



BYMBE

Bringing Young Mothers back to education

Report on National Education and Support Services for young mothers

Prepared by Social Innovation Fund in cooperation
with Partnership of BYMBE project

February 2018

Project BYMBE – Bringing Young Mothers back to education
No. 2017-1-AT01-KA204-035007



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About the project

The project Bringing Young Mothers Back to Education – BYMBE aims to produce training tools in support of the work of social workers, teachers and trainers for the purpose of sustaining young mothers between 15 and 25 years old in re-entering education or training for a better access to the labour world.

Target groups of the project:

- Young mothers aged 15-25 who have not finished professional education and Social Workers.
- Social workers, teachers, trainers, other stakeholders in the field and general public for dissemination.

Overall objective of the project is to improve social inclusion of young mothers, which are not in employment, education or training (NEETs) by bringing them back to school (education or training). The specific project objectives reflect the holistic and innovative nature of the approach chosen by the partners.

Objectives of BYMBE Project:

- Adapt and promote good practices of support for young mothers for going back to school or in employment in Europe.
- Develop innovative outreach strategy & motivational campaign for awareness raising on the issue of early school leaving of young mothers and a support package for young mothers in need to finalize their education.
- To improve the knowhow and awareness of social workers, teachers and trainers working with the young mothers by providing additional tools, knowledge and skills for their work.
- Develop holistic support instruments for young mothers and provide effective orientation and career guidance to young mothers through holistic support instruments, including counselling, training and peer-group activities.
- Disseminate project results and raise awareness about the problem and how to address it.

The planned project impact on the young mothers

The overall long-term impact of the BYMBE project will be to raise the general awareness of the risk to be exposed to poverty of young mothers dropping out education and to motivate young mothers to re-enter education.

Most important on short-term during the lifetime of the BYMBE project is the development of a successful support package for young mothers which will be implemented in a pilot with min. 12 young mothers from 6 countries (all together 72) are expected to re-enter education. They will be the pioneers for promotion of the project tools after the project end.

BYMBE shall have a remarkable impact on professional education of young mothers and the reduction of being exposed to social exclusion and at risk of poverty. The individual activities shall improve:

1. Their awareness regarding the fact that they have low chances to have a job and earn a reasonable income to assure living standards for themselves and their child without professional education;
2. The provision of professional orientation and counselling tailored to their special needs;
3. Their social skills, motivation, self-awareness and ability to make decisions for their life;
4. The support provision to them during the process of education which enables them to carry out their professional plans till the end.

As a result with the motivation of young mothers to return and finished their education will be improved. So this will be reflected in a greater number of young mothers who finish their studies. The employability of young mothers will increase, since they will receive work orientation and empowerment training. All of this will have a direct impact on the children of the young mothers, as it will improve the quality of life and future of both.

THE CONSORTIUM OF PARTNERS working in the project

PROJECT COORDINATOR

Frauen im Brennpunkt (FIB) (Austria) is an independent non-profit organisation in Tyrol offering:

- Employment related Work with women and girls
- Events & awareness raising for female gender issues
- Childcare in nurseries and with day nannies.

Their staff in the counselling departments have psychological, social and political expertise and can provide experience in the areas of gender sensitivity and labour market politics. They also possess years of experience in the management of national and EU projects, in the implementation of projects as part of Erasmus+ and Daphne and with quality monitoring of EU projects.

PROJECT PARTNERS

Bimec (Bulgaria) was established in 2007 with the goal of improving the competencies of adult people in order for them to remain competitive in the fast-changing world of today to support the development of organizations and to contribute to a more sustainable and competitive European economy. BIMEC is a member of the Bulgarian Human Resources Management and Development Association and as such has access to a wide network for promoting the idea of entrepreneurship training as a driver for economic growth and employment. BIMEC is also a member and co-founder of the Adult Training Institute, which incorporates the efforts of a network of training institutions, adult trainers and VET trainers to raise the quality and adequacy of adult and VET training.

CESIE (Italy) is a European Centre for Studies and Initiatives based in Palermo, Sicily, plus other offices in India, Nepal and Senegal. It is an apolitical, and secular non-governmental organisation for the development of cultural, recreational, social, educational, economical, research initiatives, without lucrative purposes.

CESIE is divided into six units that work together in synergy on:

- Higher Education & Research,
- Adult,
- School,
- Youth,
- Migrants,
- Rights & Justice.

CESIE contributes, through the active participation of people, civic society and institutions, towards the promotion of growth and development, always valuing diversity.

EHI (Ireland) - Exchange House Ireland is the largest front-line service provider for the Traveller community in Ireland. The Traveller community are an Irish ethnic minority group.

EHI services include:

- Family Support and Crisis Intervention Service
- Education and Training Service
- Children and Young People's Service
- National Traveller Mental Health Service
- European Projects · Research, Policy and Training.

Social Innovation Fund (SIF) (Lithuania)- Social Innovation Fund (SIF) is a non-governmental organisation, established in 1994 to assist people with fewer opportunities and disadvantaged backgrounds to make positive changes in their life through the provision of educational opportunities, social support, information and advice.

Since its establishment the Social Innovation Fund works with different socially disadvantaged groups - unemployed, disabled, single parents, people in remote areas, migrants, women survivors of domestic violence. SIF also provides help and assistance to the young people having fewer opportunities in the society and the labour market, with a special focus on young women aiming to foster their employability and entrepreneurship through guiding, coaching and mentoring services as well the trainings contributing to their empowerment and building their capacities to be competent and successful in the labour market.

Magenta Consultoría Projects S.L.U (Spain) – Magenta Consultancy is a gender and socio-cultural mediation consultancy set in 2007 and located in Gijón, the main administrative town in the Principality of Asturias (Spain).

Magenta Consultancy is specialized on several fields related to social, education and health areas.

The main areas in which Magenta develops its work for more than 11 years are the following:

- Gender equality and violence prevention.
- Socio-labour integration.
- Psychological and physical health: cognitive stimulation, emotional intelligence programmes, social abilities projects, biodance and salutogenesis, coaching processes.
- Access to the labour market and entrepreneurship promotion.
- Literacy, empowerment and key competences.
- Youth: social integration, labour orientation, entrepreneurship promotion, quality leisure, healthy habits and drug prevention, active citizenship, emotional intelligence and social abilities, conflict resolution, etc.

Introduction

The adolescent fertility increasingly becomes the global concern not only due to the higher risk of mother's and infant's health state but generally corresponds to the preclusion of continuous social, economic as well as demographic barriers. Early initiation of childbearing, naturally, means truncated education, lower future family income. Therefore, it is highly relevant to promote the importance of education to each dropped out girl and encourage re-entering the education system seeking to widen her opportunities of a brighter future. Particularly, the project BYMBE overlaps 6 European countries: Austria, Bulgaria, Ireland, Italy, Lithuania and Spain, and aims to assure that in each state at least 8 (12 participating in the piloting from each country) young mothers dropped out of the educational system will re-enter it.

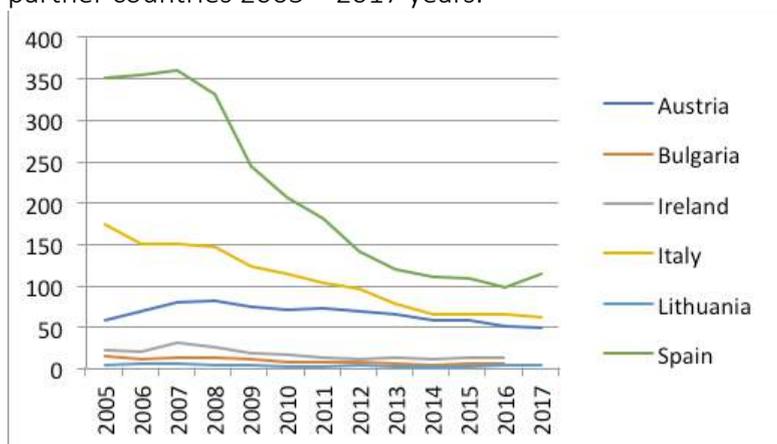
More and more women are participating in the labour market and (good) education to guarantee a well-paid income with the aim to take care of the children has become an important issue (which was not the case some decades ago as traditional roles have been present in most of the countries).

The statistics of international labour organisation shows tendency that basic and intermediate levels of education of young women is related to lower and decreasing over the time employment (Graph 1).

However women having advanced level of education keep higher and more stable participation in labour market compared to those, having basic and intermediate education levels (Table 1).

Thus is it crucial to support young mothers dropped out of education system to reenter in and gain education, in order to increase their possibilities in labour market and have a better life quality.

Graph 1: Employment (Thousands) of young women (aged 15-24 years) in relation to basic education in project partner countries 2005 – 2017 years.



Source: International labour organisation, <http://www.ilo.org/ilostat/>

Table 1: Employment (Thousands) of young women aged 15-24 years in relation to education in project partner countries 2005 – 2017 years.

| COUNTRY | Education | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------|------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| AUSTRIA | (Aggregate levels) | 11 | 9 | 8 | 8 | 8 | 11 | 12 | 16 | 17 | 56 | 64 | 67 | 65 |
| | Basic (Aggregate levels) | 57 | 68 | 79 | 81 | 74 | 71 | 72 | 68 | 65 | 57 | 58 | 50 | 48 |
| | Intermediate (Aggregate levels) | 171 | 165 | 164 | 165 | 168 | 161 | 161 | 163 | 162 | 131 | 114 | 119 | 119 |
| BULGARIA | Advanced (Aggregate levels) | 11 | 12 | 12 | 12 | 15 | 13 | 11 | 12 | 12 | 12 | 10 | 11 | |
| | Basic (Aggregate levels) | 14 | 11 | 12 | 13 | 10 | 7 | 6 | 7 | 5 | 4 | 5 | 5 | |
| | Intermediate (Aggregate levels) | 74 | 83 | 84 | 86 | 76 | 73 | 63 | 55 | 52 | 46 | 41 | 37 | 43 |
| | Less than basic (Aggregate levels) | 1 | 0 | 1 | 1 | 1 | | | 0 | 1 | | | 0 | |
| IRELAND | Advanced (Aggregate levels) | 42 | 43 | 55 | 53 | 45 | 38 | 34 | 33 | 34 | 32 | 35 | 37 | |
| | Basic (Aggregate levels) | 21 | 20 | 30 | 25 | 18 | 16 | 12 | 11 | 12 | 10 | 12 | 12 | |
| | Intermediate (Aggregate levels) | 78 | 77 | 102 | 99 | 85 | 67 | 61 | 58 | 54 | 58 | 55 | 66 | |
| | Less than basic (Aggregate levels) | 0 | 0 | 0 | 0 | 0 | | 0 | | 0 | | | 0 | |
| ITALY | Advanced (Aggregate levels) | 26 | 39 | 39 | 41 | 33 | 32 | 29 | 32 | 37 | 37 | 31 | 38 | 37 |
| | Basic (Aggregate levels) | 173 | 150 | 149 | 146 | 123 | 114 | 102 | 95 | 77 | 65 | 64 | 65 | 61 |
| | Intermediate (Aggregate levels) | 410 | 393 | 376 | 373 | 336 | 328 | 319 | 309 | 285 | 269 | 264 | 290 | 296 |
| | Less than basic (Aggregate levels) | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | | | | |

| | | | | | | | | | | | | | | |
|------------------|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| LITHUANIA | Advanced (Aggregate levels) | 13 | 13 | 14 | 17 | 14 | 13 | 12 | 13 | 13 | 16 | 17 | 16 | 15 |
| | Basic (Aggregate levels) | 4 | 5 | 5 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| | Intermediate (Aggregate levels) | 25 | 32 | 28 | 30 | 29 | 24 | 22 | 24 | 27 | 28 | 28 | 29 | 27 |
| SPAIN | Advanced (Aggregate levels) | 212 | 211 | 204 | 201 | 167 | 163 | 155 | 127 | 117 | 115 | 126 | 132 | 154 |
| | Basic (Aggregate levels) | 351 | 355 | 360 | 331 | 245 | 207 | 181 | 141 | 120 | 111 | 109 | 97 | 115 |
| | Intermediate (Aggregate levels) | 282 | 302 | 286 | 278 | 236 | 205 | 174 | 146 | 125 | 123 | 140 | 146 | 164 |
| | Less than basic (Aggregate levels) | 1 | 1 | 1 | 0 | 1 | 1 | | 0 | | 1 | 1 | 1 | |

Source: International labour organisation, <http://www.ilo.org/ilostat/>

The report provides a background of education systems and child care provision as well as support services in Austria, Bulgaria, Ireland, Italy, Lithuania, Spain, and specifies the issue of young mothers aged from 15 to 25 years who dropped out of the system. It also describes challenges and opportunities of young mothers to re-enter education system, financial costs and support systems presenting some good practices in project partner countries.

1. Education System

1.1. Formal Education System

Below there are shortly presented the formal Education systems in 6 project partner countries: Austria, Bulgaria, Ireland, Italy, Lithuania and Spain according National Reports.

Austria - The Republic of Austria offers a free and public-school system, which includes **9 years of mandatory education**. The mandatory school years are divided into:

- **Primary Education** – determined 4 years of schooling;
- **Secondary school or academic secondary school lower cycle** - four years and one year of pre-vocational school or preparation year for work;

The 9th grade is understood as a preparation for working life and offers an orientation program at the beginning of the school year, mini-apprenticeships in companies and basic vocational training with a choice of seven areas according to professional interests.

- After finishing 9 years of school is possible to join an **academic secondary school upper cycle or higher technical and vocational schools**, which concludes after four or five years with a diploma/matriculation (Matura) and is the entitlement to study at an university or college. For those, who decide to enter the job market after the nine years of mandatory school, can learn a profession in the form of an apprenticeship agreement with an instructing employer or a traineeship. Depending on the profession the training lasts three to four years concluding with a final exam. This dual education system consists of 20 % part-time vocational school and around 80 % practical learning in a training firm. For the vocational education the trainee receives apprentice compensation. The amount is depending on the year of learning and is paid by the training firm.
- The other opportunity is the **apprenticeship with matriculation** (Matura), which allows the person after successful completion to enter higher education. Public Universities are at the moment free of charge.

Bulgaria - Bulgaria reports the earliest average age of dropouts with a low level of education (lower secondary school at the most): it is as low as 14.3 years, i.e. almost 2 years before reaching the end of compulsory school age.

The main types of secondary schools are: general educational, vocational, language schools and foreign schools.

Classes usually meet once a week for 75 minutes or for two 45-minute periods with a 15-minute break in between.

Education in Bulgaria is **compulsory from the ages of 7 to 16**. Children complete their compulsory education in upper secondary schools.

- **General education** (Grades 1-8) in Bulgaria comprises primary school (grades 1-4) and pre-secondary school (grades 5-8).

Basic (primary and pre-secondary) education is free, except in private schools.

- **The Upper Secondary** level lasts for either 4 or 5 years following the receipt of a Basic Education Completion Certificate. Upper Secondary education is provided in three types of schools: comprehensive (general) secondary schools, profile-oriented schools and vocational-technical schools.

Vocational training shall be given in the secondary degree course during the lower and high gymnasium stages through the general education and the vocational training. It may be supplemented by extended education, as well.

According to the Act there are following types of **educational formats**:

1. day;
2. evening;
3. extramural;
4. individual;
5. bespoke;
6. remote;
7. combined;
8. learning by doing (dual system of instruction).

Higher Education

There are totally of 51 accredited higher education institutions - See State Register of the Accredited Higher Schools in Bulgaria. These are **four types of institutions**:

- Higher Education College (non-university higher education institution)
- University
- Specialized Higher Education Institution Equivalent to Universities /Technical University
- Academy

Ireland – Education in Ireland is free and offered in public national schools across the country. However private school education is available and State examinations are also completed in these institutions.

The Irish education system is made up of three levels; early childhood, primary and post-primary level. Children in Ireland must be attending education by the age of six. The earliest a young person can finish their education is at the age of 16 or having completed three years of secondary education.

- **Primary Education;**

Children attending primary school are mainly between the ages of 4 to 12 with mandatory attendance from the age of 6. If children are not meeting their attendance quota, a school liaison officer will make contact with parents and legal measures may be taken if absence persists.

At present the primary education sector includes state-funded primary schools, special needs schools and private primary schools. The state-funded schools include religious schools, non-denominational schools, multi-denominational schools and Gaelscoileanna (schools taught through the Irish language). There is also one Traveller specific Primary school, the rest having been phased out.

- **Post-Primary Education System;**

Children usually begin their post primary education at age 12. The programme includes two levels of State examinations; Junior Certificate in third year of school and the Leaving Certificate which is the final point for three different pathways in the system. The traditional Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP) or the Leaving Certificate Applied (LCA) and these are aimed at meeting the different needs and abilities of students based on their academic strengths.

The post-primary education system includes **secondary, vocational, community and comprehensive schools**. These schools collectively are often referred to as 'secondary schools'. However, technically the schools come under different categories; secondary schools are privately owned and managed. Vocational schools are state-established and managed by Education and Training Boards (ETBs), and community and comprehensive schools are managed by Boards of Management of made of different groups.

'The post-primary education programme consists of a three-year Junior Cycle (lower secondary), followed by a two or three-year Senior Cycle (upper secondary), depending on whether the optional Transition Year (TY) is taken, transition year is a one year 'bridge' programme between the Junior and Leaving Certificate examinations. It offers arts, sports, entrepreneurship learning and a range of different personal development opportunities alongside the formal education subjects. However there is no State examination at the end of this programme.

- **Further Education and Training;**

In Ireland the term further education refers to education programmes that are offered after the post-primary or secondary system but are not part of the third level sector. There is a diverse collection of schools, institutions and organisations that offer education and training programmes in this area.

The further education sector may also be locally known as community or adult education. This area offers both young people and adult learners an opportunity to engage in a wide range of learning opportunities.

Individuals from disadvantaged groups, marginalized communities and/or who have left the formal education system early find this sector particular suitable to upskill or re-enter the

education system. This is due to the structure, support, and shorter time frame of many programmes offered; for example, 1 or 2 year courses.

Italy - Italy's educational system determines the compulsory schooling for 10 years. Each citizen must acquire a secondary school certificate or a professional qualification awarded on completion of vocational courses of at least three years' duration. The aim is that young people should not leave education and training without at least a minimum qualification to enter the labour market. Nevertheless, Italian law do not provide penalties for failure to comply, so students may reach the age of 16 and drop out of school with no qualifications just because they have completed 10 years of continuous schooling.

- **First cycle** of education starts at the **age of 6 and last for 8 years;**

Once out of the first cycle of education, young people have the opportunity to choose between general education or Vocational Education and Training.

- **Second cycle - General Upper Secondary Education;**

Directed at students aged 14 to 19 and last for 5 years. There is a separation in accordance with the field: art and crafts, classical studies, math and science, foreign languages and etc. Work experiences have been recently included in curricula but they are a residual part of the educational programme. Students who pass the examination receive a Diploma Liceale, recognized as entrance qualification for university and upper post-secondary vocational education and a basic step for access to the labour market.

- **Second cycle - Vocational Education;**

Students choosing a vocational education may enrol to:

- Technical and vocational institutes which offer 5-years courses aimed to provide students with competences specific of a professional sector. Organisation follows mostly the same procedures as General education.
- Regional VET addressed to 14/17-year olds who wish to enter the labour market after a short period of training. These organisations must be accredited by Regions and issue a vocational qualification for a 3-year course (EQF level 3) or a vocational diploma for a 4-year course (EQF level 4).

- **Third cycle**

Higher education in Italy has a limited diversity of organisation. It is available to all students holding a general or vocational upper secondary school diploma (if a student attended a short secondary school program, additional years of schooling are necessary to qualify).

Compulsory education is free for all students, regardless of their nationality, gender, place of birth, socio-economical background. Once students turn 16, they start paying for enrolment, attendance, exam and final certificate. Anyway, textbooks, stationary and other necessary materials and equipment (ex. uniform for Primary School, dictionaries for ancient and foreign languages studies, equipment for Music and Dance studies or Art and Crafts studies, etc..) must be provided by the students, as well as contributions for extra educational projects (ex.

workshops, school trips) or services like transport or canteen. After Primary School, whose costs are generally affordable, **costs for necessary school supplies in Secondary School (Lower and Upper) range from around 200 to 500 EUR a year for each student.**

Lithuania - The compulsory education lasts until the pupil turns into sixteen years starting at the age of seven. The mandatory education covers two parts:

- **4-year programme implemented in the 5-8th grades;**
- **and second part: 2-year programme implemented in the 9-10th grades;**

The second part can also be implemented in the vocational schools according to the pupil's professional interests. However, there is a limited amount of professions following the basic education programmes at the vocational schooling centres.

- **The secondary education of 11th-12th grades** can be obtained in secondary schools, gymnasiums or vocational institutions after finishing a foundation education. Subsequently, secondary education enables to apply for a higher education.
- **Vocational education** schooling might be considered as the primary or continuous, meaning that primary (first acquired profession) professional education provides the formal, secondary education plus a first qualification and usually started after finishing a tenth grade at the age of 16. The continuous professional schooling corresponds to acquisition of a second profession and also might be needed to develop the knowledge of a first one.

There is displayed another option to acquire vocational qualification starting at the age of 18 and having at least foundation education certificate is labour market training centres.

- **Higher education** can be obtained in colleges following the program of 3 years in the full time studying or either in 4 years under the extended program. After the secondary education, there is a need to pass the exams of maturity and if the entrance score is high enough, the government covers the fees of studies; the demanded score varies in each program.
- **High education:** in order to study at the university, the same qualification as in college after graduation of college in order to deepen the knowledge and raise the qualification, there is provided so called equalization studies of 2 years.

The usual entrance to university starts after the secondary education following the general entrance competition. The pupil might receive the coverage of studies fees if the entrance scores are high enough.

Spain - General education is compulsory and free in publicly-funded schools. It lasts ten years and it is divided into two stages:

- **Primary education:** It covers six academic years, usually studied between the ages of 6 and 12;
- **Secondary education:** between the ages of 12 and 16. At the end of this stage, students receive the first official certificate.

- **Upper secondary education:** It lasts two academic years, usually studied between the ages of 16 and 18. It offers two possibilities: Bachillerato (general branch) and intermediate vocational training (professional branch). The latter is also provided in vocational training integrated institutions and in national reference institutions.

Higher education comprises university and professional studies. **University education** is provided in universities and **advanced vocational training** is provided in the same institutions than those offering intermediate vocational training.

Adult education and training is provided at the specialized adult education centres and aimed at people aged over 18 and, as an exception, workers aged over 16 who cannot attend school in ordinary regime or high-performance athletes.

Conclusion / Important aspects

- Despite the different systems of education systems, different age when pupils start attending schools, in all partner countries there is compulsory education, related to the age of pupils (age when they have to start attending school and/or finishing attendance) or to the mandatory years of schooling (differs, depending on the country). There are determined penalties for parents whose children abandon education earlier than the compulsory years of schooling end in **Italy** and **Lithuania**. Since 2017 year there is also a new law „Obligation for education up till 18“ in Austria, which implies penalties for parents if they do not send their child to school or training.
- Nevertheless, Italian law has not provided penalties for failure to comply the obligation of obtaining a qualification, therefore once a student has completed 10 years of continuous schooling – perhaps repeating years – staying in education becomes a mere moral duty. If children are not meeting their attendance quota, a school liaison officer will make contact with parents and legal measures may be taken if absence persists in **Ireland**.
- Preparation to the labour market during mandatory education differs from country to country. **In Austria** the 9th grade is understood as a preparation for working life and offers an orientation program at the beginning of the school year, mini-apprenticeships in companies and basic vocational training with a choice of seven areas according to professional interests. **In Italy** work experiences have been recently included in curricula of General Upper Secondary Education, while it has always been relevant in Vocational Education and Training. The aim is to create closer relations between general education school and labour market contributing to students' career guidance and fostering acquisition of experiences and skills which will be of value in their job searching.

1.2. Re-entering formal education system

Below there are presented different opportunities of Re-entering formal education system in the project partner countries and good practices outlined.

Austria

The Austrian government provides different opportunities, which are depending on the capacity of the person, who wishes to catch up on educational qualifications.

Adult Education centres in Austria offer the completion of compulsory school education for adults; It takes two semesters to complete and in some cases three semesters till the final exam. One of the biggest providers in Austria for the compulsory school education for adults is the Vocational Training Institute. In Innsbruck, the capital of Tyrol, the courses are held in the morning, in the afternoon as well as in the evening and there are special seats available in the morning for people with children. This allows especially young mothers to participate when their children are in the kindergarten or primary school. In other regions are only evening courses available.

People, who have already entered the labour market or have completed a course of technical or vocational education, can obtain appropriate educational qualifications by attending course that take place during the evening. In Evening Academic Secondary Schools, i.ex. state public schools, people under employment are given the opportunity to take the Higher Education Entrance Examination in the Second Chance Education. Furthermore it is possible to take the exam on higher education as an external student, which also entitles graduates to study at a university or a college.

Bulgaria - Only persons aged 16 or above are eligible for the evening form of instruction.

By way of exception, evening schools may admit also persons aged 14 or above, who cannot attend a day form for family or social reasons. The evening form of instruction follows a school syllabus worked out on the basis of the relevant framework syllabus for the evening form of instruction.

Only persons aged 16 or above shall be eligible for the extramural form of instruction. The extramural form of instruction includes classes, self-studies, and exams to give the annual mark in the relevant subject from the school syllabus. The extramural form of instruction follows a school syllabus worked out on the basis of the relevant framework syllabus for the extramural form of instruction.

The evening education format provides opportunity to choose between two-time slots 8.00-13.00 or 17.30-21.30. It provides flexibility to students above 8th grade, min 16 years old to work and study visiting school depending on their work shifts.

The extramural educational format provides education based on reduced timing at school – twice per week, usually from 17.30 till 21.30.

Therefore, **If young mothers want to re-enter secondary school they can:**

- Re-enter the formal education in school if they are not older than 3 years from the standard age of the grade they want to go back to.
- Opt for evening or extramural education. The limitations in such case are that there is no big number of schools offering such formats of education, and mostly they are in the big cities. I.e. in the capital city of Bulgaria – Sofia – there are only 2 schools offering evening education.
- Go for a vocational training – this option is viable for young mothers only if they have finished 8th grade in school.
- **Enter an EU funded program – Project New chances for success – aiming at 16+ persons who are out of school.**

Ireland - In Ireland the main access routes for re-entry to formal education are through Youthreach, Education Training Board (ETB) training programmes or further education courses. Each of these pathways may result in opportunities leading into third level or higher education.

Youthreach is a Government programme offered by the Department of Education and Skills for early school leavers aged 15 – 20. This is free and it offers a training allowance for participants based on their social welfare entitlement and their attendance on the programme. Young people are taken onto the courses all year round with opportunities to undertake formal education programmes with certification and work experience. Youthreach offers FETAC (now renamed QQI) (further education awards) and the State examinations; Junior and Leaving Certificates.

The Back to Education Initiative is a programme offered by the Government to provide part-time courses for adults and young people aged over 16 who left school with few or no formal qualifications or low literacy levels. Free tuition is offered for eligible groups with some financial support available to those who qualify for Youthreach or who are on Social Welfare.

Italy – People aged more than **16 not holding a first-cycle leaving certificate** cannot enter schools but need to refer to the Provincial Adult Education Centres (Centri provinciali per l'istruzione degli adulti – CPIA).

As for **re-entering Upper Secondary Education**, despite this cycle being open to all people regardless their age, admissions to regular day classes is at the discretion of the schools, which, in general, tend to create classes of students of uniform age. So, people who are considered too old to fit may be asked to refer to the Provincial Adult Education Centres (CPIA) or attend evening classes, with other people whose situation prevents them from attending lessons regularly during the day.

CPIA users are mainly vulnerable people “educationally at risk” of low schooling or exclusion: adults with low education, immigrants, detainees, NEETs. Anyway, there are exceptional and justified circumstances which may justify the enrolment also of students aged 15: disadvantaged teenagers and young people at high risk of early school leaving or who already school leavers, unaccompanied foreign minors.

CPIA offer:

- Primary school cultural literacy classes with final assessment,
- Lower secondary school classes with State examination,
- Upper secondary school classes with State examination,
- Literacy courses and Italian language courses mainly addressed to foreigners.

People over 16 pay for enrolment, attendance, exam and final certificate. As in all education cycles in Italy, all necessary materials (ex. textbooks, stationary, dictionaries, specific equipment related to the course) are provided mainly by the students.

Applications to enrol to the university system can be sent by those students holding a general upper-secondary school diploma, a technical education diploma or a vocational education diploma (students from 4-years vocational courses must attend an extra year within special courses or post-secondary education).

University students who have interrupted their studies and wish to re-enter university education **must pay tuition fees for the years they have not been enrolled to or special fees.**

Lithuania - The foundation education (lower secondary) can be acquired at the specialized **Youth Schools**. Legally designed common provisions of Youth Schools allow pupils to study there being at the age of 12 up to 17. Concerning the ability to study there at the evenings or to choose distant learning only a limited number of Youth schools provide this type of learning.

Another option of re-entrance is **Adult Education Centers**. Mostly conducive due to its flexible timetable of classes minimized to fit with the working youths, also organized evening lessons, distant schooling and only face to face examinations. The prerequisite of entrance is basic education certificate and person can start learning being at the age of 17. There is a possibility to acquire diploma of a foundation education and begin at the 5th grade ending at the 10th or finishing at the 12th and gaining secondary education.

Vocational schooling is the third option of re-entrance back to education system. There is an opportunity to acquire a specific profession without completing secondary education and even gain the competences of foundation schooling. Subsequently, most of the professional training centers require having foundation education and allows student to observe the same modules that could have been gotten at the general education institutions in order to acquire secondary education, and additionally supplements schooling with the concrete professional subjects. Most importantly, there is a need to emphasize that for those young mothers who have some financials issues, vocational schooling displays opportunities to receive a scholarship if the results of schooling are high.

Spain - Secondary Education for Adult People at a Distance is the training that, incorporating the appropriate adaptations for the learning styles of adults, leads to the official title of Graduate in **Compulsory Secondary Education** (It is necessary to be 18 years old or complete in the year of beginning of the course. Exceptionally, those persons who are over 16 years of age who have a work contract or exceptional and justified circumstances that do not allow them to go to schools in ordinary regime).

Those who cannot attend classes at the usual daytime, can chose distant learning. Exceptionally, those who are older than sixteen years of age who can prove to be in any of the following situations will have access to these Baccalaureate courses for adults:

- They must have an employment contract that does not allow them to go to educational centres under the ordinary regime;
- They must have accredited the condition of high performance or high-level athletes.
- They are in exceptional circumstances that prevent them from completing a baccalaureate under ordinary daytime regime.

Students enrolled in this distance mode have tutorial support through collective tutorials and face-to-face tutorials, as well as the possibility of establishing telephone or online contact that allows them to resolve specific doubts.

Conclusions:

For the target group of Project BYMBE there is important availability of flexible and diverse forms of education in order for the young mothers to re-enter back to education. There are mentioned various forms of education possible and important in different countries described above.

As good practices could be mentioned:

- **Italy** – (this good practice is important in Italy, as in other countries there is possibility to have a break in studies). The only university in Sicily providing special conditions for young mothers is the university of Messina, which give the possibility to suspend studies to one year after the child's birth.
- **Lithuania** - AIKOS - established a very supportive Net platform of general education system AIKOS enabling to direct person for the concrete educational institution, distant learning or profession which is mostly favourable concerning his previous achievements, location and etc.
- **Ireland** – Intreo. In 2012 the Irish Government launched Intreo - a streamlined point of contact for people accessing information and advice on personal development opportunities, training programmes, employment and income supports. Intreo offer information on income supports, through the Irish welfare system, provided by the Department of Employment Affairs and Social Protection such as the 'back to education payments'.
- **Ireland** – One Step Up is an online platform provided by the Irish National Co-ordinator for European Agenda for Adult Learning (EAAL); AONTAS. It allows the user to find information based on their specific needs: this includes course finder, information

on qualifications, financial services, contacting local services, making decisions about courses and improving basic skills such as math, literacy or digital literacy. It also seeks to identify if the user is unemployed, in education, retired or recently unemployed. The platform shares learners' educational success stories, provides a calendar of educational events such as college open days, a helpline, and a detailed information booklet.

- **Ireland** – Further Education & Training Course Hub - A website with information on full and part-time further and adult education, post-leaving certificate courses, apprenticeships, traineeships, community courses, and other courses for anyone over the age of 16. FET offers information on adult and career guidance in the different regions of Ireland, funding and grant information, and information on the further education sector.

1.3. Non-formal education opportunities

Below there are presented various non-formal education opportunities in 6 project partner countries as well as different funding conditions and good practices outlined.

Austria -The biggest providers in Austria are the **Vocational Training Institute (BFI)** and the **Economic Promotion Institute**. They offer a wide range of courses, which reflect the eight key competences of Lifelong Learning recommended by the European Parliament and the European Council. They cover courses from a “Potential analysis” in the framework of an initiative ‘Counselling and guidance for career and enterprises’ to the European Computer Driving License to obtain further qualifications.

The **Women Profession Center Tyrol** support women, who are in consultation, with a maximum amount of 1.500 EUR-- for qualification as one mission of the Women Profession Center Tyrol is to improve the overall situation of women by providing funds for formal and non-formal education. As another **best practice example**, especially for the target group of BYMBE, the **province of Burgenland** can be named. The regional Adult Education Centre offered a programme for validation of non-formal and informal learning with development of personal portfolios for women who want to return to the labour market after an absence from working (mostly because of raising children).

Bulgaria - Option for acquiring vocational education (professional training) are the Vocational Training Centers. The VET centers offer trainings in different professions. The training may be financed by a company that employs/wants to employ the trainee, by the trainee itself or by some government programme.

An option to get a professional education and relevant diploma is through the programs managed by Ministry of Labour and Social Affairs, Employment Agency and Local Labour Bureau Directorates. All mentioned government bodies run various programs aim to provide vocational trainings and reduce unemployment in Bulgaria.

For trainings, which are financed by programmes, governed by the Ministry of Labor and

Social Policy. There are price limits. For vocational training costs are as follows: For a first degree of not less than 300 hours – 600 BGN; For a second degree, with a duration of not less than 660 teaching hours - 1200 BGN; For a third degree, with a duration of not less than 960 teaching hours - 1800 BGN. For language training: For each language of no less than 300 teaching hours / three levels / - 700 BGN. 85% of the vocational training costs are covered by the Labour Agency (Ministry of Labour and Social Policy), the rest 15% are paid by the student.

Ireland - Community based options are developed at a local or regional level and therefore details often circulate in the same manner through local newspapers, events or local area partnerships. “The key role of the nonformal education sector, including community lifelong learning centres, in engaging part-time students from backgrounds of social marginalization and diverse ethnicities“ (Educational disadvantage Centre, St Patricks University).

Key organizations include:

- Family Resource Centres <http://www.tusla.ie/services/family-community-support/family-resource-centres/find-family-resource-centre>
- AONTAS – the national adult learning network: <https://www.aontas.com/>
- Education and Training Boards <https://www.etbi.ie/>
- Activelink – the online network for Irish non-profit organizations <https://www.activelink.ie/>
- Local partnerships such as Dublin North West Area Partnership <http://www.dnwap.ie/> or Bray Area Partnership <https://www.brayareapartnership.ie/>
- Aontas Community Education Network (A network of over a hundred privately managed organisations, The purpose of which is to share, collaborate and ensure the promotion of community education <https://www.aontas.com/community/community-education-network>
- City of Dublin Youth Service Board (CDYSB) Provide training support and services for youth work projects, services and clubs <http://www.cdysb.ie>

Italy - In spite of the various options available, however, there is no non-formal education system providing formally recognized qualifications and certificates.

The Provincial Adult Education Centers are the only recognized models with an effective diversification of methodologies providing formally recognized education. They are the main providers of Second Chance Education in Italy (although they do not meet all general characteristics defined for the scheme and their still being experimental and project-based, relying heavily on local, regional and European funds) and work without predefined training curricula, accordingly to learning units and individual training agreements. The education curriculum is built around learners, considering their previous experiences and formal, informal and non-formal skills. Non-formal methodologies include: Blended learning, Cooperative learning, Brainstorming, Peer tutoring, Problem-solving.

Lithuania - There are displayed two options for encouraging NEET, who are registered to the Labour Exchange Service, to re-enter education in vocational schools and gain competences either required by an employer, signing the tri-party agreement (Labour Exchange, Employer, Employee) or delivering bilateral contract (Labour Exchange and Employee), just the latter option foresees that it can be organized following the non-formal adult education programme when the unemployed person is appointed to group of people that are highly potential to be employed or the Labour Exchange Service assign person to gain particular competences that are currently marketable. Moreover, transportation expenses (to the nearest vocational school), as well as accommodation expenditure are covered and there is also a possibility to get additional scholarship which is 0,6 of governmentally confirmed minimum monthly wage. The Labour Exchange Service also directs to a wide range of non-formal courses and trainings that are being funded. However, emerges one barrier that might discourage pupils - a person who accomplish courses funded by the Service has to find a job and work by the attained qualification for at least half a year right after the accomplishment in other case, a person must cover the price of the trainings. Notwithstanding with the latter fact, previously displayed numbers of persons sent to courses depicts that this might also be the very favourable opportunity for young mothers to gain needed competences in a faster way and find the most favourable profession. Considering, the most popular qualifications that people choose in non-formal education system there is delivered a framework to overlook a general duration and price that courses might cover:

Beauticians: Hairdresser – 16weeks and 640 hours; Make-up Artist – 2 weeks and 80 hours; Cosmetologist – 13 weeks and 520 hours; Nursery Assistant: 9 weeks and 360 hours; Visual Marketing Specialist: 6 weeks and 240 hours.

Spain - **The E2O Association** aims to provide concrete and effective solutions to all young people without employment or qualification in Spain through the development of a recognized national model of Second Chance Schools, innovative and legitimate, closely linked to the business sector, recognized and supported by public institutions. It works in programs financed and supervised by the corresponding local, regional and state Administration, aimed at improving the skills and professional and personal competences of young people. It also has the necessary financial, structural and human resources to guarantee the continuity of the intervention with these young people. The cost of this type of education is free.

To fulfil these purposes, the Association carries out the following activities:

- strengthen collaboration between E2O;
- prepare and guarantee the accreditation of E2O by the Association itself;
- organize and participate in events that help the mobilization of all actors in favour of the E2O model; develop complementarities with public policies and active dialogue with administrations;
- build an active and effective cooperation at European and Mediterranean level;

- All those actions that allow the recognition and development of the E2O model, at the national and regional level.

Aimed at young people between 14 and 25 years old with associated difficulties, E2O's general objective is to improve their integration prospects, increasing their motivation and improving their learning ability, their basic knowledge and their social skills.

ASTURIAS E2O is a year-round resource where every young person can join at the time they need it. During his career in the program they enjoy individualized attention and can participate in all activities that are of interest to him. The areas that are worked in E2O:

- Training Area: Educational Support: ESO, English, and Spanish for foreigners;
- Labour Orientation Area;
- Artistic Activities: Crafts, leather, theatre, literary creation, dance, cinema forum;
- Health: cooking, sports, yoga, personal image, social skills;
- Citizen Participation Area;
- New Technologies: Computer, audio-visual and radio.

Comparison and Conclusions

- Concerning the increased overall interest and value of non-formal education, there is visible a very common tendency of national provision a **variety of different opportunities for lifelong learning**.
- Mostly, recognizable option is the courses that the **Labour Exchange services direct to** or the one that is offered in Second Chance schools.
- **Financial conditions are different in partner countries as it was mentioned above.**
- Italy - in spite of the various options available, however, **there is no non-formal education system providing formally recognized qualifications and certificates.**

1.4. Challenges of young mothers in re-entering education system

Below there are presented the challenges that young mothers face in re-entering education system in 6 project partner countries.

Austria - One of the biggest challenges to re-enter formal or non-formal education system is not the lack of financial support, rather **that most of the courses of re-entering the formal education system, as well as the non-formal education system are offered in the evening or as full-time courses. They do not often correspond with opening times of child care facilities** as they are mostly provided during the day and this even in with limited capacity. In addition, the combination of **the availability for the job market for 16 or 20 hours per week and the organization of childcare** is a critical inhibition threshold for young mothers to re-enter the education system.

Evenmore childcare under the age 3 years is rather expensive, financial help of the employment service or government is only available for a limited period.

Bulgaria - Young mothers face daily challenges as they struggle to take care of their child and find a way to be good parents. Because most teen mothers have not yet finished school, **finding the time and financial means** to finish their education should be a high priority alongside raising their child. Learning ways to meet the responsibilities as a teen parent will help them get on their feet and establish a future for their child. Presently in Bulgaria **there is not a program specifically targeting young mothers and providing help and information** how to get the best out of being young parent, raising properly their kids, finishing education and finding good job.

The challenges come from the fact that although there are options for **evening schools, they are unfortunately very limited in number and are located mainly in the bigger cities**. Also, schools that accommodate young mothers with day-care and transportation are not available in Bulgaria. In order to visit school, the young mother should either use day-care or support of family (usually: father, parents, and grandparents).

Ireland

The cost of childcare is high and this presents a challenge to young mothers returning to education. Lack of quality childcare and lack of access to existing childcare often due to discrimination.

Few or no Childcare facilities at actual locations where courses are provided. This is in part due to the nature of accommodation status of Travellers as they often face difficulty accessing public transport due to the location of sites where they live. In addition to childcare issues Traveller families can be larger, placing additional time restraints on Mothers.

Financial poverty and lack of State supports often impede young mothers returning to education.

Italy - The very first challenge that young mothers face **is a lack of time**, since spare time that young mothers can have for only themselves is highly limited, while in order to achieve an officially recognized qualification for access to employment, students have to have regular attendance and study more than 50 hours a week (in and out of school). This lack of flexibility in the system does not meet the needs of young mothers, especially of those suffering complications during pregnancy and unable to attend classes, and becomes one of the main causes of their dropping out.

Due to the officially lower numbers of young women having their first child before reaching 25 years, **there are no determined structural aid programmes** for latter cases since it is not seen as a general national problem.

Poorer financial situation acts as a barrier: it is worth to stay home with children and not study or work, since the child care facilities are hardly affordable and not flexible with time. Italian womes's **possibility to pursuing a career is generally affected by difficulties because**

of high unemployment rates, high chances to be trapped in proportionally inadequate incomes, unsecure and temporary jobs, so it is unlikely that young mother will persevere in their decision to progress in education in order to benefit of better job opportunities.

Young mothers are generally unmotivated and disengaged from education: also, in disadvantaged context which are close to traditional family values, social success for a woman still lies uniquely in marriage, and giving birth is seen as the proof of their femininity and of the virility of their partners. Not having a clear education and life plan, these girls are not fully aware of how pregnancy can hamper it, and **they never consider their level of education or job conditions in relation to parenthood**: to them, concern about family income and opportunities for children lie with men as breadwinner.

Lithuania - Mostly recognizable reasons of re-entrance hesitations in Lithuania **firstly refer to the absence of scholarships and other governmental financial support** programmes which highly struggles re-entrance, except the vocational schooling and provided assistance to the students with high results.

Lithuanian education system, particularly, **lacks the specialized supportive programs for young mothers**. There are no issued legal aid programmes which would possibly ease the financial troubles that mothers face, or projects concretely orientated to this social group and its reintegration to education system. Consequently, already highly vulnerable part of society is being additionally stressed and discouraged from re-entrance.

Spain - The problems of young mothers in their return to education, **are mainly economic and reconciliation of schedules**. However, these problems are the result of scholarships and grants, and the option of distance learning. In case young mothers want to access the university in ordinary mode without attending class, they must present a compulsory work proof or they will not be able to access the non-attendance modality. That is why, faced with the challenges presented to them, the best option would be the distance mode requesting an economic aid to the qualification they are studying.

Comparison and Conclusions

- The very first challenge that young mothers face when re-entering education system and which is emphasized by **most of the countries is the financial shortage**.
- The lack of governmental financial support programmes for mothers dropped out of educational system, as well **absence of specified counselling institutions targeting** to provide the best opportunities in re-entering process are mainly most significant barriers.
- Moreover, **the inabilities to reconcile the time-tables of childcare, work and studying** also struggles re-entering to education system.
- The latter problem is highly dependent on: **the childcare facilities working hours, suggested methods of schooling whether in formal or non-formal education**.

- **Lack of access to existing childcare** often due to discrimination mentioned in Ireland.
- **Distance** could be the regional challenges in Tyrol, Austria as some of the women live in valleys, which means that they have to travel sometimes for around 2 hours to an institution, i.ex. In Ireland as well as one of the obstacles could be mentioned the nature of accommodation status of Travellers as they often face difficulty accessing public transport due to the location of sites where they live.

1.5. Special trainings for young mothers

Through all the partnership these could be mentioned as good practices:

Spain - AMA PROJECT- FEDERATION OF ESPLAI

AMA, accompaniment to adolescent mothers, is a new project that is born in 2014 in the Area of Shares and Educational and Social Programs of Fundesplai. The Catalan Federation of Esplai is a non-profit organization. Young mothers are derived from the department of social services or other entities. Once they arrive at this centre, they are interviewed and selected. Fundesplai offers you training as free-time educators for free, internships in a home or in a school dining room and social skills, as a person and as a mother. When they complete the course, they get a degree and help them find work. In total, there is a year under the accompaniment and support of the AMA program. While they study and practice, their children are in charge of monitors in the centre. This is one of the strongest points in the program, because without day care many mothers could not attend.

Spain - DIAMANTE PROJECT- MADRINA FOUNDATION

On the other hand, The Madrina Foundation has presented the Training Program for the Creation of Employment and Entrepreneurs through which entrepreneurs and managers of large companies will teach and mentor for months the participants, young pregnant women or mothers, throughout a process of training in order to get a job or generate a business project.

This project provides the young woman and mother with the necessary elements to promote values such as “self-esteem” and “entrepreneurship”, which allow the creation of micro-enterprises and self-employment.

It develops months of tutelary training and mentoring with personalized accompaniment. Both trainers and mentors are “executive” volunteers of companies. The professionals of Fundación Madrina monitor monthly the participants in this program.

Ireland – TEEN PARENTS SUPPORT PROGRAMME

There is a programme aimed at young teenage parents in Ireland, providing care until their child is two years of age. It offers support, information, advocacy and guidance. They have an

education section with information on finances and getting help in continuing or returning to education.

Ireland – ONE FAMILY

One Family is a national organization for single parents. They provide counselling, support, policy development, and education courses and information. Their OPTIONS programme is aimed at single parents looking to get back to education or work. It is run in partnership with a further education college and delivered in Dublin.

Austria – “Job Navi”

National Austrian Project called “Job Navi” which was developed within a set of measures targeting NEETs in Vienna and accompanying studies how to face ESL and lifelong consequences of ESL. “Job Navi” was designed by Doris Landauer due to the specific problems faced by young girls getting pregnant and who do not finish their professional education.

So far, the target group of BYMBE has not been considered in any of the strategies or any other programmes on a governmental level. There is no central coordination office or specific consultation centre in Austria to meet all the needs of young mothers regarding re-entering the education system, managing child care provision with work life and support them with adequate. Yet, due to recent negotiations, the head of the Austrian Public Employment Service of Tyrol agreed to provide special financial support to reach young mothers in Tyrol who are participating in the BYMBE project.

However, the rest of the analysed countries, including Lithuania, Bulgaria, and Italy do not present any specialized programmes for young mothers to simplify their reconciliation of childcare and education. Therefore, BYMBE project and its scope of action will definitely be the favourable path for bringing young mothers back to education system.

1.6. Landscape of formal and non-formal training institutions

The contacts of formal and non-formal training institutions in different regions could be found in annexes.

Annex 1.1. Landscape of formal and non-formal training institutions in Kaunas (Lithuania)

Annex 1.2. Landscape of formal and non-formal training institutions in Tyrol (Austria)

Annex 1.3. Landscape of formal and non-formal training institutions in Palermo (Italy)

Annex 1.4. Landscape of formal and non-formal training institutions in Gijon (Spain)

Annex 1.5. Landscape of formal and non-formal training institutions in (Bulgaria)

Annex 1.6. Landscape of formal and non-formal training institutions in Dublin (Ireland)

2. Childcare facilities

2.1. Quality indicators for early Childhood Education and Care in Europe

¹Early childhood education can positively influence children's development (1). The European Commission therefore wants all young children to be able to access and benefit from high quality education and care (Commission, 2016, p.6).

The definition of Early Childhood Education and Care (ECEC) is provision for children from birth through to primary education that is subject to a national regulatory framework, i.e., it must comply with a set of rules, minimum standards and/or undergo accreditation procedures. It includes public, private and voluntary sectors. (Commission, 2016, p.7).

There were identified **five main aspects of quality** in early childhood education and care: **1) access, 2) workforce, 3) curriculum, 4) evaluation/monitoring and governance/5) funding**. Seeing children as active participants in their own learning, the proposal highlights that parents (4) are the most important partners and their participation is essential if high-quality ECEC is to be delivered. It also stresses that determining what constitutes high-quality ECEC should be a dynamic, continuous and democratic process (Commission, 2016, p.6)

1 child care quality aspect: ENSURING UNIVERSAL ACCESS: LEGAL ENTITLEMENT AND/OR COMPULSORY ECEC

In light of the research revealing the numerous benefits of participating in ECEC (Del Boca, 2010; Heckman et al., 2010; Almond and Currie, 2011; Felfe and Lalive, 2011; and Havnes and Mogstad, 2011), there is an aspiration in the European Union countries that ECEC should be available to and affordable for all children (5). The 2011 Communication states that the provision of universally available, high-quality inclusive ECEC services is beneficial for children, parents and society at large (6). Moreover, the Communication emphasises that providing universal access to quality ECEC is more beneficial than provision targeted exclusively at vulnerable groups. Currently, in Europe, there are two approaches to providing universal access to ECEC. Some countries provide a legal entitlement to an ECEC place, while others make ECEC attendance compulsory.

Legal entitlement to ECEC refers to a statutory duty on ECEC providers to secure publicly subsidised ECEC provision for all children living in a catchment area whose parents, regardless of their employment, socio-economic or family status, require a place for their child.

1 Structural Indicators on Early Childhood Education and Care in Europe - 2016, Commission, 2016.

Compulsory ECEC refers to the obligation for children to attend ECEC settings when they reach a certain age. (Commission, 2016, p.7,8)

Most European countries have, however, committed themselves to guaranteeing an ECEC place for all children, either, as mentioned above, by establishing a legal entitlement to ECEC or by making attendance compulsory. Despite the legal framework that guarantees a place in ECEC for all children from a very early age, in reality some municipalities in some countries still struggle to balance supply and demand.

Recent policy developments

ECEC reforms in some countries:

In **Ireland**, from September 2016, children are able to start in free pre-school for a period of three hours over a five day period over the school year when they reach age 3 and to remain in free preschool until they transfer to primary school. If the child is to attend the service for more than the three hours any additional cost is paid by the parent.

In **Lithuania**, from 1 September 2016, pre-primary education is being compulsory (20 hours per week) for all children for one year before primary schooling

2 child care quality aspect: PROFESSIONALISATION OF ECEC STAFF

ECEC staff have a major role in shaping children's experiences and determining their learning outcomes. The 2011 Commission Communication (7) states that staff competences are key to high quality ECEC. Research conducted by the OECD stresses that there is strong evidence to suggest that better educated staff are more likely to provide high-quality teaching approaches and stimulating learning environments, which lead to better learning outcomes. ECEC staff refers here only to those professionals who have regular, daily, direct contact with children and whose duties involve education and care. These staff have the main responsibility for groups of children in an ECEC setting. Their duties usually include designing and delivering safe and developmentally appropriate activities in accordance with all relevant educational guidelines or curricula. (Commission, 2016, p.11).

3 child care quality aspect: EDUCATIONAL GUIDELINES

The activities that children love – play, movement, crafts, singing, drawing, eating, cooking, gardening, dancing, etc. – can be used to provide learning experiences, develop children's personal and social skills and strengthen their confidence and self-esteem. Rich and varied activities, based on well-defined objectives that ensure progress towards the desired learning outcomes, encourage communication between children and staff and involve parents and the local community, are essential elements of high quality education and care (see EACEA/ Euroydice, 2009 and European Commission, 2014).

4 child care quality aspect: SPECIFIC LANGUAGE SUPPORT MEASURES

Some children at certain developmental stages might need additional support in order to reach their full potential. Language is essential for interaction and it forms a foundation for learning, therefore children who face difficulties in their language development need to get timely additional support. There are many and varied language support measures available in European countries, often tailored to meet the specific needs of certain linguistic groups or even specific children.

Three types of language support measures are: 1) measures for children who have speech, language and communication needs in the language of instruction; 2) measures to improve the language of instruction for children who speak other language(s) at home; 3) mother tongue teaching: measures to improve children's skills in the language they speak at home where it is not the language of instruction.

5 child care quality aspect: SUPPORT MEASURES FOR PARENTS

Most European countries emphasise the importance of partnership with parents and encourage settings to include specific measures in their planning. Moreover, many countries recommend the types of support that settings should provide to parents. The following support measures for parents recommended: 1) Information sessions and parent-teacher meetings in the ECEC setting. 2) Home learning guidance, which refers to fostering the child's learning at home, by providing information and ideas to families about how to help their children with curriculum-related activities, decisions and planning. 3) Parenting programmes, which refer to formal parenting classes to help families establish home environments that support children as learners. 4) Home visits.

In this report the 1st childcare quality aspect - ENSURING UNIVERSAL ACCESS: LEGAL ENTITLEMENT AND/OR COMPULSORY ECEC- had been taken into account for evaluation and comparison of childcare situation in project partner countries.

2.2. Infrastructure of the childcare facilities

Below there is presented infrastructures of the childcare facilities in 6 project partner countries according National Reports:

Austria

The reconciliation of family life and work is a crucial element to prevent poverty, to guarantee adequate welfare of children and shall ensure the best possible way especially for women in terms of rights, equality and equity. Employment chances are depending on the availability of care offers for children and the Government of Austria has put enormous efforts through extension initiatives to create additional care places in the last few years. In 2010 Austria extended the guarantee to early childhood education and care provision. Yet as in most European countries there is an imbalance between supply and demand of child care provision in Austria and child care facilities are lacking behind to meet the need of parents in particular in rural areas for younger children. (Commission/EACEA/Euroydice/Eurostat 2014)

Basically child care provision is based on four pillars in Austria:

- 1. Crèches (or nurseries),**
- 2. Professional Child minders (or trained day care providers),**
- 3. Nursery schools / kindergarten and day homes.**

(UniKid-UniCare Austria 2017) Around 60 % of all care facilities in Austria are operated by public bodies and the remaining 40 % is covered by family organisations, non-profit associations, companies, private individuals and parishes. It has to be said that public bodies are mostly providing facilities from the age of 3 on, whilst under the age of three child care is mostly organized by private institutions and therefore very expensive in comparison to a normal income. In the year 2016 the enrolment rate of child care facilities was 27, 4 % for 0-3 year olds, 95, 1 % for 3-6 year olds and 17, 2 % for 6 – 10 years, which reflects the tendency that about one-third of under-three-year olds in OECD countries attend formal childcare with an ongoing upward trend. (Natalia Danzer et. al. 2017; Federal Ministry of Families and Youth 2017)

Childcare is organised and funded by the governments of the 9 districts of Austria, thus conditions from district to district may vary a lot. Therefore we also want to present the numbers for Tyrol where we implement BYMBE project. Here the numbers are differ to the rest of Austria.

The availability of child care provision consists on the one hand on the number of facilities, the provided staff and on the other hand especially for mothers, who want to re-enter the education system, the opening timings of the facilities. It is assumed that one of the main drivers for young mothers not to pursue education or training is the overlapping time with

child care and courses. In general crèches are day care providers, which open between 7 am and 8 am and close latest at 8 pm. But in Tyrol only 60% are open after 14:00, 50% till 16:00, going down to 1% at 20:00. During school holidays many facilities are closed, which brings a challenge of time and organisational management for mothers. Like on the European level there is a waiting list for child minders as well as for crèches particularly in the capital Innsbruck, which shows that supply and demand are not equivalent. In 2017 are all over Tyrol 1032 child care facilities in places to catch up with the need of families for child care service. The graphs below give a landscape of child care provision divided by provider and region in Tyrol. The provider makes a fundamental difference regarding the costs for parents.

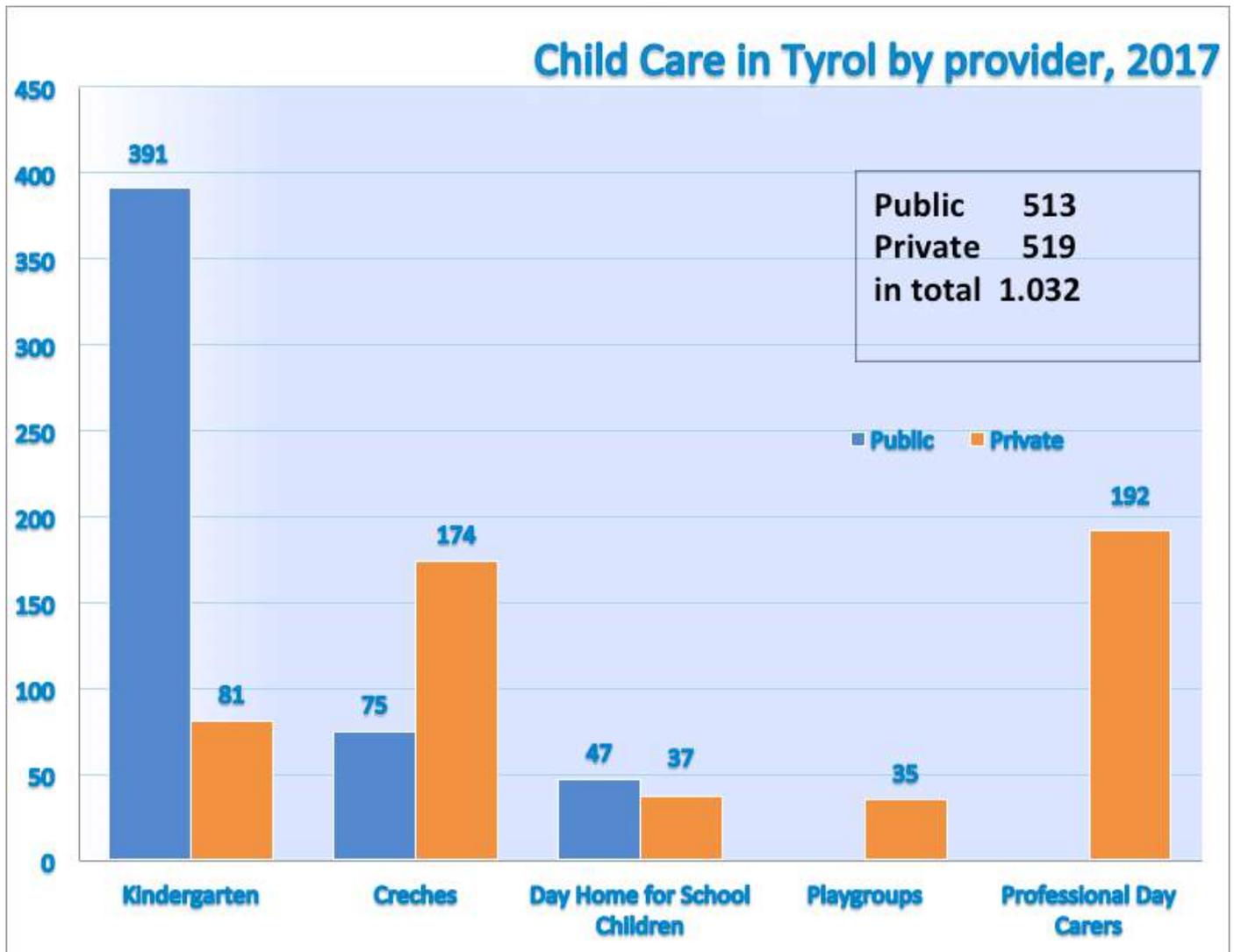


Figure 3: Child care in Tyrol by provider 2016/2017 (Government of Tyrol 2017a)

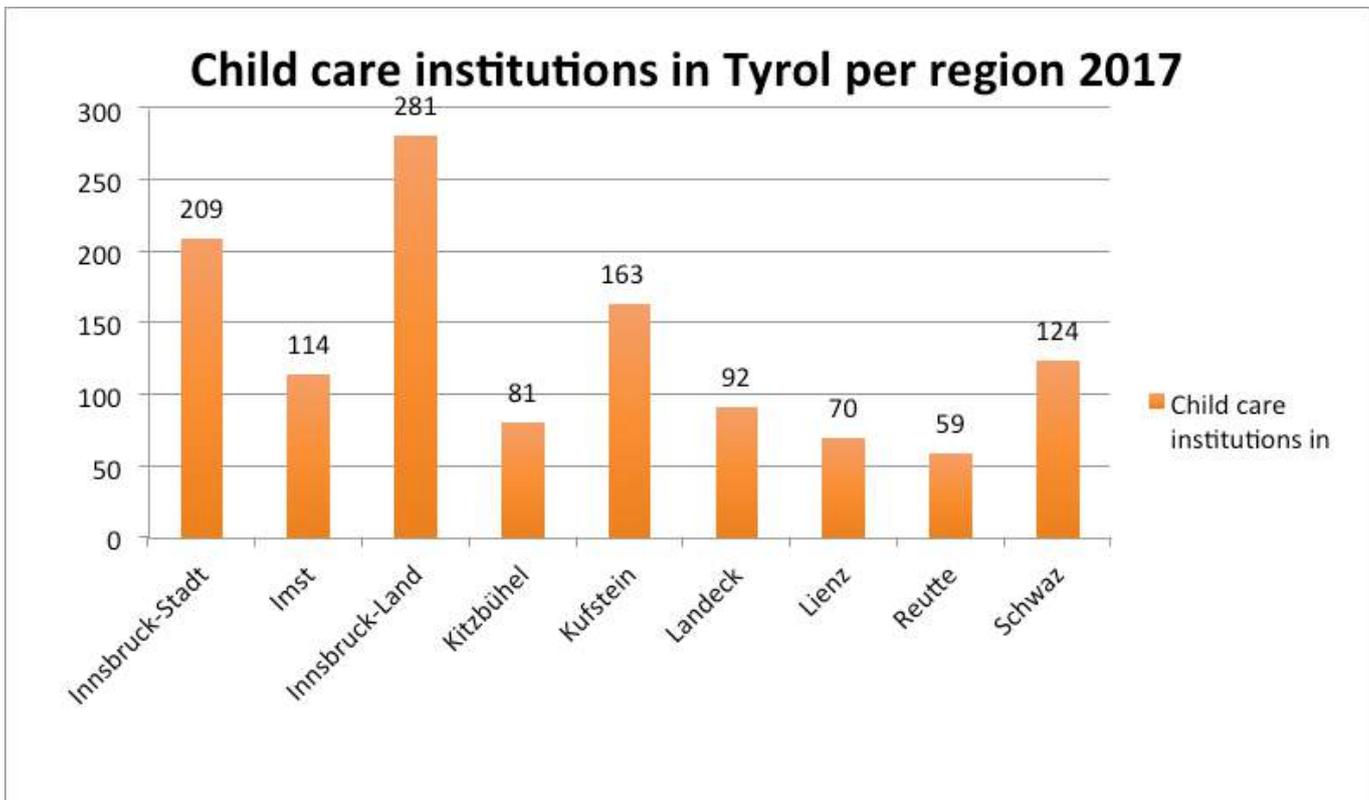
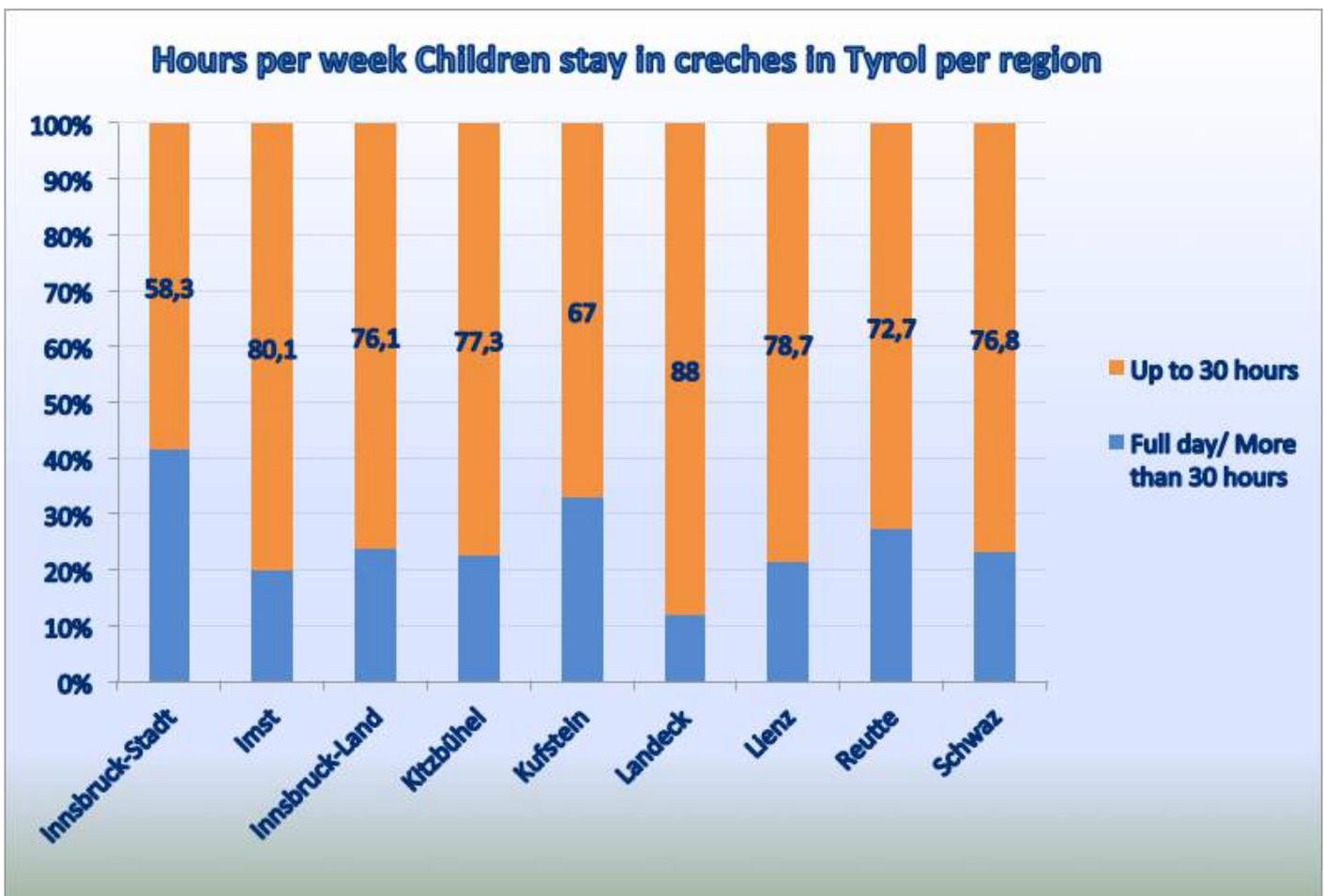


Figure 4 and 5: Child care in Tyrol per region 2016/2017 (Government of Tyrol 2017a)



Good practice example in Austria

There are multiple different forms of cooperation's between organisations and institutions providing child care. Either organisations contribute to the costs, or they reserve places for child care for their employees in an institution, or in some cases they even open a child care facility related to their enterprise as a special service for their employees.

One problem that occurs is the limitation of institutions in the age categories of children they take in, e.g. a crèche (Kinderkrippe) may only take children up to 3 years old, older children will need a different Institution, such as a kindergarden, etc. This can be quite a lot of effort for the organisation, thus they tend to increasingly fall back on cooperation.

To ease establishing of childcare solutions for different age groups and within the corporation itself, the amendment of 2016 included the concept of day nannies (Tagesmütter) within corporations. The associations Tagesmütter Tirol and Frauen in Brennpunkt provide advice and instructions to corporations interested in this kind of solution.

Bulgaria

In Bulgaria there are three main options of taking care of children until they reach school age:

- **Family care (children are taken care of at home by parents and grandparents mainly);**
- **Pre-school education;**
- **Private childcare;**

According to statistics most of the children in Bulgaria are enrolled in pre-school education facilities. On average for the country, for the schoolyear 2016/17 29.4% of the children between the age of 3 and 6 years are going to kindergarten.

Pre-school education

Pre-school education is divided into Nurseries (age from 3 months to 3 years and Kindergartens age from 3 to 6 years).

Nurseries (Детски ясли)/crèches

Nurseries/crèches are available to take care of and educate children from three months to three years. There are a number of different options for parents to choose from:

Day nurseries (дневни ясли): Toddlers from three months to three years can attend from Monday to Friday. There are special groups for babies aged three to nine months known as "suckling groups" (кърмачески групи).

Kindergartens (Детски градини)/pre-school:

Kindergartens in Bulgaria are available for children from three years onward until they start primary school. There are part-time (полудневни) and full-time (целодневни) kindergartens. Public and private nurseries and kindergartens are available. Only about 1.7% of the children go to private kindergartens. The fees at public facilities are considerably lower than in private.

The amount of fees paid by parents is decided by the local municipality and is the same for everyone.

Pre-school education is not obligatory with the exception of two compulsory pre-school years right before the beginning of primary school. The child can spend these years either in a preparatory group at a kindergarten or in a preparatory class at a primary school.

Childcare options

For working or studying parents, there are also other options for the care of children:

Day care centres (Детски центрове)

Day care centres are gaining popularity in the larger cities of the country. They offer educational courses and entertainment for children of all ages and are usually paid by the hour. Some of them provide full-time or part-time childcare as well.

Babysitters (Детегледачки)

Many people in Bulgaria hire babysitters through special babysitter agencies. The fees will depend on the agency itself. Agencies are usually responsible for providing recommendations and checking the babysitters' qualifications.

Paying a babysitter can be done either on a daily or monthly basis depending on the type of employment. Hourly and monthly fees vary considerably from babysitter to babysitter and from city to city. In larger cities, the employer may be expected to cover the transport costs of the babysitter as well.

Ireland

Model of Services

Private

- This sector includes childminders, Au Pairs, Nanny's, Montessori, private pre-schools and private creches.

Public

- Childcare funding supports including ECCE and universal subvention community childcare, and the community employment childcare.

Types of Services

Full Day Care:

A structured service that runs for more than 5 hours per day and this might include an after-school facility (specifically set up to support children with home-work and supervision after

school hours). Providers of this service include crèches and day nurseries.

Sessional Services:

These services are broken into sessions in order to meet children's development and childcare needs. These usually consist of 3.5 hours per session and may be offered in the morning or afternoon. Sessional Services include:

- Early Start Programme: are preventative intervention programmes offered in some schools that are identified as designated disadvantaged areas for three and four year olds.
- Playschool: are centres whereby children can meet others their age play and build on the skill and learning development.
- Montessori: is a more specialised programme based on individual development
- Naíonraí: are nursery schools or playschools delivered through the Irish language

Childminders:

This is a service usually offered in the childminders own home. They are permitted to care for up to 5 children, including their own; and conditions, payment, and schedules are arranged between parents and the minder on a private basis.

Affordable Childcare:

There are also affordable childcare options aimed young parents returning to education or those with lower income. This is called Community Childcare and differs based on the local support structures in place. For example:

Wicklow County Childcare Committee:

<http://www.wicklowcountychildcare.ie/>

Dublin City Childcare Committee:

<http://www.childcareonline.ie/>

Dublin City Council Childcare Provider Search:

<http://www.childcareonline.ie/index.php/parents/childcarefinder>

Dublin City Council

Community childcare support service video with key information:

https://www.youtube.com/watch?v=NA_VUfNKkc0

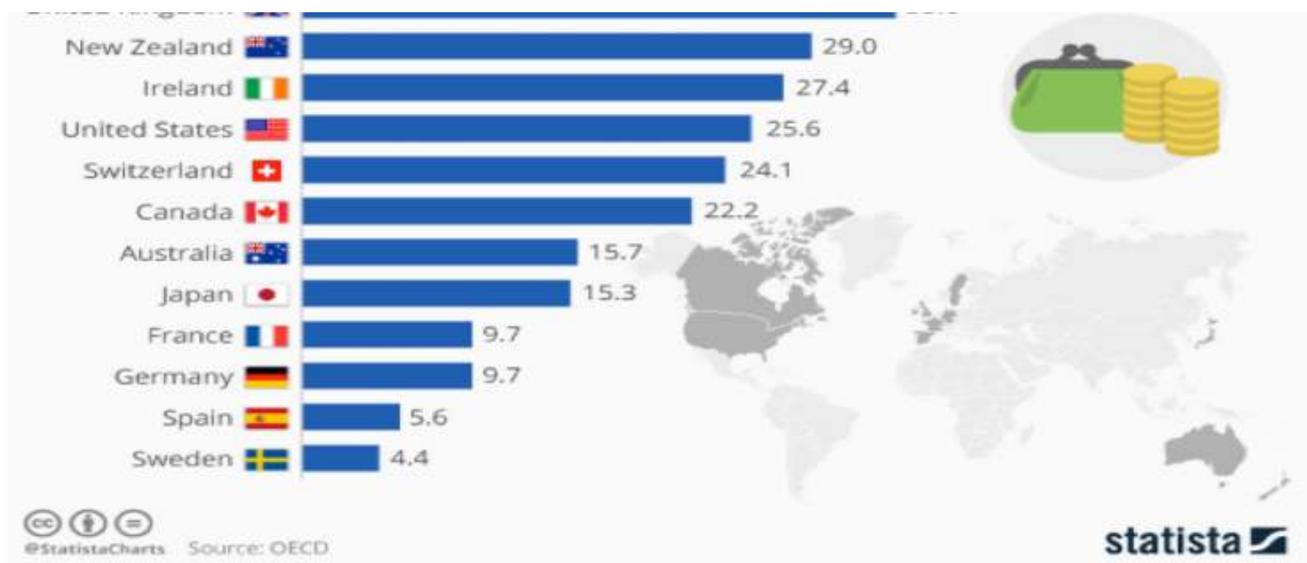
On October 10th 2016, the Irish Minister for Children and Youth Affairs Katherine Zappone announced an extension to the current free childcare support offered in Ireland. Starting in September 2018, it was stated that 'all children aged between two years and eight months will become eligible to two full years of free preschool' (RTE, 2017). This is a step forward for

young mothers in Ireland as the financial cost of childcare may prevent them re-entering the education system or continuing with their studies.

List of Registered Early Start School Programmes

As outlined above, these are intervention programmes for young children to assist children in reaching their full potential: <https://www.education.ie/en/Schools-Colleges/Services/Grants-and-Additional-Support/Early-Start-Programme/Early-Start-Units-List.pdf>

The cost of childcare is high and this presents a challenge to young mothers returning to education. Here is a graph with information from OECD Statistics in 2017. As shown Ireland is the third highest on the list:



OECD Statistics in 2017

The cost of The cost of The cost of rtg The cost of childcare differs across the country with Dublin being the highest cost.

A parenting community in Ireland called EUMOM provide a list of expenses and considerations for the costs associated with hiring a childminder:

Full time 5-6.50 EUR per hour, daily rate 50 EUR for one child

- Part time / after school (incl. school collections) 5-6.50 EUR ph., daily rate 25 EUR
- For a second child (sibling), most childminders offer a discount bringing the hourly rate to 8 EUR per hour
- A lot of minders provide food and a lot don't, there seems to be no general rule of thumb but you should expect to pay more for a minder who provides meals
- Childminders should be paid 52 weeks of the year and for bank holidays unless there is an extended break, e.g. families who don't require their minder for the duration of the summer
- Childminders are self-employed and are therefore responsible for paying their own taxes
- Some childminders charge minimum wage of 8.65 EUR

- In other parts of the country, child-minding rates can be slightly less:
 - Full time 5 EUR per hour, however a set daily rate of 40 EUR for one child is more common
 - Part time / after school (incl. school collections), 5 EUR ph. daily rate 15- 20 EUR
 - Sibling discounts/rate for two children are generally 7-7.50 EUR per hour for two children
- (eumoms.ie)

They also provide information on hiring a nanny, Au Pairs, and other childcare costs.

You can find more information on their website: <https://www.eumom.ie/>

Italy

The offer of childcare facilities is regulated by the Regions, which set standards for structures, services, human resources, access and quality. All forms of pre-school education are not compulsory in Italy. Considering only facilities not needing an accompanying person to access, services provided include:

NURSERIES, KINDERGARTEN AND PRE-SCHOOLS

Nurseries and kindergarten are facilities mainly addressed to working parents which host children from 3 months to 3 years of age. Pre-schools are for children from the ages of 3 to 6 and their main goal is to get kids into schooling and make them learn through play. They stay open for 5 days a week and 6 or 8 hours per day from September to June. All facilities can be public or private.

Access to public structures is by entering a ranked list. Seats are reserved for children who enrolled in the previous years. Extra places are given considering family situation – measured by the equivalent financial situation index (ISEE) which takes into account income, wealth and family composition, presence of social disadvantage, handicap, children being in alternative care or living with a lone parent (the parent who: have recognized the child, is widow/widower, is related to a detainee, holds parental responsibility). There are no specific provisions for parents in need of compulsory schooling or wishing to re-enter education. In fact, extra criteria favour children having both or one parent working.

Despite a quota of places in private facilities reserved for public use, public facilities meet the needs of only a very small proportion of children: in Sicily there are from 10 to 14 places available every 100 children. In 2017, public offer met only the 8, 04% of the potential demand.

With such a low coverage rate, access is basically given only to families in the most need, which benefit from particularly low fees, and most families having an average or medium level income do not even try to apply (despite being considered when formulating the fees).

| INCOME | MONTHLY FEES (Saturday excluded) | | | |
|----------------------------|----------------------------------|---------------|------------|---------------|
| | until 1.30 PM | until 3.30 PM | until 5 PM | until 5.30 PM |
| ISEE Index* | | | | |
| Up to EUR 5,000,00 | 12,50 | 16,00 | 18,00 | 19,00 |
| EUR 5.000,01 - EUR 10.000 | 50,00 | 62,50 | 71,87 | 75,00 |
| EUR 10.000,01 - EUR 15.000 | 110,00 | 138,00 | 158,00 | 165,00 |
| EUR 15.000,01 - EUR 30.000 | 173,00 | 212,00 | 248,00 | 259,00 |
| EUR 30.000,01 - EUR 60.000 | 200,00 | 250,00 | 287,50 | 300,00 |
| EUR 60.000,01 and more | 250,00 | 312,50 | 359,37 | 375,00 |

**Equivalent financial situation index (ISEE) which takes into account income, wealth and family composition.*

When turning towards private facilities, which cover more than the 60% of childcare provision in Italy but still remain insufficient in number, the average out-of-pocket monthly fee may reach range from 250 EUR to 400 EUR per month that, considering 10 months of use of the service; bring the annual cost per family to more than 3000 EUR. Because of the high costs, families are likely to become in default of payment, and in fact in 2016 19% of families left childcare facilities, withdrawing their children before the end of the educational year or after only 3 months of attendance.

Since 2005, the Sicilian regional law has also open the way for the opening of corporate childcare facilities, but the practical reality has shown that in Sicily – where small and medium-sized firms make up the backbone of the economy – the few providers are only public entities (University, health authorities, the City council).

INFORMAL CHILDCARE

It is the kind of childcare having the highest proportions in Sicily. It is mainly provided by family and relatives, but also by friends or neighbours, and offers different advantages, above all flexibility for particular familiar needs and gratuitousness. Residential proximity between parents and adult children and other relatives is much higher in Southern Italy, and it certainly fosters the idea of children being looked after by grandparents or other relatives.

Anyway family networks may not be as extensive as in the past, and it is not always possible to rely on the “availability” of those living at a reasonable distance, as well as on their willingness to take care of children. Especially in case of young mothers, parents may still be workers or busy in job seeking, therefore children have to be entrusted to someone else. Anyway, families

need to always keep informal childcare systems as subsidiary being nurseries, kindergarten, pre-schools and schools not able to look after children when they are ill.

“DAY-CARE MOTHERS”

Based on the model of the German tagesmutter, they are unemployed people who provide childcare in their own houses. They can be mothers already taking care of their own children, or not-mother who received specially prepared qualifying training. Advantages include flexibility in hours, a familiar environment, customized care and education and fewer costs if compared to private facilities. However, the offer for this option is scarce: day-mothers cannot act independently, but need to have a private association signing an agreement with the local authorities to provide them with training and assistance, set and receives fees in their place, check on services and quality standards. Furthermore, this kind of facility is generally unattractive to families: when entrusting an unknown person with their child, they usually focus on specific professional qualifications and competences, regardless of any personal experiences of motherhood that person may have, and Sicily’s regional law has not specified minimal study and professional credentials for the “day-care mothers”.

Lithuania

INFRASTRUCTURE OF THE CHILDCARE FACILITIES

Children in Lithuanian can take part in **pre-school education** from birth until 6.

One year compulsory **pre-primary education** they start at 6.

The main aim of pre-school education is to help a child satisfy inherent, cultural (including ethnic), social and cognitive needs by taking into account each child’s individuality.

All pre-school education institutions prepare and implement their own pre-school education programs in compliance with the criteria for the preschool education curriculum approved by the Minister of Education and Science.

Pre-school education can be provided by **private, state or municipal kindergartens**, school-kindergartens, schools or other institutions, as well as freelance educators or other education providers.

The types of institutionalised childcare include nurseries, kindergartens, kindergarten schools, and other providers of childcare services holding a licence.

Pre-school education in **other languages** can be acquired at the institutions providing pre-school education programs for ethnic minorities.

4 hours a day (20 hours a week) of pre-school education is funded from the national or municipal budget through the “student voucher” allocation system. Parents only make a financial contribution **to cover the cost of meals and learning materials**, however municipalities can reduce the fees to families based on their social situation (socmin.lt).

According to data from 2014, 88 % of pre-school childcare institutions were public and 12 % were private. 95 % of children attended public childcare institutions (Education 2015).

Pre-primary education is compulsory from age 6 to 7. Its purpose is to help a child prepare for successful learning according to the primary education curriculum.

Pre-primary education is carried out according to a one-year general pre-primary education curriculum approved by the Minister of Education and Science. Its content is focused on the development of the child’s general competences – social and health care, knowledge and understanding of the world, communication and artistic expression – through integrated development activities.

Pre-primary education can be provided by private, state or municipal kindergartens, school-kindergartens, schools or other institutions, as well as freelance educators or other education providers. Pre-primary education in other languages can be acquired at the institutions providing pre-primary education programs for ethnic minorities.

4 hours a day (20 hours a week) of pre-primary education is funded from the national or municipal budget through the “student voucher” allocation system. Parents only make a financial contribution to cover the cost of meals and learning materials, however municipalities can reduce the fees to families based on their social situation.

Attendance

In 2014, 68 % of children from one to six years of age attended childcare institutions (33 % of children under three and 86 % of children between three and six years of age) (Education 2015). ~13 % of children did not get a place in childcare institution. Therefore private sector was encouraged and had been developed.

Costs related to the child care

The fee for the maintenance of children in childcare facilities (public or private) is determined by the founder. The founders of public childcare institutions are the municipalities, which make decisions on the issue. Public childcare institutions are financed from the municipal budget and parental fees. Municipal spending on childcare and parental fees varies by municipalities. Some municipalities finance childcare in private institutions with the same amount of money as they do for public sector.

The parental fee per child for a childcare institution (except private) is reduced by 50 % if:

- the child has only one parent;
- the family is raising three or more children;
- the father is in compulsory military service;
- A child is from the family in which one parent is attending full-time education.

In Kaunas city there were 14 873 children in municipality childcare institutions and 1549 children did not get place there. Actual numbers of children in private childcare sector are not available.

In Kaunas city there are 28 private childcare institutions.

Every family gets support from municipality amount 100 EUR per month to compensate child's attendance of private childcare institution. Low income (650 EUR per month) families get compensation for child care facility in private sector institution in amount 175 EUR per month.

There are 183 children involved in private child care institutions in Kaunas district and these families are compensated in 73 EUR per month there.

INFORMAL CHILD CARE

Also, unqualified individuals, students and older (50+) women mostly, offer home babysitting service. In these cases the usual is a cost from **2 to 4 EUR per hour**.

Numbers of children being looked after by grandparents or other relatives is noticeable decreasing, even in the age group 0-3.

For children enrolled in primary education there are lunch programs. It used to be served free lunch for every child in primary education. However it was waste of food in many cases. So, only children from risk or low-income families get lunch for free. After the classes children can stay in after school classes. The costs of this service vary depending on the hours and institution.

Children from risk families can attend free after school child care centres – started with „Save the children Lithuania“, it was approved as the most successful support measure for vulnerable children and families in need and lately expanded by other organizations too.

Special measures provided for the target group in educational institutions -best practices

Some educational institutions have got their kindergartens for kids of their community. For example, in Kaunas region, the pre-school educational establishment at the Karalius Mindaugas Vocational Training centre was established in spring 2013 and its activity is based on the implementation of an innovative model “Education of Christian Values”. Pre-school education is provided to children 1 to 6 years old.

The purpose of the model is to establish opportunities for young families to coordinate learning, work and full-rate education possibilities for their children by educating the Christian values based on St. Ignatius of Loyola pedagogical paradigm (<http://www.kaupa.lt/en/pre-school-education-department>).

Karalius Mindaugas Vocational Training centre is sensible to students in higher family risk situation – reduced fees for studies and meal; possibilities to be paid for the practice placement work and other preferences could be applied.

Šiauliai University had got a pre-school educational establishment based on Erasmus foundation for several years.

The other best practice example is day centres for children, located through all the country. It started with initiative of “Save the Children Lithuania” in 1996. It was very much successful – well evaluated by involved families and children so expanded. It is addressed to primary school children – meals, home works, other offers for after school leisure activities are addressed to children from low-income families as well as psychosocial support for them and their families is applied.

At the beginning of 2018 year, 9348 children had attended child care day centres. However a need for this facility is much bigger – around 100 000 children living in low income families do not get this valuable support yet. (Tamutiene, 2018).

Spain

Early Childhood Education is the educational stage that attends children from birth to six years with the aim of contributing to their physical, emotional, social and intellectual development.

It is ordered in two cycles:

- The first comprises up to 3 years
- The second, which is free, goes from 3 to 6 years

The first cycle takes place in nurseries or Kindergardens which can be public or private. In the case of the public sector, the requirements will be that the child has more than 3 months and the mother must have the residence record in the city she applies for. The cost of these kindergarden is not high and is measured according to the economic income of the minor’s guardian. The problem presented by these public centres is their great claim and their few places. So many people are in need of having to resort to private centres for not being able to obtain a place in the public. On the other hand, the problem of private nurseries or kindengardens is the high cost they have that in most cases young mothers cannot afford. All public nurseries have opening hours of 7.30 in the morning to 17.30 in the afternoon, but it

covers only 7.2% of the population of children under three years old.

The second cycle is voluntary and free so it has become widespread throughout Spain, so that today virtually 100% of children aged 3 to 6 years go to school for free. Early schooling is considered a great achievement that will positively affect the improvement of future school performance.

On the other hand, for children enrolled in primary, there are breakfast and lunch programs. Children arrive a few hours before they start their classes at school and serve them breakfast. After the classes they can stay for lunch in school, facilitating a continuous schedule until after school.

Babysitters

However, there are different companies and even individuals that offer home babysitting service. In these cases the usual is a cost from 7 EUR to 10 EUR per hour. This is a great initiative since it is a way for parents to work while the children are well cared for. The cost of this service varies depending on the hours between 20 to 70 EUR.

Good practices for young mothers

Some organizations, such as the Red Cross, have a school reinforcement program in the afternoons. The objectives to be achieved are to improve the educational process of minors, avoid school absenteeism and raise awareness among families of the importance of education and training for the future of their children.

The program is structured so that the first part is dedicated to doing homework, they make a break to make a healthy snack and a second part where they do crafts or practice sports outdoors.

11x12 Project

Specifically in the city of Gijón, Asturias, the 11x12 project is carried out. The aim of this project is to help some schools in the city remain open for 11 hours a day, 12 months a year, providing children of primary and secondary school levels with a program that combines entertainment, cultural activities, the organization of time for carrying out school tasks and afternoon snack. During the 2017-2018 academic year, the 11x12 program will continue to be developed in thirteen schools in the city of Gijón. The activities are open to the participation of boys and girls from other educational centres, so that if their school is not in the program they have the possibility of participating equally. The service is provided from the end of the dining room until 18:30 hours, except for the months of September and June, which ends at 18:00 hours.

The afternoon snack catering service is offered for those families that demand it, paying in the schools, being the amount of 1.25 EUR / snack / day. Breakfast is also included during the

early hours of the non-school periods.

As usual, in coordination with the Municipal Sports Board, sports activities are offered in primary school, so that children who are enrolled on a monthly basis at 11x12 can register for one of these activities free of charge.

Program Cost

| Rates | HOLIDAY PERIOD (Christmas, Easter and summer) | Lunch | Afternoon Snack | Breakfast |
|---------------------------|--|------------------------|------------------------|---------------------|
| Monthly cost 25.40 EUR | Weekly cost 30.50 EUR | ----- | ----- | ----- |
| Daily cost 3.00 EUR | Daily cost 6.10 EUR | Daily cost 4.00 EUR | Daily cost 1.25 EUR | Daily cost 1.50 EUR |

Comparison and Conclusions for Best Practices

Good practices for young mothers

There are multiple different forms of cooperation between organisations and institutions providing child care. Either organisations contribute to the costs, or they reserve places for child care for their employees in an institution, or in some cases they even open a child care facility related to their enterprise as a special service for their employees.

One problem that occurs is the limitation of institutions in the age categories of children they take in, e.g. a crèche (Kinderkrippe) may only take children up to 3 years old, older children will need a different Institution, such as a kindergarden, etc. This can be quite a lot of effort for the organisation, thus they tend to increasingly fall back on cooperation.

To ease establishing of childcare solutions for different age groups and within the corporation itself, the amendment of 2016 included the concept of day nannies (Tagesmütter) within corporations. The associations Tagesmütter Tirol and Frauen in Brennpunkt provide advice and instructions to corporations interested in this kind of solution.

In Lithuania some educational institutions have got their kindergartens for kids of their community. In Kaunas region, in 2013 the **pre-school for 1-6 year old children was established directly in the Karalius Mindaugas Vocational Training centre**. The purpose of the model is to establish opportunities for young families to coordinate learning, work and full-rate education possibilities for parents and their children.

Karalius Mindaugas Vocational Training centre is sensible to students in higher family risk situation – reduced fees for studies and meal; possibilities to be paid for the practice placement work and other preferences could be applied.

School reinforcement program in the afternoons for children from low-income or risk families – meals, help with homework and crafts or sports activities for children, as well as psychosocial consultations and help for involved children's families – work in Spain, Lithuania.

Comparison and Conclusions

- Infrastructure of the childcare facilities in all project countries consists of public and private sectors. Private sector and even informal child care at home, provided by extensional family members, neighbours or unqualified persons/nannies prevails for younger than 3 year old children in all project partner countries (see table 1 and 2).
- However some countries give more efforts to implement a Legal entitlement to ECEC, i.e. assurance of universal free access to child care facilities for all children. In Lithuania there are guaranties for free child care for every child starting from 1 year of age and in the case the child attends private child care institution, municipalities refund part of child care costs. Low income guarantees the place in free childcare facility for children from 1 year of age. Ireland, starting from 2018 September, is going guarantee the Legal

entitlement to ECEC - free access to child care for all children at as young age as 2 years and 8 months (see table 2).

- All countries guaranty reduction of fees or costs' reimbursement for child care facilities, based on family income level.
- All countries still have not sufficient supply of formal and affordable childcare services for the youngest children.
- Requirements for child care quality vary in all countries and even within a county.
- Spain looks to be a leader among project partner countries with regard of provision and involvement of up to 3 years of age children to formal arrangements of child care – 39% of children involved (see table 1).
- Italy looks to be most far from European dimensions in child care with regard of provisions of free or refunded formal child care. Coverage of nurseries is small in particular and falls far short of meeting the demand of working parents.
- Ireland faces the issue of high costs for child care however support system is also being developed and the age for free care for all children is being lowered recently.

Table 1 Eurostat, Formal child care by duration and age group: Children cared for as a percentage of all children in the same age

<http://ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00185&language=en>

| 2016 year | Austria | Bulgaria | Ireland | Italy | Lithuania | Spain |
|---|---------|----------|---------|-------|-----------|-------|
| Less than 3 years no formal child care | 79.5 | 87.5 | 71.4 | 65.6 | 84.8 | 60.7 |
| Less than 3 years - child care from 1 to 29 hours weekly | 15 | 0 | 20.4 | 12.1 | 2.7 | 20.6 |
| Less than 3 years - child care 30 hours or more weekly | 5.6 | 12.5 | 8.2 | 22.3 | 12.5 | 18.7 |
| Between 3 years and compulsory school age no formal child care | 11.2 | 25.3 | 7.2 | 7.4 | 21.6 | 4.8 |
| Between 3 years and compulsory school age from 1 to 29 hours weekly | 62.7 | 7.4 | 67.3 | 18.3 | 7.6 | 51.3 |
| Between 3 years and compulsory school age 30 hours or more weekly | 26 | 67.3 | 25.6 | 74.3 | 70.8 | 43.9 |

Eurostat, Formal child care by duration and age group, Children cared for as a percentage of all children in the same age group <http://ec.europa.eu/eurostat/tgm/graph.do?tab=graph&plugin=1&language=en&pcode=tps00185&toolbox=type>

Eurostat, Picture <http://ec.europa.eu/eurostat/tgm/refreshMapView.do?tab=map&plugin=1&init=1&toolbox=types&pcode=tps00185&language=en>

Table 2 Public and private facilities available for children in project partner countries (based on National reports and OECD Statistics in 2017)

| | |
|--------------|--|
| Italy | <p>Public facilities meet the needs of only a very small proportion of children: in Sicily there are from 10 to 14 places available every 100 children. In 2017, public offer met only the 8, 04% of the potential demand.</p> <p>Private facilities cover more than the 60% of childcare provision in Italy but still remain insufficient and high costs make them not an option to consider for most families.</p> |
|--------------|--|

| | |
|------------------------|--|
| Lithuania | <p>According to data from 2014, 88% of childcare institutions are public and 12% are private.</p> <p>95% of children attend public childcare institutions (Education 2015).</p> |
| Austria | <p>Overall, around 60% of all care facilities are operated by public bodies and the remaining 40% is covered by family organisations, non-profit associations, companies, private individuals and parishes. It has to be stated that public childcare is mostly from 3 years upwards, whilst childcare under 3 years old is mostly organized by private institutions and due to different funding more expensive. In the year 2016 the enrolment rate of child care facilities was 27, 4% for 0-3 year olds, 95, 1% for 3-6 year olds and 17, 2% for 6 – 10 years, which reflects the tendency that about one-third of under-three-year olds in OECD countries attend formal childcare with an ongoing upward trend.</p> |
| Spain | <p>The kindergarden in Spain can be <u>public or private</u>.</p> <p>A lot of children are in need of having to resort to private centres for not being able to obtain a place in the public.</p> <p>Public kindergarten for children under three years only covers 7.2% of the population.</p> <p>ECEC for 3-6year olds is free and legal entitlement.</p> |
| Bulgaria | <p>Public and private nurseries and kindergartens are available. Only about 1.7% of the children go to private kindergartens.</p> <p>In the school year 2016/2017 79.4% of the children in kindergarten age (3-6) were enrolled in ECEC.</p> <p>Roma community only about 45% of the Roma children in kindergarten age are actually enrolled in ECEC.</p> |
| Ireland, Dublin | <p>Starting in September 2018, all children aged between two years and eight months will become eligible to two full years of free preschool.</p> |

2.3. Funding system for the child care

Fees and funding related to child care in 6 project partner countries:

Austria

According to Austrian constitutional law, the financing of child care facilities is primarily the responsibility of the provinces and the municipalities. Currently the federal government temporarily participates in financing by granting earmarked subsidies to the provinces. Since 2009 attending child-care facilities is free of charge for 5-year olds throughout Austria and full-day care arrangements in compulsory schools is available from the competent regional school board (Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH) 2017)

In addition child care is free of charge for different age groups depending on the provinces. As child care is responsibility of the provinces prices and funding vary a lot in between all over Austria. Another reason for big price differences is the organisation form (public/private) and opening hours. Details see in the national part.

Bulgaria

Fees in **public** ECEC range between **PPS¹ 27-67**, with an average of **PPS 44.8** per month (food included). Fees in **private** (self-financing) ECEC can reach **PPS 464**. No fees are charged in the last two years of pre-primary classes (age 5-6), including free educational material.

Ireland

*ECEC for **infants under 1 year old** costs on average **PPS 689** monthly, **for older** children it is **PPS 662**.*

All children aged between 3 years 2 months and 4 years 7 months (starting from 2018 September - 2 years and 8 months) can attend free pre-school year that can be delivered in centre- or home-based settings Parents are expected to contribute to meals and any additional hours of provision.

The average cost of full-time private childcare was recorded at 167 EUR between September and June in 2016 (Irish Times, 2016). In Dún Laoghaire, South County Dublin, costs were as high as **214 EUR per week**.

The Government supports parents with low income through the availability of community facilities and financial support schemes. However there are time and age based conditions placed on these schemes and they can be dependent on availability.

Italy

Access to public facilities is basically given only to families in the most need, which benefit from particularly low fees, so most families having an average or medium level income do not even try to apply.

For private facilities the average out-of-pocket monthly fee may reach range from 250 EUR to

400 EUR per month that, considering 10 months of use of the service, bring the annual cost per family to more than 3000 EUR. Because of the high costs, families are likely to become in default of payment, and in fact in 2016 19% of families left private childcare facilities, withdrawing their children before the end of the educational year or after only 3 months of attendance.

Subsidies are made available for families by the National Institute for Social Welfare (INPS), to be spent in the facilities of their choice. However, request for the bonus has to be submitted online and the only criteria for granting is the date and order of arrival of the application up to the limits of funds available, regardless the socio-economical background of families.

- Baby-sitter and Kindergarten Voucher can be requested by those mothers willing to switch optional maternity leave (Italian mothers are entitled to a first leaving period at 100% pay and then further optional time at 30% till the child is 6 years old) **with a subsidy of 600 EUR per month up to 6 months** (depending on the kind of job contract) to pay tuition fees for nurseries, kindergarten and pre-school or in-house childcare. But only mothers holding a permanent job can apply. Not-permanent workers usually do not ask in fear of losing their chances for being renewed.
- Kindergarten Bonus consists in **reimbursement up to 1000 EUR for tuitions fees paid to nurseries or kindergarten for children under 3 years old or for childcare provided in the house** for those children with chronic diseases who cannot attend kindergartens or nurseries.

Lithuania

*There are no monthly fees in the public settings that enrol the majority of children (98%); parents pay only for meals (monthly **PPS 95** for under-3s; **PPS 104** for 3 year olds and over). In some municipalities, a small additional fee for education materials is collected. Monthly fees in publicly subsidised **private ECEC** can reach **PPS 849. (~400 EUR)***

*I.e. **private** child care costs vary from 180 to 480 EUR per month. Since 2018, municipality subsidies of 75 -100 or 175 EUR per month are available for private ECEC attendance.*

Spain

*For the under-3s, fees are regulated in public settings which are attended by 52% of children. The maximum fees are capped at **PPS 351** (food not included). ECEC for 3-6 year olds is free, but parents are expected to contribute to the cost of meals and any additional hours of provision.*

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According to Austrian constitutional law, the financing of child care facilities is primarily the **responsibility of the provinces** and the **municipalities**. Currently the federal government temporarily participate in financing by granting earmarked subsidies to the provinces. Since 2009 attending child-care facilities is **free of charge for 5-year olds** throughout Austria and **full-day care arrangements in compulsory schools is available** from the competent regional school board (Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH) 2017)

In addition child care is **free of charge for different age groups depending on the provinces**. Tyrol, for example, provides **part-time day care free of charge for children between four and six year olds**, whereas in **Vienna all day care free of charge for children up to six years**. (Federal Ministry of Families and Youth 2017) Under the umbrella of family assistance the Tyrolean regional authority provides **support for individual families through a variety of programmes**, including a fund for families in emergency situations, **support for schoolchildren and child care assistance**. Furthermore, they **subsidy various organisations and programmes including family counselling centres, parent and child centres and child day care organisations**. (State Government of Tyrol 2017) But in summary the fact cannot be denied that the proportional distribution of costs between regional, local and parent contributions varies substantially throughout Austria. (Commission/EACEA/EURydice/Eurostat 2014)

Costs and availability of child care services on the example of Tyrol

The average fee for childminders is around 3 EUR per hour for parents as well as for single parent. According to the need for child care the monthly fee can range from EUR 168 per month for a service of 12 hours per week up to 662 EUR per month for the service of 50 hours per week. In comparison the **fee for crèches** comes to an amount of 248 EUR per month for 25 hours per week up to 390 EUR per month for 30 hours per week.

Depending on the financial situation of parents are several support services in existence to cover the monthly costs for child care:

- If the parents or the single parent are / is registered as **unemployed** at the Public Employment Service before taking up child care, there is an opportunity to make a request for child care subsidy. **Around 50 to 90% of the costs can be covered by the Public Employment Service** depending on the amount of unemployment benefit. This is only possible for the first 6 months after getting back to work and only if the mother has been unemployed before and is under a certain income.
- The government of Tyrol provides also subvention of **50–75%**, which is also calculated on the basis of the income. In addition low-income families / mothers can apply for “Tiroler Kindergeld plus”, which is a onetime grant of **300 to 500 EUR per year**. (Government of Tyrol 2017) Also this is limited regarding time and income.
- Returners, who have a working contract with the Medical University of Innsbruck, can

apply for support at their employer, who can cover the costs in relation to the working hours with an amount of maximum 400 EUR per month. (Medical University of Innsbruck 2017)

Bulgaria

Public nurseries and kindergartens are funded by the state. Parents pay fees, which are different for every municipality. Private kindergartens and nurseries as well as private childcare are also an option in Bulgaria, but much more expensive one.

In the school year 2016/2017 79.4% of the children in kindergarten age (3-6) were enrolled in pre-school education facilities. This% has been dropping since 2013/2014. The situation is much more dramatic in the Roma community: only about 45% of the Roma children in kindergarten age actually go to kindergarten. Roma NGOs claim that the problem comes from the fact that the **taxes for kindergartens are not affordable for Roma people.**

According to information from the Ministry of Education and Science as of June 2017 from 204 municipalities: 12 do not gather fees for the children in kindergartens; 13 do not gather fees for children at the age of 5 and 6; These are 13% of the 204 municipalities for which the Ministry gives information, but only 5, 47% of the children visit kindergartens in these municipalities. The parents of the rest of 94, 53% of the children have to pay fees/taxes of different amounts. Taxes vary from 10 leva (5 EUR) to 60 leva (30 EUR). (This information is from an Analysis by Dejan Kolev, published by news.bg on 24.10.2017)

Non-governmental organizations

In Bulgaria the non-governmental sector is not very well developed and plays very limited role (if at all) in social services. Although there are about 34000 NGOs they have limited activities, limited access to funding and most of them are not even active.

The main problem for the participation of NGOs in social service sector is that the **Bulgarian state has no policy for cooperation with NGOs in this field. Even the law for Public-private partnership has been suspended since January 2017** and has not been replaced. There is no public funding available for NGOs in providing social services, except for some grants with limited duration and availability. (This information is summarized from an analysis by A. Nenkova, published in <http://www.dw.com/bg/> on 05.07.2012)

The Roma community in Bulgaria may rely on some support from international Roma organizations active in the country, but they are mainly focused on human rights protection, anti-violence and s.o. There is the Roma Education Fund, which supports Roma people to study at university.

Mostly **young mothers have to rely on support from governmental organizations.**

Other public social support services:

As the good practice could be mentioned the “Mother and Baby Unit”, which **provides temporary accommodation for up to 6 months for pregnant women and mothers at risk of abandoning their children**, fostering parental attachment, assisting young mothers through social, psychological and legal counselling and support. There 12 active Mother and Baby Units in 2017.

Personality development support centres (which are to be developed under the new Education Act) should carry out activities for the following purposes: 1. development of interests, capabilities, competences and realization in the field of sciences, technologies, arts, and sports; 2. career orientation and consultation; 3. preventive, diagnostic, rehabilitative, correctional and re-socializing work with children and pupils; 4. resource support to children and pupils with special learning needs; 5. pedagogical and psychological support; 6. implementation of support and educational programmes for the families of children and pupils with disabilities. (2) The special educational support centres established in accordance with this Act shall also operate as personality development support centres for the following purposes: 1. diagnostic, rehabilitative, correctional and therapeutic work with children and pupils which have been assessed by the regional inclusive education support centre eligible for training at a special educational support centre in accordance with their needs under the terms and conditions laid down in the state education standard for inclusive education; 2. pedagogical and psychological support; 3. implementation of support and educational programmes for the families of the children and pupils under point 1; 4. training of the children and pupils under point 1 in the compulsory pre-school and school age bracket and vocational training for attainment of first level of vocational qualifications and/or for the acquisition of qualifications for a part of an occupation. Personality development support centres are municipal, except for the special educational support centres under point 2, which are state-owned or municipal.

Ireland

Funding is provided by the Irish Government to support childcare under different remits. This includes a **universal non-income tested subsidy of up to 1,040 EUR per year for children up to start of the ECCE** (pre-school programme) and **support for lower income families of up to 7,500 EUR up to the age of 15**.

There is a Government led website with information of what support is available:

<https://affordablechildcare.ie> this site also offers the ‘chat’ option if further information or support is needed.

Early Childhood Care and Education Programme (ECCE):

The Free Pre-School Year in the Early Childhood Care and Education Programme (ECCE) is a universal childcare programme designed to give children access to 2 years free pre-school education before they start primary school.

Costs:

If a child is eligible for the free pre-school year then they are entitled to a pre-school session of 3 hours per day, 5 days per week, for 38 weeks, for free.

Conditions:

Childcare services can charge for additional services that they provide, such as additional hours and optional extra activities, such as trips, swimming, parties, etc. Childcare services receive a capitation of 64.50 EUR per week for 38 weeks, for each child. If parents avail of extra hours/optional activities, their ECCE payment will be applied as a reduction of 64.50 EUR weekly for 38 weeks.

It is not mandatory that children attend 5 days per week but, where they do not, the capitation fee will be reduced on a pro-rata basis.

Eligible Children:

Community Childcare Subvention Universal (CCSU)

If a child is aged between 6 months and 36 months and is enrolled in Tusla-registered childcare, they are eligible for a non means-tested universal childcare subsidy of **up to 20 EUR per week**. **That amounts to up to 1,040 EUR per year.**

Conditions:

A child may continue to receive the universal subsidy until they commence their ECCE (free preschool year). In some cases, this will be slightly older than 36 months. If a child is **under 6 months old**, they may qualify for a means-tested **childcare subsidy of up to 145 EUR per week**.

| CCS Session Type | Universal Band (CCS Band U) (Weekly Subsidy) |
|---------------------------------------|--|
| Full-time (i.e. 5.01 or more hours) | €20 |
| Part-time (i.e. 3.31 to 5 hours) | €10 |
| Sessional (i.e. 2.16 to 3.30 hours) | €7 |
| Half-sessional (i.e. 1 to 2.15 hours) | €3.50 |

For information on both of these supports, please see 'A Parent's Guide to the National Childcare Funding Programmes 2017/2018'

Found here:

<http://www.childcareonline.ie/images/A%20Parents%20Guide%20to%20the%20National%20Childcare%20Funding%20Programmes%202017-2018.pdf>

Special Conditions for Community Employment Participants

Young mothers taking part in the Community Employment programme may request for their child to take part in the **Community Employment Childcare Programme**.

Excerpt taken from Department of Employment Affairs and Social Protection

‘Where a child (Ren) of a CE participant is participating in ECCE during the same time as the CE Programme (for example morning or afternoon), that child cannot transfer to a CE Childcare (CEC) place. However if a parent is participating on CE on an alternative time of day to the child’s ECCE programme the parent can also avail of CE Childcare for the time of day they are participating on CE.’

Italy

Prices for childcare are very expensive for families (in Sicily they are 30% more expensive than rest of Italy), and this contributes to disparities between the rich and poor, not only because poorer families cannot afford the cost of childcare but also because the cost serves as a disincentive for mothers to look for work or re-enter education.

Subsidies are made available for families by the National Institute for Social Welfare (INPS), to be spent in the facilities of their choice. However, request for the bonus has to be submitted online and the only criteria for granting is the date and order of arrival of the application up to **the limits of funds available**, regardless the socio-economical background of families.

- Baby-sitter and Kindergarten Voucher can be requested by those mothers willing to switch optional maternity leave (Italian mothers are entitled to a first leaving period at 100% pay and then further optional time at 30% till the child is 6 years old) with a subsidy of 600 EUR per month up to 6 months (depending on the kind of job contract) to pay tuition fees for nurseries, kindergarten and pre-school or in-house childcare. But only mothers holding a permanent job can apply. Not-permanent workers usually do not ask in fear of losing their chances for being renewed.
- Kindergarten Bonus consists in reimbursement up to 1000 EUR for tuitions fees paid to nurseries or kindergarten for children under 3 years old or for childcare provided in the house for those children with chronic diseases who cannot attend kindergartens or nurseries.

Lithuania

The parental fee per child for a childcare institution (except private) is reduced by 50% if:

- the child has only one parent;
- the family is raising three or more children;
- the father is in compulsory military service;
- The child is from a family in which one parent is attending full-time education.

Some municipalities finance childcare in private institutions with the same amount of money as they do for public sector.

In Kaunas city, Every family gets support from municipality amount 100 EUR per month to compensate child’s attendance of private childcare institution. Low income (650 EUR per month) families get compensation for child care facility in private sector institution in amount

175 EUR per month.

There are 183 children involved in private child care institutions in Kaunas district and these families are compensated in 73 EUR per month there.

Child care benefit for persons in training or education

One of the child's parents (or the only parent), adoptive parents, or a guardian who raises a child shall be entitled to a monthly benefit in the amount of 6 basic social benefits (228 EUR) during the period of training or studies and for 12 months after completion of training or studies (on the basis of a document that legitimates study and/or qualification achievements), if the person studies (studied) according to the formal vocational training programme or is (was) a full-time student at a higher education institution until the age of 26, or is (was) a doctoral or medical residency student until the age of 30 (including the period of academic leave due to pregnancy), and if the person is not entitled to a child care benefit in accordance with the Republic of Lithuania Law on Sickness and Maternity Social Insurance.

This benefit is paid during the period of child care from the date of birth of the child until one year of age.

However there are no specialised funds to cover full amount of expenses on child care for young mothers.

The Law on Benefits for Children

Assistance to pregnant women and families raising children:

A pregnant unemployed woman, who under the Law on Sickness and Maternity Social Insurance is not entitled to receive the maternity benefit, is granted a lump-sum benefit for a pregnant woman of 2 Basic Social Benefit (BSB) (76 EUR) 70 calendar days before the delivery. Every adopted child, irrespective of the payment of the benefit for the child born, receives a lump-sum child benefit of 11 BSB (418 EUR).

Maternity benefit is paid during childcare leave until the child's first birthday, but not before the end of maternity leave. During childcare leave up to a child's first birthday, monthly maternity or paternity benefit is based on the average number of working days per month in that year. Benefit for part of a month is calculated according to the calendar days in that month. Maternity benefit is paid monthly in arrears. The amount of maternity benefit is 100% of the recipient's compensated earnings. Compensated earnings are based on insured earnings from the last quarter before childcare leave.

One of the parents, step-parents or guardians is entitled to receive maternity benefit if:

- they are contributing to sickness and maternity social insurance;
- they have been granted leave according to established rules to care for a child until it is one year old;
- over the 24 months preceding the first day of childcare leave, they have contributed to sickness and maternity social insurance for a minimum of seven months.

The amount of parental benefit depends on the chosen receipt duration of the benefit: If the insured person chooses to receive the benefit until the child turns one year old, the amount of the benefit is 100% of the beneficiary's reimbursed remuneration; if the person chooses to receive the benefit until the child turns two years old, the benefit until the child turns one is 70% and then 40% of the beneficiary's reimbursed remuneration until the child turns two years old.

The amount of a parental benefit per month shall not be less than one-third of the current year's insured income valid at the beginning month of childcare leave.

Child benefit:

1. Every child from birth to 18 years of age (to 21 years of age, if person studies according to general education curriculum) receives a monthly benefit of 0.79 BSB (30, 02 EUR).

2. Additionally paid child benefit:

Child benefit amounting to 0,75 BSB (28,5 EUR) shall be paid:

- To children from birth to the age of two years, if the family is raising one or two children and the average family's income per person per month of the previous calendar year does not exceed 1,5 amounts of SSI (183 EUR);
- To children from birth to the age of two years, if the family is raising three and more children (without regard to family income).

Child benefit amounting to 0,4 BSB (15,2 EUR) shall be paid:

- To children from two to 18 years of age (to 21 years age if person studies according to general education curriculum), if the family is raising one or two children and the average family's income per person per month of the previous calendar year does not exceed 1,5 amounts of SSI (183 EUR);
- To children from two to 18 years of age (to 21 years if person studies according to general education curriculum), if the family is raising three and more children (without regard to family income).

There are two types of social support for pupils from low-income families:

- **Free meals for pupils**
- **Provision of pupils with pupil's supplies prior to the beginning of a new school year.**

Schoolchildren, depending a family's (persons living together) income, have the right:

1. To free meals, if monthly income per family (persons living together) member is lower than the amount of 1,5 State-supported income (hereinafter referred to as "SSI") (183 EUR);
2. Provision with pupil's supplies, if monthly income per family (persons living together) member is less than the amount of 1, 5 SSI (83 EUR).
3. In the full-day summer camps organised by schools during summer holidays, provided during the last month of a school year a pupil had the right to receive free meals.(Ministry of Social affairs and labour, 2018, <https://socmin.lrv.lt/en>)

Spain

One of the options to subsidize child care is the subsidy granted by the government to students of public and private schools of Pre-school Education and Primary Education, in the following modalities:

a) Aid for the acquisition of textbooks and / or complementary didactic material, aimed at students of the 2nd cycle of Early Childhood Education.

b) Aid for school canteens and breakfast for pupils of the 2nd cycle of Early Childhood Education and Primary Education, both in the school period and those non-school periods in which the school cafeteria operates.

The amount of the scholarship will vary depending on the bonus that is applicable, taking into account the income of the family unit and the members of the family unit.

a) To access the aid, the following requirements must be met:

Be enrolled or pre-registered (new students enrolled in the 2nd cycle of Early Childhood Education) in a public or charter school in the municipality of Oviedo.

b) The minors for whom the aid is requested must complete or be in the process of studying the 2nd cycle of Early Childhood Education in terms of aid for textbooks and / or supplementary teaching material, and 2nd cycle of Early Childhood or Primary Education for scholarships for dining and breakfast, losing the right to it those students who, while submitting the application they are studying Primary Education, however, in the course referred to in the call, they go to study Secondary Education.

c) The minors for whom the scholarship is requested must be registered in the Municipal Register corresponding to the school, and must remain enrolled until the conclusion of the corresponding course.

Comparison and Conclusions

Free child care starts:

In Austria – from 4 or 5 years old (depending on the municipality).

In Bulgaria- from 5 years old;

In Ireland – from 3 and 2 months (2 and 8 months from September 2018);

In Lithuania – from 1 years of age (on shortage) and from 3 years of age fully covered;

In Spain –from 3 years of age.

- *Free child care in most cases does not include meals and sometimes educational material costs. Therefore parents pay some not high fees for meals and materials. In all countries low income families are supported even for these small fees.*
- *NGO and various forms of support developed and funded by municipalities or government in some countries but not all – **Bulgarian state has no policy for cooperation with NGOs in the field of social services.***
- All countries subsidize child care for low-income families – cover from 50 to 90% of costs, depending on a family incomes or an amount of unemployment payments.
- In all countries support for child care varies among separate municipalities. It depends on a level of development of various family support organizations or services and the welfare/entrepreneurship of Municipality itself. Austria and Ireland have highly developed systems of various social and support services. Despite the high costs for under 3 year olds' child care in Ireland, there are high subsidies for every child till he/she reaches 3 years old and much higher subsidies for low income families till their child reaches 15. Also, various support possibilities and political will for implementation of free child care – Legal entitlement -for as young children as possible exist in Ireland.

- *Italian mothers are entitled to a first 6 months leaving period at 100% pay and then further optional time at 30% till the child is 6 years old, , but this is just for women holding a permanent job contract. There is a highest lack of formal childcare opportunities and support for it (compare to other partner countries).*

Relevant support services and organisations in project partner countries could be found in Annexes 3.

Conclusions

The research, carried during the implementation of the project BYMBE in 6 European countries - Austria, Bulgaria, Ireland, Italy, Lithuania and Spain revealed that young women dropped out from education system face such challenges when striving to enter education system.

The very first challenge that young mother's face when re-entering education system and which is emphasized by most of the countries is **the financial shortage**. The lack of governmental financial support programmes for mothers dropped out of educational system, as well absence of specified counselling institutions targeting to provide the best opportunities in re-entering process are mainly most significant barriers. Moreover, the **inabilities to reconcile the time-tables** of childcare, work and studying also struggles re-entering to education system. The latter problem is highly dependent on the childcare facilities working hours, suggested methods of schooling whether in formal or non-formal education

Most important thing is to encourage young mothers to reconcile childrearing and education, to explain the opportunities and display most favourable chances for future.

There are some special training for young mothers in Ireland and Spain, which are outlined in the report as good practices. However, the rest of the analysed countries, including Lithuania, Bulgaria, and Italy do not present any specialized programmes for young mothers to simplify their reconciliation of childcare and education.

Another crucial support for young unexperienced mothers is child care facilities. The research show that very good practices start in some countries with provision of child minders or child care facilities directly in the work place or study place of the parents. It creates a win-win-situation for all and could be taken into account as an example of best practice to be applied. Also, promotion and development of a network of a Child day care centres for primary school students meets young mothers' needs perfectly and it would be a good question for considerations in BYMBE project and national child care development. Summarizing and comparing situation in all partner countries it could be said that:

- All countries still have not sufficient supply of formal and affordable childcare services for the youngest children, however all countries guaranty reduction of fees or costs' reimbursement for child care facilities, based on family income level.
- Countries' efforts to implement a Legal entitlement to ECEC, i.e. assurance of universal free access to child care facilities for all children from a very young age shall be a promising aspiration.
- Spain looks to be a leader among project partner countries with regard of provision and involvement of up to 3 years of age children to formal arrangements of child care.
- Italy looks to be most far from European dimensions in child care with regard of provisions of free or refunded formal child care. Coverage of nurseries is small in particular and falls far short of meeting the demand of working parents.
- Ireland faces the issue of high costs for child care however support system is also being developed and the age for free care for all children is being lowered recently.

Therefore, BYMBE project and its scope of action will definitely be the favourable path for bringing young mothers back to education system with supporting them by counselling and guidance in finding reasonable, qualitative and free of charge child care facilities.

This report shall serve as first information provision to get an insight in different structures and possible support systems in the different countries. It makes obvious the difficulties in finding appropriate solutions especially for the young mother herself without support.

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11. Law on Family Support for Children: <http://pomosti.oneinform.com/zakon-za-semeinite-pomosti/>
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Annexes

Annexes 1: Landscape of formal and non-formal training institutions in project partner countries

Annex 1.1. Landscape of formal and non-formal training institutions in Kaunas (Lithuania)

Vocational Schools:

KING MINDAUGAS VOCATIONAL EDUCATION CENTRE

Karaliaus Mindaugo av. 11, LT – 44287, Kaunas
(8 37) 22 17 23
priemimo.komisija@kaupa.lt

KAUNAS IT SCHOOL

Laisvės alley 33, Kaunas
8 (37) 201710
info@kitm.lt

KAUNAS CONSTRUCTION AND SERVICE SCHOOL

R. Kalantosst. 80, LT-52364, Kaunas
(8-37) 45 14 34
info@profcentras.lt

KAUNAS BUILDERS TRAINING CENTRE

V. Krėvės pr. 114, 50315 Kaunas
+370 37 314105
centras@kautech.lt

KAUNAS NEW TOWN LABOUR MARKET EDUCATION CENTRE

Mairioniost. 11, LT-44298 Kaunas
(8 620) 33444
info@automokykla.lt

KAUNAS HOME SERVICE AND BUSINESS SCHOOL

V. Krėvės av. 84
+37037310519
mokykla@kbpvm.lt

KAUNAS FOOD INDUSTRY AND TRADE TRAINING CENTRE

Taikos av. 133
+370 37 45 43 13
info@mpcentras.lt

KAUNAS APPLIED ART SCHOOL

V. Kreves av. 112, LT – 50378, Kaunas
+37037312061
rastine@ktdm.lt

KAUNAS MECHANICAL SCHOOL

Taikos av. 129, Kaunas
(8-37) 453063

Youth Schools:

KAUNAS YOUTH SCHOOL/ ADULT EDUCATION CENTRE

Sandėliųst. 7, Kaunas
(8-37) 457135
kaunojaunimomokykla@gmail.com

KAUNAS TITASMASIULIS

Pramonės av. 35
(8-37)-451384
masiuliojm@masiulis.kaunas.lm.lt

KAUNAS PRANASEIMUTIS YOUTH SCHOOL

V. Krėvės av. 50
(8-37)-314694
eimuciojm@eimutis.kaunas.lm.lt

Colleges:

KAUNAS COLLEGE

Pramonės av. 22A-104, LT-50468 Kaunas
(8 37) 32 11 11
priemimas@go.kauko.lt

GRAICIUNAS HIGHER SCHOOL OF MANAGEMENT

Kęstučios. 57A, LT-44303 Kaunas
(8 37) 32 08 78
studentupriemimas@avm.lt

KOLPING UNIVERSITY OF APPLIED SCIENCES

Raguvosst. 7, LT-44275 Kaunas
(8 37) 20 15 28
info@kolping.lt

KAUNAS FORESTRY AND ENVIRONMENTAL ENGINEERING UNIVERSITY OF APPLIED SCIENCES

Liepųst. 1, Girionys, LT-53101 Kaunas district
(8 37) 38 30 82
info@kmaik.lm.lt

KAUNAS UNIVERSITY OF APPLIED ENGINEERING SCIENCES

Tvirtovės alley 35, LT-50155 Kaunas
(8 37) 30 86 32
priemimas@edu.ktk.lt

ST. IGNATIUS OF LOYOLA COLLEGE

Vilniausst. 29, LT-44286 Kaunas
(8 37) 20 02 60
priemimas@ilk.lt

Universities:

ALEKSANDRAS STULGINSKIS UNIVERSITY (ASU)

Studentu 11, Akademija, LT-53361 Kaunas district
(8 37) 75 22 00
kontakt@asu.lt

LITHUANIAN SPORTS UNIVERSITY (LSU)

Sporto 6, LT-44221 Kaunas, Lithuania
(+370 37) 302 644
admission@lsu.lt

VYTAUTAS MAGNUS UNIVERSITY (VDU)

K. Donelaičio str. 58, 44248, Kaunas
(+370 37) 222 739
studies@vdu.lt

KAUNAS UNIVERSITY OF TECHNOLOGY (KTU)

K. Donelaičio st. 73–404, LT-44249 Kaunas
(+370 37) 30 00 07
priemimo.sistema@ktu.lt

LITHUANIAN UNIVERSITY OF HEALTH SCIENCES (LSMU)

A. Mickevičiaus g. 9, LT 44307
(837) 39 58 09
infos@lsmuni.lt

Annex 1.2. Landscape of formal and non-formal training institutions in Tyrol (Austria)

BFI TIROL

Ingenieur-Etzel-Straße 7, 6020 Innsbruck
www.bfi.tirol.at

WIFI TIROL

Egger-Lienz-Str. 116, 6020 Innsbruck
www.tirol.wifi.at

BILDUNGSFORUM DR. RAMPITSCH

Maria – Theresien – Strasse 40, 6020 Innsbruck
www.bildungsforum.at

AZW AUSBILDUNGSZENTRUM WEST

Innrain 98, 6020 Innsbruck
www.azw.ac.at

KAOS EDUCATION INSTITUTE

Andreas – Hofer – Str. 44/2, 6020 Innsbruck
www.kaos4all.com

VOLKSHOCHSCHULE TIROL

Marktgraben 10, 6020 Innsbruck
www.vhs-tirol.at

SOB TIROL (SCHOOL FOR SOCIAL PROFESSIONS)

Maxilimianstr. 41-43, 6020 Innsbruck
www.sob-tirol.tsn.at

LFI LÄNDLICHES FORTBILDUNGSINSTITUT

Brixner Strasse 1, 6020 Innsbruck
www.tirol.lfi.at

Annex 1.3. Landscape of formal and non-formal training institutions in Palermo (Italy)

Formal education is organised and run mainly by State schools. In this Report focus has been put on those institutes being more appealing for young mothers, having a diverse educational offer (General Education and VET) and providing more opportunities for re-entering education through relations with the Provincial Adult Education Center or provision of evening classes.

| NAME | TYPE OF INSTITUTION | EDUCATION/TRAINING OFFER | WEBSITE |
|---|---|---|--|
| Istituto Statale d'Istruzione Superiore "Francesco Ferrara" | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> Administration and Marketing * Business ICT Tourism International Relations for Marketing | https://istitutoferrara2.weebly.com/istituto-economico.html |
| | General Upper Secondary Education (5 years) | <ul style="list-style-type: none"> Human science Human science (Economical and Social studies) Foreign language | https://istitutoferrara2.weebly.com/liceo.html |
| | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> Professional Technician for business services | https://istitutoferrara2.weebly.com/professionale.html |
| | Regional VET | <ul style="list-style-type: none"> Administrative-secretary (3 years) Business services Technician (4 years) | |
| Istituto Superiore Statale "L. Einaudi – V. Pareto" | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> Administration and Marketing * International Relations and Marketing Business ICT Agri-food: production and processing | http://www.iseinaudipareto.gov.it/tecnico.htm http://www.iseinaudipareto.gov.it/tecnologico.htm |
| | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> Trade promotion and Advertising Business services * | http://www.iseinaudipareto.gov.it/promozione.htm http://www.iseinaudipareto.gov.it/professionale.htm |
| | Regional VET (3 years) | <ul style="list-style-type: none"> Administrative-secretary Graphic Design | |

| | | | |
|--|---|---|---|
| Istituto Professionale di Stato per i Servizi di Enogastronomia e l'ospitalità alberghiera "Pietro Piazza" | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> • Food and wine * • Hosting and sales • Tourist Hospitality | http://ipsseoapiazza.it/index.php?option=com_content&view=article&id=117:piano-dell-offerta-formativa&catid=80&Itemid=1293 |
| | Regional VET (3 years) | <ul style="list-style-type: none"> • Food industry Operator • Food industry Operator – Craft and industrial confectionery products • Promotion and Reception Operator • Hosting and sale operator | |
| Istituto Tecnico Settore Tecnologico "Vittorio Emanuele III" | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Computer and Telecommunication • Electro technical and Electronic* • Mechanical, Mechatronic and Energy * | http://www.itive3pa.gov.it/index.php/indirizzi-di-studio |
| Istituto d'Istruzione Superiore Statale "Alessandro Volta" | VET – Vocational Institute | <ul style="list-style-type: none"> • Maintenance and technical support | http://www.itivolta.pa.gov.it/istituto-varie/curriculi-ed-indirizzi |
| | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Mechanical, Mechatronic and Energy • Computer and Telecommunication • Electro technical and Electronic • Transports and logistics • Graphic and communication | |
| | General Upper Secondary Education (5 years) | <ul style="list-style-type: none"> • Math and science | |
| Istituto Superiore "Duca Abruzzi – Libero Grassi" | General Upper Secondary Education (5 years) | <ul style="list-style-type: none"> • Math and science • Math and science: applied sciences | http://isducabruzzo-grassi.gov.it/index.php?option=com_content&view=article&id=100&Itemid=571 |
| | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Administration and Marketing • Tourism • Buildings, Environment and Territory * | |

| | | | |
|--|---|---|---|
| Istituto Superiore "Majorana" | General Upper Secondary Education (5 years) | <ul style="list-style-type: none"> • Math and science • Math and science: applied sciences • Math and science: sport • Art: Graphics • Art: Audio-visual and multimedia | http://www.majorana-pa.gov.it/index.php/famiglie/pof |
| | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Chemistry, Materials, Biotechnologies • Agriculture, agri-food and agro-industry • ICT | |
| | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> • Agro-technician • Services for sales promotion and advertising Technician • Business Services Technician | |
| | Regional VET (3 years) | <ul style="list-style-type: none"> • Agriculture Operator • Graphics Operator • Promotion and hosting operator • Administrative-secretary • Sales operator • Logistical Systems and services operator | |
| Istituto di Istruzione Superiore "Damiani Almeyda - Crispi" | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Administration and Marketing • Business ICT • International Relations for Marketing | http://www.iisdamiainialmeyda-crispi.gov.it/accessibile/index.php |
| | General Upper Secondary Education (5 years) | <ul style="list-style-type: none"> • Visual arts • Architecture and Environment • Scenography • Graphics | |
| Istituto d'Istruzione Secondaria Superiore "Ernesto Ascione" | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Chemistry and materials • Environmental Biotechnologies • Health Biotechnologies | http://www.iisernestoascione.gov.it/website/offerta-formativa/corsi-di-studio |
| | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> • Optician • Dental technician | |

| | | | |
|--|--------------------------------------|--|---|
| Istituto di Istruzione Superiore Statale "Enrico Medi" | VET – Vocational Institute (5 years) | <ul style="list-style-type: none"> • Maintenance and Technical Support: technical-industrial equipment, systems, services • Maintenance and Technical Support: transports • Industrial and craft production: audiovisual • Industrial and craft production: textile, tailoring • Health and social services | http://www.iismedi.gov.it/ |
| | Regional VET (3 years) | <ul style="list-style-type: none"> • Electrical operator • Electronic operator • Mechanical operator • Plumbing and heating systems operator • Motor vehicle repair operator • Clothing operator • Graphic operator • Beauty operator: hairdressing • Beauty operator: esthetician | |
| | Regional VET (4 years) | <ul style="list-style-type: none"> • Electrical technician • Electronic technician • Heating systems technician • Automated machinery operation and maintenance technician • Motor vehicle repair technician • Clothing technician • Graphic technician • Hairdresser • Beauty specialist | |
| | VET - Technical Institute (5 years) | <ul style="list-style-type: none"> • Fashion System • Graphic and communication • Electro technical and Electronic • Mechanical, Mechatronic and Energy | |

**The school offers evening classes for those students who cannot attend day classes.*

Regional Vocational Education and Training is organised and run also by **private vocational training agencies accredited by the Regions**. According to the result of the Regional call for 2016, in Palermo there are **305** vocational training providers offering specific training about Renewable energy, Tourism and Sport, Personal services, Agri-food, Cultural services, ICT, Business Services, Education and Training, Handcraft, Fashion Design, Wood and furnishing, Building, Printing and publishing, Mechanics and maintenance.

Annex 1.4. Landscape of formal and non-formal training institutions in Asturias, (Spain)

The following training institutions belong only to the city of Gijón, Asturias.

Vocational Schools:

| | |
|---|--|
| <p>ASTURIAS BUSINESS SCHOOL Administration and finance studies Carretera Piles al Infanzon, 652 33000 – Gijón Asturias</p> | <p>PROFESSIONAL TRAINING CENTER IN RADIOLOGICAL SCIENCES Image for Diagnosis and Radiotherapy Campo Valdés, Nº 5 33201 – Gijón Asturias</p> |
| <p>INTEGRAL TRAINING CENTER LANCO'S HAIR-DRESSERS Hairdresser studies Avenida De La Costa, 55 33201 – Gijón Asturias</p> | <p>CIFP OF THE INDUSTRIAL AND SERVICES SECTORS Calle Luis Moya, Nº 261. 33203 - Gijón</p> |
| <p>CIFP HOSTEL AND TOURISM Po.De Begoña 30 33205 – Gijón</p> | <p>FERNANDEZ VALLIN Perez De Ayala S/N 33008 - Gijón</p> |
| <p>CALDERON DE LA BARCA Calderon De La Barca S/N 33204 – Gijón</p> | <p>LOPEZ Y VICUÑA Luciano Castañon5-Enriq.Mtnez.9s/Dp15293 33205 - Gijón</p> |
| <p>SERESCO, IT SCHOOL Marques De San Esteban, 61 Bajo 33206 – Gijón</p> | <p>N-1 Puerto De Vegarada S/N 33207 - Gijón</p> |
| <p>ROCES Salvador Allende, 4 33211 – Gijón</p> | <p>NAUTICAL AND FISHING PROFESSIONAL TRAINING CENTER Avenida Principe De Asturias, 74 33212 - Gijón</p> |
| <p>FUNDACION REVILLA-GIGEDO Mariano De Pola, 46 33212 – Gijón</p> | <p>LA ALGODONERA Maria Zambrano, 13, Bajo Izquierda 3 33213 - Gijón</p> |
| <p>MATA-JOVE Prol. Maunuel R. Alvarez 33213 – Gijón</p> | <p>STUDY CENTER A.T. Saavedra 7. Entlo. 33208 - Gijón</p> |

University:

| | |
|--|--|
| <p>OVIEDO UNIVERSITY POLYTECHNIC SCHOOL OF ENGINEERING OF GIJÓN Campus De Viesques. Edificio Norte, S/ N 33203 - Gijón (Asturias)</p> | <p>OVIEDO UNIVERSITY SCHOOL OF CIVIL NAVY Campus Universitario De Gijón 33203 - Gijón (Asturias)</p> |
| <p>OVIEDO UNIVERSITY FACULTY OF COMMERCE, TOURISM AND SOCIAL SCIENCES JOVELLANOS Calle Luís Moya Blanco, 261 33203 - Gijón (Asturias)</p> | <p>OVIEDO UNIVERSITY NURSING FACULTY OF GIJÓN Carretera De Villaviciosa, S/ N (al Lado Del Hospital De Cabueñes) 33294 - Gijón (Asturias)</p> |

Adult school:**ADULT EDUCATION CENTER OF GIJON**

Pumarín – Gijón: Sede Central

Jove y Hevia, 5

33211 – Gijón

Tfno: 985 380 452

ceagijon@educastur.org

Annex 1.5. Landscape of formal and non-formal training institutions in Sofia, (Bulgaria)

The list of municipal schools in Sofia can be found at: <https://www.sofia.bg/schools>

The list of public and private schools in Bulgaria per region can be found at the register of the Ministry of Education: <http://89.252.196.217/Schools/search>

The list of Higher education institutions in Bulgaria can be found at: <http://rvu.mon.bg/>

The list of VET centres can be found at: <https://www.navet.government.bg/bg/registar-na-tsentrovete-za-profesiona/>

Annex 1.6. Landscape of formal and non-formal training institutions in Dublin (Ireland)

Solas was established in 2013 under the Further Education and Training Act, Solas are an agency of the Department of Education and Skills. SOLAS also manages the National Apprenticeship system, eCollege, Safepass and the Construction Skills Certification Scheme. There are many Training centres under Solas in various locations. These can be found by following the link: <http://www.solas.ie/>

City of Dublin Education Training Board (CDETb) operates 23 schools and colleges (16 of which are Colleges of Further Education), 10 Youthreach Centres, an education service in seven Prisons two Training Centres, 17 Local Training Initiatives and an Adult Education Service operating in five separate areas across the city. All centres can be found using this link: <http://cityofdublin.etb.ie/>

Dublin Institute of Technology (DIT) will soon join forces with IT Tallaght and IT Blanchardstown to form a Technological University catering for the Greater Dublin Region and beyond. Three physical campuses and a fourth digital campus will create an incomparable institution of higher learning offering wide-ranging opportunities to many more generations of leaders in the years to come. The three institutes can be found using this link: <http://www.dit.ie/#>

Trinity College Dublin. Generations of students have come to Trinity, enjoy a student experience inspired by world-leading academics and our research-led curriculum. Trinity College can be accessed using this link: <https://www.tcd.ie/>

University College Dublin (UCD) Founded one hundred and sixty years ago, University College Dublin has continued to make a unique and substantial contribution to the creation of modern Ireland. All information can be accessed using this link: <http://www.ucd.ie/>

Dublin City University (DCU) is a University on Dublin City's north Side. It offers many undergraduate and post graduate courses. Now incorporating St Patricks Institute. All information on DCU can be found using this link: <https://www.dcu.ie/>

Marino Institute of Education (MIE) has a very strong tradition and reputation in Ireland's education sector. In recent years it has grown in terms of its undergraduate and postgraduate programme offering, its student numbers, and its research output. All information relating to MIE can be found using this link: <https://www.mie.ie/en/>

National College of Art & Design (NCAD) occupies a unique position in art and design education in Ireland. It offers the largest range of art and design degrees in the state at undergraduate and postgraduate level. All information can be accessed here: <http://www.ncad.ie/>

Institute of Art, Design & Technology (IADT) IADT is unique. Ireland's only institute of art, design and technology with a specific focus on the creative cultural and technological sectors, when you visit IADT you'll discover a campus alive with ideas, innovation and entrepreneurial activity, offering degrees at post graduate and undergraduate level: All information can be accessed here: <http://www.iadt.ie/>

Ballyfermot College of Further Education (BCFE) is a college of further and higher education providing vocational education through the provision of excellent teaching and guidance in a caring and supportive learning environment, providing programmes at undergraduate and postgraduate level. All information on BCFE can be found here: <http://www.bcfе.ie/>

Annexes 2: Infrastructure of child care facilities in project partner countries

Annex 2.1. Infrastructure of child care facilities in Kaunas, Lithuania

The information system for registrations to public childcare facilities in Kaunas district can be found at:

<https://darzeliai.krs.lt>

The list of public childcare facilities in Kaunas can be found at:

<http://www.kaunas.lt/svietimas/darzeliai>

Annex 2.2. Infrastructure of private child care facilities in Tyrol - Public childcare institutions are usually provided by the local commune (Gemeinde).

| | |
|---|---|
| <p>Frauen im Brennpunkt <i>Child care & women counselling</i> Innrain 25, 6020 Innsbruck 0043 512 58 76 08 info@fib.at www.fib.at</p> | <p>Aktion Tagesmütter <i>Child minders</i> Josef-Hirn-Str. 1, 6020 Innsbruck 0043 650 583 26 83 www.aktion-tagesmutter.at</p> |
| <p>Dachverband Kinderbetreuung Tirol <i>Child care facilities</i> Leopoldstr. 35, 6020 Innsbruck 0043 512 58 82 94 office@kinderbetreuung-tirol.at www.kinderbetreuung-tirol.at</p> | <p>Government of Tyrol <i>Landscape of child care facilities in Tyrol</i> Michael-Gaismaierstr. 1, 6020 Innsbruck 0043 512 508 3572 ga.familie@tirol.gv.at www.tirol.gv.at</p> |
| <p>Verein der Tagesmütter, Kinderspiel-Gruppen und Kindergruppen Landeck <i>Child care in Landeck</i> Herzog Friedrich Str. 44, 6500 Landeck tagesmuetter.landeck@utanet.at www.tagesmuetter-landeck.at</p> | <p>Sozial- und Gesundheitssprengel Kitzbühel, Aurach und Jochberg <i>Child minders and crèches</i> Hornweg 20, 6370 Kitzbühel info@sozialsprengel-kaj.at www.sozialsprengel-kaj.at</p> |
| <p>Eltern-Kind-Zentrum Lienz <i>Child care in East Tyrol</i> Rechter Iselweg 5, 9900 Lienz office@ekiz-lienz.at www.ekiz-lienz.at/</p> | <p>Kinderfreunde Tirol <i>Child care institutions</i> Rennweg 29, 6020 Innsbruck www.kinderfreunde-tirol.at</p> |
| <p>Kindervilla <i>Multilingual Childcare</i> Dreiheiligenstr. 27, 6020 Innsbruck www.kindervilla.info</p> | <p>Plattform Eltern-Kind-Zentren Tirol <i>29 Centers in Tyrol</i> Voldöpp 37, 6233 Kramsach www.eltern-kind-zentren-tirols.at</p> |
| <p>slw Soziale Dienste GmbH <i>Childcare for people with special needs</i> Mailsweg 2, 6094 Axams www.slw.at</p> | <p>Volkshilfe Tirol <i>Institutional childcare</i> Südtiroler Platz 10-12, 6020 Innsbruck https://volkshilfe.tirol</p> |
| <p>Haus der Telfer Kinder <i>Institutional childcare in Telfs</i> Bahnhofstrasse 13, 6410 Telfs www.haus-der_Kinder.at</p> | <p>Verein Jugendland <i>Several offers for children and youth</i> Schönblickweg 12, 6020 Innsbruck www.jugendland.at</p> |

Annex 2.3. Infrastructure of child care facilities in Palermo (Italy)

Landscape of non-governmental organizations

| CHILDCARE | | |
|--|---|--|
| ORGANISATION | ACTIVITIES | WEBSITE |
| Associazione Kala Onlus / Caritas Palermo, Playgroup space "Il giardino di M.Teresa" | They provide childcare service to answer the need of parents who cannot access appropriate childcare. | www.kalaonlus.org |

Landscape of governmental organizations

| CHILDCARE | | | |
|-------------------------|---|---|---|
| BODY | UNIT | ACTIVITIES | WEBSITE |
| MUNICIPALITY OF PALERMO | Ufficio servizi per l'infanzia (Child support) | Access to public childcare facilities | https://www.comune.palermo.it/settori.php?func=settore&sett=75 |
| INPS | | Bonus Asilo Nido (Kindergarten Bonus) | https://www.inps.it/nuovo-portaleinps/default.aspx?itemdir=51105 |
| | | Voucher Baby-Sitter And Asilo Nido (Baby-Sitter And Kindergarten Voucher) | https://www.inps.it/nuovo-portaleinps/default.aspx?itemdir=50575 |

Annex 2.4. Infrastructure of child care facilities in Asturias, (Spain)

Landscape of non-governmental organizations

| CHILDCARE | | |
|--------------|---|--|
| ORGANISATION | ACTIVITIES | WEBSITE |
| REDMADRE | They intend to activate a solidarity network of support, advice and help for women to overcome conflicts arising from an unforeseen pregnancy, throughout Spain, which includes the efforts and support of childcare. | www.redmadre.es/ |

Landscape of governmental organizations

| CHILDCARE | | |
|--|--|---|
| BODY | ACTIVITIES | WEBSITE |
| Social Services (from each town hall) | Access to public childcare facilities | https://sociales.gijon.es/ |
| | Aid to single women with family responsibilities | https://sociales.gijon.es/ |
| | Food aid for children | https://sociales.gijon.es/ |
| | Economic aid for books | https://sociales.gijon.es/ |
| | Economic aid for school transport | https://sociales.gijon.es/ |

Annex 2.5. Infrastructure of child care facilities in Sofia, (Bulgaria)

The list of public childcare facilities in Sofia can be found at: <https://www.sofia.bg/web/guest/kinder-garden>

The list of public and private kindergartens in Bulgaria can be found at: <http://89.252.196.217/Schools/search>

Annex 2.6. Infrastructure of child care facilities in Dublin (Ireland)

The public childcare services available in Dublin, Ireland, can be found here: http://www.citizensinformation.ie/en/education/pre_school_education_and_childcare/your_childcare_options.html

Annexes 3: Relevant support services and organisations in partner countries

Annex 3.1.: Relevant support services and organisations in Kaunas, Lithuania

Assistance to pregnant women and families raising children:

- A pregnant unemployed woman, who under the Law on Sickness and Maternity Social Insurance is not entitled to receive the maternity benefit, is granted a lump-sum benefit for a pregnant woman of 2 Basic Social Benefit (BSB) (76 EUR) 70 calendar days before the delivery.
- Every child born receives a lump-sum child benefit of 11 BSB (418 EUR).

Every adopted child, irrespective of the payment of the benefit for the child born, receives a lump-sum child benefit of 11 BSB (418 EUR).

Child benefit:

1. Every child from birth to 18 years of age (to 21 years of age, if person studies according to general education curriculum) receives a monthly benefit of 0.79 BSB (30.02 EUR).
2. Additionally paid child benefit:
 - a) Child benefit amounting to 0, 75 BSB (28, 5 EUR) shall be paid:
 - to children from birth to the age of two years, if the family is raising one or two children and the average family's income per person per month of the previous calendar year does not exceed 1,5 amounts of SSI (183 EUR);
 - To children from birth to the age of two years, if the family is raising three and more children (without regard to family income).
 - b) Child benefit amounting to 0, 4 BSB (15, 2 EUR) shall be paid:
 - to children from 2 to 18 years of age (to 21 years age if person studies according to general education curriculum), if the family is raising one or two children and the average family's income per person per month of the previous calendar year does not exceed 1,5 amounts of SSI (183 EUR);
 - To children from two to 18 years of age (to 21 years if person studies according to general education curriculum), if the family is raising three and more children (without regard to family income).

Child care benefit for persons in training or education

One of the child's parents (or the only parent), adoptive parents, or a guardian who raises a child shall be entitled to a monthly benefit in the amount of 6 basic social benefits (228 EUR) during the period of training or studies and for 12 months after completion of training or studies (on the basis of a document that legitimates study and/or qualification achievements), if the person studies (studied) according to the formal vocational training programme or is (was) a full-time student at a higher education institution until the age of 26, or is (was) a doctoral or medical residency student until the age of 30 (including the period of academic

leave due to pregnancy), and if the person is not entitled to a child care benefit in accordance with the Republic of Lithuania Law on Sickness and Maternity Social Insurance. This benefit is paid during the period of child care from the date of birth of the child until one year of age. The child care benefit shall not be granted to persons in training or education, if the other parent (adoptive parent) or guardian of the child has been granted a child care benefit for the same child in accordance with the Republic of Lithuania Law on Sickness and Maternity Social Insurance.

Benefit for multiple births

When two or more children are born, one of the parents (or the only parent) shall be granted a benefit for multiple births.

If two children are born at a time, a monthly benefit amounts to 4 basic social benefits (152 EUR). If more than two children are born at a time, the amount of benefit is increased by 4 basic social benefits (152 EUR) respectively.

This benefit is paid from the moment of birth of children until they reach the age of two years.

Each child of a Serviceman in Mandatory Primary Military Service shall be paid a monthly benefit for a child of a serviceman in mandatory initial military service in the amount of 1,5 BSB (57 EUR) during the service of his / her father.

Benefit for parents employed in Military Service

Applications for benefits to children, children of soldiers of the compulsory military service may be filed from the day of entitlement to receive the benefit. If the family applies later, the benefit will be granted and paid from the date of entitlement to the benefit but not for more than 12 previous months from the date of submission of all documents necessary for the benefit issue.

However there are no specialised funds to cover child care full amount of expenses of young mothers.

Landscape of non-governmental organisations

NGOs supporting women in acquiring a job:

| Organization | Activities | Website |
|--|---|-------------------------------|
| Social Innovation Fund | Social Innovation Fund is concentrating in helping to solve youth problems via innovative methods. On the basis of the young people needs, the SIF promotes inclusion of the disadvantaged background young people via employability and entrepreneurship | www.lpf.lt |
| Kaunas Women Employment Information Centre | This information centre aims to improve the status of women in Lithuania by helping them overcome problems relating to employment, business creation and development. | http://www.muic.lt/ |
| Youth Career Centre | Following the idea of open society, centre seeks to establish and develop demanded service system for the pursuit of career of people, especially, young ones. Established under the support of VMU. | http://karjeroscentras.eu/lt/ |

Women survivors of the domestic violence can acquire help in specialized help centres where they can get psychological consultations, as well as help of social workers and lawyers. Link to organisations supporting women survivors of domestic violence:

<https://socmin.lrv.lt/lt/veiklos-sritys/seima-ir-vaikai/seimos-politika/smurto-artimoje-aplinkoje-prevencija/specializuotos-pagalbos-centru-kontaktai>

Landscape of governmental organisations

| Organization | Activities | Website |
|---|--|---|
| Lithuanian Labour exchange | It is an executive agency under the Ministry of Social Security and Labour, i.e. directly subordinate and accountable to the Ministry. LLE is responsible for the provision of labour market services to jobseekers and employers and the implementation of active labour market policy measures. Registration at LLE is one of the prerequisites to be eligible for unemployment and social benefits. | http://www.ldb.lt/LDBPortal/Pages/ServicesForEmployees.aspx |
| Kaunas Local Labour Exchange | Managing the employment process in Kaunas city | https://www.ldb.lt/tdb/kaunas/Puslapiai/default.aspx |
| Youth Job Centres | Centre provide information and counselling for young jobseekers; introduce to young people the world of professions; organize informative events and practical training, assist in preparation for job interviews, consult on how to introduce yourself to an employer, how to be motivated in searching a job promote entrepreneurship. | https://www.ldb.lt/jaunimui/Puslapiai/default.aspx |
| Career centres working with public universities | Aleksandras Stulginskis University (ASU) Kaunas College Kaunas University of Technology (KTU) Lithuanian University of Health Sciences St. Ignatius of Loyola College | |

Annex 3.2.: Relevant support services and organisations in Tyrol, Austria

Counselling services

There is no central counselling services for young mothers, who want to re-enter the education system. Yet many organizations provide counselling services for different matters of the BYMBE target group. For example, the Public Employment Service gives information about trainings and courses, Youth Coaching was introduced throughout Austria in 2013 and can be utilised up to the age of 24, several parent-child centres provide psychosocial support and non-formal education centres help to find the right choice of profession. (Ingrid Nagl et. al. 2017) A list of providers can be found below.

Programmes & initiatives

To manage the transition from education to work life Austria has implemented a number of projects to support young adults. One approach to tackle the needs of NEET's are production schools, which were originally developed in Denmark and are successfully widespread in other European countries. In 2015, 40 Production Schools were available attended by roughly 4,000 participants in Austria. (Ingrid Nagl et. al. 2017; Gert Möller et al. 2012). In Tyrol are currently several production schools carried out by different organisations. For NEETS is i.ex. the project VERA by KAOS, which offers a low-treshold day structure for people 15 to 24 years old and financed by ESF and the government of Tyrol. (KAOS 2017). Other production schools are VIA Productionschule in Innsbruck by AMG Tirol, LEA in Wörgl by Kaos, NEBA /Tafie in Mils, Imst and Osttirol.

The following addresses are a first step to summarize all contacts, which can be helpful for young mothers in Tyrol. The list is without claim to completeness.

Infrastructure for information on education & employment

| | |
|--|---|
| FrauenBerufsZentrum Tirol <i>Women counselling</i> Innrain 25, 6020 Innsbruck 0043 512 58 76 08 info@fib.at www.fib.at | Bildungsinfo Tirol <i>Information on education</i> Wilhelm-Greil-Str. 15, 6020 Innsbruck 0043 512 562 791 30 info@amg-tirol.at www.amg-tirol.at |
| Berufsinformationszentrum, Bildungs- und Berufsberatung Tirol Frauen aus allen Ländern <i>Information on training and further education</i> Schöpfstr. 5, 6020 Innsbruck 0043 512 5903 ams.innsbruck@ams.at www.ams.at | Frauen aus allen Ländern <i>Information on education for migrants</i> Tschamlerstr. 4, 6020 Innsbruck 0046 512 564778 info@frauenausallenlaendern.org www.frauenausallenlaendern.org |

Governmental organizations

| | |
|---|--|
| <p>Land der Tiroler Landesregierung <i>Information on family service&financial support</i> Eduard – Wallnöfer-Platz 3, 6020 Innsbruck 0043 508 post@tirol.gv.at www.tirol.gv.at</p> | <p>Tiroler Gebietskrankenkasse <i>Parental leave</i> Klara-Pölt-Weg 2, 6020 Innsbruck 0043 59 600 tgkk@tgkk.at www.tgkk.at</p> |
| <p>Arbeiterkammer Tirol <i>Legal advice free of charge</i> Maximilianstr. 7, 6020 Innsbruck 0043 800 / 22 55 22 innsbruck@ak-tirol.com www.tirol.arbeiterkammer.at</p> | <p>Wirtschaftskammer Tirol Chamber of commerce <i>Wilhelm-Greil-Str. 7, 6020 Innsbruck</i> 0043 5909050 office@wktirol.at www.wko.at</p> |

Annex 3.3.: Relevant support services and organisations in Palermo, Italy

Landscape of non-governmental organizations

| SUPPORT | | |
|--|--|---|
| ORGANISATION | ACTIVITIES | WEBSITE |
| Centro Aiuto alla Vita | They support projects addressed to young mothers in need and provide psychological counselling as well as assistance and guidance to address economic problems, job searching, dealing with healthcare. | http://cavpalermo.al-tervista.org |
| Associazione Handala | It works with mother and young people of the Z.E.N., a very disadvantaged area of in Palermo. Activities include sports, self-empowerment, and support to studying to prevent dropping out. | https://www.facebook.com/associazionehandala/ |
| Spazio Mamme – Save the Children | It supports families living in disadvantaged and out-reach contexts, people at high risk of social exclusion. Activities are aimed empower parents in rising and providing care and support to development of their children through access to cultural offer. | https://www.savethechildren.it/cosa-facciamo/progetti/spazio-mamme |
| Caritas Diocesana di Palermo | Target groups include all vulnerable people. The center provides a listening center and a legal advisory desk. | www.caritaspalermo.it |
| Centri di assistenza fiscale (Fiscal Advice Centres) | They provide information about the required documentation and practical assistance in applying to access social welfare and public facilities. | --- |

Landscape of governmental organizations

| EDUCATION | | | |
|-------------------------|---|---|---|
| BODY | UNIT | ACTIVITIES | WEBSITE |
| MUNICIPALITY OF PALERMO | Ufficio servizi per le scuole (Education services) | Funding for compulsory education | https://www.comune.palermo.it/settori.php?func=setto-re&set=77 |
| | Unità Organizzativa Centro Sant'Anna | Special unit dealing with teenage issues, schooling, professional guidance, support to parenthood | http://www.attivitasociali.palermo.it/index.php?option=com_content&view=article&id=18&Itemid=84 |
| REGIONE SICILIANA | Servizio allo studio, buono scuola e alunni svantaggiati | Access to education, scholarships, Research Unit about Early school Leaving | http://pti.regione.sicilia.it/portal/page/portal/PIR_PORTALE/PIR_LaStrutturaRegionale/PIR_AssessoratoIstruzioneeformazioneprofessionale/PIR_PubblicIstruzione/PIR_APOrganizzazione/PIR_Articolazionedegliuffici/PIR_SERVIZIOXII |

| | | | |
|---|-----------------------------------|---|--|
| Centro Provinciale per l'Istruzione degli Adulti - CPIA | Provincial Adult Education Center | http://www.cpiapalermo1.gov.it/ | |
|---|-----------------------------------|---|--|

| SUPPORT | | | |
|-------------------------|---|---|--|
| BODY | UNIT | ACTIVITIES | WEBSITE |
| MUNICIPALITY OF PALERMO | Unità organizzative del servizio sociale di comunità (Social services) | Social services units processing requests for social welfare and inclusion of disadvantaged people through public and private organisations | http://www.attivitasociali.palermo.it/index.php?option=com_content&view=article&id=4&Itemid=74 |
| | Unità Organizzativa Centro Sant'Anna | Special unit dealing with teenage issues, schooling, professional guidance, support to parenthood | http://www.attivitasociali.palermo.it/index.php?option=com_content&view=article&id=18&Itemid=84 |
| | Unità Organizzativa Politiche ed Interventi per i Giovani (Youth policies) | Support to parenthood and counselling related to adolescence and youth | http://www.attivitasociali.palermo.it/index.php?option=com_content&view=article&id=99&Itemid=198 http://www.attivitasociali.palermo.it/index.php?option=com_content&view=article&id=116:consulenza-pedagogica-per-le-famiglie&catid=35:persona-e-famiglia&Itemid=224 |

Annex 3.4.: Relevant support services and organisations in Sofia, Bulgaria

Landscape of governmental organizations

The **Ministry of Labour and Social Policy** is responsible for social support (including for young mothers) through its **Agency for Social Support** (<http://www.asp.government.bg/web/guest>). The Agency is accessible for people through its 28 Regional Directorates for “Social Support” in the Regional Centres of Bulgaria and 147 local Directorates for “Social Support” in 147 municipal centres.

The Directorates provide social support in the form of different payments for people in need. Young mothers may take advantage of the following **types of support**:

- **Monthly support for raising a child** until the age of 1 year. The support amounts to 100 leva per month and is available to families with income lower than 350 leva per month per person
- **Monthly support for raising a child** from 1 year until the child graduates secondary school. The support amounts to 35 leva per month and is available to families with income lower than 350 leva per month per person;
- **One-off money support** for raising a child of less than 1 year of age by a mother, who studies at the university (2880 leva)
- **One-off money support for bearing a child** (250 leva for first child, 600 leva for second child)
- **One-off money support for raising twins** – 600 leva per child.

Documents and laws governing social support:

| | |
|------------------------------------|--|
| For people with low income | Implementing Rules on the Law on Social Support: http://pomosti.oneinform.com/ppzsp/ Law on Social Support : http://pomosti.oneinform.com/zakon-za-socialno-podpomagane/ |
| Pregnancy, birth and child-raising | Law on Family Support for Children: http://pomosti.oneinform.com/zakon-za-semeinite-pomosti/ Implementing Rules on the Law on Family Support for Children: http://pomosti.oneinform.com/pravilnik-za-prilagane-pomosti-za-deca/ |

Annex 3.5.: Relevant support services and organisations in Dublin, Ireland

| Support Services Available | | |
|--|---|---|
| Organisation | Activities | Website |
| Careers Portal | Career Guidance | https://careersportal.ie/ |
| iCareer | Career Guidance | https://www.icareer.ie/ |
| QUALIFAX: National Learners Database | Career Guidance, course information, grant and funding information | http://www.qualifax.ie/ |
| One Step Up (AONTAS) | Course Directory, funding and grant information | http://www.onestepup.ie/ |
| Jobs Ireland | Job advertisements, job fairs | https://www.jobsireland.ie/#/home |
| Intreo Office | Employment information, course directory, guidance and support, funding and grant information | http://www.welfare.ie/en/Pages/Intreo-Video.aspx |
| Further Education & Training Hub | Information and list of further, community and adult education. Information on apprenticeships | https://www.fetchcourses.ie/ |
| Student Universal Support Ireland (SUSI) | Grant and funding information and application base for Ireland (further and higher education) | https://susi.ie/ |
| Citizens Information | Information on public services and entitlements | http://www.citizensinformation.ie/en/ |
| Youth Work Ireland | Advocacy, EU Projects, Government submissions, youth work programmes, policy development, and support structures for youth work organisations | http://www.youthworkireland.ie/ |
| Spun Out | Ireland's youth information website | http://spunout.ie/ |
| Parenting Support | Information and Support for Parents | http://www.parentingsupport.ie/ |
| Samaritans | Freephone helpline, email and website for mental health issues | https://www.samaritans.org/news/free-call-samaritans-ireland |
| Pieta House | Mental health, suicide, self-harm and bereavement support service | http://www.pieta.ie/ |

LANDSCAPE OF NON-GOVERNMENTAL ORGANIZATIONS

REDMADRE is a Foundation created in 2007 with the purpose of activating a solidarity network of support, advice and help for women to overcome any conflict arising from an unforeseen pregnancy, throughout Spain. It constitutes throughout Spain a network of trained volunteers for direct attention to pregnant women with difficulties and entities that work in support of motherhood. REDMADRE wants to convey to women, and to society as a whole, that being pregnant is good news.

The services offered are: information on governmental and private grants for motherhood, psychological and / or legal medical assistance or / and support during pregnancy.

<http://www.redmadre.es/>

Fundación REDMADRE

LANDSCAPE OF GOVERNMENTAL ORGANIZATIONS

1. Aid that is requested to the Social Security: economic benefits for birth, reception, disability and even for the hiring of a caregiver.
2. Benefits of the SEPE Public Employment Service: In addition to general unemployment benefits, if the worker has unemployment contributions, because she is a mother and has family responsibilities, some specific assistance can be accessed or access to others is facilitated:
 - Family support: it is a subsidy of 426 EUR per month for those mothers with dependent children who have exhausted the unemployment benefit
 - Subsidy for insufficient contribution: it is a subsidy that can be requested when you have not paid enough to be able to ask for the contributory benefit. In the case of having dependent children it is necessary to quote only 3 months to be able to ask for it or in the case of quoting 6 months the subsidy is much longer.
 - Prepared Plan: it is an aid that can be requested once unemployment and other subsidies are exhausted. If you have dependent children, the requirements are reduced, and it is not necessary to be registered as a job seeker for 12 months in the period of the last 18.
 - Employee Activation Plan: it is the last help of the Employment Service for those who have exhausted all others, and it is a prerequisite to have family responsibilities to be able to ask for it.
3. Deductions that are requested from the Treasury
 - State deductions: There are discounts and reductions in the base impossible when the family unit is single parent. The amount depends on the number of children and if someone has a disability.
 - Deduction for working mothers for children under 3 years old: they can receive a deduction of up to 1,200 EUR for each child under 3 years of age. If the child is adopted or received, it will be during the first 3 years after registration in the Civil Registry or judicial decision. You can ask the Tax Agency for an advance
 - Payment of the deduction, receiving 100 EUR / month for each child.
 - Autonomic deductions: Each Autonomous Community has established its own deductions from the regional income tax rate.

- Food Payment Guarantee Fund: When a single mother has recognized in a court order or a judicial agreement maintenance pensions for minor or elderly children with disabilities, and the other parent does not pay them, this Fund advances the pension (in whole or in part).

4. The Ministry has a series of Scholarships (previously named in this document) for studies both for tuition fees, for materials, courses, even abroad to learn languages. Each scholarship has a series of requirements and limits of rents that are established in the bases of each call.

| Support Services Available | | |
|---------------------------------------|---|---|
| Organisation | Activities | Website |
| NON-GOVERNMENTAL ORGANIZATIONS | | |
| NGO REDMADRE | Network of support, advice and help for women to overcome any conflict arising from an unforeseen pregnancy. | http://www.redmadre.es/ |
| GOVERNMENTAL ORGANIZATIONS | | |
| Social Security | Economic benefits for birth, reception, disability and even for the hiring of a caregiver. | http://www.seg-social.es/Internet_1/Masinformacion/TramitesyGestiones/Prestacionesfamilia44999/index.htm |
| SEPE Public Employment Service | Family support Subsidy for insufficient contribution Prepared Plan Employee Activation Plan | http://www.sepe.es/contenidos/personas/prestaciones/responsabilidades_familiares.html |
| The Treasury | State deductions Deduction for working mothers for children under 3 years old Autonomic deductions Food Payment Guarantee Fund | http://www.agenciatributaria.es/AEAT.internet/Inicio/_Segmentos_/Ciudadanos/Minimos_reducciones_y_deducciones_en_el_IRPF/Deducccion_por_maternidad/.shtml |
| The Ministry | Scholarships (previously named in this document) for studies both for tuition fees, for materials, courses, even abroad to learn languages. | https://www.mecd.gob.es/servicios-al-ciudadano-mecd/becas-ayudas.html |



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frauen im
brennpunkt



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