continuation on the development of the outputs #2-5:

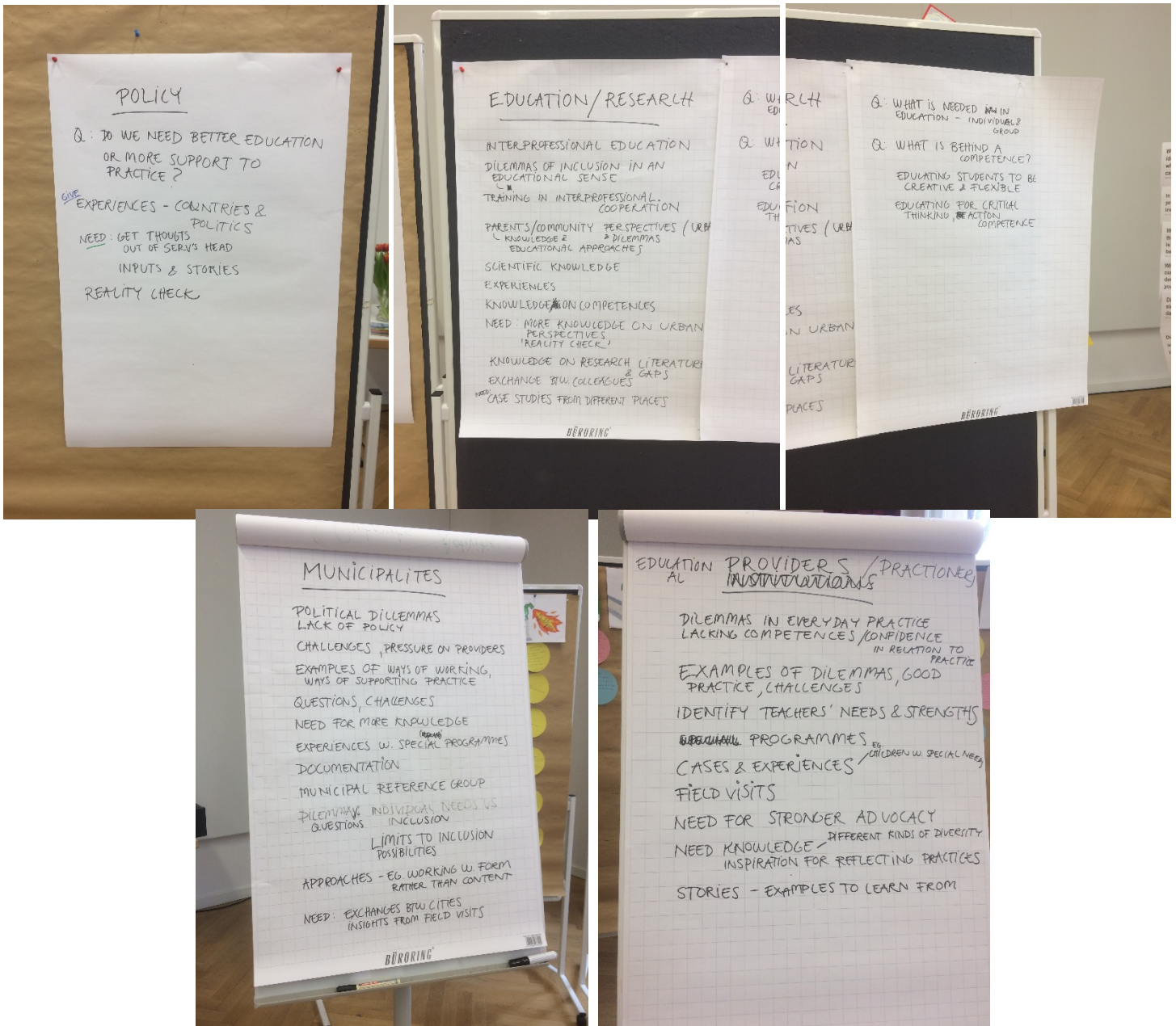
Proposition by Kirsten: don't call it outputs, but activities.

Excel sheets: first draft of time planning and activities. Outputs #2-5 are closely connected and running at the same time.

Questions: do you see yourself in this plan? Where can we meet? What is the purpose?

Sidenote for intellectual output #1: share the four different country reports as well.

Splitting up in three groups: how can you contribute and what do you want to gain from this project?





### Evaluation of the site visits:

What jumps out? What is striking? (related to the six questions)



### Questions and answers about the project finances:

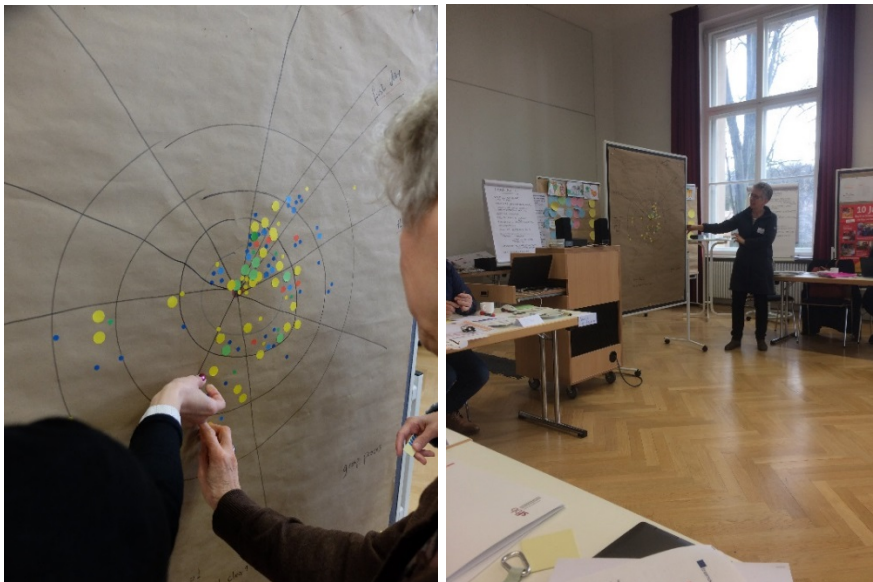
Very little hours for UCC and the University of Applied Sciences of Amsterdam for doing the activities for IO #2. Maybe it is a possibility to transfer hours? (from for example Ghent).

Mette will make a detailed schedule for all partners involved in IO #2.

Start a dropbox together to communicate and share information. Kirsten and Esther will make an account.

Integration of families and children with refugee backgrounds  
(See paper)

Evaluation of our meeting in Berlin:



Sidenote by Ljubliana: much confusion beforehand, but afterwards it is more clearly what our role is.

Our new project name ☺:  
Cities including Children



Planning of the meeting in Ghent in October 2017 by Karolien and Kathleen:  
(See slides PowerPoint)

A sidenote for the next meeting in Ghent: work more in smaller groups, because the discussions were too slow.

Complimentary guided tour to Potsdam:

