

## CHAPTER 5:

# Delivery Models and Providers

This chapter describes different ECE delivery models and providers, including setting types for children from birth to six or seven years (ECED and PPE). The data cover the delivery of ECE at different ages within the study countries and by whom, the types and characteristics of provision, target populations for ECE services, setting enrollment rates, setting funding strategies, and support for transitions within the ECE system. Within and between country similarities and variations in service delivery are highlighted.

The variations in ECE delivery models in the study countries identified in this chapter add to the complexity of making comparisons between countries, but they also heighten the degree of interest in those comparisons. When there are variations among countries with respect to such features as system location, provider type, funding, and enrollment levels, straightforward comparisons between different systems and countries are more difficult to make. Thus, readers are cautioned about drawing conclusions concerning the relative strengths of different delivery models and types of provision. However, the information presented can be used to illustrate the wide range of policy choices within the study countries.

## Setting Types and Characteristics

There is considerable diversity in the types of setting that offer ECE in most countries, and the settings serving under-threes (ECED) at times differ in type to those delivering services to over-threes (PPE). Further complexity is found in some countries where, in addition to education and care, ECE settings offer additional or “integrated” services, such as health and family support, which are often focused on assisting disadvantaged families. International studies have highlighted the diversity and complexity of ECE settings across the ISCED Level 0 age phase, particularly for the under-threes (European Commission/EACEA/Eurydice/Eurostat, 2014; OECD, 2012b, 2013). This context means that even identifying distinct and dominant provider types within a country can be challenging. Yet, understanding the range and characteristics of ECE provision for children throughout the ISCED Level 0 phase in different countries provides important information for policymakers when considering how ECE systems are developing.

Given the importance of the ECE delivery system to the development of policy, the ECES explored the range of setting types and characteristics, the age ranges covered, the daily length of provision offered, and setting funding sources in the eight study countries ([Tables 8a–h](#)).

## CHILE

In Chile, there are a wide range of ECE settings called kindergartens that are funded and administered in different ways, and serve different age phases (Table 8a). There are also schools that admit pre-primary children.

Table 8a: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in Chile

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	ECE JUNJI	Jardines Infantiles JUNJI	0–3 years	11	●	
	Private or municipality ECE with a contract with JUNJI	Jardines Infantiles vía transferencia de fondo (VFT-JUNJI)	0–3 years	11	●	●
	Communitarian ECE with contract with JUNJI	Jardines Infantiles Comunitarios (JUNJI)	0–3 years	11	●	●
	ECE Integra Foundation	Jardines Infantiles Fundación Integra	0–3 years	11	●	●
	Private ECE with contract with Integra Foundation	Jardines Infantiles de administración delegada (Fundación Integra)	0–3 years	11	●	●
	Private and private funded ECE	Jardines Infantiles particulares pagados	0–3 years	11		●
PPE	ECE JUNJI	Jardines Infantiles JUNJI	3–6 years	11	●	
	Private and municipalities ECE with contract with JUNJI	Jardines Infantiles vía transferencia de fondos (VTF-JUNJI)	3–6 years	11	●	●
	Communitarian ECE with contract with JUNJI	Jardines Infantiles Comunitarios (JUNJI)	3–6 years	11	●	●
	ECE Integra Foundation	Jardines Infantiles Fundación Integra	3–6 years	11	●	●
	Private ECE with contract with Integra Foundation	Jardines Infantiles de administración delegada (Fundación Integra)	3–6 years	11	●	●
	Private and private funded ECE	Jardines Infantiles privados	3–6 years	4		●
	Public schools	Establecimientos Escolares Municipales	4–6 years	4	●	
Private schools with public funding	Colegios particulares subvencionados	4–6 years	4	●	●	
Private schools with private funding	Colegios particulares pagados	3–6 years	4		●	

**Key:**

- Funding type exists.

**JUNJI kindergartens** or *Jardines Infantiles JUNJI* are provided by JUNJI (National Board of Kindergartens/*Junta Nacional de Jardines Infantiles*), which is the main public institution that provides ECE services. These settings are public, free, publicly funded and targeted at children from low-income families. The JUNJI settings provide part and extended day ECE services to children from birth to three years of age or from three to six years of age. They are staffed by professional educators in collaboration with educators' assistants (who have vocational education training).

**Kindergartens via fund transfer** or *Jardines Infantiles vía transferencia de fondo (VFT-JUNJI)* are private and municipal settings with a contract with JUNJI. This type of kindergarten includes not-for-profit, private institutions or municipal services that create, maintain and manage ECE services that receive funding from JUNJI. To receive public funding, they must comply with the JUNJI requirements about infrastructure, didactic material and staff qualifications. These settings are funded through a mix of public and private subsidy. They provide part and extended day places to children from birth to three years or from three to six years.

**Community kindergartens** or *Jardines Infantiles Comunitarios (JUNJI)* are communitarian ECE settings with a contract with JUNJI. These settings receive a small group of children as a result of a community initiative. They are funded through a mix of public and private funding and provide part or extended day places to children from birth to three years of age or from three to six years of age.

**Integra foundation kindergartens (with delegated administration)** or *Jardines Infantiles de administración delegada (Fundación Integra)* are private ECE settings that have a contract with the Integra Foundation. These settings are not-for-profit, private settings that receive funds from Integra Foundation. They are funded through a mix of public and private funding and provide part and extended day places to children from birth to three years of age or from three to six years of age.

**Private kindergartens or schools** or *Jardines Infantiles particulares pagados* (at ECED level) or *Colegios particulares pagados* and *Jardines Infantiles privados* (at PPE level) are private settings and are privately funded. They only need permission from the municipality to open and from the Health Ministry to certify that they comply with safety requirements. They provide full- and part-time places to children from birth to three years of age or from three to six years of age.

**Municipal schools** or *Establecimientos Escolares Municipales* are public schools funded through the municipalities. These schools normally provide primary and secondary education but some of them may have transition levels (prekindergarten and kindergarten) offering PPE. They provide part-time places (typically four hours a day) to children from four to six years of age.

**Subsidized private schools** or *Colegios particulares subvencionados* are private schools that receive public funding through a voucher per pupil per attendance. These schools normally provide primary and secondary education, but some of them may have transition levels (prekindergarten and kindergarten) offering PPE. They provide part-time places (typically four hours a day) to children from four to six years of age.

In summary, in Chile, there is a wide range of ECE setting types that fall into two basic types: kindergartens or schools. Most setting types receive a mixture of public and private funding, with some being completely publicly or completely privately funded. The settings also reflect a mix of public, communitarian and private services. Most kindergarten settings offer part and extended day places with long hours, with the school settings generally offering shorter hours.

## CZECH REPUBLIC

In the Czech Republic there are two main types of ECE settings, nurseries or preschools, with a clear distinction between settings serving under-threes (ECED) and settings serving three- to six-year-olds (PPE) (Table 8b).

Table 8b: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in the Czech Republic

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Public nursery	Jesle	0–3 years	10	●	
	Private nursery	Jesle	0–3 years	10		●
PPE	Public kindergarten with municipality as a responsible body	Veřejná mateřská škola-zřizovatelem je obec mateřská škola	3–6 years	10	●	
	Public kindergarten with regional authority as a responsible body	Veřejná mateřská škola-zřizovatelem je kraj mateřská škola	3–6 years	10	●	
	Public kindergarten with ministry as a responsible body	Veřejná mateřská škola-zřizovatelem je ministerstvo mateřská škola	3–6 years	10	●	
	Private kindergarten	Soukromá mateřská škola	3–6 years	10	●	●
	Church kindergarten	Církevní mateřská škola	3–6 years	10	●	●

**Key:**

- Funding type exists.

**Nurseries** or *Jesle* may be public or privately funded and run. They provide both full- and part-time places to children from birth to three years of age.

**Preschools** or *mateřská škola* serve children from three to six years of age (PPE). There are five main types of preschool included on the national preschool register. To be included on the register, a preschool needs to comply with a range of regulations and conditions. Once a preschool is included on this register, it is connected to a state guarantee of quality and it receives public funding. If there is spare capacity, two-year-olds can also enter the setting (according to regulations).

**Public kindergartens** or *Veřejná-zřizovatelem je obec mateřská škola* are kindergartens with the municipality as the responsible body. They are publicly funded and provide full- and part-time places to children from three to six years of age.

**Public kindergartens** or *Veřejná-zřizovatelem je kraj mateřská škola* are public kindergartens with the regional authority as the responsible body. They are publicly funded and provide full- and part-time places to children from three to six years of age.

**Public kindergartens** or *Veřejná-zřizovatelem je ministerstvo mateřská škola* are kindergartens with the ministry as the responsible body. They are publicly funded and provide full- and part-time places to children from three to six years of age.

**Private kindergartens** or *Soukromá mateřská škola*. These settings are funded through a mix of public and private funding and provide full- and part-time places to children from three to six years of age.

**Church kindergartens** or *Církevní mateřská škola*. These settings are funded through a mix of public and private funding and provide full- and part-time places to children from three to six years of age.

In summary, in the Czech Republic, there is a wide range of ECE setting types that receive public and private funding, with only one type being completely privately funded. The settings reflect a mix of public and private/church delivered services. Most ECE settings are open full time and for long hours (typically 10 hours a day).

## DENMARK

In Denmark, there is a range of home and center-based ECE settings offering varying hours of operation (Table 8c).

Table 8c: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in Denmark

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Nursery	Vuggestuer	0–3 years	10	●	
	Home-based care	Dagleje	0–3 years	10	●	
ECED & PPE	Centers for 0–6-year-old children	Integreret daginstitution	0–6 years	10	●	
PPE	Kindergarten	Børnehaver	3–6 years	10	●	

**Key:**

- Funding type exists.

**Home-based care** or *Dagleje* are publicly funded, home-based care. They provide part and extended day places to children from birth to three years of age.

**Nurseries** or *Vuggestuer* are regulated, publicly funded, center-based settings providing part and extended day places to children from birth to three years of age.

**Integrated centers** or *Integreret daginstitution* are publicly-funded centers that cater for children from birth to six years of age. They provide part and extended day places.

**Kindergartens** or *Børnehaver* cater for children from three to six years of age. These settings are publicly funded and provide part and extended day places.

In summary, in Denmark there is a range of setting types at both ECED and PPE level, which are all publicly funded. All ECE settings offer part and extended day places, and for long hours (typically 10 hours a day).

## ESTONIA

In Estonia, a distinction is made between the types of setting within the system. A child care service means a service supporting the ability of the caregiver to cope or work during the provision of which the care, development and safety of a child is guaranteed by a provider of child care service. A preschool child care institution is an educational institution providing care and preschool education to children from eighteen months to seven years of age. In Estonia, there are two main ECE setting types that offer ECE services to children from 18 months to seven years of age with a similar range of hours of operation, namely child care centers, and preschool child care institutions (Table 8d).

Table 8d: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in Estonia

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Child care service	Lapsehoiuteenus	Birth–7 years	11	●	
ECED & PPE	Preschool child care institution	Koolieelne lasteasutus	18 months–7 years	11	●	

**Key:**

- Funding type exists.

**Child care centers** or *Lapsehoiuteenus* are publicly funded, integrated centers that offer childcare for children from 18 months to seven years of age. They provide part and extended day places.

**Preschool and child care institution** or *Koolieelne lasteasutus* are publicly-funded centers that offer a clear educational program. They provide part and extended day places to children from 18 months to seven years of age.

In summary, in Estonia the two setting types are distinct, one having a child care orientation and the other a preschool orientation, though both types offer care and early education. Both of these setting types are publicly funded and offer part and extended hours places (typically 11 hours a day).

## ITALY

In Italy, there are three main setting types in the ECE system, with a clear distinction between settings that serve children under three years (ECED) and children over three years to the start of primary schooling (PPE): child care nurseries, integrative services and infant schools (Table 8e). They offer varying hours of operation.

**Child care nurseries** or *Nidi d'infanzia* are center-based nurseries that can be located in the community or attached to a workplace. Included in this setting type are also *micro-nidi*, hosting a smaller number of children than nidi. Nidi d'infanzia offer meal services and provide sleeping facilities, if they are operating also during afternoons. They provide part- and full-time places (typically six hours a day) to children from three months up to three years of age. Official statistics on Nidi generally include also services offered in *Sezioni primavera*/Spring sections for children aged 20–36 months old, even though such services are normally provided within a pre-primary school (PPE setting, type 1). The same statistical treatment is made for the so-called "Anticipi/ Anticipated enrollments" of children aged 30–36 months in pre-primary schools. These

Table 8e: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in Italy

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Infant nest	Nidi d'infanzia	3 months –3 years	6	●	●
	Integrative services	Servizi integrativi	3 months –3 years	5	●	●
PPE	Infant school (pre-primary school, formerly termed "maternal school")	Scuola dell'infanzia (formerly scuola materna)	3–5 years	8	●	●

**Key:**

- Funding type exists.

settings may be publicly funded, privately funded or receive a mixture of public and private funding.

**Integrative services** or Servizi integrativi cater for children from three months to three years of age, offering places, typically for five hours a day. Within this type several subtypes of service are included: play spaces (playgrounds) for children from eighteen months to three years, where children are hosted during mornings or afternoons; centers for children and families where children from birth to three years are hosted with their parents or other accompanying adults; services and educational interventions within the family home environment for children under three years of age, run by qualified educational staff.

**Infant schools** or *Scuola dell'infanzia* (formerly *Scuola Materna*) offer early education and may be state-run, municipal or private. These settings may be publicly funded, privately funded or receive a mixture of public and private funding (through parental contributions, charities, business or employee organizations). When state-run, Scuole dell'Infanzia are often part of a comprehensive state institute (*Istituto Comprensivo*) hosting children within the three to fourteen age range, so crossing ISCED Level 1, Level 2 and Level 3 stages. They generally offer free, full-time places (typically eight hours a day) to children from three to six years of age. State and municipality run settings can also include services offered as sezioni primavera/spring sections for two- to three-year-old children, or anticipi/anticipated enrollments in preschool for children from two-and-a-half to three years. Children admitted in these circumstances can have two time schedule options: six hours a day or an extended 8–9 hours a day.

In summary, in Italy there are three setting types in the ECE system, with some settings solely publicly funded, some solely privately funded, and some receiving a mix of public and private funding. Schools with equal state status (*Paritarie*) are those run by private providers receiving public funding depending on the meeting of certain requirements. ECE settings generally operate for between five and eight hours, with some also offering extended hours.

## POLAND

In Poland, there is a range of setting types in the ECE system, with a clear distinction between setting types at ECED and PPE. ECE settings vary from home-based child care to more formalized centers, kindergartens or schools. They vary in terms of hours of operation, with some offering long, extended hours and others shorter days (Table 8f).

Table 8f: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in Poland

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Crèche	Żłobek	5 months–3 years	10	●	●
	Kids club	Klub dziecięcy	1–3 years	5	●	●
	Day care	Dzienny opiekun	5 months–3 years	5	●	●
	Nanny	Niania	5 months–3 years	8		●
PPE	Kindergartens (in some works described also as nursery schools)	Przedszkole	3–7 years	11	●	●
	Preschool classes in primary schools	Oddział przedszkolny w szkole podstawowej	3–7 years	5	●	●
	Other preschool settings, including preschool units and centers	Inne formy wychowania przedszkolnego: punkty przedszkolne i zespoły wychowania przedszkolnego	3–7 years	5	●	●

**Key:**

- Funding type exists.

**Home-based care** can take two forms; firstly, *dzienny opiekun* or day care delivered by a person appointed by a commune, who can care for up to five children in their home or in a place provided by the commune. They are financed through a mix of public and private funding and provide part-time places to children from five months to three years of age. The second form of home-based care is *niania* or nanny, where one person (usually registered) looks after one child and is appointed and paid in full by the parents, but his/her social insurance is covered by the government in full or in part. Nannies provide full-time services to children from five months to three years of age.

**Center-based care** can take two forms; firstly, *żłobek* or crèche, which is the oldest and most regulated form of ECE in Poland, (for example, if the number of children in the crèche exceeds 20, then a qualified nurse has to be appointed). Crèches may be administered by communes as a public service or by other institutions, selected through an open competition. They can be financed through a mix of public and private funding and provide part- and full-day places to children from five months to three years of age. The second type of center-based settings are called *klub dziecięcy*, or kids clubs, and are a smaller and less regulated version of crèches. Kids clubs are a relatively new entity and may be administered by communes as a public service or by other institutions, selected through an open competition. They can be financed through a mix of public and private funding, and provide half-day places to children from one to three years of age.



**Kindergartens** or *Przedszkole* (sometimes called nursery schools). There are two additional subtypes of kindergartens: those with integrated units and special kindergartens for children with disabilities. They may be publicly or privately funded, or a mixture of these and provide full- and part-time places to children from three to seven years of age.

**Preschool classes in primary schools** or *Oddział przedszkolny w szkole podstawowej* are intended primarily to provide compulsory preschool places for children from five years of age, before entry to primary school at seven years of age. They may be financed through a mix of public and private funding and offer part-time places (typically five hours a day) to children from three to seven years of age. Currently these units are being transitioned into regular nursery schools or other preschool settings.

**Preschool units** or *Inne formy wychowania przedszkolnego: punkty przedszkolne i zespoły wychowania przedszkolnego* include other kinds of preschool settings, including preschool units and centers. Preschool units are intended as smaller “light” versions of nursery schools, there is a limit of 25 children per setting and also organizational regulations are less strict. Nursery centers are similar to preschool units, but can operate on only selected days of a week. They may be funded through a mix of public and private funding, usually through a public subsidy given for each child to communes from the Ministry of Education, which is often supplemented from the settings own private funding. Public settings (run by communes) and private settings (run by other entities) receive the same subsidy.

In summary, in Poland, there is a range of setting types at both ECED and PPE. All setting types receive public and private funding. Most ECE settings offer full- and part-time services, with some offering an extended day.

## THE RUSSIAN FEDERATION

In the Russian Federation, there is a wide range of setting types in the ECE system. Over recent years the emergence of the autonomy of education establishments has been accompanied by growth in their variety. Preschool kindergartens are now differentiated by specialism, and so can be child development kindergartens (prioritizing an aspect of child development); compensatory kindergartens (prioritizing the correction of abnormalities in children’s development); health improvement kindergartens (prioritizing sanitation, hygiene, and health improvement); or combined kindergartens (which can include general development, compensatory and health improvement services in various combinations). Preschool education centers and full-day kindergartens attendance remain the basic form of preschool education, but new forms of non-state preschool education are also being sought that increase opportunities for families to choose the form of their children’s preschool education; for example, Sunday kindergartens, family kindergartens, short-stay children’s groups, development groups, and family education centers. Supplementary education offers still more education services for preschool age children. ECE settings vary from small informal child care groups to more formalized centers or kindergartens. They vary in terms of hours of operation, with some offering extended hours, and others half-day provision (Table 8g).

Table 8g: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in the Russian Federation

Level	Setting type	Name in home language	Serving children aged...	Typical length of day (hours)	Funding type	
					Publicly subsidized	Privately subsidized
ECED	Public full-time group for children	Группа детей раннего возраста в государственном образовательном учреждении	2 months –3 years	12	●	
	Public part-time group for children	Группа кратковременного пребывания в государственном образовательном учреждении	2 months –3 years	4	●	
	Non-public full-time group for children	Группа детей раннего возраста в негосударственном образовательном учреждении	0–3 years	12	●	●
	Non-public part-time	Группа кратковременного пребывания в негосударственном образовательном учреждении / Short stay group in state educational institution	2 months –3 years	4	●	●
	Group for children individual entrepreneur	Дошкольное образование у индивидуальных предпринимателей	2 months –3 years	4–24	●	●
	Child care group	Присмотр и уход	2 months –3 years	4–12	●	●
PPE	Public full-time group for children	Государственный детский сад в режиме полного дня	3–7 years	12	●	●
	Non-public group for children	Негосударственный детский сад	3–7 years	12	●	●
	Child care group	Присмотр и уход	3–7 years	4	●	●

**Key:**

- Funding type exists.

**Public kindergartens** can be provided by the state or the municipality, are publicly funded, and provide full-time or part-time places to children from two months to seven years of age. These groups can be organized with inclusion or as a special group for children with disabilities.

**Non-public kindergartens** operate in a state educational institution. They are funded through a mix of public and private funding, and provide full-time (12 hours), shorter working hours (8–10.5 hours), extended day (13–14 hours), part-time (3–5 hours) and 24-hour services for a five- or six-day working week, for children from three to seven years of age.

**Private kindergartens** owned by an individual entrepreneur, are funded through a mix of public and private funding, and provide both full-time and part-time places (typically from 4 to 12 hours) for children from two months to three years of age.

**Child care groups** do not offer a defined educational program. They are funded through a mix of public and private funding, and provide full-time (12 hours), shorter working hours (8–10.5 hours), extended day (13–14 hours), part-time (3–5 hours) and 24-hour coverage for a five- or six-day working week, for children from two months to three years of age.

In summary, in the Russian Federation, there are a wide range of setting types at both ECED and PPE level financed through a mix of public and private funding. Most ECE settings offer full- and part-time services, with some settings offering extended opening hours, up to 24 hours.

## THE UNITED STATES

In the United States, ECE includes a wide range of settings. Settings vary in terms of location, from private homes to more formalized settings, such as centers or within schools. They vary in terms of hours of operations, with some more than covering the work day and others more tailored to half day provision. ECE within the United States has several different names, such as child care, day care, preschool, prekindergarten, and transitional kindergarten. There are different ways to distill the variety of setting types into broader categorization. One differentiation that is often used in the United States is location. Therefore, for reporting purposes for this study, the United States provided information on children's participation in the following: center-based ECE; home-based ECE; and kindergarten (Table 8h).

*Table 8h: Main setting types and characteristics of services for children aged 0–3 years (ECED) and children aged 3 to the start of primary school (PPE) in the United States*

Level	Setting type	Serving children aged...	Typical length of day (hours)	Funding type	
				Publicly subsidized	Privately subsidized
ECED	Center-based	0–3 years	7	●	●
	Home-based, non-relative day care (not child's own home)	0–3 years	7	●	●
PPE	Center-based	3 to not-yet-in-kindergarten	5	●	●
	Home-based, non-relative (not child's own home)	3 to not-yet-in-kindergarten	7		●
	Kindergarten, public school	*	6	●	
	Kindergarten, private school	*	6		●

**Key:**

● Funding type exists.

**Explanatory notes:**

\* In the majority of states, kindergarten begins the last week of August or the first week of September and to enroll children must be five years of age by approximately August 31 or September 1 of the school year (this date varies by state: see [http://nces.ed.gov/programs/statereform/tab5\\_3.asp](http://nces.ed.gov/programs/statereform/tab5_3.asp)).

The typical length of day in this table is not reflective of operating hours. The typical length of day is the number of hours the average child in the setting type attends. For center-based ECE and home-based ECE the typical length of day is calculated by dividing the number of hours per week children attend by the number of days per week they attend. For kindergarten, typical daily length of provision is full-day kindergarten.

Approximately 77% of kindergarteners attend full-day programs and 23% attend part-day programs.

**Sources:**

US Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES) (US Department of Education, 2012a), US Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2012 National Household Education Surveys Program (PFI-NHES) (US Department of Education, 2012b).

**Center-based** ECE includes day care centers, preschools, or prekindergarten programs, not private homes. Center-based ECE often includes Head Start, a federally-funded ECE program targeted at low-income families.

**Family-based** ECE refers to the early care and education of several children (other than the provider's own) in the caregiver's own home. This includes home-based providers or neighbors, but not day care centers, preschools, or care provided by a child's relative in the home.

Both center-based ECE and family-based ECE serve children from birth through to not-yet-in-kindergarten. Therefore, in this report, participation in these broad types of ECE is reported for both the ECED and the PPE age groupings.

In the United States, the year prior to ISCED Level 1 is kindergarten. Kindergarten is regulated by individual states. In 45 states and DC, school districts are required to provide kindergarten programs, with the other five states leaving it up to local school districts to decide whether or not to offer kindergarten; 11 states plus DC require school districts to offer full-day kindergarten, and, in 15 states and DC, kindergarten attendance is mandatory.

The majority of ECE settings that serve children from birth through age five but not-yet-enrolled-in-kindergarten are private fee-based services; there are also some notable state-funded or federally-funded programs.

- State-funded preschool: 41 states and DC offer state-funded preschool programs that serve children the year prior to kindergarten (Barnett Carolan, Squires, Clarke Brown, & Horowitz, 2015) with two additional states beginning programs in the 2015–2016 school year. However, in 2015, the majority of these programs were not universally available to all age eligible children within the state.
- Head Start: Head Start and Early Head Start promotes the school readiness of young children from low-income families through federal grants to organizations in their local communities. Head Start programs support the mental, social, and emotional development and education of children ages three, four and five but not yet enrolled in kindergarten. Early Head Start programs are available to the family until the child turns three years old and is ready to transition into Head Start or another prekindergarten program. Three- and four-year-olds made up over 80% of the children served by Head Start last year.
- Title I: Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965, when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the [No Child Left Behind Act](#) (US Public Law 107-110). Over 600,000 children are also served through preschool programs funded through federal Title I allocations to school districts and schools.
- Individuals with Disabilities Act (IDEA): The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. IDEA provides federal grants to states and guidelines concerning the funding and services to children from birth to two years of age and from age three to age twenty-one. For example, IDEA states that every family is entitled to appropriate and timely identification and intervention services for children aged birth to two years. For children aged three to twenty-one years, every child is entitled to a free and appropriate public education.

- **Child Care and Development Block Grant (CCDBG):** The Child Care and Development Block Grant (CCDBG) is a federal grant to states that help low-income families, families receiving public assistance, and those families transitioning from public assistance in obtaining early education and care.

In summary, there are a wide range of program types within the United States, often very broadly categorized as either center- or home-based, delivered in a variety of settings with both public and private funding. In addition, ISCED Level 0 within the United States includes kindergarten, which is often thought of as the first year of primary school. Even though kindergarten attendance is not compulsory throughout the United States, the majority of children attend.

Examination of setting types within the eight study countries reveals that, in all countries, there is a wide variety of setting types delivering services to under-threes (ECED) and for children aged three up to primary school age (PPE). Some countries have a greater variety of settings than others, and the number also varies with the age of the child. Settings in all countries are generally focused on a particular age group of children, usually birth to three-year-olds (ECED) or three to primary school age children (PPE), but Denmark and Estonia have fully integrated settings that cater for children from birth to primary school age.

Funding for ECE settings is equally complex. In Denmark and Estonia, all ECED and PPE settings are fully publicly funded, but, in Chile, the Czech Republic, Italy, Poland, the Russian Federation and the United States, settings can be fully publicly funded, fully privately funded, or receive a mixture of public and private funding. All of the study countries had ECED and PPE settings that offered a range of daily schedule options, from short sessions to extended day services (> 10 hours), with the Russian Federation also offering 24-hour services in one case.

### **Summary Finding 7**

In all study countries, there are various setting types or forms of provision delivering ECE services to children under three years old (ECED) and from three years up to primary school age (PPE). These include home-based and center-based services and may be called crèches, kindergartens, nursery schools, nursery or kindergarten classes in primary schools, kids clubs, preschools, day care centers, and integrated centers. Some countries have a greater variety of setting types than others, and the number of setting types also tends to reduce with the age of the child. The variety in types of provision in the study countries exemplifies the complexity and diversity in the delivery of ECE services during ISCED Level 0.

### **Summary Finding 8**

Settings in the study countries are mostly focused on a particular age group of children, usually birth to three years old (ECED) or three to primary school age children (PPE), but Denmark and Estonia have fully integrated settings that cater for children from birth to primary school age. Funding for ECE settings is complex, with some countries fully funding ECE services but, in the majority of countries, settings can be fully publicly funded, fully privately funded, or receive a mixture of public and private funding.

### Summary Finding 9

Funding for ECE settings is complex. In Denmark and Estonia, all ECED and PPE settings are fully publicly funded, but in Chile, the Czech Republic, Italy, Poland, the Russian Federation and the United States settings can be fully publicly funded, fully privately funded, or receive a mixture of public and private funding.

### Summary Finding 10

All of the study countries have ECE settings that offer a range of daily schedule options, from short sessions to extended day services (over 10 hours), with the Russian Federation also offering 24-hour services in one type of setting. Often, parents may also have to use more than one setting if they require 10 or more hours. In the United States, for example, a child may attend preschool at a primary center in the morning, a different program in the afternoon, and home-based child care in the late afternoon to evening.

## Target Populations

For certain groups, participation in ECE services has been enhanced by policy initiatives in some countries, and strategies developed to encourage certain settings to target their services to identified populations (European Commission/EACEA/Eurydice/Eurostat, 2014; OECD, 2013). These target populations may include families with low income, children with special educational needs, minority ethnicity families, or families where the home language is different from the school language. The Czech Republic, Italy and Poland emphasize an inclusive approach in all their settings; for example, children with special needs or disability are integrated as much as possible with other children. These countries have few special kindergartens for children with disabilities.

However, Chile, Denmark, Estonia, the Russian Federation and the United States do target certain populations in some of their settings. The most common target populations are low-income families, and children with special needs and disability. For example, Chile has developed a targeting strategy for low-income families in some of its settings through the national program, “Chile Grows With You,” while, in other settings, a more heterogeneous population is encouraged. Denmark has universal access to its settings, but low-income families, families with children with special needs, and families where the home language is not Danish, including ethnic minority groups, are especially encouraged to attend ECE services. In some cases, communities can force parents to send their children to a setting. Estonia targets low-income families, children with special needs and disability, minority ethnic groups, and children whose home language is different. The Russian Federation targets groups with special needs and disabilities, with some settings specifically focused on children with special needs, disability or health issues. The United States targets low-income families, particularly in its publicly-funded ECE services, through programs such as Child Care Development Block Grants (CCDBG), Head Start and Early Head Start, as well as some state preschool programs.

### Summary Finding 11

There is a mixed approach to targeting certain populations to enhance their participation in ECE services, with some countries avoiding a targeting approach, and adopting a universal and integrated approach (Czech Republic, Italy and Poland) and others embracing targeting as a useful strategy to increase the integration and inclusion of certain groups, particularly children from low-income families, and children with special needs or disability (Chile, Denmark, Estonia, the Russian Federation and the United States).

### Setting Enrollment Rates

Providing access to ECE settings does not necessarily result in achieving full enrollment, as at different ages and in different family circumstances, variation in need and demand for ECE will necessarily occur (Table 9).

Table 9: Enrollment rates for children aged from 0–3 years (ECED) and from 3 years to the start of primary schooling (PPE) at different ages

Country	Enrollment rates as a % for age groups 0–7						
	Enrollment rate as a % < 1 year	Enrollment rate as a % 1 < 2 year	Enrollment rate as a % 2 < 3 year	Enrollment rate as a % 3 < 4 year	Enrollment rate as a % 4 < 5 years	Enrollment rate as a % 5 < 6 years	Enrollment rate as a % 6 < 7 years
Chile <sup>a</sup>	4.0	18.8	32.7	55.6	81.4	95.9*	n/a
Czech Republic <sup>b</sup>	30.4			77.3	87.4	90.5*	17.1
Denmark <sup>c</sup>	17.5	86.1	94.1	97.0		–	–
Estonia	–	26.2	72.4	88.9	93.0	94.0	100.0*
Italy	–	–	–	92.0	96.1	88.3*	1.3
Poland	–	–	–	57.0	71.0	94.0	79.0*
Russian Federation <sup>d</sup>	11.2			77.4			
United States	17.2	26.2	32.1	47.9	66.4	86.0*	33.0

**Key:**

– No data provided.

\* The final year of ISCED 0.

**Explanatory notes:**

It should be noted that enrollment rates given in the table are reflective of the settings defined within the study scope, which may not be exhaustive. For example, a setting not included might be home-based care provided by a relative, or care provided in the child's home.

**Country specific notes:**

<sup>a</sup> The evidence for Chile is taken from the National Socioeconomic Survey (CASEN) (Ministry of Social Development, 2011) The percentages represent the total of children attending, including special education.

<sup>b</sup> The Czech Republic were able to provide enrollment figures for children younger than three years, but these were not broken down into individual age bands.

<sup>c</sup> Denmark was able to provide figures based on the age group three to five years as a whole, and could not break this down further.

<sup>d</sup> The Russian Federation was able to provide figures based on the age groups birth to three, and three to seven, and could not break down the figures further.

The evidence suggests that there is a paucity of data on enrollment rates in ECE for children under the age of three (ECED) compared to that available for children over the age of three years (Table 9). For example, in Italy, it is reported that, for ECED, enrollment data differentiated by age are unavailable, and where data have been provided the figures should be treated with caution and used as a “best estimate.” Poland also reported that for children aged under three years old the statistics are less reliable. The Czech Republic, Denmark and the Russian Federation were able to provide composite data for a broader age group, but not for individual year groups.

Whilst acknowledging these data limitations, where evidence is reported, for Chile, Denmark, the Russian Federation and the United States, this reveals that, for under-threes, enrollment levels increase with the age of the child. At PPE level, a similar pattern of rising enrollment levels up to the age of six years is evident in Chile, the Czech Republic, Estonia, Poland and the United States. In Italy, enrollment drops slightly for five- to six-year-olds (which may be due to early pre-primary enrollment). In Denmark and the Russian Federation, there are only composite data for this period, so it is difficult to determine annual enrollment. However, in all the study countries, by the age of six years enrollment in PPE is high, with all countries, except the Russian Federation and Poland, having enrollment levels in the final year of ISCED Level 0 above 86%. Between the age of six and seven years, the information indicates that enrollment in ECE can vary significantly from the previous year, and in the Czech Republic, Italy, Poland and the United States it decreases, which suggests that transition of the child to primary schooling and out of the ECE system may be underway.

### Summary Finding 12

Enrollment levels to ECE services appear to increase in line with the age of the child, with high levels of enrollment (above 86%) in all the study countries (where data are available) in the final year of ISCED Level 0; some countries approach 100% enrollment.

## Setting Funding Strategies

Funding strategies for ECE settings can be divided into two basic approaches: supply-side and demand-side funding. Supply-side funding refers to funding that is made available by the state or other public body to a supplier or provider of ECE to increase or improve their provision. Supply-side funds, for example, may take the form of direct grants for building (capital grants), resources (resource grants), and grants to supplement staff wages (staff salary subsidy) or to increase quality through staff training. Sometimes government bodies will fund private providers by paying a subsidy based on places provided. Such grants are termed, “funded places subsidies.” Demand-side funding refers to funding from the state or other body being made available directly to parents, so parents can choose where to place their children. It enables parents to be consumers and to make choices. Such funding may take the form of parent grants or reduced fees, parent vouchers or credit authorization for ECE child care, tax relief or reduction, or general child or family allowances where parents receive weekly or monthly funds from the state to support their child’s upbringing.



Table 10: Supply-side funding from central funds for children aged from 0–3 (ECED) and children aged from 3 to the start of primary schooling (PPE)

Country	Level	Types of supply-side funding			
		Funded places subsidy	Staff salary subsidy	Capital grants	Resource grants
Chile	ECED	●	●	●	●
	PPE	●	●	●	●
Czech Republic	ECED	n/a	n/a	n/a	n/a
	PPE	●	●	●	●
Denmark <sup>a</sup>	ECED	●	●	●	●
	PPE	●	●	●	●
Estonia	ECED	●	●	●	●
	PPE	●	●	●	●
Italy <sup>b</sup>	ECED	●	●	●	●
	PPE	●	●	●	●
Poland	ECED		●	●	●
	PPE		●	●	●
Russian Federation	ECED		●	●	●
	PPE		●	●	●
United States	ECED	●	●		●
	PPE	●			●

**Key:**

- Supply-side funding is available.
- n/a Funding from central funds does not exist.

**Country specific notes:**

- <sup>a</sup> In Denmark, ECED and PPE are paid for through taxation, regulated by national law and locally organized. The funding is not specified, but is used for all aspects of service delivery.
- <sup>b</sup> In Italy, for ECED central supply-side funding is available, but it is not specified how it is spent. The NRC reported that it is impossible to determine which combination of subsidies has been used. For PPE, the central authority (Ministry of Education) transfers 80% of resources mainly for staff salary to all schools, including preschools, but excluding municipally-run institutions. The remainder 20% is composed of capital expenditure and current expenditure. Capital investments include major building upgrading and building of new schools; current expenditure is used for service delivery (goods and services such as teaching materials, management expenditure, small-scale maintenance and cleaning). Financial resources coming from the state for the administrative running of schools are provided without any constraints on their priority destination, and schools have full autonomy to use these resources for their own institutional aims. Source: Personal communication from the Ministry of Education to the NRC, 7 October 2015.

For settings that serve children under the age of three, supply-side funding is available in seven of the eight study countries, namely Denmark, Chile, Estonia, Italy, Poland, the Russian Federation, and the United States (Table 10). Supply-side funding is not used in the Czech Republic to support services for under-three-year-olds. Chile, Estonia, and the United States use supply-side funding to provide a funded places subsidy. In Chile, Estonia, Poland, the Russian Federation and the United States there is a staff salary subsidy. Chile, Estonia, Poland and the Russian Federation provide funds for capital grants to settings, and Chile, Estonia, Poland, the Russian Federation and the United States provide resource grants to settings. Italy and Denmark have public funding for services for under-threes, but do not specify how this is spent; thus funding can be used for all aspects of service delivery.

For settings designed to serve children from three years to primary school, supply-side funding is available in all eight study countries. In Chile, the Czech Republic, Estonia and the United States, such funding provides a funded place subsidy. In Chile, the Czech Republic, Estonia, Poland and the Russian Federation, it provides a staff salary subsidy. Chile, the Czech Republic, Estonia, Poland, and the Russian Federation fund capital grants to settings, and Chile, the Czech Republic, Estonia, the Russian Federation and the United States also provide resource grants to settings. In Denmark, there is public funding for services for children from three to primary school age, but it is not specified how this is spent, and funds can be used for all aspects of service delivery.

The evidence indicates that supply-side funding is used extensively in the study countries as a key element in the financing of ECED and PPE settings. For example, in Chile, JUNJI and Integra ECED settings receive public funding through a legal agreement, in addition to public funds made available through other programs such as food programs, infrastructure investment, educational resources and curricular development. Public and private nursery schools for children over three years old also have nationally agreed funding amounts per child, which can amount to 100% of the costs. In Italy, capital grants from the government are provided in full or in part by the local authority responsible for municipal PPE settings. This is used for new building and maintenance. In addition, all state preschools are funded by the Italian Ministry of Education to support staff and running costs. In Poland, a program enables counties to obtain capital grants from the state to create a crèche or sustain existing places in crèches. Independent settings also receive a subsidy for each of the children in the setting, which covers staff salaries and the upkeep of the building. Public preschools are financed by the state. In the Russian Federation, public and private ECED and PPE settings receive specific grants from the government for staff salaries, the purchase of materials and building maintenance. In the United States, supply-side funding is achieved through such programs as Head Start, Child Development Block Grants, the Individuals with Disabilities Education Act and, increasingly, through state preschools and prekindergarten programs.

For settings serving children under the age of three, demand-side funding is available in all the study countries except the Czech Republic (Table 11). It is not used in the Czech Republic to support services for under-three-year-olds. In Estonia and the United States, this funding provides tax credits or tax relief for parents of under-three-year-olds who use ECED services. In Chile, Italy and the United States, demand-side funding provides vouchers for parents to purchase ECED services. Denmark, Estonia, Italy, Poland, the Russian Federation and the United States subsidize the fees for ECED services for parents. In Chile, Estonia, the Russian Federation and the United States, such funding also provides resource grants to settings. In Estonia, there are family allowances for parents.

For settings serving children from three years to primary school, demand-side funding is used in all of the eight study countries. In the Czech Republic, Estonia, and the United States, this funding provides tax credits or relief for parents who use PPE services. Chile and the United States provide vouchers for parents to purchase PPE services. Denmark, Estonia, Poland, the Russian Federation and the United States fund the reduction of fees for PPE services for parents. In Czech Republic and Estonia, demand-side funding also provides family allowances to parents.

*Table 11: Demand-side funding for children aged from 0–3 (ECED) and children aged from 3 to the start of primary schooling (PPE)*

Country	Level	Types of demand-side funding			
		Tax credits/relief	Vouchers	Reduced fees	Family allowances
Chile	ECED		●		
	PPE		●		
Czech Republic	ECED	n/a	n/a	n/a	n/a
	PPE	●			●
Denmark	ECED			●	
	PPE			●	
Estonia	ECED	●		●	●
	PPE	●		●	●
Italy	ECED	●	●	●	
	PPE				
Poland	ECED			●	
	PPE			●	
Russian Federation	ECED			●	
	PPE			●	
United States	ECED	●	●	●	
	PPE	●	●	●	

**Key:**

- Demand-side funding is available.
- n/a Demand-side funding does not exist.

Demand-side funding is also used extensively in the study countries as a key element in the financing of ECED and PPE settings; however, in Italian PPE settings demand-side funding is very limited due to the free nature of service provision. In Chile, all public ECE settings receive demand-side funding through a voucher system that is not given directly to parents but “follows the child.” This means that the fund is transferred directly to the setting, but gives parents the option to choose the ECE provision they prefer. In Denmark, low-income families and children with special needs or who do not speak the national language pay reduced fees. In the Czech Republic, family allowances and tax benefits are provided to parents. In Poland, all PPE fees are capped for the first five hours of care daily. In the Russian Federation, parents get compensation for the average amount of parental fees for ECED services, not less than 20% for the first child, 50% for the second child, and 70% for the third and subsequent children. In the United States, there are tax deductions related to the number of dependents in the household. They also have itemized tax deductions related to the expense of ECE and before and after school care.

### Summary Finding 13

Supply-side and demand-side funding are both used extensively in the study countries as key elements in the financing of ECE settings at both ECED and PPE level. Supply-side funding is used in a variety of ways, including subsidizing funded places, subsidizing staff salaries, and providing capital and resource grants to settings. Methods of demand-side funding include: providing tax credits or relief, offering vouchers to parents, reduced fees, and family allowance payments. In those countries where there is largely publicly-funded ECE provision (Denmark, Estonia and Italy), supply-side funding predominates.

### System Transitions

In many countries, the relationship between ECE (ISCED Level 0) and the school system (ISCED Level 1 onwards) has not been strong and coherent (OECD, 2001). *Starting Strong* (OECD, 2001) proposed an equal partnership between early childhood education and care systems, and suggested that the education system should be developed to include provision from birth. It was felt that partnership with the education system would bring together the diverse perspectives and methods of both ECE and schools, focusing on the strengths of both, and also benefit children's developmental progress as they moved through the care and education systems.

One of the recommended ways to secure smooth transitions between phases within ECE settings or from the ECE setting to school is for different service providers to communicate and cooperate with one another (OECD, 2012b). Stephen (2006) also outlined a number of ways that a setting may work with primary schools to help the transition, such as visits to familiarize children with the building, its staff and pupils, and induction meetings for parents. Developing effective ways of passing information from settings to schools may also improve transitions. Some countries' curricula have been developed to form a bridge between the ECE setting and primary school, for example the South Australian Curriculum Standards and Accountability Framework (Government of South Australia, 2009). Transition support and guidance for parents and children at key points in the system at ISCED Level 0 and ISCED Level 1 can also smooth the passage from one part of the system to another (Stephen, 2006).

Given the benefits of effective system transitions for children, parents, providers and policymakers, as outlined, the ECES explored the existence of national guidance to support transitions at key points in the ECE system in the eight study countries.

Of the eight study countries, five indicated that they have national guidelines to support transition at key points in the ISCED Level 0 system (the Czech Republic, Denmark, Estonia, the Russian Federation and the United States) and three countries reported that no national transition guidelines exist (Chile, Italy and Poland). The Czech Republic has guidance available to support transition practice from home to center-based ECE, which is set by the Framework Educational Program (Smolíková et al., 2004, p. 44), and which includes cooperation with parents during this transfer. Denmark has a national law ([Dagtilbudsloven, Chapter 2 § 7, 5](#)) that states that pedagogues must help children in transitions from one setting to another at all transition points, though there are no special guidelines for settings or parents. Estonia has guidelines for parents, children and practitioners at three key points: from home to center-based ECED; from ECED

to PPE; and from ISCED Level 0 (PPE) to ISCED Level 1. The Russian Federation has guidance for parents, children and practitioners at three key points: from home to center-based ECED; from ECED to PPE; and from ISCED Level 0 to ISCED Level 1. For example, when a child transfers from home to center-based ECE, there are guidelines that encourage a gradual induction of the child, leaving the child for a few hours the first time, and then gradually increasing the length of stay during the first month. Transition from ECED to PPE is supported at a program or curriculum level. The United States has guidance for parents, children and practitioners to support transition from one setting in the system to the next at several key points, such as: from home to center-based ECE, from ECED to PPE; from PPE into kindergarten; and from kindergarten to ISCED Level 1. For example, on transition from home to center-based ECE Head Start establishes guidelines for its programs that address the development of children aged three to five years. It is reported that many states adopt a version of these standards to guide both parents and settings on the transition from ECED to PPE, and from PPE to ISCED Level 1.

However, the absence of national guidelines does not mean that support for transition is not available. Italy reported that national curriculum guidelines for PPE mention the transition to primary school, and that there is evidence (national monitoring of 2012) that 95% of PPE schools have some practices in place concerning the transition of children from pre-primary to primary school. Among these practices, the most cited are: a specific commission covering the two school levels, planning of common activities, meetings for the exchange of information and for joint planning between teachers of the two school levels, and meetings for reciprocal acquaintance of teachers. In Poland too, although there are no national guidelines or programs, there is an awareness of this issue and there are grassroots initiatives in this area of practice.

#### Summary Finding 14

In the study countries, there is an awareness of the importance of offering support in transition for parents, children and practitioners at key points in the ECE system and through to ISCED Level 1, and encouragement at national or subnational level for the incorporation of transition strategies within ECE practice in the majority of the study countries, supported by national guidelines in the Czech Republic, Denmark, Estonia, the Russian Federation and the United States.

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