Federal Ministry for
Family Affairs, Senior Citizens,
Women and Youth

First progress report

on the implementation of the National Action Plan "New opportunities for children in Germany"

bmfsfj.de

First progress report on the implementation of the National Action Plan
“New opportunities for children in Germany”

Contents

Part 1: Statement by the Federal Government **03**

Attachment Request for federal measures under the National Action Plan
“New Opportunities for Children in Germany” (NAP) 49

Part 2: Empirical foundations and participation activities **115**

1 Progress Report 2024 on the Implementation of the European Child Guarantee in Germany 115

2 Expert report „Municipal Poverty Prevention and the Contribution of the Law“ 267

3 Expert report „Perspectives on Integrated Approaches to Poverty Prevention in Municipalities“ 308

Part 3: Participation results and further statements **335**

1 Advisory participation – demands of the youth team 335

2 Statement by the civil society organisations on the Progress Report on the Implementation of the European Child Guarantee in Germany 341

3 Joint statement on the progress report on the implementation of the European Child Guarantee in Germany – Shared responsibility for municipal poverty prevention – Conference of the State Ministers for Youth and Family (JFMK) - Circular resolution 10/2024 dated 03.12.2024 352

4 Statement by the SMK and dsj on Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany 354

5 Statement by the GMK on Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany 355

17.12.2024

Statement by the Federal Government

Contents:

1 Summary 4
2 Reporting mandate and objectives 6
3 Key findings of the report 8
3.1 The situation of disadvantaged children and young people in Germany 8
3.1.1 Early childhood education, care and upbringing 8
3.1.2 Educational opportunities and school-based activities 8
3.1.3 Healthcare 9
3.1.4 Healthy nutrition and one healthy meal per school day 9
3.1.5 Adequate housing 9
3.1.6 Data gaps 9
3.2 Focus on municipal poverty prevention 9
4 Statement by the Federal Government on the situation of disadvantaged children and young people in Germany 11
4.1 The situation of disadvantaged children and young people in Germany 11
4.2 The EU Child Guarantee as an instrument for poverty prevention 12
4.3 National Action Plan “New Opportunities for Children in Germany” 13
4.4 Poverty reduction target groups: children and young people affected by specific disadvantages 14
4.4.1 Children with disabilities 14
4.4.1.1 Guidance and information 14
4.4.1.2 Federal Participation Act (*BTHG*) 14
4.4.1.3 Improved participation through inclusive child and youth services 15
4.4.1.4 Leave of absence for care and supervision 16
4.4.1.5 Federal Accessibility Initiative, the National Action Plan for the Implementation of the UN CRPD, the Federal Participation Act (*BTHG*) and the Disability Equality Act (*BGleiSV*) 16
4.4.1.6 Family recreation 17
4.4.2 Children with mental health issues 17
4.4.3 Children with a history of migration 19
4.4.4 Children with refugee experience 20
4.4.5 Sinti/Sintize and Roma/Romnja 21

4.4.6 Children in alternative care ... 22
4.4.7 Families in precarious family circumstances ... 22
4.4.8 Single-parent families ... 23
4.4.9 Young carers with disabled or (physically or mentally) ill family members ... 24
4.4.10 Children from families with addiction and psychological problems ... 25
4.4.11 Children and young people affected by sexualised violence ... 26
4.4.12 Closing data gaps ... 27
4.5 The situation of children and young people in the fields of action of the NAP ... 29
4.5.1 Early childhood education, care and upbringing ... 29
4.5.1.1 Initiatives to strengthen the educational skills and resources of families ... 29
4.5.1.2 Child daycare services ... 30
4.5.2 Educational opportunities and school-based activities ... 32
4.5.2.1 Measures to improve the quality of teaching and schools ... 32
4.5.2.2 Extracurricular child and youth education initiatives ... 34
4.5.2.3 Legal entitlement to all-day childcare ... 35
4.5.2.4 Transition from school to work and independence ... 35
4.5.3 Healthcare ... 36
4.5.4 Healthy nutrition and one healthy meal per school day ... 37
4.5.5 Adequate housing ... 38
4.5.5.1 Well-functioning and sustainable social infrastructure ... 38
4.5.5.2 Affordable living space ... 39
4.5.5.3 Overcoming housing exclusion ... 41
4.6 Strengthening the participation of children, young people, parents and professionals ... 41
4.6.1 Participation of children and young people in the implementation process of the NAP Childhood Opportunities ... 42
4.6.2 Survey of children and young people in connection with the introduction of a basic child allowance (*Kindergrundsicherung*) in Germany ... 43
5 Statement by the federal government on the priority topic of municipal poverty prevention ... 43
5.1 Implementing the European Child Guarantee at the municipal level ... 43
5.2 Promotion of best practices by the federal government ... 44
5.2.1 ESF Plus parental support programme *Opportunities for parents (ElternChanceN). Strengthening families by supporting parents* ... 44
5.2.2 Early childhood intervention services ... 44
5.2.3 Municipal coordination for all-day education ... 45
5.2.4 *Kooperationsverbund Gesundheitliche Chancengleichheit* ("Collaborative Network for Equity in Health") ... 45

5.3 Municipal poverty prevention in connection with the National Action Plan “New Opportunities for Children in Germany” 45

1 Summary

Social participation and access to educational, social, cultural and health services are essential for children to experience a healthy upbringing. This is why children from poor families often have a much more difficult start. In addition to material deprivation, they are also exposed to other factors deriving from a lack of participation, along with the relevant consequences: their frequently poorer housing situation often impacts negatively on family dynamics and personality development. They have less access to so-called non-formal education programmes, especially those relating to early childhood development. The general state of health, health behaviour and the take-up of support services among children and young people in Germany also depend on their social situation. Malnutrition can have serious consequences for the physical and mental development of children. Moreover/, these social disadvantages are often passed on in the form of low educational qualifications.

This is precisely where the National Action Plan “New Opportunities for Children in Germany”, implementing the Council Recommendation to introduce an EU Child Guarantee,aims to make an impact,: disadvantaged children are to be guaranteed “effective and free access to high quality early childhood education and care, education and school-based activities, one healthy meal each school day, as well as access to healthcare, healthy nutrition and adequate housing”. The aim is to break “intergenerational cycles of disadvantage”.

Educational and health-related foundations are laid in the family even before children go to a daycare centre. The family is the first and most important place of education for children, with the role of educational institutions and non-formal programmes increasing as the child grows older. In this way, daycare centres are a vital contributing factor to ensuring equal opportunities. Children in challenging circumstances in particular benefit from high-quality early childhood education. Measures to improve the quality of teaching and schools must also be geared towards ensuring that all pupils successfully complete their schooling. Cross-jurisdictional cooperation is important in all measures in order to provide young people with customised support.

A well-functioning and sustainable social infrastructure is a vital foundation for social life. It plays a central role in ensuring social integration in the communities and is an important anchor point in people’s immediate living and residential environment. For children and young people in particular, it is important for leisure activities such as sports and swimming clubs, youth centres and libraries to be available close to where they live. In connection with the NAP Childhood Opportunities, new dialogue initiatives have been established at

municipal and federal state level in order to stimulate the development of overall preventive strategies and structures in all federal states to ensure equal living conditions nationwide.

It is a key concern of the federal government to strengthen the participation of children and young people and to involve young people in decisions that affect their lives. The views of children and young people in shaping our present and future society contribute significantly to strengthening our democracy.

The federal government has numerous measures in place to focus on target groups that experience specific forms of disadvantage. However, the number of children and young people who are subject to particular forms of disadvantage is often not well documented. In particular, there are gaps in the data on the health of children and adolescents. Indicator-based, continuous health monitoring of child and adolescent health is urgently needed. Another potential medium-term goal is the removal of legal barriers to cooperation and the sensitisation of all governmental departments to a nationwide strategy for the prevention of poverty among children and young people.

The measures and processes outlined below are subject to jurisdictional approval and depend on the availability of federal budget funds or designated positions. They have no impact on current or future budget negotiations at the level of federal government, federal state or social insurance providers. Insofar as the federal government is responsible for financing the measures, implementation is the responsibility of the relevant government departments and is financed by them within the framework of the applicable budget and financial plan estimates.

The federal government presents measures and processes of the 20th legislative period that reached at least the level of adoption by the Federal Cabinet.

2 Reporting mandate and objectives

On 14 June 2021, the EU Council of Ministers unanimously adopted the Council Recommendation on the introduction of a European Child Guarantee. The aim of the EU Child Guarantee is to prevent and combat social exclusion by ensuring that children in need have effective access to a range of essential services. These include:

- free early childhood care, education and upbringing,
- free education (including school-based activities and at least one healthy meal per school day),
- free healthcare,
- healthy nutrition and
- adequate housing.

In Article 11(c) of the EU Child Guarantee, member states are called upon to draw up national **action plans** for implementation that cover the period up to 2030. The action plans are to include the following in particular:

- **categories of children in need** who are to be reached through appropriate integrated measures;
- **quantitative and qualitative objectives** to be achieved in relation to the children in need targeted by the measures in question;
- **measures** planned or taken in implementing this Recommendation, also at regional and local level, and the necessary financial resources and timelines;
- **other measures planned or taken** to tackle the social exclusion of children and break intergenerational cycles of disadvantage;
- a national framework for **data collection**, and for the monitoring and evaluation of this Recommendation.

In accordance with Article 11(f) of the EU Child Guarantee, every two years from 2024, a **report** must be submitted to the European Commission on the progress made in implementing the EU Child Guarantee in line with the national action plan. To this end, the EU Commission and the Indicators Sub-Group (ISG) of the Social Protection Committee (SPC) have drawn up a list of indicators to monitor the implementation of the EU Child Guarantee throughout Europe. One relevant aspect here is the comparability of member state data.

Germany is implementing the Council's Recommendations through its National Action Plan "New Opportunities for Children in Germany" (NAP Childhood Opportunities). With regard to

reporting to the European Commission, the federal government made the following decisions in connection with the NAP Childhood Opportunities:

The effective implementation and further development of measures to achieve the goals of the EU Child Guarantee are longer-term processes, so continuous monitoring of progress is needed over the entire period up to 2030. Only by systematically recording the progress made in implementing the NAP can the need for readjustment be identified and addressed in the context of updating it. The federal government reports to the Commission every two years on the implementation of the EU Child Guarantee in Germany, cooperating with the German Youth Institute (DJI) in writing the reports. The involvement of experts from the academic community ensures an independent assessment of implementation progress and an evidence-based analysis of the need for follow-up. These results are incorporated in the continuous updating of the NAP.

The biennial progress reports will include the following items:

- *documentation of the activities of the NAP Committee (see Chapter 6.1), progress in the implementation of measures and the further development of the catalogue of measures to implement the EU Child Guarantee in Germany,*
- *reporting on the scope and development of the target groups of the EU Child Guarantee,*
- *analysis of core indicators on poverty and social exclusion, taking into account the recommendations of the "Indicators" Sub-Group of the Social Protection Committee (SPC), as well as additional indicators on knowledge and take-up of relevant support services,*
- *research outcomes drawing on existing data from official statistics and data from population-representative surveys as well as from surveys conducted by the Service and Monitoring Centre of the DJI (ServiKiD) relating to groups that experience specific forms of disadvantage, in order to enable more in-depth analyses of these groups,*
- *a summary of the participation formats implemented with children and young people (see Chapter 6.2) and the results achieved.*

The tableau of existing indicators on the knowledge and take-up of measures is to be further developed as needed and in accordance with the constitutional distribution of responsibilities so as to be able to map achievement of the objectives of the measures. For this reason, in the course of the implementation of the NAP, data needs for effective monitoring will be specified with the aim of improving the data infrastructure for the investigation of poverty and social exclusion among children and young people and their families. (...) It is important to put the results into context politically with the participation of the stakeholders as well as

children and young people themselves in order to be able to jointly derive further steps in an evidence-based manner based on constitutional competences .[1]

In accordance with this decision, the federal government commissioned ServiKiD, a service and monitoring centre set up at the German Youth Institute (DJI), to compile the first progress report under its own authorship. In addition, the NAP Committee – established in order to ensure stakeholder participation (Art. 11(e) of the EU Child Guarantee) – has decided that the first progress report is to focus on the topic of "municipal poverty prevention". To this end, ServiKiD has commissioned two expert reports on municipal poverty prevention (a practice-oriented analysis and a legal analysis). The report reflects the status up to 4 July 2024. In addition to the federal government, statements can also be issued on the two expert reports in particular by civil society, the conferences of the federal states and the municipal umbrella organisations.

3 Key findings of the report

3.1 The situation of disadvantaged children and young people in Germany

The DJI report presents empirical figures on the situation of children and young people at risk of poverty and links them to the fields of action set out in the Child Guarantee. The key findings are as follows:

3.1.1 Early childhood education, care and upbringing

- The expansion of daycare facilities has had no significant impact on the employment of low-skilled mothers.
- Children from families at risk of poverty and children with a history of migration are less likely to attend a daycare centre.
- The majority of children with disabilities at daycare centres use inclusive services. Nevertheless, parents of children with disabilities often report that an inclusive daycare place takes a long time to find.

3.1.2 Educational opportunities and school-based activities

- Due to social and immigration-related disparities, there are glaring differences in performance between children at risk of poverty and those not at risk of poverty, even by the end of primary school. These are perpetuated by the early, supposedly merit-based, separation at the transition to secondary school, and continue to persist throughout this transition.

[1] National Action Plan "New Opportunities for Children in Germany"

- The use of all-day programmes by young people and their participation in leisure activities are negatively impacted by social background and other barriers.

3.1.3 Healthcare

- The life satisfaction of children and young people depends not only on their physical health but also on their mental health. A higher proportion of children with health impairments also suffer from psychological stress and impairments.
- The effects of living under the threat of poverty and social exclusion can also be seen in health behaviour and the extent to which dental check-ups are taken advantage of.

3.1.4 Healthy nutrition and one healthy meal per school day

- Healthy eating behaviour correlates with family wealth.
- A healthy breakfast and a healthy lunch are essential to the health of children and young people. However, a balanced and needs-based diet is not available to all children and adolescents in equal measure.
- One way in which the state can promote healthy eating among children and young people is by providing lunchtime meals at daycare centres and schools. The EU Council recommendation on the introduction of a European Child Guarantee therefore also proposes that all children and young people in need should be guaranteed effective and free access to at least one healthy meal per school day.

3.1.5 Adequate housing

- There is a trend towards a growing number of children and young people living in poor quality housing and there has been an increase in the number of children and young people at risk of poverty who live in overcrowded housing.
- Growing up in segregated environments increases the inequality of life chances among children and young people.

3.1.6 Data gaps

The progress report points out existing data gaps, particularly with regard to the take-up of benefits for education and participation in accordance with Sections 28 to 30 of Book II of the Social Code (*SGB II*), especially for children and young people from families with addiction problems or with imprisoned parents; Sinti/Sintize and Roma/Romnja; housing-excluded children and young people; school drop-outs. In this context, it is also regrettable that the decision was made not to continue the KiGGS study.

3.2 Focus on municipal poverty prevention

The focus section on municipal poverty prevention centres on two expert reports. These outline the field of action, link it to the goals of the NAP Childhood Opportunities and set out

the conditions for success in poverty prevention – in legal, structural and organisational terms.

The **expert report "Perspectives on integrated approaches to poverty prevention in municipalities"** outlines the field of action of municipal poverty prevention and links this to the objectives of the EU Child Guarantee and its implementation through the NAP Childhood Opportunities. In addition to an examination of how poverty prevention works, there is also an analysis of the conditions required for successful poverty prevention.

The central conclusion is a call for longer-term municipal strategies to combat child and youth poverty. The federal government, federal states and the EU are called upon to empower municipal players, transfer resources to them and cooperate with them across legal jurisdictions, also providing them with a reliable institutional and fiscal framework.

According to the report, this also requires a federal political alliance for poverty prevention. The report says that the NAP Childhood Opportunities should:

- promote municipal poverty prevention,
- cluster and systematise municipal findings,
- communicate jointly with the municipalities and the federal states and make strategic use of empirical findings.

The **expert report "Municipal poverty prevention and the contribution of the law"** outlines the legal framework for municipal poverty prevention and places it in the context of the conditions for the success of effective poverty prevention. The main findings are as follows:

- Strengthening local poverty prevention is less about developing standardised or mixed services across systems and more about closing service gaps and coordinating services, avoiding duplicate structures and resolving uncertainty concerning responsibilities.
- Legislation and legal implementation on the ground should make a substantial contribution to the realisation of children's rights. Child-oriented poverty prevention enables children to grow up with equal opportunities.
- The systemic, holistic basic orientation of child and youth welfare services can be used to deal with poverty-related problems across legal boundaries if it is backed up with resources and legal safeguards.
- At the political level, the network concept must be safeguarded and promoted through resources and infrastructure requirements.
- At the infrastructural level, centres for integrated planning and coordination of child poverty prevention services must be established and expanded.

- At the individual case level, guidance services for children, adolescents, young adults, parents and families at risk of or affected by poverty are considered to be effective.

4 Statement by the Federal Government on the situation of disadvantaged children and young people in Germany

4.1 The situation of disadvantaged children and young people in Germany

In Germany there are approximately 8.5 million families and a total of 14.3 million minors. 23.9 per cent of all children and young people under the age of 18 in Germany are at risk of poverty or social exclusion (AROPE). The AROPE indicator comprises the total number of people to whom at least one of these three components applies: at risk of poverty, considerable hardship/deprivation, and very low labour force participation of the household. The sub-indicator of the so-called **at-risk-of-poverty rate** does not measure poverty, however: it is a statistical measure of income distribution. It does not provide information on individual deprivation. This indicator is very volatile, especially for subpopulations, and can vary depending on the data source. Furthermore, when interpreting the AROPE indicator, which also takes into account labour force participation and material deprivation in addition to the at-risk-of-poverty rate, it should be noted that it is a combination of three very different sub-indicators, which also have different methodological characteristics.

The number and rate of **recipients of basic income support benefits** is not a suitable indicator of the extent to which the population is affected by poverty. The prerequisite for entitlement to benefits under the minimum income schemes is financial need in the sense of financial poverty. As such, the receipt of basic income support benefits prevents actual financial poverty.

This shows that poverty is a complex and multi-layered phenomenon that defies clear and simple measurement. The federal government's **Report on Poverty and Wealth** is based on official statistics and research data as well as on surveys and research projects commissioned for the report. In addition to the material dimension, the report also looks at other life circumstances (working life, education, housing and health as well as cultural and political participation). In addition, a concept is used that records the applicability of multidimensional and longitudinal social situations based on several dimensions over time.

Children from poor families have **disproportionately more difficult starting conditions**. In addition to material deprivation, they also experience other poverty factors and their consequences, e.g. with regard to their educational success, their health development and their opportunities for social participation. Linked to these unequal development opportunities is the danger that social exclusion will continue throughout life and across generations.

Reducing child poverty and social exclusion is particularly important to the federal government. Among other things, this is done by **promoting maternal employment and the sharing of care responsibilities** between both parents. This is because two adequate incomes earned by economically independent parents is another factor that helps provide protection against child poverty. In its Annual Economic Report (AR 2024; item 287), the federal government therefore agreed on a policy for economic equality.

If the income is not sufficient, **monetary benefits** such as the child supplement can support families. In addition to the amount of the benefit, the question of take-up arises here. There are studies that attempt to simulate non-take-up, but it lies in the nature of the matter that there are no statistics on this phenomenon. With regard to the simulation studies, these are subject to a high level of uncertainty and are therefore not suitable for an assessment. However, it should be noted that take-up of the child supplement has increased significantly since 2023.

Social participation and access to educational, social, cultural and health services are essential for children to experience a healthy upbringing. This starts with strengthening and supporting parents in their parenting skills. Educational and health-related foundations are laid in the family even before children go to a daycare centre. The family is the first and most important place of education for children, with the role of educational institutions and non-formal programmes increasing as the child grows older.

4.2 The EU Child Guarantee as an instrument for poverty prevention

This is precisely the issue on which the Council Recommendation on the introduction of an EU Child Guarantee, adopted in 2021, is focused: disadvantaged children are to be guaranteed *"effective and free access to high quality early childhood education and care, education and school-based activities, one healthy meal each school day, as well as access to healthcare, healthy nutrition and adequate housing".*

The aim is to break "*intergenerational cycles of disadvantage*". In addition to remedial action, the aim is also to achieve effective prevention. According to the Council Recommendation, this requires "*an integrated, person-centred and multidimensional approach*" and the "*strengthening of cooperation and coordination between services at different levels*".

The EU Child Guarantee is therefore also an instrument for preventing poverty. By agreeing to the Council Recommendation, Germany has committed to preventively combating child poverty.

Recommendations to member states in implementing the EU Child Guarantee include the following:

- *"nominate a **national Child Guarantee Coordinator**, equipped with adequate resources and a mandate enabling the effective coordination and monitoring of the implementation of this Recommendation"* (Art. 11a);
- *"submit to the Commission […] an **action plan**, covering the period until 2030, to implement this Recommendation, taking into account national, regional and local circumstances as well as existing policy actions and measures to support children in need*." (Art. 11c);
- "*ensure the participation of regional, local and other relevant authorities, children and relevant **stakeholders** representing civil society, non-governmental organisations, educational establishments and bodies responsible for promoting social inclusion and integration, children's rights, inclusive education and non-discrimination, including national equality bodies throughout the preparation, implementation, monitoring and evaluation of the action plan"* (Art. 11e);
- *"strengthen cooperation with **children themselves** and other stakeholders, in the design, delivery and monitoring of policies and quality services for children"* (Art. 6e).

4.3 National Action Plan "New Opportunities for Children in Germany"

Achievement of the goals of the EU Child Guarantee will involve a coordinated effort on the part of multiple players. Interaction between the federal, state and local authorities is important when it comes to combating child poverty. This is the approach taken by the NAP Childhood Opportunities through which Germany is implementing the EU Child Guarantee. The plan comprises around 350 existing and planned measures by the federal government, federal states, local authorities and civil society organisations in the fields of action of the EU Child Guarantee as well as central political framework measures. The NAP Childhood Opportunities was adopted by the Federal Cabinet on 5 July 2023 as a dynamic, cross-legislature instrument and will run until 2030.

The implementation of the NAP for Childhood Opportunities focuses in particular on the coordination of the various levels, cooperation with civil society and the participation of disadvantaged children:

- **Coordination:** In May 2022, Federal Minister Paus appointed Parliamentary State Secretary Ekin Deligöz, a high-ranking political decision-maker, as National Childhood Opportunities Coordinator.
- **Cooperation:** All key stakeholders were closely involved in the creation of the NAP for Childhood Opportunities. Just two months after the NAP for Childhood Opportunities was adopted by the Federal Cabinet, the NAP Committee was constituted. This is the first time that a committee has been set up in Germany to facilitate regular and coordinated dialogue on poverty and social exclusion among children and young people between

stakeholders from all political levels and areas of responsibility at federal, state and local level, also including civil society organisations and academic experts. Its approximately fifty members meet every six months and form working groups on important topics, thereby supporting implementation of the NAP Childhood Opportunities.

- **Participation:** Children and young people have various opportunities to contribute their views, interests and needs and to actively participate in the implementation of the NAP for Childhood Opportunities. This often takes the form of "consultative participation", whereby young people exert influence in an advisory capacity. Another form of (passive) participation is provided by surveys conducted by ServiKiD in the context of qualitative research.

4.4 Poverty reduction target groups: children and young people affected by specific disadvantages

4.4.1 Children with disabilities

The progress report states that children and young people with disabilities are more often at risk of poverty or social exclusion than children and young people without disabilities. The proportion of minors subject to health-related activity restrictions who are subject to these risks was around 30 per cent in 2021. For all other children and young people, the proportion was around 22 per cent. One reason for the higher risk of poverty may be the amount of time families spend on care. The progress report also states that it is rarely possible for parents of children with disabilities to keep track of the responsibilities and the range of financial support options available to them. In addition, participation in leisure activities for children with disabilities is often made more difficult due to financial barriers or a lack of inclusive orientation.

When planning political measures, the federal government takes into account the perspective of all user groups, including children with disabilities and their parents.

4.4.1.1 Guidance and information

In order to provide families with guidance, the federal government has launched its Family Portal (www.familienportal.de), a website that provides all the relevant information on state family benefits, legal regulations and support options. The information is structured according to different life situations: since July 2020, the "Living with a disability" section has provided families with an overview of the key services and support available in this situation.

4.4.1.2 Federal Participation Act (*BTHG*)

The Federal Participation Act (*BTHG*) advances German legislation in line with the UN Convention on the Rights of Persons with Disabilities, thereby further improving the self-determined participation of people with disabilities. The most important goals of person-centredness, participation and better equalisation of disadvantages are now more firmly

anchored in the rehabilitation and participation sector. The principles and procedures for cooperation between all rehabilitation providers and the regulations on the coordination of services in Book IX of the Social Code (*SGB IX*) have been restructured and further developed. To this end, regulations on recognising and determining needs and on coordinating benefits have been specified in more detail and made non-derogable for all rehabilitation providers. Since then, the right to integration support benefits has been anchored in the second part of Book IX of the Social Code (*SGB IX)*. The benefits system has been reorganised so as to strengthen and support people with (significant) disabilities in leading a life that is as self-determined as possible. In addition, significant improvements were made to the offsetting of income and assets when taking up integration support benefits.

4.4.1.3 Improved participation through inclusive child and youth services

The aim of the legislative reform to create an inclusive child and youth welfare system is to improve the participation of young people and their families. The reform now means that child and youth welfare services will also be responsible for integration assistance services for children and young people with physical, mental or sensory disabilities.

To date, children and young people with physical, mental or sensory disabilities have received integration support benefits in accordance with the Book IX of the Social Code (*SGB IX*). Children and young people with educational needs and with a disability due to a mental impairment receive their benefits in accordance with Book VIII of the Social Code – Child and Youth Welfare (*SGB VIII*) through the child and youth welfare services.

On 27 November 2024, the Federal Cabinet adopted the draft law on the structuring of inclusive child and youth welfare (*IKJHG*). Child and youth welfare services are to be primarily responsible for integration support services for children and young people with disabilities, regardless of the type of impairment. This means that in future it will no longer be necessary to differentiate between types of impairment. In future, all integration support services for children and young people are to be provided by the youth welfare offices (“under a single roof”). The aim here is to simplify access to benefits. In addition, child and youth welfare services are also to focus more on young people with disabilities. Overall, this is to result in greater participation of families with children and young people who have disabilities. The federal law is due to come into force on 1 January 2028.

In preparation for the legislative reform for inclusive child and youth welfare, the Federal Ministry for Family Affairs carried out a broad participation process from June 2022 to December 2023 in order to ensure that experts, academic experts, the municipal and state levels and those affected were involved in the reform at an early stage. The process mainly involved the “Inclusive SGB VIII” working group, which held five meetings to discuss possible

regulatory options for the legislative reform. There were also several research projects that investigated various open questions in parallel to the process. In addition, a self-representation council was set up in which those affected – primarily young people and children from child and youth welfare and integration support – advised the Federal Ministry for Family Affairs on how to achieve effective involvement on the part of young people. Two formats were also organised by the young people themselves – a workshop for care leavers and children who were able to talk about growing up in institutional care, and a conference for families with children with disabilities. Recommendations were drawn up at both events, and these were then presented to policymakers by the young people themselves. This directly strengthened the right to participation of children and young people with disabilities.

4.4.1.4 Leave of absence for care and supervision

Depending on the number of employees in the company, employees have the option of taking time off to care for dependent minors under the Family Caregiver Leave Act (*FPfZG*) and the Caregiver Leave Act (*PflegeZG*). According to Section 3 *PflegeZG*, employees are to be released from work for a period of up to six months in full or in part; according to Section 2 *FPfZG*, employees are entitled to partial leave of absence for up to 24 months. Care leave and family care leave can be combined, but together they may not exceed 24 months per close relative in need of care. In order to cushion the loss of income during care or family care leave, it is possible to apply for an interest-free loan from the Federal Office of Family Affairs and Civil Society Functions (BAFzA), which must be repaid in monthly instalments. This loan has been taken up to a limited extent to date.

For this reason, the coalition agreement for the 20th legislative period provides for the further development of the Caregiver Leave Act (*PflegeZG*) and the Family Caregiver Leave Act (*FPfZG*) in order to continue to support families with children and young people in need of care.

4.4.1.5 Federal Accessibility Initiative, the National Action Plan for the Implementation of the UN CRPD, the Federal Participation Act (*BTHG*) and the Disability Equality Act (*BGleiSV*)

The Federal Accessibility Initiative, the National Action Plan for the Implementation of the UN CRPD, the Federal Participation Act (*BTHG*), the Accessibility Strengthening Act (*BFSG*) and the Disability Equality Act *(BGleiSV*) are to continue to contribute to an improved barrier-free infrastructure and the provision of suitable aids for people with disabilities. The coalition agreement envisages strengthening accessibility in Germany in all areas of public and private life, not least by revising the Disability Equality Act (*BGleiSV*) and the General Equal Treatment Act (*AGG*).

4.4.1.6 Family recreation

In order to enable families in difficult life situations to enjoy holidays and relaxation, many non-profit family holiday centres have adapted to the special needs of families with children with disabilities. Families can find suitable holiday accommodation to meet their needs and at affordable prices in the new "Holidays with the family" catalogue issued by the Federal Working Group for Family Recreation, sponsored by the BMFSFJ (https://www.bmfsfj.de/bmfsfj/service/publikationen/urlaub-mit-der-familie-2023-2024-223594).

4.4.2 Children with mental health issues

The progress report correctly states that the mental health of children and young people has measurably deteriorated in recent years. Even before the pandemic, studies such as KIGGS show that one in five children (18%) suffer from mental disorders. Mental stress increased significantly during the pandemic. However, the COPSY study conducted by the University Medical Centre Hamburg-Eppendorf also shows a significantly higher prevalence of mental health problems before the pandemic at 23 per cent.

Giving rise to health concerns and extensive restrictions on the day-to-day lives of children and young people (closure of schools and daycare centres as well as sports and leisure facilities, contact bans, etc.), the pandemic further exacerbated this already existing problem. In addition, there are other crises (war in Europe, energy crisis, inflation, climate crisis) which are to some extent perceived as threatening by young people, giving them the feeling that they are growing up in a world and an age that is beset by uncertainty. This triggers psychological stress in significantly more young people and promotes mental illness. One example of this is the increase in depression, anxiety and eating disorders among adolescent girls, which DAK Gesundheit has analysed based on its healthcare data (https://www.dak.de/dak/unternehmen/reporte-forschung/dak-kinder-und-jugendreport-2023_45524). Loneliness increased significantly in the younger age group during the COVID-19 pandemic and has still not dropped back to pre-pandemic levels. This is also reflected in the data contained in the 2024 Loneliness Barometer (**Fehler! Linkreferenz ungültig.**). It is also important to take into account negative correlations with increased use of internet/mobile phone use/social media among children and young people.

Risk of poverty is a key risk factor for mental stress and illness. The negative factors associated with material poverty on the mental health of children and young people are mentioned in the report. This analysis is in line with the findings of the Inter-Ministerial Working Group "Health Effects of COVID-19 on Children and Adolescents", to which the report also makes reference. Children and young people with disabilities were also exposed to increased risks of mental stress and illness during the pandemic. In addition, the KIDA

study and Schneidewind et al. have shown that family dynamics/family cohesion (appreciative communication, responding to/listening to each other, etc.) can also play a key role in the ability to deal with crisis situations of all kinds, for example.

The report points out that mental health problems in childhood and adolescence often mean that those affected continue to suffer from mental impairments and illnesses in **adulthood** more frequently than the population at large. In addition to the individual problems associated with this, it is important to emphasise the cost to society as a whole of untreated mental illness in childhood and adolescence. According to an analysis carried out by the University of Ulm on behalf of the BMFSFJ, the annual follow-up costs amount to up to EUR 5.3 billion (https://www.uni-ulm.de/home/uni-aktuell/article/hohe-corona-folgekosten-durch-belastung-von-kindern-und-jugendlichen-expertise-warnt-vor-gesamtgesellschaftlichen-kosten-psychischer-erkrankungen/).

The report also addresses the issue of **medical care** for children and adolescents with mental illnesses. According to the report, there has been a lack of doctors in some child and adolescent psychiatric hospitals and there have been considerable disparities in the regional distribution of psychotherapists.

Ensuring comprehensive, high-quality healthcare is one of the greatest challenges of our time. It can only succeed if Germany has sufficient personnel in the various areas of care provision who are very well qualified, efficient, and motivated to do this important care work. While there is an increasing shortage of skilled labour, there is also a growing need for support and care. This calls for a rigorous approach by all relevant players with their various responsibilities.

One of the aims of the federal government's cross-sectoral **skilled labour strategy** is to improve the skilled labour situation in the health and care sector. The aim is to meet the particular needs in this area in various fields of action in order to secure, strengthen and expand personnel. In May 2024, the Federal Cabinet passed the draft law to strengthen healthcare provision in municipalities (Healthcare Strengthening Act – *GVSG*). The law also aims to improve outpatient psychotherapeutic and psychiatric care, particularly for children and adolescents, and to streamline the provision of psychotherapeutic services. To this end, the legal requirements for separate demand planning are to be created for doctors and psychotherapists who are predominantly or exclusively responsible for providing children and adolescents with psychotherapeutic treatment. The aim here is to take better account of the special needs of children and adolescents in terms of access to care and any additional treatment capacity that may be required in future.

In addition, the **Federal Joint Committee** has defined quality assurance measures for psychiatric clinics on behalf of the legislator. These include the minimum staffing requirements contained in the Psychiatry and Psychosomatics Staffing Guideline (PPP-RL).

In the area of mental health, the federal government is focussing on low-threshold prevention in the living environments of children and young people. The **model programme *Mental Health Coaches*** has been in place since 2023 at secondary schools from year 5 onwards. Implemented by selected youth migration service providers at around 100 cooperation schools nationwide, this programme involves the employment of qualified social education and psychological specialists on site. Together with the students, they determine specific needs and develop customised offerings. The aim is to raise the profile of mental health in schools, make it possible to discuss mental health problems, show young people where they can find help and promote professional dialogue. The programme reaches tens of thousands of pupils in all federal states.

In this overall context, the federal government's **strategy to counter loneliness** is also worthy of mention. This was developed in a broad participation process and adopted by the Federal Cabinet in December 2023. It encompasses all age groups and includes numerous measures to prevent and alleviate loneliness. The aim is to shed more light on loneliness and to tackle the problem. The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth is increasingly focussing on young people as a particularly vulnerable group in connection with loneliness. The link between loneliness among young people and attitudes that pose a threat to democracy is also an important issue for the federal government.

4.4.3 Children with a history of migration

The progress report states that in 2022, half of the children and young people at risk of poverty or social exclusion in Germany had a history of migration. The parents of young people with a history of migration are more likely to have no school-leaving qualifications and are more often unemployed compared to the parents of young people without a history of migration. In addition, children and young people with a history of migration in Germany are at an educational disadvantage – e.g. in terms of lower participation in early childhood education and attendance at secondary schools. New immigrants in particular often encounter barriers to participation, as do people with a family history of migration as well. In order to reduce such barriers, the federal government is pursuing the goal of improving the education system to consistently organise it in a potential-oriented, diversity-sensitive and anti-discriminatory manner so that every child is supported according to their needs and talents.

Nevertheless, there is no doubt that the longer people with a history of migration stay in Germany, the better their opportunities for participation and the higher their income.

4.4.4 Children with refugee experience

If they are eligible, **asylum seekers** receive benefits to secure their livelihood in accordance with the Asylum Seekers' Benefits Act (*AsylbLG*). Depending on the type of accommodation in particular, the specific type of benefit is provided in the form of non-monetary and monetary benefits and/or non-cash payment instruments such as payment cards or vouchers.

Pursuant to Section 44 (1) *AsylG*, the federal states are obliged to create and maintain the necessary reception facilities for the accommodation of asylum seekers. According to Sections 44 (2a) and 53 (3) *AsylG*, the federal states and local authorities are also to take "appropriate measures" to ensure the protection of women and vulnerable persons when **accommodating** asylum seekers. The federal government is not aware of any data on the length of stay of accompanied children in refugee accommodation.

The protection of refugee children and other vulnerable persons in refugee accommodation centres is among the federal government's key concerns. Among other things, the **federal initiative *Schutz von geflüchteten Menschen in Flüchtlingsunterkünften* ("Protection of refugees in refugee accommodation")** supports good accommodation conditions and compliance with minimum standards in accommodation. The *Mindeststandards zum Schutz von geflüchteten Menschen in Flüchtlingsunterkünften* ("Minimum Standards for the Protection of Refugees in Refugee Accommodation Centres", 4th edition April 2021) published in connection with the federal initiative, with annexes on refugees with disabilities, refugees with trauma-related disorders and LGBTI* refugees are not binding, but serve as guidelines for the creation, implementation and monitoring of centre-specific protection concepts. The federal government is currently funding Save the Children's pilot project *Listen up!*, which is trialling internal complaint procedures in refugee accommodation for children.

According to the progress report, however, further steps towards integration are needed in order to reduce the risk of poverty and enable children to participate in society. Under the new **ESF Plus programme *Integration Course with Child Plus: Perspectives through Qualification***, organisations can, during an integration course, offer childcare that is subsidiary to the regular childcare system in close proximity to the integration course in order to enable parents to participate in an integration course and thus promote their integration, provided that regular childcare cannot be utilised and the children to be supervised are not yet of school age. This bridging programme prepares children and families for the transition to regular childcare in the early childhood education system. In addition, these services can be used to attract interested individuals (e.g. those who have completed integration courses) who, subsidised by the programme, wish to obtain a qualification to work in child daycare.

The programme lays the foundations for future employment in the field of child daycare, thereby attracting potential specialists.

4.4.5 Sinti/Sintize and Roma/Romnja

The progress report states that the national minority of German Sinti/Sintize and Roma/Romnja as well as immigrant Roma/Romnja and their descendants in Germany are particularly disadvantaged, although representative surveys on the number of members of these groups are currently not available for Germany.

The report of the Independent Commission on Antigypsyism (UKA) published in 2021 comprehensively demonstrates that antigypsyism is a specific form of racism directed against Sinti/Sintize and Roma/Romnja. This is also reflected in the PMK statistics on antigypsyist offences in Germany.

The national strategy ***Tackling Antigypsyism, Ensuring Participation* for the implementation of the EU Roma Strategy 2030 in Germany** was adopted by the Federal Cabinet in February 2022. Germany has set up a national contact centre for Sinti/Sintize and Roma/Romnja at the BMFSFJ to coordinate implementation activities.

The national strategy also involves establishing the independent civil society contact point **Reporting and Information Centre on Antigypsyism** (MIA). In its annual reports, the MIA highlights antigypsyist incidents in Germany. 1,233 incidents were documented by the MIA for the year 2023

In 2022, Dr. Mehmet Daimagüler was appointed **Commissioner** of the Federal Government against Antigypsyism and for the Life of Sinti/Sintize and Roma/Romnja in Germany (based at the BMFSFJ). He coordinates the federal government's work in combating antigypsyism, contributes to the further development of the National Strategy *Tackling Antigypsyism, Ensuring Participation!* based on the UKA's recommendations for action and acts as the federal government's central point of contact for the Sinti/Sintize and Roma/Romnja communities in Germany.

Through its **federal programme *Live Democracy!*** the federal government has been funding various measures at all levels of government since 2015 that address antigypsyism based on preventative educational approaches. For example, anti-discriminatory approaches are developed for educational work to combat antigypsyism among children and young people both in and out of school, strengthening the social participation of Sinti/Sintize and Roma/Romnja, and promoting practical skills in responding to antigypsyism.

4.4.6 Children in alternative care

Child and youth welfare law does not prioritise foster families over state institutions. Rather, the appropriate form of care is sought based on the situation of the individual child and their specific circumstances, taking particular account of their best interests.

4.4.7 Families in precarious family circumstances

The need for support services for families with (young) children in stressful situations is growing. Families living in poverty frequently have to cope with additional stress factors. Much has already been achieved in this legislative period to improve the financial situation of families:

- The **child benefit** was significantly increased from EUR 219 for the first and second child and EUR 225 for the third child and EUR 250 from the fourth child to a uniform EUR 250 per child and month as of 1 January 2023. In July 2024, the Federal Cabinet decided to increase child benefit by a further EUR 5 EUR 255 per month as of 1 January 2025.
- The **tax-free allowance for children** (excluding the "partial allowance" for childcare, education or training needs) has been increased every year since 2021: from EUR 5,460 for 2021 to EUR 5,620 for 2022 and to EUR 6,024 for 2023. It was retroactively adjusted to EUR 6,612 as of 1 January 2024 and is set to rise by a further EUR 60 to EUR 6,672 as of 2025.
- Since 1 July 2022, children and young people affected by poverty have received a monthly **immediate supplement** of EUR 20. This goes to children and young people who are entitled to benefits under Book II, XII or Book XIV of the Social Code (*SGB II, XII, XIV)*) or the Asylum Seekers Benefits Act (*AsylbLG*). Recipients of the child supplement also benefit from this. The immediate supplement is paid out unbureaucratically by the offices that also pay the respective benefit. In July 2024, the Federal Cabinet decided to increase the immediate supplement by EUR 5 to EUR 25 as of 1 January 2025.
- The **child supplement** supports single parents and couple families on low or medium incomes. Since 2021, it has been increased several times from a maximum of EUR 205 to a current maximum of EUR 292 per month and child.
- On 1 January 2023, the new **citizens' benefit** replaced the previous Unemployment Benefit II. One of the new features is that current inflation will be taken more into account when updating standard benefit levels. Not least because of this, the standard benefit levels have risen significantly: from EUR 446 for a single adult in 2021 to EUR 563 in 2024. The standard benefit levels for children have also increased significantly: from EUR 283 (children aged 0-5), EUR 309 (children aged 6-13) and EUR 373 (children aged 14-

17) in 2021 to EUR 357 (0-5), 390 (children aged 6-13) and EUR 471 (children aged 14-17) in 2024.

- Parents insured under the statutory health insurance scheme are entitled to **sickness benefit** if it is necessary for them to be absent from work to supervise, care for or nurse their sick and insured child, another person living in their household is unable to provide supervision, support or care for the child, and the child has not yet reached the age of twelve or is disabled and dependent on assistance. As a rule, the sickness benefit amounts to 90 per cent of the lost net pay from the insured parents' earnings subject to contributions. The entitlement to sickness benefit was increased from 10 to 15 working days for each child in the calendar year 2024 and in the calendar year 2025, and from 25 to a maximum of 35 days for each insured parent with several children; single parents are entitled to 30 working days.

The federal government shares the view that **investment in overall municipal strategies** to support these families contributes to improved equal opportunities for all children – and therefore also to social harmony. In the view of the federal government, this is a task for society as a whole and concerns all federal levels.

4.4.8 Single-parent families

Single parents are exposed to particular challenges and burdens. They are predominantly employed and yet often have financial worries. If other factors are added, e.g. for single parents with children who have a disability, there is often an increased physical and psychological strain in addition to the financial worries. In order to provide customised support and create fair access opportunities, the circumstances and needs of single parents must be given greater consideration. This is why the **Expert Commission on the 10th Family Report** was convened (cabinet referral is currently planned for early 2025) on the topic of "Support for single and separated parents and their children – status assessment and recommendations for action". The report aims to show which factors have a positive or negative impact on parents' labour market participation, well-being, health and social security before, during and after separation.

The progress report indicates that single parents are at a particularly high risk of poverty. Improving the financial situation of families and single parents is a priority for the federal government. Much has already been achieved in this respect during this legislative period:

- single parents bear higher financial burdens due to more expensive household management compared to couple families. The **tax relief amount** for single parents helps here. This was increased by a further EUR 252 to EUR 4,260 per year from 2023.

For those with more than one child, the relief amount increases by EUR 240 per child from the second child onwards.

- Single parents who do not receive regular maintenance or receive none at all for their child from the other parent can apply for **advance maintenance payments**. In this way, the benefit helps single parents to secure their children's financial livelihood. Since the beginning of the legislative period, the advance maintenance advance payments have been increased several times: From up to EUR 174 per month (children aged 0-5) or EUR 232 (6-11) or EUR 309 (12-17) in 2021 to the current level of up to EUR 230 (0-5) or EUR 301 (6-11) or EUR 395 (12-17) in 2024.
- Under the social **minimum income schemes**, single parents are recognised as having additional needs based on the number and age of the children. For a child under the age of 7, this will be EUR 202.68 in 2024 – in 2021 it was EUR 160.56.
- The entitlement to **sickness benefit in the event of illness of the child** was increased from 20 to 30 working days in the calendar year 2024 and in the calendar year 2025 for each child of single parents insured under statutory health insurance, and from 50 to no more than 70 working days in the case of multiple children.

4.4.9 Young carers with disabled or (physically or mentally) ill family members

The federal government welcomes the fact that children and young people who are carers are explicitly mentioned in the progress report as a group at risk of poverty and social exclusion. The risk of poverty is much higher for young carers if there are multiple disadvantages (refugee and migration history, single-parent households, family members with addictions). The progress report also emphasises the psychological and physical consequences that caring at a young age can have (though this is not necessarily the case). What is more, the progress report addresses consequences of intense care responsibilities for young carers in terms of their education and career (drop in performance, school absences, more limited career opportunities). In a worst-case scenario, the excessive demands and burdens of caring can lead to poverty and social exclusion in later life. It is a central concern of the federal government to support children and young people who are carers as much as possible and to sensitise the public and professionals to the multiple burdens to which young caregivers are exposed.

Young caregivers are a relatively invisible group. The reasons for this invisibility are manifold and are adequately described in the progress report. Many of the children and young people providing care do not perceive themselves as family carers, and there is often a taboo surrounding their own family care situation (e.g. if a family member is suffering from an addiction). However, the fear of a family break-up and a lack of targeted support services for this group can also prevent carers from receiving adequate help.

With reference to Prof. Metzing, the progress report states that young carers do not yet receive sufficient nationwide support. The project ***Pausentaste*** ("Pause button") is a nationwide, low-threshold counselling service for young carers that was launched by the federal government in 2018. The project includes a website and also a telephone and online counselling service (e-mail counselling and chat by appointment) in connection with the children's and young person's help hotline *Nummer gegen Kummer*. This service is primarily aimed at children and young people who are carers. However, teachers, outpatient care services, social services at schools, universities, clinics, youth organisations and the general public are also to be made aware of the topic and sensitised to issues in this context.

In addition to the *Pausentaste* project, a nationwide **network to support children and young people with caring responsibilities** was launched. Numerous support services in almost all federal states have since been added to the project's web platform and can be accessed via a dynamic map. The network has grown enormously since 2017 and currently comprises over 130 initiatives, including help hotlines, advice centres, university family offices and initiatives for those affected. Every year, a nationwide symposium and a network meeting are held to discuss a key topic relating to this issue. In October 2023, the BMFSFJ organised the seventh symposium and network meeting of the *Pausentaste* project on the topic "Caring for children and young people with a migration and refugee biography". The eighth symposium and network meeting will deal with the topic of "Loneliness and social isolation among young carers". As one might expect, children and young people who act as carers commonly suffer from loneliness. The experience of loneliness can in turn have a negative impact on the psychological and physical development of children and young people who are already under stress. Bullying and social exclusion further increase the risk of loneliness among young carers.

4.4.10 Children from families with addiction and psychological problems

The federal government shares the view that children who grow up in families with addiction problems are exposed to particular risks with regard to healthy development. The report rightly emphasises the particular vulnerability of children of mentally ill and addicted parents, which is why the federal government has been funding projects that focus on this target group for many years.

- Through the **online cooperation project *Hilfen im Netz*** (from 2023 to June 2026) being run by Drogenhilfe Köln and NACOA Deutschland e.V., the federal government is promoting low-threshold and unbureaucratic support for children and young people from families with addiction and mental health problems as well as the creation of a digital map that identifies help centres in all federal states so that children also know who can help them locally if necessary. This digital map went live at the beginning of July 2024.

- The **Working Group for Parents with Mental Illness and Addiction** (AG KpkE) put forward 19 recommendations to improve the situation of these children and their families during the last legislative period. The working group included representatives of the BMFSFJ, the BMG, the BMAS, the working group of the Drug Commissioner and relevant professional associations, as well as academic experts and professionals in the field. The majority of the KipkE working group's recommendations were implemented in the Child and Youth Empowerment Act (*KJSG*).

4.4.11 Children and young people affected by sexualised violence

The numbers and cases of sexualised violence against children and young people are deeply distressing – yet these are only the officially known figures. In order improve the protection of children, in June 2024 the Federal Cabinet adopted the **draft law to strengthen structures against sexual violence against children and adolescents**. The draft law pursues four objectives:

- strengthen structures to combat sexual violence against children and young people and introduce a research-based reporting obligation,
- pay greater attention to the concerns of people who experience or who have experienced sexual violence or exploitation in their childhood or youth,
- continue to develop reappraisal processes in Germany and the provision of counselling support for personal reappraisal, and
- continue to strengthen prevention and quality development in child protection.

An effectively empowered **Independent Federal Commissioner** will be permanently committed to protecting children and young people from sexual violence and exploitation. In this way we have established a well-resourced government agency which has far-reaching independence and clear political legitimisation through parliament. The agency has set up a council of affected individuals and an independent review commission.

Children and young people have their own right to counselling in accordance with Section 8 (3) of Book VIII of the Social Code (*SGB VIII*) which is not subject to any conditions. The Federal Child Protection Act (*BKiSchG*) introduced **an entitlement to counselling independent of parental influence** for children and young people, and this was further strengthened by the Child and Youth Empowerment Act (*KJSG*). A counselling centre or youth welfare office no longer has to check whether there is an emergency or conflict situation before helping the child or young person independently of the legal guardians. Access to counselling for children and young people has been expanded, their rights strengthened and barriers removed.

The federal government is also currently promoting the expansion of the service ***JugendNotmail*** into a low-barrier and multilingual psychosocial online counselling service for children and young people. For over 22 years, *JugendNotmail* has offered free and confidential online psychosocial counselling to children and young people in any life emergency at www.jugendnotmail.de. Since July 2023, this advice has also been available via the app *Junoma*. Here, young people have the opportunity to report difficult, stressful, taboo or intimate matters on a low-threshold and confidential basis. Around 250 volunteer professionals in the fields of psychology and social pedagogy provide counselling on topics such as depression, self-harm, suicidal thoughts, violence, bullying, abuse, family problems and eating disorders via a dedicated data-secure platform, by means of either e-mail or chat. The focus here is on helping young people to help themselves and look at the resources available to them.

4.4.12 Closing data gaps

According to the progress report, the number of children and young people with particular forms of disadvantage is often not well documented. Frequently, only rough estimates are available: these vary greatly between studies and in most cases are now outdated. In particular, the non-continuation of the KiGGS study is cited as a significant deficit.

The same comments apply as in connection with the existing data gaps on the health of children and adolescents which became particularly clear in connection with the COVID-19 pandemic. The insufficient data on the health of children and adolescents in Germany was also pointed out by the Inter-Ministerial Working Group "**Health Effects on Children and Adolescents as a Result of COVID-19** in 2022, which emphasised in its final report that there is an urgent need for indicator-based, continuous health monitoring of child and adolescent health.

The federal government funds research in the following areas:

- The **Federal Institute of Public Health (BIÖG)** envisaged in the federal government's resolution on the draft law to strengthen public health is to analyse data on the state of health of the population in planned and ongoing surveys in order to pave the way for political and strategic decisions and implement and evaluate target group-specific preventive measures.
- Furthermore, the Robert Koch Institute investigated the status and development of the health and health behaviour of children and adolescents aged 3 to 17 years during the COVID-19 pandemic from February 2022 to June 2023 through the study ***Kindergesundheit in Deutschland aktuell*** *(KIDA – "*Children's Health in Germany today").

- The child and adolescent health funding programme includes research on **mental health problems** in children and adolescents. Two new German Centers for Health Research are currently being established: the German Center for Mental Health and the German Center for Child and Adolescent Health. Both centres pool expertise in Germany, not least in order to advance research into mental health in children and adolescents.
- By funding the **2018 Epidemiological Addiction Survey** and carrying out a separate analysis of the situation of children in families with addiction problems, the federal government has helped ensure that the study by Kraus et al. mentioned in the progress report has enabled a more valid estimate of the number of children and adolescents affected based on diagnostic criteria for an addiction disorder.
- The funding programme for the mental health of refugees includes research into children and young people with **refugee experience**. According to the progress report, there is currently no monitoring in Germany of minors affected by violence within the family. Under the funding programme on behavioural disorders in connection with violence, neglect, maltreatment and abuse in childhood and adolescence, the federal government is funding research into children and young people in precarious family circumstances.
- In the longitudinal study *CLS – Care Leaver Statistics*, young **people in alternative care** (institutional care or growing up in a foster family) between the ages of 16 and 18 are surveyed over a period of eight years in order to trace their individual life trajectories up to the age of 25. This study closes gaps in knowledge about the social participation of young people in areas such as education, the world of work, health and housing.
- On the question of the possibilities and conditions of data collection on anti-discrimination and equality of **Sinti/Sintize and Roma/Romnja**, the Federal Anti-Discrimination Agency started a dialogue with autonomous community organisations in 2023. The planned dialogue process will initially run until 2025 (with the option of extension).
- In addition, the longitudinal study "*Inklusion in der Sekundarstufe I in Deutschland* (*INSIDE)"*, ("Inclusion at lower secondary level in Germany") is conducting an analysis of the framework conditions for **inclusive teaching processes** in mainstream schools. The aim is to gain a comprehensive picture of the current state of inclusion at lower secondary level in all 16 federal states in the special need areas of "learning" and "social-emotional development".
- An **educational trajectory register** could be used to map educational trajectories and interrelationships across educational sectors nationwide, thereby enabling differentiated analyses of educational participation, educational success and educational attainment. The federal government is working with the federal states to develop the key points for such a register.

- The next annual education report by the federal and state governments for 2026 will contain a focus chapter addressing the issue of educational inequality.
- Further steps towards quality development in child daycare are to be taken within the **empirical educational research** framework programme.
- As outlined in the progress report, the data on **food poverty** is limited. The federal government's nutrition strategy stipulates that the knowledge base in the area of food poverty is to be improved. In addition to the prevalence of food poverty, new research projects aim to better analyse the various causes, determinants and effects with a focus on children and young people in order to derive targeted options for action.

4.5 The situation of children and young people in the fields of action of the NAP

4.5.1 Early childhood education, care and upbringing

The family is a child's first place of learning. Ideally, childcare outside the family and upbringing within the family will complement each other and work hand in hand to help children grow up in a favourable environment. In this way, poverty risk situations can be prevented and parents can receive support in providing their children with better participation and educational opportunities. The progress report emphasises the great importance of early education for participation opportunities and the compatibility of family and career.

4.5.1.1 Initiatives to strengthen the educational skills and resources of families

In Germany there is a broad network of family education and family counselling services (Section 16, 17 of Book VIII of the Social Code –*SGB VIII*), most of which are free of charge or can be accessed for a small fee. Around 1.6 million people were reached according to a survey of 2,200 facilities that was conducted in 2019 (Prognos 2021). Eight out of ten participants have a low or medium social status. In particular, families with limited resources and/or from disadvantaged backgrounds are also reached; they can benefit particularly from family education and family counselling services.

In the area of family education, growing importance is attached to educational support programmes that empower parents to help children in the best possible way along their educational path. Overall, they are implemented in four out of ten facilities (ibid.). The federal government is helping to strengthen parental work through specialist support by providing (early) education professionals with further training to become parent counsellors in courses lasting several weeks – 15,000 in total to date – and by supporting the expansion of their networks and anchoring these in local communities. Parent counsellors work in family education, youth welfare offices, early childhood intervention centres and daycare centres, etc., where they promote educational and day-to-day support together with families. They

help counteract educational disadvantages by providing parents with additional help, information and services.

The services in accordance with Section 16 of Book VIII of the Social Code (*SGB VIII*) are an objective legal obligation in child and youth welfare and are provided by the local youth welfare organisation.

4.5.1.2 Child daycare services

It is a key concern of the federal government to provide all children with good educational and participation opportunities from the outset and to enable the compatibility of family and career. The federal government shares the assessment of the progress report that child daycare centres make an important contribution to equal opportunities and that children in challenging circumstances in particular benefit from high-quality early education. Ensuring high-quality child daycare is a task for society as a whole in which the federal government is also involved alongside the federal states, with the latter bearing prime responsibility for this area. It is, after all, a central concern of the federal government to ensure equal living conditions for all children.

In order to strengthen child daycare, the federal government has launched five “childcare funding” **investment programmes** since 2008 amounting to a total of more than EUR 5.4 billion. These funds have been used to create more than 750,000 additional places for children up until the time they start school.

Since 2019, the federal government has supported the federal states in enhancing quality and improving participation in child daycare. In order to take account of the burdens placed on the federal states by the further development of quality and improvement of participation in child daycare, the federal government has provided temporary relief to the federal states since 2019 by changing the vertical distribution of VAT in favour of the federal states. In connection with the *KiQuTG* (Child and Youth Strengthening Act for the Development of Quality in Childcare), the federal states have implemented or are implementing various measures with the aim of strengthening the **participation of children in challenging life circumstances**. This includes measures to strengthen parental involvement, the targeted improvement of staffing ratios in facilities in disadvantaged social areas and, last but not least, the promotion of language education through the continuation of structures of the federal *Sprach-Kitas* programme concerned with providing language support at daycare centres. The promotion of language education is one of the priority fields of action under *KiQuTG*.

On 1 January 2025, the Third Act on the Further Development of Quality and Participation in Child Daycare will come into force, which takes *KiQuTG* a stage further. With this legislation,

the federal government will provide the federal states with additional financial relief totalling some EUR 4 billion over the next two years (2025 and 2026) by changing the vertical distribution of VAT for the improvement of early childhood education and care. In connection with *KiQuTG*, the federal states will receive a total of around EUR 13.5 billion in additional VAT shares from 2019 to 2026.

The 2023 monitoring report on *KiQuTG* shows that the number of children in care with **integration support** increased in 2022 compared to 2021. Now that measures in the area of inclusion can be taken by the federal states in accordance with *KiQuTG* in the field of action "Needs-based provision", the majority of facilities operate on an inclusive basis. For example, slightly more than half of the children with integration support were cared for in groups in which they accounted for a maximum of one fifth, while slightly less than a quarter attended groups in which the share of children with integration support was over 20 and a maximum of 50 per cent. Approximately the same number of children attended groups with a share of more than 90 per cent of children with integration support (8.6 per cent), special needs kindergartens (7.4 per cent) and pre-school facilities (8.1 per cent). Source: 2023 monitoring report on *KiQuTG*, https://www.bmfsfj.de/resource/blob/235362/67fa706e1f37d30cefe7c0d101e06092/monitoringbericht-zum-kiqutg-2023-data.pdf.

The progress report indicates existing **inequalities in access and heterogeneous organisation** in the area of child daycare. The federal government shares the view that further efforts are required in this regard. It remains a task for society as a whole to remove barriers to access and create equal, good-quality framework conditions in child daycare. With the further development of the Daycare Quality Act (*KiQuTG*, see above), the federal government is making a substantial contribution to this.

The monitoring and evaluation of *KiQuTG* provide data-based findings on **progress** and further **needs for action** in quality development. The fourth monitoring report on *KiQuTG* shows that much progress has been made, such as a nationwide improvement in the staff-child ratio and the framework conditions for managers. There are still considerable regional disparities with regard to numerous quality features, however. Against this backdrop, further efforts are needed to improve the quality of childcare nationwide and create equal living conditions.

For this reason, the aim of the further development of *KiQuTG* as of 1 January 2025 (see above) is to prepare equivalent, professionally recognised quality standards on a nationwide basis and to pursue the goal of transforming *KiQuTG* into a quality development law with nationwide quality standards. The recommendations of the **Early Education Working Group**, published on 27 March 2024 in the report *Gutes Aufwachsen und*

Chancengerechtigkeit für alle Kinder in Deutschland ("A Good Start and Equal Opportunities for All Children in Germany – A Compendium for High Quality in Early Education"), are to serve as the basis for the long-term goals aimed at improving quality nationwide. Among other things, the working group report contains recommendations for better resourcing of daycare centres in challenging locations.

Cost is another factor influencing participation in children's daycare, along with other key factors. Since 1 August 2019, families throughout Germany have no longer had to pay parental contributions if they receive subsistence benefits under Books II and XII of the Social Code (*SGB II, XII*) or the Asylum Seekers' Benefits Act (*AsylbLG*). The local public youth welfare organisation is obliged to advise on the exemption from contributions. Since August 2019 there has also been a nationwide obligation to stagger parental contributions. The criteria that can be used here particularly include parental income, the number of children entitled to child benefit and the daily childcare hours. These were important steps towards greater equality of participation.

In recent years there has been a decrease in the share of parents who pay **parental contributions**. This can be seen in the 2023 monitoring report on *KiQuTG*. According to the DJI childcare study (*KiBS*), more than a third (36 per cent) of parents made use of a free place for their child or were exempt from contributions in 2022, compared to 33 per cent in 2021.

Sufficient specialist staff at daycare centres, after-school care centres and all-day schools are a prerequisite for needs-based childcare. The expansion of the number of places has also led to a sharp increase in employment figures: the number of skilled specialists has almost doubled since 2006. Over 840,000 people (2022) work in social and educational professions – this is more than in the automotive industry. In order to continue to meet the enormous demand for skilled labour, the federal government, together with the federal states, presented the **overall strategy *Fachkräfte in Kitas und Ganztag* ("Skilled specialists at daycare centres and in all-day care")**. The almost 50 recommendations include streamlined entry and promotion trajectories, remunerated training models, faster integration of foreign skilled specialists, healthy working conditions and better paid careers for specialists and managers so that skilled specialists remain in the profession.

4.5.2 Educational opportunities and school-based activities

4.5.2.1 Measures to improve the quality of teaching and schools

Measures to improve the quality of teaching and schools must be geared towards providing all pupils with the best possible support and guiding them successfully to obtaining a school-leaving qualification. This includes measures to improve quality in schools as well as

measures for teacher training and further training. In the German federal system, this task falls to the federal states. The federal government supports the federal states here within the scope of its responsibilities. When implementing the measures, particular importance is also attached to cross-jurisdictional cooperation in order to provide young people with customised support.

The programme ***Startchancen*** has been running since August 2024, providing up to 4,000 schools that have a large share of socio-economically disadvantaged pupils with additional resources and targeted support. The federal government is investing around 10 billion over ten years:

- financial assistance under Art. 104c of the Basic Law (*GG)* totalling up to EUR 4 billion will be used to create a modern, climate-friendly and barrier-free **educational infrastructure** that offers high facility standards. For the distribution of federal financial aid to the federal states, a formula was developed that takes particular account of the disadvantage dimension of migration and poverty.
- A total of EUR 3 billion in federal funds will be channelled as so-called “opportunity budgets” into needs-based measures for **school and teaching development**, for example for the purpose of additional, targeted learning support in the core subjects of German and maths, as well as for extracurricular partnerships.
- A total of EUR 3 billion in federal funds will be used to fund **personnel** to boost multi-professional teams. The *Startchancen* schools are strengthened in terms of staffing, particularly with the aim of promoting individual counselling and support for learners, including career guidance, supporting parental work that promotes learning, underpinning the development of a positive school culture that is sensitive to diversity and inequality, and assisting those affected in claiming state benefits.

The federal states contribute an equal amount. The programme is a novelty in the education sector in terms of its scale and duration. In addition to pupils, staff and schools, there is a particular focus on systemic changes. Binding and constructive cooperation formats – between the education administration, in particular the school supervisory authority, the responsible authorities, the school authorities and those responsible in the schools – are to be further developed and implemented with regard to target definition, process support and target achievement. The effectiveness of the support system is to be increased beyond the 4,000 schools. The *Startchancen* programme is monitored and evaluated by academic experts.

The federal government supports the federal states and municipalities in investing in digital education infrastructure through the scheme ***DigitalPakt Schule 2019 – 2024*** (“Digital Pact

for Schools”). One of the aims here was the nationwide development of a modern digital education infrastructure under the primacy of pedagogy. During its term, *DigitalPakt Schule* was supplemented with three additional agreements on equipping schools with mobile devices and options for administering the devices. The federal government provided financial aid totalling EUR 6.5 billion over the entire term and all agreements.
The **federal and state initiative *Schule macht stark* (“School as a source of empowerment”)** launched in 2021 also provides targeted support for pupils at schools in difficult social situations. In connection with this initiative, researchers are working with 200 schools across Germany to develop and test strategies and concepts which are particularly focused on school and teaching development and networking schools in their socio-spatial environment. The schools share information and network with each other. The results of the initiative are to be incorporated in the implementation of the *Startchancen* programme.

Through the ESF Plus programme for research funding ***Integration durch Bildung*** (“Integration through Education”), the federal government is strengthening educational opportunities for people with a history of migration in Germany across all educational sectors, particularly with regard to specific target groups such as girls and young women. The basis for this is transferable research with and for educational practice that contributes to sustainably reducing access barriers and enabling empowerment.

4.5.2.2 Extracurricular child and youth education initiatives

Through its **Federal Child and Youth Plan** (KJP) the BMFSFJ is implementing the task set out in Section 83 of Book VIII of the Social Code (*SGB VIII*) to stimulate and promote the activities of child and youth welfare at federal level. This central funding instrument for child and youth welfare at federal level includes extracurricular child and youth education (political youth education, cultural child and youth education, child and youth work in sport, child and youth association work, non-affiliated child and youth work and international youth work). Through the KJP, the federal government helps ensure that young people throughout Germany can take advantage of a wide range of programmes that promote their development into self-determined, responsible and socially competent individuals.

The aim here is help to support young people in their individual and social development and prevent or reduce disadvantages. Equal opportunities for young people is anchored as a key objective in the KJP. It is thus among the federal government’s key concerns to make extracurricular children’s and youth education programmes more accessible to all children and young people, regardless of social background and other barriers.

The programme ***youclub2030*** provided an opportunity to gain positive experience of children’s and youth recreational facilities as learning environments in connection with anchoring Education for Sustainable Development (ESD).

Through the federal programme ***Kultur macht stark*** *("Culture strengthens/empowers")*, the federal government has provided EUR 50 million per year since 2013 to fund extracurricular cultural education programmes for children and young people who grow up in situations which put their educational development at risk, helping to improve their educational opportunities and compensate for social disadvantages. The projects are carried out by local educational alliances with at least three partners in the social environment of the children and young people concerned. The alliances enable cultural institutions and extracurricular educational venues such as museums, theatres and libraries to network with institutions that have direct access to young people, such as schools or youth and social welfare institutions.

4.5.2.3 Legal entitlement to all-day childcare

Child-appropriate, high-quality all-day education and childcare enables children to enjoy equal education and participation and promotes a healthy upbringing for children regardless of their family's social and economic background. All-day programmes are an important part of a modern education infrastructure and are also an essential component of a thriving economic hub. All-day education and childcare also makes it easier to reconcile work and family life. High-quality all-day childcare can help mothers in particular to extend their gainful employment, thereby promoting equal participation of both parents in the labour market.

The **Act on All-day Support for Children of Primary School Age** (*GaFöG*) introduces a legal entitlement to all-day care from the 2026/27 school year onwards for children of primary school age in years 1 to 4. In recent years, the federal government, federal states, local authorities, schools and child and youth welfare organisations have worked together to create more places and improve the quality of the services on offer. The legal entitlement remains a powerful driver of change. The federal government is supporting the expansion of all-day schooling with financial aid to the federal states totalling EUR 3.5 billion for investments in the municipal education infrastructure. Last but not least, the federal government provides permanent relief for federal states with regard to operating costs by changing the vertical distribution of VAT. For the years 2026 to 2029, the relief amounts to EUR 2.49 billion and from 2030 onwards EUR 1.3 billion per year on a permanent basis.

4.5.2.4 Transition from school to work and independence

As outlined in the progress report, a lack of school-leaving qualifications has far-reaching negative effects on young people's further education and employment biographies. Potentially leading to both the failure to complete school qualifications and also to pupils dropping out of school, school absenteeism needs to be addressed proactively – through youth social work programmes for example. This can be done both at school and in the young people's social environment.

There is a well-known link between social background and educational success, e.g. in the form of low educational qualifications, and this is also described in the progress report. It is the task of society as a whole to organise the support systems for disadvantaged and/or individually impaired young people in such a way that they are able to successfully complete school and make the transition from school to training and work.

Low-threshold, personalised services are particularly effective in re-engaging young people who have drifted away from support and educational systems, especially at the transition from school to work and self-sufficiency. Through the initiative ***Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss*** *(Graduation and Connection – Education up to completion of training)*, the federal government supports pupils to successfully structure the transition from school to work. To this end, the federal government, the federal states and the Federal Employment Agency have concluded agreements to develop a coherent system of careers guidance covering the transition from school to training through to completion of training. For years now, the federal government has been promoting long-term socio-pedagogical support for young people through various ESF (Plus) programmes, including the current initiative ***JUGEND STÄRKEN: Bridges to Independence***. At the transition from school to work, it is also important that young people are not restricted in their development opportunities by gender stereotypes. For this reason, Girls' Day has been organised once a year since 2001 and Boys' Day since 2011, with funding from the federal government in order to provide young people with career guidance that is free of stereotypes.

4.5.3 Healthcare

Promoting and protecting the health of children and young people is an important concern of the federal government. As described in the progress report, the data from the KiGGS study shows that the general health of children and adolescents is good. In addition to general living conditions, free access to healthcare and early diagnostic screenings for children and young people from all socio-economic backgrounds are key contributing factors here.

But as the progress report also states, the general state of health, health behaviour and take-up of support services by children and young people in Germany depends on their social situation. For this reason, there is a need to focus on children and young people with a lower socio-economic status in particular. The progress report correctly states that it is in childhood and adolescence that important foundations are established for physical and mental health as well as for the prevention of lifestyle-related illnesses in adulthood.

The **children's health portal** run by the Federal Centre for Health Education (BZgA) (www.kindergesundheit-info.de) currently provides parents, paediatricians and educators at daycare centres and schools with extensive information material on prevention and health

promotion for children and adolescents. The BZgA also offers a wide range of information and online offerings on the subject of addiction prevention targeted at children and young people (including the promotion of non-smoking, alcohol prevention, cannabis prevention and behavioural addictions).

4.5.4 Healthy nutrition and one healthy meal per school day

The progress report emphasises the importance of food poverty (defined here as poverty-related malnutrition which can also have a social component). Food poverty is not a new phenomenon, but it has worsened as a result of the recent sharp rise in food prices and can have serious consequences for the physical and mental development of children in particular.

The data on food poverty is still inadequate and food poverty is not systematically documented. Initial findings in this area have been published by the BMEL-funded research project *MEGA_kids* (multidisciplinary survey of the nutritional and health situation of people in households with children at risk of poverty) being carried out by the University of Hohenheim and Charité University Hospital Berlin. In its nutrition strategy, the federal government has set out to further improve the knowledge base on food poverty. The BMEL is currently preparing another research project to gain a better understanding of food poverty and document its prevalence.

The progress report emphasises the role that high-quality catering at daycare centres and schools can play in ensuring children enjoy a healthy diet. The **report *Gutes Aufwachsen und Chancengerechtigkeit für alle Kinder in Deutschland – Kompendium für hohe Qualität in der frühen Bildung* (“A Good Start and Equal Opportunities for All Children in Germany – A Compendium for High Quality in Early Education”)** contains recommendations for healthy and balanced meals for all children at daycare centres and in the care of childminders. To this end, the federal government provides the federal states with funds under *KiQuTG*, which they can invest in areas such as the promotion of needs-based, balanced and sustainable catering and sufficient exercise.

School catering is the responsibility of the federal states. The subsidisation of school lunches, in some cases including the provision of free meals for all children and young people, is handled in different ways in the various federal states.

For pupils up to the age of 25 who receive the citizens’ income, income support, basic income support for the elderly and in the event of reduced earning capacity or the receipt of benefits under the Asylum Seekers Benefits Act (*AsylbLG*) or whose parents receive child supplement or housing benefit, the expenses incurred through participation in the communal

school lunch are recognised as a need within the scope of benefits for **education and participation**.

There is no special monthly lump sum for food or for other purposes under the social **minimum income schemes**. For this reason, those entitled to minimum income benefits – like other households – are responsible for deciding how to use the financial budget available to them each month. This also applies to individual decisions regarding the type, form and extent to which nutritional needs are met.

At the same time, the progress report suggests that providing meals for children from socioeconomically disadvantaged families is challenging, indicating the low take-up rate of the “school lunch” benefit within the Education and Participation Package. It should be noted that take-up depends on the services offered locally in the schools – if no communal lunch is offered, no expenses can be reimbursed.

The federal government is committed to ensuring socially equitable access to catering at daycare centres and schools. As a result, the federal government plans to subsidise such projects run by the **networking centres for daycare and school catering** that focus on this socially equitable access.

The progress report also draws attention to the social differences in the nutritional behaviour of children and young people. A socio-economic gradient is evident in the differences in nutritional competence within families, too. Yet nutritional competence is essential when it comes to implementing a healthy diet efficiently in terms of both time and cost. With various innovative approaches in the area of socio-diverse nutrition education, the federal government is helping to promote nutritional competence in socially disadvantaged population groups in a targeted manner.

In order to promote a healthy upbringing right from the start, the federal government focuses in particular on the first 1,000 days of an individual’s life. The National Strategy for the Promotion of Breastfeeding and other measures to promote healthy eating focus on families from socio-economically disadvantaged backgrounds.

4.5.5 Adequate housing

4.5.5.1 Well-functioning and sustainable social infrastructure

A well-functioning and sustainable social infrastructure is a vital foundation for social life. It has a central role to play in ensuring social integration in the communities and is an important anchor point in people’s immediate life surroundings and residential environment. For children and young people in particular, it is important for leisure activities such as sports and swimming clubs, youth centres and libraries to be available close to where they live. Against the backdrop of the high refurbishment backlog nationwide, the federal government

supports the relevant cities and municipalities through the **federal programme *Sanierung kommunaler Einrichtungen in den Bereichen Sport, Jugend und Kultur* (“Renovation of municipal facilities in the areas of sport, youth and culture”)** for the refurbishment of such facilities and – under certain special conditions – the new construction of replacement facilities. Since 2022, the focus has been on the energy-efficient refurbishment of the facilities. To date, the federal government has provided funding of more than EUR 2.1 billion for this purpose since 2015; over 80 per cent of the funds have been used for sports facilities. In addition, the refurbishment or expansion of around 600 sports facilities was initiated under the **investment pact for sports facilities**, which ran from 2020 to 2022. The federal government provided the federal states with a total of EUR 370 million in federal financial aid for this purpose.

4.5.5.2 Affordable living space

The progress report emphasises the significant influence of housing conditions on the well-being of children and young people. Research has shown a close link between children’s housing situation, their health, and their cognitive and social-emotional development. Yet according to the progress report, the number of children and young people living in poor quality housing is on the rise.

The federal government has launched several support programmes for families on low to medium incomes, not least in order to solve the problems mentioned in the progress report regarding the provision of adequate housing such as overcrowding, lack of affordable housing and low-quality housing. This is because it is still difficult for young families in particular to find affordable space of a sufficient size under the current financing conditions:

- The funding programme ***Wohneigentum für Familien*** (*WEF* – “Home ownership for families”), which has been in place since 1 June 2023, supports families in the construction/acquisition of climate-friendly newly built dwellings for owner-occupation.
- Through the funding programme ***Jung kauft Alt***, which has been in place since 3 September 2024, the federal government subsidises the purchase of existing buildings in need of refurbishment with low-interest loans if they are upgraded in terms of energy efficiency within a certain period of time.
- From 2018 to 2022 the federal government also offered ***Baukindergeld (government grant scheme to support families with property finance)***, a home ownership subsidy for families to help them purchase or build a property. The amount of the subsidy was linked to the number of children. This measure has also helped provide families with suitable housing.

Regarding the **housing benefit**, the progress report remarks on a lack of transparency, since the potential amount of entitlement is said to be difficult for citizens to estimate. However, this assessment does not take into account the fact that there are various ways for citizens to check the amount of potential housing benefit entitlement. Firstly, the BMWSB publishes housing benefit tables that show the amount of housing benefit depending on income and rent, and secondly, the BMWSB provides a housing benefit calculator that enables interested parties to obtain an initial indication of the amount of possible housing benefit entitlement by specifying their personal circumstances. The federal states and independent online providers also offer comparable online housing benefit calculators.

The perceived **shortage of affordable rental housing** is attributed in the progress report primarily to the high levels of immigration in 2015 and 2022. But the situation here varies significantly across Germany. There are regions with a shortage of affordable rental apartments but others with high vacancy rates. The latter in particular have even benefited from increased demand for housing as a result of immigration from abroad. In addition to migration from abroad to Germany, internal migration is also a key factor in terms of the demand for (rental) housing.

Every year there are **social rental housing units** that lose their subsidy status. But new construction, modernisation and the acquisition of occupancy commitments mean that new rental apartments subject to rent and occupancy commitments are created every year. Therefore, while the progress report cites the number of expiring social housing commitments per year, it is also true to say that ongoing funding creates new social rental housing. As such, the decline in social rented housing is lower than the number of expiring commitments. According to the federal states, around 40,000 apartments across Germany will lose their subsidy status in 2023. The number of social rental apartments totalled just under 1.07 million apartments at the end of 2023, down by around 14,000 compared to the previous year, according to the federal states. This is the smallest decline since the federal government has had data on this phenomenon (2006).

Despite the negative framework conditions for the construction industry, the federal government’s targeted subsidy policy, along with other factors, succeeded in almost stabilising the number of **building completions** in 2023. Here, completion numbers were supported by the substantial backlog in construction. Even though this was reduced slightly as a result, there are still sufficient construction projects available to further stabilise the construction sector. As at 31 December 2023, 390,900 apartments from the construction backlog were already under construction.

4.5.5.3 Overcoming housing exclusion

On 15 July 2024, the Federal Statistical Office published its third set of figures on the number of housing-excluded people who were put into accommodation. According to these, 439,465 people were housing-excluded nationwide on 31 January 2024, including family households with a share of 50.8 percent. 128,705 individuals were children and young people under the age of 18 (29.3 per cent), while a further 47,295 were young adults aged 18 to under 25 (10.8 per cent). The number of housing-excluded children, adolescents and young adults accommodated has therefore increased once again compared to the previous year's reporting date. In contrast to the previous year, however, the increase cannot be accounted for by the accommodation of refugee families from Ukraine. As of 31 January 2024, nine out of ten housing-excluded young people were still foreign nationals. While the majority of housing-excluded minors accommodated lived in a couple household with a child/children (58 per cent) or a single-parent household (30.9 per cent), 41.6 per cent of young adults aged 18 to under 25 were single. Although regulatory accommodation is intended as a temporary emergency solution, around 32 per cent of housing-excluded children, adolescents and young adults have been in accommodation for a year or longer, and around 27 per cent for two years or longer. The federal government will publish its **second report on housing exclusion** at the end of 2024.

In line with the European Union's initiatives, the federal government set itself the goal of overcoming housing exclusion and homelessness by 2030 in its coalition agreement. On 24 April 2024, the Federal Cabinet adopted the **National Action Plan to Tackle Housing Exclusion** (NAP-W). The NAP-W is the first nationwide guideline for action that combines the joint efforts of all levels of government. Governmental and non-governmental actors work together in various committees across all levels to overcome homelessness. The NAP-W measures also focus on families, children and young people. Young housing-excluded people are recognised as a special needs group that has a particular need for support, for example. In connection with the ESF Plus programme *JUGEND STÄRKEN: Bridges to Independence* (2022-2027), further socio-pedagogical support will be provided in cases of housing exclusion.

At federal level, the Federal Institute for Research on Building, Urban Affairs and Spatial Development (BBSR) has also set up a **competence centre for the prevention of housing exclusion and homelessness**.

4.6 Strengthening the participation of children, young people, parents and professionals

It is a key concern of the federal government to strengthen the participation of children and young people and to involve young people in decisions that affect their lives. The views of

children and young people in shaping our present and future society contribute significantly to strengthening our democracy. The **National Action Plan for Child and Youth Participation** aims to strengthen the participation of children, adolescents and young adults in Germany. Since 2022, recommendations for action have been developed in various formats with the participation of young people and experts which will be presented to the Federal Cabinet before the end of this legislative period. This involves close coordination with the NAP Childhood Opportunities.

4.6.1 Participation of children and young people in the implementation process of the NAP Childhood Opportunities

The participation of children and young people in the implementation process of the NAP for Childhood Opportunities pursues the following objectives in particular:

- Document the views of children and young people who are directly or indirectly affected by child poverty and social exclusion, including their perception and interpretation of their own life circumstances and living environment so that these can be taken into account as effectively as possible in the political processes relating to the NAP Childhood Opportunities.
- Identify the needs, wishes and requirements of children and young people directly or indirectly affected by poverty and social exclusion with regard to the NAP for Childhood Opportunities. The children and young people themselves are well aware of the day-to-day challenges and are experts with regard to their own situation. For this reason, their expertise is essential to the success of the NAP Childhood Opportunities.
- Give children and young people the opportunity to provide feedback on the implementation of the NAP Childhood Opportunities. Clearly regulated and integrated participation structures give children and young people the opportunity to contribute their suggestions to the process and to accompany the implementation process in an advisory – i.e. consultative – capacity. This ensures that the perspective of children and young people is taken into account throughout.

At the federal level, the organisation of participation is more challenging and is sometimes perceived as less effective by children and young people. Participation at federal level has a rather indirect effect – precisely because of its consultative nature. In individual cases, however, participation at the federal level can also achieve greater reach than at the municipal level, e.g. through the placement of survey results or proposals from children and young people in nationally visible expert reports, concepts, papers and committees.

4.6.2 Survey of children and young people in connection with the introduction of a basic child allowance (*Kindergrundsicherung*) in Germany

Against the backdrop of the government's draft law on the introduction of a basic child allowance scheme (*Kindergrundsicherung*), which was passed by the Federal Cabinet on 27 September 2023, the DJI conducted the project "Survey of children and young people in the context of the introduction of a basic child allowance scheme in Germany" from February 2023 to December 2023 and published the final report entitled *Kinderarmut? Die Perspektive von Kindern und Jugendlichen* ("Child poverty? The perspective of children and young people" (https://www.dji.de/veroeffentlichungen/literatursuche/detailansicht/literatur/34908-kinderarmut-die-perspektive-von-kindern-und-jugendlichen.html).

The research findings provide valuable insights into how children at risk of poverty or affected by poverty perceive their life situation and what needs they derive from it. The report confirms that experiences of poverty restrict the mental and physical well-being of children and young people in a variety of ways. In addition, families in need often feel overwhelmed by their own financial situation and family budget planning. This can have a negative impact on the children living in the household. The existing assistance systems are too impersonal, too abstract, too complex and too intangible for young people and young adults receiving benefits.

5 Statement by the federal government on the priority topic of municipal poverty prevention

5.1 Implementing the European Child Guarantee at the municipal level

The municipalities are the places where social welfare is provided. It is the municipalities that provide the social infrastructure, thereby making a significant contribution to counteracting poverty and its consequences and to increasing equal opportunities and participation. They are responsible for health promotion services as well as material support, housing assistance and youth work.

A recent statement issued by the European Committee of the Regions[2] emphasises the role of local authorities in combating child poverty and implementing the Council Recommendation on the introduction of an EU Child Guarantee. The first step is to understand the area-specific causes of child poverty. But the solutions should also take into account the specific features of the individual regions and municipalities. The development of local and regional action plans for the Child Guarantee is therefore called for.

[2] Improving the social inclusion of children by implementing the European Child Guarantee at local and regional level, position statement, COR-2023-04650-00-00-PAC-TRA – SEDEC-VII/045
Rapporteur: Enzo LATTUCA (IT/PES)

In connection with the NAP Childhood Opportunities, new dialogue initiatives have been established at municipal and federal state level in order to stimulate the overall preventive strategies and structures that already exist in some federal states that are dedicated to ensuring equal living conditions in all federal states.

5.2 Promotion of best practices by the federal government

Best practices have proven to be integrated and low-threshold approaches to local poverty prevention that are oriented towards life trajectories, create secure transitions to the next phase of life, and coordinate prevention and remedial action. For this reason, the federal government supports the strengthening of cooperation between the various systems of child and youth welfare, schools and healthcare systems in order to provide low-threshold and individually tailored language support, extracurricular education, family education, health and nutritional counselling on a local basis. Guidance services and multi-professional teams can be effective tools here.

5.2.1 ESF Plus parental support programme *Opportunities for parents (ElternChanceN). Strengthening families by supporting parents*

The aim of the ESF Plus programme ***Opportunities for parents (ElternChanceN). Strengthening families by supporting parents*** is to improve networking and establish parental support on a local basis. From 2022 to 2028 the focus is on the permanent municipal integration of preventative parental support through cooperative forms of work with stakeholders in the social area (youth welfare office, primary schools, daycare centres, etc.). The central network partners are the local authorities, especially the youth welfare departments: these must be on board as a central player in every network. In 64 networks, small municipal prevention chains are being created that promote equal education and opportunities for children and help combat social exclusion in the long term by providing support for parents and customised services for families. The programme is supported with EUR 45 million in ESF and federal funding. Around 48,000 parents have taken part in 1,900 programmes for families on one or more occasions. A survey of 1,200 parents shows a very high level of satisfaction (90 per cent) with the services. The *ElternChanceN* programme will enter its second funding phase on 1 June 2025.

5.2.2 Early childhood intervention services

The early childhood intervention services (***Frühe Hilfen***) come from different areas such as child and youth welfare, healthcare, early intervention and pregnancy counselling. Specialists in the respective areas work together in local networks to provide optimum support for the target group of young families from pregnancy onwards. Early childhood intervention services are available without the need to submit an application. They are designed to be

non-discriminatory, low-threshold and poverty-sensitive and are geared towards the needs of families who are often under pressure.

One important goal is to mitigate or prevent the consequences of poverty for children. With its focus on the period from pregnancy to the third year of a child's life, early childhood intervention forms the first building block of a prevention chain. On the basis of the Federal Child Protection Act (*BKiSchG*), the legislator has stipulated that the federal government is to set up a permanent fund to ensure early childhood intervention networks and psychosocial support for families (with infants and young children aged 0-3 years). Implemented via the Federal Foundation for Early Childhood Prevention, the Early Childhood Prevention Fund is permanently endowed with EUR 51 million annually. Over the past four years, additional budget funds have been made available for the Federal Foundation for Early Childhood Intervention in order to meet the increased needs of families, not least due to the multi-crisis situation (such as the COVID-19 pandemic). The task of preventive child protection is primarily the responsibility of the federal states and local authorities.

5.2.3 Municipal coordination for all-day education

The expansion of all-day education and supervision programmes can also help introduce disadvantaged children and young people to sports, leisure and cultural activities, since these activities are anchored in the school context. The ESF programme *Ganztag in Bildungskommunen – Kommunale Koordination für Ganztagsbildung* ("All-day education in educational communities – municipal coordination for all-day education") seeks to support the municipalities.

5.2.4 *Kooperationsverbund Gesundheitliche Chancengleichheit* ("Collaborative Network for Equity in Health")

The *Kooperationsverbund Gesundheitliche Chancengleichheit* ("Collaborative Network for Equity in Health") aims to support health promotion among socially disadvantaged groups. The network comprises 75 organisations. It primarily promotes quality development in social situation-related health promotion and cross-sectoral cooperation. The primary activity of the coordination centres in the federal states is the support of municipal processes, in particular via the partner process *Gesundheit für alle* ("Health for All").

5.3 Municipal poverty prevention in connection with the National Action Plan "New Opportunities for Children in Germany"

Prevention pays off in individual, social and macroeconomic terms. It strengthens participation, inclusive growth and social cohesion. The federal government embraces the tasks that arise from this. With their organisation in local networks and their expertise in networking, early childhood intervention services are a good starting point for local support and prevention strategies.

The Committee for the Implementation of the National Action Plan “New Opportunities for Children in Germany” is an instrument created by the federal government to strengthen cooperation between all federal ministries that work to prevent poverty in their area of responsibility. The aim here is to develop realistic perspectives within the framework of federal responsibilities and the pillar structure of the welfare state.

Another goal is to create a political orientation framework for all members of the Committee by formulating a mission statement for municipal poverty prevention. A medium-term goal could be the removal of legal barriers to cooperation and the sensitisation of all government departments to a nationwide strategy for the prevention of poverty among children and young people.

Attachment Request for federal measures under the National Action Plan
“New Opportunities for Children in Germany” (NAP)

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 1	Federal Ministry of Education and Research	Reducing barriers to education: learning environments, educational success and social participation	This research focus promotes investigation of the question of how and based on which concrete concepts educational barriers of disadvantaged children and young people can be sustainably reduced. This funding line focuses interactions between educational processes and the regional and local learning environments of children and young people.	2021–2026	2
Measure/project 2	Federal Ministry of Education and Research	Vocational Orientation Programme (BOP)	The aim is to promote career choice competence in school pupils on a sponsor-supported basis. The programme also includes strengthening career guidance at secondary schools in particular, as well as targeting immigrants and providing digital career guidance (Berufenavi). Over 300 educational institutions with more than 3,000 schools are involved as cooperation partners in the nationwide implementation of the programme. The measure is also in line with the goal of expanding career guidance nationwide together with the federal states (KoaV, p. 66).	2008-2026	2
Measure/project 3	Federal Ministry of Education and Research	Bildungskommunen (“Educational communities”)	The programme objective is to create transparency and accessibility of educational opportunities as well as coordinated interaction between all educational actors along the entire educational chain and in all educational areas so that all residents in every phase of life – especially children and young people – can make the most of the educational opportunities they need in order to achieve their individual educational goals. The second FRL Ganztag in Bildungskommunen (“All-day education in educational communities”) seeks to promote municipal coordination of the expansion of all-day education services through cooperation between all relevant stakeholders at municipal level. The aim is to provide high-quality all-day programmes for children of primary school age.	ESF Plus funding period 2021 – 2027 (plus final funding phase)	2
Measure/project 4	Federal Ministry of Education and Research	BiSS-Transfer	BiSS-Transfer is a joint initiative being undertaken by the Federal Ministry of Education and Research (BMBF) and the federal states which is dedicated to the transfer of language education and the promotion of reading and writing in schools and nurseries.	2020-2025	2
Measure/project 5	Federal Ministry of Education and Research	Federal Training Assistance Act (BAföG)	Under BAföG, school pupils and university students in need receive financial support in the form of maintenance payments. On the one hand, maintenance payments are granted for the completion of (school or academic) training (at a training centre within the meaning of Section 2 BAföG), also to under-18s. In addition, recipients receive allowances for dependent children when their income is taken into account under BAföG. Furthermore, first-year students under the age of 25 who are in a benefit unit or receive other comparable social benefits receive a “study start-up grant” – a one-off financial subsidy of EUR 1,000.	All year round/ authorisation period	2

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 1	Federal Ministry of Education and Research	Reducing barriers to education: learning environments, educational success and social participation	The measure aims to reduce educational barriers for children and young people. The findings are intended to reach a large number of stakeholders within the socio-spatial environment (such as educational and social work professionals or local education administrators).	Research funding	EUR 2.966 million	EUR 14.830 million
Measure/project 2	Federal Ministry of Education and Research	Vocational Orientation Programme (BOP)	Pupils from year 7 onwards	Grant	increased annually 2024 EUR 45 million requested	2008-2023 Total grant approved for 3002/68521 of EUR 879 million separate documentation by legal basis is documented statistically
Measure/project 3	Federal Ministry of Education and Research	Bildungskommunen (“Educational communities”)	Municipalities	Share financing	EUR 17.5 million	EUR 87.5 million
Measure/project 4	Federal Ministry of Education and Research	BiSS-Transfer	The programme is aimed directly at teachers and educational staff at general education schools in Germany. Pupils therefore benefit indirectly from the measure.	Research funding	EUR 2.628 million	EUR 13.140 million
Measure/project 5	Federal Ministry of Education and Research	Federal Training Assistance Act (BAföG)	Trainees (school pupils and students)	Pupils: full grant; students: one half as a grant, the other half as an interest-free loan		

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 1	Federal Ministry of Education and Research	Reducing barriers to education: learning environments, educational success and social participation	The funding programme is part of the BMBF's research funding. The projects maintain project-specific contacts with the education administration of the federal states and the municipalities, for example through approval procedures and transfer or continuation measures.	Depending on the project context, children and young people are key target and research groups. Some of the projects are participatory in nature and promote the active participation of children and young people in the research process.
Measure/project 2	Federal Ministry of Education and Research	Vocational Orientation Programme (BOP)	Cooperation with federal states in connection with the Bildungsketten initiative.	Children and young people benefit from BOP instruments, especially potential analyses and practice-oriented vocational orientation to familiarise themselves with different occupational fields in order to strengthen their career choice skills.
Measure/project 3	Federal Ministry of Education and Research	Bildungskommunen ("Educational communities")	No cooperation, only political coordination in the steering committee.	No participation.
Measure/project 4	Federal Ministry of Education and Research	BiSS-Transfer	Joint initiative of the federal and state governments, steered by a joint steering committee. The BMBF is funding the scientific programme and the supporting consortium. The federal states bear the cost of the entire personnel and also the coordination costs for the approx. 3,000 participating schools as well as the state institutes and quality organisations	no direct involvement of children/young people in the consortium of sponsors or research network. Through the widespread use of BiSS-Transfer's blended learning programmes by teachers and multipliers, pupils benefit from the content
Measure/project 5	Federal Ministry of Education and Research	Federal Training Assistance Act (BAföG)	Federal contract management	BAföG enables young people and young adults to complete a training programme that matches their aptitude and inclination – even if their parents are unable to finance the education/training.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 6	Federal Ministry of Education and Research	A digital meeting place for the generations	Support of the federal association MENTOR through the project MENTOR-Campus: development of a reading platform for online reading promotion and development of a social teaching-learning platform to qualify mentors and associations. MENTOR reading mentors individually promote reading skills in school pupils from predominantly educationally disadvantaged families based on the 1:1 principle. Qualified volunteer mentors accompany a child for one school year as they learn to read. For children and young people, this support can bring about a turning point in their educational biography.	2023–2026	2
Measure/project 7	Federal Ministry of Education and Research	Digitalisation in education	The research focus addresses central challenges facing the design and use of technological developments. Under the current third funding line, research is being funded into the fundamental questions of necessary skills and the development of skills in a digitally influenced world. This includes the self-confident and responsible use of digital media and an increased focus on self-directed learning processes in digitally supported learning.	Digi 1: 2018-2023 Digi 2: 2020-2025 Digi 3: 2025-2029 UneS (Unexpectedly successful schools in digital change – a qualitative in-depth study on ICILS 2018, Paderborn University, Prof. Dr. Eickelmann): 2020-2023	2
Measure/project 8	Federal Ministry of Education and Research	Digitalpakt Schule (Digital Pact for Schools)	Through SchuleDigitalPakt (Digital Pact for Schools), the federal government supports the federal states and municipalities in investing in digital education infrastructure. The aim of this Digital Pact is the nationwide development of a modern digital education infrastructure under the primacy of pedagogy.	17 May 2019 – 16 May 2024	2
Measure/project 9	Federal Ministry of Education and Research	echt jetzt?	The primary school magazine echt jetzt? is published in co-operation with the educational foundations Stiftung Lesen and Stiftung Kinder forschen. It offers teachers the opportunity to promote linguistic and scientific skills at the same time. It is practice-oriented, developed from teacher input and is based on the third and fourth grade curriculum. An extensive range of digital material and training programmes for each issue rounds off the offer. The BMBF is funding a pilot project to test echt jetzt? in extracurricular education and supervisory programmes for children of primary school age.	2024–2026	2
Measure/project 10	Federal Ministry of Education and Research	Support-related diagnostics in inclusive education	The research funding line “Support-related diagnostics in inclusive education” under the framework programme for empirical educational research aims to improve the (further) development of support-related diagnostics integrated into day-to-day life and its framework conditions across educational sectors and at the transition points. Diagnostics and diagnosis-based support help record the diverse learning backgrounds of all learners for example, as well as documenting learning development. As such it is a prerequisite for inclusive education for children, young people and adults. This requires knowledge that can be prepared in a way that is actionable and practical for broad transfer.	2021-2026	1,2
Measure/project 11	Federal Ministry of Education and Research	Promotion of school pupil companies: youstartN Ideenlabs	The project provides booster funds for companies and initiatives run by school pupils in the implementation of sustainability concepts. Support workshops (idea labs) are offered for pupils and teachers on sustainability and start-ups.	youstartN: 2022-2023, 2024-2026 Ideenlabs: 2022, 2023, 2024-2026	2

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 6	Federal Ministry of Education and Research	A digital meeting place for the generations	Volunteer reading assistants	Project funding	2023: EUR 121,000 2024: EUR 145,000 2025: EUR 149,000 2026: EUR 149,000	EUR 564,000
Measure/project 7	Federal Ministry of Education and Research	Digitalisation in education	The programme is aimed at all learners and educators at educational institutions. This means that children and young people in particular benefit from the programme. As all stages of education are taken into account, some of the projects also address adults in training and further education.	Research funding	Digi 1: EUR 4.9 million Digi 2: EUR 3.3 million Digi 3: EUR 2.9 million UneS: EUR 0.25 million	Digi 1: EUR 29.539 million Digi 2: EUR 19.670 million Digi 3: EUR 14.323 million UneS: EUR 0.754 million
Measure/project 8	Federal Ministry of Education and Research	Digitalpakt Schule (Digital Pact for Schools)	Financial aid from the federal government to the federal states for onward transfer to school authorities (= municipalities)	Financial assistance pursuant to Art. 104c of the Basic Law (GG)	In line with the federal states' funding requirements	Federal funds totalling up to EUR 6.5 billion over the entire term including three additional agreements
Measure/project 9	Federal Ministry of Education and Research	echt jetzt?	Children of primary school age in extracurricular education and supervisory programmes.	Project funding	2024: EUR 467,000 2025: EUR 479,000 2026: EUR 473,000	EUR 1,419,000
Measure/project 10	Federal Ministry of Education and Research	Support-related diagnostics in inclusive education	Universities and research institutions in cooperation with educational practitioners	Research funding		
Measure/project 11	Federal Ministry of Education and Research	Promotion of school pupil companies: youstartN Ideenlabs	School pupil companies, school pupil co-operatives and trainee companies; adult supervisors (teachers, social education workers, school administrators)	Grant	approx. EUR 650,000 approx. EUR 164,000	(EUR 1,217,803; EUR 1,644,860) EUR 2,862,671 (EUR 79,930; EUR 132,188; EUR 477,588) EUR 689,706

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 6	Federal Ministry of Education and Research	A digital meeting place for the generations	not directly	as a target group
Measure/project 7	Federal Ministry of Education and Research	Digitalisation in education	The funding programme is part of the BMBF's research funding. The projects maintain project-specific contacts with the education administration of the federal states and the municipalities, for example through approval procedures and transfer or continuation measures.	Depending on the project context, children and young people are key target and research groups. Some of the projects are participatory in nature and promote the active participation of children and young people in the research process.
Measure/project 8	Federal Ministry of Education and Research	Digitalpakt Schule (Digital Pact for Schools)	Administrative agreement on financial assistance concluded with the federal states. The federal states manage the federal funds after they have been transferred to their own budgets.	No participation
Measure/project 9	Federal Ministry of Education and Research	echt jetzt?		as a target group
Measure/project 10	Federal Ministry of Education and Research	Support-related diagnostics in inclusive education	The projects maintain project-specific contacts with the education administration of the federal states and the municipalities, for example through approval procedures and transfer or continuation measures.	Depending on the project context, children and young people are key target and research groups. Some of the projects are participatory in nature and promote the active participation of children and young people in the research process.
Measure/project 11	Federal Ministry of Education and Research	Promotion of school pupil companies: youstartN Ideenlabs	No direct cooperation, only indirectly via the various locations of the school pupil companies, school pupil co-operatives and trainee companies.	School pupil companies, school pupil co-operatives and trainee companies are supported in developing and establishing their own sustainability strategies and founding sustainable companies and co-operatives. Both projects work together to support learners and teachers with coordinated programmes such as educational materials, workshops and funding.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 12	Federal Ministry of Education and Research	Initiative Bildungsketten (“Educational Chains” initiative)	The aim here is to enable young people to make a smooth transition from school to vocational training and work. To this end, the various funding instruments of the federal government (BMBF, BMAS, BA) and the federal states are coordinated and interlinked with each other in accordance with the coalition agreement (“Together with the federal states, we will expand career guidance [...] on a nationwide basis”, p. 66f.).	2010-2026	2
Measure/project 13	Federal Ministry of Education and Research	Kultur macht stark – Bündnisse für Bildung (Culture makes strong - Alliances for Education)	Through this federal programme, the federal government has provided funding of up to EUR 50 million per year since 2013 for extracurricular cultural education programmes aimed at children and young people who have limited access to such offerings, thereby helping to improve their educational opportunities and compensate for social disadvantages. The projects are carried out by local educational alliances with at least three partners in the social environment of the children and young people concerned. The alliances enable cultural institutions and extracurricular educational venues such as museums, theatres and libraries to network with institutions that have direct access to young people, such as schools or youth and social welfare institutions.	Third funding phase: 2023-2027	2
Measure/project 14	Federal Ministry of Education and Research	Lesestart: Weil uns Lesen weiterbringt. (Reading start: Because reading helps us along) A reading project for children with refugee experience	Support for children aged up to ten with refugee experience through book gifts and multilingual information materials for their parents as well as through qualification programmes for full-time and voluntary staff in refugee assistance, including the accompanying scientific evaluation.	2022–2025	1
Measure/project 15	Federal Ministry of Education and Research	Nationaler Lesepakt (National Reading Pact)	The National Reading Pact is a nationwide initiative run by the foundation Stiftung Lesen and the book trade association Börsenverein des deutschen Buchhandels. The aim is to ensure that all children and young people in Germany reliably learn to read as part of a joint effort on the part of society.		2
Measure/project 16	Federal Ministry of Education and Research	Netzwerk Bibliothek Medienbildung (Network Liberary Media Education)	The Netzwerk Bibliothek Medienbildung (“Library Media Education Network II”) aims to enable and support smaller libraries in rural areas in particular to expand their media education services and to professionalise cooperation with schools and daycare centres. Employees are trained and supported through various modules: The topics are fundamental principles of media education, best-practice examples, counselling and dialogue.	2022–2025	1

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 12	Federal Ministry of Education and Research	Initiative Bildungsketten (“Educational Chains” initiative)	Pupils from year 7, young people in the transition from school to work and until they complete an apprenticeship	Grants and allocations	Varies from year to year. Approved funds 2024 3002/68521: EUR 42.5 million 3002/68520: EUR 18.2 million	not statistically documented
Measure/project 13	Federal Ministry of Education and Research	Kultur macht stark – Bündnisse für Bildung (Culture makes strong - Alliances for Education)	Children and young people between the ages of 3 and 18 who grow up at risk of educational disadvantage and are therefore restricted in their educational opportunities; children and young people with disabilities	Project funding	up to EUR 50 million	up to EUR 250 million for the current funding phase
Measure/project 14	Federal Ministry of Education and Research	Lesestart: Weil uns Lesen weiterbringt. (Reading start: Because reading helps us along) A reading project for children with refugee experience	Children aged 0-10 with refugee experience	Project funding	2022: EUR 500,000 2023: EUR 596,000 2024: EUR 693,000 2025: EUR 696,000	EUR 2,486,000
Measure/project 15	Federal Ministry of Education and Research	Nationaler Lesepakt (National Reading Pact)	All children and young people, adults with poor reading skills, volunteers in reading promotion.	None at present	(Not applicable)	(Not applicable)
Measure/project 16	Federal Ministry of Education and Research	Netzwerk Bibliothek Medienbildung (Network Liberary Media Education)	Libraries, schools, daycare centres	Project funding	2022: EUR 787,000 2023: EUR 207,000 2024: EUR 196,000 2025: EUR 110,000	EUR 592,000

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 12	Federal Ministry of Education and Research	Initiative Bildungsketten (“Educational Chains” initiative)	Cooperation between the federal government (BMBF, BMAS), the Federal Employment Agency and the federal states; federal states implement most of the measures. As a governance instrument, the Bildungsketten initiative aims to establish and improve the structures and processes of cooperation between the federal government, the federal states and regional stakeholders.	Children and young people benefit from the wide range of measures, including vocational orientation during their school years, instruments at the transition from school to work (e.g. entry qualification, pre-vocational year) and gaining a final qualification.
Measure/project 13	Federal Ministry of Education and Research	Kultur macht stark – Bündnisse für Bildung (Culture makes strong - Alliances for Education)	16 advisory centres jointly financed by the federal and state governments provide information on the federal programme locally for those interested in funding; the federal states are regularly informed about the projects being carried out in their territory. Development areas in the third funding phase (2023-2027) include the networking of Kultur macht stark stakeholders in the community for the establishment of sustainable educational offerings, the high-quality co-design of all-day offerings at schools in close coordination with the municipal educational landscapes, and the mobilisation and strengthening of alliance actors in rural areas.	As a target group, the participating children and young people are also involved at the local level in various ways, e.g. through participatory elements in project implementation and feedback opportunities.
Measure/project 14	Federal Ministry of Education and Research	Lesestart: Weil uns Lesen weiterbringt. (Reading start: Because reading helps us along) A reading project for children with refugee experience	The project is aimed at families in initial reception centres and, for the first time, it also supports them in the municipalities, where a network of reading-promoting structures needs to be established.	As participants/target group of the project
Measure/project 15	Federal Ministry of Education and Research	Nationaler Lesepakt (National Reading Pact)		As a target group
Measure/project 16	Federal Ministry of Education and Research	Netzwerk Bibliothek Medienbildung (Network Liberary Media Education)	Libraries are strengthened as a place for digital media education in urban and rural areas and the formation of local networks is supported. The development of expertise on the topic is promoted. In addition to training workshops, teaching methods, formats and tools have been developed that can now be used anywhere and at any time.	As a target group

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 17	Federal Ministry of Education and Research	Joint initiative by the federal government and the federal states to support schools in socially difficult situations	Teachers and school administrators at 200 schools are working together in this initiative together with academic experts at 13 research institutions and universities. Schools and experts are collaborating to develop strategies and approaches for teaching and for day-to-day school life, geared to local needs. The practical experience of the teachers is integrated directly into the jointly developed concepts. These are immediately tested in practice and – where applicable – adapted and further developed.	2021-2025	2
Measure/project 18	Federal Ministry of Education and Research	Startchancen (Starting opportunities) programme	Through its Startchancen (“Starting opportunities”) programme, the federal government is working towards greater equality of opportunity in education and is helping to break down the link between social background and educational success. The federal and state governments are jointly investing EUR 20 billion over the next ten years and provide targeted support for around 4,000 schools in challenging situations. The programme will start in the 2024/25 school year. At the Startchancen schools, investments are made in better infrastructure and equipment; however, needs-based measures for school and teaching development and the targeted strengthening of multi-professional teams are also promoted. The Startchancen programme aims to provide impetus and enable progress – far beyond the Startchancen schools themselves.	2024–2034	2
Measure/project 19	Federal Ministry of Education and Research	youclub2030	Promotion of sustainable projects at recreational facilities for children and young people	2022-2024	2
Measure/project 20	Federal Ministry of Education and Research	youpaN	Youth participation in the implementation of the UNESCO programme “Education for Sustainable Development: Realising the Global Sustainable Development Goals” (ESD 2030)	2022-2025	2
Measure/project 21	Federal Ministry of Justice; Federal Ministry of Housing, Urban Development and Building	The federal government’s Housing and Rent Package			

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 17	Federal Ministry of Education and Research	Joint initiative by the federal government and the federal states to support schools in socially difficult situations	Children/young people with learning difficulties	Project funding	EUR 10 million, of which 50% federal funds	EUR 50 million, of which 50% federal funds
Measure/project 18	Federal Ministry of Education and Research	Startchancen (Starting opportunities) programme	4,000 schools in challenging situations, in other words approximately one million pupils	Pillar I: Financial aid in accordance with Art. 104c of the Basic Law (GG) (EUR 4 billion) Pillar II ("opportunity budgets") + III (multi-professional teams): Financing via additional fixed VAT amounts in favour of the federal states (EUR 3 billion each)	EUR 1 billion each from the federal government; federal states contribute the same amount	EUR 10 billion from the federal government; federal states contribute the same amount, so that a total of EUR 20 billion is invested.
Measure/project 19	Federal Ministry of Education and Research	youclub2030	Young people between the ages of 8 and 18; professionals at child and youth welfare centres	Grant	approx. EUR 350,000	872.581
Measure/project 20	Federal Ministry of Education and Research	youpaN	Young people between the ages of 16 and 27	Grant	approx. EUR 680,000	2.205.117
Measure/project 21	Federal Ministry of Justice; Federal Ministry of Housing, Urban Development and Building	The federal government's Housing and Rent Package				

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 17	Federal Ministry of Education and Research	Joint initiative by the federal government and the federal states to support schools in socially difficult situations	Yes, joint initiative with the federal states, federal government responsible for research funding and federal states responsible for transferring the results into school practice	Children and young people are the target group.
Measure/project 18	Federal Ministry of Education and Research	Startchancen (Starting opportunities) programme	Pillar I Administrative agreement between the federal government and the federal states pursuant to Art. 104c of the Basic Law (GG) Pillar II + III: Federal government/federal state agreement The Startchancen programme is implemented within the structures of the federal states, with the municipal level also being involved.	No participation
Measure/project 19	Federal Ministry of Education and Research	youclub2030	No direct cooperation, only indirectly via the various locations of the child and youth welfare centres.	Young people and professionals at children's and youth leisure centres are trained in ESD and the SDGs and use this knowledge to develop and implement their own ESD projects at the respective children's and youth leisure centres. The professionals and the youclub2030 team provide support. At network meetings, young people and professionals exchange information about their respective ESD projects and experiences.
Measure/project 20	Federal Ministry of Education and Research	youpaN	Via participation in the ESD Local Authorities Forum and the Local Authorities Partner Network	YoupaN is the youth forum of the National Platform for Education for Sustainable Development (ESD). 30 young volunteers between the ages of 16 and 27 contribute their perspectives and opinions on a voluntary basis. Through their work in the ESD forums and their voting rights on the National Platform for ESD, they are actively involved in shaping the implementation of the National Action Plan (NAP) on ESD. They work together with experts from different areas of education on successful ESD, also inspiring other people to get involved in social, ecological and economic sustainability and youth participation. By organising their own events (e.g. youcoN, specialist conferences, etc.), they involve additional young people in the project in different ways.
Measure/project 21	Federal Ministry of Justice; Federal Ministry of Housing, Urban Development and Building	The federal government's Housing and Rent Package		

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 22	Federal Ministry of the Interior and for Home Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Online Access Act (OZG): Topic area: families and children	The Online Access Act (OZG) requires the federal government, the federal states and municipalities to offer all administrative services electronically in addition. The BMFSFJ shares the lead here for the area of family and children with the Free Hanseatic City of Bremen. Legal and technical coordination is carried out in cooperation with the BMI. The development of online services for the federal benefits included here is currently taking place through ten implementation projects.	2021-2023 (with funds from the federal government)	Cross-thematic
Measure/project 23	Federal Ministry of Labour and Social Affairs	Akti(F) Plus – Aktiv für Familien und ihre Kinder	The Akti(F) Plus programme supports families and single parents with a comprehensive and holistic counselling approach covering the entire family and social situation with the aim of stabilisation. The aim is to provide additional support for parents and single parents in accessing assistance and social benefits, improving social and economic participation and, in the long term, taking up and/or expanding employment. Children are therefore an indirect target group: the aim is for them to benefit from this support/counselling. The results of the evaluation of the predecessor programme were primarily taken into account when designing the programme. In addition, the establishment and expansion of cross-jurisdictional cooperation structures for better support for families is promoted	15 February 2023 – 31 December 2028	2, 3 and 5 as indirect results
Measure/project 24	Federal Ministry of Labour and Social Affairs	Expansion of entry-level qualification, assisted training	The Training Guarantee (cf. 26) includes facilitation of participation in entry-level qualifications that came into force on 1 April 2024 (reduction of the minimum duration to four months, facilitations for part-time implementation, opening up to people with disabilities who are endeavouring to undertake specialist practical training and providing support for people who have previously dropped out of training with the same employer). Assisted Training (AsA) can be used to support and accompany trainees and their companies before and during in-company vocational training. This instrument is designed to be very flexible so as to meet the needs of those seeking training, trainees and companies. The BMAS and BA are increasingly promoting Assisted Training in order to publicise these support options more widely.		2
Measure/project 25	Federal Ministry of Labour and Social Affairs	Expansion of youth employment agencies	Cross-jurisdictional co-operation alliances (often called “youth employment agencies”) have been set up almost nationwide. The Service Centre for Youth Employment Agencies provides an overview of the existing cooperation alliances in the form of an interactive map of Germany and updates this on an ongoing basis. The Service Centre and its tasks have also been further expanded to support the youth employment agencies.		2

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 22	Federal Ministry of the Interior and for Home Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Online Access Act (OZG): Topic area: families and children	Families who apply for benefits, including those to support their children	Project funding	2021: EUR 17,866,162.09 2022: EUR 52,841,433.69 2023: EUR 32,955,171.47	103.662.767,25 €
Measure/project 23	Federal Ministry of Labour and Social Affairs	Akti(F) Plus – Aktiv für Familien und ihre Kinder	Families with children and single parents who receive or are entitled to benefits in accordance with Book II of the Social Code (SGB II) (Citizens' Income Act – BürgerGG) or Book XII of the Social Code (SGB XII) (supplementary or top-up benefits) and/or child supplement (in future: basic child allowance), including parents with disabilities (possibly also fully or partially disabled). The measures are aimed at both parents and their children (as an indirect target group) and, where applicable, other adult household members if their role is relevant in relation to the above-mentioned objectives (e.g. partners) as the entire family receives counselling	Proportional financing in the form of a non-repayable subsidy.	There is no annual limit.	EUR 219.318 million
Measure/project 24	Federal Ministry of Labour and Social Affairs	Expansion of entry-level qualification, assisted training	Young people			
Measure/project 25	Federal Ministry of Labour and Social Affairs	Expansion of youth employment agencies	Young people			

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 22	Federal Ministry of the Interior and for Home Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Online Access Act (OZG): Topic area: families and children	The federal states can utilise the centrally developed online services according to the “one for all” principle.	No participation.
Measure/project 23	Federal Ministry of Labour and Social Affairs	Akti(F) Plus – Aktiv für Familien und ihre Kinder	Municipalities must be involved by the project organisers in the cooperation networks in connection with the objective of cross-jurisdictional cooperation and are involved in the networking process, as well as in dialogue with the higher-level networking centre, which supports the organisers in cross-jurisdictional cooperation. There is no formal further participation in committees	In connection with the structural goal of establishing and expanding cross-jurisdictional cooperation structures for better family support, the target group and the interests of the children are taken into account via the actors and cooperation partners involved (e.g. youth welfare offices, public and independent youth welfare organisations, migration services, family support counselling centres). Counselling and support for families is addressed in connection with the project networking process initiated by the BMAS, also involving cooperation partners and thereby including the perspectives of children and young people. For the aforementioned reasons, a direct participation process is not planned or currently envisaged.
Measure/project 24	Federal Ministry of Labour and Social Affairs	Expansion of entry-level qualification, assisted training		
Measure/project 25	Federal Ministry of Labour and Social Affairs	Expansion of youth employment agencies		

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 26	Federal Ministry of Labour and Social Affairs	Training Guarantee for young people	The Training Guarantee is to be regarded as an overall concept that enables access for all young people without a vocational qualification to a fully qualifying, preferably in-company training programme. The Training Guarantee includes the following new or expanded funding instruments: introduction of a vocational orientation internship, flexibilisation of entry qualification, introduction of a mobility allowance, and a legal entitlement to non-in-house training as a last resort in regions with too few training places. The Training Guarantee came into force on 1 April 2024 or 1 August 2024 (non-in-house vocational training).		2
Measure/project 27	Federal Ministry of Labour and Social Affairs	Non-in-house training opportunities	The Training Guarantee (cf. under 26) includes changes to non-in-house vocational training, which came into force on 1 August 2024: legal entitlement to support in non-in-house vocational training if the respective funding requirements are met, and opening up to those disadvantaged on the market in regions with a significant shortage of training places (non-in-house vocational training remains the “last resort” in cases where, despite all efforts and even with training support services, it is not to be expected that company-based vocational training will be taken up).		2
Measure/project 28	Federal Ministry of Labour and Social Affairs	Berufseinstiegsbegleitung (“Career entry guidance”)	Status unchanged; statutory regulation in SGB III.		2
Measure/project 29	Federal Ministry of Labour and Social Affairs	Federal Participation Act (BTHG)	The BTHG is a cross-thematic measure for children and young people with mental and physical disabilities and sensory impairments, as well as for adults with disabilities. In line with the UN Convention on the Rights of Persons with Disabilities (UN CRPD), the reform aims to enable people with disabilities to participate as fully and effectively as possible in all areas of life.	The 3rd (and final) reform stage of the BTHG has been in force since 1 January 2020	Cross-topic measure
Measure/project 30	Federal Ministry of Labour and Social Affairs	EhAP Plus – Integration helps exclusion of those who are most disadvantaged	As an ESF Plus programme, EhAP Plus aims to reach people who are particularly affected by or under threat of poverty and exclusion and introduce them to local support services. The aim is to improve the living conditions of housing-excluded people and those at risk of housing exclusion and their children under 18, as well as to improve the living conditions of newly arrived EU citizens and their children under 18.	Funding is provided in two rounds. The projects of the first funding round will be funded from October 2022-September 2026 (with an extension option until 2028). The project of the second funding round will be funded from December 2024 to December 2028	Cross-topic measure
Measure/project 31	Federal Ministry of Labour and Social Affairs	Expansion of career guidance services in youth care facilities	In future, careers guidance at special schools is to begin earlier (in the pre-entry classes) and is to be intensified. The range of career counselling services is also to be expanded. In addition to greater involvement of the social environment (in particular expansion of work with parents), the focus is to be placed on the school as a counselling location and video counselling is to be expanded.		2
Measure/project 32	Federal Ministry of Labour and Social Affairs; Federal Ministry of the Interior and Home Affairs	Vocational language courses for labour market integration			

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 26	Federal Ministry of Labour and Social Affairs	Training Guarantee for young people	Young people			
Measure/project 27	Federal Ministry of Labour and Social Affairs	Non-in-house training opportunities	Young people			
Measure/project 28	Federal Ministry of Labour and Social Affairs	Berufseinstiegsbegleitung (“Career entry guidance”)	Young people			
Measure/project 29	Federal Ministry of Labour and Social Affairs	Federal Participation Act (BTHG)	see column "Brief description of the measure"	Monetary support/material resources/services	-	-
Measure/project 30	Federal Ministry of Labour and Social Affairs	EhAP Plus – Integration helps exclusion of those who are most disadvantaged	Newly arrived EU citizens living in poverty and marginalisation and their children under 18 as well as housing-excluded people and people at risk of housing exclusion and their children under 18.	Projects are funded that address, advise and support the target groups. Material aid is only possible to a very limited extent	Approx. EUR 32 million	EUR 226 million for the 2021-2027 funding period
Measure/project 31	Federal Ministry of Labour and Social Affairs	Expansion of career guidance services in youth care facilities	Young people			
Measure/project 32	Federal Ministry of Labour and Social Affairs; Federal Ministry of the Interior and Home Affairs	Vocational language courses for labour market integration				

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 26	Federal Ministry of Labour and Social Affairs	Training Guarantee for young people		
Measure/project 27	Federal Ministry of Labour and Social Affairs	Non-in-house training opportunities		
Measure/project 28	Federal Ministry of Labour and Social Affairs	Berufseinstiegsbegleitung (“Career entry guidance”)		
Measure/project 29	Federal Ministry of Labour and Social Affairs	Federal Participation Act (BTHG)	The federal states are responsible for implementing the BTHG.	
Measure/project 30	Federal Ministry of Labour and Social Affairs	EhAP Plus – Integration helps exclusion of those who are most disadvantaged	The programme supports local authorities in meeting the challenge of poverty-related immigration from EU member states as well as housing exclusion and the threat of housing exclusion. In EhAP Plus, some federal states are represented on the advisory board which supports the Ministry in implementing the programme	
Measure/project 31	Federal Ministry of Labour and Social Affairs	Expansion of career guidance services in youth care facilities		
Measure/project 32	Federal Ministry of Labour and Social Affairs; Federal Ministry of the Interior and Home Affairs	Vocational language courses for labour market integration		

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 33	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Benefits for Education and Participation (BuT) in connection with securing the subsistence minimum	Targeted benefits seek to achieve greater integration of children and young people in need in the community. Education and participation in social and cultural life are necessary to create the material basis for equal opportunities. Education in particular is a key factor in sustainably overcoming the need for assistance and future opportunities in life	Not subject to a time limit	2
Measure/project 34	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Immediate supplement for children affected by poverty	The monthly payment of an immediate supplement improves children's opportunities to participate in society, education, training and the labour market (even before the introduction of the basic child allowance) and prevents poverty. It is paid for children receiving minimum income support.	Not subject to a time limit	2
Measure/project 35	Federal Ministry of Education and Research	Promotion of Continuing Vocational Training Act (AFBG)	Participants in upskilling measures are supported with a maintenance contribution depending on income and assets. The maintenance contribution is increased for the spouse/partner and for each child for whom the participant is entitled to child benefit. Single parents also receive a childcare allowance. When subsidising the costs of measures under the AFBG, a social waiver is granted for the KfW loan after the end of the measure, providing the conditions are met.	Unlimited	Cross-topic measure
Measure/project 36	Federal Ministry of Education and Research	Bremen initiative for strengthening early childhood development – BRISE	Long-term study that is systematically investigating the effects of early childhood support for children from socially and culturally disadvantaged families. Disadvantages are to be compensated for before they affect the child's educational biography. This is the first time in Germany that an intervention of this kind in early education has been analysed on a long-term and quasi-experimental basis. The data is internationally compatible, it can be reused via research data centres and is also available for transfer to other municipalities.	since 12/2016, second funding phase until 02/2029	1
Measure/project 37	Federal Ministry of Education and Research	ESF Plus programme Integration durch Bildung ("Integration through education")	The new ESF Plus programme Integration durch Bildung ("Integration through education") aims to increase educational opportunities for people with a migration background in Germany, especially with regard to specific target groups such as girls and women. The basis for this is transferable research with and for educational practice that contributes to sustainably reducing access barriers and enabling empowerment.	2024-2027 (first funding phase)	1, 2
Measure/project 38	Federal Ministry of Education and Research	Exzellenzinitiative Berufliche Bildung ("Excellence Initiative – Vocational Education and Training")	The aim of the excellence initiative in vocational education and training is to provide the necessary boost to the appeal and modernity of vocational education and training, increase society's appreciation of vocational education and training, and make dual vocational education and training more attractive to all young people. The initiative is an umbrella brand of the BMBF under which existing initiatives are further developed and clustered with new initiatives.		2

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 33	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Benefits for Education and Participation (BuT) in connection with securing the subsistence minimum	Pupils who are entitled to citizen's income, subsistence benefits, basic income support for the elderly and in the event of reduced earning capacity for the elderly or benefits under the Asylum Seekers Benefits Act (AsylbLG) or whose parents receive child supplement or housing benefit.	Benefits in kind and services, in particular in the form of personalised vouchers, direct payments to service providers to cover these needs or cash benefits		
Measure/project 34	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Immediate supplement for children affected by poverty	Children, adolescents and young adults who are granted benefits under minimum income schemes according to standard needs levels 3, 4, 5 or 6.	Cash benefit, see column "Brief description of the measure"	No budget (subsistence)	
Measure/project 35	Federal Ministry of Education and Research	Promotion of Continuing Vocational Training Act (AFBG)	Participants of upskilling training programmes	Maintenance contribution as a full subsidy; funding of the costs of the programme in the amount of the actual course and examination fees incurred, half as a subsidy and half as an offer to take out a low-interest loan from KfW.	Federal funding for 2024: approx. EUR 852 million. 78 per cent of expenditure under the AFBG is financed by the federal government and 22 per cent by the federal states.	
Measure/project 36	Federal Ministry of Education and Research	Bremen initiative for strengthening early childhood development – BRISE	Children and their parents from socially disadvantaged neighbourhoods	Project funding for long-term academic study, funding from the Jacobs Foundation for the research laboratory at the University of Bremen and funding from the Free Hanseatic City of Bremen to expand the measures offered for early support (programmes integrated in day-to-day routine in families and at daycare centres)	2021: EUR 1,717,000 2022: EUR 2,015,000 2023: EUR 2,055,000 2024: EUR 2,057,000 2025: EUR 1,825,000 2026: EUR 1,855,000 2027: EUR 1,755,000 2028/29: EUR 2,016,000	EUR 15,297,000
Measure/project 37	Federal Ministry of Education and Research	ESF Plus programme Integration durch Bildung ("Integration through education")	Universities and research institutions in cooperation with educational practitioners	Research funding		
Measure/project 38	Federal Ministry of Education and Research	Exzellenzinitiative Berufliche Bildung ("Excellence Initiative – Vocational Education and Training")	Young people	Mixed		approx. EUR 750 million planned until 2026

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 33	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Benefits for Education and Participation (BuT) in connection with securing the subsistence minimum		
Measure/project 34	Federal Ministry of Labour and Social Affairs; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Immediate supplement for children affected by poverty	Implementation by the responsible local service providers	No participation
Measure/project 35	Federal Ministry of Education and Research	Promotion of Continuing Vocational Training Act (AFBG)	The AFBG is a federal law that is enforced by the federal states on behalf of the federal government.	When the AFBG is reformed, Diakonie Deutschland and the German Caritas Association are among those involved in the consultation process.
Measure/project 36	Federal Ministry of Education and Research	Bremen initiative for strengthening early childhood development – BRISE	Close cooperation between the BRISE academic consortium and Bremen's departments/senators for education, health and science; transfer to other municipalities is enabled through conferences and publications	As participants in the long-term study
Measure/project 37	Federal Ministry of Education and Research	ESF Plus programme Integration durch Bildung ("Integration through education")	Some cooperation with municipalities at the level of the subsidised projects	Some participation of children/young people at the level of the subsidised projects
Measure/project 38	Federal Ministry of Education and Research	Exzellenzinitiative Berufliche Bildung ("Excellence Initiative – Vocational Education and Training")	none	none

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 39	Federal Ministry of Education and Research	Förderinitiative Gesund – ein Leben lang: Kinder- und Jugendgesundheit (Health initiative for life-long health in children and young people)	The aim is to create a basis for children and young people to stay healthy or recover more quickly. The focus is on child-oriented prevention and therapy approaches for chronic diseases and mental disorders, concepts of health maintenance and prevention for risk groups, as well as biological and molecular mechanisms of formative influences on health and disease.	2017-2024	3
Measure/project 40	Federal Ministry of Education and Research	Funding priority – Rare Diseases	This funding measure aims to cluster existing expertise in application-oriented basic research, clinical research and healthcare research into rare diseases on a national level. Since about 80 per cent of these diseases are genetic, many already occur in childhood and adolescence. Currently, multidisciplinary research consortia on rare diseases are receiving funding which mainly deal with childhood diseases.	2022–2026	3
Measure/project 41	Federal Ministry of Education and Research	Research consortia on behavioural disorders relating to violence, neglect, maltreatment and abuse in childhood and adolescence	In the current second funding phase, the focus is on developing therapeutic or preventive approaches. In addition, the transfer of current research results into practice is increasingly supported. Seven research networks are looking at developmental and long-term progression of the consequences of (sexualised) violence and neglect in childhood and adolescence, developing evidence-based therapy options, analysing the intergenerational mechanisms of abuse in families, and conducting perpetrator and prevention research.	2019–2024	3
Measure/project 42	Federal Ministry of Education and Research	Research consortia on mental health among refugees	Funding is provided for interdisciplinary research consortia on specific aspects of the mental health of refugees. The focus is on the development of scientifically validated, culturally sensitive concepts for the diagnosis, therapy and prevention of mental illness among refugees. At the same time, the aim is to improve the care situation by carrying out research into the structures of the German care system and looking into possibilities of integration in the healthcare system.	2019–2024	3
Measure/project 43	Federal Ministry of Education and Research	Nutrition Research Competence Cluster: nutriCARD "Competence Cluster for Nutrition and Cardiovascular Health", University of Jena – 2nd funding phase	The Competence Cluster nutriCARD includes a sub-project for the development and evaluation of concepts for the implementation of nutrition and health in biology as a school subject. The aim of one of the work packages here is to strengthen skills in the areas of nutrition and health education by designing new teaching materials and textbook contributions for intermediate and upper classes (years 5 to 12).	1 May 2018 – 30 November 2023	4
Measure/project 44	Federal Ministry of Education and Research	Future German Centre for Child and Adolescent Health (DZKJ)	The seven key research areas of the future DZKJ include (1) Rare Diseases; (2) Immunity, Inflammation and Infection; (3) CNS Development and Neurological Diseases; (4) Obesity and Metabolism; (5) Early Determinants of Health and Disease; (6) Psychosocial Health, Mental Health and (7) Community Medicine.	2024–2026	3
Measure/project 45	Federal Ministry of Education and Research	Lesestart 1-2-3	The project aims to support the reading skills of children in Germany from an early age and to firmly anchor reading aloud and reading in day-to-day family life: when parents read to their children regularly, they lay an important foundation for holistic child development, as well as strengthening their children's educational opportunities at school and in training.	2019–2026	1

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 39	Federal Ministry of Education and Research	Förderinitiative Gesund – ein Leben lang: Kinder- und Jugendgesundheit (Health initiative for life-long health in children and young people)	Children and young people	Project funding	approx. EUR 6.5 million	EUR 45.3 million
Measure/project 40	Federal Ministry of Education and Research	Funding priority – Rare Diseases	Children and young people	Project funding	approx. EUR 5.3 million	EUR 6.1 million specifically for child-related projects (EUR 21.5 million for the funding programme as a whole)
Measure/project 41	Federal Ministry of Education and Research	Research consortia on behavioural disorders relating to violence, neglect, maltreatment and abuse in childhood and adolescence	Children and young people	Project funding	approx. EUR 4.5 million	EUR 23.7 million specifically for child-related projects (EUR 24.8 million for the funding programme as a whole)
Measure/project 42	Federal Ministry of Education and Research	Research consortia on mental health among refugees	Refugees, children and young people	Project funding	approx. EUR 4.7 million	EUR 9.5 million specifically for child-related projects (EUR 23.6 million for the funding programme as a whole)
Measure/project 43	Federal Ministry of Education and Research	Nutrition Research Competence Cluster: nutriCARD “Competence Cluster for Nutrition and Cardiovascular Health”, University of Jena – 2nd funding phase	Children and adolescents; adults	Project funding	approx. EUR 400,000	EUR 2.2 million
Measure/project 44	Federal Ministry of Education and Research	Future German Centre for Child and Adolescent Health (DZKJ)	Children and young people	Project funding	EUR 4-17 million	EUR 31 million
Measure/project 45	Federal Ministry of Education and Research	Lesestart 1-2-3	Parents and children	Project funding	2019: EUR 1,765,000 2020: EUR 2,232,000 2021: EUR 2,937,000 2022: EUR 2,531,000 2323: EUR 3,112,000 2024: EUR 4,088,000 2025: EUR 4,055,000 2026: EUR 2,124,000	EUR 22,844,000

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 39	Federal Ministry of Education and Research	Förderinitiative Gesund – ein Leben lang: Kinder- und Jugendgesundheit (Health initiative for life-long health in children and young people)		No direct participation
Measure/project 40	Federal Ministry of Education and Research	Funding priority – Rare Diseases		No direct participation
Measure/project 41	Federal Ministry of Education and Research	Research consortia on behavioural disorders relating to violence, neglect, maltreatment and abuse in childhood and adolescence		No direct participation
Measure/project 42	Federal Ministry of Education and Research	Research consortia on mental health among refugees		No direct participation
Measure/project 43	Federal Ministry of Education and Research	Nutrition Research Competence Cluster: nutriCARD “Competence Cluster for Nutrition and Cardiovascular Health”, University of Jena – 2nd funding phase	none	No direct participation
Measure/project 44	Federal Ministry of Education and Research	Future German Centre for Child and Adolescent Health (DZKJ)		In connection with the “Empowerment of children and adolescents”’ programme, the plan is to involve children and adolescents directly in the research programmes.
Measure/project 45	Federal Ministry of Education and Research	Lesestart 1-2-3	In model regions and in collaboration with paediatric practices and libraries	As participants

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 46	Federal Ministry of Education and Research	Project under the JPI HDHL measure FoodHypersens: EcoBiotic – food intolerances and allergies in relation to the early childhood gut microbiome	The EcoBiotic research consortium is made up of five international partners who are looking into how taking pre- and probiotics during pregnancy and early childhood impacts on the development of the gut microbiome and food allergies. The project has the potential to help provide new dietary recommendations in pregnancy and early childhood so as to reduce the risk of developing food allergies in early life.	1 May 2022 – 30 April 2025	4
Measure/project 47	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: EndObesity – strategies to prevent overweight and obesity in children in the first 1,000 days of life	Development, implementation and evaluation of strategies for the prevention of childhood obesity by analysing family-based lifestyle factors in the pre-conception period, pregnancy and early childhood, i.e. the first 1,000 days of life, by means of observational studies. EndObesity is a collaborative European project being run under JPI HDHL with partners from Germany, France, the Netherlands, Spain and Ireland.	1 April 2021 – 30 September 2024	4
Measure/project 48	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: GrowH! - Gesund aufwachsen: ("Growing up healthy: targeted obesity prevention for critical transition phases at a young age").	GrowH! is a collaborative European project which forms part of JPI HDHL. The project investigates modifiable risk factors that play a role in the development of obesity from early childhood to adolescence. Based on this, existing programmes for socially disadvantaged children and young people will be adapted and tested for feasibility in Bremen and Zaragoza. An overarching systemic approach to obesity prevention will be derived from the results.	1 April 2021 – 30 June 2024	4
Measure/project 49	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: iPREGNO – prevention of unhealthy weight gain during pregnancy and postpartum using an mHealth enhanced intervention	The European collaborative project iPREGNO involves the development of an app-based intervention for the prevention of unhealthy weight gain that targets all members, especially those from socially burdened families. The process begins during pregnancy and also includes the phase after birth. It combines elements of smartphone-based psychological training for the prevention of obesity with counselling elements on the topics of nutrition and exercise.	1 June 2021 – 31 July 2024	4
Measure/project 50	Federal Ministry of Education and Research	Stiftung Kinder forschen (Foundation children do research)	The institutionally funded non-profit foundation for enquiry-based education Stiftung Kinder forschen is committed to promoting STEM education for children of nursery and primary school age. Through a comprehensive nationwide professional development programme, educators are provided with support in promoting children's spirit of discovery and creative competence, enabling them to offer qualified and age-appropriate accompaniment for enquiry-based learning.	Unlimited, for one year at a time	1
Measure/project 51	Federal Ministry of Education and Research	Consortium: NAMIBIO app – food allergy biomarker application	The aim of the NAMIBIO app is to contribute to a better understanding of both the early causes of food allergies and their natural progression. Early predictive factors for the development of food allergies in children are to be identified and digital applications (apps) are to be developed to guide professionals and parents of children at high risk of allergy towards prevention and the timely development of tolerance.	1 June 2021 – 31 December 2024	4

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 46	Federal Ministry of Education and Research	Project under the JPI HDHL measure FoodHypersens: EcoBiotic – food intolerances and allergies in relation to the early childhood gut microbiome	Pregnant women and parents of infants and toddlers	Project funding	approx. EUR 400,000	EUR 0.3 million
Measure/project 47	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: EndObesity – strategies to prevent overweight and obesity in children in the first 1,000 days of life	Children	Project funding	approx. EUR 126,000	EUR 0.38 million
Measure/project 48	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: GrowH! - Gesund aufwachsen: ("Growing up healthy: targeted obesity prevention for critical transition phases at a young age").	Children and young people	Project funding	approx. EUR 175,000	EUR 0.7 million
Measure/project 49	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: iPREGNO – prevention of unhealthy weight gain during pregnancy and postpartum using an mHealth enhanced intervention	Families (parents and children)	Project funding	approx. EUR 223,000	EUR 0.67 million
Measure/project 50	Federal Ministry of Education and Research	Stiftung Kinder forschen (Foundation children do research)	The foundation Stiftung Kinder forschen offers all educators, teachers and leaders at daycare centres, after-school care centres and primary schools in Germany advanced training in the fields of mathematics, computer science, natural sciences and technology as well as education for sustainable development.	Institutional funding	EUR 11,900,000	EUR 11,900,000
Measure/project 51	Federal Ministry of Education and Research	Consortium: NAMIBIO app – food allergy biomarker application	Specialists and parents of children at a high risk of food allergies	Project funding	approx. EUR 800,000	EUR 2.9 million

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 46	Federal Ministry of Education and Research	Project under the JPI HDHL measure FoodHypersens: EcoBiotic – food intolerances and allergies in relation to the early childhood gut microbiome	none	No direct participation
Measure/project 47	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: EndObesity – strategies to prevent overweight and obesity in children in the first 1,000 days of life	none	No direct participation
Measure/project 48	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: GrowH! - Gesund aufwachsen: ("Growing up healthy: targeted obesity prevention for critical transition phases at a young age").	none	The intervention was carried out with parents and their schoolchildren and the effect was evaluated based on questionnaires completed by the families.
Measure/project 49	Federal Ministry of Education and Research	Project under the JPI HDHL measure PREPHOBES: iPREGNO – prevention of unhealthy weight gain during pregnancy and postpartum using an mHealth enhanced intervention	none	The families (mother, father, child) are actively involved in evaluating the effectiveness of the intervention.
Measure/project 50	Federal Ministry of Education and Research	Stiftung Kinder forschen (Foundation children do research)	Local networks acting on their own responsibility commission trainers qualified by the foundation Stiftung Kinder forschen to carry out training courses, finance their work and organise the training courses for local teachers. Indirect cooperation with local authorities and federal states since training courses participants belong to local authority organisations (daycare centres/after-school care centres) or are state employees (teachers at schools).	Children are not the target group, but the beneficiaries.
Measure/project 51	Federal Ministry of Education and Research	Consortium: NAMIBIO app – food allergy biomarker application	none	Since this concerns food allergies in infants and young children, the latter cannot be directly involved. The German Allergy and Asthma Association (DAAB) supports the project and ensures appropriate patient participation by parents. The app to be developed in the project will be evaluated by parents in terms of user-friendliness and appropriateness and their suggestions for improvement will be taken into account.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 52	Federal Ministry of Education and Research	Professional development initiative for early childhood educators (WiFF)	This professional development initiative aims to further professionalise the early childhood educators. To this end, it offers a discourse and transfer platform, the Early Childhood Educators Barometer, expert reports, studies and the WiFF Guide to Continuing Education.	WiFF Transfer: 1 April 2023 – 31 December 2026	1
Measure/project 53	Federal Ministry of Education and Research; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Job-related part-time programmes for mothers of small children	The possibilities of part-time dual vocational training were expanded as of 1 January 2020 with the amendment of the Vocational Training Act (BBiG). Single parents and mothers and fathers with family care responsibilities continue to be a key target group. The BVaDiG (which came into force on 1 August 2014) has further simplified the possibility of part-time training by automatically shortening the duration of training to the full-time training period if this would normally only be extended by a maximum of six months due to part-time work.	Ongoing	Cross-topic measure
Measure/project 54	Federal Ministry of Food and Agriculture	Update and establishment of the DGE quality standards for communal catering	Updating of the DGE quality standards, especially with regard to individual sustainability aspects	The revised standards were published on 25 October 2023.	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 55	Federal Ministry of Food and Agriculture	Ernährungskompetenz junger Familien stärken (“Strengthening the nutritional competence of young families”)	The aim of a collaboration between the BMFSFJ and the BMEL is to support young families in stressful situations in healthy eating behaviour. Central measures include the development and dissemination of new target group-specific e-learning modules for the “Early Childhood Intervention” learning platform run by the National Centre for Early Prevention (NZFH). The NZFH at the BZgA cooperates with the Netzwerk Gesund ins Leben und Ernährungsbildung (“Healthy in Life and Nutrition Education Network”) departments at the Federal Office for Agriculture and Food (BLE). Further topic modules desirable if evaluation confirms the benefits of the measure.	Developed from July 2022 to October 2024: permanently available from October 2024	1, 3
Measure/project 56	Federal Ministry of Food and Agriculture	Research project to improve the knowledge base on food poverty	Social aspects of nutrition in Germany: Causes, determinants and effects of food poverty as well as political options for action.	36 months (expected from the beginning of 2025)	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 57	Federal Ministry of Food and Agriculture	Living-environment-oriented, climate-friendly and health-promoting nutrition education for vulnerable population groups	The aim here was to establish lifestyle-oriented, climate-friendly and health-promoting nutrition education, especially among vulnerable and educationally disadvantaged population groups. To this end, innovative solutions were to be developed on how to reach vulnerable population groups and motivate them to take responsibility for their own actions. By means of low-threshold formal and informal learning opportunities, a structure was to be created that interlinks existing support systems, services and extracurricular education systems, thereby paving the way for the expansion of climate-friendly nutritional competence among vulnerable people through learning opportunities which are oriented towards their living environment. First of all, operationalisation levels were to be set up, tested and evaluated within the Schleswig-Holstein model area. A training concept for sensitising multipliers was developed and implemented at the three model locations. This is to be followed by nationwide transfer.	1 November 2020 – 14 May 2024	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 58	Federal Ministry of Food and Agriculture	Multidisciplinary survey of the nutritional and health situation of people in households at risk of poverty with children (MEGA_kids)	Modular research project on multidisciplinary nutrition of the nutritional and health status of households with children at risk of poverty.	01 July 2021 – 30 June 2024	(4) Healthy nutrition and healthy meals at daycare centres and schools

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 52	Federal Ministry of Education and Research	Professional development initiative for early childhood educators (WiFF)	Educators	Project funding	2023: EUR 1,756,000 2024: EUR 1,997,000 2025: EUR 1,972,000 2026: EUR 1,971,000	EUR 7,696,000
Measure/project 53	Federal Ministry of Education and Research; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Job-related part-time programmes for mothers of small children	Single parents and mothers and fathers with family caring responsibilities, people with disabilities, competitive athletes	legal regulation	does not apply	does not apply
Measure/project 54	Federal Ministry of Food and Agriculture	Update and establishment of the DGE quality standards for communal catering	Those responsible for the provision of school and daycare centre catering, in particular providers and caterers	Grant to the DGE	EUR 171,810 for 2023	EUR 204,981
Measure/project 55	Federal Ministry of Food and Agriculture	Ernährungskompetenz junger Familien stärken (“Strengthening the nutritional competence of young families”)	Health professionals and other multipliers in the lives of pregnant women and young families	Federal funds for catch-up programme after COVID-19 and the institutions’ own funds	Currently only the institutions’ own funds	EUR 206,000
Measure/project 56	Federal Ministry of Food and Agriculture	Research project to improve the knowledge base on food poverty	Those affected by food poverty; with a focus on children and young people	Research funding	not yet clear	not yet clear
Measure/project 57	Federal Ministry of Food and Agriculture	Living-environment-oriented, climate-friendly and health-promoting nutrition education for vulnerable population groups	The focus was on socio-economically disadvantaged citizens at risk of poverty (adults, families, children and young people, older people, young adults/trainees). These include, in particular, TAFEL (food bank) users, people with low literacy levels, people with a migration and refugee background and other vulnerable population groups.	Project funding – full funding	EUR 46,917.16 in the 2020 financial year, EUR 487,099.35 in the 2021 financial year, EUR 560,767.72 in the 2022 financial year, EUR 540,359.00 in the 2023 financial year.	EUR 1,635,143.23
Measure/project 58	Federal Ministry of Food and Agriculture	Multidisciplinary survey of the nutritional and health situation of people in households at risk of poverty with children (MEGA_kids)	Households with children at risk of poverty	Research funding		EUR 308,909.95

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 52	Federal Ministry of Education and Research	Professional development initiative for early childhood educators (WiFF)	Involvement of the federal states, e.g. by authorising/participating in surveys/studies; exchange between WiFF and federal state representatives on technical issues.	Children are not the target group, but the beneficiaries.
Measure/project 53	Federal Ministry of Education and Research; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Job-related part-time programmes for mothers of small children	does not apply	does not apply
Measure/project 54	Federal Ministry of Food and Agriculture	Update and establishment of the DGE quality standards for communal catering	Update check with the networking centres for daycare and school catering in the federal states about practical needs. As this was simply an update and not a fundamental revision, no broad participatory process was carried out.	No participation
Measure/project 55	Federal Ministry of Food and Agriculture	Ernährungskompetenz junger Familien stärken (“Strengthening the nutritional competence of young families”)	Yes, via the state-wide and municipal networks for early childhood intervention and other partners of NZFH and Netzwerk Gesund ins Leben	No
Measure/project 56	Federal Ministry of Food and Agriculture	Research project to improve the knowledge base on food poverty	not yet clear	not yet clear
Measure/project 57	Federal Ministry of Food and Agriculture	Living-environment-oriented, climate-friendly and health-promoting nutrition education for vulnerable population groups	The concepts and materials developed were trialled in the municipalities in cooperation with the three practical partners – the State Association for Health Promotion in Schleswig-Holstein (LVGFSH), Equippers Flensburg e. V. (EQFL) and TAFEL-Akademie.	Children and young people were involved in trialling the concepts and materials created. In some cases, young people were also involved in developing the participatory concept, for example at a “Hip-Hop & Food” workshop. During the project, the collaboration with EQFL resulted in participatory videos entitled “Snack Check” and a video message as an announcement including a call for participation, in which young people/young adults present popular processed snacks and health-promoting alternatives.
Measure/project 58	Federal Ministry of Food and Agriculture	Multidisciplinary survey of the nutritional and health situation of people in households at risk of poverty with children (MEGA_kids)		Survey of children aged 11 to 17

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 59	Federal Ministry of Food and Agriculture	The National Reduction and Innovation Strategy for Sugar, Fats and Salt in Processed Foods (NRI)	Under the NRI, the food industry has committed to reducing energy, sugar, fats and salt in processed foods by 2025. Data from the Max Rubner Institute (MRI) indicate that the product reformulations carried out to date are not yet sufficient to support a balanced diet to the extent required. Therefore, in accordance with the coalition agreement, the political framework conditions are now being created with scientifically based reduction targets to ensure that the proportion of sugar, fats and salt in processed foods is quickly and significantly reduced. The methodology for deriving reduction targets is being developed by means of a stakeholder process with experts from the academic community under the leadership of the MRI. Reduction targets for relevant food groups are to be in place by the beginning of 2025.	2025	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 60	Federal Ministry of Food and Agriculture	Project funding of the network centres for nursery and school nutrition in connection with the National Action Plan IN FORM.	Promotion of projects run by the networking centres for daycare and school catering, promotion of quality in daycare and school catering.	2023–2024	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 61	Federal Ministry of Food and Agriculture	Stillen – Eating for future (“Breastfeeding – Eating for the future”)	The project Stillen – Eating for future aims to promote acceptance, understanding and a positive attitude towards breastfeeding. The programme is being implemented by the medical health promotion association Ärztliche Gesellschaft zur Gesundheitsförderung e. V. (ÄGGF), with Netzwerk Gesund ins Leben providing expert support. A total of around 2,600 events are planned throughout Germany in years 4 to 6, reaching as many as 30,000 schoolchildren. Teachers and educators receive further training and teaching materials. The project is being funded by the Federal Ministry of Food and Agriculture until mid-2024 in connection with the IN FORM – Germany’s initiative for healthy eating and more physical activity; it also contributes to the National Strategy for the Promotion of Breastfeeding, which was adopted by the Federal Cabinet.	Oct 2021 to Dec 2024	2, 3, 4
Measure/project 62	Federal Ministry of Food and Agriculture	Improvement of iodine intake	Current data from the Robert Koch Institute show that the iodine intake in Germany has deteriorated and that there is once again a mild iodine deficiency. To counteract the declining trend in iodine intake, the BMEL launched the long-term information campaign Wenn Salz, dann Jodsalz (“If salt, then iodised salt”) in September 2023. Consumers are informed about the importance of iodine intake for health and sensitised to the use of iodised salt and the preference for foods produced with iodised salt. The food industry is also addressed in order to encourage the use of iodised salt in food processing and preparation. The information campaign is run primarily via digital media.	Ongoing	(4) Healthy nutrition and healthy meals at daycare centres and schools

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 59	Federal Ministry of Food and Agriculture	The National Reduction and Innovation Strategy for Sugar, Fats and Salt in Processed Foods (NRI)	Total population, focus target group: Children and young people			
Measure/project 60	Federal Ministry of Food and Agriculture	Project funding of the network centres for nursery and school nutrition in connection with the National Action Plan IN FORM.	Depending on the individual projects supported	Grants to the networking centres	Up to EUR 2.2 million per year	Up to EUR 4.4 million, total funding used: EUR 3.2 million
Measure/project 61	Federal Ministry of Food and Agriculture	Stillen – Eating for future (“Breastfeeding – Eating for the future”)	Teachers; pupils	Federal funds for catch-up programme after COVID-19 and the institutions’ own funds	EUR 252,000	EUR 755,000
Measure/project 62	Federal Ministry of Food and Agriculture	Improvement of iodine intake	The target groups are essentially all consumers, but in particular women of childbearing age, pregnant and breastfeeding women, families with minors and people with special dietary habits (especially people who follow a vegetarian or vegan diet), as well as the food industry.		EUR 150,000	EUR 150.000 per year

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 59	Federal Ministry of Food and Agriculture	The National Reduction and Innovation Strategy for Sugar, Fats and Salt in Processed Foods (NRI)	The federal state chairing the Federal State Working Group on Consumer Protection (LAV) is a member of the NRI Monitoring Committee, which supports the implementation of the NRI, evaluates progress and makes recommendations for action.	
Measure/project 60	Federal Ministry of Food and Agriculture	Project funding of the network centres for nursery and school nutrition in connection with the National Action Plan IN FORM.	Depending on the individual projects supported	Depending on the individual projects supported
Measure/project 61	Federal Ministry of Food and Agriculture	Stillen – Eating for future (“Breastfeeding – Eating for the future”)	Via education newsletter	Yes, in the development of the teaching concept
Measure/project 62	Federal Ministry of Food and Agriculture	Improvement of iodine intake		On 15 October 2024, the BMEL will hold a digital dialogue session involving youth representatives from various areas of society (e.g. universities/colleges, politics, NGOs, health, nutrition, food industry). The aim is to present the iodine information campaign Wenn Salz, dann Jodsalz (“If salt, then iodised salt”). Secondly, feedback will be obtained from the youth representatives and suggestions and proposals for further/adapted measures will be included.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 63	Federal Ministry of Food and Agriculture	Joint project Gesund und nachhaltig essen mit kleinem Budget – gemeinsam Ernährungsarmut begegnen ("A healthy and sustainable diet on a small budget – tackling food poverty together")	The overarching goal of the joint project is to empower consumers affected or those who live under the threat of food poverty to deal with the challenges of healthy and sustainable nutrition in day-to-day life despite low financial resources and to organise their diet in a health-promoting and sustainable way on their own initiative. To this end, the existing approaches from the previous projects KlimaFood and Gemeinschaftsaktion – Ernährung in der Krise ("Community Action – Nutrition in Crisis"), along with new concepts at the behavioural and relationship level, are to be (further) developed, implemented as models and optimised. The focus here is on the individual, psychosocial determinants of nutritional poverty (nutritional competence, self-efficacy expectations, social support, nutritional awareness).	15 May 2024 – 14 May 2027	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 64	Federal Ministry of Food and Agriculture	Further development of the EU Nutri-Score			
Measure/project 65	Federal Ministry of Food and Agriculture	Further development of the quality management tool Unser Schulessen ("Our school meals")	The tool Unser Schulessen ("Our school meals") is designed to support schools in establishing and continuously safeguarding balanced and sustainable catering options based on the DGE quality standard.	2024–2026	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 66	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the National Strategy for the Promotion of Breastfeeding	The National Strategy for Breastfeeding Promotion provides for measures in seven strategic areas: evidence-based guidelines, education and training, prevention and care structures, community breastfeeding promotion, breastfeeding and work, marketing of breastmilk substitutes and systematic breastfeeding monitoring. Implementation is carried out with the involvement of relevant stakeholders and is coordinated by the coordination centre set up for this purpose at the Institute of Child Nutrition at the Max Rubner Institute.	since 2021	1,3
Measure/project 67	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the communication strategy in connection with the National Strategy for the Promotion of Breastfeeding	Implementation of communication: In cooperation with a broad-based network of actors, the Netzwerk Gesund ins Leben implements communication within the framework of the National Strategy for the Promotion of Breastfeeding. Communication on breastfeeding promotion is a cross-sectional task that is closely linked to the strategy areas. It aims to increase social acceptance of breastfeeding throughout the population and raise awareness of the importance of breastfeeding, particularly among women who have previously breastfed less frequently and for shorter periods.	Permanent task, embedded in the federal government's food strategy until 2050	1, 3

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 63	Federal Ministry of Food and Agriculture	Joint project Gesund und nachhaltig essen mit kleinem Budget – gemeinsam Ernährungsarmut begegnen (“A healthy and sustainable diet on a small budget – tackling food poverty together”)	According to the BMEL’s departmentally agreed definition, food poverty is “to be understood as a qualitatively or quantitatively inadequate diet, which can have various causes, including insufficient access to healthy and sustainable food or a lack of nutritional skills. This can lead to health and social restrictions.” The people affected (primary target group) have in common that they are very difficult to reach via general targeting through information offerings such as special events, etc. This is another reason why the target group description remains general. So the aim is to inform those who have contact with members of the vulnerable group for other reasons (secondary target group) “when the occasion arises” about the possibilities of maintaining a healthy diet on a low budget. For this reason, the target group for this programme is not solely restricted to vulnerable individuals but is made of people who are visited by members of the vulnerable group for other reasons. The secondary target group mainly consists of professionals who are actively involved in the lives of the primary target group. This target group includes social workers and educators in district, family and youth centres and also adult education centres, full-time staff and volunteers at food banks and other social institutions as well as street workers in urban districts.	Project funding – full funding	Verbraucherzentrale NRW e.V. (consumer advice centre): EUR 1,032,699.78 in the 2024 financial year, EUR 1,687,795.51 in the 2025 financial year, EUR 1,709,154.20 in the 2026 financial year, EUR 640,671.11 in the 2027 financial year. European University of Flensburg: EUR 508,212.00 in the 2024 financial year, EUR 841,689.45 in the 2025 financial year, EUR 785,796.04 in the 2026 financial year, EUR 264,839.16 in the 2027 financial year.	Verbraucherzentrale NRW e.V. (consumer advice centre): EUR 5,070,320.60 European University of Flensburg: EUR 2,400,536.65
Measure/project 64	Federal Ministry of Food and Agriculture	Further development of the EU Nutri-Score				
Measure/project 65	Federal Ministry of Food and Agriculture	Further development of the quality management tool Unser Schulessen (“Our school meals”)	Schools	Commission	EUR 280,000 for 2024	EUR 797,500
Measure/project 66	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the National Strategy for the Promotion of Breastfeeding	Policymakers, academics, professionals, media, the population at large, expectant parents, breastfeeding mothers and their social environment	Budget funds from federal institutional funding		
Measure/project 67	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the communication strategy in connection with the National Strategy for the Promotion of Breastfeeding	Politicians, professionals, the media, the entire population, expectant parents, breastfeeding mothers and their social environment	Budget funds from federal institutional funding	For communication: Material resources totalling EUR 300,000	

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 63	Federal Ministry of Food and Agriculture	Joint project Gesund und nachhaltig essen mit kleinem Budget – gemeinsam Ernährungsarmut begegnen ("A healthy and sustainable diet on a small budget – tackling food poverty together")	The project measures are implemented nationwide by the 16 consumer advice centres in the federal states and coordinated by VZ NRW.	In order to make the conditions in relevant facilities more sustainable, the nutritional environments must be designed to be healthier, more climate-friendly and fairer. The elements of health-promoting organisational development and evaluative concept development are incorporated here. The "Pilot model for organisational development" work package is aimed at such institutions as independent child and youth work facilities that offer children and young people after-school care from lunchtime to the evening; the aim is to make their catering situation more health-promoting in addition to offering nutritional education. Children and young people can benefit indirectly from the planned consumer information measures and nutrition education events by parents passing on their knowledge to their children or incorporating it in their day-to-day lives.
Measure/project 64	Federal Ministry of Food and Agriculture	Further development of the EU Nutri-Score		
Measure/project 65	Federal Ministry of Food and Agriculture	Further development of the quality management tool Unser Schulessen ("Our school meals")	Federal states are involved	No direct participation
Measure/project 66	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the National Strategy for the Promotion of Breastfeeding		No
Measure/project 67	Federal Ministry of Food and Agriculture; Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of the communication strategy in connection with the National Strategy for the Promotion of Breastfeeding	Involvement of the federal state and municipal levels via the relevant partner organisations in the stakeholder network.	No

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 68	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal initiative Schutz von geflüchteten Menschen in Flüchtlingsunterkünften (“Protection of refugees in refugee shelters”)	Through the federal initiative Schutz von geflüchteten Menschen in Flüchtlingsunterkünften (“Protection of refugees in refugee shelters”), the BMFSFJ is working together with the United Nations Children’s Fund UNICEF and a broad alliance of partner organisations to protect women, children and other vulnerable people in refugee accommodation. Within this framework, there is a large network of practitioners and other stakeholders. Mindeststandards zum Schutz von geflüchteten Menschen in Flüchtlingsunterkünften (“Minimum Standards for the Protection of Refugees in Refugee Accommodation” (4th edition/ April 2021) were jointly developed as guidelines for the initial creation, implementation and monitoring of accommodation-specific protection concepts. In addition, federal states and municipalities are supported in the implementation of protection against violence through various pilot projects, including the implementation of children’s rights.	Since 2016	-5
Measure/project 69	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Live Democracy!	Strengthens the understanding of democracy, democratic education and social cohesion. The funded projects focus on fundamental principles such as equality, the rule of law, the protection of human rights and social participation in political processes.	2020-2024 (second funding period)	Cross-thematic field of action
Measure/project 70	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Integrationskurs mit Kind: Bausteine für die Zukunft (“Integration course with child: building blocks for the future”)	Through the ESF Plus programme Integrationskurs mit Kind Plus: Perspektive durch Qualifizierung (“Integration course with child plus: Perspectives through Qualification”), the BMFSFJ, BMI and the EU subsidise childcare while parents attend an integration course. Children who are not required to attend school are supervised during the course by qualified persons or those who are obtaining qualifications in connection with the programme. This bridging programme prepares children and families for the transition to the use of regular childcare services.	01 January 2024 – 31 December 2026	1
Measure/project 71	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Frühe Hilfen (Federal Foundation for Early Childhood Intervention)	Early childhood intervention is offered to parents from pregnancy onwards and to families with children up to the age of three. The offerings are low-threshold and are aimed in particular at families in stressful life situations. Professionals from different sectors work closely together and are coordinated in local networks. Through the Federal Foundation for Early Childhood Intervention, the BMFSFJ provides permanent funding of EUR 51 million per year for early childhood intervention networks and psychosocial support services. The foundation has received EUR 5 million in additional budget funds for the financial year 2024.	Ongoing since 2018	

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 68	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal initiative Schutz von geflüchteten Menschen in Flüchtlingsunterkünften (“Protection of refugees in refugee shelters”)	Refugees, children and young people	Awards, grants	Not applicable – cannot be broken down individually with regard to measures relating to children’s rights.	Not applicable – cannot be broken down individually with regard to measures relating to children’s rights.
Measure/project 69	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Live Democracy!	Children, adolescents and young adults in particular are supported in exercising their rights to participation and co-determination.	Project funding	2024 = funding volume: EUR 182 million	
Measure/project 70	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Integrationskurs mit Kind: Bausteine für die Zukunft (“Integration course with child: building blocks for the future”)	Immigrant parents with non-school-age children; people interested in qualifying as childminders	Grant	2024: EUR 9 million in federal funding (BMFSFJ: EUR 3.7 million , BMI: EUR 5.3 million) plus up to a calculated total of EUR 6.2 million in ESF Plus funds; funds for financial years 2025 and 2026 still not defined, as the specific funding for the integration course budget line will only be determined in the course of parliamentary deliberations on the 2025 budget.	N.N.
Measure/project 71	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Frühe Hilfen (Federal Foundation for Early Childhood Intervention)	Parents, especially those in stressful circumstances, with children aged 0-3 years	Allocations to the federal states	EUR 51 million in accordance with KKG (2024: an additional EUR 5 million)	

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 68	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal initiative Schutz von geflüchteten Menschen in Flüchtlingsunterkünften (“Protection of refugees in refugee shelters”)	Close cooperation with the authorities responsible for accommodating refugees in the federal states and municipalities in order to promote “suitable measures” within the meaning of Sections 44 (2a) and 53 (3) AsylG.	Participation formats are being trialled, for example in connection with complaints procedures for accompanied children in refugee accommodation.
Measure/project 69	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Live Democracy!	Supports cities, districts and municipal associations in the Partnerships for Democracy. These are local and regional alliances that develop suitable strategies targeting the specific situation on site – in a participatory and sustainable manner. The work of a state democracy centre is supported in every federal state. The state democracy centres cluster the measures to strengthen democracy and diversity in the respective federal state, networking all relevant actors and coordinating the services of mobile counselling, victim counselling and affected person counselling as well as distancing counselling and exit counselling on site.	Children and young people are to be able to play an active role in shaping democracy. In order to realise their rights to social and political participation and co-determination, concepts of democracy promotion are needed that are adapted to their age and stage of development. For this reason, the subsidised projects focus on fundamental principles such as equality, the rule of law and the protection of human rights. Methods are developed and trialled to help children, young people and young adults to exercise their participation and co-determination rights. In order to strengthen the participation of young people in the Partnerships for Democracy, youth forums are set up that are organised and led by young people themselves. The Partnerships for Democracy receive additional funding so that the ideas developed by them can also be put into practice.
Measure/project 70	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal programme Integrationskurs mit Kind: Bausteine für die Zukunft (“Integration course with child: building blocks for the future”)	Local authorities are involved in the programme, as youth welfare offices must confirm the suitability of the premises and persons for use in child supervision	-
Measure/project 71	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Frühe Hilfen (Federal Foundation for Early Childhood Intervention)	All federal levels are involved in early childhood intervention: federal office – state coordination centres – network coordination centres in the municipalities	Participation via the parents of children aged 0-3 years

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 72	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Mutter und Kind – Schutz des ungeborenen Lebens (Federal Foundation "Mother and Child – Protection of Unborn Life")	The Federal Foundation "Mother and Child – Protection of Unborn Life" has been helping pregnant women in emergency situations since 1984. They receive supplementary financial assistance in an unbureaucratic way to make it easier for them to opt to keep the child and continue the pregnancy.	Ongoing since 1984 based on the Foundation Establishment Act (EhrenamtStiftG)	In addition to its purpose as a foundation, the Federal Foundation makes an important contribution to mitigating or preventing the consequences of poverty for children by opening the door to the early childhood intervention system.
Measure/project 73	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Nationwide specialist coordination agency for the protection of men from violence (BFKM)	Active throughout Germany, the coordination centre aims to encourage state and local policymakers in particular to push for protection and support measures for men affected by domestic violence and (where applicable) their children. The BFKM also seeks to coordinate and support the establishment of help lines and online counselling in the federal states so that a standardised support service is available nationwide for boys and men affected by violence.	10/2022 – 09/2025	3 (indirectly)
Measure/project 74	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Zukunftspaket für Bewegung, Kultur und Gesundheit ("Future package for physical exercise, culture and health)	The Zukunftspaket für Bewegung, Kultur und Gesundheit ("Future package for physical exercise, culture and health") agreed on in the coalition agreement was implemented for the first time in 2023. The aim of the federal programme is to improve the situation of young people in the current times of crisis by enabling them to participate, actively shape their living environment, develop and implement their own project ideas, experience self-efficacy in a positive way, develop new interests, and experience new forms of leisure activities.	Ongoing since 2018	2
Measure/project 75	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Digitale-Familienleistungen-Gesetz (Digital Family Benefits Act)	Legal basis for data retrieval between registry offices, health insurance funds, German pension insurance and parental allowance offices, so that less documentary proof has to be repeatedly submitted.	Ongoing since 2021	Cross-thematic

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 72	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Mutter und Kind – Schutz des ungeborenen Lebens (Federal Foundation "Mother and Child – Protection of Unborn Life")	Pregnant women in financial need	Allocation to central institutions in the federal states	Currently EUR 96 million	Annual federal contribution currently EUR 96 million
Measure/project 73	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Nationwide specialist coordination agency for the protection of men from violence (BFKM)	Children of men affected by violence	Project funding	EUR 800,000	EUR 2.52 million
Measure/project 74	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Zukunftspaket für Bewegung, Kultur und Gesundheit ("Future package for physical exercise, culture and health)	Children, teenagers and young adults up to the age of 26	Funding was provided in three funding areas in 2023: the maximum funding amount for projects initiated by children's and youth groups and applied for jointly with an organisation (funding area 1a) and implemented by organisations together with children and young people (funding area 1b) was EUR 100,000. In funding area 2, municipalities could apply for up to EUR 150,000 for the implementation of future plans. The programmes implemented with the funds were decided in "Committees for the Future" in which children and young people had the majority of votes. in 2024, there will be an even greater focus on projects initiated by young people than in 2023. From the end of February, children's and youth groups were able to seek advice and apply for between EUR 5,000 and EUR 30,000 for their project together with a sponsor. In order to be eligible for funding, the group must consist of at least three children or young people, and the project must be designed in a plausible manner, respond to a need in the applicant's environment and initiate changes in the social environment.	2023: Funding volume EUR 37 million 2024: Funding volume EUR 8 million	Funding volume EUR 45 million
Measure/project 75	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Digitale-Familienleistungen-Gesetz (Digital Family Benefits Act)	Parents who apply for parental allowance	Legal basis	2020: EUR 4,200.00	4.200,00 €

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 72	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Bundesstiftung Mutter und Kind – Schutz des ungeborenen Lebens (Federal Foundation "Mother and Child – Protection of Unborn Life")	All federal levels are involved in the Federal Foundation: Federal office – Central facilities in the federal states – Pregnancy counselling centres at the applicant's place of residence.	Pregnant minors can also receive support through the Federal Foundation.
Measure/project 73	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Nationwide specialist coordination agency for the protection of men from violence (BFKM)	The coordination centre is active nationwide and advises state and local policymakers on the development of protection and support measures for boys and men affected by domestic violence; it has also begun providing specialist and policy advice in all federal states. Contacts have been established with organisations, projects, initiatives and those responsible in administration and politics.	Children as co-beneficiaries of the help on offer
Measure/project 74	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Zukunftspaket für Bewegung, Kultur und Gesundheit ("Future package for physical exercise, culture and health)	In 2023, 128 projects in funding area 2 worked with municipalities that implemented local plans for the future (see type of funding).	Children and young people are the focus of the programme. The programme supports projects by young people for young people. In 2023, cooperation with young people and co-determination with them was a prerequisite for funding in all funding areas. This was particularly prominent in funding area 1a, where the initiative for the projects came from young people. In addition, a focus was placed on reaching children and young people who are growing up in at-risk situations. In 2024 projects are only funded that are initiated by young people and implemented by them for other young people.
Measure/project 75	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Digitale-Familienleistungen-Gesetz (Digital Family Benefits Act)	Federal states that are responsible for implementing parental allowance implement the data retrieval through their parental allowance offices	No participation.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 76	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	elternsein.info	The website elternsein.info run by the NZFH (National Centre for Early Prevention) provides young families, especially those living in stressful circumstances, with information in plain language about early childhood intervention services and about topics relating to the first years of a child's life and life as a young family.	Ongoing since 2018	
Measure/project 77	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Pay Transparency Act (EntgTranspG)	The Pay Transparency Act supports women in particular in asserting their right to equal pay for equal work or work of equal value. Among other things, it provides for a right to information for employees and obliges larger employers to report on equality and equal pay. Equal pay between the sexes is a key prerequisite for equal opportunities for women and men in the labour market and ensures the economic independence of women. As such it also makes an important contribution to improving opportunities for families and children. The Pay Transparency Directive (EU) 2023/970, which must be transposed into German law by 7 June 2026, requires transparency and legal enforcement measures that go beyond the Pay Transparency Act in order to strengthen the principle of equal pay, and enforce equal pay in practice.		
Measure/project 78	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Development and implementation of the Strategy to Counter Loneliness	Strategy pursued by the federal government to counter loneliness in all age groups and for all life situations in order to shed more light on the problem of loneliness and take action to tackle it. Objectives: raise awareness, boost research and practical work, take action across sectors and expand services.	In development from 6/2022 onwards, cabinet decision 13.12.2023; since then first implementation phase up until end of 20th parliamentary term	Comprehensive
Measure/project 79	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	ESF Plus parental support programme Opportunities for parents (ElternChanceN). Strengthening families by supporting parents	The programme provides families with targeted support in the form of day-to-day help with parenting issues and children's education. At 64 project locations, building blocks for successful parental cooperation/support are to be designed and implemented with the involvement of social institutions in the region. The aim is to do more to integrate preventive "parental guidance" in cooperative forms of work and make this a permanent fixture in the social space and the municipal context.	06/2022 – 05/2028	1
Measure/project 80	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Familienportal (Family Portal)	The Family Portal (www.familienportal.de) is the central information and service portal of the BMFSFJ for (expectant) families and counsellors. It brings together all relevant information on state family benefits, legal regulations and support options in a single website. By entering their postcode, users can make use of a local counselling search function to locate centres and agencies in their vicinity where they can apply for benefits or obtain further counselling and support services.	Ongoing since 2017	Comprehensive
Measure/project 81	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	FamPower2	Training of family multipliers to support migrant families		1
Measure/project 82	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Funding of the award-winning project ideas for parental involvement and democracy support from the competition misch:mit – für Elternbegleitung und Demokratiebildung ("Get involved – in support of parental support and democracy education")	The aim of the programme is to anchor democratic education and educational competence in the family at an early age, thereby laying the foundations for the formation of democratic values and democratic behaviour. The five project ideas selected in the ideas competition will be funded for a period of three years (until 2024).	2022–2024	1
Measure/project 83	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Girls' Day – Girls' Future Day and Boys' Day – Boys' Future Day	Strengthening stereotype-free career guidance for pupils from year 5 onwards.	2020-2025	1

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 76	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	elternsein.info	Parents, especially those in stressful circumstances, with children aged 0-3 years	Allocation to the BZgA as the responsible body for the National Centre for Early Prevention	150.000	
Measure/project 77	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Pay Transparency Act (EntgTranspG)				
Measure/project 78	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Development and implementation of the Strategy to Counter Loneliness	People with (potential) experience of loneliness of all ages	Political strategy		
Measure/project 79	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	ESF Plus parental support programme Opportunities for parents (ElternChanceN). Strengthening families by supporting parents	Families in special circumstances (educationally disadvantaged, affected by poverty, refugee or migrant background, etc.)	Proportionate funding for municipalities or for independent child and youth welfare organisations	approx. EUR 7 million in ESF and federal funding	approx. EUR 45 million in ESF and federal funding 2022-2028
Measure/project 80	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Familienportal (Family Portal)	Families, especially (expectant) parents, but also other groups such as elderly people (see life situations on the portal) and those who advise these target groups	No funding	In the last few years approx. EUR 150,000	approx. EUR 1.7 million since the start of the development of the Family Portal
Measure/project 81	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	FamPower2	Migrant self-help	Grant	approx. EUR 100,000	approx. EUR 315,000
Measure/project 82	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Funding of the award-winning project ideas for parental involvement and democracy support from the competition misch:mit – für Elternbegleitung und Demokratiebildung (“Get involved – in support of parental support and democracy education”)	Parents and educational professionals at daycare centres and in family education	Grant to the five award-winning organisations in the competition misch-mit.	approx. EUR 200,000	approx. EUR 600,000
Measure/project 83	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Girls’ Day – Girls’ Future Day and Boys’ Day – Boys’ Future Day	Pupils from year 5 onwards	Project funding from the federal government.	approximately EUR 1.4 million	approximately EUR 6.6 million

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 76	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	elternsein.info	Yes, for postcode search “EARLY CHILDHOOD INTERVENTION NEAR YOU”	No involvement of children due to their young age
Measure/project 77	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Pay Transparency Act (EntgTranspG)		
Measure/project 78	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Development and implementation of the Strategy to Counter Loneliness	Cooperation via committees such as the federal government + federal state dialogue on loneliness and the advisory board of the loneliness competence network	Participatory elements in the development process, involvement of children’s and youth organisations
Measure/project 79	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	ESF Plus parental support programme Opportunities for parents (ElternChanceN). Strengthening families by supporting parents	Federal states were incorporated in the selection of projects for application for funding under the first funding phase	
Measure/project 80	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Familienportal (Family Portal)	Yes, via the federal government/federal state working group on the Family Portal	Participation possible through feedback using the feedback form
Measure/project 81	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	FamPower2	None	Elaboration is the responsibility of the project organiser bbt
Measure/project 82	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Funding of the award-winning project ideas for parental involvement and democracy support from the competition misch:mit – für Elternbegleitung und Demokratiebildung (“Get involved – in support of parental support and democracy education”)		
Measure/project 83	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Girls’ Day – Girls’ Future Day and Boys’ Day – Boys’ Future Day	Some of the federal states are involved through the state and regional Girls’ Day and Boys’ Day coordinators.	The project sponsor, Competence Center Technology-Diversity-Equal Opportunities e. V. (kompetenzz), is responsible for the concrete design of the measure.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 84	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Help and counselling for women affected by violence, together with their children	The violence protection strategy in accordance with the Istanbul Convention summarises the goals and measures being pursued by the federal government to combat violence against women and domestic violence more effectively. This strategy takes account of the needs of women with children and children themselves as victims and witnesses of violence. The planned Violence Assistance Act (GewHG) aims to provide a reliable support system in cases of gender-specific and domestic violence. The core element of the draft is the nationwide safeguarding of free and low-threshold access to protection and counselling for people affected by violence. This is done by introducing a legal right to protection and counselling in cases of violence. The federal states are obliged to provide a network of needs-based protection and counselling services.	Violence protection strategy according to the Istanbul Convention: 2025-2030; Violence Assistance Act (GewHG): planned entry into force: after enactment (2025); legal entitlement from 2030	Comprehensive
Measure/project 85	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Initiative Klischeefrei (“Cliché-free”)	Strengthen cliché-free career guidance, focus on target groups.	2021–2026	1
Measure/project 86	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	JUGEND STÄRKEN (strenghening youth): Bridges to Independence	This programme is aimed at young people aged 14 to 26 who need support because they are not yet able to lead independent lives and/or because they are threatened or affected by housing exclusion. The target group includes in particular young people who leave residential youth care (so-called “care leavers”) and those who have lost all institutional links (so-called disconnected young people). Project participants are to be enabled to live independently and/or placed in stable housing in a resource-oriented and efficient manner. New forms of housing can be tested such as Housing First approaches.	2022–2027	
Measure/project 87	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Child and Youth Empowerment Act (KJSG)	From 2025, the evaluation of the KJSG is to be prepared and subsequently implemented.		
Measure/project 88	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model programme Mental Health Coaches	Strengthening the mental health of children and young people	2022 – end of 2024 (currently)	3
Measure/project 89	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	meinTestgelände (“My test site”)	Website by and for young people of all genders on gender issues	2022-06/2026	

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 84	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Help and counselling for women affected by violence, together with their children	Victims of violence and their children	Strategy Federal participation in standard financing until 2036	2027: EUR 112 million 2028: EUR 141.5 million 2029: EUR 195 million 2030 – 2036: EUR 306.5 million per year	
Measure/project 85	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Initiative Klischeefrei (“Cliché-free”)	Employers, daycare centres, schools, parents, universities, careers advice centres	Project funding from the federal government.	approximately EUR 300,000	approximately EUR 1.73 million
Measure/project 86	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	JUGEND STÄRKEN (strenghening youth): Bridges to Independence	Young people in precarious situations	Grant	EUR 2.8 to EUR 13.3 million	up to EUR 70 million
Measure/project 87	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Child and Youth Empowerment Act (KJSG)				
Measure/project 88	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model programme Mental Health Coaches	Pupils from lower secondary level onwards	Grant	EUR 5 million per six-month school period	almost EUR 15 million to date
Measure/project 89	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	meinTestgelände (“My test site”)	Young people of all genders	Project funding from the federal government.	approx. EUR 350,000	approximately EUR 1.2 million

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 84	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Help and counselling for women affected by violence, together with their children	Violence protection strategy according to the Istanbul Convention: Participation of federal states/municipalities through committee work and events Implementation of GewHG by the federal states Evaluation reports by the federal states	No participation.
Measure/project 85	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Initiative Klischeefrei (“Cliché-free”)	Only if they are a partner of the initiative	The project sponsor, Competence Center Technology-Diversity-Equal Opportunities e. V. (kompetenzz), is responsible for the concrete design of the measure.
Measure/project 86	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	JUGEND STÄRKEN (strenghening youth): Bridges to Independence	Yes	No
Measure/project 87	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Child and Youth Empowerment Act (KJSG)		
Measure/project 88	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model programme Mental Health Coaches	Cooperation with the federal states: on the selection of school locations. No direct cooperation with the municipalities.	Participation of the students in the selection of group programmes by the mental health coaches.
Measure/project 89	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	meinTestgelände (“My test site”)	None	What do young people of all genders think and feel about gender, about being a boy*, a girl*, queer or trans*, about homosexuality, bisexuality, gender relations and a society that treats people differently according to their gender? What is important to them on these topics, what possibilities of expression do they find and have? How do they make themselves heard? How do they engage in discussion? What does it mean to them that the gender magazine meinTestgelände gives them the opportunity to have thousands of people read their contributions? How do their contributions feed into the development of gender-sensitive pedagogy? How can professionals work with the statements made by young people of all genders? meinTestgelände – Das Gendermagazin is a platform that deals with these issues, publicises what young people have to say, and transfers these ideas to the professional world of gender-sensitive education and gender equality policy.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 90	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project for the provision of assistance, advice and conflict resolution in connection with parental separation STARK – Streit und Trennung meistern – Alltagshilfe, Rat und Konfliktlösung 2021-2023	The aim of the platform is to provide couples in crisis and separated families with a comprehensive digital information and counselling service on the subject of separation. The platform is aimed at parents before and during the separation phase as well as parents and children/young people after separation. For the first time, there is also a separate section just for children and young people who are particularly frequently affected by parental conflict and separation. At the same time, the platform offers a separate area for counsellors with free information material and tools for practical use.	11/2020-1/2026	Cross-thematic field of action
Measure/project 91	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project to combat loneliness Vereint(t) gegen Einsamkeit" run by the German Olympic Sports Confederation (DOSB)	A strategy for sports clubs is to be developed and trialled on how lonely people can be reached and integrated into sports clubs through the 87,000 sports clubs and the various sports associations in Germany. The project draws on the potential of sport to prevent and alleviate loneliness in society.	10/2022 bis 12/2024	Comprehensive
Measure/project 92	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	National Action Plan for Child and Youth Participation	The federal government's youth strategy is being further developed with an NAP for Child and Youth Participation (KoaV 2021). The aim is to strengthen the participation of children and young people in Germany. The NAP is designed as a dialogue process and was launched in November 2022. Various formats will be implemented until 2025 through a series of events. These include dialogue forums, think tanks, children's and youth audits. The focus is on the participation of young people and experts in child and youth participation. The process will end in 2025, when the results will be presented to the Federal Cabinet and the Conference of the State Ministers for Youth and Family Affairs (JFMK).	01 April 2023 – 31 March 2026	2 or cross-thematic
Measure/project 93	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Project Pausentaste ("Pause button")	The project Pausentaste ("Pause button") aims to support young carers nationwide with a low-threshold counselling service	Initially running until 31 December 2024; the duration of the project is always extended by two years (probably until 31 December 2026)	Cross-thematic field of action
Measure/project 94	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Parental guidance qualification	By promoting the qualification of skilled specialists as parental guides, the preventive effect of family education is emphasised and a contribution is made to the well-being of families as well as to reducing inequality of opportunity, the risk of poverty and social exclusion.	01/2022- 12/2024	1
Measure/project 95	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Qualification initiative Gesundheitsbezogene Elternkompetenzen ("Health-related parenting skills")	A qualification initiative that seeks to strengthen health-related parenting skills in family and parent support and anchor them in a targeted manner in the existing structures of networked parent support in the area. The measure is subject to funding. "Following the COVID-19 catch-up package, we will quickly and effectively improve the situation for children and young people with a future package for physical exercise, culture and health" (KoaV, p. 98).	No budget funds were made available for implementation – as a result it was not possible to implement the measure.	1

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 90	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project for the provision of assistance, advice and conflict resolution in connection with parental separation STARK – Streit und Trennung meistern – Alltagshilfe, Rat und Konfliktlösung 2021-2023	Parents before/in the separation phase, children and young people affected by separation, counsellors	Grant to the DJI in cooperation with the universities of Göttingen, Heidelberg, Munich and Ulm	2024: approx. EUR 190,000	approx. 2.9 million
Measure/project 91	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project to combat loneliness Vereint(t) gegen Einsamkeit" run by the German Olympic Sports Confederation (DOSB)	People with (potential) experience of loneliness of all ages	Grant recipient: German Olympics Sports Confederation.	2022: EUR 56,500 2023: EUR 124,000 2024: EUR 117,500	298.000 €
Measure/project 92	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	National Action Plan for Child and Youth Participation	Children, adolescents and young adults up to the age of 27; experts in child and youth participation, academic experts, administrators and policymakers	Commission	2023: EUR 678,176.70 2024: EUR 741,306.70 2025: EUR 598,044.40 2026: EUR 108,610.35	2.126.138,15 €
Measure/project 93	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Project Pausentaste ("Pause button")	Child carers, young carers, student carers, parents of young carers, professionals at schools, universities and associations, the general public	Cooperation with grant recipient Nummer gegen Kummer e.V. (NgK); Ngk offers telephone and online counselling and is a contact point for children, young people and parents.	from 2025: EUR 250.000 per year	from 1 January 2023 to 31 December 2024: approx. EUR 600,000
Measure/project 94	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Parental guidance qualification	Educators at daycare centres, family education centres, youth welfare offices, parent-child centres, family centres, etc.	Allocation to AKF (applicant for the ElternChance consortium, a cross-denominational association of national family education organisations: AKF, AWO, Paritätisches Bildungswerk, eaf, Kath BAG, DEAE)	approx. EUR 550,000	approx. EUR 1.7 million for 2022-2024
Measure/project 95	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Qualification initiative Gesundheitsbezogene Elternkompetenzen (“Health-related parenting skills”)				

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 90	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project for the provision of assistance, advice and conflict resolution in connection with parental separation STARK – Streit und Trennung meistern – Alltagshilfe, Rat und Konfliktlösung 2021-2023		
Measure/project 91	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Model project to combat loneliness Vereint(t) gegen Einsamkeit" run by the German Olympic Sports Confederation (DOSB)	Utilisation of state and district sports associations for the distribution of materials.	Honouring and promoting associations, in some cases with offerings aimed specifically at children and young people and families with a view to boosting community life.
Measure/project 92	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	National Action Plan for Child and Youth Participation	Representatives of the federal states and municipalities take part in the events; federal states and municipal umbrella organisations are represented on the BMFSFJ's Youth Policy Advisory Council; the results of the dialogue process are presented to the JFMK	Children, young people and young adults are at the centre of the NAP and are involved in the development of the results at the events.
Measure/project 93	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Project Pausentaste ("Pause button")	Cooperation and collaboration in the nationwide network	Indirect participation via associations, initiatives and projects
Measure/project 94	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Parental guidance qualification		
Measure/project 95	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Qualification initiative Gesundheitsbezogene Elternkompetenzen ("Health-related parenting skills")		

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 96	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Strong Families Act (StarFamG)	The Strong Families Act (StarFamG) has redesigned the child supplement so that families and their children are strengthened in a targeted manner. The child supplement was increased so that, together with the child benefit, it covers the average material subsistence level of the child (with the exception of the amount for education and participation). By abolishing the upper income limits, the group of beneficiaries was expanded. In addition, an improvement was introduced in terms of the offsetting of children's income and parents' earned income. Fixed assessment and approval periods make the benefit more reliable for families, as recalculations and reclaims are no longer necessary. To accompany the Strong Families Act (StarFamG), the application process was digitalised and the applications revised in order to remove hurdles in the application process.	It was introduced in two stages, on 1 July 2019 and 1 January 2020.	Cross-thematic field of action
Measure/project 97	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of inclusive child and youth welfare	On 27 November 2024 the Federal Cabinet adopted the draft law on the structuring of inclusive child and youth welfare. The law aims to make child and youth welfare services responsible for integration support for all children and young people with disabilities. It regulates the specific legal structuring of Book VIII of the Social Code (SGB VIII), in particular the eligibility requirements, the scope of services, and the participation of families in the costs of the services.		
Measure/project 98	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Advance Maintenance Payments Act (UhVorschG)	The maintenance advance is a state benefit for children of single parents. It helps secure the child's financial livelihood if the other parent does not pay maintenance or only partially or not regularly in the amount of the maintenance advance. The other parent must repay the advance later if they do not pay maintenance, even though they could pay maintenance in full or in part.	The UVG has been in force since 1 January 1980.	1
Measure/project 99	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Further development and (partial) digitalisation of the parenting course Starke Eltern – Starke Kinder ("Strong parents – strong children")	Parenting courses that help mothers and fathers develop solution strategies in dealing with conflicts and problem periods within the family. Established more than 30 years ago, the programme of courses for parents is to be brought up to date based on a model project under academic supervision in order to reflect parents' concerns in connection with social issues, media and education.	03/2021-12/2023	Cross-thematic field of action
Measure/project 100	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Second Act on the Further Development of Quality and Participation in Child Daycare (KiQuTG)	Through this Act, the federal government is supporting the federal states in 2023 and 2024 with a total of around EUR 4 billion for measures to further develop quality and improve participation in child daycare. The aim is to advance quality nationwide and contribute to creating equal living conditions for children growing up in Germany. The Federal Cabinet has decided to continue the KiQuTG beyond 2024 and to further develop its content. A total of a further EUR 4 billion is to be made available for this purpose in 2025 and 2026.	2023-2024; the continuation of a further developed KiQuTG is planned.	(1) Early childhood education, care and upbringing

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 96	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Strong Families Act (StarFamG)	Poverty-stricken families with children	No funding	Actual expenditure 2019: EUR 431 million, 2020: EUR 1 billion, 2021: EUR 1.26 billion, 2022: EUR 1.28 billion, 2023: EUR 1.86 billion; target expenditure 2024: EUR 2.98 billion	Ongoing, since it is a statutory benefit.
Measure/project 97	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of inclusive child and youth welfare				
Measure/project 98	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Advance Maintenance Payments Act (UhVorschG)	Children of single parents	Not funding, law	No budget, law	No budget, law
Measure/project 99	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Further development and (partial) digitalisation of the parenting course Starke Eltern – Starke Kinder (“Strong parents – strong children”)	Parents	Grant to the DKSB	approx. EUR 200,000	EUR 632,610
Measure/project 100	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Second Act on the Further Development of Quality and Participation in Child Daycare (KiQuTG)	Staff in child daycare, children, families	The federal funds are made available to the federal states via a change in the vertical distribution of VAT.	approx. EUR 2 billion	approx. EUR 4 billion for the years 2023 and 2024; planned: approx. EUR 4 billion for the years 2025 and 2026

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 96	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Strong Families Act (StarFamG)	Participation in the legislative process.	No participation
Measure/project 97	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Implementation of inclusive child and youth welfare		
Measure/project 98	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Advance Maintenance Payments Act (UhVorschG)	The federal government has legal supervision over the implementation of the UVG by the federal states	Children are entitled to benefits
Measure/project 99	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Further development and (partial) digitalisation of the parenting course Starke Eltern – Starke Kinder (“Strong parents – strong children”)		
Measure/project 100	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Second Act on the Further Development of Quality and Participation in Child Daycare (KiQuTG)	Contract negotiations between the federal government and the respective state to determine the measures to be subsidised via the KiQuTG. Annual progress reports from the federal states on the implementation of the KiQuTG. Twice-yearly committee meetings are held with the participation of the federal states and local authority umbrella organisations to exchange expertise on the KiQuTG. On the question of how quality improvements can be achieved in the long term, a federal and state working group, with the close involvement of the local authority umbrella organisations and accompanied by an expert dialogue, has drawn up proposals for a quality development law with nationwide quality standards.	The specific organisation of the measures is the responsibility of the federal states.

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 101	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Federal government report on the expansion of all-day education and childcare programmes for primary school children (GaFöG report)	The federal government submits an annual report to the Bundestag on the state of expansion of all-day education and childcare services for primary school children (the so-called GaFöG report). The GaFöG report presents the current state of expansion of all-day education and childcare services for children of primary school age and calculates the range of all-day places required in the future based on predicted parental needs.	Since 2023 Annual in accordance with the All-Day Funding Act (GaFöG)	2
Measure/project 102	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	All-Day Support Act (GaFöG)	From August 2026, all primary school children in the first year will be entitled to full-day supervision. The entitlement will be extended by one year level in each of the following years, so that from August 2029 every child in years one to four will be entitled to all-day supervision for up to eight hours on five days a week. The legal entitlement contributes to the compatibility of family and career and to strengthening educational equality.	12 October 2021 for an indefinite period (expiry not regulated under GaFöG)	2
Measure/project 103	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Special fund “Expansion of all-day education and care services for children of primary school age”	The federal government makes a total of EUR 3.5 billion available to the federal states for investment in the municipal education infrastructure in preparation for the introduction of the legal entitlement to all-day childcare.	10 December 2020 to 31 December 2028	2
Measure/project 104	Federal Ministry of Health	FASD Smiley Digital	Improving the care and coordination of FASD in Germany, further development of digital structures and tools, evaluation of digital measures	2021–2024	4
Measure/project 105	Federal Ministry of Health	Health check-ups for children and adolescents (U and J check-ups)	The health check-ups for children and adolescents (U and J check-ups) in accordance with Section 26 of Book V of the Social Code (SGB) involve the doctor examining the general state of health, assessing whether there are any serious illnesses and to what extent the child has developed in line with their age. The Joint Federal Committee (G-BA) defines the content and timing of the examination programme in the so-called Children’s Guidelines and in the Youth Health Examination Guidelines.	Unlimited	(3) Healthcare
Measure/project 106	Federal Ministry of Health	Migration and health portal	The portal www.migration-gesundheit.bund.de provides numerous multilingual brochures and information materials about the healthcare system in Germany in general as well as various health topics, including children’s health. The portal is constantly being expanded to include more information.	Ongoing (since 2017)	(3) Healthcare
Measure/project 107	Federal Ministry of Health	Study on the promotion of physical activity at daycare centres, schools and sports clubs – taking pandemic conditions into account (BeweKi)			
Measure/project 108	Federal Ministry of Health/Z 24	STRONGDATA kids pilot study	The pilot study STRONGDATA kids aims to strengthen the data systems on migration, flight and health using the example of the mental health of migrant children and adolescents. Based on the results, the aim is to derive approaches and concrete recommendations for action (legal, technical, methodological, practical) that serve to improve the healthcare of the target group analysed.	1 October 2023 to 31 March 2025	(3) Healthcare
Measure/project 109	Federal Ministry of Health; Federal Ministry of Labour and Social Affairs	Remuneration for full-time school-based training			

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 101	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Federal government report on the expansion of all-day education and childcare programmes for primary school children (GaFöG report)	Federal government	No funding	Funded by BMFSFJ	Funded by BMFSFJ
Measure/project 102	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	All-Day Support Act (GaFöG)	Federal and state governments	No funding	No budget, statute law	No budget, statute law
Measure/project 103	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Special fund “Expansion of all-day education and care services for children of primary school age”	Federal states, municipalities, school authorities	Financial assistance for investments of national importance pursuant to Art. 104c of the Basic Law (GG)	The budget is not distributed over the individual years of the term; it is utilised by the federal states as required.	EUR 3.5 billion, half BMBF and half BMFSFJ
Measure/project 104	Federal Ministry of Health	FASD Smiley Digital	Children with FASD and their families	Grant		EUR 297,929
Measure/project 105	Federal Ministry of Health	Health check-ups for children and adolescents (U and J check-ups)	All children and young people	No funding; benefits under statutory health insurance in accordance with Section 26 of Book V the Social Code (SGB V)		
Measure/project 106	Federal Ministry of Health	Migration and health portal	People with a history of immigration	Grant	2016 = EUR 18,326.00 2017 = EUR 136,175.87 2018 = EUR 5,695.34 2019 = EUR 16,458.01 2020 = EUR 7,656.00 2021 = EUR 36,241.84 2022 = EUR 9,394.69 2023 = EUR 26,705.53	EUR 256,743.28 (until 2023)
Measure/project 107	Federal Ministry of Health	Study on the promotion of physical activity at daycare centres, schools and sports clubs – taking pandemic conditions into account (BeweKi)				
Measure/project 108	Federal Ministry of Health/Z 24	STRONGDATA kids pilot study	Children and young people with a migrant background	Grant	2023 = EUR 46,360 2024 = EUR 150,160 2025 = EUR 51,173	247693
Measure/project 109	Federal Ministry of Health; Federal Ministry of Labour and Social Affairs	Remuneration for full-time school-based training				

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 101	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Federal government report on the expansion of all-day education and childcare programmes for primary school children (GaFöG report)	Involvement of the federal states in the preparation of the report, through surveys, provision of information, acknowledgement of the report.	Not yet realised
Measure/project 102	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	All-Day Support Act (GaFöG)	Participation in the legislative process.	No participation
Measure/project 103	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Federal Ministry of Education and Research	Special fund “Expansion of all-day education and care services for children of primary school age”	The funding quota for investments in all-day education and childcare for children of primary school age is a maximum of 70% federal share and a minimum of 30% state share including local authorities	No participation
Measure/project 104	Federal Ministry of Health	FASD Smiley Digital	Joint funding with the Bavarian State Ministry of Health and Care	
Measure/project 105	Federal Ministry of Health	Health check-ups for children and adolescents (U and J check-ups)	No	No
Measure/project 106	Federal Ministry of Health	Migration and health portal	No	No
Measure/project 107	Federal Ministry of Health	Study on the promotion of physical activity at daycare centres, schools and sports clubs – taking pandemic conditions into account (BeweKi)		
Measure/project 108	Federal Ministry of Health/Z 24	STRONGDATA kids pilot study	No	No
Measure/project 109	Federal Ministry of Health; Federal Ministry of Labour and Social Affairs	Remuneration for full-time school-based training		

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 110	Federal Ministry of Economics and Climate Action; Federal Ministry of Labour and Social Affairs; Federal Ministry of Education and Research	Continuation of the Allianz für Aus- und Weiterbildung ("Alliance for Training and Further Education")	"We will continue the Alliance for Training." (KoaV, page 66). The Alliance sees itself as a central political platform and political action alliance. Alliance partners work together to strengthen the appeal, quality, performance and integrative power of dual vocational training. To this end, they develop joint recommendations and measures with the aim of driving forward the recruitment of skilled labour in Germany and improving the successful participation of young people in working life. The continuation of the Alliance is a mandate set out in the KoaV (page 66). The BMWK is in charge of the Alliance.	2023–2026	2
Measure/project 111	Federal Ministry for Housing, Urban Development and Building	Sport digital – Mehr Bewegung im Quartier (model federal sports promotion programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – "Socially integrative cities – strengthening neighbourhoods, togetherness in local areas")			
Measure/project 112	Federal Ministry for Housing, Urban Development and Building	Federal government and federal state urban development programmes			
Measure/project 113	Federal Ministry for Housing, Urban Development and Building	Gut Essen macht stark – Mehr gesundheitliche Chancengleichheit im Quartier (model federal health equity programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – "Socially integrative cities – strengthening neighbourhoods, togetherness in local areas")	In connection with the inter-ministerial strategy "Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier ("Socially integrative cities – strengthening neighbourhoods, togetherness in local areas"), the Federal Ministry of Housing, Urban Development and Building is funding the project Gut Essen macht stark: Mehr gesundheitliche Chancengleichheit im Quartier ("Good nutrition makes you strong – More equal health opportunities in the neighbourhood"). At 300 nurseries and at 175 schools and non-school educational institutions nationwide, counselling and educational measures are being promoted that seek to contribute to the promotion of health in children and adolescents. In addition to the parental home, daycare centres and schools as institutional educational facilities shape the eating and consumption behaviour of children and young people, as more and more children and young people are attending all-day facilities and eating up to three meals a day there. Daycare centres and schools therefore have a great opportunity not only to offer healthy food and drinks, but also to teach basic nutritional skills. By advising consumer advice centres, the project supports daycare centres in the areas of "improving catering services" and "nutrition education and strengthening communication with parents". The aim is to make a contribution to health promotion and to greater integration and participation on the part of children and young people from socially disadvantaged families and/or with a migration background in community catering and nutritional education campaigns. The individual counselling service provides daycare centres with targeted support on their way to integrating the themes of eating and drinking into their education and child-raising process. All activities are linked to the goal of optimising catering services and embracing nutritional education in the day-to-day practice of daycare centres.	2019–2024	1, 2
Measure/project 114	Federal Ministry for Housing, Urban Development and Building	Investitionspakt Sportstätten ("Sports Facilities Investment Pact")	The Sports Facilities Investment Pact, which ran from 2020 to 2022, promotes the renovation and expansion of public sports halls, sports fields and swimming pools in the context of urban development. In this way, the investment pact contributes to creating the structural basis for the promotion of sport and exercise for children and young people.	2020 to 2022 (completion funding until 2026)	
Measure/project 115	Federal Ministry for Housing, Urban Development and Building	National Action Plan on Homelessness and Housing Exclusion			
Measure/project 116	Federal Ministry for Housing, Urban Development and Building	Refurbishment of municipal facilities in the areas of sport, youth and culture	Since 2015, the federal government supported local authorities in particular with the structural refurbishment of sports facilities and indoor and outdoor swimming pools	No new funding round in 2024; 2023 funding round will be fully completed by 2029	

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 110	Federal Ministry of Economics and Climate Action; Federal Ministry of Labour and Social Affairs; Federal Ministry of Education and Research	Continuation of the Allianz für Aus- und Weiterbildung ("Alliance for Training and Further Education")	Young people, companies	No funding	No budget	No budget
Measure/project 111	Federal Ministry for Housing, Urban Development and Building	Sport digital – Mehr Bewegung im Quartier (model federal sports promotion programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – "Socially integrative cities – strengthening neighbourhoods, togetherness in local areas")				
Measure/project 112	Federal Ministry for Housing, Urban Development and Building	Federal government and federal state urban development programmes				
Measure/project 113	Federal Ministry for Housing, Urban Development and Building	Gut Essen macht stark – Mehr gesundheitliche Chancengleichheit im Quartier (model federal health equity programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – "Socially integrative cities – strengthening neighbourhoods, togetherness in local areas")	Children and young people	Grant	2020 – EUR 379,385 2021 – EUR 239,260 2022 – EUR 235,290 2023 – EUR 238,990 2024 – EUR 154,730	1.247.655 €
Measure/project 114	Federal Ministry for Housing, Urban Development and Building	Investitionspakt Sportstätten ("Sports Facilities Investment Pact")	Everyone	Federal financial aid	Completion funding since 2023	EUR 360 million
Measure/project 115	Federal Ministry for Housing, Urban Development and Building	National Action Plan on Homelessness and Housing Exclusion				
Measure/project 116	Federal Ministry for Housing, Urban Development and Building	Refurbishment of municipal facilities in the areas of sport, youth and culture	No target group, facilities are open to all people	Grant	The funding rounds had different volumes	2015 to 2021: total of EUR 1.54 billion 2022 and 2023: total of approx. EUR 645 million

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 110	Federal Ministry of Economics and Climate Action; Federal Ministry of Labour and Social Affairs; Federal Ministry of Education and Research	Continuation of the Allianz für Aus- und Weiterbildung (“Alliance for Training and Further Education”)	Federal states are Alliance partners, no cooperation with municipalities	none
Measure/project 111	Federal Ministry for Housing, Urban Development and Building	Sport digital – Mehr Bewegung im Quartier (model federal sports promotion programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – “Socially integrative cities – strengthening neighbourhoods, togetherness in local areas”)		
Measure/project 112	Federal Ministry for Housing, Urban Development and Building	Federal government and federal state urban development programmes		
Measure/project 113	Federal Ministry for Housing, Urban Development and Building	Gut Essen macht stark – Mehr gesundheitliche Chancengleichheit im Quartier (model federal health equity programme under the inter-ministerial strategy Soziale Stadt – Nachbarschaften stärken, Miteinander im Quartier – “Socially integrative cities – strengthening neighbourhoods, togetherness in local areas”)	Not relevant	The impact of the programmes is evaluated and reviewed with children and young people as well as teachers and parents; outreach work is done in educational establishments
Measure/project 114	Federal Ministry for Housing, Urban Development and Building	Investitionspakt Sportstätten (“Sports Facilities Investment Pact”)	The federal states and local authorities contribute to the funding on a pro rata basis.	Not specified
Measure/project 115	Federal Ministry for Housing, Urban Development and Building	National Action Plan on Homelessness and Housing Exclusion		
Measure/project 116	Federal Ministry for Housing, Urban Development and Building	Refurbishment of municipal facilities in the areas of sport, youth and culture	Municipalities are grant recipients	Not specified

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 117	Federal Ministry for Housing, Urban Development and Building	Social housing			
Measure/project 118	Federal Ministry for Housing, Urban Development and Building	Promotion of home ownership			
Measure/project 119	Federal Ministry for Housing, Urban Development and Building	Housing Benefit Plus			
Measure/project 120	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	Project Vor-Sprung – making the transition to school safe and successful for refugee children and families" (sponsor: International Rescue Committee – IRC Deutschland gGmbH): Creation of a psychosocially strengthening and stabilising learning environment for children of refugee and migrant families at the transition to primary school through further training and support for educational professionals (who have themselves experienced flight or migration).	1 January 2023 to 31 December 2024	1
Measure/project 121	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	Project Families Make the Difference – Muttersprachliche Elternkurse für Familien mit Fluchtgeschichte ("Families Make the Difference – Native language parenting courses for families with a history of flight") (sponsor: International Rescue Committee – IRC Deutschland gGmbH): Parent meetings in the participants' first language to discuss topics relating to raising children and day-to-day family life. Suggestions for families to deal with their own burdens and those of their children, strategies for stabilising their children through routines and rituals. Group leaders also provide information on the German school system, daycare centres and how the youth welfare offices work. If necessary, the group leaders also encourage and support them in finding and utilising further support services.	1 January 2023 to 31 December 2024	1
Measure/project 122	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Counteracting racist discrimination in the context of schools and education	Model project Bildungslücke Rassismus (sponsor: LIFE Bildung Umwelt Chancengleichheit e.V.) The aim of the pilot project is to sensitise, empower and qualify actors and institutions in and around schools nationwide who are important for strengthening children and young people against racism and who can potentially provide help and support in cases of discrimination, and also offer professional strategies for action. Model project Stark gegen Rassismus (sponsor: Foundation for the International Weeks against Racism). One sub-project objective aims to raise awareness of racism and discrimination among teachers and primary school pupils in rural regions of eastern Germany by means of various measures (e.g. workshops, educational programmes, project days) in cooperation with other actors involved in anti-racism work (e.g. migrant organisations) and by including the perspective of those affected by racism.	1 January 2023 to 31 March 2025 1 July 2023 to 31 December 2024	

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 117	Federal Ministry for Housing, Urban Development and Building	Social housing				
Measure/project 118	Federal Ministry for Housing, Urban Development and Building	Promotion of home ownership				
Measure/project 119	Federal Ministry for Housing, Urban Development and Building	Housing Benefit Plus				
Measure/project 120	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	Educators	Grant	EUR 487.439.31 for 2023 and EUR 289,179.01 for 2024	EUR 776,618.32
Measure/project 121	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	Parents with a history of flight	Grant	EUR 619.295.58 in 2023 and EUR 369,353.97 in 2024	EUR 988,649.55
Measure/project 122	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Counteracting racist discrimination in the context of schools and education	e.g. migrant organisations, parent counselling, social or migration counselling, and school or school-based counsellors (school psychology, inclusion counselling, youth welfare, etc.).	Grant	approx. EUR 346,000	EUR 778,644.77
			Teachers and pupils	Grant	approx. EUR 102,400	EUR 256,097.34

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 117	Federal Ministry for Housing, Urban Development and Building	Social housing		
Measure/project 118	Federal Ministry for Housing, Urban Development and Building	Promotion of home ownership		
Measure/project 119	Federal Ministry for Housing, Urban Development and Building	Housing Benefit Plus		
Measure/project 120	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	No	No direct involvement of children and young people
Measure/project 121	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Measures to promote the integration of immigrants	No	No direct involvement of children and young people
Measure/project 122	The federal government Commissioner for Migration, Refugees and Integration and Commissioner for Anti-Racism	Counteracting racist discrimination in the context of schools and education	The project organiser involves stakeholders from the education administrations of the federal states and local authorities from the pilot regions in the implementation of the project. Organisation works directly with schools	No direct involvement of children and young people (see description of target group) Involvement of school pupils, e.g. via various workshop formats

Item no.	Responsible ministry/department	Title of the measure	Brief description of the measure (approx. 100 words)	Term	NAP field of action: (1) Early childhood education, care and upbringing; (2) Educational programmes and school-based activities; (3) Healthcare; (4) Healthy nutrition and healthy meals at daycare centres and schools; (5) Adequate housing
Measure/project 123	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Specialist and Coordination Office for the Protection of Men from Violence (BFKM)	Official crime statistics such as the BKA's "Domestic Violence" situation report show that men are affected by violence too. The Federal Specialist and Coordination Centre for the Protection of Men from Violence is active nationwide and aims to encourage state and local policymakers in particular to promote protection and support measures for boys and men affected by domestic violence.	October 2022 to September 2025	2
Measure/project 124	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Child and Youth Plan (central funding instrument of the	Federal Child and Youth Plan	Ongoing (since 1950)	Cross-topic measure
Measure/project 125	Federal Ministry of the Interior and Home Affairs	Shaping a diverse future together – youth conference and workshops	Youth conferences and workshops seek to strengthen and encourage young Muslim and non-Muslim people in eastern Germany to identify socio-political issues that are important to them and to formulate their wishes and demands in relation to politics and society. A project run by Deutsche Kinder- und Jugendstiftung gGmbH.	1 March 2024 to 31 December 2024	2
Measure/project 126	Federal Ministry of Food and Agriculture	Model project for family-oriented nutrition and health education at children's centres and family centres (KiFaZ-Acker)	The aim of the pilot project is to develop an effective and target group-oriented nutrition and health education programme for children's centres and family centres and thereby contribute to reducing health inequality. The focus is on socio-economically disadvantaged children (4-6 years) and their family caregivers, as well as educators working at children's centres and family centres.	10/2024-12/2026	(4) Healthy nutrition and healthy meals at daycare centres and schools
Measure/project 127	Federal Ministry of Food and Agriculture	Qualifying pre-school educators for practical nutrition education – EPEQ	An educational programme is being developed for social pedagogy colleges and other training centres for educators. The focus is on qualification formats including support materials to strengthen the nutritional competence of educators in training. In addition, support measures are being developed for teaching staff to help consolidate the educational programme at the training institutions. The materials are made available in a user-friendly way via a digital learning platform.	02/2024-01/2027	(4) Healthy nutrition and healthy meals at daycare centres and schools

Item no.	Responsible ministry/department	Title of the measure	Target groups of the measure	Type of funding	Budget per year	Budget during the term
Measure/project 123	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Specialist and Coordination Office for the Protection of Men from Violence (BFKM)	Men affected by violence and their children	Grant	2022: EUR 250,000 2023: EUR 800,000 2024: EUR 800,000 2025: EUR 600,000	2.450.000 €
Measure/project 124	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Child and Youth Plan (central funding instrument of the	Children, teenagers and young adults: Skilled specialists	Grants	EUR 243,774,000 in 2024	
Measure/project 125	Federal Ministry of the Interior and Home Affairs	Shaping a diverse future together – youth conference and workshops	Teenagers and young adults	Grant	EUR 200,367,000 in 2024	
Measure/project 126	Federal Ministry of Food and Agriculture	Model project for family-oriented nutrition and health education at children's centres and family centres (KiFaZ-Acker)	The main target group of the project are the children who attend the children's centres and family centres supported by the pilot project, along with their parents and families and the educators. When selecting the 20 pilot facilities, children's centres and family centres that work particularly with socio-economically disadvantaged and vulnerable groups are chosen.	Grant (in connection with project funding – proportional financing)	EUR 84,268.80 in the financial year 2024, EUR 276,100.82 in the financial year 2025, EUR 248,424.57 in the financial year 2026.	608.794,19 €
Measure/project 127	Federal Ministry of Food and Agriculture	Qualifying pre-school educators for practical nutrition education – EPEQ	Teachers in training and teaching staff at social pedagogy colleges and other training institutions (direct) as well as children at the educational institutions where the trainee teachers will be working in the future (indirect)	Grant (in connection with project funding – proportional financing)	EUR 126,154.00 in the 2024 financial year, EUR 166,039.45 in the 2025 financial year, EUR 190,208.25 in the 2026 financial year, EUR 12,966.75 in the 2027 financial year.	495.399,00 €

Item no.	Responsible ministry/department	Title of the measure	Describe the cooperation with federal states/municipalities	Describe the participation of children/young people
Measure/project 123	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Specialist and Coordination Office for the Protection of Men from Violence (BFKM)	Specialist and political counselling has begun in all federal states. Contacts have been established with organisations, projects, initiatives and those responsible in administration and politics.	Domestic violence in relationships with children has a direct or indirect impact on these children and usually results in considerable psychological stress. For this reason, all men's protection centres are also designed to accommodate children of victims if necessary.
Measure/project 124	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Federal Child and Youth Plan (central funding instrument of the	Yes	Children and young people are involved in various measures funded by the KJP
Measure/project 125	Federal Ministry of the Interior and Home Affairs	Shaping a diverse future together – youth conference and workshops	Politicians, parties and parliamentary groups in the eastern German federal states and also civil society stakeholders receive state-specific position papers in which the wishes and demands of young people from the youth conferences are summarised.	Participatory format with close involvement of the participants
Measure/project 126	Federal Ministry of Food and Agriculture	Model project for family-oriented nutrition and health education at children's centres and family centres (KiFaZ-Acker)	A special focus is placed on the participation of socio-economically disadvantaged children and families by piloting the programme at children's centres and family centres in structurally and economically disadvantaged districts.	Children are one of the project's main target groups
Measure/project 127	Federal Ministry of Food and Agriculture	Qualifying pre-school educators for practical nutrition education – EPEQ	Indirectly and partially, since the management and sponsors of the specialised schools are also addressed	No (but the indirect target group are children at the educational institutions where the prospective educators will work in the future)

Funded by:

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

NEUE CHANCEN für Kinder IN DEUTSCHLAND

Deutsches Jugendinstitut

Authoring Group ServiKiD

Progress Report 2024 on the Implementation of the European Child Guarantee in Germany

Empirical foundations and participation activities

Research on children, young people and families at the interface of academic study, politics and professional practice

The German Youth Institute (DJI) is one of the largest social science research institutes in Europe. For 60 years, it has been carrying out research into the living conditions of children, young people and families, advising the federal, state and local governments and providing key stimuli for professional practice.

There are currently around 470 employees at the DJI's two sites in Munich and Halle (Saale), including around 280 academic experts.

The DJI is mainly funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and the federal states. It receives further funding from the Federal Ministry of Education and Research (BMBF), the European Commission, foundations and other research funding institutions.

Publication details

© 2024 Deutsches Jugendinstitut e.V.

German Youth Institute (DJI)
Nockherstraße 2
81541 Munich

Date of publication July 2024
ISBN: 978 3-86379/540/5
DOI: 10.36189/DJI202436

German Youth Institute (DJI)
Halle Branch
Franckeplatz 1, Building 12/13
06110 Halle

Contact persons:
Dr. Gerlinde Janschitz and Dr. Ortrud Leßmann
Tel. +49 89 62306-416 and -333
E-mail servikid@dji.de

Authoring Group ServiKiD

Antonia Birkeneder
Christina Boll
Laura Castiglioni
Gerlinde Janschitz
Jessica Knauer
Ortrud Leßmann
Klara Lüring
Dagmar Müller
Eveline Reisenauer
Dennis Wolfram
and Heinz Kindler (Chapters 2.1.2.4 and 2.1.2.5(d))

With the co-operation of:

Hannah Heitz
Sonja Schußmüller
Meike Schüle-Tschersich

Contents

List of illustrations 7

List of abbreviations 8

1 Introduction 11

2 The situation of disadvantaged children and young people in Germany 13

2.1 Poverty, social exclusion and disadvantage 15
2.1.1 Measurement and incidence of poverty and social exclusion 15
2.1.2 Poverty reduction target groups: Children and young people affected by specific disadvantages 19
2.1.2.1 Children with disabilities 21
2.1.2.2 Children with mental health issues 24
2.1.2.3 Children with a migration background, immigration history or experience of displacement 25
2.1.2.4 Children in alternative care 28
2.1.2.5 Children in precarious family circumstances 30
a) Single-parent and multi-child families 30
b) Young carers with disabled or (physically or mentally) ill family members 31
c) Children from families in which there is substance abuse 33
d) Children affected by intrafamily violence: 34
e) Children who have a teenage mother or children who are teenage mothers themselves: 37
f) Children with an imprisoned parent 37
2.1.3 Data gaps 39
2.2 The situation of children and young people in the fields of action of the NAP 40
2.2.1 Early childhood education and care 40
2.2.2 Educational opportunities and school-based activities 46
2.2.2.1 Unequal educational opportunities in primary and secondary education 46
2.2.2.2 School-based activities and leisure activities 53
2.2.3 Healthcare 55
2.2.4 Healthy nutrition and one healthy meal per school day 62
2.2.5 Adequate housing 68

3 Focus topic “Municipal poverty prevention” 78

4 Stakeholder participation in the NAP process 80

4.1 Participation of children, young people, parents and professionals 80
4.1.1 Consultative participation 81

4.1.2 Qualitative research with children and young people in the context of poverty 87
4.2 Involvement of other stakeholders 88
4.2.1 The NAP Committee and its sub-working groups 88
4.2.2 Events 91
4.3 Review of previous participation activities and look ahead 92

Bibliography 94

Appendix: Indicators for the implementation of the European Child Guarantee in Germany 109

Methodological notes 109

List of indicators 111

Target groups 115
Effective and free access to early childhood education and care (ECEC) 123
Effective and free access to education and school-based activities 133
Effective and free access to healthcare 140
Effective and free access to at least one healthy meal per school day 143
Effective access to healthy nutrition 143
Effective access to adequate housing 148

List of illustrations

Fig. 1: Structure of the biennial progress reports 11

Fig. 2: Proportion of children and young people at risk of poverty or social exclusion in Germany (2023) – broken down by the AROPE risks of monetary poverty risk, severe material and social deprivation, and living in a household with very low work intensity 17

Fig. 3: Proportion of children and young people at risk of poverty or social exclusion in Germany (2023) – intersections between the AROPE risks of monetary poverty risk, severe material and social deprivation, and living in a household with very low work intensity 18

Fig. 4: Child and youth participation process 81

List of abbreviations

AID:A	DJI survey *Aufwachsen in Deutschland: Alltagswelten. (*"Growing up in Germany: everyday environments")
AOK	Allgemeine Ortskrankenkasse, statutory health insurance company
AROP	At Risk of Poverty
AROPE	At Risk of Poverty or social Exclusion
Art.	Article
AsylbLG	Asylum Seekers' Benefits Act
BAföG	Federal Training Assistance Act
BAMF	Federal Office for Migration and Refugees
BiB	Federal Institute for Population Research
BKGG	Federal Child Benefit Act
BMAS	Federal Ministry of Labour and Social Affairs
BMEL	Federal Ministry of Food and Agriculture
BMFSFJ	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
BMG	Federal Ministry of Health
BMI	Body Mass Index
BMI	Federal Ministry of the Interior and Home Affairs
BuT	*Bildung und Teilhabe* ("Education and Participation")
COPING	Children of Prisoners, Interventions and Mitigations to Strengthen Mental Health (EU-funded project run by an international consortium)
COPSY	longitudinal study *Corona und Psyche* ("COVID-19 and mental health") carried out at the University Medical Centre Hamburg-Eppendorf
COVID-19	Coronavirus disease 2019, triggered by an infection with the SARS-CoV-2 virus
CSA	compulsory schooling age
DGE	German Nutrition Society e.V.
DIMDI	German Institute of Medical Documentation and Information (now the Federal Institute for Drugs and Medical Devices)
DIW	German Institute for Economic Research
DJI	German Youth Institute e.V.
DOI	Digital Object Identifier
EC	European Commission
ECEC	Early Childhood Education and Care
ECHR	European Convention on Human Rights
ed.	edited by
ELI	European Legislation Identifier
ERiK	DJI project *Entwicklung von Rahmenbedingungen in der Kindertagesbetreuung* ("Development of framework conditions in child daycare")

ESCS	Economic, Social and Cultural Status (PISA index of the socio-economic status of students)
ETHOS	European Typology of Homelessness and housing exclusion
EU	European Union
EU-LFS	European Union Labour Force Survey
EU-SILC	European Union Statistics on Income and Living Conditions
Eurostat	Statistical Office of the European Union
e.V.	*eingetragener Verein* – registered association
EVAS	Standardised directory of all federal and state statistics
FAS	Family Affluence Scale (scale of family affluence in the HBSC study)
FDZ	Research Data Centre
FEANTSA	Fédération Européenne des Associations Nationales Travaillant avec les Sans-Abri/European Federation of National Organisations Working with the Homeless
Fig.	Figure
FReDA	Family Demographic Panel
GaFöG	Act on all-day support for children of primary school age (All-Day Support Act)
GdB	Degree of disability
GDP	Gross Domestic Product
GG	Basic Law of the Federal Republic of Germany
GISS	Gesellschaft für innovative Sozialforschung und Sozialplanung e.V. (association for innovative social research)
GKV	Statutory health insurance (SHI)
HBSC study	*Health Behaviour in School-aged Children* (international study on child and adolescent health carried out by the World Health Organisation)
IAB	Institute for Employment Research
ibid.	same source
ICESCR	International Covenant on Economic, Social and Cultural Rights
IJK	Institut für Jugendhilfe und Kommunalberatung e.V. (institute for youth welfare and municipal consulting)
ISCED	International Standard Classification of Education
ISG	Indicators Sub-Group
KiBS	DJI childcare study
KiD 0-3	Representative survey *Kinder in Deutschland – KiD 0-3* ("Children in Germany – KiD 0-3") carried out by the NZFH
KIDA	*Kinderbetreuung in Deutschland aktuell* ("Childcare in Germany today") by the Robert Koch Institute
KiGGS	Study by the Robert Koch Institute on the health of children and young people in Germany
KiQuTG	Act on the Further Development of Quality and Improvement of Participation in Daycare Centres and Child Daycare
KJH	Child and youth welfare
KMK	Conference of State Ministers of Education and Cultural Affairs

LaB	Longer-term outreach care and support for families in early childhood intervention programmes
LGBTIQ*	Lesbian, gay, bisexual, trans* and inter*gender and queer people
MoMo	Motor skills module study by the Karlsruhe Institute of Technology
MZ	Microcensus
NAP	National Action Plan "New Opportunities for Children in Germany"
NEET	Neither in Employment nor in Education or Training
NEPS	National Educational Panel Study
NQZ	National Quality Centre for Nutrition at Daycare Centres and Schools
NZFH	National Centre on Early Intervention
OECD	Organisation for Economic Co-operation and Development
para.	Paragraph
PISA	Programme for International Student Assessment
PP	Percentage points
RatSWD	Council for Social and Economic Data
RKI	Robert Koch Institute
SDQ	Strengths and Difficulties Questionnaire
ServiKiD	Service and Monitoring Centre for the Implementation of the National Action Plan "New Opportunities for Children in Germany"
SGB II	Book II of the Social Code – Citizen's Benefit, Basic Income Support for Jobseekers
SGB VIII	Book VIII of the Social Code – Child and Youth Welfare
SGB XII	Book XII of the Social Code – Social Assistance
SOCLES	International Centre for Socio-Legal Studies gGmbH
SOEP	Socio-Economic Panel
SPC	Social Protection Committee
SPC-ISG	Social Protection Committee – Indicators Sub-Group
StEG	Study on the development of all-day schools
SUF	Scientific-Use-File
Tab.	Table
UBSKM	Independent Commissioner for Child Sexual Abuse Issues
UN	United Nations
UN CRC	Convention on the Rights of the Child
UN CRPD	Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
WHO	World Health Organisation

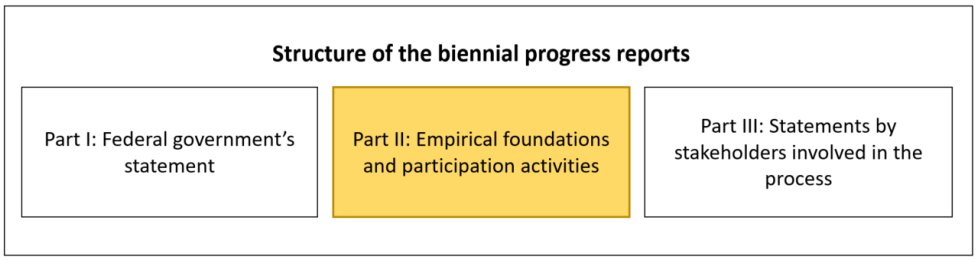
1 Introduction

With the National Action Plan "New Opportunities for Children in Germany" (NAP) (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023a), Germany is implementing the Council Recommendation on the introduction of a European Child Guarantee (abbr: EU Child Guarantee), which was unanimously adopted by all member states on 14 June 2021 (Council of the European Union 2021). The aim of the NAP is to ensure that children and young people at risk of poverty or social exclusion have effective and free access to high-quality early childhood education and care, educational opportunitiesand school-based activities, healthcare, at least one healthy meal per school day and effective access to healthy nutrition and adequate housing by 2030. The NAP was adopted by the Federal Cabinet on 5 July 2023 and will run until 2030.

The federal government reports to the Commission every two years on the implementation of the EU Child Guarantee in Germany (Council of the European Union 2021, Article 11f). These biennial reports (or "progress reports" for short) comprise the federal government's statement (Part I), an academic, empirically based text section on the situation of children and young people in Germany (Part II) and statements by stakeholders involved in the process (Part III) (cf. Abb. 1).

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) commissioned the "Service and Monitoring Centre for the Implementation of the National Action Plan" (ServiKiD) at the German Youth Institute (DJI) to compile the scientific, empirically based text section on the situation of children and young people in Germany.

Fig. 1: Structure of the biennial progress reports



Source: Own presentation

This report is therefore Part II of the first progress report. It contains an analysis of the situation of disadvantaged children and young people in Germany (cf. Chapter 2). The focus is on poverty, social exclusion and disadvantage among children and young people (cf. Chapter 2.1) and the fields of action of the EU Child Guarantee (cf. Chapter 2.2). Chapter 3 refers to the priority topic "Municipal poverty prevention" defined in the first progress report, for which two external reports were commissioned. Stakeholder participation in the NAP process is described in Chapter 4. In addition to participation formats with children, young people, parents and

professionals (cf. Chapter 4.1), the report also covers the participation of other stakeholders representing the federal government, federal states, municipalities and civil society (cf. Chapter 4.2). The appendix contains tables of the core indicators of poverty and social exclusion of children and young people in Germany.

Each progress report is dedicated to a key topic on which in-depth analyses are presented. The priorities are intended as an incentive for the stakeholders involved in the NAP process to address the topic at a political level. The first report focusses on municipal poverty prevention.

2 The situation of disadvantaged children and young people in Germany

The 2024 Progress Report lays the foundation for analysing the situation of children and young people in Germany during the term of the NAP until 2030. The focus is on children and young people at risk of poverty or social exclusion and their situation in the NAP's fields of action. The initial situation is described based on a series of indicators which are introduced in this report and updated in subsequent progress reports so that changes can be monitored. This allows the target group's situation to be monitored on an ongoing basis using key figures.

The aim of the EU Child Guarantee is to prevent and eradicate poverty and social exclusion by guaranteeing access to a range of essential services for children in need. These services can be categorised into five fields of action (early childhood education and care, education and school-based activities, healthcare, nutrition, housing). Specific forms of disadvantage that some target groups experience and which, among other things, make access to important services more difficult are also to be taken into account. Chapter 2.1 of this report therefore focuses on the risks of poverty and social exclusion of people under the age of 18 and the incidence of subgroups affected by specific disadvantages. Chapter 2.2 looks instead at effective access to the services in the five fields of action. The indicators on access are furthermore broken down according to the various target groups, depending on the availability of data. Reported correlations between access or non-access on the one hand and impaired health, educational development and social and cultural participation of children and young people on the other allow needs for action to be identified. Causal relationships cannot be established based on the instruments of progress reporting.

For the European Union, the Indicators Sub-Group (ISG) of the Social Protection Committee (SPC) and the European Commission have drawn up a list of indicators to monitor the implementation of the EU Child Guarantee across Europe (Social Protection Committee – Indicators Sub-Group/European Commission 2023). One important criterion for the Sub-Group in selecting the indicators was the comparability of the data for the member states. Therefore, whenever possible, it uses data that is available for all member states and provided by the European Statistical Office Eurostat. The most important source of data at European level on the topics of the EU Child Guarantee is the European Statistics on Income and Living Conditions (EU-SILC). If no data is available from Eurostat, the Sub-Group suggests using national statistics, which should be as comparable as possible. In addition, statistics from other organisations such as the Organisation for Economic Co-operation and Development (OECD, e.g. PISA study) and the World Health Organisation (WHO, e.g. HBSC study) are included: these provide additional information

on specific topic areas.[1] The set of indicators is not to be regarded as final, but will be further developed and supplemented by the Sub-Group (Social Protection Committee – Indicators Sub-Group/European Commission 2023, p. 2).

The German report adopts the European indicators in order to remain in line with pan-European reporting. The European indicators are supplemented with national indicators in order to take a closer look at the situation in Germany. Further data is available at national level, so national indicators can be introduced for areas where European indicators are lacking, such as the staff-child ratio at daycare centres and the provision of publicly funded youth work in the education sector. Finally, as multi-child families in Germany are particularly at risk of poverty or social exclusion, a national target group indicator was introduced to differentiate according to the number of children living in the household.

ServiKiD selected the national indicators for this report and prepared the European and national indicators. ServiKiD was advised by the "Monitoring" working group (cf. Chapter 4.2.1). The result is the set of indicators listed in the appendix. This is again not to be regarded as final, but is reviewed for each progress report and updated if necessary.

An integral part of the report is the identification of data gaps. These have varying causes and take different forms. Data gaps are listed for the target groups in Chapter 2.1.3 and – at the end of each sub-chapter of Chapter 2.2 – for the individual fields of action. Specifically, this mentions missing information on key aspects of the relevant field of action (e.g. the lack of data on the provision of school lunches) and information that is lacking on access to the field of action for certain target groups (e.g. the access of refugee children and young people to the mainstream school system). In order to describe the target groups and their access to the fields of action as precisely as possible despite gaps in the data, the report includes the results of a broad research of empirical literature.

The empirical basis of the progress report is therefore divided into three parts; it consists of European and national indicators as well as other national findings. This methodological complexity takes account of the complex situation of children and young people in need.

Information box: Citation in the text

As is usual in the social sciences, literature is cited by stating the author and year of publication and providing a bibliography. If indicators are available, they are referenced, and this reference is highlighted as in the following example: Indicator Zn1. The indicators are labelled as follows: The initial letter indicates the respective area: Z for target group (*Zielgruppen*), F for early childhood education and care (*frühkindliche Bildung, Betreuung und Erziehung*), B for educational programmes and school-

1 The editorial deadline for data retrieval is 15 July 2024.

based activities (*Bildungsangebote und schulbezogene Aktivitäten*), G for healthcare (*Gesundheitsversorgung*), E for nutrition and school lunches (*Ernährung und Schulmittagessen*) and W for housing (*Wohnen*). If the initial letter is followed by a small "n", this is a national supplementary indicator. The indicators are numbered consecutively. The indicator "Zn1" is therefore the first national supplementary indicator for the target groups. The indicators are listed in the appendix in the order given (Z, F, B, G, E and W) and are used and interpreted in Chapters 2.1 and 2.2. In addition, further data from EU-SILC from the database of the Statistical Office of the European Union is cited in the footnote at some points according to the following scheme: "Eurostat, EU-SILC, DOI: 10.2908/ilc_peps01n, last update 12.07.2024 (retrieval date)".

2.1 Poverty, social exclusion and disadvantage

Poverty and social exclusion of children and young people can have many forms and facets. Child poverty is not just a consequence of family poverty but should also be understood as a phenomenon specific to childhood (Neuberger/Hübenthal 2020) that involves specific experiences of deprivation and limited opportunities to realise rights and life plans. Different definitions and measurement concepts exist in research in order to do justice to the complexity of poverty in childhood and adolescence (Gerull 2020).

The Council Recommendation on the European Child Guarantee applies to "children in need" (Council of the European Union 2021, Art. 2), defined as "persons under the age of 18 who are at risk of poverty or social exclusion" (ibid., Art. 3a). The key statistical indicator for defining this target group is the share of children and young people at risk of poverty or social exclusion (Social Protection Committee – Indicators Sub-Group/European Commission 2023, p. 5), the so-called AROPE rate (acronym for "**A**t **r**isk of **p**overty or social **e**xclusion"). According to the EU definition, children and young people are considered to be at risk of poverty or social exclusion if they live in a household that is either at risk of monetary poverty, is severly materially and socially deprived, or has a very low work intensity or has several of these characteristics. The AROPE rate also serves as a key indicator for defining the target group in the progress report on the implementation of the National Action Plan "New Opportunities for Children in Germany". Accordingly, where available, all indicators and data on the five fields of action are broken down by AROPE and, where applicable, other categories.

2.1.1 Measurement and incidence of poverty and social exclusion

The share of people at risk of poverty or social exclusion is the main indicator for monitoring EU strategies aimed at meeting the poverty target. The indicator comprises three components: the monetary risk of poverty (abbreviated to: AROP for "**A**t **r**isk **o**f **p**overty"), the presence of severe material and social deprivation, and very low work intensity in the household.

- The AROP rate is the percentage of people whose net equivalised income[2] is less than 60 % of the median equivalised income of the population. According to the results of EU-SILC 2023[3] , the at-risk-of-poverty rate for children and young people under the age of 18 was 14.0 % (Indikator Z2, line 1) and therefore just below the population average of 14.4 %.
- The rate of severe material and social deprivation indicates the proportion of the population that is unable to afford at least 7 of 13 necessary and desirable goods for an adequate quality of life – e.g. regular leisure activities, owning two pairs of properly fitting shoes, keep their home adequately warm.[4] In 2023, 9.0 % of under-18s in Germany lived in households subject to severe material and social deprivation (Indikator Z2, line 2).
- 10.8 % of children and young people lived in households with a very low work intensity in 2023 (Indikator Z2, line 3). This refers to those households in which the adults of working age (18 to 64 years) living in the household were employed for less than 20 % of the hours they could theoretically have worked full-time in the previous year.[5]

The AROPE rate comprises the sum of people who are subject to at least one of the three risks, namely monetary poverty risk, considerable deprivation/deprivation, and very low work intensity of the household. In 2023, the AROPE rate for under-18s was 23.9 % (Indikator Z1) and therefore above the population average of 21.3 %. Girls (23.5 %) and boys (24.3 %) and the various age groups are affected to roughly the same extent. According to the report, almost one in four children under

2 The net equivalised income of the household is a net income weighted according to the number and age of household members. The weighting makes the incomes of people living in households of different sizes and compositions comparable, since larger households are subject to saving effects, e.g. due to the shared use of living space and household appliances. By default, the modified OECD equivalence weighting scale is used in EU-SILC. This assumes a weighting of 1.0 for the first adult in the household and a weighting of 0.5 for each additional person aged 14 and over and a weighting of 0.3 for children under 14. The net household income is divided by the sum of the weightings and the resulting amount is allocated to each household member as personal net equivalent income.

3 In EU-SILC, the income reference year is the year preceding the survey. Data from the 2023 survey year therefore relates to income in 2022.

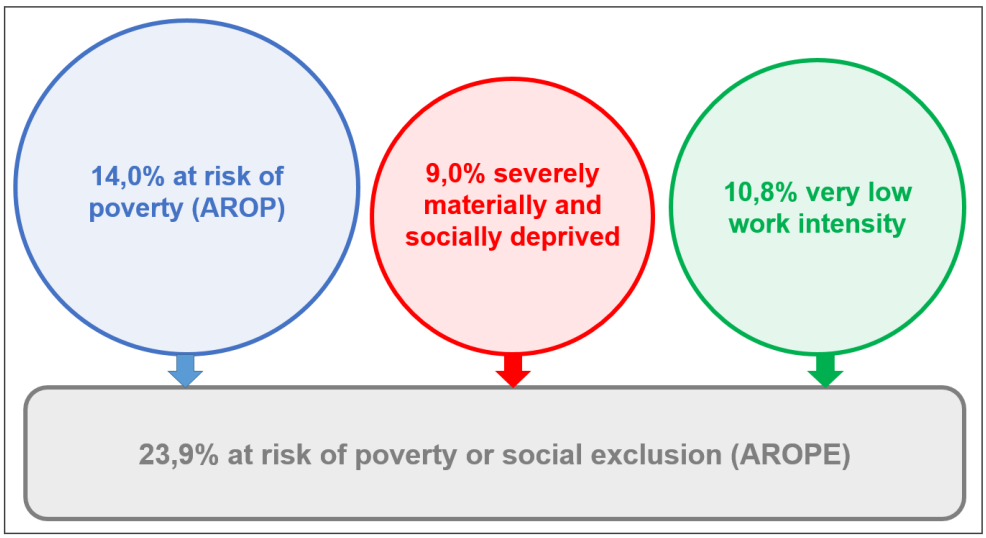
4 Seven of the deprivation characteristics are surveyed at household level and six for individuals. The latter are only requested for persons aged 16 and over and must therefore be derived for children under 16. The following rule applies: if at least half of the adults cannot afford certain personal goods (e.g. regular leisure activities, owning two pairs of shoes, replacing worn-out clothes), it is assumed that this also applies to the children. In addition, children under the age of 16 are only considered to be significantly materially and socially deprived if at least three of the deprivation criteria relate to the household in which they live (e.g. adequate heating of the home, replacement of worn-out furniture, one-week holiday trip per year) (Social Protection Committee – Indicators Sub-Group 2017).

5 The income reference year is relevant to these calculations, in this case 2022. Months worked part-time are converted into full-time months based on the usual weekly working hours. In the case of couple households, the joint earning potential of employable partners is considered. According to our own calculations, a couple household with children and two working-age adults in Germany, for example, had a very low work intensity in 2023 if both adults together worked less than 14 hours per week in the twelve months of 2022.

the age of 18 is at risk of poverty or social exclusion. i.e. more than three million children and young people.

The following figure (cf. Abb. 2) provides an overview of the population shares of children and young people under the age of 18 who lived in a household subject to the respective risk in 2023.

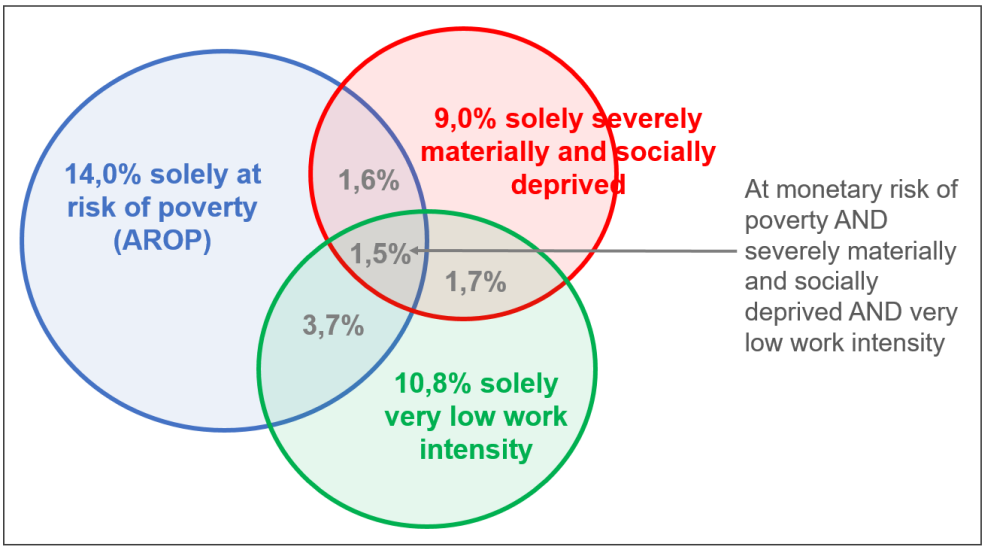
Fig. 2: Proportion of children and young people at risk of poverty or social exclusion in Germany (2023) – broken down by the AROPE risks of monetary poverty risk, severe material and social deprivation, and living in a household with very low work intenisty



Sources: Eurostat, EU-SILC, DOI: 10.2908/ilc_li02, last update 20.06.2024, DOI: 10.2908/ilc_mdsd1, last update 12.07.2024, DOI: 10.2908/tepsr_spi130, last update 12.07.2024, DOI: 10.2908/ilc_peps01n, last update 12.07.2024 (retrieved 15.07.2024); own presentation

The following figure (cf. Abb. 3) illustrates the extent to which children and young people are exclusively subject to one risk and how large the overlaps with other risks are. In 2023, for example, 7.3 % of children and young people were at risk of poverty solely in monetary terms, while 1.6 % were both at risk of poverty and severely materially and socially deprived. 3.7 % were at risk of poverty and lived in a household with very low work intensity, which bears out the importance of parental employment in preventing child poverty. 1.5 % of children were cumulatively affected by all three characteristics of poverty and exclusion.

Fig. 3: Proportion of children and young people at risk of poverty or social exclusion in Germany (2023) – intersections between the AROPE risks of monetary poverty risk, severe material and social deprivation, and living in a household with very low work intensity



Note: Due to rounding, the individual proportions add up to 24.0% instead of 23.9% (AROPE ratio).

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_pees01n, last update 12.07.2024 (retrieved 15.07.2024); own presentation

The risk of poverty and material deprivation of the population are also regularly surveyed as part of the federal government's Report on Poverty and Wealth (Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2024a). In addition to EU-SILC, other data sets are used to determine the proportion of children and young people at risk of poverty. This results in differences in the reported figures on the risk of poverty, which are due to different samples and measurement concepts.[6]

The at-risk-of-poverty rate primarily provides information on the relative position in the income distribution. The relative poverty gap measures how large (in per cent) the gap is between the mean equivalised income of the population at risk of poverty and the at-risk-of-poverty threshold of 60 % of the median income of the total population, i.e. "how far away" the income of the population at risk of poverty is

6 EU-SILC is the main official data source for measuring poverty and living conditions at national level and in the member states of the European Union. In Germany, the survey has been integrated in the microcensus since 2020 (MZ-SILC). The core programme of the microcensus (MZ-Kern) is available for a more detailed technical breakdown at federal state level. Among other things, MZ-SILC and MZ-Kern differ in the methodology used to record income and the reference period, with MZ-SILC recording income more precisely. MZ-Kern arrives at different indicators from MZ-SILC based on a larger sample size, among other things.

on average from the threshold value above which they would no longer be considered at risk of poverty. In 2023, this figure was 18.8 % for children and young people living in Germany (Indikator Z3).

Another perspective on family poverty is provided by figures regarding the receipt of basic income support benefits. Basic income support under Book II of the Social Code (SGB II, citizens' income, basic income support for jobseekers) are paid to persons in need and households who are unable or insufficiently able to cover their necessary living expenses from their own income. In December 2023, there were over 1.8 million children and young people entitled to benefits under SGB II in Germany, which is 12.6 % of all minors (SGB II assistance rate; Indikator Zn2). A further 25,760 children and young people were receiving benefits for subsistence (Section 3 SGB XII; Indikator Zn4) as of 31 December 2022. It should be noted that not everyone who is entitled to benefits actually applies for them. Lack of knowledge, shame, the bureaucratic effort involved or a perceived lack of benefit can be reasons for this (Baisch et al. 2023). In the area of basic income support benefits, a significant rate of non-take-up can be assumed (ibid.). The number of people receiving basic income support benefits is therefore lower than the number of people on low incomes who fulfil the eligibility requirements to receive benefits (Funcke/Menne 2023).

2.1.2 Poverty reduction target groups: Children and young people affected by specific disadvantages

Those who are affected by specific forms of disadvantage are at particular risk of experiencing social exclusion. The Council of the European Union recommends that within the group of children in need, member states should take specific disadvantages into account "wherever appropriate in designing their national integrated measures" (Council of the European Union 2021, Art. 5) and identifies the following groups:

- homeless children or those experiencing severe housing deprivation;
- children with disabilities;
- children with mental health issues;
- children with a migrant background or children who belong to an ethnic minority, especially Sinti/Sintize and Roma/Romnja;
- children in alternative care;
- children in precarious family situations, who are defined as children "living in a single-earner household[7]; living with a parent with disabilities; living in a household where there are mental health problems or long-term illness[8];

7 The EU Council Recommendation does not mention children in single-earner households here. However, it is single-parent households that particularly face precarious financial circumstances, which is why the NAP for Germany focuses on this target group. In the following, single-parent families are considered together with multi-child families.

8 Children and young people who live with a parent with disabilities and children and young people who live in a household with a mental illness or long-term illness have in common that their

living in a household where there is substance abuse, or domestic violence[9]; children of a Union citizen who has moved to another Member State while the children themselves remained in their Member State of origin; children having a teenage mother or being a teenage mother; and children having an imprisoned parent" (Council of the European Union 2021, Art. 3c).

These target groups are also listed in the NAP "New Opportunities for Children in Germany" and their occurrence is reported in it (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023a, p. 14-19). These target groups are also analysed in more detail in the biennial progress report. The focus here is on taking stock of the target groups. As the level of information on the individual target groups varies greatly (detailed statistics and/or reports are available for some target groups, while only estimates or hardly any information/none at all is available for other target groups), the scope and manner of the individual target group descriptions also differ. In addition to a general definition and – where possible – a numerical assessament of the target group, further information on the target groups is included that is of particular relevance according to the EU Council Recommendation and the NAP. Firstly, this is a localisation of the group with regard to their risk of poverty or social exclusion. This risk must be taken into account – insofar as data or studies are available – as the target groups listed with specific forms of disadvantage are not congruent with the group of children at risk of poverty or social exclusion (AROPE) (cf. Chapter 2.1.1). It is only possible to a limited extent to show how many children are affected by poverty and other specific burdens at the same time as hardly any data is available on this. Secondly, some target group-specific challenges in accessing services in the five fields of action and the associated restrictions on participation are described. As the specific disadvantages addressed by the EU Child Guarantee and the NAP are very broad, the text modules deal selectively and by way of example with individual findings that appear to be particularly relevant with regard to the target group and their localisation in the context of the NAP.

The target groups are analysed in more detail below according to the order listed in the EU Council Recommendation (whereby the group of children with precarious family circumstances is once again differentiated internally). Homeless children and young people at risk of homelessness are an exception. Due to the large overlap in content, this target group is discussed in connection with the field of action "housing" in Chapter 2.2.5.

parents need care and/or support in everyday life. The literature considers these target groups in particular with regard to the consequences of children and young people who take on carer responsibilities, which can place a heavy burden on them and restrict their social participation. The research on "young carers" focuses on these children and young people. A differentiation is rarely made with regard to the cause of the need for support or care.

9 These two groups are considered separately below. In addition, various forms of intrafamily violence are taken into account, of which domestic violence is only one aspect.

2.1.2.1 Children with disabilities

Children and young people with disabilities are first and foremost children and young people: in accordance with the UN Convention on the Rights of Persons with Disabilities (UN CRPD), they enjoy all human rights and fundamental freedoms on an equal footing with other children and young people. Just like other children and young people, they desire to lead a life that corresponds to their own ideas and wishes (Oetting-Roß 2022). They strive for autonomy and self-determination, wish to pursue hobbies and interests, and would like to be among their peers and make friends (Przybylski/Voigts 2023; Gaupp/Schütz/Küppers 2022). The word "disability" refers to two factors that significantly influence the options for action and opportunities for participation available to people with disabilities (German Institute of Medical Documentation – Deutsches Institut für Medizinische Dokumentation und Information/World Health Organisation 2005): firstly the individual's state of health and secondly attitudinal or environmental barriers in society. A "disability" only exists in the interplay between these two factors and can also be influenced by other contextual factors (such as professional support services, household income, social network) (Gaupp/Schütz/Küppers 2022; Richter-Kornweitz/Weiß 2014). According to this understanding of disability, disabled children and young people are children and young people whose options for action and opportunities for participation are severely restricted due to a permanent health impairment in interaction with various barriers in society.

In 1982, Germany committed to reporting on people with disabilities in every legislative period. Since the ratification of the UN CRPD by Germany in 2009, the life situation of people with disabilities has also been scrutinised alongside the benefits system. Information on the number and living situation of children and young people with disabilities can be obtained from official statistics or population surveys. However, children and young people with disabilities are often underrepresented in surveys, or variables enabling them to be identified are not collected (Gaupp/Schütz/Küppers 2022). This applies both to general population surveys and to the major studies on children and young people. One exception is the study on the health of children and young people in Germany (KiGGS study) by the Robert Koch Institute (RKI), which was last conducted in 2017, and the representative survey by the German Youth Institute *Aufwachsen und Alltags-erfahrungen von Jugendlichen mit Behinderung* ("Growing up and everyday experiences of young people with disabilities"), which was conducted between autumn 2019 and autumn 2021 (Austin-Cliff et al. 2022). The so-called "Participation Survey" which was conducted for the first time between 2017 and 2021 and is based on a representative sample provides a sound database for analyses on the participation of people with disabilities in key areas of life (Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2021). However, only people aged 16 and over are included here. Current data and studies on children and young people with disabilities and their living situation in Germany are briefly summarised below.

The official statistics on severely disabled persons include persons with an officially assessed degree of disability of 50 or more. Statistics on severely disabled people show that around 1.3 % of all children and young people under the age of 18 have a recognised severe disability (Federal Statistical Office – Statistisches Bundesamt

2023b). A proportion of 0.5 % of children under the age of four have a recognised severe disability. Among 6- to 14-year-olds, the proportion is 1.7 % and among 15- to 18-year-olds it is 2 %.

According to the Federal Statistical Office, persons in need of care are those who were receiving care allowance benefits as of the end of the year (31 December). According to care statistics, the number of children and young people under the age of 15 in need of care has risen continuously since 2017. In 2021, 214,072 children and young people under the age of 15 received long-term care insurance benefits (Federal Statistical Office – Statistisches Bundesamt 2023a). Of these, the vast majority are cared for at home by relatives. Data published by the Federal Ministry of Health (BMG) (2022b) shows that around 46 % have care level 1 or 2, 37 % have care level 3 and 16 % have care level 4 or 5. Between 2020 and 2022, there was an increase in the number of underage recipients of long-term care insurance benefits, which is due in particular to an increase in children and young people with care degree 1 or 2, while the proportion of children and young people with care degree 4 or 5 fell during this period.

In EU-SILC, a child's disability is defined as a health-related restriction in activities typical for children of the same age that has existed for at least six months. According to this definition, around 4 % of children and young people under the age of 16 in Germany were subject to such a restriction in 2021 (Indikator Z4).[10] These children and young people are more often at risk of poverty or social exclusion than children and young people without disabilities. The proportion of minors subject to health-related activity restrictions who are subject to these risks was around 30 % in 2021. For all other children and young people, the proportion was around 22 % (for information on indicator Z4).[11] The higher risk of poverty or social exclusion is partly due to the inadequate relief provided for families with disabled children and young people (Jennessen 2022). Parents often reduce the amount of work they do in order to cope with the increased supervision and care workload (Büscher et al. 2023; Liljeberg/Magdanz 2022; Oetting-Roß 2022). This particularly affects mothers, who often see themselves in the role of the main person responsible, and single parents. In addition, more involved care and medical treatment leads to higher monthly expenditure – money that is not available for other things. Siblings of children and young people with disabilities can miss out due to the increased risk of poverty and social exclusion, but also due to the lack of time and attention from parents. In order to enable all children and young people to grow up in a healthy and appropriate way, it is also important to focus on the parents and other family members (Oetting-Roß 2022).

10 However, the information on children's health-related activity restrictions is limited in its informative value due to a high number of non-responses (20 to 50 %).

11 Cf. footnote 10

Children and young people with disabilities face particular challenges on a day-to-day basis, such as long journeys[12] to and from school, frequent therapy and medical appointments and the associated care needs (Gaupp/Schütz/Küppers 2022; Oetting-Roß 2022). As a result, they have less time for leisure activities, personal development or recreation than their peers without disabilities. Completing homework and preparing for and following up on lessons also often takes up more time for children and young people with disabilities. For this reason, their leisure activities are often shifted to the evening or the weekend (Gaupp/Schütz/Küppers 2022) or else into the digital realm (Liljeberg/Magdanz 2022). Contact with peers is important for children and young people with disabilities (Przybylski/Voigts 2023). However, parents often report that their children are socially isolated (Gaupp/Schütz/Küppers 2022; Liljeberg/Magdanz 2022). Bureaucratic hurdles and the frequent lack of inclusive orientation make it difficult to participate in organised leisure activities, as does the prevalence of prejudice (Gaupp/Schütz/Küppers 2022). If the support needs of children and young people with disabilities are catered for, participation in child and youth work programmes is usually possible without any problems (Przybylski/Voigts 2023).

Young people with disabilities want more independence and autonomy in everyday life and in organising their leisure time (Gaupp/Schütz/Küppers 2022). This requires a good public infrastructure and the provision of suitable aids (Oetting-Roß 2022). However, parents of children with disabilities are critical of the public infrastructure and provision (Liljeberg/Magdanz 2022). As a rule, it is the parents or other family members who ensure the mobility of disabled children and young people (Przybylski/Voigts 2023). The limited mobility of children and young people with disabilities is often attributed to a lack of accessibility or support services. In addition, there is criticism of supervision and care services, cultural and leisure activities, public transport and school and medical care (Liljeberg/Magdanz 2022).

The application, assessment and approval procedures for state benefits are frequently criticised (Liljeberg/Magdanz 2022). There is also a lack of counselling services. It is rarely possible for parents to keep track of responsibilities and the range of financial benefits available (ibid.; Oetting-Roß 2022). In addition, support services are often only provided after long waiting times. The shortage of specialists and inflexible, poorly tailored relief services often lead to poorer care for the children and families affected (Jennessen 2022). The Federal Employment Agency's shortage analysis for 2023 describes the situation in terms of specialists able to provide specialised nursing care as being difficult. There is no sign of the situation easing due to the low substitutability potential and the trend in the proportion of older employees (Federal Employment Agency Statistics – Statistik der Bundesagentur für Arbeit 2024b, p. 21).

12 Many children and young people with disabilities in Germany attend special needs schools, which are usually further away from their home than mainstream schools. Travelling to therapies, doctors and specialist clinics can also take up a lot of time.

The housing situation is often difficult for single parents and families with several children, as sufficiently large living space suitable for the disabled is rare and expensive (Liljeberg/Magdanz 2022). The public cost coverage for improving the living environment by the care insurance fund (currently up to EUR 4,000) usually does not cover the costs of the necessary measures. When the children come of age, housing remains an important issue. Here, too, there is a lack of suitable and affordable housing for young adults with disabilities.

2.1.2.2 Children with mental health issues

Particularly during the COVID-19 pandemic and in the course of its subsequent appraisal, great attention was paid to the mental health of children and young people and various related indicators were analysed. The final report of the Interministerial Working Group on the Health Effects on Children and Adolescents as a Result of COVID-19 (Federal Government – Die Bundesregierung 2023) summarises research findings based on a variety of data and methods. In the data from the 2014-2017 survey wave of the KiGGS study, i.e. before the start of the COVID-19 pandemic, mental health problems were documented for 16.9 % of the 3 to 17-year-olds surveyed[13] (Klipker et al. 2018). There is also a meta-analysis from the year 2012 which estimates the proportion of children and young people in Germany with mental health problems at around 17 % (Barkmann/Schulte-Markwort 2012). However, pandemic-related stress had a negative impact on children and young people, even more so than was the case for adults (Schlack et al. 2023). The prevalence of mental health problems rose to 31 % in the 7 to 17 age group at the start of the pandemic and improved to 23 % by autumn 2022, but was still higher than before the pandemic, as shown by the results of the COPSY study (**Co**rona and **Psy**che) conducted by the University Medical Centre Hamburg-Eppendorf (Ravens-Sieberer et al. 2023a). In 2022, 20.2 % of parents surveyed for the RKI study *Kindergesundheit in Deutschland aktuell* (KIDA – "Children's Health in Germany Today") also stated that the mental health of their 3 to 15-year-old children (as assessed by the parents) had deteriorated during the COVID-19 pandemic (Loss et al. 2023).

There is a clear link between poverty and mental health problems (cf. Chapter 2.2.3). In the 2014-2017 KiGGS wave, children and young people from low-income families (less than 60 % of the median net equivalised household income) showed mental health problems in 23.1 % of cases, compared to 16.2 % of their peers from the middle income group (60 to 150 % of income) and 9.2 % of their peers from the high income group (more than 150 % of income). The education and professional status of the parents, stressful life experiences and mental health problems in the parents also correlate with how widespread mental health problems are among children and young people (Lampert/Kuntz 2019; Reiss et al. 2019). For the period during the COVID-19 pandemic, data from the COPSY study identified cramped

13 The Strengths and Weaknesses Questionnaire (SDQ) was used to record mental abnormalities and strengths; based on an overall problem score, the children and young people were classified as "psychologically inconspicuous" or "psychologically conspicuous".

living space and, with regard to parents, a low level of education, migration background, mental health problems or high levels of stress due to the pandemic as risk factors for poor mental health among children (Ravens-Sieberer et al. 2023a). Low socio-economic status also has a negative impact on the severity and duration of mental illness (Reiss 2013).

Poverty can affect the mental health of children and young people in various ways. These include precarious housing situations, lack of funding for holidays, excursions and other activities with the family, social exclusion and marginalisation by the social environment (school), worries about their own future and that of their family, fewer educational opportunities and more frequent conflicts and stress in the family (Lampert/Kuntz 2019).

The effects of mental illness in childhood and adolescence can be serious, as it can become chronic if left untreated (Vergunst et al. 2023). More than half of the cases of mental illness in adulthood occur in adolescence (Hansen 2023; Schlack et al. 2023). Adults who were mentally ill as a child rate their health more negatively than other adults (Otto et al. 2021) and have a lower level of educational attainment and an increased risk of using psychoactive substances (Schlack et al. 2023) than people who were mentally healthy as children. "Early-onset developmental and mental disorders in particular are among the strongest predictors of lifelong participation impairments" (Sevecke et al. 2022, p. 198).

One key problem in terms of providing care for children and young people with mental health problems is the shortage of specialists, e.g. doctors at child and adolescent psychiatric care clinics (Bachmann et al. 2023). There are also very large regional disparities in the number of psychotherapists. The density of therapists is low, especially – but not only – in many rural regions of Germany (Grobe/Steinmann/Szecsenyi 2020).

2.1.2.3 Children with a migration background, immigration history or experience of displacement

Germany is a diverse country of immigration that is able to look back on a long history of immigration, including expulsion and refugee movements during and after the Second World War, the recruitment of guest workers and the subsequent influx of their families, the immigration of people seeking protection from Syria, Afghanistan and Iraq, and most recently the influx of people from Ukraine as a result of the Russian war of aggression. For this reason, many people in Germany can be categorised as first, second or even third generation migrants. According to the definition of the Federal Statistical Office, a person belongs to the population group of immigrants and their direct descendants (i.e. has an immigration history) if they themselves or both of their parents have immigrated to what is now Germany since 1950 (Federal Statistical Office – Statistisches Bundesamt 2024b). In 2023, there were 21.2 million people with a history of immigration living in Germany. This is a share of around 25 % of the total population – in 2005 it was 16 %. Due to the younger age structure of this group of people, their share among children and young people was 28 % in 2023. Of these minors, 39 % had immigrated themselves, while the other 61 % were direct descendants of immigrants and therefore had no

experience of migration themselves (Federal Statistical Office – Statistisches Bundesamt 2024e).

People with a migration background[14] are defined as those who were either not born with German citizenship themselves or who have at least one parent who was not born with German citizenship. The indicator proposed by the Indicators Sub-Group and the European Commission only takes into account children and young people with at least one parent not born in the EU. According to this definition, half of children and young people at risk of poverty or social exclusion (50.2 %) in Germany had a migrant background in 2022 (Indikator Z5). Conversely, 41.8 % of children and young people with at least one parent not born in the EU were at risk of poverty or social exclusion (for information on indicator Z5). Children and young people without a migration background were much less likely to be at risk of poverty or social exclusion, at 15.8 % (ServiKiD calculations based on EU-SILC). Parents of young people with a migrant background are more likely to have no school-leaving qualifications and are more likely to be unemployed than parents of young people without a migrant background. Young people with a migrant background are also far more likely to live in households at risk of monetary poverty (Lochner/Jähnert 2020). These problems are particularly pronounced among people with personal migration experience, but they are also more severe among members of the second or third generation of migrants than among the comparison group without a migration background (ibid.). In addition, children and young people with a migrant background are at an educational disadvantage in Germany – e.g. in terms of lower take-up rates of early childhood education (which is particularly important for the language acquisition of many children with a migrant background, cf. Chapter 2.2.1) or when attending secondary schools (cf. Chapter 2.2.2).

One group of people who are also particularly disadvantaged in Germany consists of the national minority of German Sinti/Sintize and Roma/Romnja as well as immigrant Roma/Romnja and their descendants. Representative surveys on the number of members of these groups are currently not available for Germany (Federal Ministry of the Interior and Home Affairs – Bundesministerium des Inneren und für Heimat 2022). However, target group surveys show that Sinti/Sintize and Roma/Romnja in Germany are exposed to a wide range of discrimination (e.g. in

14 For a long time, the former concept of migration background was criticised. In 2021, the concept "Immigrants and their (direct) descendants" was therefore recommended by the federal government's expert commission on the framework conditions for integration capability and subsequently implemented by the Federal Statistical Office. Among other things, this meant breaking away from the criterion of nationality and adopting a clearer focus on the migration event itself (Federal Statistical Office – Statistisches Bundesamt 2024n). While 21.2 million people belonged to the group of immigrants and their (direct) descendants in 2023 according to this new concept (Federal Statistical Office – Statistisches Bundesamt 2024e), the concept of migration background included 24.9 million people in the same year (Statisches Bundesamt 2024a). The fact that the new concept covers fewer people is mainly due to the fact that both parents must have a history of immigration for their child to be counted as a descendant of immigrants. However, people with a migrant background also include those who have only one parent who was not born with German citizenship. As earlier analyses are based on the concept of migration background, the results presented below also refer to this concept.

the education and healthcare system, on the housing market and in terms of political participation). Compared to other children, Sinti/Sintize and Roma/Romnja children are less likely to take advantage of early childhood education, more likely to leave school without a school-leaving certificate and less likely to complete vocational training or higher education – though the trend in these areas does appear to be towards better inclusion (Strauß 2023).

Children and young people under the age of 18 who come to Germany with their families seeking protection must first undergo an asylum procedure (with the exception of Ukrainian refugees, see below). During this time, families are subject to extensive restrictions under asylum and residence law. Among other things, they are tied to specific reception centres to which they are assigned and where housing conditions are often precarious (cf. Chapter 2.2.5).

If they are eligible, asylum seekers receive benefits to secure their livelihood in accordance with the Asylum Seekers' Benefits Act (AsylbLG). Depending on the type of accommodation in particular, the specific type of service is provided in the form of non-cash or cash benefits or else non-cash payment instruments such as payment cards or vouchers (Federal Government – Die Bundesregierung 2024). In the first 36 months, the amount of these benefits is lower than that of basic income support under SGB II; Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2024b, 2024c, 2023). As at 31 December 2022, a total of 150,315 children and young people under the age of 18 were receiving benefits under the Asylum Seekers' Benefits Act (AsylbLG) (excluding special benefits; Indikator Zn3).

If the asylum procedure shows that a right to protection exists, the right to protection is recognised and a residence permit is issued accordingly. Once a residence permit has been issued, beneficiaries of protection are granted unrestricted access to the labour market and can also receive benefits under SGB II or XII if they are eligible (Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2024b). These measures are aimed at securing the refugees' livelihoods. However, further steps towards integration are needed to reduce the risk of poverty and enable children to participate in society. Among other things, attending a daycare centre is an important part of social participation. In addition to the relevance of daycare attendance in terms of the children's later education and life, there is also a positive impact on parents, especially mothers, particularly with regard to the acquisition of German language skills and labour market integration (Boll/Lagemann 2019; Gambaro/Neidhöfer/Spieß 2019). There are also links between childcare and the ability of refugee mothers with small children to attend language courses (Goßner/Kosyakova 2021). Among mothers with children under the age of seven who have fled to Germany from Ukraine, those who have their child looked after at a daycare centre are more likely to be employed and more likely to make use of medical care, help with finding a job or help with learning German than mothers whose child does not attend a daycare centre (Boll et al. 2023). Although refugee children are also legally entitled to childcare and early childhood development at a daycare centre from the age of one, they are far less likely to make use of this entitlement than the population as a whole (Maurice/Will 2021). Schooling is also a key factor in terms of the social participation of children and young people. Although

compulsory schooling in Germany also applies to refugee children and young people, integration in the school system is difficult in many federal states and often takes many months, thereby potentially prolonging the interruption to schooling already caused by the refugee situation (ibid.).

Special protection status applies to refugees from Ukraine who fled to Germany as a result of the Russian war of aggression that began on 24 February 2022. On 4 March 2022, the European Council activated the "Temporary Protection Directive" for the first time, which makes it possible to grant special rights to Ukrainian refugees in Germany. This means that Ukrainian refugees do not have to go through an asylum application procedure but can apply directly for a residence permit (limited until 4 March 2026). This also means that there is no obligation to live in initial reception centres. In terms of social benefits, Ukrainian refugees are currently not integrated in the benefits system of the Asylum Seekers' Benefits Act (AsylbLG), but fall directly within the scope of SGB II or XII. They also have immediate access to the labour market as well as to all employment and integration-promoting measures under SGB II (Heiermann/Atanisev 2024; Brücker et al. 2022).

2.1.2.4 Children in alternative care

The vast majority of children and young people grow up with one or both parents. The duties and rights of parents towards their children are laid down in national and international law. According to the Basic Law, parents are entitled and obliged to provide for the upbringing and care of their children. The state monitors the exercise of parental rights and duties (Art. 6 (2) Basic Law – GG). In international law, respect for the duties, rights and obligations of parents is enshrined in the UN Convention on the Rights of the Child (Art. 5). In cases where parents are unable to provide an upbringing that is in the best interests of the child or where they potentially even jeopardise the child's welfare, forms of external placement can be used and the children can be placed in a foster family, in institutional care or other forms of assisted living. In acute crisis situations that cannot be resolved in any other way, the child may also be temporarily taken into protective custody.

For some children, being placed in alternative care creates a stressful life situation and imposes restrictions on participation, even if alternative forms of care can often reduce or mitigate the negative consequences of previous experiences (Macsenaere/Esser 2015; Kindler et al. 2011). When children who have been placed in alternative forms of care grow out of the child and youth welfare system in adulthood (as so-called "care leavers"), they are subject to poverty, unemployment and mental illness at an above-average rate, as international studies show (Brännström et al. 2017). Analyses by the socio-pedagogical institute of SOS Children's Villages Germany also show below-average educational attainment for care leavers in Germany (Salzburger/Mraß 2022). A prospective database for researching the life trajectories of care leavers in Germany is currently being set up (Brüchmann et al. 2023). They cannot be identified in the data from the larger representative social science surveys, or else the case numbers are too small for group-specific analyses (Erzberger et al. 2019).

At the end of 2022, 144,348 children and young people under the age of 18 were in alternative forms of care, including 66,874 children and young people in full-time care and 77,474 children and young people in institutional care and other forms of residential care (Indikator Z6).[15] The children and young people in alternative forms of care include many who have other specific disadvantages, such as children and young people with disabilities, Sinti/Sintize and Roma/Romnja, children and young people with a migration background (including unaccompanied refugee children and young people in particular) and children and young people from precarious family backgrounds (Lerch/Nordenmark Severinsson 2019). According to the Federal Statistical Office (Statistisches Bundesamt 2023e), around half of the children and young people accommodated were from single-parent families and the families often lived close to the subsistence level.

The main reasons for placement in a home or foster family are (Federal Statistical Office – Statistisches Bundesamt 2023e):

- absence of the attachment figure, for example due to illness or unaccompanied entry from abroad,
- endangerment of the child's welfare due to neglect, physical abuse, psychological abuse or sexual violence, and
- parents' limited parenting skills, resulting from pedagogical overload, for instance, or insecurity in child-rearing.

Among those who were newly placed in a residential home or foster family in 2022, the first reason applied to around a quarter of those affected, the second reason to around a sixth and the third reason to just over an eighth (Federal Statistical Office – Statistisches Bundesamt 2023e).

While the total number of children and young people placed in institutional care and foster families decreased slightly between 2019 and 2021, an increase can be observed in 2022 (Indikator Z6). Among other factor, this development can be attributed to the fact that the number of children and young people in institutional care cases fluctuates with the number of unaccompanied refugee minors, and the latter – like all young people placed in institutional child and youth welfare centres – grow out of this child-rearing assistance as young adults (Tabel/Fendrich/Mühlmann 2024; Pluto et al. forthcoming). The decline in the number of out-of-home placements also has to be viewed in the context of the increase in non-home-based assistance (Fendrich et al. 2023, p. 13). When interpreting the statistics, it is also important to note that there has recently been greater differentiation in the types of institutional care provided. Around a third of the homes are limited to residential care and shared accommodation, but half of the homes also offer other services and a fifth offer either only assisted single living or family-like living communities or

15 For an overall view of children and young people in alternative care in Germany, the assistance provided as of 31 December and the assistance terminated within a year are generally added together. The ISG indicator only refers to assistance as of 31 December of the respective year.

other forms of services such as emergency sleeping facilities (Pluto et al., forthcoming). In contrast to some other European countries, the proportion of children placed in foster care in Germany is stagnating at slightly less than half of all children in out-of-home care (James et al. 2022; Ainsworth/Thoburn 2014). In view of this, Schröer and Thomas (2021) note that developments in Germany are not congruent with the advocacy of family-based settings which is to be found in international discourse on the institutionalised placement of young people, also endorsed by the EU (Lerch/Nordenmark Severinsson 2019; European Expert Group on the Transition from Institutional to Community-based Care 2012).

2.1.2.5 Children in precarious family circumstances

a) Single-parent and multi-child families

Between 1996 and 2023, the number of single-parent families with children rose from 1.3 to almost 1.7 million families. One in five families (19.9 %) with children were a single-parent families in 2023, 82.3 % of which were single mothers (Federal Statistical Office – Statistisches Bundesamt 2024l). According to the results of the microcensus, around 2.5 million children and young people lived in single-parent households in 2023[16], which is 17.4 % of all minors in Germany (Federal Statistical Office – Statistisches Bundesamt 2024g). This proportion increased steadily – in 1996, it was 1.9 million or 11.9 % of all children and young people under the age of 18 (Federal Statistical Office – Statistisches Bundesamt 2020b).

Single-parent households are at a particularly high risk of poverty. Almost a third of children and young people at risk of poverty or social exclusion in Germany – 31.1 % – lived in a single-parent household in 2022 (Indikator Z5). Around half of the children and young people (49.8 %) living in a single-parent household in 2022 were at risk of poverty or social exclusion (for information on indicator Z5).

In single-parent households, there is at best only one parental income available and the time budget for gainful employment is tight due to the sole responsibility of single parents for childcare. The employment situation of the single parent is far more of a key factor in terms of the financial situation of the family and therefore the children than in a couple family, where there is potentially a second earned income. However, especially with very young children, extensive employment as a single parent is difficult to realise, particularly for mothers, who are more likely to live with very young children than single fathers. As the children get older, single mothers work more often and for more hours than mothers in couple families, but they are more likely than other groups to earn less. This is partly due to the fact that, compared to mothers in couple families, they are more likely to have a low level of education and less likely to have a high level of education, but also to the fact that they are more likely to work in jobs that do not correspond to the area of

16 Single parents are mothers and fathers who live together in a household with underage or adult children without a spouse or partner. Parents with partners in the household are counted as cohabiting couples with children (Federal Statistical Office – Statistisches Bundesamt 2024h).

work in which they have trained. Many single parents also face other problems, such as being disadvantaged on the housing market or not receiving maintenance payments from the other parent (Lenze 2021, p. 30).

Of all family types, single parents and their children are most frequently affected by income poverty. The monetary at-risk-of-poverty rate for single parents was 23.7 % in 2023, compared to 8.6 and 8.2 % in couple families with one and two children respectively (Federal Statistical Office – Statistisches Bundesamt 2024k). There are indications that the income poverty of single-parent families is underestimated for methodological reasons (Garbuszus et al. 2018). Single-parent households are also more likely than couple families to receive basic income support benefits under SGB II. In May 2024, this applied to 34.7 % of single-parent households, but only 6.6 % of couple families. Single parents with two or more children even received benefits under SGB II in 45.2 % of cases. Among couple families, only families with three or more children in the household were more likely to receive basic income support (16.2 %) than the overall group of couple families (Federal Employment Agency – Bundesagentur für Arbeit 2024).

The high risk of income poverty in single-parent households is not without consequences in terms of the cultural and social participation of the children and young people living in these families. In 2022, the risk of poverty or social exclusion applied to 42.5 % of children and young people in single-parent households with one dependent child, 48.3 % of those in single-parent households with two dependent children. and 68.3 % of those with three dependent children or more. Although the risk of poverty and exclusion in couple families also increases with the number of children in the household, it remains at a lower level: the risk of poverty or social exclusion for children living in a household with two adults and three or more dependent children was 31.1 % – significantly lower than the corresponding figure for single-parent households (Indikator Zn1).

b) Young carers with disabled or (physically or mentally) ill family members

In the German social system, adult carers are deployed to care for people with disabilities or chronic illnesses (Michel/Müller/Conrad 2021). Nevertheless, there are also many young people who look after relatives in need of care (Castiglioni 2020; Metzing et al. 2020). Children and young people who provide care and/or support for another family member, performing tasks that are usually carried out by adults, are referred to as "young carers" (Becker 2000). "Young carers" are therefore children with disabled or (physically or mentally) ill family members. No distinction is drawn in terms of the relationship to the person who is receiving the care. According to the international literature, young carers most frequently take on the care of their mother and – significantly less frequently – their father or a sibling. Occasionally, however, grandparents are also cared for by their grandchildren (Cheesbrough et al. 2017; Nagl-Cupal et al. 2014; Dearden/Becker 2004).

There is no reliable data on the number of young carers in Germany. Estimates based on the study *Die Situation von Kindern und Jugendlichen als pflegende Angehörige* ("The situation of children and young people as family carers") indicate that around 20 % of the schoolchildren aged 10 to 22 surveyed in North Rhine-Westphalia live

with a relative in need of care (Metzing et al. 2018). Around two thirds of these children and young people are involved in providing this care themselves – to varying degrees[17] : Half (54 %) help with household chores or medication. The other half (46 %) provide additional support with body-related activities (such as mobilisation, dressing, hygiene or nutrition) and are therefore more closely involved in care provision.[18] What is more, there are indications that girls are more frequently involved in care than boys (ibid.). The proportion of young carers among all respondents between the ages of 10 and 22 is 6 % based on the above-mentioned figures (ibid.). Extrapolated to Germany, this would correspond to a figure of around 400,000 to 500,000 children and young people between the ages of 10 and 22.[19]

Studies indicate increased poverty risks (Vizard/Obolenskaya/Burchardt 2019) and financial difficulties (Metzing et al. 2020) for young carers. This group is also subject to an increased risk of multiple disadvantages that lead to accumulations of stress. The likelihood of children or young people being involved in the family's care arrangements increases if other forms of disadvantage apply such as poverty or growing up in a single-parent household (Castiglioni 2020). Taking on caring tasks involves very high mental and physical demands. Young carers often suffer from mental strain, excessive demands and social isolation. They often report poorer health; they are also more often subject to depression and addiction than their peers without caring responsibilities (ibid.). School can be both a refuge and a challenge for young carers: although it offers respite from the day-to-day responsibilities involved in care provision, young carers often exhibit a drop in academic performance or absenteeism, or they even drop out of school entirely. Young carers are also often restricted when it comes to organising their leisure time and rarely undertake activities with their peers. All of this has a long-term effect on them, in some cases persisting into adulthood (when they are no longer providing care for relatives). Young carers are later subject to an increased risk of mental and physical illness and a limited sense of self-efficacy, and they suffer professional and private disadvantages as they adapt their career and family planning to everyday care work (ibid.).

Young carers in Germany do not receive sufficient support across the board (Metzing 2022). They are considered a target group that is difficult to reach: Their stress levels are little known in society, which is why attachment figures and teachers tend

17 Metzing et al. (2018) differentiate here according to the intensity of care provision. Minors who help with household chores or medication but do not perform any physical care activities are referred to as "young helpers". Minors who perform at least one body-related care activity (such as mobilisation, dressing, washing or feeding) are referred to as "young carers". However, there is no clear-cut, internationally recognised definition of "young helpers" and "young carers". The approach taken by Metzing et al. (2018) is an initial attempt to make such a differentiation.

18 Young carers are most frequently involved in household tasks and mobilising the person in need of care; they are rarely involved in personal hygiene (Metzing et al. 2020). In addition to these caring tasks, they often look after the psychological well-being and safety of the person in need of care or younger siblings (Metzing et al. 2020).

19 A study by the Centre for Quality in Care (ZQP) from 2016 shows a prevalence of 5 % (±3 %) for 12 to 17-year-olds (Eggert/Lux/Sulmann 2016).

to overlook signs of stress. Those affected are often too young to ask for help themselves or do not want to disclose their family situation out of shame and concern about the consequences for the family. In addition, parents are often ashamed that their children are involved in care provision or are afraid that their children will be temporarily taken into protective custody by the youth welfare office (Michel/Müller/Conrad 2021).

c) Children from families in which there is substance abuse

Children from families with addiction problems are exposed to high risks in terms of their healthy development. A parental addiction can cause both physical damage and mental illness in the children. There is a risk of physical restrictions, for example, if the foetus is already exposed to addictive substances in the mother's womb, if children inhale their parents' second-hand smoke or if unfavourable health behaviour is practised during childhood (for example with regard to exercise or diet). In addition, children from families with a history of addiction are more likely to develop mental disorders such as abnormal social behaviour, depression or anxiety disorders and are more likely to develop their own addiction (Drug and Addiction Commissioner of the Federal Government – Die Drogenbeauftragte der Bundesregierung 2017).

No exact estimates are available of the number of children and young people in Germany who grow up in families with addiction problems. The published figures differ depending on the data source and underlying concept[20], and there are often major methodological limitations[21]. A study based on the 2018 Epidemiological Survey on Addiction puts the number of children in Germany who live in a household with at least one adult with an alcohol use disorder at between around 688,000 and 1.26 million, which is between 5.1 and 9.2 % of all minors. With regard to a substance use disorder involving (in some cases formerly) illegal substances (cannabis, cocaine, amphetamine), this applies to between around 90,000 and 158,000 children (0.6 to 1.2 % of all minors) (Kraus et al. 2021).

In the 2012 RKI health survey *Gesundheit in Deutschland aktuell* ("Health in Germany Today"), the alcohol consumption of parents was also analysed for milder forms of hazardous alcohol consumption. The results of the study suggest that in 2012, up to 6.6 million children in Germany lived with a parent who engaged in hazardous alcohol consumption and 4.2 million children lived with a parent who engaged in regular binge drinking. Hazardous parental alcohol consumption or regular binge

20 Concepts differ, for example, according to the intensity of the addictive behaviour being investigated or according to the attachment figures who potentially influence children and young people with their addictive behaviour (only biological parents or also stepparents, grandparents living in the household, etc.) (Kraus et al. 2021).

21 In most surveys, only one adult person per household is asked about their addictive behaviour. If another family member living in the household is affected by an addiction, this cannot be documented (ibid.).

drinking is more common in families with a medium or high social status than in families with a low social status (Manz/Varnaccia/Zeiher 2016).

The situation is different when it comes to parents' smoking behaviour. The results of the KiGGS study showed that children and young people with a low social status (compared to those with a high social status) are more likely to live with at least one parent who smokes and that they are more likely to spend time in rooms where people smoke (Kuntz et al. 2019; Kuntz/Lampert 2016). In 2018, between around 935,000 and 1.67 million children and young people under the age of 18 (between 6.9 and 12.3 %) were living with at least one adult with a heavy tobacco addiction in the household (Kraus et al. 2021).

d) Children affected by intrafamily violence:

Of all age groups, young people are most frequently affected by violence, which can take various forms and often occurs within the family (Birkel et al. 2023; Ziegenhain/Künster/Besier 2016). Forms of intrafamily violence include physical and psychological abuse, neglect and sexualised violence against children (Ziegenhain/Künster/Besier 2016). In addition, witnessing violence between parents or other important attachment figures can also cause considerable harm to children (Clemens/Fegert/Witt 2023; Jud 2023).

The effects of this experience of violence on children and young people can be considerable, depending on the type, frequency and intensity of the abuse as well as the presence of other protective or risk factors. The children and young people concerned often develop psychological disorders such as adjustment, anxiety or eating disorders, depression or post-traumatic stress disorder. In more severe forms of intrafamily violence that justify state protection measures, the majority of children affected show impairments to their mental and/or physical health (Kindler 2022). In addition, the rate of positive development in children who have to grow up in conditions of chronic violence or neglect is less than 10 % (Bolger/Patterson 2003). Furthermore, all forms of intrafamily violence have a negative impact on children's educational success and in some cases significantly reduce their life chances (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2021). This can be seen in the longitudinal studies available on this in terms of income earned and employment trajectories (Herbert et al. 2023). There can also be significant impairment to social participation, for example in the form of friendships and leisure activities, as well as partnerships in adulthood (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2021). Some of those affected also become violent or commit offences themselves later in life (Dreißigacker et al. 2023; Ziegenhain/Künster/Besier 2016). In Germany and internationally, there has so far been a lack of studies on interventions that demonstrably succeed in noticeably mitigating such long-term consequences (Schrapper/Kindler/Witte forthcoming).

There has not yet been any monitoring of minors affected by intrafamily violence in Germany (Holthusen/Kindler 2022). Official statistics only take into account cases documented by the authorities (officially reported figures). In addition, official

statistics from different areas are based on differing definitions (Jud/Kindler 2022). Many cases are not reported, and surveys on unreported cases are not always able to shed light on this area (Centre for the Prevention of Youth Crime 2024; Holthusen/Kindler 2022; Witt et al. 2018). The various forms of violence are briefly explained below and the number of cases of child endangerment known to the authorities is reported.

Physical abuse includes the intentional use of physical violence by attachment figures that can lead to injury (Jud 2023). Children and young people who have already experienced physical violence in their family are more at risk than other children and young people (Berthold/Kindler 2023). In 2022, youth welfare offices identified 16,555 cases of child endangerment due to physical abuse (Federal Statistical Office – Statistisches Bundesamt 2024i). In 6,546 cases, minors were temporarily taken into protective custody by the youth welfare office due to signs of physical abuse. Compared to 2019, there were around 10 % more protective custody placements due to signs of physical abuse in 2022 (Federal Statistical Office – Statistisches Bundesamt 2024j). Surveys indicate that girls, young people at lower school types such as lower secondary school (*Hauptschule, Realschule*) and those with a migration background are affected by physical abuse more frequently than boys, young people at higher school types and those without a migration background (Dreißigacker et al. 2023).

Psychological abuse is defined as repetitive or extreme behaviour by attachment figures that conveys to children or young people that they are worthless, flawed, unloved, unwanted, threatened or only of value for the fulfilment of the interests and needs of others (Jud 2023). In 2022, youth welfare offices identified a risk due to psychological abuse in 21,943 child welfare assessment procedures. This is an increase of 23 % compared to 2019 (Federal Statistical Office – Statistisches Bundesamt 2024i). In 2022, 4,465 provisional protection measures were taken due to signs of psychological abuse, 1,446 more cases than in 2019, which is an increase of 48 % (Federal Statistical Office – Statistisches Bundesamt 2024j). According to a survey of pupils, mild emotional abuse decreased between 2019 and 2022, while serious cases increased (Dreißigacker et al. 2023). As with physical abuse, girls, children with a migration background and pupils at lower school types are also more frequently affected by emotional abuse.

It is considered a special form of psychological child abuse when children and young people witness partner violence (Clemens/Fegert/Witt 2023). Partner violence is defined as behaviour in which current or former partners are harmed through physical, psychological or sexual violence, insults, threats, controlling or humiliating behaviour (Birkel et al. 2023). Surveys indicate that this applies more frequently to young people with a migration background than to their peers without a migration background (Dreißigacker et al. 2023). In addition, young people at higher types of school (e.g. *Gymnasium*), report verbal violence more frequently, while those at lower types of school, such as lower secondary schools (*Hauptschule, Realschule*) experience physical violence more often. Girls report verbal and physical violence between their parents more frequently overall (ibid.).

Sexualised violence against children includes attempted and completed sexual acts by adults on and in front of children and, under certain circumstances, young people. This includes sexual acts without direct physical contact, such as exhibitionism or the production and distribution of pornographic images of children and young people (Jud 2023). The impact on the children and young people affected varies depending on the frequency, intensity and relationship with the perpetrator. Police crime statistics reported 16,375 cases of sexual abuse against children under the age of 14 in 2023, 76 % of which involved girls. There were also 54,042 cases in connection with child pornography (Independent Commissioner for Child Sexual Abuse Issues – Unabhängige Beauftragte für Fragen des sexuellen Kindesmissbrauchs 2024). Around half of the cases of sexualised violence recorded by the police take place in the immediate social environment and around a quarter in the nuclear family (ibid.). In addition to criminal prosecution, cases within the family or cases in which children are not protected from sexualised violence by third parties can trigger measures by the youth welfare office and the family court. Child endangerment due to sexualised violence was identified by youth welfare offices in 3,386 cases in 2022, an increase of 13% since 2019 (Federal Statistical Office – Statistisches Bundesamt 2024i). Provisional protective measures in the form of taking the child into protective custody due to signs of sexualised violence were carried out in 1,076 cases in 2022 – a slight increase over 2019 (plus 38 cases or 3.7 %) (Federal Statistical Office – Statistisches Bundesamt 2024j).

Child neglect[22] impairs the health and development of children and young people in that they fail to receive the necessary care and attention (Ziegenhain/Kindler 2023). This often results in certain physical damage such as severe impairment of dental health, impaired self-control and self-confidence as well as developmental delays and school difficulties. The children affected often do not complete school and are often affected by poverty later in life (Ziegenhain/Kindler 2023). Child endangerment due to neglect was identified by youth welfare offices in 36,736 cases in 2022 (Federal Statistical Office – Statistisches Bundesamt 2024i). Compared to 2019, this is an increase of around 13 %. In 2022, 7,495 cases were taken into protective custody due to signs of neglect, which is an increase of around 12 % compared to 2019 (Federal Statistical Office – Statistisches Bundesamt 2024j).

Violence against children and especially young people also occurs in non-family settings, most frequently during leisure time with peers (Birkel et al. 2023). In 2023, a total of 107,882 young people under the age of 21 were victims of simple intentional assault offences and 72,706 victims of violent crime. Male children, young people and adolescents were significantly more affected than females. Over the last 20 years (2004-2023), the victim risk figures for the overall group of young people under the age of 21 have been stable with minor fluctuations; among 14 to 20-year-olds, however, the level was significantly higher and also fluctuated more than among the

22 A distinction is usually drawn between two forms of neglect: (1) the inadequate meeting of basic physical, emotional, medical or educational needs of children and young people and (2) the neglect of the duty of supervision, as a result of which children and young people do not receive age-appropriate protection within and outside their own four walls (Jud 2023).

under-14s (Centre for the Prevention of Youth Crime – Arbeitsstelle Kinder- und Jugendkriminalitätsprävention 2024, pp. 18-21). One special form of non-family violence concerns that which occurs in institutional contexts, for example at schools, at residential child and youth welfare centres, or in foster families. With regard to schools, the statutory accident insurance provides figures on violence-related injuries. Six violence-related accidents per 1,000 insured persons were reported here in 2022. Violence-related accidents occurred most frequently at lower secondary schools (*Hauptschule*) and least frequently at higher secondary schools (*Gymnasium*) (Centre for the Prevention of Youth Crime – Arbeitsstelle Kinder- und Jugendkriminalitätsprävention 2024, p. 18). There are also studies on unreported cases in schools that now also include sexualised violence (e.g. Hofherr/Kindler 2018). The first major studies on unreported cases are now also available on various forms of violence in residential child and youth welfare facilities (e.g. Allroggen et al. 2017), while reliable findings on foster families are only available in other countries to date (e.g. Euser et al. 2014). Since children in foster families and residential facilities predominantly have stressful previous experiences, the effects of additional victimisation are more severe (Haahr-Pedersen et al. 2020).

e) Children who have a teenage mother or children who are teenage mothers themselves:

According to figures issued by the Federal Statistical Office, a total of 1,953 children were born alive in 2022 to mothers who were under the age of 18 at birth. This is a share of 0.26 % of all live births in that year, whereas the share in 2009 was 0.5 % with 3,356 live births (Federal Statistical Office – Statistisches Bundesamt 2024f).

This small group of mothers and their children is comparatively poorly studied in Germany – compared to countries where teenage pregnancies are more common (e.g. the UK, USA). However, older research indicates that pregnancies among minors occur more frequently in socially disadvantaged groups and that there is a connection between early motherhood and socio-economic poverty (Friese 2011; Federal Centre for Health Education – Bundeszentrale für gesundheitliche Aufklärung 2009, 2005). The biographies of the young women concern often indicate difficult families of origin, a lack of role models, interrupted educational careers, low educational qualifications or none at all, and a lack of career prospects. Young motherhood itself further increases the barriers to entering training and the labour market. In this way, socially inherited biographical insecurities and dependencies on transfer payments are perpetuated when the child is born and a new family is formed. As the new generation, these children are themselves exposed to a high risk of poverty (Friese 2011).

f) Children with an imprisoned parent

There are no reliable figures on the number of children and families affected by the imprisonment of at least one parent. No data is collected in this regard in Germany or most EU member states. Across the EU, the number of children affected by the imprisonment of one or both parents is estimated at around 800,000 (Kury/Kuhlmann 2020). Estimates for Germany suggest that between 50,000 and 100,000 children and young people are affected (Schüßler 2023; Gerbig/Feige 2022;

Kury/Kuhlmann 2020). The official figures on preventive detention and pre-trial detention provide an indication of the number of minors potentially affected.

As at 31 March 2022, 42,492 people were imprisoned or in preventive detention (Federal Statistical Office – Statistisches Bundesamt 2024m).[23] Of all prisoners, around 94 % are male and 6 % female. Around 70 % of prisoners are between 25 and 50 years old and are therefore at an age when they often live with children. In addition, around 12,000 people were in pre-trial detention in 2022 (Federal Government and Federal State Statistical Offices – Statistische Ämter des Bundes und der Länder 2024).

The impact of the imprisonment of parents on their children is an often overlooked aspect of the discourse on delinquency (Kury/Kuhlmann 2020). While the focus is on punishing the perpetrators, the consequences for the family are less of a priority. Children of prisoners often feel that they are also being punished and experience serious emotional and social stress (Schüßler 2023; Kury/Kuhlmann 2020). The right of these children to have contact and interact with their imprisoned parents is a recognised fundamental and human right that is protected by national and international regulations. Nevertheless, practice shows that these rights are often subordinated to the requirements of the prison system (Kury/Kuhlmann 2020).

Children and young people with at least one parent in prison are in a very difficult situation. They are often already exposed to several burdens before the parent's imprisonment, such as family difficulties, unfavourable living conditions, social isolation or poverty (Kury/Kuhlmann 2020). The effects of a parent's imprisonment on children are usually serious and jeopardise their healthy development (Skutta 2012). The risk of psychological problems, including traumatisation, is particularly high at the beginning of imprisonment (Kury/Kuhlmann 2020).[24]

As a result, affected children often suffer from health problems such as eating disorders, display addictive behaviour, drop out of school or become delinquents themselves (Schüßler 2023; Kury/Kuhlmann 2020). The COPING study of 2012 shows this strikingly for the age group of 7 to 17-year-old children (Bieganski/Starke/Urban 2013; Jones et al. 2013). Children of prisoners often experience stigmatisation and exclusion in their social environment, e.g. at school or in sport. Incarceration also causes financial difficulties, as one parent's family income is lost (Kury/Kuhlmann 2020) and the other parent, usually the mother, is suddenly a single parent (Wölfel 2015). These parents often do not have enough time, energy and attention to be able to support their children sufficiently in coping with the changes (ibid.). For many of the children and young people concerned, the imprisonment of

23 This data is subject to a cut-off date and tends to underestimate the actual number of people imprisoned over the course of the year.

24 In some cases, however, the imprisonment of a parent also leads to relief for the family and minor children. This is the case, for example, when violent, abusive or addicted parents are removed from the family (Kury/Kuhlmann 2020).

a parent involves the loss of an important attachment figure, as contact with imprisoned parents is severely restricted due to limited visiting times and other hurdles (Schüßler 2023; Gerbig/Feige 2022; Kury/Kuhlmann 2020). The imprisonment of the mother has a much more serious impact on children than that of the father (Kury/Kuhlmann 2020). Good contact and visiting opportunities can help both the children concerned and the imprisoned parents. Children and young people whose parents are single parents when they are imprisoned very often have to leave their familiar surroundings and stay with relatives, in foster families, or at child and youth welfare centres (Skutta 2012).

There are already some programmes in Germany to support relatives and children during and after the imprisonment of a parent. Services are still limited, however (Kury/Kuhlmann 2020). The Conference of State Ministers for Youth and Family (JFMK) has committed to promoting the interests of children in prison. The measures envisaged relate to better networking between the prison system and child and youth welfare services. Child-appropriate visiting and contact arrangements are to be supplemented and supported by child and youth welfare services (Feige 2024).

2.1.3 Data gaps

The number of children and young people subject to particular forms of disadvantage is often not well documented. Frequently only rough estimates are available; these vary greatly between studies and in most cases are now outdated. Surveys based on interviews also systematically lack data on members of these groups, as relatives cannot be included in the usual sampling procedures. Furthermore, in general population surveys such as the microcensus, EU-SILC and SOEP, characteristics for identifying the target groups of the NAP are not always collected or the groups in the sample are so small that no differentiated analyses are possible.

Important data gaps are briefly summarised here.

The number of children and young people in the following target groups can at best only be estimated or based on rough empirical evidence:

- children and young people who are involved in the care of relatives
- children and young people from families with addiction problems
- children and young people with at least one parent in prison
- children and young people who belong to the Sinti/Sintize or Roma/Romnja

Although the following target groups are documented in various survey data and/or official statistics, they cannot be reliably identified based on the data contained in the EU-SILC survey, so it is possible to carry out further analyses of their living situation and with regard to access to important infrastructure, assistance and support services based on national data, but not based on EU-SILC; as a result, international comparisons are virtually impossible:

- children and young people affected by various forms of housing exclusion (cf. Chapter 2.2.5)

- children and young people who receive benefits under SGB II (Indikator Zn2) or subsistence benefits (Indikator Zn4), especially those who make use of Education and Participation Benefits (cf. Chapters 2.2.2 and 2.2.4)
- children and young people with mental health problems
- children and young people who receive benefits under the Asylum Seekers' Benefits Act (AsylbLG) (Indikator Zn3)
- refugee children and young people
- children and young people in alternative forms of care (Indikator Z6)
- children and young people affected by intrafamily violence

Although some groups are documented in EU-SILC, the number of cases is so small – also because numerous differentiations are necessary – that quantitative statements on their living situation can only be made to a limited extent:

- children and young people subject to health-related activity restrictions (Indikator Z4)
- children and young people in precarious family situations (Indikator Z5), including
    - children and young people with at least one parent with disabilities
    - children (and adolescent children) of young mothers
    - children and young people with at least one parent not born in the EU, differentiated according to
        - other characteristics such as nationality and language
        - refugee experience and residence status

It should also be noted that many children and young people belong to different or more than one of these groups – for example, they are refugees and live in a residential home – and also have mental health problems. How such multiple burdens interact is analysed under "Intersectionality". Such analyses are not possible or only possible to a limited extent if the groups are poorly documented.

Finally, the EU Child Guarantee and therefore the NAP focus on children and young people under the age of 18. The transition to adulthood is therefore not explicitly and certainly not systematically documented, although this transition is a particularly sensitive, hazardous phase that begins with the under-18s, as illustrated in this report by the examples of young adults outside the education and employment system (NEET) and care leavers.

2.2 The situation of children and young people in the fields of action of the NAP

2.2.1 Early childhood education and care

Attendance at a daycare centre before starting school is not compulsory in Germany. From 2008, however, the number of places available at daycare centres and with childminders, particularly for children under the age of three, has been gradually increased (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

– Bundesministerium für Familie, Senioren, Frauen und Jugend 2024b). Since 1 August 2013, children from the age of one have a legal entitlement to care and early childhood development at a daycare facility (which can also be provided through a childminding arrangement up to the age of three) (Indikator F2). The childcare rate among under-threes has more than doubled since 2008 from 17.6 to 36.4 % (2023) (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2024). The childcare rate among three to under-six-year-olds was 90.9 % in 2023 (Federal Statistical Office – Statistisches Bundesamt 2023d). This means that the vast majority of children attend daycare before they start school; daycare centres and childminding arrangements are an integral part of children's educational biographies. They are among a child's first contacts with social institutions and social participation. At the same time, there are clear indications that this participation begins at different ages for children and that there are social inequalities: Among children aged three to school age who are at risk of poverty or social exclusion, 71.9 % participate in early childhood education and care, which is fewer than in this age group as a whole (Indikator F1).[25]

The Council Recommendation (Council of the European Union 2021, Recital 20) emphasises the vital importance of inclusive early childhood education and care when it comes to breaking the cycle of social exclusion and ensuring equal opportunities for disadvantaged children. Current research findings show that children with a low socio-economic status or from a migrant background in particular benefit from attending a daycare centre in that it enables them to increase their cognitive skills (Kleinert et al. 2024; Cornelissen et al. 2018). The development of social, cognitive and emotional skills in early childhood promotes children's long-term development and improves their future prospects (Cunha/Heckman 2007).

In addition to the goal of early childhood education, the expansion of child daycare was carried out with the aim of improving the compatibility of work and family life for parents. With regard to the measurement of poverty or social exclusion (cf. Chapter 2.1.1), taking up or expanding gainful employment leads to a reduction in poverty in two ways: firstly, the additional income increases household income, which counteracts the risk of monetary poverty, and secondly, it increases integration into society through the household's labour force participation, thereby counteracting social exclusion. However, no significant employment effects for low-skilled mothers are to be observed resulting from the expansion of daycare centres (Müller/Wrohlich 2020; Boll/Lagemann 2019). Compared to mothers with a medium or high level of education, mothers with a low level of education are still less likely to take advantage of a daycare place. Over the past few years, this difference has grown because mothers with a higher level of education have increasingly benefited from the expansion of daycare centres and made use of the newly created

25 The participation rates calculated based on EU-SILC for children under three years and from three to five years differ from the childcare rates reported in the official statistics due to random sampling. The percentages shown in the appendix for indicator F1 do not reflect the total amount of childcare provided at daycare centres and by publicly funded childminding arrangements.

places, so the social gap in daycare take-up and employment by educational background of the mother has widened further over the years (Stahl/Schober 2018). Accordingly, children in families where the mother has a low educational background not only have less participation in education at an early age (Huebener et al. 2023), but also grow up at a higher risk of material poverty. Material deprivation in turn goes hand in hand with differences in the quality of stimulation in the family environment. As such, family educational stimuli such as reading aloud, painting and making music therefore vary with social inequality dimensions (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 91-92). There is a statistically significant difference between financially better-off and less well-off families (Linberg/Maly-Motta 2021)when it comes to reading aloud to three to five-year-olds and singing and making music for two-year-olds. This can only be partially compensated for by attending a daycare centre (Hattie 2013).

Early childhood education and care in Germany is primarily the responsibility of the federal states. Large regional disparities can be observed. In addition, there are marked differences between eastern and western Germany in this area with regard to the provision and take-up of offerings as well as the employment behaviour of mothers: these differences can be attributed to the different traditions in the two parts of the country (Lippert/Kayed/Kuger 2023, p. 14).

Formally, children's access to early childhood education and care is guaranteed for all by the legal entitlement from the age of one, but there is a clear indication that not all childcare needs can be met. Needs reported by parents increase as the child gets older. For children under the age of three, around half (49.1 %) of parents reported a need in 2022 and more than a third (35.5 %) took up a place (Indikator Fn4). This resulted in a shortfall in terms of needs coverage of 13.6 percentage points. In addition, the needs of 4 % of under-threes were not met insofar as the parents required a greater amount of childcare in covered weekly hours than they actually made use of (Kayed/Wieschke/Kuger 2023). Both demand and supply were higher for children aged three to five: parents reported a need for 96.5 % of children in 2022 and 92 % of children took up a place (Indikator Fn4). In this age segment, too, there was therefore a shortfall in needs coverage of 4.5 percentage points. For 9 % of children in this age group, the desired amount of childcare also exceeded actual take-up (Kayed/Wieschke/Kuger 2023). There are considerable differences between parental need and the actual participation rate, particularly for one and two-year-olds. For example, the participation rate of one-year-olds in 2023 was 38.4 %, but the level of parental need was 65 %. In 2023, 66.4 % of two-year-olds attended daycare. However, the parental need in this age group amounted to 83 % (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, Tab. C4-4web, Tab. C4-5web).

A more in-depth analysis of the shortfall in needs coverage shows that children under the age of three from families at risk of poverty are significantly less likely to make use of daycare than those from families not at risk of poverty (Huebener et al. 2023; Kayed/Wieschke/Kuger 2023, p. 38). Single parents report a higher demand for daycare for children under the age of three than couple families. Even though single parents also use daycare more frequently than couple families in this age group, their unmet need is 6 to 8 percentage points higher than that of couple

families (Huebener et al. 2023, pp. 18-20). Access to childcare is an important element in minimising the risk of poverty and social exclusion among children of single parents. However, Steinberg et al. (2024) show that when allocating places, daycare centres only consider single-parent status in third place – after siblings and the age of the child – and often only if there is another factor such as employment or social deprivation. For the age group of three to five-year-olds, on the other hand, there is no difference in terms of unmet needs for child daycare between single parents and couple families.

The probability that children with a migrant background make use of childcare is also significantly lower – by 10 percentage points – than those without a migrant background (Kayed/Wieschke/Kuger 2023, p. 36-37). For under-threes, the participation rate in 2023 was 43 % where both parents were born in Germany and only 22 % where at least one parent was born abroad. For three to under-six-year-olds, the participation rate was 100 % where the parents had no migration background and 78 % where at least one parent was born abroad (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, Tab. C4-10web). There are also differences in childcare take-up among children whose families do not speak German for the most part (Huebener et al. 2023, pp. 15-16; Boll 2021, pp. 872-873). The differences in childcare use between children from families where German is not the everyday language and those where this is the case do drop from 19 percentage points for one-year-olds to 11 percentage points for five-year-olds, but this is still a significant disparity. Attending daycare has a positive influence on language skills, meaning that children whose everyday language is not German particularly benefit from starting daycare at an early age (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 107-111; Relikowski/Schneider/Linberg 2015). In addition, parents with their own immigration experience in particular can benefit from extended networks through the daycare centre since this can help them access additional resources for the families. For example, Ukrainian mothers with children under the age of seven who have their child attend a daycare centre are also more likely to receive help with learning German, finding a job and accessing medical care (Boll et al. 2023). However, children who have fled from Ukraine are underrepresented at daycare centres compared to the population of the same age. The relatively low participation rates not only restrict the children's opportunities to participate: the lack of childcare options also results in barriers to participation for mothers in terms of attending language courses or taking up employment (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 95-96).

In 2022, 102,773 children on integration support benefits or with special educational needs took advantage of early childhood education programmes (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2024a, p. 81-82). Of these, 94,291 children attended daycare centres with a group structure, special needs kindergartens, or pre-

school facilities.[26] Around half of these were in groups in which the proportion of children on integration support benefits was up to 20 %. A further quarter were in groups in which the proportion of children on integration support benefits was between 20 and 50 %. 8.6 % of children were in groups in which children on integration support benefits account for more than 90 %. A further 15.5 % were in groups at special needs kindergartens or pre-school facilities (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2024a, p. 81-82).

Various factors are discussed as reasons for the variations in needs coverage and take-up rates. It can be assumed that families at risk of poverty and those in which German is not spoken predominantly face greater hurdles in finding and obtaining a suitable childcare place for their child (Fischer/Glaser/Stöbe-Blossey 2024; Huebener et al. 2023, pp. 18-20; Hermes et al. 2023). One important aspect here is the cost of childcare, which varies greatly from region to region. While a few federal states have completely abolished parental contributions to childcare, the cost of childcare for under-threes in particular is high in some cases (Indikator Fn1). The fees charged do correlate with the income situation of the families: for example, the median monthly parental contribution for families with less than 60 % of the equivalised median income is significantly lower than for families in higher income brackets (Indikator Fn2). Nevertheless, the costs appear to be prohibitive for many low-income families: far more families at risk of poverty (27 %) stated that they did not make use of a childcare place for their under-three-year-old child due to the high costs involved; than this was the case with families whose income was between 60 and 100 % of the median income (17 %) and families whose income was 100 to 200 % of the equivalence-weighted median income (10 %) (Indikator Fn3). It is not only the costs themselves that are the deciding factor here, however, but also the award procedures – especially if disclosure of income is required (Fischer/Glaser/Stöbe-Blossey 2024).

The development of access to child daycare must be seen against the backdrop of the enormous growth in the provision of daycare facilities observed since the beginning of the 2000s. From 2012 to 2022 alone, the number of daycare centres rose by 14 % to almost 60,000 facilities, while the number of children attending them increased by 22 % to 3.9 million (Autorengruppe Fachkräftebarometer – Authoring Group Skilled Labour Barometer 2023). In 2023, the number of daycare centres in Germany – excluding after-school programmes exclusively for schoolchildren – reached a new high of over 56,000 facilities (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 97, Tab. C2-1web). This growth is due in particular to the expansion of childcare facilities in the western German federal states. There was also a considerable increase in the number of daycare centres in the city states (ibid.). With the legal entitlement to a childcare

26 This is 91.7 %. 7.7 % of children attend daycare centres without a group structure or where the group structure is not documented. 0.6 % of children are taken care of through publicly funded childminding arrangements (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2024a, p. 81).

place for children from the age of one introduced on 1 August 2013, a disproportionately high number of daycare places were created for children under the age of three, for whom care and supervision is more involved. This is one of the reasons why the number of educators at child daycare facilities increased by 54 % from 2013 to 2023 to more than 704,000 employees (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, Tab. C3-1web). In the same period, the number of people working in childminding facilities fell by 6 % and amounted to around 41,000 employees in 2023 (ibid.).

Efforts to expand the number of places are reflected in the annual public expenditure on early childhood education and care (Federal Statistical Office – Statistisches Bundesamt 2023c). This increased continuously, reaching an amount of EUR 10,849 per child between the ages of zero and school entry in 2021 (2012: EUR 5,823. The proportion of this expenditure also increased steadily in terms of gross domestic product per capita (Indikator F4).

One downside of this sharp growth is an ever-increasing shortage of skilled labour, especially in the western German states. For example, 23 % of daycare centre managers in Germany stated that there are vacancies for educators in their facility that have not been filled for six months or longer due to a lack of applicants (Wenger et al. 2022). A look at supply and demand also confirms this finding. While around 7,200 vacancies were advertised for the occupations of childcare centre educator and childcare worker in 2013, with more than 13,300 suitably qualified people registered as unemployed, in 2023 there were approximately 13,600 vacancies with around 13,000 people still registered as unemployed (Federal Employment Agency Statistics – Statistik der Bundesagentur für Arbeit 2024a). Against this backdrop, the search for suitable personnel is becoming increasingly difficult (Autorengruppe Fachkräftebarometer – Authoring Group Skilled Labour Barometer 2023).

The increasing shortage of skilled labour also reinforces fears that the quality of care at the facilities could have declined, firstly due to poorer staffing levels and secondly due to a declining level of qualification among those who are employed.

However, a look at the development of the staff-child ratio – which is used to measure the relationship between the number of educators and the number of children in groups – shows that child-related staffing levels at daycare centres improved steadily across all group types from 2012 to 2022 (Indikator Fn5). The average figures in western Germany are better than those in eastern Germany, though there are also significant differences between the federal states within each of these regions (Indikator Fn6). Better figures are also seen where daycare centres are attended by children on integration support benefits (Indikator Fn7) or larger numbers of children with a non-German family language (Indikator Fn8). Also, there were hardly any changes in the composition of educational and managerial staff in terms of their qualifications between 2012 and 2022. In 2022, the proportion of people who did not hold a vocational training qualification who work as educators or managers at daycare centres was 2 % nationwide, while employees who hold a non-relevant vocational and university degree also accounted for a small proportion of employees at 5 % (Indikator Fn9).

Based on the existing official data, there are no indications of a decline in the qualifications of educational and managerial staff at daycare centres. However, there are differences between eastern and western German as far as the status quo is concerned, and there may be data gaps that mask such insights. The quality of the daycare centre also depends on the social composition of the children. For example, if large numbers of children with a low socio-economic status attend the same daycare centre, this can have a negative impact on their development (Rahmann et al. 2024; Jehles 2022). With its *Kita-Belastungs-Index* ("Daycare Centre Burden Index"), the Paritätischer Gesamtverband provides a rough measure of the extent to which some daycare centres face multiple challenges at the same time. It has been shown that this is particularly often the case for those centres that are subject to high social-spatial disadvantages (Colbasevici/Espenhorst 2024, p. 59-61). At these daycare centres, it often takes a very long time before advertised positions can be filled, and staff turnover is high. This harbours the risk of a downward spiral in terms of daycare centre quality which is difficult to counteract. Schieler and Menzel (2024) come to similar conclusions. Finally, it is foreseeable that the legal entitlement to all-day care for children of primary school age which will gradually come into force from 2026 will further exacerbate the shortage of skilled labour, since employees from the same field of activity will be needed to implement it (Autorengruppe Fachkräftebarometer – Authoring Group Skilled Labour Barometer 2023). This is another reason why the development of daycare centre quality should continue to be monitored.

2.2.2 Educational opportunities and school-based activities

2.2.2.1 Unequal educational opportunities in primary and secondary education

Educational success is still heavily dependent on social background in Germany. A key factor here is the importance of early childhood education to individual development and educational trajectories (cf. Chapter 2.2.1). Investments in early childhood education yield high individual and economic returns (Anger/Betz/Plünnecke 2023, p. 12-15; Cunha/Heckman 2007). Investments in later years, e.g. in the school sector, are more profitable where there has been a higher level of early childhood support. While some children benefit from early support, other children continue to be disadvantaged in the area of early childhood education when they enter primary school. This further widens the social gap in children's educational development. Regional disparities in the supply structure and increasing (social) horizontal differentiation in the primary school sector lead to differing access options. One reason for this is residential segregation in large cities, which also gives rise to a homogenisation of the pupil population within the catchment areas of primary schools (Helbig 2023a; Parade/Heinzel 2020). Secondly, segregation in primary education is exacerbated by varying parental strategies when it comes to choice of school. High-income parents with higher educational qualifications in particular make use of various options to avoid being assigned to a particular school, or else they have sufficient resources to be able to enrol their children at private schools. The proportion of pupils attending private schools has increased in recent years

(Grossarth-Maticek/Kann/Koufen 2020; Nikolai/Helbig 2019, p. 300; Görlitz/Spieß/Ziege 2018), but it is still relatively low compared to other countries due to the requirement to attend a school in the local district – which applies throughout Germany with the exception of North Rhine-Westphalia and Hamburg (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 113). A lack of resources and lack of awareness of such school options for low-income families or families with a migration background further drive social segregation in connection with access to primary school (Barz et al. 2015; Fincke/Lange 2012). In terms of funding, it can be stated that public expenditure in the primary sector is lower than in the secondary sector (Indikator B6).

Not least due to the unequal educational opportunities described above, which take effect as early as primary school age, there are also pronounced social and immigration-related disparities in terms of skills (Mang et al. 2023). The difference in academic performance between children at risk of poverty and those not at risk of poverty is equivalent to approximately one year of learning at the end of primary school (Hußmann/Stubbe/Kasper 2017, p. 214). Although the differing attendance rates of the various types of lower secondary school can be accounted for to a large extent by such differences in academic performance and therefore by primary effects of family background, secondary effects of family background are also a key factor. This can be seen in academic performance assessments, school career recommendations and transition decisions to the detriment of pupils from lower social classes (Deppe/Hadjar 2021, p. 9-12; Maaz 2020). The fact that the teacher comes from a socio-economically disadvantaged family does not appear to be an effective instrument in reducing educational inequality (Ostermann/Neugebauer 2021). Rather, general awareness-raising to poverty situations or the integration of this issue in teacher training programmes would be helpful when it comes to reducing educational disadvantages due to stereotyping (Dollmann 2017; Lorenz et al. 2016).

Due to the federal structures in Germany, the transition to lower secondary level and the choice of educational pathways this gives rise to depends heavily on the respective federal state and the types of school it offers. Based on an international comparison, existing inequalities are perpetuated in Germany by the early and supposedly performance-based separation of pupils after year 4 (in Berlin and Brandenburg not until after year 6). After primary school, 78.6 % of pupils from a family with a high socio-economic status transfer to a higher secondary school (*Gymnasium*) and only 0.9 % to a lower secondary school (*Hauptschule*). By contrast, only 26.6 % of primary school pupils from a family with a low socio-economic status manage to transfer to a higher secondary school (*Gymnasium*) (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, Tab. D7-4web). Given the same academic performance and school grades, around 58 % of children from socio-economically advantaged families go on to higher secondary school (*Gymnasium*), compared to around 44 % of children from families with a low socio-economic status (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 137-138). For a child growing up with a single parent from a low-income neighbourhood and with a migrant background, the probability of attending a higher secondary school (*Gymnasium*) is 21.5 %. The probability that a child with two parents who hold the highest school-leaving certificate (*Abitur*), are in the highest income quartile, and do not have a migration background will attend

higher secondary school (*Gymnasium*) is 80.3 %; with a migration background the probability is 80.6 % (Wößmann et al. 2023, p. 7). The inequality of educational opportunities is very pronounced in all federal states, but there are also clear differences (Wößmann et al. 2024).

Due to the differences in regulations between the federal states as described above, the transition recommendation issued by the school has a more or less important role to play. The binding nature of this recommendation on parents various between federal states. Here, too, there are major differences based on family background (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 136). 78 % of children from socio-economically advantaged homes receive a recommendation to attend a higher secondary school (*Gymnasium*), while only around 32 % of children from socio-economically disadvantaged families receive such a recommendation (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 137-138). It is noteworthy that even given the same academic performance and school grades, only 51 % of children with a low socio-economic status of the household receive a higher secondary school (*Gymnasium*) recommendation, compared to 59 % of children from advantaged homes (ibid.). A social gradient is also evident in the realisation of transition recommendations: children from families with a low socio-economic status are more than twice as likely as children from socio-economically advantaged families not to transfer to a higher secondary school (*Gymnasium*) despite receiving a higher secondary school recommendation from their primary school teacher (17.4 vs. 7.3 %) (Authoring Group – Education Reporting 2024, Tab. D2-4web).

Social inequalities and major regional differences are also evident in all-day programmes for children of primary school age. For the 2022/2023 school year, the KMK and KJH statistics reported around 1.8 million primary school children in all-day school or after-school supervision programmes. This is an increase of around 130,000 children compared to the previous year (Meiner-Teubner/Trixa 2024). The participation rate of primary school children in all-day supervision was 56.3 % nationwide in the 2022/2023 school year (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 142, Tab. D3-5web). The figures for Germany as a whole conceal clear east-west differences – also with regard to parental needs. In the western German federal states, 49.7 % of primary school children took part in all-day education and supervision, with Hamburg reporting the highest rate for the 2022/23 school year at 97.4 %. The participation rate was below the demand for all-day supervision of 58 % as reported by parents. In the eastern German states, the take-up rate was significantly higher at 84.0 %, and there was also less of a disparity compared to the needs as reported by parents (88 %). The participation rates vary between 74.9 % in Saxony-Anhalt and 90.5 % in Saxony (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, pp. 141-144, Tab. D3-5web, Tab. D3-10web).

The take-up of all-day programmes also differs according to the social background of primary school children (Boll 2021, p. 874-877). In 2020, 41.7 % of primary school children of parents with a high level of educational attainment attended an all-day programme. Where the parents have a low level of educational attainment,

the proportion was only 30.4 %. Similar differences can also be seen when differentiating by migration background: while only around a third (34.1 %) of children with a migration background attended an all-day programme, the proportion of children without a migration background was 40.4 % (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, Tab. D3-8web). For the primary sector, analyses based on the DJI Childcare Study (KiBS) show an increase in unequal access to all-day provision in recent years. Of those parents who express a need, children from academic households, those with working mothers and those without a migration background are more likely to receive a place in all-day education and supervisory programmes for primary school children. As a result, primary school children of parents with a high level of educational attainment and without a history of immigration were overrepresented in all-day programmes in 2022 (Hüsken/Lippert/Kuger 2023). The extent to which the legal entitlement to all-day support for children of primary school age – to be gradually introduced from 2026 onwards – will reduce existing barriers to access will also depend on whether or not it will be possible to achieve the required expansion of some 470,000 additional all-day places and recruit the necessary skilled staff (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth/Federal Ministry of Education and Research 2023). In western German states in particular, a considerable increase in places is needed to fulfil the legal entitlement (Stöbe-Blossey 2023). However, there is also great demand in large cities, city states and conurbations as well as in southwest Germany (Rauschenbach et al. 2021).

At secondary level, differences between pupils according to social background are perpetuated in terms of access to school types and academic performance. Looking first at access rates, it can be seen that, for example, 10.0 % of pupils aged 12 to under 17 from socio-economically disadvantaged homes attend a *Hauptschule*, 25.2 % a *Realschule* and 18.2 % a *Gymnasium*. By contrast, 1.1 % of pupils in the same age group from socio-economically advantaged households attend a *Hauptschule* and 11.6 % attend a *Realschule*, but 68.4 % attend a *Gymnasium* (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, Tab. D2-5web).

The inequalities in the form of differences in skills that already existed before entering the school system and were measurable in primary school continue on into secondary school. In 2018, 23.1 % of socio-economically disadvantaged 15-year-old pupils had low achievements in reading, maths and science. By contrast, only 3.1 % of socio-economically advantaged pupils of the same age were low-achieving in all three areas (Indikator B1). The data for 2022 shows a severe social gradient in the field of maths. Of the socio-economically disadvantaged 15-year-old pupils, 46.6 % had low achievements in mathematics in 2022. Of the socio-economically advantaged pupils of the same age, only 8.4 % were low-achieving in maths (Indikator B1).

In addition, the social-spatial location of schools and the concentration of poverty among pupils also has an impact on educational opportunities (Beierle/Hoch/Reißig 2019). For example, in 2018, the number of 15-year-old pupils per teacher at schools with a low socio-economic profile was 14.3; at schools with a high socio-economic profile, on the other hand, it was only 12.8 (Indikator B5).

The teacher-pupil ratio provides little feedback on the quality of education at the respective school and can only be considered to a limited extent as an instrument by which to bring about improvements for disadvantaged children and young people. A more important factor here is the quality of the relationship between the two groups (Rutter/Bremm/Wachs 2021). The expansion of multi-professional collaboration (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2021) and better resourcing of schools in challenging situations are also under discussion as effective measures (Helbig 2023a).

Children and young people with a migration background are also subject to educational disadvantages. This is now the case for 41.0 % of school-age children and young people (Expert Council on Integration and Migration 2024, p. 2). Children from families with a history of immigration and, in particular, children and young people who have immigrated as a result of displacement are disproportionately affected by education-related risk situations and unstable educational trajectories (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, 47-49, 341-343, 2022, 47-52, 332; Anger/Geis-Thöne 2018). For example, they are less likely to attend a higher secondary school (*Gymnasium*) than children and young people without a migration background (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 332), especially if they belong to the first generation (Expert Council on Integration and Migration – Sachverständigenrat für Integration und Migration 2024, p. 4). In order to better understand the respective barriers to access, it is worth taking a differentiated look at this group. For example, differences in skills between children and young people with and without a migration background are largely attributable to children and young people of the first generation, while those of the second generation differ only minimally. One reason for this may be that less German is spoken in families with a migration background (Expert Council on Integration and Migration – Sachverständigenrat für Integration und Migration 2024, p. 7; Stanat et al. 2023, pp. 336-341). On the other hand, refugee children and young people in particular perform less well in skills comparisons due to interrupted educational biographies (Stanat et al. 2023, p. 329). A lack of knowledge about the German education system can also hinder the educational success of children and young people with a migration background (Expert Council on Integration and Migration – Sachverständigenrat für Integration und Migration 2024, p. 1-2).

Children and young people with disabilities, another target group of the NAP, are also confronted with educational disadvantages. In accordance with Article 24 of the UN Convention on the Rights of Persons with Disabilities (Federal Government Commissioner for Matters Relating to Persons with Disabilities – Beauftragter der Bundesregierung für die Belange von Menschen mit Behinderungen 2018, p. 21), they have a right to an inclusive educational programme. If all pupils with special educational needs are considered as a reference group, the inclusion share shows how many of them attend a mainstream school. This proportion rose from 40.1 to 44.1 % in the period from 2016 to 2022. However, children and young people with special educational needs made up only 7.5 % of all pupils in full-time compulsory schooling in 2022 (Indikator Bn3). This is why this increase over the last ten years is only reflected in the inclusion rate, which refers to all pupils in Germany who are

required to attend school full-time, with an increase of 2 percentage points (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 130). The exclusion rate shows the proportion of pupils with special educational needs who are taught at separate special needs schools[27] in relation to all pupils attending full-time school: this was 4.2 % in 2022 (Indikator Bn3). Compared to 2008, the exclusion rate has fallen by 0.7 percentage points. This can be interpreted as gradual progression to achieving the objectives of the UN Convention on the Rights of Persons with Disabilities (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 134, Tab D1-12web). Schooling at inclusive mainstream schools has several advantages for the children and young people concerned, but also in terms of the social integration of children and young people with and without disabilities (Gaupp/Schütz/Küppers 2022). Pupils with disabilities perform better at school and make better learning progress, and they are also more likely to make friends who do not have disabilities. At the same time, discriminatory behaviour in classes decreases and cohesion among pupils improves. Nevertheless, children and young people with disabilities are less well integrated in the classroom than their peers without disabilities and are more frequently affected by bullying, discrimination and a lack of empathy with their life situation (ibid.). Like the inclusion and exclusion rate, the inclusion share stated here refers to overall developments in Germany. An analysis of these rates in specific federal states reveals major disparities between the individual federal states. The inclusion share for the 2021/2022 school year varies between the federal states from 32 to 91 % (Mank 2023, pp. 483-487). A differentiation according to individual school types (especially at lower secondary level) also shows that there are major differences in the extent to which inclusive education programmes are already being implemented (Klemm 2022, p. 9-10). As in the early childhood sector, care measures in (inclusive) mainstream schools have to be carried out exclusively by skilled specialists (Jennessen 2022). In the absence of suitable staff, school assistants, appropriate premises and accessibility, children and young people with intensive care needs are temporarily or permanently excluded from lessons. At special needs schools, the temporary introduction of home schooling may be necessary due to the shortage of specialised staff (ibid.). All in all, there is still a significant need for action to ensure that all children and young people with disabilities have access to an inclusive education system.

Overall, the findings on the school sector show that children and young people from homes with a low socio-economic status have lower chances than those with a higher socio-economic status of obtaining a high level of education and, as a result of their obtaining lower educational qualifications, tend to pursue lower-paid occupations later on, which can lead to a perpetuation of individual poverty situations

27 All school-leaving qualifications can be obtained at special needs schools which specialise in emotional and social development, physical and motor development, hearing or vision. The attainment of a regular school-leaving qualification is not usually provided for at special needs schools which specialise in learning (Gaupp/Schütz/Küppers 2022). Pupils who attend special needs schools with a focus on intellectual development cannot, in principle, obtain a school-leaving certificate.

over the course of their lives and to intergenerational persistence of poverty. Children and young people from families with a migration or refugee background and those with disabilities are also at an educational disadvantage. Hence, significant action is still required to ensure equal educational opportunities for all children and young people.

The consequences of educational disadvantages in the general school system in terms of the individual's ongoing trajectory in education and employment are reflected in the risk of unemployment, for example. This is particularly high in the case of young people without school-leaving qualifications: almost 52,300 young people left school in 2022 without an initial school-leaving certificate. Measured in terms of the resident population of the same age, the dropout rate increased from 5.7 % in 2013 to 6.9 % in 2022 (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 168). Due to the lack of data, it is not possible to draw any conclusions about the size of the group of early school leavers who leave school before the end of the school year (ibid.). Data from the National Educational Panel Study (NEPS) show the educational trajectories of pupils in starting cohort 3 up to 2019/2020 according to the socio-economic status of their parents. The rate of young people with no qualifications falls to 1.5 % by the age of 20. Among those with a low parental social status, however, the proportion without a qualification is more than twice as high as it is among young adults with a higher parental social status (2.7 vs. 1.1 %) (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 161). There are also considerable differences in the EU rate of early school leavers and early apprenticeship dropouts aged between 18 and 24 who have at most a lower secondary level qualification (no more than a *Realschule* leaving certificate or other intermediate qualification) according to the educational attainment level of their parents and according to gender. In 2021, the proportion of young adults whose parents have a low level of educational attainment was 26.1 % in the EU, while the proportion of those with parents with a high level of educational attainment was just 2.9 %. The proportion of men was consistently higher than that of women (Indikator B4), regardless of their parents' educational attainment level. In Germany, the rate of early school leavers and apprenticeship leavers- was 11.6 % in 2021. The proportion of men was higher than that of women in Germany, too (13.5 vs. 9.6 %) (Nachrichtlich zu Indikator B4).

In official European statistics, the group of young people who are neither in the education system nor in the labour market is referred to as NEET ("neither in employment nor in education or training", Statistical Office of the European Union 2024). The NEET risk, i.e. the proportion of the German population aged 15 to 29 who belonged to this group, was 8.8 % in 2023 (10.3 % among women and 7.4 % among men): as such, this figure has seen a downward trend for many years, only briefly interrupted during the pandemic years 2020 and 2021.[28] Furthermore, in Germany, as in other countries, a lower vocational qualification is associated with a

28 Source: Eurostat, EU-LFS, DOI: 10.2908/edat_lfse_20, last update 13.06.2024 (retrieved 21.06.2024)

higher NEET risk than a higher qualification: in 2023, the risk for 15 to 29-year-olds in Germany with a low (medium/high) level of education was 12.2 (6.9 and 5.0) %.[29]

2.2.2.2 School-based activities and leisure activities

In addition to school education, the EU Council recommendation also focuses on extracurricular education, as this has proven to be a particularly beneficial instrument to promote social participation among disadvantaged children and young people (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 160). Member states are recommended to "ensure equal and inclusive access to school-based activities, including participation in school trips and sport, leisure and cultural activities" (Council of the European Union 2021, Art. 7j), thereby increasing opportunities for social participation.

Public spending on youth and youth organisation work has risen slightly in recent years. These totalled EUR 2.5 billion in 2019 and EUR 2.9 billion in 2022 (Indikator Bn2). For 2023, a slight decrease to EUR 2.8 billion is stated in the budget figures (Federal Statistical Office – Statistisches Bundesamt 2023c, p. 69). In 2019, more than 156,000 child and youth work programmes were available nationwide; in 2021, the number fell to just under 107,000 – presumably due to the pandemic (Indikator Bn1). Around two thirds (67.1 %) of the programmes were offered by independent providers in 2021. In 2021, 17.7 % of all programmes were school collaborations (Indikator Bn1), most of which took place at all-day schools. Due to the introduction of the law on all-day support for children of primary school age (All-Day Support Act – GaFöG), an increase in school cooperation is expected in the coming years (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022, p. 148).

In order to enable children, teenagers and young adults from low-income families to participate in social and cultural life, they are supported with state Education and Participation Benefits (BuT), the so-called Education Package.[30] In 2023, the statistics of the Federal Employment Agency show that there were almost three million beneficiaries under the age of 25 entitled to benefits under SGB II (basic income support for jobseekers, since 2023 citizens' income), of whom almost 1.7 million (56 %) were entitled to at least one Education and Participation Benefit in at least

29 Source: Eurostat, EU-LFS, DOI: 10.2908/edat_lfse_21, last update 13.06.2024 (retrieved 21.06.2024)

30 In principle, young people are eligible who receive basic income support for jobseekers or citizens' income (Section 28 SGB II), social assistance (Sections 34, 34a, 34b and 42 (3) SGB XII) or benefits under the Asylum Seekers' Benefits Act (Section 3 (4) AsylbLG) or whose parents receive child supplement or housing benefit (Section 6b, Federal Child Benefit Act – BKGG). Education benefits are granted to young people up to the age of 25 who attend a general or vocational school and do not receive a training allowance. Some of the educational benefits are also available to children at daycare centres and who are looked after by childminders. Benefits for participation in social and cultural life in the community are limited to children and young people up to the age of 18 who are in need of assistance.

one month of the year (Section 28 SGB II.[31] Of these, around 259,000 under 25-year-olds were entitled to reimbursement of costs for one-day school or daycare centre trips and around 296,000 were entitled to reimbursement of costs for school or daycare centre trips lasting several days. Just under 345,000 children and young people under the age of 18 were granted a lump sum of EUR 15 per month to participate in social and cultural life (Federal Employment Agency Statistics – Statistik der Bundesagentur für Arbeit 2024c). In the age group of 6 to under 15-year-olds, there were just under 1.3 million pupils entitled to benefits under SGB II, of whom at least 1.1 million (86 %) were entitled to Education and Participation Benefits. Of these, around 160,000 children and young people received benefits for one-day school trips, at least 197,000 children and young people received benefits for school trips lasting several days and at least 236,000 children and young people received benefits for participation in social and cultural life (ibid.).

Studies such as the IAB study by Lietzmann and Wenzig (forthcoming) or the DJI study *Aufwachsen in Deutschland – Alltagswelten* (AID:A – "Growing up in Germany") provide indications of the significance of social background and other barriers to young people's participation in leisure activities. In AID:A, 12- to 17-year-olds are asked about a selection of leisure activities. Young people from academic households are more active in sports and singing/music clubs than young people with parents who have lower educational qualifications. Young people with a history of immigration are less likely to be actively involved in clubs (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 160). In addition, AID:A asks parents about the financial limitations of their 0- to 11-year-old children. According to the survey, a total of 1.5 % of all children for whom parents provided information experience restrictions in their regular leisure activities such as playing sports or music, which makes this deprivation the third most common restriction after not taking regular holidays (10.6 %) and not having new, unused clothes (2.2 %). Children from lower-income households, households in districts with a higher social transfer rate and those who themselves receive benefits under SGB II, as well as those from stepfamilies, are systematically more likely to be subject to financial restrictions on their leisure activities (Eichhorn et al. 2024). Among refugees from Ukraine aged 12 to 17 for whom data from the IAB-BiB/FreDA-BAMF-SOEP survey is available (Ette et al. 2023), 48.0 % take part in at least one extracurricular educational activity. Compared to the AID:A sample, fewer young refugees from Ukraine use extracurricular programmes (Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2024, p. 160-161). The qualitative surveys of children and young people carried out through the ServiKiD project reveal further barriers to the utilisation of leisure activities. These range from limited financial and time resources, lack of awareness

31 The number of children and young people who are entitled to Education and Participation Benefits because their parents receive child supplement or housing benefit is not documented statistically. Benefit authorisations for subsistence (Section 3 SGB XII) and the Asylum Seekers' Benefits Act (AsylbLG) are documented on a quarterly basis and are not reported here due to a lack of comparability.

and poor accessibility to negative (discrimination) experiences (Schlimbach et al. 2024).

There are several data gaps in the field of action "Educational programmes and school-based activities" that need to be closed in order to describe the field of action in more detail and trace developments. This concerns, for example, the collection of data on individual target groups of the NAP: the extent to which the legal entitlement of refugee children and young people to access the regular school system within three months in Germany is currently not documented (Expert Council on Integration and Migration – Sachverständigenrat für Integration und Migration 2024, p. 5; Wrase 2019).

There are also data gaps in the area of social and cultural participation. A representative data basis for comprehensive analyses in the area of non-formal education does not yet exist, meaning that no reliable conclusions can be drawn as to the reasons for the failure to take-up non-formal education programmes. For example, the attempt to develop an indicator concept for the cultural education sector left gaps and discontinuities (Kühne/Maaz 2023). In view of the fact that there are considerable social disparities in the area of non-formal education (Arnoldt/Furthmüller/Steiner 2015; Fehr 2012), it is important for the monitoring of the implementation of the EU Child Guarantee in Germany to be able to draw on such data, which should ideally be representative, informative, comprehensive and, above all, collected on a regular basis. Among other things, it would be desirable for the data on Education and Participation Benefits to be available in full and on a cross-juridictional basis. Due to the regional differences in granting practice, it is currently only possible to draw conclusions about the general approval of Education and Participation Benefits under SGB II; the actual take-up of the individual types of benefits cannot be determined (Baisch et al. 2023).

The German Council for Social and Economic Data (RatSWD) calls for the implementation of an education trajectory register covering all levels of formal education and identifies its absence as a serious data gap in Germany. The aim should be to link such a trajectory register with other data sources (e.g. from the labour market) in order to be able to analyse the long-term effects of education over the course of a person's life. By creating such a linkable educational trajectory register, Germany would be able to catch up with the standards of other European countries (Hertweck et al. 2023, p. 4).

2.2.3 Healthcare

A healthy upbringing is essential for children and young people in order to ensure their sound physical and mental development as well as good health in later adult life. However, the opportunities for a healthy upbringing are not equally distributed in Germany (Moor et al. 2024; Lampert et al. 2019; Robert Koch Institute 2017). Key aspects relating to the health situation of children and young people – also surveyed in the KiGGS study conducted by the RKI – are physical health, mental health and psychosocial risk and protective factors, health-related behaviours and the use of health system services and care provision.

According to the data from the KiGGS study (wave 2, 2014-2017), the general health of children and young people is good (Poethko-Müller et al. 2018). Contributing factors here are constantly improving nutritional and hygiene conditions, as well as progress in medicine. Accordingly, Germany has a low child mortality rate, for example not only by international comparison but also by European comparison (Indikator G5). In addition to the general living conditions, free access to healthcare services (Indikator G3) and health check-ups (Indikator G4) for children and young people from all socio-economic backgrounds in Germany is likewise a key contributing factor in terms of this good state of health. As a rule, children and young people under the age of 18 are insured free of charge with a parent under the statutory health insurance scheme (GKV) in connection with so-called "family insurance", which means they are entitled to comprehensive healthcare services based on state-of-the-art medicine.

Against the background of the generally good health of children and young people and the regular provision of healthcare in Germany, it is all the more striking that child health is statistically highly correlated with the socio-economic status of the family and therefore also with child poverty. Social differences are to be seen in the health development of children and young people (Kuntz et al. 2018a; Groos/Kersting 2015). Links between health and poverty become apparent in early childhood (Renner et al. 2023b) and manifest themselves throughout the course of life (Groos/Kersting 2015, 76). This concerns both health status and behaviour as well as the use of healthcare provision.

With regard to the general state of health of children and young people in Germany, there are differences according to social situation and gender. Among girls under the age of 16 at risk of poverty or social exclusion, 68.1 % were in very good health in 2021 according to their parents' assessment. The relevant figure for boys was 67.1 %. Among girls and boys not at risk of poverty or social exclusion, the proportions with very good health were higher (girls: 74.1 %; boys: 72.8 % Indikator G1.[32] KiGGS (wave 2, 2014-2017) also arrives at similar conclusions regarding general health. Based on the assessment by parents, there is a pronounced social gradient: parents with a low social status were far more likely to report only mediocre or poor subjective health in their children (Poethko-Müller et al. 2018, p. 11). Gender-specific differences varied according to age group. Up to the age of ten, the general health of girls was more frequently rated as very good by their parents than that of boys. Between the ages of 11 and 13, it was only possible to identify minor differences based on the information provided by parents. Between the ages of 14 and 17, the proportion of girls with very good health as assessed by their parents (45.3 %) was significantly lower than that of boys (52.4 %) (Poethko-Müller et al. 2018, p. 10-11).

In addition to their general state of health, children and young people who are at risk of poverty or social exclusion also show increased restrictions in terms of their

32 However, the informative value of the data is limited due to a high number of missing figures (a proportion of 20 to 50 %).

physical health. Children and young people from low-income families are more frequently affected by permanent health restrictions compared to their peers from middle- and high-income families (Lampert/Kuntz 2019, p. 1267). Poorer physical health is also reflected in a higher incidence of asthma in children and young people from families with a low socio-economic status (Kuntz et al. 2018b, p. 25). These children and young people are also significantly more likely to be overweight and obese than their peers with a high socio-economic status (Schienkiewitz et al. 2018).

Similar social gradients are already evident in the development of infants and toddlers, as shown by results based on data from the NZFH's representative survey *Kinder in Deutschland – KiD 0-3* ("Children in Germany – KiD 0-3"). In Germany, one fifth of families with young children live in stressful circumstances such as cramped living conditions or where there are strong signs of depression or anxiety symptoms or negative childhood experiences in one parent (Ulrich et al. 2023). 46.4 % of families at risk of poverty[33] but only 17.5 % of families not at risk of poverty are subject to four or more stress factors (ibid.). Babies in families at risk of poverty have fewer opportunities for healthy development. The risk of underlying diseases is 3 percentage points higher in the former group (11.1 vs. 8.1 %), while the risk of chronic diseases is even 4 percentage points higher (8.8 vs. 4.8 %). The social disparities are even more pronounced among toddlers. The risk of underlying illness is almost 7 percentage points higher among children at risk of poverty (17.5 vs. 11.1 %), while the risk of developmental delays is around 13 percentage points higher (27.7 vs. 14.5 %). Toddlers from families at risk of poverty are also at least twice as likely to develop in a way that is physically, socially and emotionally inappropriate for their age (Renner et al. 2023b).

In addition to physical health, mental health also plays a significant role in the life satisfaction of children and young people. Here a change has been identified during childhood: while typical infectious diseases have largely been reduced, mental health problems and developmental disorders have increased (Kuntz et al. 2018b, p. 19). Children and young people at risk of poverty or social exclusion also face unequal opportunities when it comes to mental health. According to the KiGGS study (wave 2, 2014-2017), 3- to 17-year-old children and young people from low-income families were more frequently affected by mental health problems than their peers from the middle and high-income groups (Lampert/Kuntz 2019, p. 1267; Kuntz et al. 2018b, p. 25).

A healthy upbringing for children and young people cannot be taken for granted, especially in times of crisis, as studies on the effects of the COVID-19 pandemic show (Federal Government – Die Bundesregierung 2023; Langmeyer et al. 2020). The pandemic was more frequently experienced as stressful by families living in poverty, resulting in an exacerbation of the already difficult living situation of these families (Renner et al. 2023a; Ulrich et al. 2023). As a result, the mental health of

33 In the NZFH's representative survey *KiD 0-3*, poverty levels are determined based on the receipt of Unemployment Benefit II, social benefits under SGB II, social welfare under SGB XII or means-tested basic income support within the last twelve months (Salzmann et al. 2018, p. 10).

many children and young people – especially girls – was significantly impaired (Indikator G6) and social inequality as related to mental health increased (Ravens-Sieberer et al. 2023b). Higher rates of new cases of depression, eating disorders and obesity were seen in children and young people from families with a low socio-economic status during the pandemic. By contrast, higher rates of new cases of anxiety disorders were documented among girls from families with a high socio-economic status compared to those with a medium or low status during the pandemic (Witte et al. 2022, p. 18-19). An enormous increase in psychosomatic complaints such as headaches, abdominal and back pain, problems with falling asleep and depression among children and young people is also reported, with age- and gender-related trends emerging in favour of older pupils and girls (Reiß et al. 2024).

The effects of poverty and social exclusion can also be seen in health behaviour. Children and young people from families with a low socio-economic status are subject to an increased risk in their health behaviour. Sufficient exercise and a balanced diet are key factors influencing health. In 2022, only 10.8 % of girls and 20.9 % of boys achieved the WHO recommendation for daily physical activity (60 minutes of moderate-intensity physical activity daily[34]). Among gender-diverse young people, 12.4 % fulfilled the recommendation (Bucksch et al. 2024, pp. 73-74). There are clear inequalities – among both girls and boys – in the practice of sporting activities in connection with family affluence, with young people with a low family socio-economic status being less active in sport than those with a high parental status (Bucksch et al. 2020; Lampert/Kuntz 2019). Social disparities in sporting activities were also identified in the motor skills module study (MoMo baseline survey 2003-2006 and MoMo wave 1 2009-2012) (Will/Schmidt/Woll 2016). The data here allows a differentiation according to setting and shows that children and young people from lower social classes were significantly less likely to be members of sports clubs, whereas participation in extracurricular sports activities at school hardly depended on the socio-economic status of the family (Will/Schmidt/Woll 2016, p. 242-243). This shows the potential of school-organised (sports) clubs to reduce inequality. A social gradient similar to that of physical activity and sports behaviour is also evident in nutritional behaviour (cf. Chapter 2.2.4) and tobacco consumption, but not in alcohol and drug consumption among young people (Kuntz et al. 2018a; Lampert/Thamm 2007). Social inequalities can also be observed in dental and oral hygiene in that children and young people with a low socio-economic status and from a migrant background are at a higher risk of inadequate oral health behaviour (Krause et al. 2018).

34 The 2010 WHO physical activity recommendation for children and young people aged 5 to 17 specified at least 60 minutes of moderate to vigorous physical activity per day (World Health Organisation 2010). The updated version recommends that children and young people engage in an average of 60 minutes of moderate to vigorous physical activity per day throughout the week (World Health Organisation 2020). In addition, endurance-oriented and muscle-strengthening activities involving higher-intensity exertion are to be carried out three days a week. Currently available prevalence data still often refer to the WHO recommendation of at least 60 minutes a day (Federal Ministry of Health – Bundesministerium für Gesundheit 2022a).

In addition to the social disparities described above, access to and utilisation of medical care is also proving to be socially selective. Based on the supplementary programme "Information on health insurance" in the microcensus, which is carried out every four years, an estimated 61,000 people had no health insurance or other entitlement to health care in 2019 (Federal Statistical Office – Statistisches Bundesamt 2020a, p. 31). However, the number of unreported cases is estimated to be significantly higher (Kurz 2022). In particular, people without a registered address, such as housing-excluded people, only received inadequate care or none at all. At the same time, this group is not included in official surveys such as the microcensus, which requires a residential address. In order to shed light on the situation of those affected, the aid organisation Doctors of the World (Ärzte der Welt 2023a) published a health report based on patient data yielded by contact points of the open.med projects in Hamburg and Munich which provide medical care to people who lack (sufficient) health insurance cover. Data was analysed from 776 patients who received medical treatment for the first time in 2022 and consented to the use of the data. A look at the living situation of these individuals clearly indicates that they are particularly affected by monetary poverty, which applied to a total of 98 % of patients. The inclusion of age shows that 16 % of patients were minors and a further 18 % were in young adulthood (18-29 years) (Doctors of the World – Ärzte der Welt 2023a, p. 12). For women, check-ups during pregnancy were among the most common reasons for treatment (Doctors of the World – Ärzte der Welt 2023a, p. 18).

Data from the representative survey *KiD 0-3* by the NZFH already showed clear differences between families with children up to the age of three in terms of awareness and utilisation of support services in the area of early childhood intervention in 2015 (Eickhorst et al. 2016). The social gradients continue to exist. In 2022, families in poverty situations were also less likely to make use of universal preventive services such as midwife-led postnatal care (62.7 %) than families not at risk of poverty (84.3 %). Similar correlations can also be seen in antenatal classes and universal family education programmes (e.g. parent-child groups). The differences in utilisation can be attributed to both a comparatively lower awareness of these services and a low level of utilisation despite awareness among families in poverty compared to other families. In contrast, the social gradient in the utilisation and level of knowledge of the measures (the so-called prevention dilemma) is less pronounced for early childhood intervention services (e.g. welcome visits, longer-term outreach care and support from a health professional). In 2022, for example, 14.5 % of families with a risk of poverty used the LaB, but only 9.5 % of families who are not at risk of poverty (NZFH 2023).

There is also a social gradient in the utilisation of dental check-ups, although children and young people have free access to health check-ups annually in the first few years and every six months from the age of six (Indikator G4). Children and young people with low parental socio-economic status show lower utilisation of dental check-ups compared to their peers with high parental socio-economic status (Krause et al. 2018, pp. 11-12). Dental services are predominantly used by children aged 12 for check-ups; however, it can be seen that children with a low social status are more likely to use such services when they have a problem than their peers with

a high social status (24.6 vs. 10.9 %) (Jordan/Micheelis 2016, p. 199). A social gradient is also to be seen in the utilisation of orthodontic treatment. Children and young people from families with a low socio-economic status are less likely to receive orthodontic treatment than those from families with a medium socio-economic status, and boys from a low socio-economic background are also less likely to receive orthodontic treatment than those with a high socio-economic status. However, this does not reflect actual needs, as inadequate oral hygiene and poor dental health – which is more common among young people from socially disadvantaged families – can result in malocclusions, thereby making orthodontic treatment necessary (Seeling/Prütz 2018, p. 82).

In general, paediatric, dermatological, dental and orthodontic practices are more frequently visited by children and young people from families with a high socio-economic status. In contrast, children and young people from families with a low socio-economic status are more likely to consult general practitioners, gynaecologists, psychiatrists and psychotherapists (Lampert et al. 2018). In general, there are shortages in psychotherapeutic care for children and young people (Schepker/Kölch 2023). The effects of the COVID-19 pandemic led to an increase in mental illness and a worsening of symptoms in children and young people resulting from the pandemic (Plötner et al. 2022; Witte et al. 2022). However, psychotherapeutic care cannot be guaranteed for all those affected and often involves long waiting times (especially in structurally weak and rural areas) (Deutscher Bundestag 2022b, 2022a).

Children of mentally ill and addicted parents are a particularly vulnerable group. As directly affected family members, they often suffer from the consequences of both or one their parents' mental illness and are more likely to develop a mental disorder or illness themselves compared to children of mentally healthy parents (AFET Bundesverband für Erziehungshilfe 2020, p. 3). In addition, children of parents with mental illness are exposed to increased parental stress and restrictions, which can be reflected in areas such as parenting skills, perception of children's needs and impulsivity and can have a detrimental effect on child development (Staa/Renner 2022). Mental health problems of parents are also related to the utilisation of psychosocial care for children. Children of parents with mental health problems are almost five times more likely to seek mental health care than children of parents without mental health problems (Plass-Christl et al. 2017).

In general, universal health promotion programmes are less effective at reaching children from families with a low socio-economic status compared to children from middle and high status families. On the other hand, there is high acceptance of preventive check-ups for the early detection of illnesses (U examinations), which are an important instrument for the early detection of illness and stress as well as for primary preventive counselling of parents. According to KiGGS (wave 2, 2014-2017), most preventive check-ups are very well utilised with a participation rate of over 95% (Schmidtke et al. 2018). Although families with a low socio-economic status participate somewhat less frequently compared to the middle and higher status groups, this difference has narrowed in recent years.

The reduced health opportunities of children and young people who are at risk of poverty or social exclusion have not yet been sufficiently analysed in the context of social participation opportunities. However, it can be assumed that the health and participation opportunities of children and young people in Germany are interlinked in two ways. Firstly, the health effects of poverty can be explained by limited opportunities for social participation such as a precarious housing situation or stress levels in families at risk of poverty (Lampert/Kuntz 2019, p. 1270). Secondly, health-related restrictions in turn have an impact on opportunities for social participation. Further research is needed into how exactly the health and participation opportunities of children and young people are interlinked. In particular, the role of the family needs to be given greater consideration, since it can have both positive and negative effects on the health of children and young people in the event of poverty and social exclusion. There is also a need for holistic approaches to poverty prevention that not only cover healthcare but also take into account aspects such as education, housing and nutrition in order to improve the health and well-being of disadvantaged children and young people sustainably and in the long term (cf. Chapter 3).

Some vulnerable groups of children and young people have barely been included in child health statistics up to now. One reason for this is that such groups – such as housing-excluded children and young people or those with migration or refugee experience – are difficult to reach in the context of surveys. Factors such as language barriers or insecurity when dealing with strangers contribute to the fact that these groups of people often cannot be contacted or interviewed. In addition, people without stable housing conditions, for example, are already excluded when standard sampling procedures are used. Secondly, due to the small number of cases, such as in the case of children and young people with disabilities or LGBTIQ* children and young people, it is hardly possible to obtain meaningful results with regard to their health based on statistical data. This can generally lead to social differences in the health of children and young people being underestimated (Lampert/Kuntz 2019, p. 1271). Furthermore, it is often not possible to differentiate children and young people at risk of poverty or social exclusion in statistical data based on other characteristics – such as migration or displacement, chronic or mental illness, disabilities, LGBTIQ* or experience of violence. This also tends to lead to an underestimation of the burdens, as it can be assumed that these groups in particular are exposed to increased health challenges.

The UN Committee on the Rights of the Child requires data on the health status of children and the quality of health services to be provided and reviewed on a regular basis (UN Committee on the Rights of the Child 2013, marginal no. 118). Against this background, the non-continuation of the KiGGS study must be seen as a considerable deficit. The German Data Forum (RatSWD) also criticises the fact that not all data that is collected is made available for research, data from the health sector is usually only available in fragmented form, and access is often not regulated transparently (Fischer et al. 2023). School entry examinations could potentially provide information on the health of all children in Germany, but these are heterogeneous due to the federal structure and are not (yet) available in a clustered form at federal level (Fischer et al. 2023, p. 6). A pilot project with six participating federal

states successfully tested the feasibility of this type of clustering (Kühnelt et al. 2023).

2.2.4 Healthy nutrition and one healthy meal per school day

Nutrition is of fundamental importance for human existence. If people cannot afford enough food for financial reasons, this is often taken as an indicator of poverty. Among other factors, the children and young people interviewed by Schlimbach and colleagues (2024, p. 32) define poverty as not having enough to eat. The physiological importance of nutrition in terms of healthy physical development is only one aspect of this. Eating is a cultural act that often brings people together, enabling children and young people to experience a sense of community while eating. Nutrition also has social and psychological aspects: eating together strengthens cohesion and mental well-being, and it also promotes performance capacity (Scientific Advisory Board on Agricultural Policy, Food and Consumer Health Protection – Wissenschaftlicher Beirat für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz 2020). Being able to cook well and invite people over for a meal is highly valued in many cultures and is a reflection of wealth (Zwick 2007). A person's diet is influenced by their social, economic and cultural environment (Bundesministerium für Ernährung und Landwirtschaft 2024). However, a balanced and needs-based diet is not available to all children and young people in Germany to the same extent. Various academic studies indicate a social gradient in the nutrition of children and young people.

Breastfeeding is an important component of a healthy diet at a very early stage and has been recognised as having numerous positive effects beyond the nutritional aspect, both in terms of the mother-child relationship and the development of the child itself (Lorenz/Fullerton/Eickhorst 2018). The analysis based on data from the NZFH's representative survey *KiD 0-3* in which parents were asked about maternal breastfeeding behaviour in their family in 2015 showed that breastfeeding is relatively widespread at 79.5 %. However, it emerges that the higher the mother's educational background, the more frequently and longer she breastfeeds. Socio-structural burdens are associated with a lower probability that the child will be breastfed: Receipt of benefits under SGB II, single-parent status and a very young age of the mother at the birth of the child are associated with a lower probability of breastfeeding. In addition, mothers with a migration background were found to breastfeed more frequently and for longer periods of time than mothers without a migration background, although this finding could be due to other possible differences in characteristics between the groups of mothers that have an influence on the differences in behaviour.

Based on data from the survey *Health Behaviour in School-aged Children* (HBSC), Bucksch et al. (2020) show that healthy eating behaviour is more common among 11-, 13- and 15-year-old schoolchildren, the higher their level of family affluence. This applies to the consumption of fruit and vegetables as well as soft drinks. Overall, dietary behaviour in these age groups becomes increasingly problematic with increasing age (ibid.). An evaluation of the KiGGS study (baseline survey, 2003-2006) also showed that children and young people with a migrant background aged

3 to 17 were more likely to demonstrate unfavourable nutritional behaviour[35] than their counterparts of the same age without a migrant background, with some significant differences in country of origin within the former group (Schenk et al. 2008). A longer period of residence in Germany or belonging to the second or a subsequent generation of immigrants is associated with less favourable dietary behaviour. While children and young people without a migration background in Germany have the healthiest diets on average, while the dietary behaviour of children and young people with a migration background is the least favourable among those who have lived in Germany for a long time or were born here. These differences in behaviour can only partly be explained by differences in social status (ibid.).

Sugary soft drinks are particularly popular among young people. This is also shown by the results of the KiGGS study. Although the consumption of these drinks has declined somewhat in the age group of 3 to 17-year-olds in the eleven years since the first survey wave 2003-2006 – in line with the trend in the population as a whole – it is still widespread, especially among young people: in the period 2014-2017, 16.7 % of 14- to 17-year-old girls drank sugary soft drinks one to three times a day, while a further 4.4 % consumed them four or more times a day. Among boys in this age group, the respective shares were as high as 25.1 and 7.1 %. There is also a marked social gradient here: for example, children and young people with a low socio-economic status consume sugary soft drinks more frequently than their peers with a medium socio-economic status, who in turn consume them more frequently than those with a high socio-economic status (Mensink et al. 2018). Trends also show that social differences have increased compared to the 2003-2006 survey wave, which is due to the fact that consumption in the middle and, above all, the high status group has fallen more significantly than in the low status group (Lampert et al. 2019).

A high consumption of sugary drinks and unfavourable eating habits are associated with the development of overweight and obesity, among other things. Social differences are therefore also reflected in nutritional behaviour and, accordingly, in the prevalence of overweight and obesity among young people. There is also a social gradient in the physical activity behaviour of children and young people (cf. Chapter 2.2.3) which points in the same direction. The HBSC study, in which the body mass index (BMI) of 11-, 13- and 15-year-old pupils was estimated based on the weight and height of the respondents, showed that 24 % of girls with a low level of family affluence were overweight or obese in the 2021/2022 survey wave, while this only applied to 12 % of girls with high level of family affluence. Among boys, the respective shares were 35 and 19 % (Indikator E3). This result is also confirmed by the KiGGS study. While 25.5 % of 3 to 17-year-olds with a low socio-economic status are overweight, this applies to 13.5 % of those with a medium socio-economic

35 Unfavourable dietary behaviour is defined as follows: fruit less than once a week; vegetables less than once a week; wholemeal bread less than once a week; soft drinks at least 5-6 times a week; fast food at least 5-6 times a week; chocolate at least 5-6 times a week; snacks at least 5-6 times a week (Schenk et al. 2008, p. 46).

status and 7.7 % with a high socio-economic status (Kuntz et al. 2018a). The prevalence of overweight and obesity among young people has remained at an unchanged but very high level since the early 2000s (Schienkiewitz et al. 2018).

Another indicator of healthy eating behaviour is whether children and young people eat breakfast regularly. The data from the HBSC study shows firstly that eating breakfast as a daily routine becomes less frequent with age and secondly that there are differences according to gender and family affluence. In the 2021/2022 survey wave, 38 % of the 11-, 13- and 15-year-old girls surveyed from families with a low level of wealth reported eating breakfast every day, but this was the case among 46 % of girls of the same age with a high level of family affluence. The pattern for boys is similar, but at a higher level. 48 % of boys of the same age with a low level of family affluence ate breakfast on school days, compared with 60 % of those with a high level of affluence (Indikator E2). The data from the KiGGS study provide comparable results. Bucksch et al. (2020) discuss typical age-related developments such as a change in sleep patterns or age-appropriate separation from the parental home and from shared family meals as an explanation for a decline in daily breakfast with increasing age. The fact that adolescent girls eat breakfast particularly rarely could be linked to the increasing orientation towards body ideals and more frequent dieting behaviour.

The high social gradient in the dietary behaviour of children and young people raises questions about the reasons for this. Nutrition largely takes place within the family. Children and young people depend on the provision of wholesome meals in their homes. However, there are households in Germany that are affected by food poverty and sometimes even hunger. Food poverty is defined as malnutrition caused by poverty. This means that food requirements that are sufficient in terms of quality or quantity cannot be met due to insufficient financial resources. Food poverty can also include a social component, namely when dietary behaviour is restricted due to a lack of resources in such a way that social and societal participation with regard to the communal aspects of nutrition is prevented (Wissenschaftlicher Beitrat für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz 2020; Feichtinger 1995).

Due to insufficient data, it is not known exactly how many people in Germany are affected by food poverty and how many children and young people are among them. Food poverty does not necessarily have to be income-related, as non-monetary factors can also play a role such as illness, the absence of social networks or a lack of knowledge and insufficient skills on the part of household members to be able to manage a healthy diet at low cost. There are nutritional studies indicating that it is difficult to eat a healthy and sustainable diet when receiving basic income support benefits. However, it can be assumed that current basic income support benefits are not sufficient to maintain a healthy diet without additional support resources (Scientific Advisory Board on Agricultural Policy, Nutrition and Consumer Health Protection – Wissenschaftlicher Beirat für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz 2020).

To make matters worse, households affected by income poverty are more likely to have problems that stand in the way of a healthy diet, such as illness, disabilities or

chronic stress (Scientific Advisory Board on Agricultural Policy, Nutrition and Consumer Health Protection – Wissenschaftlicher Beirat für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz 2020). There is also often a lack of other resources that would be needed to provide a healthy diet. For example, parents differ in terms of the nutritional expertise required to implement a healthy diet in a way that is efficient in terms of both time and cost. A study was conducted on behalf of the Allgemeine Ortskrankenkassen (AOK) (Heiden/Ochmann/Bernhard 2023) in which almost 8,500 parents with children aged 4 to 14 were surveyed: this documents how socio-economic status and nutritional competence correlate for the year 2022. Nutritional competence was assessed based on questions on the topics of "Healthy comparison", "Preparing meals yourself", "Choice of provisions", "Planning meals", "Healthy housekeeping", "Eating together", "Being able to resist" and "Smart snacking". Based on the responses, the families were categorised into four groups of nutritional competence: at the levels of inadequate, problematic, sufficient and excellent. Families with a low socio-economic status are more likely to have inadequate or problematic nutritional competence (53.4 %) than families with a medium (43.0 %) or high socio-economic status (32.2 %) (ibid.).

One way in which the state can promote healthy eating among children and young people is through lunchtime catering at daycare centres and schools. For this reason, the Council Recommendation on the introduction of a European Child Guarantee (Council of the European Union 2021, Art. 4a) recommends guaranteeing all children and young people effective and free access to at least one healthy meal per school day. The Bürgerrat Ernährung ("Citizens' Assembly on Nutrition") goes one step further and recommends the provision of "free lunches for all children as the key to educational opportunities and health" (Bürgerrat Ernährung 2024, p. 24). In 2019, Berlin was the only federal state to introduce free lunch for all pupils at (public) schools from year 1 up to and including year 6.[36] Overall, there are a variety of arrangements applying to lunchtime catering at schools and after-school care centres: these differ regionally and according to the age of the children and young people, and in some cases provide for a scaling of costs according to the parents' income.

There are also differences by age and region when it comes to daycare centre meals. Most daycare centres in Germany (88.7 %) offer lunch. In eastern Germany, this is the rule (99.4 % of daycare centres), while in western Germany the proportion is 86.1 % of daycare centres, although there are major differences between the federal states (Indikator En1). Broken down by age group, 84.1 % of children under the age of three in Germany eat lunch at daycare centres. For children between the ages of three and starting school, this proportion is only 74.3 %. The participation rate in eastern Germany is the same for both age groups at 98.8 % (Indikator En2).

36 SchulG Berlin – Law on Lunch at Schools of 9 April 2019 (GVBl. – Law and Regulation Gazette
→ p. 255

All-day schools in primary and lower secondary education, i.e. year 1 to 10, are obliged to offer school lunches (Secretariat of the Conference of Ministers of Culture – Sekretariat der Kulturministerkonferenz 2021). Lunchtime catering is a necessity in the case of long school days. In addition, the quality of all-day facilities is often measured by the quality of the catering (Schütz/Täubig 2020, p. 1033). Around 1.8 million primary school children attended all-day or after-school programmes in the 2022/2023 school year (Meiner-Teubner/Trixa 2024). As such, these pupils were offered lunch at school or at the after-school care centre. The regulations on all-day schooling for children of primary school age vary from state to state. A basic distinction can be drawn between three forms: services under the responsibility of schools (all-day schools), services under the responsibility of child and youth welfare services (daycare centres) and other services such as those. under the responsibility of the municipalities (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth/Federal Ministry of Education and Research 2023; Authoring Group Education Reporting – Autor:innengruppe Bildungsberichterstattung 2022).

The federal government's nutrition strategy (Federal Ministry of Food and Agriculture 2024) includes plans to improve communal catering, i.e. catering at daycare centres, schools and canteens, by implementing the quality standards of the German Nutrition Society (Deutsche Gesellschaft für Ernährung 2023). The National Quality Centre for Nutrition at Daycare Centres and Schools (NQZ)[37] provides information and materials on this. Food is to be "healthy, tasty and sustainable" (National Quality Centre for Nutrition at Daycare Centres and Schools – Nationales Qualitätszentrum für Ernährung in Kita und Schule 2024), with health promotion being the main focus for a long time (Seehaus/Gillenberg 2016). International research confirms that eating habits can be positively influenced by communal catering (Micha et al. 2018).

Parents generally have to pay a contribution towards the cost of lunch at daycare centres and schools. In the context of all-day school, it is the programme for which parents are most frequently required to make a contribution (Study on the Development of All-Day Schools – StEG-Konsortium 2015, p. 80). As jointly decided by the Conference of Youth and Education Ministers (JMFK, Section 2.3.1), the contributions can be subsidised by the school authorities (usually cities, districts or municipalities) – also on a socially staggered basis. In addition, the costs for lunch in schools, at daycare centres and with childminders are covered as part of the Education and Participation Package if the parents are eligible and have submitted an application and the meal is offered under the responsibility of the school or there is a cooperation agreement between the school and the daycare centre (Section 28 (6) (2) SGB II). It is not possible to determine the total number of children and young people who receive an Education and Participation Benefit for lunchtime meals, as the statistics are kept separately according to areas of jurisdiction. Of the children

37 Cf. https://www.nqz.de/ (last retrieved on 01.07.2024)

and young people aged 6 to under 15 who are entitled to Education and Participation Benefits under SGB II, 37.5 % took advantage of lunchtime meals as a benefit type in 2023 (Federal Employment Agency Statistics – Statistik der Bundesagentur für Arbeit 2024c). There may be various reasons for the low utilisation rate: the school does not offer a (reimbursable) lunch, the need is covered and financed elsewhere, the effort of applying is considered too great, or the catering is not taken up for reasons of shame, not liking the food, or reasons that have to do with the educational setting.

There are a wide range of expectations that are placed on lunch in an educational institution such as a daycare centre or school: it is to promote health, ensure the performance capacity of children and young people, convey knowledge about healthy eating, enable desirable eating behaviour, strengthen the community, teach table manners, and contribute to the relaxation and well-being of children and young people – for example by involving them in the selection of the food and how its serving is organised (German Nutrition Society – Deutsche Gesellschaft für Ernährung 2020; Schütz/Täubig 2020; Arens-Azevedo et al. 2015). The pedagogical organisation of lunch ranges from more family-like to canteen-like settings (Schütz/Täubig 2020; Schütz 2016). The former is used more for younger children and offers orientation and a sense of security based on fixed times, groups and rituals. At the same time, the focus is on education and the application of rules. The latter option (canteen-like settings) is implemented at primary and secondary schools and offers children and young people the opportunity to personalise their meals (Schlattmeier 2022). In any case, negotiation processes take place regarding lunch both among the children and young people themselves and with the educators about who gets what, how and when they can or must eat. School lunches are also located at the interface between public and private responsibility (Jansen et al. 2020), which is particularly reflected in the financing arrangements involving partial parental contribution to costs (Schütz/Täubig 2020, p. 1040). If free lunches are introduced across the board within a short space of time, as in Berlin in 2019, the pedagogical approach is initially no longer the main focus, since many schools do not have the necessary space (Schütz/Täubig 2021). It has also been shown that many meals are not taken, which is a considerable waste in view of the increased food costs (Sell 2022).

The lack of reliable and comprehensive data on the availability of school meals in Germany is a serious data gap. As mentioned, this is partly due to the differences in the statistical recording of all-day and after-school care in the federal states and also because there is no nationwide survey of schools in the half-day school system as to which schools offer lunchtime catering. For this reason, too, it is not possible to determine the extent to which children from low-income families benefit from the assumption of costs for communal lunchtime meals in connection with Education and Participation Benefits under SGB II. Although it is known how many children and young people were granted the benefit, it is not known whether reimbursable meals were offered at all and whether the costs were applied for.

2.2.5 Adequate housing

Housing has a significant influence on the well-being of children and young people. Research shows a close link between the housing situation, health and the cognitive and social-emotional development of children (Holme 2022; Clair 2019). In addition to the quality, safety and affordability of the housing, it is crucial to ensure a child-friendly living environment with access to relevant infrastructure such as playgrounds and sports grounds, daycare centres, schools and natural open spaces (Grundmann/Winkler 2022). From the perspective of children and young people at risk of poverty, safe and stable housing is a basic existential need. The home is seen as a place of emotional security where they spend a large part of their everyday lives. It is vital for children and young people to have their own room as a place of retreat, or at least an area that they use themselves. In particular in view of the multiple experiences of insecurity in all situations in life, children and young people need this place for themselves in order to be able relax safely from the demands of the adult world and to pursue their favourite activities undisturbed (Schlimbach et al. 2024). Accordingly, access to adequate housing is a key factor in preventing poverty and ensuring the social participation of children and young people.

The right to housing is enshrined in international human rights treaties, above all the United Nations Social Covenant[38] as part of the right to an adequate standard of living.[39] The Social Pact Committee has identified seven criteria by which the adequacy of housing is measured: the legal protection of the accommodation, the availability of services (including drinking water, energy supply, sanitary facilities), the affordability of the housing, the habitability of the rooms (including protection from cold, heat, rain, building defects), accessibility without discrimination, suitable location (including proximity to healthcare, educational and social facilities) and the cultural adequacy of the housing (UN Committee on Economic, Social and Cultural Rights 2021[1991]). The definition set down by the Council of the European Union within the framework of the Recommendation on the introduction of the European Child Guarantee refers primarily to the affordability, quality and accessibility of housing. "Adequate housing" is defined as "a dwelling that meets the current national technical standards, is in a reasonable state of repair, provides a reasonable degree of thermal comfort and is available and accessible at an affordable cost" (Council of the European Union 2021, Art. 3h).

Based on these criteria, despite the relatively high housing standards in Germany compared to other European countries, a growing number of children and young

38 International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted by the UN General Assembly on 16 December 1966, entered into force on 3 January 1976. The Federal Republic of Germany ratified the pact on 17 December 1973.

39 The Basic Law of the Federal Republic of Germany (GG) does not explicitly mention the right to housing. However, it can be derived from the guarantee of human dignity (Art. 1 (1) GG) in conjunction with the welfare state requirement (Art. 20 (1) GG) as part of the fundamental right to a minimum subsistence level in keeping with human dignity. In addition, realisation of the right to housing is enshrined as a national objective in the constitutions of the majority of federal states and in individual laws (Schollmeier 2020).

people are forced to live in lower-quality housing. For example, the proportion of children and young people living in homes with a leaking roof, damp in the walls or rot in window frames or floors has risen from 15.3 % (2020) to 20.0 % (2023) in recent years. The proportion of children and young people at risk of poverty in damp housing increased from 21.9 % (2020) to 27.1 % (2023) over the same period.[40] At pre-school age, more than one in four children at risk of poverty (2023: 28.7 %) were affected. Indoor damp and mould can trigger respiratory illnesses and allergies (Association of the Scientific Medical Societies in Germany – Arbeitsgemeinschaft der Wissenschaftlichen Medizinischen Fachgesellschaften 2023). Poorly insulated homes and the sharp rise in energy costs following the Russian war of aggression on Ukraine mean that households at risk of poverty are often unable to heat and ventilate their homes efficiently, which increases the risk of mould (ibid.). In 2022, more than a fifth of children and young people at risk of poverty or social exclusion (21.3 %) lived in a household that was unable to keep the home warm enough for financial reasons (Indikator W4).

The proportion of children and young people at risk of poverty who live in an overcrowded household, as defined by the Statistical Office of the European Union, has also risen from 36.4 % (2020) to 43.7 % (2023) (Nachrichtlich zu Indikator W3). The proportion of children and young people at risk of poverty or social exclusion and living in an overcrowded household remained relatively stable over the period under review, most recently (2022) at 34.0 % (Indikator W3).[41] For example, households are considered to be overcrowded if the living room is also used as a bedroom, if three or more children under the age of 12 share a room or if there are no separate rooms for girls and boys between the ages of 12 and 17. Accordingly, overcrowding primarily affects children and young people at risk of poverty or social exclusion who live with parents and two or more siblings (2022: 42.4 percent). However, children and young people at risk of poverty or social exclusion living with single parents are also subject to a disproportionately high level of overcrowding rate (2022: 40.7 %) (ServiKiD calculations based on EU-SILC). Particularly in large cities, where there is little affordable housing suitable for families, socially disadvantaged families often have to move together in small spaces (Schridde 2022; Heyn/Braun/Grade 2013). In small towns and rural areas, the situation with regard to overcrowded housing is more relaxed. Overcrowding is particularly problematic

40 Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_mdho01c, last update 12.06.2024 (retrieved 12.07.2024). According to Eurostat, the figures are not very reliable.

41 A breakdown according to the AROPE components shows that the overcrowding rate of children in materially and socially deprived households has decreased, while it has increased in households with very low labour intensity and, as described here, in households at risk of monetary poverty. Consequently, the increase does not necessarily mean a deterioration in the housing situation of disadvantaged families (e.g. as a result of displacement into smaller and less well-furnished apartments), but is probably largely due to the influx of refugee families from Ukraine. It is known that at the beginning of 2023, around 79 % of Ukrainian refugees lived in private accommodation, 13 % in other accommodation such as a hotel or guesthouse and 8 % in shared accommodation, and they had on average less than half as much living space per person as the local population (Siegert et al. 2023). The employment rate of Ukrainian refugees is still low: it was at 25 % in January 2024 (Brücker et al. 2024).

for young people, as there are hardly any opportunities for retreat and protected privacy in the apartment, which also severely restricts the possibility of inviting friends over (Schlimbach et al. 2024). In addition, there is often a lack of a suitable place to study, such as a desk where homework can be done in peace and quiet (Geis-Thöne 2020; Lietzmann/Wenzig 2020). Such cramped living conditions are a constant source of stress and are associated with poorer academic performance and health problems (Solari/Mare 2012).

In Germany, a minority of children are cumulatively affected by both overcrowding and at least one other quality defect in the home, such as a leaky roof, the lack of a bathroom or toilet, or a home that is considered too dark. The so-called severe housing deprivation rate for minors was 2.5 % in 2020, well below the EU average of 6.7 %.[42] However, children and young people who are at risk of poverty or social exclusion are also at a much higher risk of severe housing deprivation in Germany (2020: 7.3 %) (Indikator W2).

Reductions in the quality of housing are directly linked to rising housing costs and the shortage of affordable housing. According to a study by Dustmann, Fitzenberger and Zimmermann (2022), the proportion of income that households spend on housing has risen disproportionately in the lower income quintile since the mid-1990s, while it has fallen in the top income quintile – also thanks to the higher home ownership rate and the decreasing costs of home ownership compared to renting. This has increased the inequality of disposable income after deducting housing expenses. The cost of acquiring and using residential property has also risen in the meantime. This factor and, in particular, the high level of immigration in 2015 and 2022 have greatly increased the demand for rental apartments. At the same time, the supply of affordable rental apartments decreased, particularly in urban centres (Schürt 2023). According to analyses by the German Economic Institute, the number of social housing units in Germany fell from almost 2.5 million in 2002 to less than 1.1 million in 2022 (Deschermeier/Hagenberg/Henger 2023). In the coming years, the social housing commitment will expire for up to 50,000 apartments per year, meaning that the number of dwellings available could halve by 2035 if no countermeasures are taken (ibid.). In addition, new housing construction has fallen into a "deep crisis" (Simons 2024, p. 201) as a result of the sharp rise in construction costs due to the pandemic, the war, and a lack of profitability. This can be seen, for example, in the declining number of building permits for apartments since the second half of 2022 and the growing construction backlog. According to a current forecast by the property industry, the housing deficit will amount to 720,000 apartments by 2025 and 830,000 apartments by 2027 (German Property Federation – Zentraler Immobilien Ausschuss 2024). The Pestel Institute (2024) expects a deficit of 800,000 apartments by 2024. While purchase prices for residential property have been falling again since 2022, rents under new contracts are continuing to rise in the tight housing market situation. In the last two years alone (first quarter of 2022 to

42 Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_mdho06a, last update 12.07.2024 (retrieved 15.07.2024)

fourth quarter of 2023), these have risen by an average of almost 9 % in Germany, and significantly more in some metropolitan regions (Munich, Leipzig, Berlin) (Sagner/Voigtländer 2024). Families at risk of poverty are particularly affected by this, since over three quarters of them live in rented accommodation (Federal Statistical Office – Statistisches Bundesamt 2024o). Due to a lack of alternatives, many families remain in apartments that are too small or of inferior quality, fall into arrears, or are threatened with eviction and housing exclusion.

According to EU-SILC data, households with dependent children in Germany spent an average of 24.0 % of their disposable income on housing costs[43] in 2023. Households at risk of poverty with children spent on average 42.6 % of their income, almost twice as much.[44] In addition, households at risk of poverty have to spend almost twice as much of their income on other essential services such as transport/mobility and digital communication as households not at risk of poverty (European Commission 2023), leaving significantly less money overall for children's education, support and social participation (Newman/Holupka 2016).

The proportion of children and young people in households considered to be overburdened by housing costs, i.e. who spend more than 40 % of their disposable income on housing, was 11.4 % in 2023, and more than three times as high among children and young people at risk of poverty, namely 36.1 % (Nachrichtlich zu Indikator W1). Children and young people who live in materially or socially deprived households or in households with very low labour intensity are less likely to be affected by housing cost overload. The rate of housing cost overburden for children and young people at risk of poverty or social exclusion (Indikator W1) is therefore lower (2022: 22.6 %) than the rate of those who are at risk of poverty solely in monetary terms (2022: 32.8 %) (ServiKiD calculations based on EU-SILC). It should be noted that households that receive basic income support benefits for jobseekers under SGB II and whose accommodation and heating costs are fully or largely covered by the municipalities are not overburdened by housing costs. The same applies to households whose housing costs as a proportion of income remain below 40 % due to the receipt of housing benefit. Without state support, therefore, more children and young people and their households would be affected by housing cost overload. In 2023 – the first year after the Housing Benefit Plus reform[45] came

43 The housing costs documented in the statistics include all monthly costs that a household has to spend on housing. In addition to rent or, in the case of owners, interest payments on mortgage loans, for example, this also includes all ancillary costs and the costs of utilities (water, electricity, gas, heating). While the information on average income shares of housing costs relates to expenditure before deduction of state benefits such as housing benefit and the costs of accommodation and heating covered by SGB II, the rate of overload as a result of housing costs relates to expenditure after deduction of these benefits.

44 Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_mded01, last update 09.07.2024 (retrieved 15.07.2024)

45 Housing benefit is primarily aimed at households with low incomes that would otherwise be dependent on basic income support benefits due to housing costs alone. Through the Housing Benefit Plus reform, the income limits and maximum rent amounts for receiving benefits were increased, and heating costs have also been subsidised since then. In the case of pure housing benefit households, this will increase housing benefit by an average of EUR 190 per month. In

into force – total expenditure by the federal government, federal states and municipalities on housing benefit and benefits for accommodation and heating under SGB II amounted to over EUR 20 billion (Deutscher Bundestag 2024, p. 94).

Due to the tight situation on the rental housing market, it is barely possible for lower-income families to realise their own preferences when it comes to choosing a home and a residential location. The housing situation of single mothers and their children is often precarious (Nieuwenhuis/Zagel 2023) since following a separation, they frequently have to move into a smaller apartment that is not close to the area in which their life was focused up until that point (Houdt 2023). In addition, there is discrimination – whether unintentional or deliberate – against certain groups of people by private and institutional housing providers. Migrants are particularly affected by this, as field experiments show (Hinz/Auspurg/Schneck 2022; Hanhörster/Ramos Lobato 2021).

One side effect of unequal housing conditions is socio-spatial segregation, i.e. the spatial segregation and unequal spatial distribution of the population according to age, income, ethnicity and other socio-structural characteristics. Segregation tendencies are particularly evident in large and small urban centres, where around 85 % of children at risk of poverty and social exclusion live, but this can also be observed at municipal level in rural areas (Baba/Wilbert 2022). Poverty segregation among children, measured in terms of the number of inactive people entitled to benefits under SGB II, is more pronounced in cities than among the adult population (Knüttel/Kersting 2021) or the population as a whole (Helbig 2023b). This means that poor children are distributed more unevenly across urban areas than other poor population groups. According to analyses by Marcel Helbig (2023b), there is a high concentration of child poverty in the cities of the Ruhr region. The socio-spatial concentration of child poverty in disadvantaged neighbourhoods and residential areas has increased here over the last ten years, while it has decreased in the large housing estates of eastern German cities and in southern German cities, partly thanks to more favourable labour market developments. At the same time, the selective influx of refugees into socially disadvantaged areas between 2014 and 2017 has strengthened the link between poverty segregation and ethnic segregation in relation to the overall population in the Ruhr and eastern German cities (ibid.; Jähnen/Helbig 2022). Accordingly, neighbourhoods in which large numbers of people receive benefits under SGB II also have a higher proportion of foreigners.

Growing up in segregated environments increases the inequality of life chances among children and young people. Children who live in socially disadvantaged urban neighbourhoods are more likely to be exposed to environmental pollution due to increased heat, traffic noise or air pollutants (German Advisory Council on the Environment – Sachverständigenrat für Umweltfragen 2023) and have less access to public green and recreational areas (Rehling et al. 2021). This in turn harbours health risks. For example, continuous exposure to traffic noise is associated with

addition, the number of recipients is expected to double or triple to up to two million households (Henger/Niehues/Stockhausen 2022).

hyperactivity and attention problems at primary school age (Seidler et al. 2023). Children are exposed to increased accident risks when playing on busy roads or on their way to school. In addition, children, young people and their families at risk of poverty are often restricted in their mobility and therefore their social participation (Agora Verkehrswende 2023; Daubitz et al. 2023; Rozynek/Schwerdtfeger/Lanzendorf 2022). This applies to both urban and rural areas. "Mobility poverty" manifests itself in poor accessibility to places where day-to-day needs are met (e.g. supermarket, food bank, pharmacy, medical care), limited access to various transport options (e.g. poor public transport links/frequency, lack of cycle paths), lack of affordable means of transport (e.g. rising ticket prices, car dependency in rural areas) and disproportionately long journey times, as well as the resulting "time poverty" – something which women and mothers suffer from in particular due to the unequal distribution of care work (Agora Verkehrswende 2023).

Various groups of people are temporarily or permanently excluded from the possibility of living in their own home. The European typology for housing exclusion ETHOS (FEANTSA 2017), which is also used as a basis for reporting on housing exclusion in Germany (Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2022), distinguishes between the four main categories of homelessness (e.g. living on the street), housing exclusion (e.g. accommodation in housing-excluded facilities), insecure housing (e.g. temporary accommodation with friends) and inadequate housing (e.g. in caravans or condemned buildings), which are divided into 13 sub-categories and all refer to a housing situation which is inadequate. From a biographical perspective, changes between the different categories are common and the boundaries between "housing" and "housing exclusion" are fluid (Gränitz 2022; Beierle/Hoch 2017). While single men or young people with no fixed abode tend to dominate the public perception of housing exclusion or homelessness, families with children in emergency shelters, violence protection facilities or unreported shared accommodation with friends or relatives actually make up the largest group of housing-excluded people (Daigler 2024). These are not fully documented in the statistics, however.[46]

The official housing exclusion statistics, which were collected for the first time in 2022, document as a central segment of housing exclusion the people who were housed on the reference date of 31 January of a year either in accordance with the police and regulatory laws of the federal states or in connection with measures under Sections 67 et seq. SGB XII. According to this, 372,060 people were housing-excluded nationwide on 31 January 2023, including at least 176,140 people in family households (47.3 %). 105,505 of these were children and young people under the age of 18 (28.4 %), while a further 34,870 were young adults aged 18 to under 25 (9.4 %) (Indikator Wn1). The number of housing-excluded children, young people and young adults who were accommodated more than doubled compared to the

46 For example, official statistics do not include pregnant women or mothers who seek refuge with their children in women's shelters due to domestic violence, or children of housing-excluded mothers and fathers who are accommodated elsewhere.

previous year's reporting date, which is primarily due to the accommodation of refugee families from Ukraine and other immigrants. Accordingly, nine out of ten housing-excluded young people were of foreign nationality as of 31 January 2023.[47] While the majority of housing-excluded minors in accommodation lived in a couple household with child(ren) (53.9 %) or a single-parent household (31.4 %), 39.9 % of young adults aged 18 to under 25 were also single (Federal Statistical Office – Statistisches Bundesamt 2024d, ServiKiD calculations). It is striking that half of the minors lived in households with five or more people (Federal Statistical Office – Statistisches Bundesamt 2024a), which indicates the high risk of housing exclusion among multi-child families. Although regulatory accommodation is intended as a temporary emergency solution, over 40 % of housing-excluded children, young people and young adults have been in such accommodation for a year or longer, and almost 30 % for two years or longer (Federal Statistical Office – Statistisches Bundesamt 2024c, ServiKiD calculations).

In addition to the housing exclusion statistics, other forms of housing exclusion are also analysed every two years. The first survey of housing-excluded people conducted by the research consortium GISS/Kantar Public at the beginning of February 2022 revealed a figure extrapolated to all municipalities in Germany of 12,597 children, young people and young adults under the age of 25 who were staying with acquaintances or relatives during the week of the survey (unreported housing-excluded people) and 3,744 young people under the age of 25 who had spent the night outdoors or in temporary accommodation during the week of the survey (housing-excluded people without accommodation) (Brüchmann et al. 2022). As minors were only reached to a very small extent in the survey – an estimate of 75 unreported housing-excluded people and 37 housing-excluded people without accommodation – the figures are probably underestimated. This does not include children with whom respondents stated that they live together. This included around 5,500 children and young people under the age of 18 in unreported housing exclusion and around 1,100 underage children and young people living on the street with their parents (or parents' parents) (ibid.).

The reasons why families and children become housing-excluded are complex. In addition to displacement and migration, housing exclusion can be caused by rent debts, separation/divorce, job loss, imprisonment, illness, addiction or experiences of violence, whereby such problems often accumulate (Busch-Geertsema/Henke/Steffen 2019). Family conflicts and a negative experience of job centres and youth welfare facilities play a particular role for young "street kids" and young care leavers (Steckelberg/Eifler 2024; Frank 2022; Beierle/Hoch 2017). The structural causes include the aforementioned lack of affordable housing and non-

47 People seeking protection at reception centres and refugees outside the emergency housing assistance system are not included in the housing exclusion statistics. Refugees with recognised residence status who remain in collective accommodation because they cannot find their own accommodation (so-called "false occupants") are included, albeit underreported (Federal Ministry of Labour and Social Affairs – Bundesministerium für Arbeit und Soziales 2022.

discriminatory access to housing. Furthermore, it is criticised that emergency housing assistance is primarily geared towards single people (Daigler 2024) and that the interfaces with other assistance systems such as child and youth welfare, employment services or assistance for people with disabilities often function inadequately (Engelmann 2022). It is indeed true that emergency housing assistance varies considerably in the way it is organised from one municipality to the next (Busch-Geertsema/Henke/Steffen 2019). In some cases, there is a lack of a clustering of the responsibilities, preventative services to avoid housing exclusion, support in obtaining housing and cross-jurisdictional cooperation (ibid.). In addition, the development and enforcement of binding minimum standards for the regulatory accommodation of housing-excluded people is called for (Engelmann 2022). According to studies and the experience of independent organisations providing assistance to the housing-excluded, there is often no guarantee that emergency accommodation is designed in accordance with human and children's rights. Criticisms include inadequate sanitary and hygienic conditions, cramped living and sleeping conditions that promote conflicts among the residents, a lack of protection against violence and insufficient social work support.

A particularly vulnerable group are refugee children and young people who come to Germany accompanied or unaccompanied and do not have secure residence status. Accompanied minors and their parents are subject to the extensive restrictions of asylum and residence law, including the residence obligation. They are initially accommodated at reception centres and then distributed to municipal accommodation after six months at the latest. However, this deadline is regularly exceeded (Felde/Hilb/Rohleder 2023). After arriving in Germany, unaccompanied minors are handed over to the youth welfare office, which is responsible for taking them into protective custody and providing follow-up accommodation.[48]

Germany is obliged to guarantee child- and youth-friendly accommodation for refugee minors (Felde/Hilb/Rohleder 2023). However, studies show that this obligation is not always fulfilled (Weber et al. 2023; Baron/Flory/Krebs 2020; Terre des hommes Germany 2020; Meysen/Schönecker/Achterfeld 2019). Refugee families often live in housing units that are too small and have an unfavourable layout. Doors to bedrooms and children's rooms are sometimes lacking, parents do not have their own bedroom or children do not have a suitable place to play or study (Weber et al. 2023; Baron/Flory/Krebs 2020). Children and young people often suffer from the lack of opportunities to retreat, but they are also exposed to conflicts in the residential units and experiences of violence (Weber et al. 2023; Baron/Flory/Krebs 2020; Terre des hommes Germany 2020; Meysen/Schönecker/Achterfeld 2019). There is a lack of storage space for clothes and toys and the furniture is often damaged or of poor quality (Weber et al. 2023). Residents also complain about low room temperatures and mould in living rooms and bedrooms (Doctors of the World – Ärzte der Welt 2023b). Families are sometimes split up into different residential

48 Refugees from Ukraine do not have to go through an asylum procedure, so they are exempt from this regulation and can be accommodated privately (Weber et al. 2023).

units (Weber et al. 2023), which results in the separation of minors from familiar persons and the loss of security and reliability. They often have to share a bedroom with other families. This is particularly stressful for refugee children and young people, as they need a safe and reliable environment with familiar people (Meysen/Schönecker/Achterfeld 2019). Very few apartments have their own bathrooms or toilets, but shared bathrooms fail to offer minors any intimacy or privacy (Weber et al. 2023). Gender segregation is not always provided for here. Some of the sanitary facilities are located outside the accommodation (ibid.). Girls and (young) women in particular feel very uncomfortable with this.

Families' right to privacy is severely restricted at the accommodation centres (Terre des hommes Germany 2020). Asylum seekers cannot decide who enters their home or who they share it with. Visiting opportunities are limited and residential units often cannot be locked – the aim here is to facilitate unannounced searches by security personnel or the police. Added to this are the uncertain residence status, access controls to the accommodation site, lack of transparency and lack of participation in the allocation of accommodation units, and the excess occupancy and double occupancy of accommodation units. This creates a feeling of incapacitation among the residents and conveys to children and young people that they are in an insecure – if not dangerous – situation, despite having arrived in Germany. They also suffer from limited freedom of movement, social isolation due to living in peripheral locations and a lack of local leisure opportunities (Weber et al. 2023; Baron/Flory/Krebs 2020), which is why their activities often shift towards smartphone and internet use (Weber et al. 2023).

By contrast, accommodation for unaccompanied minors is predominantly rated as good (Sauer 2021). Due to their legal equality with German minors in child and youth welfare services, they generally find refuge in a safe environment that is conducive to their development (Brandy/Koerber 2022; Sauer 2021). Despite their legal equality, they are also subject to the provisions of German asylum and residence law. For example, there are reports of cases in which unaccompanied minors are temporarily accommodated at reception centres for adults or other emergency accommodation after being taken into protective custody and before subsequent accommodation (Association for Unaccompanied Refugee Minors – Bundesfachverband unbegleitete minderjährige Flüchtlinge/IGfH (Internationale Gesellschaft für erzieherische Hilfen), German national section of FICE /Terre des hommes Deutschland 2022). Due to long waiting times for the clearing procedure, they are sometimes denied regular accommodation for weeks after being taken into protective custody (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023b; Karpenstein/Rohleder 2022). The capacity of child and youth welfare services to take in unaccompanied minors has been reduced again since 2018, which is why the facilities are once again overburdened due to higher numbers of unaccompanied minors entering the country after 2021 (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023b). As a result, youth welfare offices are once again having to temporarily place unaccompanied minors in facilities that do not fully meet the standards of child-appropriate accommodation. The living environment is also linked to the pursuit of hobbies, making friends and other post-migration factors that have

an influence on the acculturation strategies and psychological well-being of young refugees. The latter also influence the integration of unaccompanied refugee minors in their new environment (Garbade et al. 2023; Garbade et al. forthcoming).

In conclusion, the following data gaps and research desiderata can be identified for the field of action "Access to adequate housing":

- The reported data provides information on the housing situation of families and children in need (availability, affordability, quality of housing), but only allows for limited differentiation for individual target groups. Additional studies would be desirable on the housing situation of single parents or migrant families and their children, for instance.
- Compared to urban centres, there is less information on access to adequate housing and the living environment of children in small towns and rural areas. It would be helpful to have comprehensive information on environmental pollution or the accessibility of child and family-related infrastructure close to home, for instance.
- As planned, the data on housing exclusion among children and young people should include other forms of housing exclusion and be analysed in greater depth. In surveys on these issues, greater attention should be paid to the family context of housing-excluded children and young people.
- Finally, further research would be welcomed into the utilisation and impact of emergency housing assistance and innovative approaches to housing provision for groups with access problems. In this context, the role of non-profit housing associations should also be examined more closely.

3 Focus topic “Municipal poverty prevention”

The aim of the EU Child Guarantee is to ensure that children have effective access to free early childhood education and care, free education and school-based activities, free healthcare, healthy food and at least one healthy meal per school day, and adequate housing. The aim is to prevent poverty and social exclusion and enable greater social participation. The NAP “New Opportunities for Children in Germany” picks up on these goals with the aim of implementing them by 2030.

These goals require coordinated cooperation at all political levels. The federal and state governments provide impetus and shape the legal and institutional framework conditions. The municipalities plan services that are tailored to the needs and specific target groups and offer them on a local basis. The municipalities have a key role play as places where essential services are provided.

Poverty prevention measures are needed across the board to ensure that every child experiences good conditions in which to grow up, regardless of where they live. For the purpose of nationwide poverty prevention, it is possible to build on existing innovative approaches and programmes that already exist in some federal states and municipalities.

By focussing on municipal poverty prevention in the first progress report, the aim is to support the further development and dissemination of needs-based and target group-oriented approaches. To this end, it is important to clarify which approaches to poverty prevention have proven successful to date, how these fit into longer-term municipal strategies to combat child and youth poverty and how higher political levels of action can support municipal prevention through improved framework conditions. There also needs to be a better understanding of the potential and limits of the law in municipal poverty prevention for children.

A practically oriented expert report and a legal expert report were commissioned to answer these questions. The practically oriented expert report *Perspektiven integrierter Ansätze zur Armutsprävention in Kommunen* (“Perspectives on Integrated approaches to Poverty Prevention in Municipalities”) was written by Prof. Dr. Jörg Fischer of the Institute for Municipal Planning and Development (Affiliated Institute of Erfurt University of Applied Sciences) (Fischer 2024). Dr. Thomas Meysen (SOCLES International Centre for Socio-Legal Studies), Katharina Lohse and Julia Tölch (both German Institute for Youth Human Services and Family Law – DIJuF) drew up the legal expert report under the title *Kommunale Armutsprävention und der Beitrag des Rechts* (“Municipal Poverty Prevention and the Contribution of Law”) (Meysen/Lohse/Tölch 2024).

The expert reports summarise the current state of knowledge with regard to the issues raised on municipal poverty prevention and lay the foundation for further discussion of the topic in the NAP process. One of the aims of the expert reports is to encourage further discussion of municipal poverty prevention in the NAP

Committee (cf. Chapter 4.2.1) in order to identify the need for regulation and action and to initiate related political processes.

4 Stakeholder participation in the NAP process[49]

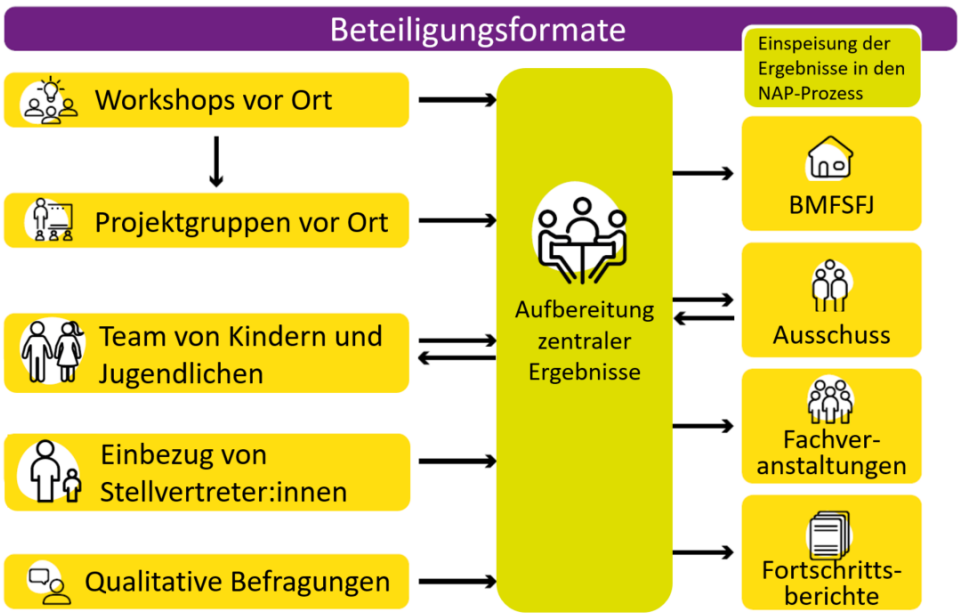
The Council Recommendation on the EU Child Guarantee in Germany are being implemented through the formats for child and youth participation described in this chapter, the activities of the NAP Committee and the events on NAP topics. The participation of children and young people is taken care of by ServiKiD within the framework of consultative participation and through surveys using qualitative survey methods. The NAP Committee and its sub-working groups include representatives of the federal government, the federal states, municipalities, civil society and academia. In addition, the BMFSFJ and ServiKiD organise events on NAP topics that are aimed at various stakeholders and offer a further opportunity for participation.

4.1 Participation of children, young people, parents and professionals

The participation concept on which the NAP process is based was developed by the Institut für Jugendhilfe und Kommunalberatung (IJK) in cooperation with ServiKiD. The participation concept provides for various formats through which children and young people and their representatives have various opportunities to contribute their views, interests and needs and actively participate in the implementation of the NAP (cf. Abb. 4). On the one hand, these are consultative participation formats through which children, young people and other stakeholders exert influence in an advisory capacity. On the other hand, qualitative surveys are conducted among children and young people. The aim of this participation is to help ensure that the NAP and the existing and future NAP measures are designed to be effective and oriented towards the target group.

49 This chapter reports on stakeholder participation in the NAP process up until 4 July 2024.

Fig. 4: Child and youth participation process



Source: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023a, p. 60; updated chart

4.1.1 Consultative participation

ServiKiD is currently involved in putting participation formats into practice in order to establish structures for sustainable child and youth participation in the NAP process. The aim is to involve young people on an equal footing, to provide them with information, and to empower them to contribute their perspectives and views on the topics of the NAP. Achieving this requires time and resources. The organisation and implementation of participation formats with young people also require pedagogical expertise and the establishment of a partnership network. The acquisition of partner institutions and the structuring and development of participation formats require the trust of the addressees. For example, legal framework conditions must be openly presented and agreed on, expectations must be managed for all participants, and cooperation structures must be established for the implementation of individual formats and events. The personal rights of children and young people must always be protected.

The views of children and young people were taken into account when the participation concept was drawn up. An online workshop organised by ServiKiD in cooperation with the IJK took place on 5 November 2022 involving young people aged 12 to 21. Among other things, the question of how young people would like to be involved in the NAP process was discussed. It was particularly important to them that participation programmes and formats are designed to be creative and low-threshold; they also said they always wanted to be given the opportunity to choose the specific topics they work on within the participation formats themselves. In addition, they emphasised the importance of presenting the relevant information on the NAP and its subject areas in a way that is suitable for children and young people.

The perspective of children and young people is not only included at a conceptual level, however. Three young people were also involved in an interview film by the BMFSFJ which can be viewed on the NAP[50] online portal. As experts on their own affairs, they present their views on the topics of the NAP alongside other stakeholders from politics and civil society. The interviews conducted with the three young people focussed on their views on child poverty, their needs and their motivation to participate in the NAP process.

Another participation format is workshops with children and young people that are organised at local level by experts and supported by ServiKiD on a selective basis. These workshops seek to disseminate the content of the NAP, stimulate dialogue on the topic of poverty and social exclusion, sensitise all those involved to the topic, and encourage young people to get more involved. In order to prepare the content of such a workshop, an online expert discussion was held on 28 April 2023 involving eight professionals working in the area of universal child and youth work from the Lüneburg and Uelzen area. The possible content, key framework conditions and important aspects for addressing the target group were identified and a workshop concept was developed taking into account the relevant conditions for success from the point of view of professional practice.

The professionals taking part in the workshop recommend working with mixed groups of children and young people – i.e. both those who are affected and those who are not affected by poverty or social exclusion – and looking at the topic from a general perspective. The framework of the workshop is to be open and relaxed and ensure added value for the children and young people in their living environment. The chosen methods should allow for fun, physical movement and freedom and be designed to be inclusive. In addition, the motivations of all participants must always be taken into account, as well as the age-appropriate preparation and implementation of the workshop. The children involved should have initial reading and writing skills. It was also agreed during the expert discussion that the workshop should focus on those areas of action in the NAP that are particularly relevant to the lives of children and young people. From the experts' point of view, these are the fields of action of school, health and nutrition.

Based on these findings, the IJK organised an initial workshop with children entitled *Kinderarmut – Wir tun was!* ("Child poverty – we're doing something about it!") as part of the NAP in close cooperation with ServiKiD. This took place on 7 November 2023 at a primary school with 21 children in year 4. The professionals' expertise and the recommendations and requests emerging from the online workshop with young people on 5 November 2022 were incorporated in the design of the workshop.

50 The interview film on the NAP is available at the following link https://www.bmfsfj.de/bmfsfj/themen/familie/nationaler-aktionsplan-kinderchancen/zahlreiche-akteurinnen-und-akteure-wirken-mit-203078 (last retrieved on 07.05.2024).

Information box: Workshop with primary school children on *Kinderarmut – Wir tun was!* ("Child poverty – we're doing something about it!") – Insights and selected outcomes

Personas (cardboard figures) were created together with the primary school children in order to engage in a child-friendly and poverty-sensitive dialogue with the young participants. Working with personas helps people engage closely with child poverty without feeling pressurised into expressing their own concerns. At the same time, this method encourages people to empathise with others. This is because in the conception, approach and implementation of participation formats, it is vital to avoid any sense of shame or stigmatisation so as to promote poverty-sensitive participation.

© Waldemar Stange, IJK e.V.

Experiences of social participation and exclusion were addressed in a lively manner and the question "What does poverty mean to you?" was explored. The children addressed different dimensions of poverty and social exclusion: displacement, war, lack of parental time due to weekend work, lack of money, healthy food and cool clothes.

At the end of the workshop, small groups worked on the question "What is a good life?". From the children's point of view, the following points are important: healthy food, medicine, visits to the doctor, enough space at home, a warm house, fun and leisure, toys, cuddly toys, money for leisure activities, school supplies, being allowed to go to school, family, time and love from parents, good friends, peace and protection from war. The results were documented by the children on yellow paper stars. The result was an impressive mural with the needs for a good life as expressed by the children.

© Waldemar Stange, IJK e.V.

Such workshops not only focus on the results and views of the participants but also on the exchange of information on the central topics and content of the NAP: child poverty and social exclusion. ServiKiD is developing educational materials based on the workshop. The educational materials seek to encourage people to talk about the topics of the NAP and raise awareness of them without stigmatising those affected. These materials and information are to be made available digitally and free of charge to interested multipliers so that they can organise their own workshops. The target groups are pedagogical staff in institutional education and care as well as those involved in social work and civil society initiatives. ServiKiD plans to continue organising such workshops on a selective basis and provide advice to multipliers on request.

Among other things, this will be done by teams of children and young people working together over an extended period of time and accompanying the NAP process. These teams are tasked with contributing ideas to the NAP process from a child and youth perspective and advising on the further development of the NAP, for example by means of oral statements, short videos or in written form. In cooperation with the non-profit organisation Dein München[51] , ServiKiD set up such a youth team to accompany the NAP in November 2023. Around 20 to 25 teenagers and young adults between the ages of 14 and 25 are involved. Through meetings that are based on a progressive content structure, young people are offered a systematic and regular platform that enables them to contribute their concerns to the NAP process in their own words and in their own form. They are free to choose

51 Dein München is a recognised independent youth welfare organisation based in Munich. For further information on the cooperation partner Dein München, see https://dein-muenchen.org (last retrieved on 16.05.2024).

the specific form in which they articulate their statements and contributions. The young people also choose their own focal points, which are geared towards the central fields of action of the NAP. Four meetings with the youth team are scheduled each year.

In addition to getting to know each other and exploring general topics in November 2023, the youth team met on 19 March 2024 at the health exhibition at Deutsches Museum in Munich to work on the NAP topic area "Health". The focus was on psychological well-being and stressful situations – topics that are of central importance to young people and young adults. Here the youth team developed statements and positions on the topic which are to be published as a statement on the 2024 progress report.

The youth team also took part in an event organised by Save the Children Germany, the Bertelsmann Stiftung and ServiKiD on the topics of equal opportunities, social inequality and the participation of children and young people. The event took place in Berlin on 4 July 2024 as a dialogue forum entitled *Jugend und Politik im Austausch – Beteiligen, Zukunft gestalten, Chancen eröffnen* ("Youth and Politics in Exchange – Participate, Shape the Future, Open Up Opportunities"). The focus was on enabling dialogue between young people and young adults with politicians, civil society and academic experts. The topics of education, health, poverty and social exclusion were discussed on an equal footing. In small groups, solutions for social challenges were jointly developed and discussed using the design thinking method in order to create ideas for an equal opportunities future. The NAP youth team played an important role in organising the event and was able to talk to members of the NAP committee and federal politicians, for example. A meeting was held with the youth team at the DJI on 12 June 2024 to jointly prepare for the event.

Information box: Young people's concerns are incorporated into the National Action Plan "New Opportunities for Children in Germany"

The opinions and concerns of young people in Germany are to be taken into account in the NAP process. To this end, a youth team of around 20 to 25 young people from the non-profit organisation Dein München was set up to address various key topics of the NAP (education and educational equality, schools, early childhood education, housing, health and nutrition) over an extended period of time.

© Elena Limmer

At the first meeting in November 2023, the young people worked together with ServiKiD staff on the content of the NAP. The initial aim was to get to know each other and "get talking" in a round table format. The content of the first meeting was jointly developed in a "world café". The young people were able to contribute their concerns, topics and priorities for the next meetings. A collage-like photo documentation summarises the most important outcomes and is available at the following link: http://tinyurl.com/yfp8rbr9.

© Elena Limmer

4.1.2 Qualitative research with children and young people in the context of poverty

In addition to the aforementioned formats of consultative participation, interviews were conducted with children and young people. The aim here is to gain insights into the lives of children and young people who are at risk of poverty or social exclusion. To this end, children and young people living in poverty or experiencing poverty in their social space are interviewed as experts on their own affairs. An initial approach to the topic of child poverty was chosen in 2023 with the thematic focus on "Perspectives of children and young people on their opportunities to participate in society". In the field phase from June to August 2023, ten guided group discussions were conducted with 38 children and young people aged 6 to 23. The children and young people surveyed were reached via social institutions (children's and youth centres, childcare facilities, independent youth welfare organisations). Overall, the qualitative research conducted by ServiKiD shows that the children and young people surveyed are able to speak and provide information about their needs, wishes and requirements in the context of poverty.

Information box: Qualitative research into opportunities for social participation opportunities

The ServiKiD study conducted in 2023 on "Perspectives of children and young people on their opportunities to participate in society" reveals differing and complex poverty situations of children and young people. Alongside material deprivation, children and young people describe other problems (including family conflicts, health and psychological stress in families, experiences of discrimination) that significantly impair their participation in society. In addition, children and young people from poor families are often faced with increased family demands, such as taking care of younger siblings or being involved in communication with authorities and as language mediators in a migration context. For the children and young people surveyed, their family context is central to their perception of their individual life situations and the associated opportunities for participation.

The children and young people surveyed who are at risk of poverty or social exclusion receive significant support from social facilities, as well as appreciation. Children and young people find this particularly helpful where there is a focus on different areas of life and the family as a whole. The institutions also have an important role to play in the attainment of educational goals. Young people in particular describe educational success as a key factor in being able to build a future in secure financial circumstances. The young people surveyed have widely differing views of their personal future, however. While some currently show a high level of social commitment in order to improve their future prospects, others see no opportunities to influence their own future and tend to exhibit an attitude of resignation.

For further details, see www.dji.de/servikid-qualitativeforschung

Furthermore, children and young people were surveyed by the ServiKiD project *Befragung von Kindern und Jugendlichen im Rahmen der Einführung einer Kindergrundsicherung in Deutschland* ("Survey of children and young people in the context of the introduc-

tion of a basic child allowance scheme in Germany"). This study analysed experiences of poverty, exclusion and participation in the context of the individual lives of young people. One key focus was also on the experience of dealing with state support services and the ideas of young people on how the information situation and access to services could be improved. A total of 54 children and young people aged between 9 and 21 were surveyed in spring and summer 2023 by means of both individual interviews and group discussions (Schlimbach et al. 2024).

Another important aspect of the ServiKiD project is imparting knowledge about child poverty issues to children and young people themselves. In the context of dialogue-based and participation-oriented qualitative research, children and young people are also the focus not only in generating findings but also in the communication and dissemination of these findings. The project and research outcomes are made accessible to children and young people through target group-oriented results processing and knowledge transfer. In addition, the active participation of children and young people in the transfer of knowledge is encouraged. In view of the qualitative research results generated by ServiKiD, the question arises as to how it is possible to arrange knowledge transfer to children and young people in a suitable manner. The first formats have already been realised. For example, the results of the above-mentioned study *Befragung von Kindern und Jugendlichen im Rahmen der Einführung einer Kindergrundsicherung in Deutschland* ("Survey of children and young people in the context of the introduction of a basic child allowance scheme in Germany") were prepared in a child-friendly way (Guglhör-Rudan/Schlimbach 2024). Child- and youth-friendly information on qualitative research is also provided online in ServiKiD.[52]

4.2 Involvement of other stakeholders

4.2.1 The NAP Committee and its sub-working groups

The NAP Committee is the central body responsible for implementing, monitoring and updating the National Action Plan. The NAP Committee is conceived as a platform for dialogue, networking and communication among relevant stakeholders representing the federal government, federal states, municipalities, civil society and academia. Convened by the BMFSFJ following the adoption of the NAP by the federal cabinet, the NAP Committee consists of around 50 members. This is the first time that a committee has been set up in Germany to facilitate regular and coordinated dialogue on poverty and social exclusion among children and young people at federal level between stakeholders from all political levels and areas of

52 Information on qualitative research by ServiKiD can be found at www.dji.de/servikid-qualitativeforschung and www.dji.de/kgs (last retrieved on 23 May 2024).

responsibility, civil society organisations and academic experts. This is done in implementation of the EU Child Guarantee, in particular Article 6a and Article 11e (Council of the European Union 2021).

By contributing their expertise to the committee, the organisations and responsible parties are to help ensure that the objectives of the NAP are anchored at all federal levels and in all areas of responsibility and serve as a guide for their own strategies. The NAP Committee contributes to mutual information and sensitisation to the topics of the NAP, taking into account current social trends and developments. The committee is chaired by National Child Opportunities Coordinator Ekin Deligöz.

The NAP Committee meets twice a year in person. Meetings have been held in Berlin to date. A steering committee was convened to prepare for and follow up on the committee meetings. The steering committee discusses the thematic focus of the committee and decides on the agenda for the meetings. It comprises members of the NAP Committee and consists of representatives of the BMFSFJ, the Conference of State Ministers for Youth and Family, the Bundesvereinigung der kommunalen Spitzenverbände (Federal Association of Local Authority Associations), the Federal Association of Non-statutory Welfare (BAGFW), the Working Group for Child and Youth Welfare Association (AGJ) and the Working Group of German Family Organisations (AGF).

The constituent meeting of the NAP Committee took place on 27 September 2023. The focus was on the presentation of the concept developed by ServiKiD for the progress reports and the implementation of this concept in the first progress report in 2024. The thematic focus for the first progress report was "Municipal poverty prevention". To this end, the decision was made to commission two expert reports on the effectiveness and challenges of cross-jurisdictional cooperation with regard to municipal poverty prevention (cf. Chapter 3). It was also decided to permanently involve organised civil society in progress reporting. The latter is given the opportunity to comment on the progress report and make recommendations for action. Other possible key topics for the committee's work were also identified: inclusion, migration and displacement, education and language, child and youth participation. The development of an overall poverty prevention strategy was stated as a goal to be achieved by 2030.

The second meeting of the NAP Committee took place on 5 March 2024. In addition to an update on the 2024 progress report and the expert reports on the key topic of "municipal poverty prevention", child and youth participation was promoted. Input on the BMFSFJ's National Action Plan for Child and Youth Participation and on various participation formats organised and planned by ServiKiD in connection with the NAP were the prelude to intense dialogue on child and youth participation. Based on the discussions and subsequent consultation in the steering committee, the decision was made to explore the topic of municipal poverty prevention in greater depth. The NAP Committee is to be given the opportunity to develop a paper on municipal poverty prevention. The BMFSFJ's specialist department, the steering committee and the "Municipal Poverty Prevention" support group (cf. below) are responsible for preparing the paper. The committee members

will discuss the paper for the first time at the third committee meeting on 17 September 2024.

At the steering committee meeting on 20 March 2024, it was also decided that the DJI would prepare the academic, empirically based parts of the progress report under its own authorship.

In addition to the twice-yearly committee meetings, the committee can form temporary working groups with a clear remit. The following groups have already started their work:

"Municipal Poverty Prevention" support group (15-20 members): An advisory group headed by Annette Berg (Foundation for the Social Pedagogical Institute Berlin "Walter May") was set up to provide specialist advice on the expert reports on municipal poverty prevention that were commissioned for the 2024 progress report. In the support group, members of the NAP Committee work with other experts from the field of municipal poverty prevention: they have the opportunity to contribute their expertise and reflect on the content from a practical perspective. The outlines of the expert reports were discussed in the first two online meetings of the monitoring group. On 17 January 2024, Prof. Dr. Jörg Fischer (Institute for Municipal Planning and Development, Affiliated Institute of Erfurt University of Applied Sciences) presented his concept for the expert report on the effectiveness of municipal poverty prevention and put it forward for discussion. At a second meeting on 27 March 2024, Dr. Thomas Meysen (SOCLES International Centre for Socio-Legal Studies), Katharina Lohse and Julia Tölch (both German Institute for Youth Human Services and Family Law, DIJuF) presented the outline for the legal expert report and discussed it with the members of the monitoring group. Another online meeting took place on 4 June 2024. The key points and thematic focus of the planned committee paper on municipal poverty prevention were discussed. The support group has been suspended for the time being.

"**Monitoring" working group (9 members)**: The "Monitoring" working group provides expert support for the progress reports and takes on an advisory role. Key tasks include assessing the indicators proposed by the Indicators Sub-Group (ISG) of the Social Protection Committee (SPC) and the European Commission (Social Protection Committee – Indicators Sub-Group/European Commission 2023) with regard to their suitability for Germany's 2024 Progress Report, advising on the addition of national indicators, and exchanging information on interesting studies relating to the NAP target groups and/or fields of action. The "Monitoring" working group is led by ServiKiD. The kick-off meeting of the "Monitoring" working group took place on 31 January 2024 in Berlin. Another online meeting followed on 27 February 2024. The monitoring framework for the EU Child Guarantee proposed by the "Indicators" Sub-Group was discussed in depth. Against the national background, it was discussed which data gaps should be identified in the progress report and which other indicators should be included in Germany's reporting in the opinion of the working group members. In a third online meeting on 25 April 2024, ServiKiD provided information on the final indicator table and obtained feedback

on the tabular preparation of indicators disaggregated according to different characteristics. At this third meeting, it was decided that the "Monitoring" working group had fulfilled its tasks for the 2024 progress report, which is why no further meetings will take place for the time being, although the working group will continue to exist.

4.2.2 Events

The relevant stakeholders from politics, professional practice, civil society and academia were already involved in the development of the NAP, as were children and young people. Initial recommendations for action were developed at the kick-off event for the NAP in May 2022 with Federal Minister for Family Affairs Lisa Paus and EU Commissioner Nicolas Schmit.[53] This work was continued in further workshops in September 2022.[54]

In preparation for the key topic of the 2024 Progress Report – municipal poverty prevention – the "Municipal Poverty Prevention" conference was held at the end of 2023 at the invitation of Ekin Deligöz, Parliamentary State Secretary at the BMFSFJ and National Child Opportunities Coordinator. The approximately 100 participants, mainly from local politics and administration, exchanged views in workshops on opportunities and obstacles in the development of integrated strategies for the prevention of child poverty as well as looking at best practice examples. The focus was on such aspects as the role of youth welfare planning, the legal challenges involved, and factors that are relevant to the successful development and expansion of integrated overall municipal strategies.[55]

The participants also wished to see active participation on the part of federal government. Proposals included the development of a model for interdepartmental and integrated youth welfare planning with quality standards, the establishment of a regular dialogue format at state level, the establishment of a federal foundation for poverty prevention (similar to the Federal Foundation for Early Intervention) and the organisation of a conference for mayors in order to win over the political leadership level, incorporating the level of practical work, with the aim of pursuing municipal poverty prevention.

Two proposals have already been taken up: on 7 June 2024, the BMFSFJ hosted the first dialogue on municipal poverty prevention at federal state level in Berlin. With

53 The summary of the results can be retrieved here: https://www.bmfsfj.de/resource/blob/228058/e42ab9b676d4b6a071983ac27ef6e98c/nap-digitales-kickoff-dokumentation-data.pdf (last retrieved on 07.05.2024).

54 The summary of the results can be retrieved here: https://www.bmfsfj.de/resource/blob/228060/850830e244eb83d7f0b34ff67548a76b/nap-start-der-beteiligungsphase-dokumentation-workshops-data.pdf (last retrieved on 07.05.2024).

55 The summary of the results can be retrieved here: https://www.dji.de/fileadmin/user_upload/bibs2022/Workshop-Dokumentation_Fachkonferenz_Armutspr%C3%A4vention_vor_Ort_2023-12.pdf (last retrieved on 07.05.2024).

the participation of 14 federal states, a discussion was held on a common understanding of municipal poverty prevention, the different funding methods and approaches of the federal states, and the idea of establishing ongoing dialogue between the federal states.

The BMFSFJ is also organising the symposium *Chancengerechtes Aufwachsen gestalten – Auf dem Weg zu einer kommunalen Armuts-prävention* ("Shaping fair opportunities in childhood and adolescence – on the way to municipal poverty prevention") on 1 October 2024, taking up another proposal from the "Municipal poverty prevention" conference. In cooperation with the Deutscher Verein für öffentliche und private Fürsorge (national association for public and private welfare) and the Auridis Foundation, mayors, district councillors and heads of social welfare departments are invited to further engage in a broad-based application of municipal poverty prevention.

4.3 Review of previous participation activities and look ahead

In general, the formats and activities for the participation of children, young people and other stakeholders that have been implemented to date and are planned for the future are in line with the participation formats described in the NAP (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth – Bundesministerium für Familie, Senioren, Frauen und Jugend 2023a, p. 57-60).

With regard to child and youth participation, the establishment of a youth team was prioritised. The participation formats organised by ServiKiD have shown that the children and young people involved are able to speak up and provide information about their needs, wishes and requirements. This applies both to the consultative participation formats and to the qualitative research.

The concerns of the children and young people participating in the various participation formats are collected, processed and fed into the NAP process by ServiKiD – such as in the NAP committee, in the progress report, and at the participatory event held on 4 July 2024. Particularly challenging aspects in terms of the implementation of child and youth participation are the following: the complexity of the NAP, the (federal) political processes that are perceived as being far removed from the living environment of children and young people, and the general nature of the NAP as a dynamic instrument. Since it is geared towards continuous further development until 2030, taking into account the experience and input of all stakeholders involved, the nature of the NAP process makes it difficult to summarise the subject matter of participation and to prepare it in a way that is suitable for children and young people.

As reported, ServiKiD has started to implement participation formats with the youth team in which young people develop statements and demands relating to the NAP's thematic areas with the aim of addressing these to politicians. This demonstrates the high level of motivation among the young people and young adults in-

volved, who are given the opportunity to contribute their voice to the political process by participating in the NAP process while receiving pedagogical and methodological support from ServiKiD. These are important first steps in ensuring that children and young people are heard in political processes and can exert influence in a consultative capacity. However, political participation on an equal footing only comes about when politicians create structures that involve children and young people in issues that affect them and ensure their active participation in the form of an advisory role in political decisions on these issues.

Discussion of how the outcomes can be fed into the political process in such a way that the views and concerns of the children and young people involved are incorporated into political processes is held on an ongoing basis with the specialist department responsible at the BMFSFJ and with stakeholders from academia and civil society. ServiKiD is in dialogue with the National Action Plan for Child and Youth Participation[56], which is developing recommendations for effective child and youth participation in Germany by 2025. A meeting between the youth team and National Child Opportunities Coordinator Ekin Deligöz is also planned for autumn 2024.

The challenges in specifying the subject matter of participation are also evident in the involvement of relevant stakeholders from the federal government, federal states, municipalities, civil society and academia on the NAP Committee. The implementation of the EU Child Guarantee requires the cooperation of differing departments that are responsible for the differing priority topic areas. To this end, it would be desirable if coherent political action to prevent poverty in the fields of action of the NAP were to be taken up and promoted more at all political levels in the next legislative period. What is more, the EU Council Recommendation on the introduction of a European Child Guarantee (Council of the European Union 2021), which was unanimously adopted by the member states on 14 June 2021, was not included in the coalition agreement of the current federal government.57 The NAP was neither backed by budget funds nor were specific targets formulated, as recommended by the EU Child Guarantee. This makes the NAP less binding in the political arena. In light of these challenges, the members of the NAP Committee are currently discussing with the BMFSFJ which tasks the committee could take on in order to gain more weight in political discourse.

56 The federal government's youth strategy is available at the following link https://jugendstrategie.de/nap/ (last retrieved on 16.05.2024).

57 The 2021-2025 coalition agreement between the Social Democratic Party of Germany (SPD), Alliance 90/The Greens and the Free Democrats (FDP) is available at the following link: https://www.bundesregierung.de/breg-de/aktuelles/koalitionsvertrag-2021-1990800 (last retrieved on 19 July 2024).

Bibliography

AFET-Bundesverband für Erziehungshilfe (2020): Arbeitsgruppe Kinder psychisch- und suchtkranker Eltern. Abschlussbericht. Hannover

Agora Verkehrswende (2023): Mobilitätsarmut in Deutschland. Annäherung an ein unterschätztes Problem mit Lösungsperspektiven für mehr soziale Teilhabe und Klimaschutz. Diskussionspapier. Berlin

Ainsworth, Frank/Thoburn, June (2014): An exploration of the differential usage of residential childcare across national boundaries. In: International Journal of Social Welfare, Vol. 23, Issue 1, pp. 16–24

Allroggen, Marc/Rau, Thea/Ohlert, Jeannine/Fegert, Jörg M. (2017): Lifetime prevalence and incidence of sexual victimization of adolescents in institutional care. In: Child Abuse & Neglect, Vol. 66, pp. 23–30

Anger, Christina/Geis-Thöne, Wido (2018): Integration von Kindern und Jugendlichen mit Migrationshintergrund. Herausforderungen für das deutsche Bildungssystem. IW-Analysen 125. Institut der deutschen Wirtschaft. Cologne

Anger, Christina/Betz, Julia/Plünnecke, Axel (2023): INSM-Bildungsmonitor 2023. Zukunft der Bildung – 20 Jahre Bildungsmonitor. Gutachten für die Initiative Neue Soziale Marktwirtschaft. Institut der deutschen Wirtschaft. Cologne

Arbeitsgemeinschaft der Wissenschaftlichen Medizinischen Fachgesellschaften (AWMF) (2023): S2k-Leitlinie Medizinisch klinische Diagnostik bei Schimmelpilzexposition in Innenräumen. AWMF-Register Nr. 161-001

Arbeitsstelle Kinder- und Jugendkriminalitätsprävention (2024): Jugendgewalt. Zahlen – Daten – Fakten. Deutsches Jugendinstitut. Munich

Arens-Azevedo, Ulrike/Schillmöller, Zita/Hesse, Inga/Paetzelt, Gunnar/Roos-Bugiel, Joanna (2015): Qualität der Schulverpflegung. Bundesweite Erhebung. Abschlussbericht. Bundesministerium für Ernährung und Landwirtschaft/Hochschule für Angewandte Wissenschaften Hamburg. Berlin

Arnoldt, Bettina/Furthmüller, Peter/Steiner, Christine (2015): Zur Inanspruchnahme non-formaler schulischer und außerschulischer Bildungsangebote während der Schullaufbahn. In: Lessenich, Stephan (ed.): Routinen der Krise – Krise der Routinen. Verhandlungen des 37. Kongresses der Deutschen Gesellschaft für Soziologie. Trier, pp. 222–232

Ärzte der Welt (ed.) (2023a): Gesundheitsreport 2023. Krank und ohne medizinische Versorgung in Deutschland. Munich

Ärzte der Welt (2023b): Lebensbedingungen und Zugang zu Gesundheitsversorgung für geflüchtete Menschen in Deutschland. Position. Berlin/Munich

Austin-Cliff, George/Hartl, Johann/Lien, Shih-cheng/Gaupp, Nora (2022): Aufwachsen und Alltagserfahrungen von Jugendlichen mit Behinderung. Ergebnisse der Jugendstudie. Stuttgart

Autor:innengruppe Bildungsberichterstattung (2022): Bildung in Deutschland 2022. Ein indikatorengestützter Bericht mit einer Analyse zum Bildungspersonal. Bielefeld

Autor:innengruppe Bildungsberichterstattung (2024): Bildung in Deutschland 2024. Ein indikatorengestützter Bericht mit einer Analyse zu beruflicher Bildung. Bielefeld

Autorengruppe Fachkräftebarometer (2023): Fachkräftebarometer Frühe Bildung 2023. Bielefeld

Baba, Ludger/Wilbert, Katrin (2022): Soziale Stadt- und Ortsentwicklung in ländlichen Räumen. Bundesinstitut für Bau-, Stadt- und Raumforschung. Bonn

Bachmann, Christian J./Plener, Paul L./Mechels, Malte/Lempp, Thomas (2023): Wie kann auch zukünftig eine gute stationäre Versorgung im Fachgebiet Kinder- und Jugendpsychiatrie gewährleistet werden? Ein Diskussionsbeitrag aus deutscher Perspektive. In: Neuropsychiatrie: Klinik, Diagnostik, Therapie und Rehabilitation, Vol. 37, Issue 1, pp. 39–46

Baisch, Benjamin/Müller, Dagmar/Zollner, Corinna/Castiglioni, Laura/Boll, Christina (2023): Barrieren der Inanspruchnahme monetärer Leistungen für Familien. Deutsches Jugendinstitut. Munich

Barkmann, Claus/Schulte-Markwort, Michael (2012): Prevalence of emotional and behavioural disorders in German children and adolescents: a meta-analysis. In: Journal of Epidemiology and Community Health, Vol. 66, Issue 3, pp. 194–203

Baron, Jenny/Flory, Lea/Krebs, Daniela (2020): Living in a box. Psychosoziale Folgen des Lebens in Sammelunterkünften für geflüchtete Kinder. Eine Recherche. Berlin

Barz, Heiner/Barth, Katrin/Cerci-Thoms, Meral/Dereköy, Zeynep/Först, Mareike/Le, Thi Thao/Mitchnik, Igor (2015): Große Vielfalt, weniger Chancen. Eine Studie über die Bildungserfahrungen und Bildungsziele von Menschen mit Migrationshintergrund in Deutschland. Essen/Düsseldorf

Beauftragter der Bundesregierung für die Belange von Menschen mit Behinderungen (ed.) (2018): UN-Behindertenrechtskonvention. Übereinkommen über die Rechte von Menschen mit Behinderungen. Die amtliche, gemeinsame Übersetzung von Deutschland, Österreich, Schweiz und Lichtenstein. Berlin

Becker, Saul (2000): Young Carers. In: Davies, Martin (ed.): The Blackwell encyclopaedia of social work. Malden

Beierle, Sarah/Hoch, Carolin (2017): Straßenjugendliche in Deutschland. Forschungsergebnisse und Empfehlungen. Deutsches Jugendinstitut. Munich

Beierle, Sarah/Hoch, Carolin/Reißig, Birgit (2019): Schulen in benachteiligten sozialen Lagen. Untersuchung zum aktuellen Forschungsstand mit Praxisbeispielen. Halle

Berthold, Oliver/Kindler, Heinz (2023): Körperliche Misshandlung. In: Fegert, Jörg M./Meysen, Thomas/Kindler, Heinz/Chauviré-Geib, Katrin/Hoffmann, Ulrike/Schumann, Eva (ed.): Gute Kinderschutzverfahren. Tatsachenwissenschaftliche Grundlagen, rechtlicher Rahmen und Kooperation im familiengerichtlichen Verfahren. Berlin/Heidelberg, pp. 291–308

Bieganski, Justyna/Starke, Sylvia/Urban, Mirjam (2013): Kinder von Inhaftierten. Auswirkungen. Risiken. Perspektiven. Ergebnisse und Empfehlungen der COPING-Studie. Dresden/Nuremberg

Birkel, Christoph/Church, Daniel/Erdmann, Anke/Hager, Alisa/Leitgöb-Guzy, Nathalie (2023): Sicherheit und Kriminalität in Deutschland – SKiD 2020. Bundesweite Kernbefunde des Viktimisierungssurvey des Bundeskriminalamts und der Polizeien der Länder. Wiesbaden

Bolger, Kerry/Patterson, Charlotte (2003): Sequelae of child maltreatment: vulnerability and resilience. In: Luthar, Suniya pp. (ed.): Resilience and vulnerability. Adaptation in the context of childhood adversities. New York, pp. 156–181

Boll, Christina (2021): Soziale Disparitäten bei der Nutzung familienbezogener sozialer Infrastruktur. In: Sachverständigenkommission des Neunten Familienberichts (ed.): Eltern sein in Deutschland. Materialien zum Neunten Familienbericht. Munich, pp. 863–888

Boll, Christina/Lagemann, Andreas (2019): Public Childcare and Maternal Employment. New Evidence for Germany. In: LABOUR: Review of Labour Economics and Industrial Relations, Vol. 33, Issue 2, pp. 212–239

Boll, Christina/Birkeneder, Antonia/Castiglioni, Laura/Chabursky, Sophia/Gutt, Jannika/Gandlgruber, Monika/Kanamüller, Alexander/Langmeyer-Tornier, Alexandra/Langner, Ronald/Liel, Christoph/Mairhofer, Andreas/Peucker, Christan/Pluto, Liane/Reinhardt, Max/Schlimbach, Tabea/Santen, Eric van/Walper, Sabine (2023): Ukrainische Geflüchtete in Deutschland. Erhebungen zur Zielgruppe und zu kommunalen Betreuungs- und Unterstützungsstrukturen. Abschlussbericht. Deutsches Jugendinstitut. Munich

Brandy, Hilke/Koerber, Lisa (2022): Herausforderungen für unbegleitete minderjährige Geflüchtete in Niedersachsen: Empfehlungen für Politik und Praxis. Hannover

Brännström, Lars/Vinnerljung, Bo/Forsman, Hilma/Almquist, Ylva B. (2017): Children placed in out-of-home care as midlife adults: Are they still disadvantaged or have they caught up with their peers? In: Child Maltreatment, Vol. 22, Issue 3, pp. 205–214

Brüchmann, Katharina/Dönmez, Sibel/Groinig, Maria/Pokoj, Martina/Schäfer, Dorothee (2023): Care Leaver Statistics. In: Soziale Passagen, Vol. 15, Issue 1, pp. 289–295

Brüchmann, Katharina/Busch-Geertsema, Volker/Heien, Thorsten/Henke, Jutta/Kiesner, Tanja/Pfister, Martin/Schöpke, Sandra (2022): Empirische Untersuchung zum Gegenstand nach § 8 Absatz 2 und 3 Wohnungslosenberichterstattungsgesetz. Berlin

Brücker, Herbert/Hauptmann, Andreas/Keita, Sekou/Vallizadeh, Ehsan (2024): Zuwanderungsmonitor März 2024. Aktuelle Daten und Indikatoren. Institut für Arbeitsmarkt- und Berufsforschung. Nuremberg

Brücker, Herbert/Ette, Andreas/Grabka, Markus M./Kosyakova, Yuliya/Niehues, Wenke/Rother, Nina/Spieß, C. Katharina/Zinn, Sabine/Bujard, Martin/Cardozo, Adriana/Décieux, Jean Philippe/Maddox, Amrei/Milewski, Nadja/Naderi, Robert/Sauer, Lenore/Schmitz, Sophia/Schwanhäuser, Silvia/Siegert, Manuel/Tanis, Kerstin (2022): Geflüchtete aus der Ukraine in Deutschland. Flucht, Ankunft und Leben. Institut für Arbeitsmarkt- und Berufsforschung/Bundesinstitut für Bevölkerungsforschung/Bundesamt für Migration und Flüchtlinge/Sozioökonomisches Panel. Nuremberg

Bucksch, Jens/Möckel, Juliane/Kaman, Anne/Sudeck, Gorden (2024): Bewegungsverhalten von älteren Kindern und Jugendlichen in Deutschland. Ergebnisse der HBSC-Studie 2022 und Zeitverläufe seit 2009/10. In: Journal of Health Monitoring, Vol. 9, Issue 1, pp. 68–84

Bucksch, Jens/Häußler, Angela/Schneider, Katja/Finne, Emily/Schmidt, Katrin/Dadacynski, Kevin/Sudeck, Gorden (2020): Bewegungs- und Ernährungsverhalten von älteren Kindern und Jugendlichen in Deutschland. Querschnittergebnisse der HBSC-Studie 2017/18 und Trends. In: Journal of Health Monitoring, Vol. 5, Issue 3, pp. 22–38

Bundesagentur für Arbeit (BA) (2024): SGB II-Hilfequoten – Deutschland, West/Ost, Länder und Kreise (Monats- und Jahreszahlen). https://statistik.arbeitsagentur.de/SiteGlobals/Forms/Suche/Einzelheftsuche_Formular.html?nn=1524052&topic_f=sgbii-quoten (19.06.2024)

Bundesfachverband unbegleitete minderjährige Flüchtlinge (BumF)/Internationale Gesellschaft für erzieherische Hilfen (IGFH)/Terre des hommes Deutschland (2022): Kindeswohl für alle Kinder und Jugendlichen sichern! Unterbringungssituation von UMF wird immer prekärer: Fachkräfte und UMF dürfen nicht alleine gelassen werden! Berlin/Frankfurt am Main/Osnabrück

Bundesministerium des Inneren und für Heimat (BMI) (2022): Nationale Strategie "Antiziganismus bekämpfen, Teilhabe sichern!" zur Umsetzung der EU-Roma-Strategie 2023 in Deutschland. Berlin

Bundesministerium für Arbeit und Soziales (BMAS) (2021): Dritter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen. Teilhabe – Beeinträchtigung – Behinderung. Bonn

Bundesministerium für Arbeit und Soziales (BMAS) (ed.) (2022): Ausmaß und Struktur von Wohnungslosigkeit. Der Wohnungslosenbericht 2022 des Bundesministeriums für Arbeit und Soziales. Bonn

Bundesministerium für Arbeit und Soziales (BMAS) (2023): Leistungssätze nach dem Asylbewerberleistungsgesetz. https://www.bmas.de/DE/Soziales/Sozialhilfe/LeistungenAsylbewerberleistungsgesetz/leistungssaetze-asylbewerberleistungsgesetz.html (28.06.2024)

Bundesministerium für Arbeit und Soziales (BMAS) (2024a): Armuts- und Reichtumsbericht. https://www.armuts-und-reichtumsbericht.de/DE/Startseite/start.html (20.06.2024)

Bundesministerium für Arbeit und Soziales (BMAS) (2024b): Der Asylprozess und staatliche Unterstützung. https://www.bmas.de/DE/Arbeit/Migration-und-Arbeit/Flucht-und-Aysl/Der-Asylprozess-und-staatliche-Unterstuetzung/der-asylprozess-und-staatliche-unterstuetzung.html (28.06.2024)

Bundesministerium für Arbeit und Soziales (BMAS) (2024c): Leistungen und Bedarfe im Bürgergeld. https://www.bmas.de/DE/Arbeit/Grundsicherung-Buergergeld/Leistungen-und-Bedarfe-im-Buergergeld/leistungen-und-bedarfe-im-buergergeld.html (28.06.2024)

Bundesministerium für Ernährung und Landwirtschaft (BMEL) (ed.) (2024): Gutes Essen für Deutschland. Ernährungsstrategie der Bundesregierung. Berlin

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (ed.) (2021): Neunter Familienbericht "Eltern sein in Deutschland – Ansprüche, Anforderungen und Angebote bei wachsender Vielfalt" mit Stellungnahme der Bundesregierung. Deutscher Bundestag, Drucksache 19/27200. Berlin

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (ed.) (2023a): Nationaler Aktionsplan "Neue Chancen für Kinder in Deutschland". Berlin

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (ed.) (2023b): Bericht der Bundesregierung über die Situation unbegleiteter ausländischer Minderjähriger in Deutschland. Berlin

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (ed.) (2024a): Monitoringbericht zum KiQuTG 2023. Berlin

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (2024b): Ausbau der Kindertagesbetreuung. Gesetze und Investitionsprogramme. https://www.bmfsfj.de/bmfsfj/themen/familie/kinderbetreuung/ausbau-der-kindertagesbetreuung-gesetze-und-investitionsprogramme-86394 (12.06.2024)

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ)/Bundesministerium für Bildung und Forschung (BMBF) (ed.) (2023): Bericht der Bundesregierung zum Ausbaustand der ganztägigen Bildungs- und Betreuungsangebote für Grundschulkinder nach § 24a SGB VIII. Berlin

Bundesministerium für Gesundheit (BMG) (2022a): Bewegungsförderung bei Kindern und Jugendlichen in Deutschland. Bestandsaufnahme (Langversion). Berlin

Bundesministerium für Gesundheit (BMG) (2022b): Pflegeversicherung, Zahlen und Fakten. Leistungsempfänger nach Altersgruppen und Pflegegrade (insgesamt). Tabellen für 2020–2022. https://www.bundesgesundheitsministerium.de/themen/pflege/pflegeversicherung-zahlen-und-fakten.html (18.07.2024)

Bundeszentrale für gesundheitliche Aufklärung (BZgA) (ed.) (2005): Häufig gestellte Fragen zum Thema minderjährige Schwangere. Cologne

Bundeszentrale für gesundheitliche Aufklärung (BZgA) (ed.) (2009): Schwangerschaft und Schwangerschaftsabbruch bei minderjährigen Frauen. Forschungsbericht. Cologne

Bürgerrat Ernährung (2024): Bürgergutachten. Empfehlungen des Bürgerrates "Ernährung im Wandel: Zwischen Privatangelegenheit und staatlichen Aufgaben" an den Deutschen Bundestag

Büscher, Andreas/Stelzig, Stephanie/Peters, Lara/Lübben, Alena/Yalymova, Ivanna (2023): VdK-Pflegestudie. Abschlussbericht. Zu Hause pflegen – zwischen Wunsch und Wirklichkeit. Sozialverband VdK Deutschland. Osnabrück/Berlin

Busch-Geertsema, Volker/Henke, Jutta/Steffen, Axel (2019): Entstehung, Verlauf und Struktur von Wohnungslosigkeit und Strategien zu ihrer Vermeidung und Behebung. Ergebnisbericht. Berlin

Castiglioni, Laura (2020): Young Carer: Wer pflegt wen? Familie als anpassungsfähige Care-Ressource. In: Jurczyk, Karin (ed.): Doing und Undoing Family. Konzeptionelle und empirische Entwicklungen. Weinheim/Basel, pp. 170–192

Cheesbrough, Sarah/Harding, Carrie/Webster, Hannah/Taylor, Luke (2017): The lives of young carers in England. Omnibus survey report. Research report. London

Clair, Amy (2019): Housing: an under-explored influence on children's well-being and becoming. In: Child Indicators Research, Vol. 12, Issue 2, pp. 609–626

Clemens, Vera/Fegert, Jörg M./Witt, Andreas (2023): Psychische Misshandlung. In: Fegert, Jörg M./Meysen, Thomas/Kindler, Heinz/Chauviré-Geib, Katrin/Hoffmann, Ulrike/Schumann, Eva (ed.): Gute Kinderschutzverfahren. Tatsachenwissenschaftliche Grundlagen, rechtlicher Rahmen und Kooperation im familiengerichtlichen Verfahren. Berlin/Heidelberg, pp. 309–319

Colbasevici, Liubovi/Espenhorst, Niels (2024): Kita-Bericht 2024. des Paritätischen Gesamtverbands. Der Paritätische Gesamtverband. Berlin

Cornelissen, Thomas/Dustmann, Christian/Raute, Anna/Schönberg, Uta (2018): Who Benefits from Universal Child Care? Estimating Marginal Returns to Early Child Care Attendance. In: Journal of Political Economy, Vol. 126, Issue 6, pp. 2356–2409

Cunha, Flavio/Heckman, James (2007): The Technology of Skill Formation. In: American Economic Review, Vol. 97, Issue 2, pp. 31–47

Daigler, Claudia (2024): Familien in Wohnungslosigkeit. Facetten einer unterbelichteten prekären Lebenslage. In: Middendorf, Tim/Parchow, Alexander (ed.): Junge Menschen in prekären Lebenslagen. Theorien und Praxisfelder der Sozialen Arbeit. Weinheim, pp. 133–143

Daubitz, Stephan/Aberle, Christoph/Schwedes, Oliver/Gertz, Carsten (2023): Mobilität und soziale Exklusion. Alltag – Strategien – Maßnahmen. Berlin

Dearden, Chris/Becker, Saul (2004): Young carers in the UK: the 2004 report. London

Deppe, Ulrike/Hadjar, Andreas (2021): Schule und soziale Ungleichheit. In: Hascher, Tina/Idel, Till-Sebastian/Helsper, Werner (ed.): Handbuch Schulforschung. Living reference work. Wiesbaden

Deschermeier, Philipp/Hagenberg, Anna-Maria/Henger, Ralph (2023): Wie groß ist der Bedarf an neuen Sozialwohnungen? Institut der deutschen Wirtschaft. Cologne

Deutsche Gesellschaft für Ernährung (DGE) (ed.) (2023): DGE-Qualitätsstandard für die Verpflegung in Kitas. 6th edition, 2nd corrected and updated reprint. Bonn

Deutscher Bundestag (2022a): Zur psychotherapeutischen Versorgung in Deutschland. Aktuelle Daten zur Zahl der Therapeutinnen und Therapeuten. Dokumentation WD 9 – 3000 – 062/22. Berlin

Deutscher Bundestag (2022b): Wartezeiten auf eine Psychotherapie. Studien und Umfragen. Dokumentation WD 9 – 3000 – 059/22. Berlin

Deutscher Bundestag (2024): Schriftliche Fragen mit den in der Woche vom 29. April 2024 eingegangenen Antworten der Bundesregierung. Drucksache 20/11250. Berlin

Deutsches Institut für Medizinische Dokumentation und Information (DIMDI)/Weltgesundheitsorganisation (WHO) (ed.) (2005): Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit (ICF). Genf

Die Bundesregierung (2023): Interministerielle Arbeitsgruppe “Gesundheitliche Auswirkungen auf Kinder und Jugendliche durch Corona”. Abschlussbericht. Berlin/Bonn

Die Bundesregierung (2024): Bezahlkarte für Geflüchtete. https://www.bundesregierung.de/breg-de/themen/arbeit-und-soziales/bezahlkarte-fluechtlinge-2263574 (01.07.2024)

Die Drogenbeauftragte der Bundesregierung (2017): Kinder aus suchtbelasteten Familien. Berlin

Dollmann, Jörg (2017): Ethnische Bildungsungleichheiten. In: Becker, Rolf (ed.): Lehrbuch der Bildungssoziologie. Wiesbaden, pp. 487–510

Dreißigacker, Leonie/Schröder, Carl Philipp/Krieg, Yvonne/Becher, Lea/Hahnemann, Anna/Gröneweg, Mona (2023): Jugendliche in Niedersachsen. Ergebnisse des Niedersachsensurveys 2022. Hannover

Dustmann, Christian/Fitzenberger, Bernd/Zimmermann, Markus (2022): Housing expenditure and income inequality. In: The Economic Journal, Vol. 132, Issue 645, pp. 1709–1736

Eggert, Simon/Lux, Katharina/Sulmann, Daniela (2016): ZQP-Analyse. Erfahrungen von Jugendlichen mit Pflegebedürftigkeit in der Familie. Berlin

Eichhorn, Thomas/Boll, Christina/Zerle-Elsäßer, Claudia/Leßmann, Ortrud/Eichhorn, Harald (2024): Clusters of relative deprivation for children under 12 years of age. DJI Preprint. Deutsches Jugendinstitut. Munich

Eickhorst, Andreas/Schreier, Andrea/Brand, Christian/Lang, Katrin/Liel, Christoph/Renner, Ilona/Neumann, Anna/Sann, Alexandra (2016): Inanspruchnahme von Angeboten der Frühen Hilfen und darüber hinaus durch psychosozial belastete Eltern. In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 59, Issue 10, pp. 1271–1280

Engelmann, Claudia (2022): Notunterkünfte für Wohnungslose menschenrechtskonform gestalten. Leitlinien für Mindeststandards in der ordnungsrechtlichen Unterbringung. Deutsches Institut für Menschenrechte. Berlin

Erzberger, Christian/Herz, Andreas/Koch, Josef/Lips, Anna/Santen, Eric van/Schröer, Wolfgang/Seckinger, Mike (2019): Sozialstatistische Grundlage sozialer Teilhabe von Care Leaver*innen in Deutschland. Datenreport auf der Basis der Erziehungshilfeforschung und repräsentativer Paneluntersuchungen. Hildesheim

Ette, Andreas/Spieß, C. Katharina/Bujard, Martin/Décieux, Jean Philippe/Gambaro, Ludovica/Gutu, Lidia/Milewski, Nadja/Ruckdeschel, Kerstin/Sauer, Lenore/Schmitz, Sophia (2023): Lebenssituation ukrainischer Geflüchteter. Höhere gesellschafltiche Teilhabe nach eineinhalb Jahren in Deutschland. In: Bevölkerungsforschung aktuell, Vol. 44, Issue 6, pp. 3–16

European Commission (2023): Report on access to essential services in the EU. Commission staff working document. Brussels

European Expert Group on the Transition from Institutional to Community-based Care (EEG) (2012): Common European Guidelines on the Transition from Institutional to Community-based Care. Guidance on implementing and supporting a sustained transition from institutional care to family-based and community-based alternatives fro children, persons with disabilities, persons with mental health problems and older persons in Europe. Brussels

Euser, Saskia/Alink, Lenneke R.A./Tharner, Anne/IJzendoorn, Marinus H. van/Bakermans-Kranenburg, Marian J. (2014): Out of home placement to promote safety? The prevalence of physical abuse in residential and foster care. In: Children and Youth Services Review, Vol. 37, pp. 64–70

FEANTSA (2017): ETHOS Europäische Typologie für Wohnungslosigkeit. Brussels

Fehr, Sonja (2012): Ohne Moos nichts los? Zugang junger Menschen zu Freizeitaktivitäten. In: Sozialer Fortschritt, Vol. 61, Issue 11-12, pp. 297–306

Feige, Judith (2024): Kontaktmöglichkeiten zwischen Kindern und inhaftierten Eltern. Eine Befragung zur Praxis im Strafvollzug. Analyse. Berlin

Felde, Lisa vom/Hilb, Laura/Rohleder, Daniela (2023): Jugendschutz für geflüchtete Kinder in Deutschland – Rechte und Realitäten. In: Diskurs Kindheits- und Jugendforschung, Vol. 18, Issue 3, pp. 315–330

Fendrich, Sandra/Tabel, Agathe/Erdmann, Julia/Frangen, Valentin/Göbbels-Koch, Petra/Mühlmann, Thomas (2023): Monitor Hilfen zur Erziehung 2023. Forschungsverbund DJI/TU Dortmund. Dortmund

Fincke, Gunilla/Lange, Simon (2012): Segregation an Grundschulen: Der Einfluss der elterlichen Schulwahl. Herausgegeben vom Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR). Berlin

Fischer, Jörg (2024): Perspektiven integrierter Ansätze zur Armutsprävention in Kommunen. Expertise. Deutsches Jugendinstitut. Munich

Fischer, Martin/Jürges, Hendrik/Mangelsdorf, Stefan/Reif, Simon/Ullrich, Hannes/Wuppermann, Amelie (2023): Für einen besseren Datenzugang im Bereich Gesundheit. Stellungnahme aus dem Verein für Socialpolitik. RatSWD Working Paper 284/2023. Rat für Sozial- und Wirtschaftsdaten. Berlin

Fischer, Sandra/Glaser, Stella/Stöbe-Blossey, Sybille (2024): Zwischen (Rechts-)Anspruch und Realität. Soziale Selektivität in der Kindertagesförderung. IAQ-Report 06/2024. Duisburg

Frank, Claudia (2022): Beziehungsorientierte Jugendhilfe in brüchigen Verhältnissen. Abschlussbericht der SOS-Studie zur pädagogischen Arbeit mit wohnungslosen und von Wohnungslosigkeit bedrohten jungen Erwachsenen. SOS-Kinderdorf/Sozialpädagogisches Institut Berlin "Walter May". Munich

Friese, Marianne (2011): Junge Mütter als Risikogruppe im Übergangssystem. In: bwp@ Spezial 5, Hochschultage Berufliche Bildung, Workshop 15, pp. 1–14

Funcke, Antje/Menne, Sarah (2023): Kinder- und Jugendarmut in Deutschland. Factsheet. Bertelsmann Stiftung. Gütersloh

Gambaro, Ludovica/Neidhöfer, Guido/Spieß, C. Katharina (2019): Kita-Besuch von Kindern aus nach Deutschland geflüchteten Familien verbessert Integration ihrer Mütter. In: DIW Wochenbericht, Vol. 86, Issue 44, pp. 805–812

Garbade, Maike/Eglinsky, Jenny/Kindler, Heinz/Rosner, Rita/Sachser, Cedric/Pfeiffer, Elisa (2023): Factors affecting the acculturation strategies of unaccompanied refugee minors in Germany. In: Frontiers in Psychology, Vol. 14, 1149437

Garbade, Maike/Kappler, Selina/Eglinsky, Jenny/Kindler, Heinz/Rosner, Rita/Sachser, Cedric/Pfeiffer, Elisa (forthcoming): Quality of life in unaccompanied young refugees: the role of traumatic events, post-migration stressors and mental distress. In: Quality of Life Research

Garbuszus, Jan M./Ott, Notburga/Pehle, Sebastian/Werding, Martin (2018): Wie hat sich die Einkommenssituation von Familien entwickelt. Ein neues Messkonzept. Bertelsmann Stiftung. Gütersloh

Gaupp, Nora/Schütz, Sandra/Küppers, Lara (2022): Kinder und Jugendliche mit Behinderungen. In: Krüger, Heinz-Hermann/Grunert, Cathleen/Ludwig, Katja (ed.): Handbuch Kindheits- und Jugendforschung. Wiesbaden, pp. 1307–1332

Geis-Thöne, Wido (2020): Häusliches Umfeld während der Krise: Ein Teil der Kinder braucht mehr Unterstützung. Institut der deutschen Wirtschaft. Cologne

Gerbig, Stephan/Feige, Judith (2022): Das Wohl des Kindes bei Eltern in Haft. Recht auf Kontakt nach Artikel 9 der UN-Kinderrechtskonvention. Berlin

Gerull, Susanne (2020): Armutsverständnisse im Kontext von Kinderarmut. In: Rahn, Peter/Chassé, Karl August (ed.): Handbuch Kinderarmut. Opladen/Toronto, pp. 29–37

Görlitz, Katja/Spieß, C. Katharina/Ziege, Elena (2018): Fast jedes zehnte Kind geht auf eine Privatschule. Nutzung hängt insbesondere in Ostdeutschland zunehmend vom Einkommen der Eltern ab. In: DIW Wochenbericht, Vol. 85, Issue 51/52, pp. 1103–1111

Goßner, Laura/Kosyakova, Yuliya (2021): Integrationshemmnisse geflüchteter Frauen und mögliche Handlungsansätze – eine Übersicht bisheriger Erkenntnisse. IAB-Forschungsbericht 8/2021. Institut für Arbeitsmarkt- und Berufsforschung. Nuremberg

Gränitz, Saskia (2022): Zwischen Wohnen und Nicht-Wohnen. Dimensionen der neuen Wohnungsnot. In: frühe Kindheit, Issue 05/22, pp. 14–23

Grobe, Thomas G./Steinmann, Susanne/Szecsenyi, Joachim (2020): BARMER Arztreport 2020. Psychotherapie – veränderter Zugang, verbesserte Versorgung? Berlin

Groos, Thomas/Kersting, Volker (2015): Segregierte Kinderarmut und Gesundheit. In: Mafaalani, Aladin el/Kurtenbach, Sebastian/Strohmeier, Klaus Peter (ed.): Auf die Adresse kommt es an. Segregierte Stadtteile als Problem- und Möglichkeitsräume begreifen. Weinheim/Basel, pp. 76–107

Grossarth-Maticek, Jan/Kann, Kathrin/Koufen, Sebastian (2020): Privatschulen in Deutschland – Fakten und Hintergründe. Herausgegeben vom Statistischen Bundesamt (Destatis). Wiesbaden

Grundmann, Teresa/Winkler, Dorothee (2022): Soziale Lage von Kindern in der Stadt: Kinderarmut im sozialräumlichen Kontext. In: Stadtforschung und Statistik, Vol. 35, Issue 1, pp. 28–37

Guglhör-Rudan, Angelika/Schlimbach, Tabea (2024): Wenn das Geld nicht reicht. Eine Studie zu Meinungen von Kindern und Jugendlichen. Abschlussbericht für Kinder und Jugendliche. Deutsches Jugendinstitut. Munich

Haahr-Pedersen, Ida/Ershadi, Afrodite Emma/Hyland, Philip/Hansen, Maj/Perera, Camila/Sheaf, Greg/Bramsen, Rikke Holm/Spitz, Pernille/Vallières, Frédérique (2020): Polyvictimization and psychopathology among children and adolescents: A systematic review of studies using the Juvenile Victimization Questionnaire. In: Child Abuse & Neglect, Vol. 107, 104589

Hanhörster, Heike/Ramos Lobato, Isabel (2021): Migrants' access to the rental housing market in Germany: housing providers and allocation policies. In: Urban Planning, Vol. 6, Issue 2, pp. 7–18

Hansen, Gesine (2023): Seelische Gesundheit von Kindern und Jugendlichen. In: Monatsschrift Kinderheilkunde, Vol. 171, Issue 3, pp. 206–207

Hattie, John (2013): Lernen sichtbar machen. Überarbeitete deutschsprachige Ausgabe. Baltmannsweiler

Heiden, Iris an der/Ochmann, Richard/Bernhard, Jannis (2023): AOK-Familienstudie 2022. Eine Befragung von Eltern mit Kindern im Alter von 4 bis 14 Jahren. IGES Institut. Berlin

Heiermann, Philipp/Atanisev, Kaan (2024): Die Anwendung der Richtlinie über den vorübergehenden Schutz auf Geflüchtete aus der Ukraine in Deutschland. Bewährte Praktiken und Herausforderungen. Bundesamt für Migration und Flüchtlinge. Nuremberg

Helbig, Marcel (2023a): Eine "faire" Verteilung der Mittel aus dem Startchan cenprogramm erfordert eine ungleiche Verteilung auf die Bundesländer. Eine Abschätzung der Mittelbedarfe für die deutschen Grundschulen anhand der Armutsquoten in den Sozialräumen. WZB Discussion Paper P 2023–001. Wissenschaftszentrum Berlin für Sozialforschung. Berlin

Helbig, Marcel (2023b): Hinter den Fassaden. Zur Ungleichverteilung von Armut, Reichtum, Bildung und Ethnie in den deutschen Städten. Wissenschaftszentrum Berlin für Sozialforschung. Berlin

Henger, Ralph/Niehues, Judith/Stockhausen, Maximilian (2022): Umfassende Wohngeldreform 2023. Institut der deutschen Wirtschaft. Cologne

Herbert, Laura/Comeau, Jinette/Smith, Carrie/Smith-Carrier, Tracy/Saxby, Christopher/Botelho, Natashia (2023): Child maltreatment and adult economic outcomes: A systematic review. In: Children and Youth Services Review, Vol. 144, 106711

Hermes, Henning/Lergetporer, Philipp/Mierisch, Fabian/Peter, Frauke/Wiederhold, Simon (2023): Discrimination in universal social programs? A nationwide field experiment on access to child care. CESifo Working Paper No. 10368. ifo Institut. Munich

Hertweck, Friederike/Isphording, Ingo E./Matthewes, Sönke H./Schneider, Kerstin/Spieß, C. Katharina (2023): Für einen besseren Datenzugang im Bereich Bildungsdaten. Stellungnahme aus dem Verein für Socialpolitik. RatSWD Working Paper 282/2023. Rat für Sozial- und Wirtschaftsdaten. Berlin

Heyn, Timo/Braun, Reiner/Grade, Jan (2013): Wohnungsangebot für arme Familien in Großstädten. Eine bundesweite Analyse am Beispiel der 100 einwohnerstärksten Städte. Bertelsmann Stiftung. Gütersloh

Hinz, Thomas/Auspurg, Katrin/Schneck, Andreas (2022): Diskriminierung auf dem Wohnungsmarkt. In: Scherr, Albert/Mafaalani, Aladin el/Reinhardt, Anna Cornelia (ed.): Handbuch Diskriminierung. Living reference work. Wiesbaden, pp. 341–362

Hofherr, Stefan/Kindler, Heinz (2018): Sexuelle Übergriffe in Schulen aus der Sicht von Schülerinnen und Schülern. Zusammenhänge zum Erleben von Schule und der Bereitschaft zur Hilfesuche. In: Zeitschrift für Pädagogik, Sonderherft 64 (Sexuelle Gewalt in Kindheit und Jugend), pp. 95–110

Holme, Jennifer Jellison (2022): Growing up as rents rise: how housing affordability impacts children. In: Review of Educational Research, Vol. 92, Issue 6, pp. 953–995

Holthusen, Bernd/Kindler, Heinz (2022): Kinder als Betroffene von psychischer und physischer Gewalt und darauf bezogene Prävention. In: Wollinger, Gina Rosa (ed.): Kinder im Fokus der Prävention. Expertisen zum 27. Deutschen Präventionstag. Hannover, pp. 73–95

Houdt, Kirsten van (2023): Separation as an accelerator of housing inequalities: Parents' and children's post-separation housing careers in Sweden. In: Demographic Research, Vol. 49, pp. 47–82

Huebener, Mathias/Schmitz, Sophia/Spieß, C. Katharina/Binger, Lina (2023): Frühe Ungleichheiten. Zugang zu Kindertagesbetreuung aus bildungs- und gleichstellungspolitischer Perspektive. Bonn

Hüsken, Katrin/Lippert, Kerstin/Kuger, Susanne (2023): Bildungs- und Betreuungsangebote für Grundschulkinder – entsprechen sie den Bedarfen der Eltern? DJI-Kinderbetreuungsreport 2023. Studie 2 von 7. Deutsches Jugendinstitut. Munich

Hußmann, Anke/Stubbe, Tobias C./Kasper, Daniel (2017): Soziale Herkunft und Lesekompetenzen von Schülerinnen und Schülern. In: Hußmann, Anke/Wendt, Heike/Bos, Wilfried/Bremerich-Vos, Albert/Kasper, Daniel/Lankes, Eva-Maria/Mcelvany, Nele/Stubbe, Tobias C./Valtin, Renate (ed.): IGLU 2016. Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich. Münster/New York, pp. 195–218

Jähnen, Stefanie/Helbig, Marcel (2022): Die sozialräumliche Verteilung von Zugewanderten in den deutschen Städten zwischen 2014 und 2017. In: Kruse, Hanno/Teltemann, Janna (ed.): Differenz im Raum. Sozialstruktur und Grenzziehung in deutschen Städten. Wiesbaden/Heidelberg, pp. 27–69

James, Sigrid/Wilczek, Lucas/Kilian, Juri/Timonen-Kallio, Eeva/Bravo, Amaia/Del Valle, Jorge F./Formenti, Laura/Petrauskiene, Alina/Pivoriene, Jolanta/Rigamonti, Alessandra (2022): A Comparative Analysis of Residential Care: A Five-Country Multiple Case-Design Study. In: Child & Youth Care Forum, Vol. 51, Issue 6, pp. 1031–1062

Jansen, Catherina/Buyken, Anette/Depa, Julia/Kroke, Anja (2020): Ernährung in der Schule. Zwischen administrativen Zuständigkeiten und strukturellen Rahmenbedingungen. In: Ernährungs Umschau, Vol. 67, Issue 1, pp. 18–25

Jehles, Nora (2022): Segregation im frühkindlichen Bildungssystem. In: Marquardsen, Kai (ed.): Armutsforschung. Handbuch für Wissenschaft und Praxis. Baden-Baden/Berlin, pp. 203–218

Jennessen, Sven (2022): Familien mit pflegebedürftigen Kindern. Lebenslagen – Herausforderungen – Teilhabe. In: Jacobs, Klaus/Kuhlmey, Adelheid/Greß, Stefan/Klauber, Jürgen/Schwinger, Antje (ed.): Pflege-Report 2022. Spezielle Versorgungslagen in der Langzeitpflege. Berlin/Heidelberg, pp. 17–29

Jones, Adele/Gallagher, Bernard/Manby, Martin/Robertson, Oliver/Schützwohl, Matthias/Berman, Anne H./Hirschfield, Alexander/Ayre, Liz/Urban, Mirjam/Sharratt, Kathryn/Christmann, Kris (2013): Children of Prisoners: Interventions and mitigations to strengthen mental health. Huddersfield

Jordan, A. Rainer/Micheelis, Wolfgang (2016): Fünfte Deutsche Mundgesundheitsstudie (DMS V). Cologne

Jud, Andreas (2023): Überblick zu Begriffen im Kontext von Kindesmisshandlung. In: Fegert, Jörg M./Meysen, Thomas/Kindler, Heinz/Chauviré-Geib, Katrin/Hoffmann, Ulrike/Schumann, Eva (ed.): Gute Kinderschutzverfahren. Tatsachenwissenschaftliche Grundlagen, rechtlicher Rahmen und Kooperation im familiengerichtlichen Verfahren. Berlin/Heidelberg, pp. 237–245

Jud, Andreas/Kindler, Heinz (2022): Verbesserung der Datenerhebung sexueller Gewalt an Kindern und Jugendlichen im Hellfeld. Expertise. Unabhängiger Beauftragter für Fragen des sexuellen Kindesmissbrauchs. Berlin

Jugendministerkonferenz (JFMK)/Kultusministerkonferenz (KMK) (2004): Zusammenarbeit von Schule und Jugendhilfe zur “Stärkung und Weiterentwicklung des Gesamtzusammenhangs von Bildung, Erziehung und Betreuung”. Beschluss der Jugendministerkonferenz vom 13./14.05.2004 / Beschluss der Kultusministerkonferenz vom 03./04.06.2004. Berlin

Kabisch, Stefan/Wenschuh, Sören/Buccellato, Palina/Spranger, Joachim/Pfeiffer, Andreas F. H. (2021): Affordability of Different Isocaloric Healthy Diets in Germany–An Assessment of Food Prices for Seven Distinct Food Patterns. In: Nutrients, Vol. 13, Issue 9, 3037

Karpenstein, Johanna/Rohleder, Daniela (2022): Die Situation geflüchteter junger Menschen in Deutschland. Bundesfachverband unbegleitete minderjährige Flüchtlinge (BumF). Berlin

Kayed, Theresia/Wieschke, Johannes/Kuger, Susanne (2023): Der Betreuungsbedarf im U3- und U6-Bereich. Zugangsselektivität und bedarfsgerechte Angebote. DJI-Kinderbetreuungsreport 2023, Studie 1 von 7. Deutsches Jugendinstitut. Munich

Kindler, Heinz (2022): Folgen von Kindeswohlgefährdung. In: Ernst, Rüdiger/Lohse, Katharina (ed.): Praxishandbuch Familiengerichtlicher Kinderschutz. Materielles Recht, Verfahrensrecht, Datenschutz, psychologisches und pädagogisches Wissen. Cologne, pp. 321–330

Kindler, Heinz/Helming, Elisabeth/Meysen, Thomas/Jurczyk, Karin (ed.) (2011): Handbuch Pflegekinderhilfe. Deutsches Jugendinstitut. Munich

Kleinert, Corinna/Baier, Tina/Ghirardi, Gaia/Triventi, Moris (2024): Führt ein Kitabesuch zu einem Ausgleich sozialer Unterschiede? Leibniz-Institut für Bildungsverläufe (LIfBi). Bamberg

Klemm, Klaus (2022): Inklusion in Deutschlands Schulen: Eine bildungsstatistische Momentaufnahme 2020/21. Bertelsmann Stiftung. Gütersloh

Klipker, Kathrin/Baumgarten, Franz/Göbel, Kristin/Lampert, Thomas/Hölling, Heike (2018): Psychische Auffälligkeiten bei Kindern und Jugendlichen in Deutschland – Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 3, pp. 37–44

Knüttel, Katharina/Kersting, Volker (2021): Sozialräumliche Spaltung in Kindheit und Jugend. Ethnische und soziale Segregation von Kindern und Jugendlichen in deutschen Städten. Bertelsmann Stiftung. Gütersloh

Kraus, Ludwig/Uhl, Alfred/Atzendorf, Josefine/Seitz, Nicki-Nils (2021): Estimating the number of children in households with substance use disorders in Germany. In: Child and Adolescent Psychiatry and Mental Health, Vol. 15, Issue 1, pp. 63

Krause, Laura/Kuntz, Benjamin/Schenk, Liane/Knopf, Hildtraud (2018): Mundgesundheitsverhalten von Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 4, pp. 3–21

Kühne, Stefan/Maaz, Kai (2023): Bilanz. Kulturelle Bildung zwischen Informationsbedarfen und Datendesideraten. In: Kühne, Stefan/Maaz, Kai (ed.): Indikatorenentwicklung im Feld der kulturellen Bildung (InKuBi). Konzeptionelle Grundlagen und erste Befunde. Bielefeld, pp. 85–92

Kühnelt, Charlotte/Starker, Anne/Varnaccia, Gianni/Schienkiewitz, Anja (2023): Schuleingangsuntersuchungen als kleinräumige Datenquelle für ein Monitoring der Kindergesundheit am Beispiel Adipositas. In: Journal of Health Monitoring, Vol. 8, Issue 2, pp. 6–20

Kuntz, Benjamin/Lampert, Thomas (2016): Tabakkonsum und Passivrauchbelastung bei Jugendlichen in Deutschland. In: Deutsches Ärzteblatt international, Vol. 113, pp. 23–30

Kuntz, Benjamin/Zeiher, Johannes/Starker, Anne/Lampert, Thomas (2019): Tabakkonsum und Passivrauchbelastung von Kindern und Jugendlichen in Deutschland – wo stehen wir heute? In: Atemwegs- und Lungenkrankheiten, Vol. 45, Issue 5, pp. 217–226

Kuntz, Benjamin/Waldhauer, Julia/Zeiher, Johannes/Finger, Jonas D./Lampert, Thomas (2018a): Soziale Unterschiede im Gesundheitsverhalten von Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2. In: Journal of Health Monitoring, Vol. 3, Issue 2, pp. 45–63

Kuntz, Benjamin/Rattay, Petra/Poethko-Müller, Christina/Thamm, Roma/Hölling, Heike/Lampert, Thomas (2018b): Soziale Unterschiede im Gesundheitszustand von Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2. In: Journal of Health Monitoring, Vol. 3, Issue 3, pp. 19–36

Kury, Helmut/Kuhlmann, Annette (2020): Zu den Auswirkungen der Inhaftierung Straffälliger auf Familienangehörige. In: Monatsschrift für Kriminologie und Strafrechtsreform, Vol. 103, Issue 4, pp. 285–299

Kurz, Charlotte (2022): Menschen ohne Krankenversicherung. Ein oft übersehenes Problem. In: Deutsches Ärzteblatt international, Vol. 119, Issue 41, pp. 1738–1741

Lampert, Thomas/Thamm, Michael (2007): Tabak-, Alkohol- und Drogenkonsum von Jugendlichen in Deutschland. Ergebnisse des Kinder- und Jugendgesundheitssurveys (KiGGS). In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 50, Issue 5-6, pp. 600–608

Lampert, Thomas/Kuntz, Benjamin (2019): Auswirkungen von Armut auf den Gesundheitszustand und das Gesundheitsverhalten von Kindern und Jugendlichen. Ergebnisse aus KiGGS Welle 2. In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 62, Issue 10, pp. 1263–1274

Lampert, Thomas/Prütz, Franziska/Rommel, Alexander/Kuntz, Benjamin (2018): Soziale Unterschiede in der Inanspruchnahme medizinischer Leistungen von Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2. In: Journal of Health Monitoring, Vol. 3, Issue 4, pp. 38–56

Lampert, Thomas/Hoebel, Jens/Kuntz, Benjamin/Finger, Jonas D./Hölling, Heike/Lange, Michael/Mauz, Elvira/Mensink, Gert B. M./Poethko-Müller, Christina/Schienkiewitz, Anja/Starker, Anne/Zeiher, Johannes/Kurth, Bärbel-Maria (2019): Gesundheitliche Ungleichheiten bei Kindern und Jugendlichen in Deutschland. Zeitliche Entwicklung und Trends der KiGGS-Studie. In: Journal of Health Monitoring, Vol. 4, Issue 1, pp. 16–40

Langmeyer, Alexandra/Guglhör-Rudan, Angelika/Naab, Thorsten/Urlen, Marc/Winklhofer, Ursula (2020): Kind sein in Zeiten von Corona. Ergebnisbericht zur Situation von Kindern während des Lockdowns im Frühjahr 2020. Deutsches Jugendinstitut. Munich

Lenze, Anne (2021): Alleinerziehende weiter unter Druck. Bedarfe, rechtliche Regelungen und Reformansätze. Bertelsmann Stiftung. Gütersloh

Lerch, Véronique/Nordenmark Severinsson, Anna (2019): Feasibility study for a child guarantee. Target group discussion paper on children in alternative care. European Commission, Directorate-General for Employment, Social Affairs and Inclusion. Brussels

Lietzmann, Torsten/Wenzig, Claudia (forthcoming): Armutsgefährdete Kinder in Deutschland: Auf was muss verzichtet werden? In: IAB-Forum

Lietzmann, Torsten/Wenzig, Claudia (2020): Materielle Unterversorgung von Kindern. Bertelsmann Stiftung. Gütersloh

Liljeberg, Holger/Magdanz, Edda (2022): Eltern von Kindern mit Beeinträchtigungen – Unterstützungsbedarfe und Hinweise auf Inklusionshürden. Berlin

Lippert, Kerstin/Kayed, Theresia/Kuger, Susanne (2023): Kindertagesbetreuung: unterschiede im Einstieg und der Kontinuität bei Kindern bis zur Einschulung. DJI-Kinderbetreuungsreport 2022, Studie 5 von 6. Deutsches Jugendinstitut. Munich

Lochner, Susanne/Jähnert, Alexandra (2020): DJI-Kinder- und Jugendmigrationsreport 2020. Datenanalyse zur Situation junger Menschen in Deutschland. Deutsches Jugendinstitut. Bielefeld

Lorenz, Georg/Gentrup, Sarah/Kristen, Cornelia/Stanat, Petra/Kogan, Irena (2016): Stereotype bei Lehrkräften? Eine Untersuchung systematisch verzerrter Lehrererwartungen. In: Kölner Zeitschrift für Soziologie und Sozialpsychologie, Vol. 68, Issue 1, pp. 89–111

Lorenz, Simon/Fullerton, Birgit/Eickhorst, Andreas (2018): Zusammenhänge des Stillverhaltens mit der familiären Belastungssituation. Faktenblatt 7 zur Prävalenz- und Versorgungsforschung der Bundesinitiative Frühe Hilfen. Nationales Zentrum Frühe Hilfen. Cologne

Loss, Julika/Blume, Miriam/Neuperdt, Laura/Flerlage, Nadine/Weihrauch, Tim/Manz, Kristin/Thamm, Roma/Poethko-Müller, Christina/Mauz, Elvira/Rattay, Petra/Allen, Jennifer/Tschorn, Mira (2023): Wie steht es um die Gesundheit von Mädchen und Jungen in der COVID-19-Pandemie? Ausgewählte Ergebnisse der KIDA-Studie. In: Journal of Health Monitoring, Vol. 8, Issue 2, pp. 40–58

Maaz, Kai (2020): Soziale Ungleichheiten. Der Übergang von der Grundschule als Hürde. In: Lernende Schule, Vol. 23, Issue 1, pp. 7–9

Macsenaere, Michael/Esser, Klaus (2015): Was wirkt in der Erziehungshilfe? Wirkfaktoren in Heimerziehung und anderen Hilfearten. Munich

Mang, Julia/Müller, Katharina/Lewalter, Doris/Kastorff, Tamara/Müller, Maren/Ziernwald, Lisa/Tupac-Yupanqui, Ana/Heine, Jörg-Henrik/Köller, Olaf (2023): Herkunftsbezogene Ungleichheiten im Kompetenzerwerb. In: Lewalter, Doris/Diedrich, Jennifer/Goldhammer, Frank/Köller, Olaf/Reiss, Kristina (ed.): PISA 2022. Analyse der Bildungsergebnisse in Deutschland. Münster/New York, pp. 163–197

Mank, Svenja (2023): Inklusive Bildung – Abschlussperspektiven von Jugendlichen mit Behinderungen im Lichte der Umsetzung von schulischer Inklusion. In: Diskurs Kindheits- und Jugendforschung, Vol. 18, Issue 4, pp. 479–501

Manz, Kristin/Varnaccia, Gianni/Zeiher, Johannes (2016): Entwicklung von bundesweit aussagekräftigen Kennziffern zu alkoholbelasteten Familien. Abschlussbericht. Berlin

Maurice, Jutta von/Will, Gisela (2021): Geflüchtete Kinder und Jugendliche im deutschen Bildungssystem – Zentrale Befunde der Studie ReGES. Leibniz-Institut für Bildungsverläufe (LIfBi). Bamberg

Meiner-Teubner, Christiane/Trixa, Jessica (2024): Starker Ausbau der ganztägigen Angebote für Grundschulkinder – tatsächliche Entwicklung oder Änderungen in den Meldungen? In: KomDat, Vol. 27, Issue 1, pp. 7–11

Mensink, Gert B. M./Schienkiewitz, Anja/Rabenberg, Martina/Borrmann, Anja/Richter, Almut/Haftenberger, Marjolein (2018): Konsum zuckerhaltiger Erfrischungsgetränke bei Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 1, pp. 32–39

Metzing, Sabine (2022): Kinder und Jugendliche mit Pflegeverantwortung in Deutschland: ein Überblick. In: Jacobs, Klaus/Kuhlmey, Adelheid/Greß, Stefan/Klauber, Jürgen/Schwinger, Antje (ed.): Pflege-Report 2022. Spezielle Versorgungslagen in der Langzeitpflege. Berlin/Heidelberg, pp. 183–196

Metzing, Sabine/Ostermann, Thomas/Robens, Sibylle/Galatsch, Michael (2020): The prevalence of young carers – a standardised survey amongst school students (KiFam-study). In: Scandinavian Journal of Caring Sciences, Vol. 34, Issue 2, pp. 501–513

Metzing, Sabine/Thomas Ostermann/Galatsch, Michael/Chikhradze, Nino/Knecht, Christiane (2018): Abschlussbericht zum Projekt “Die Situation von Kindern und Jugendlichen als pflegende Angehörige”. Witten

Meysen, Thomas/Lohse, Katharina/Tölch, Julia (2024): Kommunale Armutsprävention und der Beitrag des Rechts. Expertise. Deutsches Jugendinstitut. Munich

Meysen, Thomas/Schönecker, Lydia/Achterfeld, Susanne (2019): Schutz begleitet geflüchteter Kinder und Jugendlicher. Sozial- und humanwissenschaftlicher Forschungsstand und die Rahmenbedingungen in Deutschland. Expertise. Save the Children/PLAN International. Berlin/Hamburg

Micha, Renata/Karageorgou, Dimitra/Bakogianni, Ioanna/Trichia, Eirini/Whitsel, Laurie P./Story, Mary/Peñalvo, Jose L./Mozaffarian, Dariush (2018): Effectiveness of school food environment policies on children‘s dietary behaviors. A systematic review and meta-analysis. In: PloS One, Vol. 13, Issue 3, e0194555

Michel, Marion/Müller, Martina/Conrad, Ines (2021): Eltern mit Behinderungen – Bedarfe und Unterstützungsangebote. In: Sachverständigenkommission des Neunten Familienberichts (ed.): Eltern sein in Deutschland. Materialien zum Neunten Familienbericht. Munich, pp. 597–629

Moor, Irene/Herke, Max/Markert, Jenny/Böhm, Marie/Reiß, Franziska/Bilz, Ludwig/Sudeck, Gorden/Winter, Kristina (2024): Die zeitliche Entwicklung gesundheitlicher Ungleichheit im Kindes- und Jugendalter in Deutschland. Ergebnisse der HBSC-Studie 2009/10–2022. In: Journal of Health Monitoring, Vol. 9, Issue 1, pp. 86–107

Moor, Irene/Winter, Kristina/Bilz, Ludwig/Bucksch, Jens/Finne, Emily/John, Nancy/Kolip, Petra/Paulsen, Lisa/Ravens-Sieberer, Ulrike/Schlattmann, Marina/Sudeck, Gorden/Brindley, Catherina/Kaman, Anne/Richter, Matthias (2020): Die Health Behaviour in School-aged Children (HBSC)-Studie 2017/18 – Methodik der Kinder- und Jugendgesundheitsstudie der Weltgesundheitsorganisation. In: Journal of Health Monitoring, Vol. 5, Issue 3, pp. 93–107

Müller, Kai-Uwe/Wrohlich, Katharina (2020): Does subsidized care for toddlers increase maternal labor supply? Evidence from a large-scale expansion of early childcare. In: Labour Economics, Vol. 62, Issue, 101776

Nagl-Cupal, Martin/Daniel, Maria/Koller, Martina Maria/Mayer, Hanna (2014): Prevalence and effects of caregiving on children. In: Journal of Advanced Nursing, Vol. 70, Issue 10, pp. 2314–2325

Nationales Qualitätszentrum für Ernährung in Kita und Schule (NQZ) (2024): Tag der Kitaverpflegung 2024. Gesund, lecker und nachhaltig essen in Kita und Kindertagespflege. https://www.nqz.de/service/aktuelles/tag-der-kitaverpflegung-2024-gesund-lecker-und-nachhaltig-essen-in-kita-und-kindertagespflege (23.05.2024)

Nationales Zentrum Frühe Hilfen (NZFH) (2023): Daten zum Stand der Frühen Hilfen in Deutschland. Cologne. https://www.fruehehilfen.de/grundlagen-und-fachthemen/daten-zum-stand-der-fruehen-hilfen-in-deutschland/ (17.06.2024)

Neuberger, Franz/Hübenthal, Maksim (2020): Kinderarmut ist Familienarmut?! In: Rahn, Peter/Chassé, Karl August (ed.): Handbuch Kinderarmut. Opladen/Toronto, pp. 47–55

Newman, Sandra/Holupka, C. Scott (2016): Housing affordability and children‘s cognitive achievement. In: Health Affairs, Vol. 35, Issue 11, pp. 2092–2099

Nieuwenhuis, Rense/Zagel, Hannah (2023): Housing conditions of single mothers in Europe: the role of housing policies. In: European Societies, Vol. 25, Issue 2, pp. 181–207

Nikolai, Rita/Helbig, Marcel (2019): Der (alte) Streit um die Grundschulzeit: Von Kontinuitäten und Brüchen der Kaiserzeit bis heute. In: Zeitschrift für Grundschulforschung, Vol. 12, Issue 2, pp. 289–303

Oetting-Roß, Claudia (2022): Pflegerische Versorgungssituation (schwerst-)pflegebedürftiger Kinder. In: Jacobs, Klaus/Kuhlmey, Adelheid/Greß, Stefan/Klauber, Jürgen/Schwinger, Antje (ed.): Pflege-Report 2022. Spezielle Versorgungslagen in der Langzeitpflege. Berlin/Heidelberg, pp. 4–15

Ostermann, Charlotte/Neugebauer, Martin (2021): Macht Ähnlichkeit den Unterschied? Wenn sozioökonomisch benachteiligte Schülerinnen und Schüler von sozial ähnlichen Lehrkräften unterrichtet werden. In: Kölner Zeitschrift für Soziologie und Sozialpsychologie, Vol. 73, Issue 2, pp. 259–283

Otto, Christiane/Reiss, Franziska/Voss, Catharina/Wüstner, Anne/Meyrose, Ann-Katrin/Hölling, Heike/Ravens-Sieberer, Ulrike (2021): Mental health and well-being from childhood to adulthood: design, methods and results of the 11-year follow-up of the BELLA study. In: European Child & Adolescent Psychiatry, Vol. 30, Issue 10, pp. 1559–1577

Parade, Ralf/Heinzel, Friederike (2020): Sozialräumliche Segregation und Bildungsungleichheiten in der Grundschule – eine Bestandsaufnahme. In: Zeitschrift für Grundschulforschung, Vol. 13, Issue 2, pp. 193–207

Plass-Christl, Angela/Klasen, Fionna/Otto, Christiane/Barkmann, Claus/Hölling, Heike/Klein, Toni/Wiegand-Grefe, Silke/Schulte-Markwort, Michael/Ravens-Sieberer, Ulrike (2017): Mental health care use in children of parents with mental health problems. Results of the BELLA study. In: Child Psychiatry and Human Development, Vol. 48, Issue 6, pp. 983–992

Plötner, Maria/Moldt, Katja/In-Albon, Tina/Schmitz, Julian (2022): Einfluss der COVID-19-Pandemie auf die ambulante psychotherapeutische Versorgung von Kindern und Jugendlichen. In: Die Psychotherapie, Vol. 67, Issue 6, pp. 469–477

Pluto, Liane/Mairhofer, Andreas/Peucker, Christan/Santen, Eric van (forthcoming): Einrichtungen stationärer Hilfen zur Erziehung. Empirische Analyse zu Organisationsmerkmalen, Adressat:innen und Herausforderungen. Weinheim

Poethko-Müller, Christina/Kuntz, Benjamin/Lampert, Thomas/Neuhauser, Hannelore (2018): Die allgemeine Gesundheit von Kindern und Jugendlichen in Deutschland. Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 1, pp. 8–15

Przybylski, Katharina/Voigts, Gunda (2023): Perspektiven junger Menschen mit geistigen Behinderungen auf Angebote der Kinder- und Jugendarbeit. In: ARCHIV für Wissenschaft und Praxis der sozialen Arbeit, Vol. 54, Issue 3, pp. 70–77

Rahmann, Susanne/Ziesmann, Tim/Ramirez, Magdalena Molina/Jähnert, Alexandra (2024): HF-10 Bewältigung inhaltlicher Herausforderungen. In: Meiner-Teubner, Christiane/Schacht, Diana D./Klinkhammer, Nicole/Kuger, Susanne/Kalicki, Bernhard/Fackler, Sina (ed.): ERiK-Forschungsbericht III. Befunde des indikatorengestützten Monitorings zum KiQuTG. Bielefeld, pp. 291–308

Rat der Europäischen Union (2021): Council Recommendation (EU) 2021/1004 of 14 June 2021 establishing a European Child Guarantee (OJ L 223, 22.6.2021). ELI: http://data.europa.eu/eli/reco/ 2021/1004/oj

Rauschenbach, Thomas/Meiner-Teubner, Christiane/Böwing-Schmalenbrock, Melanie/Olszenka, Ninja (2021): Plätze. Personal. Finanzen. Bedarfsorientierte Vorausberechnungen für die Kindertages- und Grundschulbetreuung bis 2030. Teil 2: Ganztägige Angebote für Kinder im Grundschulalter. Dortmund

Ravens-Sieberer, Ulrike/Kaman, Anne/Devine, Janine/Reiß, Franziska (2023a): Die COVID-19-Pandemie – Wie hat sie die Kinderpsyche beeinflusst? In: Monatsschrift Kinderheilkunde, Vol. 171, Issue 7, pp. 608–614

Ravens-Sieberer, Ulrike/Devine, Janine/Napp, Ann-Kathrin/Kaman, Anne/Saftig, Lynn/Gilbert, Martha/Reiß, Franziska/Löffler, Constanze/Simon, Anja Miriam/Hurrelmann, Klaus/Walper, Sabine/Schlack, Robert/Hölling, Heike/Wieler, Lothar Heinz/Erhart, Michael (2023b): Three years into the pandemic. Results of the longitudinal german COPSY study on youth mental health and health-related quality of life. In: Frontiers in Public Health, Vol. 11, Issue, 1129073

Rehling, Julia/Bunge, Christiane/Waldhauer, Julia/Conrad, André (2021): Socioeconomic differences in walking time of children and adolescents to public green spaces in urban areas-results of the German Environmental Survey (2014-2017). In: International Journal of Environmental Research and Public Health, Vol. 18, Issue 5, 2326

Reiss, Franziska (2013): Socioeconomic inequalities and mental health problems in children and adolescents: a systematic review. In: Social Science & Medicine, Vol. 90, pp. 24–31

Reiss, Franziska/Meyrose, Ann-Katrin/Otto, Christiane/Lampert, Thomas/Klasen, Fionna/Ravens-Sieberer, Ulrike (2019): Socioeconomic status, stressful life situations and mental health problems in children and adolescents: Results of the German BELLA cohort-study. In: PloS One, Vol. 14, Issue 3, e0213700

Reiß, Franziska/Behn, Steven/Erhart, Michael/Strelow, Lisa/Kaman, Anne/Ottová-Jordan, Veronika/Bilz, Ludwig/Moor, Irene/Ravens-Sieberer, Ulrike (2024): Subjektive Gesundheit und psychosomatische Beschwerden von Kindern und Jugendlichen in Deutschland. Ergebnisse der HBSC-Studie 2009/10–2022. In: Journal of Health Monitoring, Vol. 9, Issue 1, pp. 7–24

Relikowski, Ilona/Schneider, Thorsten/Linberg, Tobias (2015): Rezeptive Wortschatz- und Grammatikkompetenzen von Fünfjährigen mit und ohne Migrationshintergrund. In: Frühe Bildung, Vol. 4, Issue 3, pp. 135–143

Renner, Ilona/Ulrich, Susanne M./Neumann, Anna/Chakraverty, Digo (2023a): Familien mit Säuglingen und Kleinkindern in der COVID-19-Pandemie. Belastungserleben und Entwicklungsauffälligkeiten unter Berücksichtigung der sozialen Lage. In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 66, Issue 8, pp. 911–919

Renner, Ilona/Neumann, Anna/Hänelt, Maria/Chakraverty, Digo/Ulrich, Susanne M./Lux, Ulrike (2023b): Wie geht es kleinen Kindern in Deutschland? Kindliche Gesundheit und Entwicklung. Faktenblatt 3 zur Studie "Kinder in Deutschland 0-3 2022". Nationales Zentrum Frühe Hilfen (NZFH). Cologne

Richter-Kornweitz, Antje/Weiß, Hans (2014): Poverty, health and disability in early childhood. Munich

Robert Koch-Institut (RKI) (ed.) (2017): Gesundheitliche Ungleichheit in verschiedenen Lebensphasen. Gesundheitsberichterstattung des Bundes. Gemeinsam getragen von RKI und Destatis. Berlin

Rozynek, Caroline/Schwerdtfeger, Stefanie/Lanzendorf, Martin (2022): The influence of limited financial resources on daily travel practices. A case study of low-income households with children in the Hanover Region (Germany). In: Journal of Transport Geography, Vol. 100, Issue 103329

Rutter, Sabrina/Bremm, Nina/Wachs, Stefanie (2021): Wahrnehmung und Gestaltung von Lehrer*innen-Schüler*innen-Beziehungen an Schulen in herausfordernder Lage. In: Ackeren, Isabell van/Holtappels, Heinz Günter/Bremm, Nina/Hillebrand-Petri, Annika (ed.): Schulen in herausfordernden Lagen – Forschungsbefunde und Schulentwicklung in der Region Ruhr. Das Projekt "Potenziale entwickeln – Schulen stärken". Weinheim, pp. 277-300

Sachverständigenrat für Integration und Migration (ed.) (2024): Ungleiche Bildungschancen. Fakten zur Benachteiligung von jungen Menschen mit Migrationshintergrund im deutschen Bildungssystem. Kurz & bündig, 22 February 2024, updated version. Berlin

Sachverständigenrat für Umweltfragen (2023): Umwelt und Gesundheit konsequent zusammendenken. Sondergutachten. Berlin

Sagner, Pekka/Voigtländer, Michael (2024): IW-Wohnindex: Starke Mietpreissteigerungen und erste Aufwärtstendenzen bei Wohnungspreisen. Institut der deutschen Wirtschaft. Cologne

Salzburger, Veronika/Mraß, Ulrike (2022): Bildungsbenachteiligung und Heimerziehung. Wie unterstützt die stationäre Jugendhilfe Heranwachsende auf ihrem schulischen Weg? In: Zeitschrift für Pädagogik, Vol. 68, Issue 5, pp. 609–628

Salzmann, Daniela/Lorenz, Simon/Sann, Alexandra/Fullerton, Birgit/Liel, Christoph/Schreier, Andrea/Eickhorst, Andreas/Walper, Sabine (2018): Wie geht es Familien mit Kleinkindern in Deutschland? Belastungen und Unterstützungsangebote am Beispiel von Familien in Armutslagen und Familien mit Migrationshintergrund. In: Nationales Zentrum Frühe Hilfen (NZFH)/Forschungsverbund DJI/TU Dortmund (ed.): Datenreport Frühe Hilfen. 2017 issue. Cologne, pp. 6–23

Sauer, Madeleine (2021): Unbegleitete minderjährige Geflüchtete in Einrichtungen der Kinder- und Jugendhilfe. Ein Leben im Spannungsfeld zwischen dem Primat des Kindeswohls und den Restriktionen des Asyl- und Aufenthaltsrecht. In: Vey, Judith/Gunsch, Salome (ed.): Unterbringung von Flüchtenden in Deutschland. Baden-Baden, pp. 175–202

Schenk, Liane/Neuhauser, Hannelore/Ellert, Ute/Poethko-Müller, Christina/Kleiser, Christina/Mensink, Gert B. M. (2008): Kinder- und Jugendgesundheitssurvey (KiGGS 2003-2006): Kinder und Jugendliche mit Migrationshintergrund in Deutschland. Bericht im Auftrag des Bundesministeriums für Gesundheit. Robert Koch-Institut. Berlin

Schepker, Renate/Kölch, Michael (2023): Die Versorgungslandschaft der Kinder- und Jugendpsychiatrie und -psychotherapie in Deutschland: Strukturen, Herausforderungen und Entwicklungen. In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 66, Issue 7, pp. 745–751

Schieler, Andy/Menzel, Daniela (2024): Kitas 2. Klasse? Mehrfachbelastungen von Kitas mit Kinder aus sozioökonomisch benachteiligten Familien. Bonn

Schienkiewitz, Anja/Brettschneider, Anna-Kristin/Damerow, Stefan/Rosario, Angelika Schaffrath (2018): Übergewicht und Adipositas im Kindes- und Jugendalter in Deutschland. Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 1, pp. 16–23

Schlack, Robert/Neuperdt, Laura/Junker, Stephan/Eicher, Sophie/Hölling, Heike/Thom, Julia/Ravens-Sieberer, Ulrike/Beyer, Ann-Kristin (2023): Veränderungen der psychischen Gesundheit in der Kinder- und Jugendbevölkerung in Deutschland während der COVID-19-Pandemie – Ergebnisse eines Rapid Reviews. In: Journal of Health Monitoring, Vol. 8, Issue S1, pp. 2–73

Schlattmeier, Franziska (2022): Handlungsräume in Essenssituationen – zur Agency von Kindern in Kindertagesstätten. In: Soziale Passagen, Vol. 14, Issue 2, pp. 321–338

Schlimbach, Tabea/Guglhör-Rudan, Angelika/Herzig, Meike/Heitz, Hannah/Castiglioni, Laura/Boll, Christina (2024): Kinderarmut? Die Perspektive von Kindern und Jugendlichen. Abschlussbericht zum Projekt "Befragung von Kindern und Jugendlichen im Rahmen der Einführung einer Kindergrundsicherung in Deutschland". Deutsches Jugendinstitut. Munich

Schmidtke, Claudia/Kuntz, Benjamin/Starker, Anne/Lampert, Thomas (2018): Inanspruchnahme der Früherkennungsuntersuchungen für Kinder in Deutschland. Querschnittergebnisse aus KiGGS Welle 2. In: Journal of Health Monitoring, Vol. 3, Issue 4, pp. 68–77

Schollmeier, Jana (2020): Die Gewährleistung von angemessenem und bezahlbarem Wohnraum als Verfassungsfrage. Baden-Baden

Schoneville, Holger (2022): Armut, Hunger, Hilfe. Ein Blick auf Fragen von Armut und Ernährung im Kontext der Sozialen Arbeit. In: Soziale Passagen, Vol. 14, Issue 2, pp. 289–306

Schrapper, Christian/Kindler, Heinz/Witte, Susanne (forthcoming): Kinderschutzkarrieren. Eine Untersuchung zur Herstellung von Kinderschutz und Fallverläufen. Weinheim/Basel

Schridde, Henning (2022): Im Souterrain des Wohnungsmarktes. Beengte Wohnverhältnisse von Familien in der Grundsicherung für Arbeitsuchende. In: Stadtforschung und Statistik, Vol. 35, Issue 1, pp. 21–27

Schröer, Wolfgang/Thomas, Severine (2021): Jugend in Wohngruppen und Pflegefamilien − Alltagsleben, Beteiligung und Leaving Care. Editorial. In: Diskurs Kindheits- und Jugendforschung, Vol. 16, Issue 2, pp. 145–147

Schürt, Alexander (2023): Wohnungsmieten. https://www.bbsr.bund.de/BBSR/DE/forschung/fachbeitraege/wohnen-immobilien/mieten-preise/mieten/wohnungsmieten.html (22.05.2024)

Schüßler, Jördis (2023): Die Kinder von inhaftierten Eltern im Fokus der Prävention. In: Marks, Erich/Heinzelmann, Claudia/Wollinger, Gina Rosa/Arikoglu, Selin (ed.): Kinder im Fokus der Prävention. Ausgewählte Beiträge des 27. Deutschen Präventionstages. Mönchengladbach, pp. 451–463

Schütz, Anna (2016): Das Mittagessen in der Ganztagsschule – eine schultheoretische Auseinandersetzung mit dem Setting. In: Täubig, Vicki (ed.): Essen im Erziehungs- und Bildungsalltag. Weinheim/Basel, pp. 169–189

Schütz, Anna/Täubig, Vicki (2020): Mittagessen. In: Bollweg, Petra/Buchna, Jennifer/Coelen, Thomas/Otto, Hans-Uwe (ed.): Handbuch Ganztagsbildung. Wiesbaden, pp. 1033–1043

Schütz, Anna/Täubig, Vicki (2021): Mittagessen in der Ganztagsschule. eine Frage des (Rechts-)Anspruchs. In: Graßhoff, Gunther/Sauerwein, Markus N. (ed.): Rechtsanspruch auf Ganztag. Zwischen Betreuungsnotwendigkeit und fachlichen Ansprüchen. Weinheim/Basel, pp. 219–233

Seehaus, Rhea/Gillenberg, Tina (2016): Gesundes Schulessen – zwischen Diskurs und täglicher Praxis. In: Täubig, Vicki (ed.): Essen im Erziehungs- und Bildungsalltag. Weinheim/Basel, pp. 151–168

Seeling, Stefanie/Prütz, Franziska (2018): Inanspruchnahme kieferorthopädischer Behandlung durch Kinder und Jugendliche in Deutschland. Querschnittergebnisse aus KiGGS Welle 2 und Trends. In: Journal of Health Monitoring, Vol. 3, Issue 4, pp. 78–85

Seidler, Andreas/Schubert, Melanie/Romero Starke, Karla/Hegewald, Janice/Riedel-Heller, Steffi G./Zülke, Andrea/Becker, Udo/Schmidt, Wolfram/Gerlach, Julia/Friedemann, Dieter/Schumacher, Bianca/Zeeb, Hajo (2023): Einfluss des Lärms auf psychische Erkrankungen des Menschen. Dessau-Roßlau

Sekretariat der Kulturministerkonferenz (ed.) (2021): Definitionskatalog zur Schulstatistik 2022. Stand: Dezember 2021. Berlin

Sell, Stefan (2022): Gut gemeint, aber …? Das kostenlose Mittagessen in Berliner Grundschulen. https://aktuelle-sozialpolitik.de/2022/07/30/das-kostenlose-mittagessen-in-berliner-grundschulen/ (24.05.2024)

Sevecke, Kathrin/Wenter, Anna/Haid-Stecher, Nina/Fuchs, Martin/Böge, Isabel (2022): Die psychische Gesundheit unserer Kinder und Jugendlichen und deren Behandlungsmöglichkeiten im Drei-Länder-Vergleich (Ö, D, CH) unter Berücksichtigung der Veränderungen durch die COVID-19-Pandemie. In: Neuropsychiatrie: Klinik, Diagnostik, Therapie und Rehabilitation, Vol. 36, Issue 4, pp. 192–201

Siegert, Manuel/Tanis, Kerstin/Ette, Andreas/Sauer, Lenore (2023): Entwicklung der Wohnsituation ukrainischer Geflüchteter in Deutschland. Bundesamt für Migration und Flüchtlinge. Nuremberg

Simons, Harald (2024): Frühjahrsgutachten Wohnimmobilien 2024. In: Feld, Lars P./Carstensen, Sven/Gerling, Michael/Wandzik, Carolin/Simons, Harald: Frühjahrsgutachten Immobilienwortschaft 2024 des Rates der Immobilienweisen. Berlin, pp. 195–219

Skutta, Sabine (2012): Mitbestraft? Die Rechte von Kindern inhaftierter Eltern. In: Nachrichtendienst des Deutschen Vereins für Öffentliche und Private Fürsorge, Issue 11, pp. 532–537

Social Protection Committee – Indicators Sub-group (SPC-ISG) (2017): Severe Material and Social Deprivation (Severe MSD) – Revised version. Technical documentation sheet. Brussels

Social Protection Committee – Indicators Sub-group (SPC-ISG)/European Commission (EC) (2023): First version of the joint monitoring framework for the European Child Guarantee, prepared by the social Protection Committee‘s Indicators‘ Sub-Group and the European Commission. Brussels

Solari, Claudia D./Mare, Robert D. (2012): Housing crowding effects on children‘s wellbeing. In: Social Science Research, Vol. 41, Issue 2, pp. 464–476

Staa, Juliane van/Renner, Ilona (2022): “An manchen Tagen ein Drahtseilakt”. Auswirkungen psychischer Erkrankung auf die Ausübung der Elternrolle. In: Psychotherapeut, Vol. 67, Issue 1, pp. 4–12

Stahl, Juliane Frederike/Schober, Pia Sophia (2018): Convergence or Divergence? Educational Discrepancies in Work-Care Arrangements of Mothers with Young Children in Germany. In: Work, Employment and Society, Vol. 32, Issue 4, pp. 629–649

Stanat, Petra/Schipolowski, Stefan/Schneider, Rebecca/Weirich, Sebastian/Henschel, Sofie/Sachse, Karoline A. (2023): IQB-Bildungstrend 2022. Sprachliche Kompetenzen am Ende der 9. Jahrgangsstufe im dritten Ländervergleich. Münster

Statistik der Bundesagentur für Arbeit (ed.) (2024a): Berichte: Arbeitsmarkt kompakt – Arbeitsmarkt Kinderbetreuung und -erziehung. Nuremberg

Statistik der Bundesagentur für Arbeit (ed.) (2024b): Berichte: Blickpunt Arbeitsmarkt – Arbeitsmarktsituation im Pflegebereich. Nuremberg

Statistik der Bundesagentur für Arbeit (ed.) (2024c): Bildung und Teilhabe (Jahreszahlen). Deutschland, West/Ost, Länder und Kreise. Zeitreihe. Version dated 20.05.2024. Nuremberg

Statistische Ämter des Bundes und der Länder (2024): Personen in Untersuchungshaft. https://www.statistikportal.de/de/nachhaltigkeit/ergebnisse/ziel-16-frieden-gerechtigkeit-und-starke-institutionen/personen (19.06.2024)

Statistical Office of the European Union (Eurostat) (2024): Statistics on young people neither in employment nor in education or training. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training#The_NEET_rate_within_the_EU_and_its_Member_States_in_2023 (21.06.2024)

Statistisches Bundesamt (Destatis) (2020a): Fachserie 13 Reihe 1. Sozialleistungen. Angaben zur Krankenversicherung (Ergebnisse des Mikrozensus) 2019. Wiesbaden

Statistisches Bundesamt (Destatis) (2020b): Fachserie 1, Reihe 3. Bevölkerung und Erwerbstätigkeit. Haushalte und Familien. Ergebnisse des Mikrozensus 2020 (Endergebnisse). Wiesbaden

Statistisches Bundesamt (Destatis) (2023a): Genesis Online, Tabelle 22421-0001: Pflegebedürftige: Deutschland, Stichtag, Geschlecht, Altersgruppen, Art der Versorgung von Pflegebedürftigen. https://www-genesis.destatis.de/genesis//online?operation=table&code=22421-0001 (24.07.2024)

Statistisches Bundesamt (Destatis) (2023b): Genesis Online, Tabelle 22711-0002: Schwerbehinderte: Deutschland, Stichtag, Altersgruppen. https://www-genesis.destatis.de/genesis//online?operation=table&code=22711-0002 (15.07.2024)

Statistisches Bundesamt (Destatis) (ed.) (2023c): Bildungsfinanzbericht 2023. Im Auftrag des Bundesministeriums für Bildung und Forschung und der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland. Wiesbaden

Statistisches Bundesamt (Destatis) (2023d): Betreuungsquoten der Kinder unter 6 Jahren in Kindertagesbetreuung am 01.03.2023 nach Ländern. https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Soziales/Kindertagesbetreuung/Tabellen/betreuungsquote.html (15.07.2024)

Statistisches Bundesamt (Destatis) (2023e): Über 207 000 junge Menschen wuchsen 2022 in einem Heim oder einer Pflegefamilie auf. Pressemitteilung Nr. 493 vom 21. Dezember 2023. Wiesbaden

Statistisches Bundesamt (Destatis) (2024a): Genesis Online, Tabelle 22971-0003: Untergebrachte wohnungslose Personen: Deutschland, Stichtag, Nationalität, Geschlecht, Altersgruppen, Haushaltsgröße. https://www-genesis.destatis.de/genesis//online?operation=table&code=22971-0003 (27.05.2024)

Statistisches Bundesamt (Destatis) (2024b): Migration und Integration. https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/_inhalt.html (28.06.2024)

Statistisches Bundesamt (Destatis) (2024c): Genesis Online, Tabelle 22971-0006: Untergebrachte wohnungslose Personen: Deutschland, Stichtag, Nationalität, Geschlecht, Altersgruppen, Dauer der Unterbringung. https://www-genesis.destatis.de/genesis//online?operation=table&code=22971-0006 (27.05.2024)

Statistisches Bundesamt (Destatis) (2024d): Genesis Online, Tabelle 22971-0002: Untergebrachte wohnungslose Personen: Deutschland, Stichtag, Nationalität, Geschlecht, Altersgruppen, Haushaltstyp. https://www-genesis.destatis.de/genesis//online?operation=table&code=22971-0002 (27.05.2024)

Statistisches Bundesamt (Destatis) (2024e): Statistischer Bericht. Mikrozensus – Bevölkerung nach Einwanderungsgeschichte. Erstergebnisse 2023. EVAS-Nummer 12211. Published on 02.04.2024. Wiesbaden

Statistisches Bundesamt (Destatis) (2024f): Geburten. https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Geburten/_inhalt.html (19.06.2024)

Statistisches Bundesamt (Destatis) (2024g): Statistischer Bericht. Mikrozensus – Haushalte und Familien. Erstergebnisse 2023. EVAS-Nummer 12211. Published on 02.04.2024. Wiesbaden

Statistisches Bundesamt (Destatis) (2024h): Alleinerziehende (Haushalte und Familien). https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Haushalte-Familien/Glossar/alleinerziehende.html (19.06.2024)

Statistisches Bundesamt (Destatis) (2024i): Genesis Online, Tabelle 22518-0002: Verfahren zur Einschätzung der Kindeswohlgefährdung: Deutschland, Jahre, Gefährdungseinschätzung, Art der Kindeswohlgefährdung. https://www-genesis.destatis.de/genesis//online?operation=table&code=22518-0002 (24.07.2024)

Statistisches Bundesamt (Destatis) (2024j): Genesis Online, Tabelle 22523-0002: Vorläufige Schutzmaßnahmen für Kinder und Jugendliche: Deutschland, Jahre, Anlass der Maßnahme, Altesgruppen. https://www-genesis.destatis.de/genesis//online?operation=table&code=22523-0002 (24.07.2024)

Statistisches Bundesamt (Destatis) (2024k): Armutsgefährdungsquote (monetäre Armut) nach Haushaltstyp im Zeitvergleich. EU-SILC Endergebnisse 2020-2023 (Stand: 23.05.2024). https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Einkommen-Konsum-Lebensbedingungen/Lebensbedingungen-Armutsgefaehrdung/Tabellen/armutsgef-quote-typ-mz-silc.html (28.06.2024)

Statistisches Bundesamt (Destatis) (2024l): Familien mit minderjährigen Kindern im Zeitvergleich nach Lebensform in Deutschland. https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Haushalte-Familien/Tabellen/2-8-lr-familien.html (23.07.2024)

Statistisches Bundesamt (Destatis) (2024m): Genesis Online, Tabelle 24321-0001: Strafgefangene und Sicherungsverwahrte: Deutschland, Stichtag, Nationalität, Geschlecht, Altersgruppen, Art des Vollzugs. https://www-genesis.destatis.de/genesis//online?operation=table&code=24321-0001 (24.07.2024)

Statistisches Bundesamt (Destatis) (2024n): Statistischer Bericht. Mikrozensus – Bevölkerung nach Migrationshintergrund. Erstergebnisse 2023. EVAS-Nummer 12211. Published on 02.04.2024. Wiesbaden

Statistisches Bundesamt (Destatis) (2024o): Statistischer Bericht. Gemeinschaftsstatistik zu Einkommen und Lebensbedingungen (Mikrozensus-Unterstichprobe zu Einkommen und Lebensbedingungen) – Endergebnisse 2022 EVAS-Nummer 12241. Published on 27.07.2024. Wiesbaden

Steckelberg, Claudia/Eifler, Naemi (2024): "Weil's keinen Ort gibt, wo man hin kann" – jung, queer und wohnungslos. Eine intersektionale Perspektive auf prekäre Lebenslagen. In: Middendorf, Tim/Parchow, Alexander (ed.): Junge Menschen in prekären Lebenslagen. Theorien und Praxisfelder der Sozialen Arbeit. Weinheim, pp. 144–156

StEG-Konsortium (ed.) (2015): Ganztagsschule 2014/2015. Deskriptive Befunde einer bundesweiten Befragung. Frankfurt am Main/Dortmund/Gießen/Munich

Steinberg, Hannah S./Schüller, Simone/Öztürk, Yasmin/Klein, Thilo/Schober, Pia (2024): Alleinerziehende in der Betreuungsplatzvergabe: Status quo und Handlungsempfehlungen. In: Wirtschaftsdienst, Vol. 104, Issue 5, pp. 336–342

Stöbe-Blossey, Sybille (2023): Rechtsanspruch auf Ganztagsförderung für Grundschulkinder: Strukturen und Herausforderungen. IAQ-Report 7/2023. Duisburg

Strauß, Daniel (ed.) (2023): RomnoKher-Studie 2021. Ungleiche Teilhabe. Zur Lage der Sinti und Roma in Deutschland. Mannheim

Tabel, Agathe/Fendrich, Sandra/Mühlmann, Thomas (2024): Hilfen zur Erziehung 2022. Starker Anstieg der Erziehungsberatung, Stagnation bei den "ASD-Hilfen". Kurzanalyse. Forschungsverbund DJI/TU Dortmund. Dortmund

Terre des hommes Deutschland (2020): Kein Ort für Kinder. Zur Lebenssituation von minderjährigen Geflüchteten in Aufnahmeeinrichtungen. Osnabrück

Ulrich, Susanne M./Chakraverty, Digo/Hänelt, Maria/Holzer, Marcel/Lux, Ulrike/Renner, Ilona/Neumann, Anna (2023): Wie geht es Familien mit kleinen Kindern in Deutschland? Ein Fokus auf psychosoziale Belastungen von Familien in Armutslagen. Faktenblatt 2 zur Studie "Kinder in Deutschland 0-3" (KiD 0-3 2022). Nationales Zentrum Frühe Hilfen. Cologne

UN Committee on the Rights of the Child (CRC) (2013): General comment no. 15 (2013) on the right of the child to the enjoyment of the highest attainable standard of health (art. 24). CRC/C/GC/15

Unabhängige Beauftragte für Fragen des sexuellen Kindesmissbrauchs (UBSKM) (2024): Sexuelle Gewalt gegen Kinder und Jugendliche. Zahlen und Fakten. Berlin

UN-Ausschuss für wirtschaftliche, soziale und kulturelle Rechte (2021[1991]): Allgemeine Bemerkung Nr. 4: Das Recht auf angemessene Unterkunft (Artikel 11 Abs. 1). Sechste Sitzung (1991). CESCR E/1992/23. In: Deutsches Institut für Menschenrechte (DIMR) (ed.): Die "General Comments" zu den VN-Menschenrechtsverträgen. Deutsche Übersetzung und Kurzeinführungen. Baden-Baden, pp. 189–197

Vergunst, Francis/Commisso, Melissa/Geoffroy, Marie-Claude/Temcheff, Caroline/Poirier, Martine/Park, Jungwee/Vitaro, Frank/Tremblay, Richard/Côté, Sylvana/Orri, Massimilliano (2023): Association of childhood externalizing, internalizing, and comorbid symptoms with long-term economic and social outcomes. In: JAMA Network Open, Vol. 6, Issue 1, e2249568

Vizard, Polly/Obolenskaya, Polina/Burchardt, Tania (2019): Child Poverty Amongst Young Carers in the UK: Prevalence and Trends in the Wake of the Financial Crisis, Economic Downturn and Onset of Austerity. In: Child Indicators Research, Vol. 12, Issue 5, pp. 1831–1854

Weber, Desirée/Sedlmayr, Sebastian/Funke, Sophie/Kittel, Claudia (2023): "Das ist nicht das Leben". Perspektiven von Kindern und Jugendlichen in Unterkünften für geflüchtete Menschen. UNICEF Deutschland/Deutsches Institut für Menschenrechte. Cologne/Berlin

Wenger, Felix/Buchmann, Janette/Drexl, Doris/Tiedemann, Catherine (2022): HF-03 Gewinnung und Sicherung qualifizierter Fachkräfte. In: Klinkhammer, Nicole/Schacht, Diana D./Meiner-Teubner, Christiane/Kuger, Susanne/Kalicki, Bernhard/Riedel, Birgit (ed.): ERiK Forschungsbericht II. Befunde des indikatorengestützten Monitorings zum KiQuTG. Bielefeld, pp. 95–112

Will, Nadine/Schmidt, Steffen/Woll, Alexander (2016): Intensität und soziale Disparität sportlicher Aktivität in Schule und Verein. Die Motorik-Modul-Studie (MoMo). In: sportunterricht, Vol. 65, Issue 8, pp. 239–244

Wissenschaftlicher Beirat für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz (WBAE) (2020): Politik für eine nachhaltigere Ernährung. Eine integrierte Ernährungspolitik entwickeln und faire Ernährungsumgebungen gestalten. Gutachten des Wissenschaftlichen Beirats für Agrarpolitik, Ernährung und gesundheitlichen Verbraucherschutz beim BMEL. Bonn

Witt, Andreas/Glaesmer, Heide/Jud, Andreas/Plener, Paul L./Brähler, Elmar/Brown, Rebecca C./Fegert, Jörg M. (2018): Trends in child maltreatment in Germany: comparison of two representative population-based studies. In: Child and Adolescent Psychiatry and Mental Health, Issue 12, Art. 24

Witte, Julian/Zeitler, Alena/Batram, Manuel/Diekmannshemke, Jana/Hasemann, Lena (2022): Kinder- und Jugendreport 2022. Kinder- und Jugendgesundheit in Zeiten der Pandemie. DAK Gesundheit. Bielefeld

Wölfel, Beate (2015): Die Situation der Kinder Inhaftierter. Die Website www.juki-online.de als flächendeckendes Beratungsangebot. In: Soziale Arbeit, Vol. 64, Issue 7, pp. 255–261

World Health Organization (WHO) (2010): Global recommendations on physical activity for health. Genf

World Health Organization (WHO) (2020): WHO guidelines on physical activity and sedentary behaviour. Genf

Wößmann, Ludger/Schoner, Florian/Freundl, Vera/Pfaehler, Franziska (2023): Der ifo-"Ein Herz für Kinder"-Chancenmonitor. Wie (un-)gerecht sind die Bildungschancen von Kindern aus verschiedenen Familien in Deutschland verteilt? In: ifo Schnelldienst, Vol. 76, Issue 4, pp. 33–47

Wößmann, Ludger/Schoner, Florian/Freundl, Vera/Pfaehler, Franziska (2024): Ungleiche Bildungschancen. Ein Blick in die Bundesländer. In: ifo Schnelldienst, Vol. 77, Issue 5, pp. 49–62

Wrase, Michael (2019): Das Recht auf Bildung und Zugang zur Regelschule für geflüchtete Kinder und Jugendliche in Aufnahmeeinrichtungen der Bundesländer. Rechtsgutachten im Auftrag des Paritätischen Gesamtverbandes. Berlin

Zentraler Immobilien Ausschuss (ZIA) (2024): Frühjahrsgutachten der Immobilienweisen: Rekord-Einbrüche beim Wohnungsbau/Miserable Rahmenbedingungen lähmen Entwicklung/ZIA warnt: "Nicht sehenden Auges auf ein soziales Debakel zusteuern". Pressemitteilung vom 20.02.2024. Berlin

Ziegenhain, Ute/Kindler, Heinz (2023): Vernachlässigung als Kindeswohlgefährdung. In: Fegert, Jörg M./Meysen, Thomas/Kindler, Heinz/Chauviré-Geib, Katrin/Hoffmann, Ulrike/Schumann, Eva (ed.): Gute Kinderschutzverfahren. Tatsachenwissenschaftliche Grundlagen, rechtlicher Rahmen und Kooperation im familiengerichtlichen Verfahren. Berlin/Heidelberg, pp. 275–289

Ziegenhain, Ute/Künster, Anne Katrin/Besier, Tanja (2016): Gewalt gegen Kinder. In: Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz, Vol. 59, Issue 1, pp. 44–51

Zwick, Michael (2007): Migration, Ernährung und Körper – das Beispiel türkischer MigrantInnen in Deutschland. In: SIETAR Journal, Vol. 7, Issue 2, pp. 13–17

Appendix: Indicators for the implementation of the European Child Guarantee in Germany

Methodological notes

This report essentially draws on the set of indicators developed by the Social Protection Committee's (SPC) Indicators Sub-Group (ISG) and the European Commission to monitor the implementation of the European Child Guarantee across Europe (Social Protection Committee – Indicators Sub-Group/European Commission 2023) and supplements it with national indicators (cf. Chapter 2).

The following labelling system structures the indicators and ensures clarity: The initial letter indicates the respective area of action. Z stands for target group, F for early childhood education and care, B for educational programmes and school-based activities, G for healthcare, E for nutrition and school lunches and W for housing. If followed by a small "n", this is a national supplementary indicator. The indicators are numbered consecutively. For example, Zn1 is the first national supplementary indicator for the target groups.

The indicators are based on various data sources, which are noted below each table. The most important source of data at European level on target groups and fields of action of the EU Child Guarantee is the European Union Statistics on Income and Living Conditions (EU-SILC). The Statistical Office of the European Union (Eurostat) provides these statistics and other relevant indicators and data in an online database.[58] To ensure that the information is comprehensible to everyone, the report takes the indicators and data from the Eurostat database when they are available there.

In addition, ServiKiD carried out its own calculations based on the Scientific Use File (SUF) of the European statistics on income and living conditions (EU-SILC, waves 2020-2022) provided by Eurostat.[59] The scientific use file contains data from a sub-sample of 90 % of all respondents, i.e. after ten per cent of the observations from the total sample were excluded. Both the results reported in the Eurostat database and the independently calculated results use weightings in order to represent the population as faithfully as possible and to counteract distorting effects of sampling and non-response to questions. The weighting variable was created by the Federal Statistical Office based on the total sample. It was not recalculated for the 90 % sub-sample. As a result, there are discrepancies between the data from the Eurostat database and the results of our own calculations. These deviations are generally minor, however. Furthermore, all observations where figures were lacking for a variable of interest were excluded from the calculations, i.e. all observations in which no response was given to the question concerned. Depending on the question, this can also lead to deviating results, as non-responses are not usually random.

[58] Cf. https://ec.europa.eu/eurostat/de/data/database

[59] Eurostat (2023): European Union Statistics on Income and Living Conditions (EU-SILC), Release 2/2023, Data 2004-2022 (Version 1). DOI: 10.2907/EUSILC2004-2022V1

It should be noted that the 2020 EU-SILC survey was integrated in the microcensus. Prior to this, it was a quota sample whose data was collected exclusively using paper questionnaires. Since 2020, the EU-SILC survey has been based on a random sample that is more than twice as large, with data collected using various forms of survey (paper questionnaire, online, face-to-face, telephone). Due to the general obligation to participate in the microcensus, it is more representative of the population than the voluntary EU-SILC survey, which was conducted separately until 2019.[60] The processing methods have also changed, including extrapolation and the imputation of missing income data. Comparisons with EU-SILC surveys prior to 2019 are therefore not possible (Federal Statistical Office – Statistisches Bundesamt 2024).

Other data sources include official statistics provided by the Federal Statistical Office (Statistisches Bundesamt – Destatis), statistics from international organisations such as the Organisation for Economic Co-operation and Development (OECD) and the World Health Organisation (WHO), and research findings provided by the German Youth Institute (DJI) and other research institutions in Germany.

The indicators are presented in tabular form below. For easier orientation, the tables are organised according to the same scheme as far as possible and read-out examples are given.

[60] In addition to mandatory information, EU-SILC also contains questions that can be answered voluntarily, which may result in non-responses. If this limits the informative value of the data, this is pointed out in the notes to the tables. In accordance with Eurostat guidelines (European Commission/Eurostat 2024, Section 7.2), EU-SILC results in which the proportion of non-responses to the relevant question in the questionnaire exceeds 50 % are not reported due to a lack of reliability. In addition, results based on fewer than 20 observations (unweighted) are not reported for reasons of data protection and lack of reliability. For 20 to 49 observations (unweighted) and if the proportion of non-responses is between 20 and 50 %, the EU-SILC results are shown in brackets in the tables.

List of indicators

Target groups

Z1: Number of children (<18) at risk of poverty or social exclusion (AROPE) and share, 2020 to 2023 115

Z2: Share of children (<18) AROPE, broken down by monetary poverty risk (AROP rate), severe material and social deprivation, and households with very low work intensity, 2020 to 2023 116

Z3: Relative median at-risk-of-poverty gap for children (<18), 2020 to 2023 116

Z4: Share of children (<16) with limitations due to health problems, in per cent, 2021 117

For information on indicator Z4: Children (<16) with limitations due to health problems, at risk of poverty or social exclusion (AROPE rate), 2021 117

Z5: Share of children (<18) AROPE with at least one parent born outside the EU/living in a single-parent household/who have at least one parent with a disability, in per cent, 2020 to 2022 118

For information on indicator Z5: Children (<18) AROPE with at least one parent born outside the EU/living in a single-parent household, at risk of poverty or social exclusion (AROPE rates), 2020 to 2022 118

Z6: Number of children in alternative care, broken down by care type, 2019 to 2022 119

Zn1: Children and young people at risk of poverty or social exclusion, broken down by household type (AROPE rates), 2020 to 2022 120

Zn2: Children and young people in benefit units under SGB II, 2020 to 2023 121

Zn3: Underage recipients of basic benefits or subsistence benefits under the Asylum Seekers' Benefits Act (AsylbLG), 2020 to 2022 122

Zn4: Underage recipients of subsistence benefits under SGB XII, 2020 to 2022 122

Effective and free access to early childhood education and care (ECEC)

F1: Share of children AROPE in formal ECEC, broken down by child's age (<3; 3-CSA), and intensity of care, in per cent, 2021 123

F2: Age at which there is a legal entitlement to ECEC 124

F3: Net out-of-pocket cost of childcare for a low-income household (figure for Berlin), as a percentage of the average wage, 2020 to 2022 124

F4: Public expenditure on ECEC per child in ECEC as percentage of GDP per capita, 2012 to 2021 125

Fn1: Median of various monthly costs of child daycare per child by federal state, in euros per month, 2021 126

Fn2: Median of monthly parental contributions in child daycare for a full-day place according to income distribution and age group of the child, in euros per month, 2021 127

Fn3: Cost as an obstacle to the use of child daycare for under 3-year-olds with childcare needs according to income distribution, 2021 127

Fn4: Parents' childcare needs and childcare rates by age group and federal state, 2022 128

Fn5: Staff-child ratio at daycare centres by group type (median), 2012 to 2022 129

Fn6: Staff-child ratio at daycare centres by group type and region (median), 2022 129

Fn7: Staff-child ratio at daycare centres for groups with children on integration support benefits(s) by group type and federal states (median, not including management hours), 2021 130

Fn8: Staff-child ratio at daycare centres according to the proportion of children with a non-German family language in the group, by group type and federal state (median, not including management hours), 2021 131

Fn9: Educational and managerial staff at daycare centres by qualification level, in per cent, 2022 132

Effective and free access to educational programmes and school activities

B1: Share of low-achieving 15 years old in reading, maths and science, by socioeconomic category, in per cent, 2018 and 2022 133

B2: Share of children (<18) AROPE living in a household reporting great difficulties to pay for formal education, in per cent, 2016 134

B3: Share of children (<16) AROPE who suffer from the enforced lack of access to school trips and school events that cost money/to regular leisure activities, in per cent, 2021 134

B4: EU average share of early school leavers (18-24), broken down by sex, and by parental education attainment, in per cent, 2021 135

For information on indicator B4: Share of early school and vocational training leavers (18-24) in Germany, broken down by gender, 2020 and 2021 135

B5: Number of students (15) per teacher in schools, by schools' socioeconomic profile, 2018 136

B6: Public expenditure on education per student as percentage of GDP per capita, broken down by education level, 2012 to 2021 137

Bn1: Publicly funded youth work programmes, 2015 to 2021 138

Bn2: Public expenditure on youth work and youth organisation programmes, by institutional group in millions of euros (provisional current figures), 2019 to 2022 138

Bn3: Number of pupils with special educational needs at special needs schools and general schools, support rate and inclusion share, 2016 to 2022 139

Effective and free access to healthcare

G1: Share of children (<16) AROPE with "very good" health, broken down by gender, in per cent, 2021 140

G2: Share of children (<16) AROPE with unmet needs for medical examination or treatment, in per cent, 2021 140

G3: Free/fully subsidised access to healthcare services for all children 141

G4: Free/fully subsidised access to regular health monitoring for all children, broken down by age 141

G5: Child mortality rate in Germany and the European Union, 2012 to 2022 142

G6: Share of children (11, 13, 15 years old) who reported feeling low more than once a week by gender and family affluence, in per cent, 2017/18 and 2021/22 142

Effective and free access to at least one healthy meal per school day

See the indicators in the field of action "Effective access to healthy nutrition"

Effective access to healthy nutrition

E1: Share of children (<16) AROPE who suffer from the enforced lack of access to fresh fruits and vegetables/to a meal with meat, chicken or fish at least once a day, in per cent, 2021 143

E2: Share of children (11, 13, 15 years old) who eat breakfast every school day by gender and family affluence, in per cent, 2017/18 and 2021/22 144

E3: Share of children (11, 13, 15 years old) who are overweight or obese by gender and family affluence, in per cent, 2017/18 and 2021/22 145

En1: Daycare centres that offer lunchtime meals, by federal state, 2021 146

En2 Children at daycare centres who receive lunchtime meals, by age group and federal state, 2021 147

Effective access to adequate housing

W1: Share of children (<18) AROPE living in a household facing housing cost overburden, in per cent (housing cost overburden rate), 2020 to 2022 148

For information on indicator W1: Share of children (<18) AROP living in a household facing cost overburden, in percent (housing cost overburden rate), 2020 to 2023 148

W2: Share of children (<18) AROPE living in a household facing severe housing deprivation, in per cent, 2020 149

For information on indicator W2: Share of children (<18) AROP living in a household facing severe housing deprivation, in per cent, 2020 149

W3: Share of children (<18) AROPE living in an overcrowded household, in per cent (overcrowding rate), 2020 to 2022 150

For information on indicator W3: Share of children (<18) AROP living in an overcrowded household, in per cent (overcrowding rate), 2020 to 2023 150

W4: Share of children (<18) AROPE living in a household unable to keep home adequately warm, in per cent, 2020 to 2022 151

For information on indicator W4: Share of children (<18) AROP living in a household unable to keep home adequately warm, in per cent, 2020 to 2022 151

Wn1: Number of housing-excluded children, young people and young adults who are accommodated and housing exclusion rate per 100,000 persons of the respective age group, 2022 and 2023 152

Target groups

Indicator Z1

Number of children (<18) at risk of poverty or social exclusion (AROPE) and share, 2020 to 2023

	2020	2021	2022	2023
Children and young people under the age of 18 (in 1,000)[a]	14,099	14,165	14,545	14,753
of which: at risk of poverty or social exclusion[b]				
1,000	3,144	3,357	3,549	3,526
in per cent (AROPE rate)	22.3%	23.7%	24.4%	23.9%

Notes: [a] The number of children and young people under the age of 18 in Germany extrapolated based on EU-SILC differs slightly from the number of minors reported by the Federal Statistical Office in its population update based on the 2011 census. Among other things, the extrapolation of the EU-SILC sample is based on key figures from the current population update (Federal Statistical Office – Statistisches Bundesamt 2024).

[b] Poverty or social exclusion (AROPE) applies if at least one of the following three is met: “monetary poverty risk”, “severe material and social deprivation”, “household with very low work intensity”.

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_peps01n, last update 12.07.2024 (retrieved 15.07.2024)

Read-out example: 23.9 % of children and young people in Germany were at risk of poverty or social exclusion in 2023. This is an extrapolation of around 3,526,000 children and young people under the age of 18.

Indicator Z2

Share of children (<18) AROPE, broken down by monetary poverty risk (AROP rate), severe material and social deprivation, and households with very low work intensity, 2020 to 2023

	2020		2021		2022		2023	
Children and young people under the age of 18	in 1,000	in %	in 1,000	in %	in 1,000	in %	in 1,000	in %
At risk of poverty or social exclusion (AROPE)[a]	3,144	22.3%	3,357	23.7%	3,549	24.4%	3,526	23.9%
including:								
at risk of monetary poverty (AROP)[b]	2,176	15.4%	2,329	16.4%	2,176	15.0%	2,069	14.0%
severely materially and socially deprived[c]	828	5.9%	776	5.5%	1,240	8.5%	1,323	9.0%
living in households with very low work intensity[d]	1,323	9.4%	1,527	10.8%	1,581	10.9%	1,592	10.8%

Notes: [a] Poverty or social exclusion (AROPE) applies if at least one of the following three criteria is met: "monetary poverty risk", "severe material and social deprivation", "household with very low work intensity".

[b] The at-risk-of-poverty rate is defined as the proportion of people whose net equivalised income is less than 60 % of the median net equivalised income of the population.

[c] Severe material and social deprivation applies if a household or individual cannot afford at least seven out of 13 goods based on a self-assessment.

[d] A household with very low work intensity is one in which the actual work intensity of the working-age household members aged 18 to 64 living in the household in the previous year of the survey was less than 20 % of the maximum possible work-time potential.

Sources: Eurostat, EU-SILC, DOI: 10.2908/ilc_li02, last update 20.06.2024, DOI: 10.2908/ilc_mdsd11, last update 12.07.2024, DOI: 10.2908/ilc_lvhl11n, last update 12.07.2024, DOI: 10.2908/ilc_peps01n, last update 12.07.2024 (retrieved 15.07.2024)

Read-out example: 14.0 % of children and young people – around 2,069,000 minors – were at risk of monetary poverty in 2023, i.e. at risk of relative income poverty.

Indicator Z3

Relative median at-risk-of-poverty gap for children (<18), 2020 to 2023

	2020	2021	2022	2023
Relative poverty gap	23.6%	20.1%	16.8%	18.8%

Note: The relative poverty gap measures the gap between the median equivalised income of the population at risk of poverty and the at-risk-of-poverty threshold, i.e. 60 % of the median equivalised income of the population (as a percentage of the threshold).

Source: Eurostat, EU-SILC, DOI:10.2908/ilc_li11, last update 20.06.2024 (retrieved 15.07.2024)

Read-out example: In 2023, the relative poverty gap for children and young people was 18.8 %, i.e. the average income of households in which children and young people live was 18.8 % below the at-risk-of-poverty threshold.

Indicator Z4

Share of children (<16) with limitations due to health problems, in per cent, 2021

Children and young people under the age of 16 subject to health-related activity restrictions[a]	2021 in per cent
Total	(4.0%)
Children at risk of poverty or social exclusion	(3.2%)
Children not at risk of poverty or social exclusion	(4.3%)

Notes: ( ) Figures of limited informative value

[a] Children are considered activity-restricted if they are restricted in the pursuit activities that are typical of their age group at the time of the survey and for at least the last six months prior to the survey. The response categories "severely restricted" and "moderately restricted" were group together for the purpose of this indicator.

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_hch13, last update 21.11.2023 (retrieved 07.07.2024)

Read-out example: In 2021, 4.0 % of children and young people under the age of 16 in Germany were severely or moderately restricted for health reasons in activities that most children of the same age do.

For information on indicator Z4

Children (<16) with limitations due to health problems, at risk of poverty or social exclusion (AROPE rate), 2021

Children and young people under the age of 16 ...	2021 of which: at risk of poverty or social exclusion[b], in per cent
With activity restrictions[a]	(30.4%)
Without activity restrictions	(22.4%)

Notes: ( ) Figures of limited informative value

[a] Children are considered activity-restricted if they are restricted in the pursuit activities that are typical of their age group at the time of the survey and for at least the last six months prior to the survey. The response categories "severely restricted" and "moderately restricted" were group together for the purpose of this indicator.

[b] Poverty or social exclusion (AROPE) applies if at least one of the following three is met: "monetary poverty risk", "severe material and social deprivation", "household with very low work intensity".

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: Of the children and young people under the age of 16 subject to health-related activity restrictions, 30.4 % were at risk of poverty or social exclusion in 2021.

Indicator Z5

Share of children (<18) AROPE with at least one parent born outside the EU/living in a single-parent household/who have at least one parent with a disability, in per cent, 2020 to 2022

	2020	2021	2022
		in per cent	
Children and young people at risk of poverty or social exclusion ...			
with at least one parent not born in the EU	46.0%	47.4%	50.2%
in single-parent households[a]	29.4%	29.1%	31.1%
with at least one parent with disabilities	/	/	/
Children and young people not at risk of poverty or social exclusion ...			
with at least one parent not born in the EU	18.8%	19.5%	20.8%
in single-parent households[a]	9.2%	9.7%	9.4%
with at least one parent with disabilities	/	/	/

Notes: /The data on children with at least one parent with disabilities is not reliable due to a high proportion of missing figures (over 50 %) and is therefore not reported.

[a] Single parents = households with one adult and dependent children

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: Almost a third of children and young people at risk of poverty or social exclusion in Germany – 31.1 % – lived in a single-parent household in 2022.

For information on indicator Z5

Children (<18) AROPE with at least one parent born outside the EU/living in a single-parent household, at risk of poverty or social exclusion (AROPE rates), 2020 to 2022

	2020	2021	2022
Children and young people ...	of which: at risk of poverty or social exclusion[b], in per cent		
with at least one parent not born in the EU	41.1%	41.4%	41.8%
in single-parent households[a]	48.1%	46.6%	49.8%

Notes: [a] Single parents = households with one adult and dependent children

[b] Poverty or social exclusion (AROPE) applies if at least one of the following three is met: “monetary poverty risk”, “severe material and social deprivation”, “household with very low work intensity”.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: Around half of children and young people (49.8 %) living in a single-parent household in 2022 were at risk of poverty or social exclusion in 2022.

Indicator Z6

Number of children in alternative care, broken down by care type, 2019 to 2022

Children and young people in …	2019	2020	2021	2022
		Commenced		
Full-time care[a]	14,256	13,413	12,631	13,809
Residential care[b]	43,287	40,388	39,951	41,695
Together	57,543	53,801	52,582	55,504
		In progress as of 31.12. (status quo)		
Full-time care[a]	69,716	69,504	67,909	66,874
Residential care[b]	77,984	77,425	76,980	77,474
Together	147,700	146,929	144,889	144,348
		Completed		
Full-time care[a]	11,204	10,447	9,995	9,915
Residential care[b]	30,658	28,686	28,144	27,763
Together	41,862	39,133	38,139	37 678

Notes: [a] Full-time care = full-time care in accordance with Section 33 SGB VIII

[b] Residential care = institutional care and other forms of assisted living in accordance with Section 34 SGB VIII and integration support for mentally disabled young people in accordance with Section 35a SGB VIII with a carer or in an institution day and night. This distinction follows the definition of alternative forms of care used in the DataCare project run by Eurochild and UNICEF (https://www.eurochild.org/initiative/datacare/).

Source: Federal Statistical Office (Statistisches Bundesamt), child and youth welfare statistics/educational assistance, integration support for mentally disabled young people, assistance for young adults, various years; own calculations

Read-out example: At the end of 2022, 144,348 children and young people under the age of 18 were in alternative forms of care, including 66,874 children and young people in full-time care and 77,474 children and young people in institutional care and other forms of residential care.

Indicator Zn1

Children and young people at risk of poverty or social exclusion, broken down by household type (AROPE rates), 2020 to 2022

	2020	2021	2022
Children in households of ...	of which: at risk of poverty or social exclusion[b], in per cent		
one adult with ...			
one dependent child	43.9%	40.0%	42.5%
two dependent children	42.6%	44.7%	48.3%
three dependent children or more	72.5%	67.2%	68.3%
two adults with ...			
one dependent child	12.8%	12.0%	14.0%
two dependent children	14.7%	15.5%	14.0%
three dependent children or more	30.1%	30.8%	31.3%

Note: [a] The sample on which the analysis is based contains only children and young people under the age of 18. The household types are determined as follows: All persons under the age of 18 are considered dependent children. Persons aged 25 and over are considered adults. People between the ages of 18 and 24 only count as adults if they are active in the labour market. If this is the case, the number of adults in the household increases. If people between the ages of 18 and 24 are not actively employed (e.g. because they are still in education), the number of adults in the household does not change, but the number of children does.

[b] Poverty or social exclusion (AROPE) applies if at least one of the following three is met: “monetary poverty risk”, “severe material and social deprivation”, “household with very low work intensity”.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: Of the children and young people under the age of 18 living in a single-parent household with three or more children in 2022, 68.3 % were at risk of poverty or social exclusion. Of those who lived in a household with two adults and three children, the figure was 31.3 %.

Indicator Zn2

Children and young people in benefit units under SGB II, 2020 to 2023

	December 2020	December 2021	December 2022	December 2023
Children and young people under the age of 18 in benefit units under SGB II	1,848,994	1,758,775	1,936,415	1,913,722
of these: children and young people entitled to benefits[a]	1,716,001	1,627,660	1,819,675	1,801,719
SGB II assistance rate[b]	12.5%	11.7%	12.8%	12.6%

Notes: [a] Children and young people entitled to benefits include those who are not capable of work, those who are capable of work, and other beneficiaries. Unmarried minors who live in the parental household and can cover their individual needs with their own income are not entitled to benefits. Students who receive BAföG and those entitled to benefits under the Asylum Seekers' Benefits Act (AsylbLG) are excluded from the entitlement to benefits.

[b] The SGB II assistance rate is the proportion of minors entitled to benefits under SGB II in relation to the under-18 population as a whole.

Source: Statistics of the Federal Employment Agency. Tables, children in benefit units (monthly figures); (Statistik der Bundesagentur für Arbeit, Nuremberg, April 2024); own presentation

Read-out example: In December 2023, there were over 1.9 million children and young people under the age of 18 living in benefit units who received basic income support benefits under SGB II. Of these, around 1.8 million children and young people had a benefit entitlement of their own. In relation to the population of the same age, 12.6 % of under-18s received benefits under SGB II (SGB II assistance rate).

Indicator Zn3

Underage recipients of basic benefits or subsistence benefits under the Asylum Seekers' Benefits Act (AsylbLG), 2020 to 2022

	December 2020	December 2021	December 2022
Underage recipients of basic benefits or subsistence benefits under the Asylum Seekers' Benefits Act (AsylbLG)	121,980	136,170	150,315

Source: Federal Statistical Office (Statistisches Bundesamt – Destatis), Genesis-Online, Table 22221-0010, statistics on recipients of asylum seeker benefits, retrieval date 04.07.2024; data licence by-2-0; own presentation

Read-out example: In December 2023, around 150,000 children and young people under the age of 18 in Germany were receiving basic benefits or subsistence benefits under the Asylum Seekers' Benefits Act (AsylbLG).

Indicator Zn4

Underage recipients of subsistence benefits under SGB XII, 2020 to 2022

Underage recipients of subsistence benefits under SGB XII	December 2020	December 2021	December 2022
Outside of facilities	18,360	17,200	20,725
At facilities	5,775	5,270	5,035
Total	24,130	22,470	25,760

Source: Federal Statistical Office (Statistisches Bundesamt – Destatis), Genesis-Online, Table 22121-0001, Statistics on recipients of subsistence benefits, retrieval date 04.07.2024; data licence by-2-0; own presentation

Read-out example: In December 2023, almost 26,000 children and young people under the age of 18 in Germany received subsistence benefits.

Effective and free access to early childhood education and care (ECEC)

Indicator F1

Share of children AROPE in formal ECEC, broken down by child's age (<3; 3-CSA), and intensity of care, in per cent, 2021

	Participation in early childhood education and care[a] by level of care, in per cent[b]		
	0 hours (no participation)	1 to 24 hours	25 and more hours
		2021	
Children aged under 3			
Total	67.3%	11.6%	21.2%
Children at risk of poverty or social exclusion[c]	73.0%	/	/
Children not at risk of poverty or social exclusion	65.3%	11.6%	23.1%
Children aged 3-5			
Total	15.4%	21.5%	63.1%
Children at risk of poverty or social exclusion[c]	23.2%	21.5%	55.3%
Children not at risk of poverty or social exclusion	13.1%	21.6%	65.3%
		2022	
Children aged under 3			
Total	76.4%	5.4%	18.2%
Children at risk of poverty or social exclusion[c]	84.3%	/	/
Children not at risk of poverty or social exclusion	73.7%	5.7%	20.6%
Children aged 3-5			
Total	14.7%	19.8%	65.4%
Children at risk of poverty or social exclusion	28.1%	21.1%	50.9%
Children not at risk of poverty or social exclusion	10.6%	19.5%	70.0%

Notes: /Number of cases too low; CSA = compulsory schooling age

[a] The question asks if the child attended a daycare centre or was looked after by a childminder in the 12 months prior to the reporting week.

[b] The participation rates calculated based on EU-SILC deviate from the care rates shown in the official statistics due to sampling. They do not reflect the full scope of childcare provided by daycare centres and publicly funded childminders.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: According to EU-SILC data, 28.1% of children aged 3 to under 6 who are at risk of poverty or social exclusion did not attend a daycare facility for children in 2022. Among children of the same age who are not at risk of poverty or social exclusion, the figure was 10.6 %.

Indicator F2

Age at which there is a legal entitlement to ECEC

	Legal entitlement to early childhood education and care	Early childhood education and care requirement	Start of compulsory schooling
Age	From the age of one[a]	None	From the age of six[b]

Notes: [a] Section 24 (2) SGB VIII (legal entitlement from the age of one to the age of three, since 2013) and Section 24 (3) SGB VIII (legal entitlement from the age of three until the child starts school, in force since 1996)

[b] The start of compulsory schooling differs slightly by federal state. The cut-off dates for school enrolment are between 10 June and 30 September each year. *Source:* Conference of Ministers of Education and Cultural Affairs (KMK). School laws of the federal states in the Federal Republic of Germany. As of July 2024. https://www.kmk.org/dokumentation-statistik/rechtsvorschriften-lehrplaene/uebersicht-schulgesetze.html (retrieved 15 July 2024)

Read-out example: In Germany, children from the age of one have a legal entitlement to early childhood support at a daycare centre or with a childminder.

Indicator F3

Net out-of-pocket cost of childcare for a low-income household (figure for Berlin), as a percentage of the average wage, 2020 to 2022

Net costs[a] of daycare for children	2020	2021	2022
as a percentage of the average wage	1%	1%	1%
as a percentage of disposable household income	1%	1%	1%

Notes: [a] Net costs = fees for the use of child daycare (after public subsidies, not including fee discounts), and the effects on taxes and other social benefits resulting from use.

[b] The calculation is based on the following assumptions: low-income household with two children aged two and three; both parents working full-time, one earning the minimum wage and the second earning 67 % of the average wage.

[c] The values for this indicator relate exclusively to the federal capital Berlin, where childcare has been free of charge since 2018. As the fees in Germany vary greatly from one federal state to another, they are broken down by federal state in indicator Fn1.

Source: OECD Data Explorer, Net childcare cost for parents using childcare facilities, https://stats.oecd.org/Index.aspx?DataSetCode=NCC (retrieved 08.07.2024)

Read-out example: A low-income household in Berlin with two children aged two and three had to spend an average of 1% of its income on childcare between 2020 and 2022.

Indicator F4

Public expenditure on ECEC per child in ECEC as percentage of GDP per capita, 2012 to 2021

Year	in EUR	as a percentage of GDP per capita
2012	5,822.50	17.0%
2013	6,256.10	17.9%
2014	6,663.60	18.4%
2015	6,965.30	18.7%
2016	7,443.80	19.6%
2017	7,978.40	20.2%
2018	8,473.30	20.9%
2019	9,156.60	21.9%[c]
2020	10,094.60	/
2021	10,848.70	/

Notes: /no data available

[a] Public expenditure on education includes direct expenditure on educational institutions as well as transfers and other payments for educational purposes to households, companies and non-profit organisations. The international definition of education expenditure used here differs from the national definition of the education budget used in the Education Finance Report (Federal Statistical Office – Statistisches Bundesamt 2023).

[b] ISCED level 0: Early childhood education and care for children from birth until they start school.

[c] provisional figure

Source: Eurostat, data collected jointly by UNESCO, OECD and Eurostat (UOE), DOI: 10.2908/educ_uoe_fine09, last update 15.07.2023 (retrieved 23.07.2024)

Read-out example: In 2019, public spending on education in the early childhood sector totalled EUR 9,156.60 per child. This was 21.9 % of gross domestic product per capita.

Indicator Fn1

Median of various monthly costs of child daycare per child by federal state, in euros per month, 2021

Federal state	2021			
	Parental contributions to all-day care (from 36 hours/week)		Lunch costs	Other costs
	Children aged under 3	Children from the age of 3 until they start school		
	Median costs in euros per month			
Baden-Württemberg	350	205	66	3
Bavaria	228	80	60	5
Berlin	0	0	23	10
Brandenburg	200	130	36	3
Bremen	290	0	35	5
Hamburg	/	153	25	10
Hesse	250	71	65	5
Mecklenburg-Vorpommern	0	0	85	4
Lower Saxony	308	0	53	5
North Rhine-Westphalia	230	0	60	5
Rhineland-Palatinate	0	0	50	5
Saarland	280	145	60	8
Saxony	190	130	65	5
Saxony-Anhalt	150	128	60	5
Schleswig-Holstein	270	236	52	5
Thuringia	165	110	75	4
Western Germany	256	46	60	5
Eastern Germany	125	80	50	5
Germany	192	59	60	5

Note: /Number of cases too low

Source: DJI childcare study (DJI-Kinderbetreuungsstudie, 2021), weighted data, calculations by the DJI. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. 11.3-5; Tab. 11.3-6; Tab. 11.3-8; Tab. Chapter 11.1.2-2 in the online appendix

Read-out example: In Germany, the median parental contribution for a full-day place in child daycare in 2021 was EUR 192 for children under the age of three and EUR 59 for children aged three to school entry.

Indicator Fn2

Median of monthly parental contributions in child daycare for a full-day place according to income distribution and age group of the child, in euros per month, 2021

Monthly equivalent income of the household	**2021**	
	Cost of a full-day place (from 36 hours/week) in euros per month	
	Children aged under 3	Children from the age of 3 until they start school
Below 60% of the median (at risk of poverty)	60	0
60% to 100% of the median	154	60
100% to 200% of the median	222	74
Over 200% of the median	330	100
Total (median of all parents)	198	65

Source: DJI childcare study (DJI-Kinderbetreuungsstudie, 2021), weighted data, calculations by the DJI. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. Chap. 11.1.1-5, Tab. Chapter 11.1.1-8 in the online appendix

Read-out example: Families with less than 60 % of the median net equivalent income of all households, i.e. those at risk of monetary poverty, spent a median of EUR 60 per month on a full-day place in childcare for a child under three years of age in 2021.

Indicator Fn3

Costs as an obstacle to the use of daycare for under 3-year-olds with childcare needs according to income distribution, 2021

Monthly equivalent income of the household	2021
	Proportion of respondents who cite costs as an obstacle[a], in per cent
Below 60% of the median (at risk of poverty)	27%
60% to 100% of the median	17%
100% to 200% of the median	10%
Over 200% of the median	/

Notes: /Number of cases too low

[a] The question read as follows: “Please indicate for which of the following reasons your child is currently not attending a daycare centre or not being looked after by a childminder”. There were 14 response options, multiple answers were possible.

Source: DJI childcare study (DJI-Kinderbetreuungsstudie, 2021), weighted data, calculations by the DJI. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. Chapter 11.1.3-3 in the online appendix

Read-out example: Of the families who have less than 60 % of the median net equivalent income of all households, i.e. who are at risk of monetary poverty, 27 % stated in 2021 that they do not make use of daycare for their child under the age of three for cost reasons.

Indicator Fn4

Parents' childcare needs and childcare rates by age group and federal state, 2022

Federal state	2022					
	Children aged under 3			Children aged from 3 to 5		
	Childcare need[a]	Childcare rate[b]	Difference	Childcare need[a]	Childcare rate[b]	Difference
Baden-Württemberg	44.7%	29.9%	14.8 PP	96.3%	93.2%	3.1 PP
Bavaria	42.4%	30.5%	11.9 PP	97.7%	91.7%	6.0 PP
Berlin	58.8%	46.6%	12.2 PP	97.5%	92.2%	5.3 PP
Brandenburg	64.2%	56.7%	7.5 PP	97.3%	94.2%	3.1 PP
Bremen	50.7%	30.2%	20.5 PP	99.0%	87.7%	11.3 PP
Hamburg	57.9%	49.2%	8.7 PP	97.6%	95.4%	2.2 PP
Hesse	48.0%	32.5%	15.5 PP	97.9%	90.9%	7.0 PP
Mecklenburg-Vorpommern	62.1%	58.6%	3.5 PP	97.1%	95.5%	1.6 PP
Lower Saxony	47.4%	33.8%	13.6 PP	96.2%	91.7%	4.5 PP
North Rhine-Westphalia	47.8%	30.4%	17.4 PP	94.7%	90.9%	3.8 PP
Rhineland-Palatinate	49.4%	30.6%	18.8 PP	96.7%	92.1%	4.6 PP
Saarland	52.6%	32.0%	20.6 PP	95.0%	88.8%	6.2 PP
Saxony	58.6%	53.4%	5.2 PP	95.3%	94.6%	0.7 PP
Saxony-Anhalt	64.1%	58.3%	5.8 PP	96.8%	93.1%	3.7 PP
Schleswig-Holstein	48.8%	36.4%	12.4 PP	96.8%	89.3%	7.5 PP
Thuringia	61.0%	55.3%	5.7 PP	99.1%	95.1%	4.0 PP
Western Germany	46.7%	31.8%	14.9 PP	96.4%	91.6%	4.8 PP
Eastern Germany (including Berlin)	60.8%	53.3%	7.7 PP	97.0%	93.9%	3.1 PP
Germany	49.1%	35.5%	13.6 PP	96.5%	92.0%	4.5 PP

Notes: PP is the abbreviation for "percentage points"

[a] "Parents' childcare needs" is the answer to the following question, weighted according to the distribution and age structure of children in the federal states: "On what days and at what times would you currently like childcare for your child?" Based on the answers, it is not possible to say whether or not the parents surveyed notified the local youth welfare organisation of their needs. The total need refers to all forms of childcare requested (after-school care, all-day school, after-school care, other facilities and childminding), regardless of the desired duration of care.

[b] Childcare rate = proportion of children in an age group cared for at daycare centres or by a childminder as a percentage of all children in this age group

Sources: Federal Statistical Office – Statistisches Bundesamt: Statistiken der Kinder- und Jugendhilfe. Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege 2022, reporting date: 1 March, calculations by the Dortmunder Arbeitsstelle Kinder- und Jugendhilfestatistik; Deutsches Jugendinstitut: Ergebnisse der DJI-Kinderbetreuungsstudie (2022). Adapted from: Bundesministerium für Familie, Senioren, Frauen und Jugend (ed.) (2023): Kindertagesbetreuung Kompakt. Ausbaustand und Bedarf 2022. Berlin; own presentation based on Figures 6, 7, 13 and 14

Read-out example: For children under the age of three, the parental childcare need in Germany in 2022 was 49.1 %. However, the childcare rate was only 35.5 %, resulting in a difference of 13.6 percentage points.

Indicator Fn5

Staff-child ratio at daycare centres by group type (median)[a] [b], 2012 to 2022

	2012	2014	2016	2018	2020	2022
Groups for children aged under 3	4.9	4.5	4.4	4.3	4.1	4.0
Groups for children from the age of 3 until they start school	9.4	9.1	8.8	8.5	8.3	7.8
Cross-age groups without school children	7.8	7.3	6.9	6.6	6.4	6.0

Notes: [a] Including facilities without a fixed group structure and groups for children receiving integration support, and with staff to assist children on integration support benefits. Calculation without facility leadership.

[b] Children per educator in the group (result of the comparison of contractual hours of childcare and employment).

Sources: Böwing-Schmalenbrock u. a. (2022); Federal Statistical Office – Statistisches Bundesamt: Statistiken der Kinder- und Jugendhilfe, 2022 Adapted from: Autorengruppe Fachkräftebarometer (2023): Fachkräftebarometer Frühe Bildung 2023. Weiterbildungsinitiative Frühpädagogische Fachkräfte. Bielefeld; own presentation based on Fig. 2.7

Read-out example: In groups with children under the age of three, one educator was responsible for an average of 4.0 children in 2022.

Indicator Fn6

Staff-child ratio at daycare centres by group type and region (median)[a] [b], 2022

	2022					
	Western Germany		Eastern Germany (with Berlin)		Germany	
Groups for children aged under 3	3.5	(3.0–4.2)	5.5	(5.2–5.8)	4.0	(3.0–5.8)
Groups for children from the age of 3 until they start school	7.4	(6.5–9.7)	9.9	(7.3–11.9)	7.8	(6.5–11.9)
Cross-age groups without school children	5.7	(3.5–7.5)	7.4	(6.5–8.9)	6.0	(3.5–8.9)

Notes: [a] Median: (full-time employment equivalent: full-day take-up equivalents). The number of hours worked by all pedagogical staff (including management and interns, but excluding staff for children with special educational needs). Groups with at least one child receiving integration support are not taken into account. The staffing ratio shown does not reflect the actual staff-child ratio in the groups.

[b] Lowest and highest median of the federal states in brackets

Sources: Böwing-Schmalenbrock u. a. (2022); Federal Statistical Office – Statistisches Bundesamt: Statistiken der Kinder- und Jugendhilfe, 2022 Adapted from: Autorengruppe Fachkräftebarometer (2023): Fachkräftebarometer Frühe Bildung 2023. Weiterbildungsinitiative Frühpädagogische Fachkräfte. Bielefeld; own presentation based on Fig. 2.8

Read-out example: In groups with children under the age of three, one educator was responsible for an average of 3.5 children in western Germany and for an average of 5.5 children in eastern Germany in 2022. The staff-child ratio varied between 3.0 and 4.2 children per educator in the western German federal states.

Indicator Fn7

Staff-child ratio at daycare centres for groups with children on integration support benefit(s) by group type[a] and federal state (median, not including management hours)[b], 2021

Federal state	2021					
	Under-3 groups[c]		Over-3 groups[d]		Mixed-age groups[e]	
	... at least one child on integration support benefits(s)	... without children on integration support benefits	... at least one child on integration support benefits(s)	... without children on integration support benefits	... at least one child on integration support benefits(s)	... without children on integration support benefits
Baden-Württemberg	2.9	2.9	6.2	6.6	5.5	5.6
Bavaria	3.1	3.6	6.3	8.3	5.1	4.7
Berlin	4.5	5.2	7.0	7.9	6.6	6.6
Brandenburg	4.3	5.2	7.9	9.9	6.3	7.3
Bremen	2.9	3.3	6.6	8.3	3.6	3.5
Hamburg	3.5	4.2	6.0	7.8	5.7	6.1
Hesse	2.9	3.7	6.5	9.2	6.0	6.9
Mecklenburg-Vorpommern	5.0	6.0	8.0	13.2	7.5	9.2
Lower Saxony	3.3	3.4	4.0	7.9	3.5	4.2
North Rhine-Westphalia	3.2	3.8	6.7	8.3	6.1	6.5
Rhineland-Palatinate	3.5	3.5	6.0	8.5	5.7	6.8
Saarland	3.5	3.7	9.2	9.7	7.5	7.5
Saxony	4.8	5.4	8.9	11.7	7.6	8.6
Saxony-Anhalt	5.4	5.6	7.9	10.7	7.0	7.8
Schleswig-Holstein	3.2	3.6	6.4	7.7	5.4	4.8
Thuringia	4.1	5.2	7.6	11.0	6.6	8.1
Western Germany	3.1	3.4	6.2	8.0	5.8	5.7
Eastern Germany	4.7	5.5	7.9	10.9	6.8	7.7
Germany	3.6	4.0	6.5	8.6	6.0	6.2

Notes: [a] Including facilities without group structure

[b] Excluding the hourly volume for management tasks. The staff-child ratio shown does not reflect the actual staff-child ratio in the groups.

[c] Groups only with children aged under 3

[d] Groups for children between the ages of 3 and school entry

[e] Groups with children of all ages up to school age

Source: FDZ der Statistischen Ämter des Bundes und der Länder, Statistik der Kinder- und Jugendhilfe, Kinder und tätige Personen in Tageseinrichtungen 2021; https://doi.org/10.21242/22541.2021.00.00.1.1.0, calculations by Dortmunder Arbeitsstelle Kinder- und Jugendhilfestatistik. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. HF-02.1.3 in the online appendix

Read-out example: The staff-child ratio in groups with only under-threes which included at least one child on integration support benefits was 3.6 children per educator in Germany in 2021.

Indicator Fn8

Staff-child ratio at daycare centres according to the proportion of children with a non-German family language in the group, by group type[a] and federal state (median, not including management hours)[b], 2021

Federal state	2021					
	Under-3 groups[c]		Over-3 groups[d]		Mixed-age groups[e]	
	Proportion of children with a non-German family language among all children in the group					
	Under 25%	25% and over	Under 25%	25% and over	Under 25%	25% and over
Baden-Württemberg	2.9	2.9	6.5	6.4	5.6	5.5
Bavaria	3.6	3.7	8.0	7.5	4.8	4.6
Berlin	5.5	4.8	8.1	7.0	6.9	6.3
Brandenburg	5.2	4.9	9.7	8.5	7.3	6.6
Bremen	3.2	3.4	7.3	7.5	3.3	3.6
Hamburg	4.3	4.0	7.4	7.0	6.2	5.8
Hesse	3.6	3.7	8.3	8.0	6.6	6.5
Mecklenburg-Vorpommern	6.0	5.7	12.3	11.0	8.9	7.8
Lower Saxony	3.4	3.4	7.4	6.6	4.1	4.2
North Rhine-Westphalia	3.8	3.6	7.9	7.5	6.3	6.4
Rhineland-Palatinate	3.5	3.4	8.5	7.8	6.6	6.7
Saarland	3.8	3.6	9.5	9.5	7.4	8.0
Saxony	5.4	5.0	11.0	9.5	8.4	8.0
Saxony-Anhalt	5.6	5.6	10.3	9.5	7.7	7.2
Schleswig-Holstein	3.6	3.5	7.5	6.8	5.0	4.8
Thuringia	5.2	4.7	10.3	10.0	7.9	8.4
Western Germany	3.4	3.4	7.6	7.3	5.7	5.9
Eastern Germany	5.5	5.0	10.5	8.1	7.7	6.5
Germany	4.1	3.6	8.4	7.4	6.2	6.0

Notes: [a] Including facilities without a group structure.

[b] Excluding the hourly volume for management tasks. The staff-child ratio shown does not reflect the actual staff-child ratio in the groups.

[d] Groups only with children aged under 3

[e] Groups for children between the ages of 3 and school entry

[f] Groups with children of all ages up to school age

Source: FDZ der Statistischen Ämter des Bundes und der Länder, Statistik der Kinder- und Jugendhilfe, Kinder und tätige Personen in Tageseinrichtungen 2021; https://doi.org/10.21242/22541.2021.00.00.1.1.0, calculations by Dortmunder Arbeitsstelle Kinder- und Jugendhilfestatistik. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. HF-02.1.2 in the online appendix

Read-out example: The staff-child ratio in groups with exclusively under-threes, of which more than a quarter of the children had a non-German family language, was 3.6 children per teacher in Germany in 2021.

Indicator Fn9

Educational and managerial staff at daycare centres by qualification level[a], in per cent, 2022

Qualification level of staff	2022		
	Western Germany	Eastern Germany (with Berlin)	Germany
	Proportions in per cent		
Relevant university degree[b]	5.4%	7.1%	5.7%
Relevant vocational college degree[c]	63.5%	79.7%	66.8%
Relevant vocational school qualification[d]	16.4%	2.7%	13.6%
Other professional and higher education qualifications[e]	5.2%	3.3%	4.8%
In training[f]	7.0%	5.8%	6.8%
Without a formal qualification[g]	2.6%	1.5%	2.4%

Notes: [a] Child daycare centres including after-school care centres; educational and managerial staff excluding administration, allocation of occupations to qualification groups

[b] Relevant university degree: *Diplom-Sozialpädagoge/-in*, *Diplom-Sozialarbeiter/-in* (degree in social/youth work from a university of applied sciences or comparable), *Diplom-Pädagoge/-in*, *Diplom-Sozialpädagoge/-in*, *Diplom-Erziehungswissenschaftler/-in* (degree in education or social work from a university or comparable), *Diplom-Heilpädagoge/-in* (degree in special needs education from a university of applied sciences or comparable), bachelor's and master's degrees in child education.

[c] Relevant vocational college qualification: educator, special needs teacher, special needs educator, special needs care worker.

[d] Relevant vocational school qualification: childcare professional, family carer, social services assistant, social and medical assistant professions.

[e] Other training qualifications: other short-term training in social work/social education or as a child and adolescent psychotherapist, psychological psychotherapist, psychologist with university degree, occupational therapist (ergotherapist), movement teacher, physical education therapist (motopaedist), doctor, (specialist) paediatric nurse, nurse, geriatric nurse, physiotherapist, masseur and bath therapist, speech therapist, special needs teacher and other vocational qualifications.

[f] In training: intern doing recognition year, still in training elsewhere.

[g] Without formal qualification: has not completed a vocational training programme

Sources: Böwing-Schmalenbrock u. a. (2022); Federal Statistical Office – Statistisches Bundesamt: Statistiken der Kinder- und Jugendhilfe, 2022 Adapted from: Autorengruppe Fachkräftebarometer (2023): Fachkräftebarometer Frühe Bildung 2023. Weiterbildungsinitiative Frühpädagogische Fachkräfte. Bielefeld; own presentation based on Tab. D2.14

Read-out example: In 2022, 5.7 % of educational and managerial staff at daycare centres held a relevant university degree, for example as a *Diplom Sozialpädagogin/-Sozialpädagoge* (degree in social/youth work). A further 66.8 % held a relevant vocational college qualification, for example as a childcare educator.

Effective and free access to education and school-based activities

Indicator B1

Share of low-achieving 15 years old in reading, maths and science, by socioeconomic category, in per cent, 2018 and 2022

Share of low-achieving 15-year-old pupils[b] ...	Socio-economic status of the pupils[a]	2018	2022
		in per cent	
in reading, maths and science	disadvantaged (lower 25%)	23.1%	/
	advantaged (upper 25%)	3.1%	/
in maths	disadvantaged (lower 25%)	/	46.6%
	advantaged (upper 25%)	/	8.4%

Notes: /no data available

[a] Socio-economic status of students measured according to the "PISA index of economic, social and cultural status (ESCS)", based on the following three variables: highest school-leaving qualification of parents, highest occupational status of parents, material and cultural goods in the parental home.

[b] Low-achieving Students are those who do not reach the basic competency level 2 of the PISA tests.

Source: PISA (OECD). Adapted from: SPC-ISG/European Commission (2023): European Child Guarantee EU Monitoring Framework. General presentation. European Union. Brussels

Read-out example: Of the socio-economically disadvantaged 15-year-old pupils (the 25% with the lowest scores on the ESCS index), 46.6 % performed poorly in maths in 2022. Of the socio-economically advantaged pupils of the same age (the 25% with the highest scores on the ESCS index), only 8.4 % had poor maths performance.

Indicator B2

Share of children (<18) AROPE living in a household reporting great difficulties to pay for formal education, in per cent, 2016

	2016
Children and young people in households with major difficulties in paying fees for formal education and training[a]	in per cent
Total	1.6%
Children at risk of poverty or social exclusion	6.8%
Children not at risk of poverty or social exclusion	0.5%

Note. [a] The question is asked in the EU-SILC module "Access to services", most recently in 2016. The next survey will be carried out in 2024. The question is only asked of households in which at least one person is attending school or university or is undergoing vocational training.

Source: Eurostat, EU-SILC. Adapted from: SPC-ISG/European Commission (2023): European Child Guarantee EU Monitoring Framework. General presentation. European Union. Brussels

Read-out example: In 2016, 6.8% of children and young people at risk of poverty or social exclusion lived in households that reported great difficulty in paying school fees, tuition fees or other costs of formal education.

Indicator B3

Share of children (<16) AROPE who suffer from the enforced lack of access to school trips and school events that cost money/to regular leisure activities, in per cent, 2021

	2021
Children under the age of 16 who do not have access to ...	in per cent
School excursions/events	
Total	/
Children at risk of poverty or social exclusion	/
Children not at risk of poverty or social exclusion	/
Regular leisure activities	
Total	/
Children at risk of poverty or social exclusion	/
Children not at risk of poverty or social exclusion	/

Note: /The data on school trips/events and regular leisure activities is not reliable due to a high proportion of missing figures (over 50 % for each item) and is therefore not reported.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Indicator B4

EU average share of early school leavers (18-24), broken down by sex, and by parental education attainment, in per cent, 2021

Parents' educational attainment[b]	2021		
	Early school and training leavers (aged 18-24)[a] in the EU, as a percentage of the population of the same age		
	Female	Male	Total
Low	22.7%	29.4%	26.1%
Medium	5.3%	8.4%	6.9%
Hoch	2%	3.7%	2.9%
Not specified	12.6%	14.5%	13.6%

Notes: [a] Early school and training leavers are persons aged 18 to 24 who have completed no more than lower secondary education (obtaining no more than an intermediate secondary school leaving certificate, i.e. *Realschulabschluss* or other intermediate qualification) and are not in further education or vocational training.

[b] Educational attainment according to ISCED 2011: low = ISCED 0-2, medium = ISCED 3-4, high = ISCED 5-8

Source: Eurostat, Labour Force Survey. Adapted from: SPC-ISG/European Commission (2023): European Child Guarantee EU Monitoring Framework. General presentation. European Union. Brussels

Read-out example: 22.7 % of 18 to 24-year-old women in the European Union whose parents have a low level of educational attainment left school or training early in 2021.

For information on indicator B4

Share of early school and vocational training leavers (18-24) in Germany, broken down by gender, 2020 and 2021

Early school and training leavers (aged 18-24)[a] in Germany	2020	2021
	as a percentage of the population of the same age	
Total	10.1%	11.6%
Female	8.4%	9.6%
Male	11.7%	13.5%

Notes: [a] Early school and training leavers are persons aged 18 to 24 who have completed no more than lower secondary education (obtaining no more than an intermediate secondary school leaving certificate, i.e. *Realschulabschluss* or other intermediate qualification) and are not in further education or vocational training.

[b] Analyses that also differentiate between parents' educational attainment are not currently available.

Source: Federal Statistical Office (Statistisches Bundesamt – Destatis), Bildung, Forschung, Kultur, https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Bildungsindikatoren/frueher-schulabgang-tabelle.html?nn=621104, status 31 March 2022 (retrieved 02.07.2024)

Read-out example: 8.4 % of 18 to 24-year-old women in Germany left school or training early in 2021.

Indicator B5

Number of students (15) per teacher in schools, by schools' socioeconomic profile, 2018

Socio-economic profile of the school	2018 Number of 15-year-old pupils per teacher in schools
Disadvantaged (lower 25%)	14.3
Advantaged (upper 25%)	12.8

Note: The socio-economic profile of the schools is measured by the students' average according to the "PISA index of economic, social and cultural status (ESCS)". The number of student per teacher is calculated based on full-time equivalents.

Source: PISA (OECD). Adapted from: SPC-ISG/European Commission (2023): European Child Guarantee EU Monitoring Framework. General presentation. European Union. Brussels

Read-out example: In schools with the worst figures in terms of the socio-economic status of the school (lowest quartile), the number of students per teacher was 14.3 in 2018. The quartile of schools with the highest socio-economic status values had a ratio of 12.8 students per teacher.

Indicator B6

Public expenditure on education per student as percentage of GDP per capita, broken down by education level, 2012 to 2021

Year	Primary sector[b]		Secondary level Ic		Secondary level IId	
	EUR	in % of GDP per capita	EUR	in % of GDP per capita	EUR	in % of GDP per capita
2012	5,937.50	17.3%	7,301.00	21.3%	8,970.10	26.2%
2013	6,151.80	17.6%	7,566.00	21.6%	9,158.30	26.1%
2014	6,414.40	17.7%	7,900.30	21.8%	9,370.20	25.8%
2015	6,534.80	17.5%	8,071.40	21.6%	9,510.40	25.5%
2016	6,708.30	17.6%	8,316.00	21.8%	9,728.20	25.6%
2017	6,910.0	17.5%	8,624.20	21.9%	10,203.30	25.9%
2018	7,258.90	17.9%	9,025.90	22.3%	10,709.20	26.5%
2019	7,798.80	18.7%[e]	9,608.30	23.0%[e]	11,184.20[f]	26.8%[ef]
2020	8,264.00	/	10,136.00	/	12,053.90[f]	/
2021	8,868.10	/	10,598.20	/	11,828.70[f]	/

Notes: /no data available

[a] Public expenditure on education includes direct expenditure on educational institutions as well as transfers and other payments for educational purposes to households, companies and non-profit organisations. The international definition of education expenditure used here differs from the national definition of the education budget used in the Education Finance Report (Federal Statistical Office – Statistisches Bundesamt 2023).

[b] Primary education (ISCED level 1): e.g. primary schools, comprehensive schools (*Gesamtschule*) (years 1-4)

[c] Lower secondary level (ISCED level 2): e.g. *Hauptschule* and *Realschule*, *Gymnasium* (years 5-9 (G8 programmes) or years 5-10 (G9 programmes)), vocational preparation year

[d] Secondary level II (ISCED level 3): e.g. higher secondary school (*Gymnasium*) (upper secondary level), comprehensive school (*Gesamtschule*, upper secondary level), vocational schools (initial training)

[e] preliminary figure

[f] deviating definition

Source: Eurostat, data collected jointly by UNESCO, OECD and Eurostat (UOE), DOI: 10.2908/educ_uoe_fine09, last update 15.07.2023 (retrieved 23.07.2024)

Read-out example: In 2019, public expenditure for primary education totalled EUR 7,798.80 per student. This was 18.7 % of gross domestic product per capita.

Indicator Bn1

Publicly funded youth work programmes, 2015 to 2021

	2015		2017		2019		2021	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Total	140,528	100.0%	147,264	100.0%	156,662	100.0%	106,660	100.0%
Type of programme								
Open programmes	19,339	13.8%	22,430	15.2%	24,323	15.5%	20,168	18.9%
Group-related programmes	23,841	17.0%	26,444	18.0%	26,475	16.9%	23,214	21.8%
Events and projects	97,348	69.3%	98,390	66.8%	105,864	67.6%	63,278	59.3%
Type of sponsor								
Public sponsors	38,877	27.7%	44,821	30.4%	49,447	31.6%	35,088	32.9%
Independent providers	101 651	72.3%	102,443	69.6%	107,215	68.4%	71,572	67.1%
School co-operations	26,132	18.6%	26,497	18.0%	28,628	18.3%	18 852	17.7%

Source: Federal Statistical Office (Statistisches Bundesamt – Destatis), Genesis-Online, Table 22531-0001, Angebote der Jugendarbeit, retrieval date 09.07.2024; data licence by-2-0; own presentation. Data on school co-operations taken from: Autor:innengruppe Bildungsberichterstattung (2024). Bildung in Deutschland 2024. Ein indikatorengestützter Bericht mit einer Analyse zu beruflicher Bildung. Bielefeld; Table D6-14web

Read-out example: In 2021, 106,660 youth work programmes were publicly funded. Of these, 17.7 % were school partnerships.

Indicator Bn2

Public expenditure on youth work and youth organisation programmes, by institutional group in millions of euros (provisional current figures), 2019 to 2022

	2019	2020	2021	2022
Public expenditure on youth work and youth organisation work	In EUR millions			
Federal government	519	596	683	693
Federal states	368	385	422	485
Municipalities and joint municipal associations	1,552	1,594	1,626	1,725

Source: Annual statistics, calculations by the Federal Statistical Office. Adapted from: Statistisches Bundesamt (2023). Bildungsfinanzbericht 2023. Wiesbaden; own presentation based on Table 4.6.1-1

Read-out example: Public spending by the federal government on youth work and youth organisation work amounted to EUR 693 million in 2022.

Indicator Bn3

Number of pupils with special educational needs at special needs schools and mainstream schools[a], support rate[b] and inclusion share[c], 2016 to 2022

Line		2016	2018	2020	2021	2022
1	Pupils with special educational needs at special needs schools and general schools[a]	523,796	556,317	581,991	590,116	595,696
2	Support rate[b]	7.0%	7.4%	7.7%	7.8%	7.5%
3	Special needs school (exclusion rate)	4.2%	4.2%	4.3%	4.3%	4.2%
4	General school[a] (inclusion rate)	2.8%	3.2%	3.4%	3.5%	3.3%
5	Inclusion share[c]	40.1%	43.1%	44.5%	44.5%	44.1%

Notes: [a] mainstream schools are all general education schools not including special needs schools.

[b] Proportion of pupils with special educational needs (regardless of where they receive support) out of all pupils of compulsory full-time school age (years 1 to 9/10 and special needs schools)

[c] Proportion of pupils with special educational needs taught at mainstream schools in relation to all pupils with special educational needs (line 5 is calculated by dividing line 4 by line 2 and multiplying by 100)

Source: Sekretariat der KMK. Statistische Veröffentlichungen der Kultusministerkonferenz. Sonderpädagogische Förderung in Schulen 2013 bis 2022. Berlin. Own calculations based on tables 1.1.1, 1.1.3, 2.1.3, 3.1.1

Read-out example: In 2022, a total of 595,696 pupils in Germany received special educational needs support. This is 7.5 % of all pupils of compulsory full-time school age. These 7.5 % of pupils with special educational needs were broken down as follows: 4.2 % of them were taught at special needs schools (exclusion rate), the other 3.3 % were taught at mainstream schools (inclusion rate). In total, around 44 % of all pupils with special educational needs were taught at mainstream schools (inclusion share).

Effective and free access to healthcare

Indicator G1

Share of children (<16) AROPE with "very good" health, broken down by gender, in per cent, 2021

Children and young people under the age of 16 with a very good state of health[a]	2021	
	Boys	Girls
	in per cent	
Total	(71.5%)	(72.8%)
Children at risk of poverty or social exclusion	(67.1%)	(68.1%)
Children not at risk of poverty or social exclusion	(72.8%)	(74.1%)

Notes: ( ) Figures of limited informative value

[a] Parents were asked to indicate the "general state of health" for each of their children up to the age of 15. Five response categories were offered: "very good", "good", "fair", "poor" and "very poor". Only the answer "very good" is taken into account in the above analysis.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: Among girls under the age of 16 at risk of poverty or social exclusion, 68.1 % were in very good health in 2021 according to their parents' assessment. Among girls not at risk of poverty or social exclusion, this applied to 74.1 %.

Indicator G2

Share of children (<16) AROPE with unmet needs for medical examination or treatment, in per cent, 2021

Children and young people under the age of 16 with an unmet need for medical examination or treatment[a]	2021
	in per cent
Total	/
Children at risk of poverty or social exclusion	/
Children not at risk of poverty or social exclusion	/

Notes: /The data on unmet needs for medical examination or treatment is not reliable due to a high proportion of missing figures (over 50 %) and is therefore not reported.

[a] Parents were asked whether the children in their household had urgently needed a medical examination or treatment in the past twelve months but had not received it. Dental treatments were surveyed separately and are not included in the variable reported here.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Indicator G3

Free/fully subsidised access to healthcare services for all children

	Vaccinations	General medical care	Midwives	Specialist medical care	Dental care (excluding orthodontics)	Prescribed medication
Free access	All children, regardless of income					

Source: Baptista, I., Guio, A., Marlier, E. and Perista, P. (2023). Access for children in need to the key services covered by the European Child Guarantee: An analysis of policies in the 27 EU Member States. European Social Policy Analysis Network (ESPAN), Luxembourg: Publications Office of the European Union. Data checked and updated by the ISG delegates (p. 25)

Read-out example: In Germany, all children have free access to various healthcare services, such as vaccinations, regardless of their income.

Indicator G4

Free/fully subsidised access to regular health monitoring for all children, broken down by age

	After birth	First years	School age
General health	U1 Initial neonatal examination, extended newborn screening, newborn hearing screening	U2 to U9 (up to age 6)	J1 (age 12 to 14)[a]
Hearing test			/
Eye test			/
Dental examination	/	Yes, annually	Yes, every six months

Note: [a] Further health checks at school age are recommended, but the costs are not covered by all health insurance companies; these include U10 (age 7-8), U11 (age 9-10), J2 (age 16-17).

Source: https://www.bundesgesundheitsministerium.de/themen/praevention/kindergesundheit/frueherkennungsuntersuchung-bei-kindern (retrieved 08.07.2024)

Read-out example: In Germany regular health check-ups are provided for children and young people; the costs of these are covered by statutory health insurance. For this reason, all children and young people have free access to health check-ups, regardless of their income. For example, there are three newborn examinations after birth in which general health, hearing and vision are tested.

Indicator G5

Child mortality rate in Germany and the European Union, 2012 to 2022

Child mortality rate	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Germany	3.3	3.3	3.2	3.3	3.4	3.3	3.2	3.2	3.1	3.0	3.2
European Union (EU)	3.8	3.7	3.6	3.6	3.6	3.5	3.4	3.4	3.3	3.2	3.3

Note: The child mortality rate is defined as the ratio between the number of deaths of children under one year of age and the number of live births in the reference year; the figure is stated per 1,000 live births.

Source: Eurostat, EU-SILC, DOI: 10.2908/demo_minfind, last update 15.05.2024 (retrieved 01.07.2024)

Read-out example: In 2022, the child mortality rate in Germany was 3.2. This means that there were 3.2 deaths of children under one year of age per 1,000 live births.

Indicator G6

Share of children (11, 13, 15 years old) who reported feeling low more than once a week by gender and family affluence, in per cent, 2017/18 and 2021/22

Children and young people who report feeling low more than once a week[a]		2017/2018		2021/2022[c]	
		Girls	Boys	Girls	Boys
		in per cent			
Low level of family affluence[b]	11-year-olds	9.4%	8.2%	29%	14%
	13-year-olds	24.1%	7.9%		
	15-year-olds	20.1%	11.3%		
High level of family affluence[b]	11-year-olds	13.8%	9.6%	33%	12%
	13-year-olds	18.2%	5.5%		
	15-year-olds	19.0%	6.4%		

Notes: [a] Children and young people in years 5, 7 and 9 were asked in the HBSC study how often they had felt low in the last six months.

[b] Family affluence is determined based on the Family Affluence Scale (FAS) (Moor et al. 2020). Low (high) family affluence includes around 20% of children and young people with the lowest (highest) FAS scores.

[c] No analyses are available (yet) for 2021/22 that differentiate by age, gender and family affluence.

Source: Health Behaviour in School-aged Children study (HBSC) 2017/18, own calculations; HBSC Data Browser (findings from the 2021/22 international HBSC survey), Individual health complaints: feeling low, https://data-browser.hbsc.org (retrieved 15.07.2024)

Read-out example: In the 2017/2018 survey period, 9.4 % of 11-year-old girls with low family affluence stated that they had felt low more than once a week in the last six months. Of the 11-year-old girls with a high level of family affluence, the figure was 13.8 %.

Effective and free access to at least one healthy meal per school day

The indicators for the field of action “Effective and free access to at least one healthy meal per school day” are integrated in the following field of action, “Effective access to healthy nutrition”.

Effective access to healthy nutrition

Indicator E1

Share of children (<16) AROPE who suffer from the enforced lack of access to fresh fruits and vegetables/to a meal with meat, chicken or fish at least once a day, in per cent, 2021

	2021
Children under the age of 16 without daily access[a] to ...	in per cent
fruit and vegetables	
Total	/
Children at risk of poverty or social exclusion	/
Children not at risk of poverty or social exclusion	/
a high-quality meal	
Total	/
Children at risk of poverty or social exclusion	/
Children not at risk of poverty or social exclusion	/

Notes: /The data on access to fresh fruit and vegetables/a meal with meat, chicken or fish (or a vegetarian equivalent) is not reliable due to a high proportion of missing figures (over 50 % per item) and is therefore not reported.

[a] If one child in the household does not have access to a high-quality meal (with meat, chicken or fish or vegetarian equivalent) or fresh fruit and vegetables at least once a day for financial reasons, it is assumed that this applies to all children in the household.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Indicator E2

Share of children (11, 13, 15 years old) who eat breakfast every school day by gender and family affluence, in per cent, 2017/18 and 2021/22

Children and young people who eat breakfast every school day[a]		2017/2018		2021/2022[c]	
		Girls	Boys	Girls	Boys
		in per cent			
Low level of family affluence[b]	11-year-olds	50.0%	58.2%	38%	48%
	13-year-olds	36.4%	42.6%		
	15-year-olds	35.4%	42.6%		
High level of family affluence[b]	11-year-olds	76.1%	70.6%	46%	60%
	13-year-olds	58.6%	76.6%		
	15-year-olds	55.4%	60.6%		

Notes: [a] Children and young people in years 5, 7 and 9 were asked in the HBSC study how often they usually eat breakfast (more than one glass of milk or fruit juice) on school days.

[b] Family affluence is determined based on the Family Affluence Scale (FAS) (Moor et al. 2020). Low (high) family affluence includes around 20% of children and young people with the lowest (highest) FAS scores.

[c] No analyses are available (yet) for 2021/22 that differentiate by age, gender and family affluence.

Sources: Health Behaviour in School-aged Children study (HBSC) 2017/18, own calculations; HBSC Data Browser Browser (findings from the 2021/22 international HBSC survey), Breakfast consumption on school days, https://data-browser.hbsc.org (retrieved 15.07.2024)

Read-out example: One in two 11-year-old girls (50.0%) with a low level of family affluence stated that they ate breakfast every school day in the 2017/2018 survey period. Around three quarters (76.1%) of 11-year-old girls with a high level of family affluence reported eating breakfast every school day.

Indicator E3

Share of children (11, 13, 15 years old) who are overweight or obese by gender and family affluence, in per cent, 2017/18 and 2021/22

Children and young people who are overweight or obese[a]		2017/2018		2021/2022[c]	
		Girls	Boys	Girls	Boys
		in per cent			
Low level of family affluence[b]	11-year-olds	19.5%	23.8%	24%	35%
	13-year-olds	27.2%	34.5%		
	15-year-olds	22.2%	32.1%		
High level of family affluence[b]	11-year-olds	10.5%	17.3%	12%	19%
	13-year-olds	10.9%	14.7%		
	15-year-olds	9.5%	15.4%		

Notes: [a] The prevalence of overweight and obesity is determined in the HBSC study based on body mass index (BMI). The BMI is estimated from the weight and height information provided by the respondents.

[b] Family affluence is determined based on the Family Affluence Scale (FAS) (Moor et al. 2020). Low (high) family affluence includes around 20% of children and young people with the lowest (highest) FAS scores.

[c] No analyses are available (yet) for 2021/22 that differentiate by age, gender and family affluence.

Sources: Health Behaviour in School-aged Children study (HBSC) 2017/18, own calculations; HBSC Data Browser (findings from the 2021/22 international HBSC survey), Overweight and obesity, https://data-browser.hbsc.org (retrieved 15.07.2024)

Read-out example: 32.1 % of 15-year-old boys and 22.2 % of girls of the same age with low family affluence were overweight or obese in 2017/18.

Indicator En1

Daycare centres that offer lunchtime meals, by federal state, 2021

Federal state	Number of daycare centres	of which: Facilities with lunchtime catering	
		Number	Proportion in per cent
Baden-Württemberg	9,081	5,900	65.0%
Bavaria	8,960	7,905	88.2%
Berlin	2,718	2,672	98.3%
Brandenburg	1,578	1,570	99.5%
Bremen	448	431	96.2%
Hamburg	1,143	1,135	99.3%
Hesse	4,210	4,043	96.0%
Mecklenburg-Vorpommern	956	953	99.7%
Lower Saxony	5,139	4,279	83.3%
North Rhine-Westphalia	10,538	10,093	95.8%
Rhineland-Palatinate	2,492	2,414	96.9%
Saarland	471	461	97.9%
Saxony	2,358	2,356	99.9%
Saxony-Anhalt	1,411	1,410	99.9%
Schleswig-Holstein	1,789	1,474	82.4%
Thuringia	1,335	1,334	99.9%
Western Germany	44,271	38,135	86.1%
Eastern Germany	10,356	10,295	99.4%
Germany	54,627	48,430	88.7%

Source: Forschungsdatenzentrum der Statistischen Ämter des Bundes und der Länder, Statistik der Kinder- und Jugendhilfe, Kinder und tätige Personen in Tageseinrichtungen 2021, https://doi.org/10.21242/22541.2021.00.00.1.1.0, calculations by Forschungsverbund DJI/TU Dortmund. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. HF-06.3.2-1 in the online appendix

Read-out example: In 2021, there were 54,627 daycare centres in Germany, of which 48,430, or 88.7 percent, offered lunchtime meals.

Indicator En2

Children at daycare centres who receive lunchtime meals, by age group and federal state, 2021

Federal state	Children aged under 3			Children from the age of 3 until they start school		
	Total	With lunchtime catering		Total	With lunchtime catering	
		Number	Proportion in %		Number	Proportion in %
Baden-Württemberg	79,213	49,975	63.1	352,314	146,782	41.7
Bavaria	104,590	78,572	75.1	416,571	274,819	66.0
Berlin	48,040	47,000	97.8	120,430	117,725	97.8
Brandenburg	31,798	31,476	99.0	78,959	78,245	99.1
Bremen	5,193	4,821	92.8	20,839	20,236	97.1
Hamburg	26,369	26,178	99.3	56,815	56,109	98.8
Hesse	47,379	39,938	84.3	202,727	145,789	71.9
Mecklenburg-Vorpommern	19,389	19,328	99.7	49,524	49,358	99.7
Lower Saxony	56,438	45,257	80.2	246,117	163,550	66.5
North Rhine-Westphalia	101,851	86,282	84.7	540,077	450,328	83.4
Rhineland-Palatinate	30,501	19,877	65.2	128,041	80,276	62.7
Saarland	6,600	6,113	92.6	27,428	19,112	69.7
Saxony	48,314	47,944	99.2	135,291	134,194	99.2
Saxony-Anhalt	28,196	27,759	98.5	64,763	64,168	99.1
Schleswig-Holstein	20,518	15 ,05	77.0	86,337	59,663	69.1
Thuringia	26,113	25,842	99.0	65,745	65,096	99.0
Western Germany	478,652	372,818	77.9	2,077,266	1,416,664	68.2
Eastern Germany	201,850	199,349	98.8	514,712	508,786	98.8
Germany	680,502	572,167	84.1	2,591,978	1,925,450	74.3

Source: Forschungsdatenzentrum der Statistischen Ämter des Bundes und der Länder, Statistik der Kinder- und Jugendhilfe, Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege 2021, https://doi.org/10.21242/22541.2021.00.00.1.1.0, https://doi.org/10.21242/22543.2021.00.00.1.1.0, calculations by Forschungsverbund DJI/TU Dortmund. Adapted from: Meiner-Teubner, C., Schacht, D., Klinkhammer, N., Kruger, S., Kalicki, B., Fackler, S. (2023). ERiK-Forschungsbericht III. Befunde des indikatorengestützen Monitorings zum KiQuTG. Bielefeld; own presentation based on Tab. HF-06.3.3-1 in the online appendix

Read-out example: In 2021, 680,502 children under the age of three attended daycare centres in Germany. Of these, 572,178 or 84.1 % received lunch at the facility.

Effective access to adequate housing

Indicator W1

Share of children (<18) AROPE living in a household facing housing cost overburden, in per cent (housing cost overburden rate)[a], 2020 to 2022

Children and young people under 18 in households subject to an excessive housing cost burden [a]	2020	2021	2022
	in per cent		
Total	9.9%	11.6%	9.8%
Children at risk of poverty or social exclusion	26.4%	25.1%	22.6%
Children not at risk of poverty or social exclusion	5.1%	7.6%	6.0%

Notes: [a] The rate of excessive burden or overburden due to housing costs indicates the percentage of children and young people under the age of 18 living in private households where housing costs (after deduction of housing benefits or tax relief) account for more than 40% of net disposable income (also after deduction of housing benefits or tax relief). Housing costs include all monthly housing expenses, including water, electricity, gas, heating, insurance, maintenance and taxes. For tenants, this also includes the rent without deduction of housing benefits, in the case of homeowners, mortgage interest less tax relief, for example.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: In 2022, 22.6 % of children and young people at risk of poverty or social exclusion lived in households that spent more than 40 % of their net income on housing and were therefore subject to an excessive housing cost burden.

For information on indicator W1

Share of children (<18) AROP living in a household facing cost overburden, in percent (housing cost overburden rate)[a], 2020 to 2023

Children and young people under the age of 18 in households subject to an excessive housing cost burden[a]	2020	2021	2022	2023[b]
	in per cent			
Total	7.9%	9.2%	9.4%	11.4%[b]
Children at risk of monetary poverty	35.6%	32.2%	29.8%	36.1%[b]
Children not at risk of monetary poverty	3.0%	4.7%	5.9%	7.4%[b]

Notes: [a] The rate of excessive burden or overburden due to housing costs is reported for information purposes for the group of children and young people who are at risk of monetary poverty (AROP) in order to enable a comparison with the group of children and young people who are at risk of poverty or social exclusion (AROPE).

[b] Break in time series: the questions on housing costs were changed for owner-occupied households in 2023. The expenses for interest on loans and for regular maintenance and value-preserving repairs are now documented more accurately. For many households with outstanding loans, this results in significantly higher housing costs, which also significantly increases the proportion of households in this population group that are subject to excessive housing costs. This has an impact on the overall result, so it is not comparable with previous years.

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_lvho07a, last update 09.07.2024 (retrieved 15.07.2024)

Indicator W2

Share of children (<18) AROPE living in a household facing severe housing deprivation[a], in per cent, 2020

Children and young people under the age of 18 in households subject to severe housing deprivation[a]	2020
	in per cent
Total	2.6%
Children at risk of poverty or social exclusion	7.3%
Children not at risk of poverty or social exclusion	1.5%

Note: [a] Severe housing deprivation applies if a household is overcrowded and at least one of the indicators for housing deprivation is met at the same time. Housing deprivation refers to households with a leaky roof, no bathroom/shower/toilet, or living space that is considered too dark.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: In 2020, 7.3 % of children and young people at risk of poverty or social exclusion lived in households subject to severe housing deprivation.

For information on indicator W2

Share of children (<18) AROP living in a household facing severe housing deprivation, in per cent, 2020

Children and young people under the age of 18 in households subject to severe housing deprivation	2020
	in per cent
Total	2.5%
Children at risk of monetary poverty	6.4%
Children not at risk of monetary poverty	1.8%

Note: The rate of severe housing deprivation is reported for the group of children and young people at risk of monetary poverty (AROP) in order to enable a comparison with the group of children and young people at risk of poverty or social exclusion (AROPE).

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_mdho06a, last update 12.07.2024 (retrieved 15.07.2024)

Indicator W3

Share of children (<18) AROPE living in an overcrowded household, in per cent (overcrowding rate) [a]*, 2020 to 2022*

Children and young people under the age of 18 in overcrowded households[a]	2020	2021	2022
	in per cent		
Total	15.7%	16.2%	16.6%
Children at risk of poverty or social exclusion	34.3%	34.2%	34.0%
Children not at risk of poverty or social exclusion	10.3%	10.9%	11.4%

Note: [a] The overcrowding rate indicates the proportion of children and young people living in a household that is considered to be overcrowded. A household is considered overcrowded if it does not have the minimum number of rooms that meet the requirements for adequate housing: one room for the entire household, one room for each couple in the household, one room for each single person aged 18 and over, one room for two persons of the same sex aged 12 to 17, one room for each person aged 12 to 17 who does not fall into the previous category, and one room for every two children under the age of 12.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: In 2022, 34.0 % of children and young people at risk of poverty or social exclusion lived in an overcrowded household.

For information on indicator W3

Share of children (<18) AROP living in an overcrowded household, in per cent (overcrowding rate), 2020 to 2023

Children and young people under the age of 18 in an overcrowded household	2020	2021	2022	2023
	in per cent			
Total	16.8%	17.9%	18.5%	18.7%
Children at risk of monetary poverty	36.4%	36.9%	40.5%	43.7%
Children not at risk of monetary poverty	13.2%	14.1%	14.7%	14.6%

Note: The overcrowding rate is reported for the group of children and young people at risk of monetary poverty (AROP) in order to enable a comparison with the group of children and young people at risk of poverty or social exclusion (AROPE).

Source: Eurostat, EU-SILC, DOI: 10.2908/ilc_lvho05a, last update 20.06.2024 (retrieved 15.07.2024)

Indicator W4

Share of children (<18) AROPE living in a household unable to keep home adequately warm, in per cent, 2020 to 2022

Children and young people under the age of 18 in households that cannot heat their living space adequately due to lack of money[a]	2020	2021	2022
		in per cent	
Total	8.0%	3.3%	7.5%
Children at risk of poverty or social exclusion	22.9%	9.9%	21.3%
Children not at risk of poverty or social exclusion	3.7%	1.3%	3.4%

Note: [a] The information is an assessment by the households themselves as to whether they can afford to keep their home adequately warm. This aspect is one of the 13 criteria for determining severe material and social deprivation.

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Read-out example: In 2022, 21.3 % of children and young people at risk of poverty or social exclusion lived in households that were unable to heat their homes adequately due to a lack of money.

For information on indicator W4

Share of children (<18) AROP living in a household unable to keep home adequately warm, in per cent, 2020 to 2022

Children and young people under the age of 18 in households that cannot heat their homes adequately due to lack of money	2020	2021	2022
		in per cent	
Total	8.0%	3.3%	7.5%
Children at risk of monetary poverty	20.3%	8.5%	17.1%
Children not at risk of monetary poverty	5.8%	2.3%	6.0%

Note: The proportion of children and young people living in a household that cannot heat their homes adequately due to lack of money is reported for the group of children and young people at risk of monetary poverty (AROP) in order to enable a comparison with the group of children and young people at risk of poverty or social exclusion (AROPE).

Source: Eurostat, EU-SILC (2004-2022, Version 1, DOI: 10.2907/EUSILC2004-2022V1), own calculations

Indicator Wn1

Number of housing-excluded children, young people and young adults who are accommodated and housing exclusion rate per 100,000 people in the respective age group, 2022 and 2023

	31.01.2022		31.01.2023	
Housing-excluded young people in accommodation	Number	Rate[a]	Number	Rate[a]
aged under 18	47,200	333.1	105,505	737.6
aged between18 and 25	18,760	305.6	34, 870	566.9

Note: [a] Housing exclusion rate = accommodated, housing-excluded persons in an age group per 100,000 persons in the same age group

Sources: Federal Statistical Office (Statistisches Bundesamt – Destatis), Genesis-Online, Table 22971-0001, Statistik untergebrachter wohnungsloser Personen, retrieved 02.07.2024; data licence by-2-0; own presentation/calculation; Federal Statistical Office (Statistisches Bundesamt – Destatis), Genesis-Online, Table 12411-0005, Fortschreibung des Bevölkerungsstandes, retrieved 03.07.2024; data licence by-2-0; own presentation/calculation

Read-out example: As of 31 January 2023, 105,505 minors were housing-excluded in Germany according to reports submitted by municipalities and institutions. This is a housing exclusion rate of 737.6 per 100,000 children and young people under the age of 18.

Funded by:

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

DIJuF
Deutsches Institut für Jugendhilfe und Familienrecht e. V.
Forum für Fachfragen

SOCLES
International Centre for Socio-Legal Studies

DJI
Deutsches Jugendinstitut

Expert report

Thomas Meysen, Katharina Lohse, Julia Tölch

Municipal Poverty Prevention and the Contribution of the Law

Research on children, young people and families at the interface of academic study, politics and professional practice

The German Youth Institute (DJI) is one of the largest social science research institutes in Europe. For 60 years, it has been carrying out research into the living conditions of children, young people and families, advising the federal, state and local governments and providing key stimuli for professional practice.

There are currently around 470 employees at the DJI's two sites in Munich and Halle (Saale), including around 280 academic experts.

The DJI is mainly funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and the federal states. It receives further funding from the Federal Ministry of Education and Research (BMBF), the European Commission, foundations and other research funding institutions.

Publication details

© 2024 Deutsches Jugendinstitut e.V.

German Youth Institute (DJI)
Nockherstraße 2
81541 Munich

Date of publication July 2024
ISBN: 978 3-86379/537/5
DOI: 10.36189/DJI202433

German Youth Institute (DJI)
Halle Branch
Franckeplatz 1, Building 12/13
06110 Halle

Contact person:
Dr. Thomas Meysen
E-mail **meysen@socles.de**

Dr. Gerlinde Janschitz (DJI contact)
Tel. +49 89 62306-416
E-mail **servikid@dji.de**

Contents

List of abbreviations 5

Foreword 7

1 Introduction: Multisystemic group targeting rather than “pillarised” individual initiatives 8

2 Systems involved in municipal poverty prevention: outline of characteristics 10

2.1 Financial transfer payments 10
2.2 Services under the Social Code (selection) 11
2.3 Contributions from other public bodies 13
2.4 Public services and civil society 15

3 Tensions and frictions within the law 17

3.1 Needs-based justice between legal entitlements and infrastructure 17
3.1.1 Legal entitlements and dependency on application 18
3.1.2 Social space and low-threshold access 18
3.1.3 Needs-based justice and self-determination require legal rights and infrastructure 20
3.2 Empowerment and personal responsibility 21
3.2.1 Children’s rights and parental responsibility 21
3.2.2 Participation rights and obligations to cooperate 23
3.2.3 Respecting the limits of requiring proactive personal responsibility 24
3.2.4 Compensation through targeted support 24
3.3 Systemic logic and cross-system coordination and cooperation 25
3.3.1 Sharply contoured and amorphous systems 26
3.3.2 Mixed financing as a dead end 27
3.3.3 The myth of benefit provision from a single source 28
3.3.4 Coordination options under existing law 29
a) Networks, cross-case cooperation 29
b) Coordinated procedures, cooperation on a case-by-case basis 29
c) Coordinated transition planning 30
d) Case management 31
e) Integrated planning 31

4 Child-oriented, addressee-oriented, coordinated law-making and legal implementation 33

5 Literature 35

6 About the authors 41

List of abbreviations

para.	Paragraph
Art.	Article
AsylbLG	Asylum Seekers' Benefits Act
AufenthG	Residence Act
BAMF	Federal Office for Migration and Refugees
BGB	Civil Code
BKG	Federal Child Basic Child Allowance Act
BMAS	Federal Ministry of Labour and Social Affairs
BMFSFJ	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
BT-Drucks.	Bundestag printed documentation
BVerfG	Federal Constitutional Court
BVerwG	Federal Administrative Court
f.	following page
ff.	following pages
GG	Basic Law of the Federal Republic of Germany
GKV	Statutory health insurance (SHI)
IntV	Integration Course Ordinance
KiGrG-E	Draft bill for a law on the introduction of basic child protection and amending other provisions of 30 August 2023
KJSG	Act to Strengthen Children and Youth
KKG	Act on Cooperation and Information in Child Protection
ÖGD	Public Health Service
RefE	Draft legislation
SGB I	Book I of the Social Code (General Section)
SGB II	Book II of the Social Code (Basic Income Support for Jobseekers)
SGB III	Book II of the Social Code (Labour Promotion)
SGB V	Book V of the Social Code (Statutory Health Insurance)
SGB VIII	Book VIII of the Social Code (Child and Youth Welfare)
SGB IX	Book IX of the Social Code (Rehabilitation and Participation of People with Disabilities)
SGB X	Book X of the Social Code (Social Administrative Procedures and Social Data Protection)

SGB XI	Book XI of the Social Code (Social Long-Term Care Insurance)
SGB XII	Book XII of the Social Code (Social Assistance)
SGB XIV	Book XIV of the Social Code (Social Compensation)
UN CRC	Convention on the Rights of the Child
UVG	Advance Maintenance Payments Act
WoGG	Housing Benefit Act

Foreword

With the National Action Plan "New Opportunities for Children in Germany" (NAP), Germany is implementing the Council Recommendation on the introduction of a European Child Guarantee (abbr: EU Child Guarantee), which was unanimously adopted by all member states on 14 June 2021. The aim of the NAP is to ensure that children and young people at risk of poverty or social exclusion have effective and free access to high-quality early childhood education and care, educational programmes and school-based activities, healthcare, at least one healthy meal per school day and effective access to healthy food and adequate housing by 2030. The NAP was adopted by the Federal Cabinet on 5 July 2023 and will run until 2030.

The federal government reports to the Commission every two years on the implementation of the EU Child Guarantee in Germany. Each of these biennial reports (or "progress reports" for short) address a key topic in more detail. This topic is coordinated with the NAP Committee, a committee of around 50 people that accompanies the NAP process. The focus of the first progress report is municipal poverty prevention.

This prioritisation is intended to support the further development and dissemination of needs-based and target group-oriented approaches. To this end, it is important to clarify which approaches to poverty prevention have proven successful to date, how these fit into longer-term municipal strategies to combat child and youth poverty and how higher political levels of action can support municipal prevention through improved framework conditions. There also needs to be a better understanding of the potential and limits of the law in municipal poverty prevention for children.

A practically oriented expert report and a legal expert report were commissioned to answer these questions. Dr. Thomas Meysen (SOCLES International Centre for Socio-Legal Studies), Katharina Lohse and Julia Tölch (both German Institute for Youth Human Services and Family Law – DIJuF) drew up this legal expert report under the title *Kommunale Armutsprävention und der Beitrag des Rechts* ("Municipal Poverty Prevention and the Contribution of the Law"). The expert reports summarise the current state of knowledge with regard to the issues raised on municipal poverty prevention and lay the foundation for further discussion of the topic in the NAP process.

The Service and Monitoring Centre for the Implementation of the National Action Plan at the DJI would like to thank Dr. Thomas Meysen, Katharina Lohse and Julia Tölch for preparing this report.

Munich, July 2024
Service and Monitoring Centre for the Implementation of the National Action Plan "New Opportunities for Children in Germany" (ServiKiD)

1 Introduction: Multisystemic group targeting rather than "pillarised" individual initiatives

The law does not combat poverty. However, the fundamental rights (Art. 2 (1) in conjunction with Art. 1 (3) GG) and the welfare state principle (Art. 20 (1) GG) protect the dignity of children, young people and adults living in poverty by providing for a minimum subsistence level. This initially concerned livelihoods[1] and later also included participation.[2] Legislation also contributes to ending poverty and preventing it – but also manifesting it.[3] In the following report, we analyse the potential and limits of the law[4] in municipal poverty prevention for children, based on the following premises:

(a) Groups particularly affected by poverty as a starting point for policy and law-making: The Federal Constitutional Court has recognised that the legislator may deliberately favour children at the expense of other groups of people.[5] The Legislator is not obliged to distribute limited public funds according to the "one-size-fits-all" principle if there are objective reasons for this.[6] Policies and legislation are not limited to universal benefits and measures (e.g. child benefit, non-welfare housing), but instead pragmatically focus on identifying the groups particularly affected by child poverty in order to devote special attention to them (e.g. single-parent families,[7] families with parents or children with disabilities,[8] families with a history of immigration,[9] young care leavers[10]). Due to the abstract and general character of law[11], other groups and individuals will often also benefit from these targeted regulations.

(b) Identification of key factors influencing poverty: There are reasons why the identified groups are increasingly affected by child poverty. For example, single parents are primarily dependent on reliable daycare for their children, access to the

1 BVerfG 5 November 2019 – 1 BvL 7/16, marginal no. 118; 27 July 2016 – 1 BvR 371/11.
2 BVerfG 9 February 2010 – 1 BvL 1/09, cf. Rixen 2010.
3 AGJ 2022; Cook et al. 2024a.
4 On the subject of the further development of constitutional law with the aim of anchoring prevention in the Basic Law, cf. Janda 2021.
5 BVerfG 7 July 1992 – 51/86.
6 BVerfG 7 July 1992 – 51/86, marginal no. 151; cf. also BVerfG 8 July 1987- 1 BvL 8/84, marginal no. 103.
7 Federal Statistical Office – Statistisches Bundesamt 2024.
8 Eurostat 2023, p. 51; Beck 2002.
9 Destatis 2023.
10 On the creation of a data basis, cf. Erzberger et al. 2019 and the long-term study *Soziale Teilhabe im Lebensverlauf junger Erwachsener* ("Social participation in the life trajectory of young adults"), at https://cls-studie.de (retrieved 10 May 2024).
11 For example, BVerfG 19 November 2021 – 1 BvR 781/21, marginal no. 144

labour market and child maintenance payments[12].[13] For families with children with disabilities, a universal increase in child benefit is not enough;[14] instead, needs-based assistance for children's participation in daycare, school, culture, leisure and recreation, relief for parents and barrier-free housing play a key role in preventing poverty.[15] The same applies to families with more than three children. Other factors that can have a considerable influence in terms of families with a history of immigration are a lack of educational qualifications, language barriers and residential status.[16]

(c) Policy and law-making coordinated federally and across sectors: Preventing poverty among families with children or helping them escape poverty regularly requires the removal or reduction of several neuralgic barriers which hinder access to the necessary resources. Politics and law fall short if they only address individual poverty factors. Target group-specific prevention is therefore generally only effective if the political measures and their legal backing are harmonised. This firstly requires the coordination of legislation across departments (jurisdictional perspective) and the national, state and local levels (federal perspective), and secondly legally supported cooperation in the implementation of the law and cooperation on the ground.

In order to elaborate on the potential and limits of poverty prevention across departments and levels, an outline is provided of the defining characteristics of the systems involved (2), and the tensions and frictions inherent in the law are highlighted (3), after which the political perspectives are indicated (4).

12 Cook et al. 2024b; Byrt et al. 2024.

13 On the consideration of single parents in social law at the turn of the millennium, cf. Scheiwe 2003.

14 However, this is the only measure set out by the federal government in the Third Participation Report, BMAS 2021a, p. 73.

15 BMAS 2021a; 2021b.

16 Saleth et al. 2020.

2 Systems involved in municipal poverty prevention: outline of characteristics

Effective municipal poverty prevention requires both a preventative and poverty-sensitive organisation of support benefits and the interaction of several support systems. These follow legally determined systems of logic that are usually difficult or impossible to change, even given coordinated policy and law-making. The following provides an outline of the defining characteristics of the systems that influence the potential and limitations for municipal poverty prevention. After a brief introduction to financial transfer benefits for material security (cf. 2.1), SBG II, III, V, VIII, IX are singled out (2.2), though contributions to social long-term care insurance (SGB XI) and social assistance (SGB XII) also provide a number of families with essential building blocks for preventing and combating child poverty, for instance. This is followed by brief characterisations of other official systems, such as asylum and residence law, the public health service and schools (2.3). The chapter concludes with municipal public services, sport and civil society (2.4).

2.1 Financial transfer payments

Material security: On the one hand, material transfer benefits serve to secure livelihoods as an expression of human dignity in accordance with Art. 2 (1) in conjunction with Art. 1 (3) GG (Section 1 (1) SGB XII), Section 1 (1) SGB II).[17] On the other hand, they have the function of providing security in the event of life's vicissitudes (e.g. reduced earning capacity, accident, illness, separation).[18] According to the current logic of the legislator, poverty in childhood can only be reduced or overcome via the parents, and children are only addressed at the level of coping with the poverty situation.[19] This is particularly noticeable in the phase of independence, with significantly detrimental consequences for care leavers, for example.[20] The Federal Child Support Act (BKG) has the potential to allocate more active roles to children and young people, i.e. to those who are not yet "of age". Benefits to meet material needs also include child benefit, in future basic child allowance, citizens' income, child supplement, social assistance, basic subsistence benefits for asylum seekers under the Asylum Seekers' Benefits Act (AsylbLG), housing benefit under the Housing Benefit Act (WoGG), advance maintenance payments under the Advance

17 BVerwG 24 June 1954 – V C 78.54; Eichenhofer 2019.

18 BVerfG 18 July 2005 – 2 BvF 2/01, marginal no. 142; 17 November 1992 – 1 BvL 8/87, marginal no. 95; 27 May 1970 – 1 BvL 22/63, marginal no. 64.

19 Meiner-Teubner 2018.

20 Careleaver e.V. 2024.

Maintenance Payments Act (UVG) and benefits through the Education and Participation Package under SGB II or SGB XII.

2.2 Services under the Social Code (selection)

Basic income support for jobseekers (SGB II): In addition to the material security provided by SGB II – and in future BKG – the job centres provide benefits for integration into employment.[21] Due to the obligation to award contracts for the provision of services (cf. Section 16 (3a) SGB II), provision is determined by quotas of programme places, commissioned according to a procurement system based on invitations to tender. This places considerable limitations also on the flexibility of preventive programmes (cf. Sections 16a ff. SGB II)[22]. For those entitled to benefits, this means pressure to adapt to the measures, as the programmes can only be tailored to individual circumstances to a limited extent. The dependency on applications and detailed needs assessment hinder low-threshold services in the social space. An exception is provided for the support of young people who are difficult to reach, which is to be explicitly linked to the individual situation and therefore the living environment of the beneficiaries (Section 16h SGB III).[23]

Labour promotion (SGB III): One of the purposes of labour promotion under SGB III is to counteract unemployment and shorten its duration (Section 1 (1)(1) SGB III). The responsible agency here is the Federal Employment Agency. In addition to Unemployment Benefit I as a financial insurance benefit in the event of loss of income from work, SGB III offers active labour promotion measures. These address both parents and young people with disabilities or other special needs (e.g. Sections 52, 60 SGB III). As in SGB II, benefits are only paid on application and after an individual assessment and decision on a case-by-case basis. Exceptions to this are vocational guidance programmes under Section 33 SGB III[24] and the provision of general information about vacant training and employment positions.[25] Labour promotion benefits can only be provided by authorised providers (Sections 176 ff. SGB III). Labour promotion benefits under SGB III are subject to competitive tendering and the use of funds is earmarked (Section 368 (1) (2) SGB III).

Statutory health insurance (SGB V): The tasks of the statutory health insurance companies (SHI) are to maintain, restore and improve health (Section 1 (1)(1) SGB V). They are corporations under public law and distribute the contributions of the insured under a self-administered scheme (Section 29 SGB IV). As a result, the catalogue of benefits under Section 11 SGB V is sharply defined and conclusive.[26] This firstly ensures the reliability of healthcare provision, while secondly it means that

21 Cf. Lohse et al. 2017, p. 50 ff.
22 Deutscher Verein 2014, p. 3.
23 Schaumberg/Thie 2019, marginal no. → p. 115 ff.
24 Lohse et al. 2017, p. 62; Brand/Brand 2021, Section 33 SGB III marginal no. 2.
25 Lohse et al. 2017, p. 62; BeckOK Sozialrecht/Schmidt 2023, Section 40 SGB III marginal no. 4.
26 Hauck/Noftz/Noftz 2019, Section 11 SGB V marginal no. 9.

identified gaps in provision are only closed after a complex process of including further benefits in the catalogue (Sections 63 ff. SGB V). Health promotion and prevention benefits partially break with this systemic logic (Sections 20 ff. SGB V) in that they can be organised both individually (e.g. through group counselling or courses) and in relation to the living environment (e.g. at daycare centres, schools, clubs, companies or care facilities).[27] However, the family remains largely invisible under statutory health insurance schemes. In particular, it is not considered a "living environment" within the meaning of the specific prevention law of the statutory health insurance system; according to the setting approach of the prevention guidelines of the National Association of Statutory Health Insurance Funds (GKV-Spitzenverband), the only option is to switch to the community living environment (Section 20a (1)(1) SGB V).[28] As the services offered by the health insurance funds are strictly vertically oriented towards the people insured under them, prevention under Sections 20a ff. SGB V enables all children and families concerned in the social space to be addressed on a horizontal level. This socio-spatial break-up of the systemic logic is limited, however. Solidarity-based financing through contributions (Section 3 SGB V) and the statutory definition of tasks[29] results in strict structural requirements and rigorous budgetary rules on the use of funds (Sections 68 f. SGB IV).[30] As a rule, individual health insurance companies only agree to prevention programmes if large numbers of their policyholders live in the respective social space. But here, too, the health insurance companies' retain their clearly defined responsibility for benefits and financing.[31]

Child and youth welfare (SGB VIII): Child and youth welfare has a wide range of benefits and tasks[32] by which to realise the right of young people to promote their development and education so as to enable them to become self-determined, responsible and socially competent individuals (Section 1 (1) SGB VIII). It makes a direct contribution to combating poverty by providing support for children at daycare centres and in childminding (Sections 22 ff. SGB VIII) and legal guardianship assistance (Section 55 SGB VIII, Sections 1712 ff. BGB). Otherwise, it is called upon to act in a poverty-sensitive manner.[33] In relation to the parents, the child and youth welfare services only possess a derived parental authority (Section 9 (1) SGB VIII).[34] In order to ensure that the parents' right to determine the basic direction of their children's upbringing is preserved, SGB VIII offers extensive freedom to organise a needs-based range of services locally (Section 80 (2) SGB VIII).[35] Child and

27 Hauck/Noftz/Gerlach 2021, Section 20 SGB V marginal no. 25 f.; Lohse et al. 2017, p. 63 ff.

28 GKV-Spitzenverband 2023; Meysen/Rixen 2023; Meysen/Rixen/Schönecker 2019a, p. 523 f.; Meysen/Rixen/Schönecker 2019b.

29 Lohse et al. 2017, p. 19; Hauck/Noftz/Noftz 2017, Section 1 SGB V marginal no. 31

30 Lohse et al. 2017, p. 62.

31 Lohse et al. 2017, p. 72, 83, summary p. 20; on embedding measures in living environments in overarching prevention chains cf. GKV-Spitzenverband 2023, p. 27.

32 jurisPK/Luthe 2022, Section 1 SGB VIII marginal no. 88.

33 AGJ 2022.

34 Wiesner/Wapler/Wapler 2022, Section 1 SGB VIII marginal no. 17 f.; Münder et al./Meysen 2022, Section 1 SGB VIII marginal no. 10; Brandt/Meysen 2022, p. 33 f.

35 Münder et al. 2020, p. 356 ff.

youth welfare services can therefore establish special links with other systems (cf. 3.3.1 below) and are legally assigned the unpopular role of being the guarantor for deficits in other systems (Section 10 SGB VIII).[36] Overall responsibility lies with the local youth welfare organisations (Sections 69, 79 SGB VIII).[37]

Integration support under SGB IX: The aims of integration support are to enable people to maintain an individualised lifestyle that is in keeping with their dignity and to promote full, effective and equal participation in society (Section 90 (1) SGB IX). Benefits supporting the participation of parents with disabilities and young people with disabilities can make a significant contribution to poverty prevention. Employers and other social service providers are declared primarily responsible for the prevention of obstacles and the providers of integration support are requested to cooperate (Section 3 SGB IX).[38] Benefits are provided on application (Section 108 (1) SGB IX). Only benefit providers with whom a written benefit and remuneration agreement exists can be considered (Section 123 (1) SGB IX). The federal states determine the organisations responsible for integration support, which are predominantly the districts and the independent towns/cities.[39]

2.3 Contributions from other public bodies

Asylum and residence law: Displacement is regularly associated with "multidimensional" poverty (material, housing, education, health, leisure/play, etc.).[40] Depending on which country the foreigner comes from, an immigration history can also be associated with an increased risk of poverty.[41] In a system of asylum and residence law that tends to be aversive with regard to poverty prevention, "core programmes" are integration measures consisting of a language and orientation course (Section 44 AufenthG),[42] supplemented with other federal and state integration services (Section 45 AufenthG; e.g. socio-educational and migration-specific counselling services). They are also the starting point for cooperation with immigration authorities, the Federal Office of Administration, municipalities, migration services and organisations providing basic income support for jobseekers (Section 1 of the Integration Course Ordinance – IntV). The Federal Office for Migration and Refugees (BAMF) coordinates and manages the implementation of these

36 On the link to "economic and labour market policy", for example, cf. Kunkel et al./Kepert/Dexheimer Section 13 marginal no. 14

37 In more detail: Münder et al./Weitzmann/Schäfer 2022, Section 69 SGB VIII marginal no. 4 ff; Kunkel et al./Kunkel/Kepert 2022, Section 69 SGB VIII marginal no. → p. 10 ff.

38 Ritz/Brockmann 2022, marginal no. → p. 4 ff.

39 For an overview of the integration support providers in the federal states, see: https://umsetzungsbegleitung-bthg.de/gesetz/umsetzung-laender/ (retrieved 5 May 2024); Hauck/Noftz/Frerichs 2023, Section 94 SGB IX marginal no. 25.

40 AGJ 2015, p. 11.

41 Destatis 2023.

42 Kluth et al./Eichenhofer 2020, Section 4 marginal no. 1296.

courses.[43] Children, young people and young adults in school education are exempt (Section 44 (3)(1) AufenthG).[44] For young people up to the age of 27 who are no longer required to attend school, there are optional youth integration courses to prepare them for attending secondary schools or universities or other training programmes (Section 13 (1)(3)(1) IntV). Childcare can be organised for parental or women's integration courses (Section 13 (1) (3)(2) IntV).[45] The fulfilment of the obligation under European law to provide schooling for refugee children and young people within no later than three months of arrival[46] is the responsibility of the federal states.[47] In accordance with Section 45b AufenthG, a nationwide, free and low-threshold counselling service will also be explicitly set up from 1 January 2026 onwards to provide advice on labour and social law issues for third-country nationals.

Public health service (ÖGD) The tasks of the public health service (ÖGD) are to provide information on health issues, to protect and promote the health of the population, to contribute to the prevention and control of diseases, and to work towards appropriate healthcare provision, especially with regard to socially disadvantaged and particularly vulnerable people. The general, open-ended assignment of tasks offers a great deal of potential for prevention, but it also makes commitment dependent on the political will of the municipalities and federal states to provide the appropriate resources. The ÖGD is usually organised by districts and independent towns/cities in the form of subordinate health authorities. Legislative competence for the ÖGD lies with the federal states.

School: The school's mission is defined in the state school laws. The school authorities are usually the municipalities or districts. The school administration offices are state authorities. As places where children regularly spend time, schools can be considered a starting point for cooperative prevention measures, which can be organised, in particular, by the municipalities as school authorities and providers of municipal public services.[48] The legal entitlement to all-day childcare from 2026 will further boost these approaches. However, as state officials or state employees, school administrators have the domiciliary rights and the authority to organise what happens at schools and with the schools' cooperation. The school's own legal obligations to cooperate and provide counselling are usually formulated in general terms and do not grant pupils and their parents any enforceable rights. They therefore have a low level of obligation.

43 Huber/Mantel/Göbel-Zimmermann/Endres de Oliveira 2021, Section 43 AufenthG, marginal no. 7.

44 Kluth et al./Eichenhofer 2020, Section 4 marginal no. 1310.

45 Bergmann/Dienelt/Röcker 2022, Section 43 AufenthG No. 4.13.1.

46 Art. 14 (2)(1) of Directive 2013/33/EU of the European Parliament and of the European Council of 26 June 2013 laying down standards for the reception of applicants for international protection (recast) (Reception Directive).

47 For more on the deficits in implementation, cf. Wrase 2019, p. 58 ff.

48 Lohse et al. 2017, p. 16.

2.4 Public services and civil society

Municipal public services: Public services are generally understood to involve the provision of certain essential, existential or infrastructure services for all citizens of the local community by the state.[49] Public services are largely provided at municipal level,[50] in particular through the creation of public facilities.[51] The term "facility" is to be interpreted broadly, including schools, fire brigades, theatres, town halls, libraries, playgrounds, sports grounds and swimming pools.[52] In its multiple dimensions, the infrastructure for public services has the potential to prevent poverty. In the case of voluntary public services[53], as the term suggests, municipalities are free to create various prevention services, such as parents' cafés, educational centres, online portals with information ("prevention database"), or not.[54] The so-called "right to define responsibilities" gives municipalities a great deal of room for manoeuvre with regard to the choice of services required, subject to financial resources and political will.[55] Local contributions to poverty prevention in the context of public services are therefore fragile.

Sports: The range of sports on offer in municipalities can contribute to participation and – given general, barrier-free accessibility – also to the prevention of poverty. Sports clubs are actors in civil society. Their promotion is an essential component of municipal sports policy,[56] which also includes the creation of municipal play and sports facilities as a task of municipal public services. The municipalities are therefore "key players in an active sports policy":[57] in cooperation with sports clubs, it is possible to create low-threshold (and free) sports programmes, providing their statutory purpose and financial regulations support this[58].[59]

Civil society: Both civic engagement and voluntary material contributions (donations) from civil society contribute to the prevention of child poverty. Engagement reaches its limits where legal requirements are placed on the person carrying out the task (e.g. the requirement that youth welfare professionals are involved).[60] Particularly in the context of child poverty, there are sometimes forms of cooperation between civic engagement and other social actors.[61] The inclusion of donations in kind

49 Bogumil et al. 2010, p. 17.
50 Bogumil et al. 2010, p. 14.
51 Lohse et al. 2017, p. 106.
52 Held/Winkel/Wansleben 2014, p. 143.
53 For the distinction between mandatory and voluntary municipal tasks, cf. Lohse et al. 2017, p. 107 f., 110.
54 Lohse et al. 2017, p. 106 f.
55 Lohse et al. 2017, p. 105 f., 110.
56 Deutscher Städtetag 2022, p. 11, 14 ff.
57 Deutscher Städtetag 2022, p. 7.
58 Lohse et al. 2017, p. 111 ff. for more details.
59 Deutscher Städtetag 2022, p. 12.
60 Lohse et al. 2017, p. 120.
61 Sachverständigenkommission Zweiter Engagementbericht 2017, p. 73.

and cash contributions in poverty-prevention concepts requires a transparent and legally secure organisation of the acceptance procedure for these donations.[62]

62 Lohse et al. 2017, p. 121 ff.

3 Tensions and frictions within the law

The prevention of child poverty is a complex process that is shaped by inherent tensions. Poverty prevention requires firstly reliability and secondly adaptability to individual needs and local conditions in the social space, as reflected in the juxtaposition of application-dependent legal entitlements and low-threshold infrastructure (cf. 3.1). It oscillates between empowerment and respect for the personal responsibility of the addressees (3.2). The legally and organisationally compartmentalised support systems are to utilise the potential for compatibility of their respective systemic logic for cross-system coordination and cooperation, in the knowledge that they can only achieve an effect in combination (3.3).

3.1 Needs-based justice between legal entitlements and infrastructure

Municipal poverty prevention is based on the idea of coordinated, needs-oriented support in the social space.[63] According to the terminology coined in North Rhine-Westphalia, the programmes are to be designed and coordinated as "prevention chains",[64] oriented towards the social space and possibly financed via a "prevention fund"[65]. By establishing links with the living environments in the social space, the aim is to increase and improve the needs-based approach, i.e. access and accuracy of fit.[66] "Social space" orientation (i.e. toward the specific needs and characteristics of a local community or neighbourhood) is both a matter of course and a buzzword. Discussions about social budgeting across the social services sectors[67] have since led to a polarisation between application-based, entitlement-based benefits, on the one hand, (cf. 3.1.1) and easily accessible, low-threshold [68]infrastructure, on the other (3.1.2).[69] However, effective and efficient poverty prevention requires both (3.1.3).

63 Fischer 2024.

64 Holz et al. 2011; von Görtz 2015; Bogumil/Seuberich 2017 and 2015.

65 Lohse et al. 2017.

66 Cf. Kessl/Reutlinger 2017 for a differentiated discussion of the variety of ways in which the term "social space orientation" (*Sozialraumorientierung*) is used.

67 Hinrichs 2012 (child and youth welfare); Burgi 2013 (healthcare); Hoberg/Klie 2015; Netzwerk Soziales neu gestalten 2009 (both elderly care); Schütte 2015 (SGB IX).

68 Low threshold here means the possibility of direct utilisation without prior application to the responsible social benefit provider, cf. Meysen et al. 2014, marginal no. 81.

69 Hinte 2014; Hinte 2009; Hinte/Treeß 2007; Hinte 2000; for criticism of socio-spatial funding cf. Wiesner 2017; Gerlach/Hinrichs 2014; Seithe 2012.

3.1.1 Legal entitlements and dependency on application

German social benefits law is historically characterised by viewing benefit recipients not as petitioners but as holders of rights.[70] This is achieved by means of legal entitlements. In social law, these are often conditionally programmed: they exist if specifically defined, verifiable requirements are met.[71] In the event of a conflict, legal entitlements can also be enforced in court. However, in the case of legal consequences that are not specified by law, or only to a limited extent, justiciability may also be lacking despite a legal entitlement (e.g. child and youth work, Section 11 SGB VIII).

The downside of social benefits with guaranteed legal entitlements is the burden on the beneficiaries to take action when claiming them. In practice, the German Social Code and social benefit providers often make the assertion of legal entitlements dependent on a prior application and official review of the eligibility requirements (e.g. Section 37 SGB III, Section 323 SGB III, Section 108 SGB IX). The burden of activation is borne by the parents or young people, in this case those living in poverty. Legal entitlements are sometimes concealed behind technical solutions, which makes it impossible for some beneficiaries to assert their rights, or at least discourages them from doing so.[72] Examples include the considerable formal hurdles when applying for benefits under the Education and Participation Package (Section 28 SGB II, Section 34 SGB XII)[73], or the high threshold for access to therapies as health insurance benefits.[74] Enforcement can also fail due to a lack of transparency (e.g. lack of verifiability of the calculation processes for the amount of housing benefit, cf. Section 19 (1) WoGG) or due to ignorance of legal entitlements (e.g. support at daycare centres for refugee children)[75]. Going to the authorities can also be too high a threshold for some beneficiaries (e.g. take-up of child-rearing assistance by parents with mental health or addiction problems[76] or parents of children with disabilities or chronic illnesses[77]).

3.1.2 Social space and low-threshold access

The range of benefits is determined by the social service providers. They are also the ones who decide by administrative act on the granting of benefits and therefore also the suitability and necessity of the benefit. This underlying paternalistic approach to social benefits is reflected in the danger of an intrusive "colonisation" of

70 Klie et al. 1999.
71 Münder et al./Meysen/Münder/Trenczek 2022, introduction, marginal no. 38; on the distinction between conditional and final-programme legal claims, cf. also Münder et al./Trenczek 2022, Annex III marginal no. 106.
72 Cook et al. 2024c, p. 217.
73 Hagemeier 2020.
74 Meysen et al. 2019a, p. 104 f.
75 Riedel/Lüders 2016; Meysen et al. 2016.
76 AG KipkE 2019.
77 Meysen/Rixen 2023.

living environments and a "care siege" – where excessive care and support limit personal autonomy and freedom.[78] There is a power imbalance between authorities and beneficiaries: applying for benefits is not a meeting of equals, and the self-determination of beneficiaries is restricted.[79] For many people entitled to benefits, applications to the responsible social benefits agency remain a suitable way of asserting their legal rights and claiming support, despite the burden of having to be proactive, but for others, a benefit is only needs-appropriate if it can be utilised on a low-threshold basis. After all, approaches oriented towards the social space enable greater self-determination for those in need of help[80] and can lower inhibition thresholds. In particular, unlike in the case of high-threshold, application-based individual assistance, utilisation does not require a dedicated and schematic official entitlement check and does not trigger any direct obligations to cooperate on the part of the beneficiaries (as under Sections 60 ff. SGB I; cf. 3.1.1 above).[81]

Infrastructural services enable and facilitate direct access to support[82] and therefore fulfil key dimensions of the needs-based nature of services.[83] Help is offered where children and families who are potentially in need of help are located and can access the services themselves.[84] This means that they themselves decide whether to make use of the support offered to them and conclude contracts on the scope and substance of the support. In the case of low-threshold and therefore direct take-up, funding is two-sided – in contrast to three-sided funding, i.e. where an application has been submitted in advance and the social benefit provider has issued a decision on the granting of benefits.[85] This also applies if the directly accessible benefits are backed by enforceable legal entitlements ("delayed triangle of benefits";[86] e.g. support in childminding and at daycare facilities, Section 24 SGB VIII; child-rearing counselling, Section 28 SGB VIII).

The opening up of low-threshold access varies in the systems involved in poverty prevention. At a low-threshold level, information about and referral to assistance services are particularly relevant.[87] **Child and youth welfare** offers numerous low-threshold benefits per se (e.g. child and youth work,[88] school and youth social work, Sections 11, 13, 13a SGB VIII;[89] general promotion of child-raising in the family, Section 16 SGB VIII[90]). Child-raising counselling is expressly mandatory for low-

78 Beckmann 2021, p. 215 ff., 452 ff.; Dallmann-Volz 2013; Großmaß 2006; Ziegler 2014; Gängler/Rauschenbach 1984.
79 Beckmann 2021, p. 443 ff.; Meysen 2022, p. 77 f.; Wolff 2007; Olk/Otto 1987.
80 On strengthening the room for manoeuvre of single parents, cf. Andresen/Galic 2015, p. 165 ff.
81 AGJ 2013, p. 2.
82 AGJ 2013, p. 6; Meysen 2022, p. 85 f.
83 Andresen/Galic 2015, p. 171 ff.; Meysen 2022, p. 78 ff.; Münder et al./Meysen 2022, Section 36a SGB VIII marginal no. 38.
84 AGJ 2013, p. 2.
85 In detail: Meysen et al. 2014.
86 Meysen et al. 2014, marginal no. 5.
87 Lohse et al. 2017, p. 64.
88 Kepert 2018, p. 7.
89 Meysen et al./Meysen 2022, Chapter 4 marginal no. 8.
90 With examples of the benefits covered by this, cf. Lohse et al. 2017, p. 35 f.

threshold use (Section 36a (2) SGB VIII). Direct access can be provided for other non-home-based services.[91] In **healthcare**, the individual take-up of behaviour-related (certified) prevention benefits requires[92] an eligibility check to be carried out by the statutory health insurance provider, but access can be facilitated by means of medical prevention recommendations (Section 20(5), Section 25(1)(2), Section 26(1)(3) SGB V).[93] In the area of **integration support**, the federal states are supposed to work towards comprehensive, needs-based and inclusive services that are oriented towards the social space (Section 94 (3) SGB IX) and the integration support providers have a corresponding mandate to ensure this (Section 95 SGB IX). However, direct access to benefits without a decision on a case-by-case basis is generally not provided for (Section 108 SGB IX). Low-threshold, bilaterally funded services can only be created as a supplement if the work of the services and facilities cannot be ensured in any other way (Section 36 (3) SGB IX).[94]

3.1.3 Needs-based justice and self-determination require legal rights and infrastructure

Local prevention of child poverty is dependent on the dovetailing of benefits that are granted on application and those that can be utilised at a low threshold in the social space. Only in this way can the social services and support systems do justice to the different recipients and their needs. A four-year pilot project on neighbourhood development and social prevention in a district in the Free and Hanseatic City of Bremen undertook an expert evaluation of investments in the expansion of socio-spatial services while, at the same time, training social services specialists at the youth welfare office in socio-spatial work.[95] The low-threshold infrastructure in the social space was not designed as a counterpart to the provision of services by the youth welfare office in individual cases, but as a supplementary option that can also be used by the general social services. The organisation of a hybrid, interlinked offer of individual assistance and bilaterally financed infrastructure has proven successful at all levels. The beneficiaries used 19% more counselling and 40% less non-home-based parenting support. The specialists increased their room for manoeuvre in terms of arranging assistance services. Beneficiaries rate the assistance trajectory and the opportunities for participation more positively. Out-of-home placements fell by 30%, but not until the project reached its fourth year. Despite considerable investment in the social infrastructure and the training of specialist staff, total costs fell by 28% compared to 2014 and 2011.[96] The results of the study ought to provide an opportunity to initiate and evaluate comparable initiatives in poverty prevention. In any case, infrastructure and individual services should not be played off against

91 Meysen et al. 2014, marginal no. 43–56; Wiesner/Wapler/Gallep 2022, Section 36a SGB VIII marginal no. 39.

92 Section 20 (5)(1) SGB V in conjunction with GKV-Spitzenverband 2017, p. 43 f.

93 Lohse et al. 2017, p. 66; Hauck//Noftz/Gerlach 2021, Section 20 SGB V marginal no. 42.

94 Meysen 2022, p. 84 with further references.

95 Olk/Wiesner 2015.

96 Olk/Wiesner 2015.

each other, but should be organised in an interlinked manner and with the involvement of civil society.[97]

3.2 Empowerment and personal responsibility

Helping people to help themselves, resource orientation and empowerment are integral parts of social work.[98] The underlying principles are enshrined to very different degrees in the German Social Code. They have always been most firmly laid down in SGB VIII, most recently further boosted by the Act to Strengthen Children and Youth (KJSG).[99] Based on the concept of empowerment, recipients of social benefits in the fight against poverty are not purely passive, needy recipients, but competent actors who determine their own lives.[100] Professionals need to be supported so that the addressees become aware of their own abilities, develop their own strengths, and can use their individual and collective resources to lead a self-determined life.[101] Following a reflection on children's rights and parental responsibility (cf. 3.2.1), the importance of participation and the duty to cooperate is examined in connection with the prevention of child poverty (3.2.2). This gives rise to the necessity to respect the limits of activating personal responsibility (3.2.3) and compensate for disadvantages in a targeted manner (3.2.4).

3.2.1 Children's rights and parental responsibility

The poverty of children is usually inextricably linked to the poverty of their parents. Children are dependent on their parents for their standard of living and their access to resources.[102] In order to realise the child's right to material assistance and support programmes in cases of need (Art. 27 (3) of the Convention on the Rights of the Child), the situation of the family must therefore generally be addressed.[103]

As holders of fundamental rights, children and young people have a right to be guaranteed a minimum subsistence level in keeping with human dignity (Art. 1 (1) in conjunction with Art. 20 (1) GG). This also guarantees a minimum level of participation in social, cultural and political life under fundamental rights.[104] The Basic

97 AGJ 2013.
98 Herriger 2014.
99 BT-Drucks. 19/26107, p. 72.
100 Gutwalt 2021, p. 270.
101 Herriger 2014.
102 On the parent-centred nature of German childhood policy, cf. Iffland 2017, p. 127 ff.
103 Funcke/Menne 2023, p. 2.
104 BVerfG 9 February 2010 – 1 BvL 1/109.

Law therefore gives children and young people a right vis-à-vis the state to be supported and encouraged in their development into independent personalities.[105] This also includes the right to a school education.[106]

In most cases, children are dependent on the cooperation of their parents to realise their rights. As far as their material needs are concerned, the parents' maintenance obligation has so far taken precedence over state social benefits according to the constructions in the German Social Code (Section 1 (1)(3a) UVG, Section 33 SGB II, Section 94 SGB XII). Moreover, social benefits only ensure a minimum subsistence level, not an adequate basis for the family to live without poverty. Parents are also primarily entitled and obliged to fulfil the educational needs of their children (Art. 6 (2)(1) GG). The state may only take measures against the will of the parents if the welfare of the child is at risk due to parenting behaviour (Art. 6 (2) (2) GG, Section 1666 BGB). If there is merely insufficient support for the child's development and health, the state is called upon to solicit help so that parents accept the necessary support for their children.

Children are also generally dependent on their parents to enforce their rights under social law, with parents representing their children in exercising their rights (Section 1629 (1) BGB). Only from the age of 15 do young people have the opportunity to submit and pursue applications for social benefits themselves and to receive corresponding benefits (Section 36 (1) SGB I), such as citizens' income (Section 7 SGB II), child and youth welfare benefits (SGB VIII) or health insurance benefits (SGB V). The prerequisite is that the young people themselves are claimants, which is not yet the case in the area of child-rearing assistance, and also that the legal guardians have not restricted their capacity to act under social law by means of a written declaration (Section 36 (2)(1) SGB I).

Based on these principles, measures to prevent and combat poverty must take a systemic approach and always focus on three target group levels at the same time: (a) Measures are needed that specifically target parents and promote their employment. (b) Children and young people also need support that is independent of their parents, in particular through age-appropriate and low-threshold infrastructure as well as through further development of the legal framework for the self-determination of young people (e.g. independent use of medical care if they are mature enough[107] to give their consent or possess entitlements in the case of child-rearing assistance)[108]. (c) It is also important to take the whole family into consideration – not only in terms of benefits under SGB VIII, but also in the areas of health, school and nutrition.

105 BVerfG 29 July 1968 – 1 BvL 20/63, 1 BvL 31/66, 1 BvL 5/67.
106 BVerfG 19 November 2021 – 1 BvR 971/21.
107 Lohse et al. 2017, p. 25 ff.
108 Wapler 2017; on the debate regarding the law-making options for an inclusive SGB VIII, cf. DIJuF 2024.

3.2.2 Participation rights and obligations to cooperate

Actively involving children and young people is a key success factor in poverty reduction strategies, because participation has a twofold effect:[109] firstly, the experience of self-efficacy promotes the self-confident and healthy growth of children, while secondly, it also encourages children and young people to take on responsibility themselves.[110] The right of children to freedom of expression and the requirement to take their opinions into account, as enshrined in Art. 12 of the UNCRC, is only explicitly reflected in child and youth welfare law (Section 8 SGB VIII). However, consultation, participation and information requirements apply in all social benefit procedures (e.g. Section 24 SGB X, Section 36 SGB VIII, Section 117 SGB IX). Participation is also expressly prescribed in school law (e.g. Saarland School Co-Determination Act (SchumG[111]). Beyond the formal safeguarding of participation through laws and committees, it is crucial that participation is also embraced in practice, i.e. that a participation-friendly culture is promoted in the implementation of all measures introduced to combat child poverty.[112]

The obligation of addressees to participate must be distinguished from the right to participate: anyone claiming social benefits is obliged under Section 60 (1)(1) SGB I to state all facts that are relevant to the benefit, to provide evidence of them on request, and to notify the authority of any significant changes in the circumstances justifying the benefit without delay. This obligation to cooperate is specified in the various benefit laws. It serves to determine the facts of the case, which the authority is obliged to do ex officio.[113] These duties to cooperate are obligations. This means that cooperation is not enforceable in court, but non-cooperation leads to legal disadvantages for the addressee, in the worst case to the complete loss of the entitlement.[114] The situation is similar when recipients of benefits under SGB II refuse to take up reasonable work or training. Although a reduction in the standard requirement has a considerable impact on the children living in the household, the care of children is not considered an extraordinary hardship within the meaning of Section 31a (3) SGB II.[115] In the case of child-rearing assistance, on the other hand, refusal of assistance if the parents are unwilling to cooperate is only possible in very exceptional cases.[116]

109 For a positive example of the active involvement of children and young people in the legislative process on basic child protection through research, cf. Schlimbach et al. 2024.

110 Ministerium für Soziales, Gesundheit und Integration Baden-Württemberg 2023, p. 72.

111 Gesetz Nr. 994 über die Mitbestimmung und Mitwirkung im Schulwesen – Schulmitbestimmungsgesetz – Act No. 994 on Co-determination and Participation in the School System (SchumG) of 27 March 1974 in the version published on 21 August 1996.

112 On specialist quality standards for participation in municipalities, cf. BMFSFJ 2015, p. 32 ff.

113 BeckOK/Spellbrink 2020, preliminary remarks on Sections 60–67 SGB I marginal nos. 1–4.

114 BeckOK/Spellbrink 2020, preliminary remarks on Sections 60–67 SGB I marginal nos. 6, 7; cf. on the complex obligations to cooperate within the framework of the planned basic child protection Section 28 KiGruG-E.

115 Cf. Bundesagentur für Arbeit 2024, p. 13 ff.

116 DIJuF 2023b.

Closely linked to cooperation and participation is the question of whether an application for a social benefit is required (cf. also 3.1 above). Underlying this is the question of the extent to which the state has to approach addressees in order to ensure they take up the benefit. Child-rearing assistance can also be "applied for" based on the relevant behaviour[117], and there are other areas of social benefits where there is also a provision for informal applications (Section 37 SGB II, Section 323 SGB III, Section 108 SGB IX). In practice, however, formal requirements are often imposed: these are not treated as a formal demands but as obligations (Section 60 (2) SGB I).[118] Although a formal application requirement also applies to the planned basic child allowance, the aim is to reach as many children as possible by making it easy to claim, and other approaches are planned accordingly (basic child allowance check, family service centres close to home and digitalisation).[119]

In order to realise the goal of ensuring that children receive benefits to overcome poverty and promote their healthy upbringing, the burden on parents to take action when claiming entitlements must be reduced and application requirements and obligations to cooperate must be made as efficient as possible. In addition to low-threshold access, this also includes avoiding duplicate structures and unclear responsibilities.[120]

3.2.3 Respecting the limits of requiring proactive personal responsibility

Poverty among children is not self-inflicted. Children therefore have a right to expect that the state does not rely exclusively on individual responsibility to overcome poverty. They themselves can neither prevent nor eliminate their poverty. Parents are often limited in their opportunities for active engagement due to their life circumstances. In most cases, structural conditions (e.g. language, accessibility) or life situations (unemployment, single parenthood, low level of education, disabilities, non-German citizenship) are crucial contributing factors to poverty[121], and these cannot usually be overcome without targeted support.

3.2.4 Compensation through targeted support

Multi-perspective, cross-departmental approaches are therefore required. Differences in the starting conditions of young people must be compensated for (e.g.

117 Münder et al./Tammen/Trenczek 2022, Section 27 SGB VIII marginal no. 44.

118 Hauck/Noftz/Sichert 2010, Section 60 SGB I marginal no. 49.

119 Cf. RefE of a law on the introduction of basic child protection and the amendment of other provisions of 30 August 2023, to be found at www.bmfsfj.de/resource/blob/230676/c382d443a2effc1dbe9e0187854aa7ad/referentenentwurf-kindergrundsicherung-data.pdf (retrieved 18 May 2024).

120 Cf. Holz/Mitschke 2019, p. 20 ff.

121 Bpb 2023.

through basic child allowance, universal inheritance[122] in the case of educational disadvantages). While financially better-off parents can often compensate for deficiencies in the care system (e.g. private health insurance, private daycare centre or school, privately paid psychotherapy for the child), weaknesses in the care structure of the welfare state particularly affect families who live in poverty. Targeted compensation is therefore needed to make up for the disadvantages. This primarily concerns the structures of take-up and the way benefits are organised. In addition, within the framework of municipal public services, there are flexible options for emphasising the principle of solidarity in access to services (e.g. free admission to the municipal swimming pool[123], subsidising the *Deutschlandticket* for children from low-income families[124], free admission to excursion destinations[125]). In addition, mandatory tasks must be recognised as such, for example child and youth work services are not voluntary services – contrary to what is often claimed by municipal budget managers – and must also be financed in the event of a budget emergency.[126]

3.3 Systemic logic and cross-system coordination and cooperation

The political demand for better cooperation[127], including the proclamation of support "from a single source"[128] is as popular as it is justified. In legal reality, a fine political platitude only becomes a genuine impetus for improvement if the demand is backed up with concrete and well-thought-out structural ideas and (legally) secured resources. Coordination of services and cooperation on the ground can only be successfully organised if the different characteristics of the range of benefits provided through the systems (cf. 3.3.1) and the limits of the constitution are taken into account when organising joint administration and funding (3.3.2). If the myth of "assistance from a single source" (3.3.3) does not give rise to exaggerated expectations, the potential for coordination in the implementation of the law can be sensibly explored (3.3.4).

122 Bach 2021.

123 Free admission to Berlin swimming pools https://www.berlin.de/aktuelles/8023757-958090-kostenloser-eintritt-in-hallenbaeder-fue.html; retrieved on 18 May 2024.

124 *Deutschlandticket*, e.g. www.hamburg.de/bvm/medien/17012786/2023-03-28-bvm-deutschland-ticket/; retrieved 18 May 2024.

125 E.g. Baden-Württemberg state family pass www.baden-wuerttemberg.de/de/service/presse/pressemitteilung/pid/landesfamilienpass-2023-mit-zahlreichen-verguenstigungen; retrieved 18 May 2024.

126 Wiesner et al. 2013, p. 4; Wiesner 2024.

127 For example through the Federal Child Protection Act (KiSchG), BT-Drucks. 17/7522, p. 3: "early, coordinated and multi-professional services".

128 Cf. for example the federal legislator in the course of the introduction of procedural "guides" with the Act to Strengthen Children and Youth (KJSG), BT-Drucks. 18/9522, p. 193.

3.3.1 Sharply contoured and amorphous systems

If the actors involved in municipal poverty prevention identify gaps between their services, they are faced with the question of whether and if so, who could close these gaps, without waiting for changes in the law or decisions by the self-governing bodies of the social insurance organisations. When coordinating services, it is important to observe the systemic logic in each case (see 2 above) and ensure that mutual respect is maintained. The question of how sharply contoured or amorphous the systems and their performance are is of crucial importance here:

Sharp contours are important in terms of financial transfer payments, for example. Clearly defined conditions must be met in order to grant them, and the amount cannot generally be flexibly increased or reduced in individual cases or at local level. The benefits of the statutory health insurance funds – and similarly the social long-term care insurance under SGB XI – are also strictly limited in their self-administration logic to the benefits catalogue of the Joint Federal Committee.[129] At best, local healthcare providers can organise their own services within the framework of prevention programmes (Sections 20a ff. SGB V). In the case of benefits for integration in employment under SGB II, increased political will is also required due to the allocation mechanisms in order to achieve a precise fit in the coordinated fulfilment of needs. The potential for closing gaps with other benefit systems is limited. It is the task of local stakeholders to utilise the relevant range of services and to organise access in line with demand.

Amorphous systems offer localised scope for design. For example, child and youth welfare in SGB VIII is characterised by the requirement to design services in line with needs and to adapt them to local conditions (e.g. Section 9 (1), Section 80 SGB VIII). This makes it possible to approach the limits of other benefit systems. The willingness of local youth welfare organisations to take on the role of guarantor is diminished, especially when other systems are reluctant to assume responsibility.[130] The public health service and social assistance under SGB XII (e.g. assistance to overcome social difficulties, Sections 67 ff. SGB XII) offer similar organisational freedom. In the area of public services only determined to a limited extent by law, the municipality has legal sovereignty over the type and nature of its active engagement to prevent poverty.[131] In practice, a broad-based organisation of services fails due to the tasks assigned by state law that are not included in the municipal financial equalisation.[132] The contributions of sport and local civil society organisations depend, among other things, on how motivating the municipal structures are for poverty prevention.

129 Lohse et al. 2017, p. 147.
130 Meysen et al. 2019a.
131 Lohse et al. 2017, p. 147.
132 Eckhardt 2021, p. 81.

3.3.2 Mixed financing as a dead end

The Basic Law (GG) distinguishes between federal and state administration. It contains in Art. 83 ff. GG conclusive and – apart from certain limited exceptional cases [133] – indispensable regulations on the respective administrative competences.[134] When the federal government or the federal states exercise these responsibilities, the "principle of autonomous task fulfilment" applies: each administrative body must perform the tasks assigned to it under constitutional law "in principle through its own administrative facilities, i.e. with its own personnel, its own material resources and its own organisation".[135] Mixed administration[136] between the federal government and the federal states is not permitted unless the Basic Law expressly authorises it by way of an exception.[137] It follows on from this that "powers of co-planning, co-administration and co-decision-making of any kind in the area of responsibility of the federal states are excluded by the Basic Law if the relevant competences are not constitutionally transferred to the federal government".[138] These principles also apply to the relationship between the federal government and municipalities, as the latter are subordinated to the federal states in terms of state organisation and financial constitutional law.[139] The prohibition of mixed administration and Art. 104a (1) GG result in a fundamental prohibition of mixed financing in the relationship between the federal government and the federal states or municipalities,[140] i.e. "financial participation in the fulfilment of third-party administrative tasks".[141]

With regard to municipal prevention structures, the constitutional prohibition of mixed administration and financing particularly stands in the way of joint management and financing of prevention programmes by municipal agencies and the Federal Employment Agency as a federal authority.[142] However, one form of mixed administration explicitly authorised by the Basic Law is found in Art. 91e (1) GG, which permits cooperation between the federal government and the federal states or municipalities or associations of municipalities responsible under state law in the implementation of federal laws in the area of basic income support for jobseekers.[143]

133 BVerfG 7 October 2014 – 2 BvR 1641/11.

134 BVerfG 7 October 2014 – 2 BvR 1641/11; BVerfG 12 January 1983 – 2 BvL 23/81 with reference to BVerfG 21 October 1971 – 2 BvL 6/69 and BVerfG 10 February 1976 – 2 BvG 1/74.

135 BVerfG 20 December 2007 – 2 BvR 2433/04; BVerfG 12 January 1983 – 2 BvL 23/81.

136 For the terminology, cf. Janda 2021, p. 106 ff.

137 BVerfG 20 December 2007 – 2 BvR 2433/04 with reference to BVerfG 12 January 1983 – 2 BvL 23/81 and BVerfG 15 July 2003 – 2 BvF 6/98.

138 BVerfG 20 December 2007 – 2 BvR 2433/04 with reference to BVerfG 12 January 1983 – 2 BvL 23/81 and BVerfG 15 July 2003 – 2 BvF 6/98.

139 BVerfG 20 December 2007 – 2 BvR 2433/04 with reference to BVerfG 4 March 1975 – 2 BvR 1/72.

140 BVerfG 7 September 2010 – 2 BvF 1/09; Lohse et al. 2017, pp. 21, 60, 138.

141 Huber/Voßkuhle/Hellermann 2024, Art.104a *GG* marginal no. 55, 59

142 Lohse et al. 2017, pp. 21, 60, 138.

143 BT-Drucks. 17/1554, p. 4; BVerfG 7 October 2014 – 2 BvS 1641/11; Dreier/Heun 2018, Art. 91e GG marginal no. 22; on further mixed forms of administration in Art. 91a and Art. 91c GG, cf. Dreier/Heun 2018, Art. 91a GG marginal no. 7, Art. 91c GG marginal no. 6.

In relation to statutory health insurance, mixed administration and financing fails due to the contribution financing of statutory health insurance and the strict requirements this give rise to in terms of the use of funds.[144] The idea of creating "prevention funds"[145] in the sense of mixed funding is therefore a dead end – at least without a constitutional amendment.

The options for merging administration and finance at a purely municipal level are more flexible: this is primarily based on municipal budgetary law.[146] It reaches its limits in the "principle of each administration fulfilling its own responsibilities".[147] Here, too, it must be clear which funds are used to fulfil which municipal tasks.[148]

3.3.3 The myth of benefit provision from a single source

Policymaking follows the logic of federal and departmental responsibilities and therefore leads to the fragmented realisation of political goals. For those entitled to benefits, this results in an almost incomprehensible confusion of support systems. As the legislative process on basic child protection has vividly demonstrated, it is virtually impossible to bring about a legal clustering of the resulting political options for self-realisation. As has been shown (cf. 3.3.2 above), it is inadmissible to place the implementation of the law with its legally pillared systems in the hands of a single party due to the constitutional prohibition of mixed administration. As a result, discussion is focusing on including an exception to this for the municipal prevention of child poverty by amending the Basic Law, as is the case with basic income support for jobseekers under Article 91e GG.[149] However, even given an amendment to the Basic Law to this effect, the social insurance benefits under SGB V, VI and XI with their reservation of self-administration (Section 29 (3) SGB IV) would be excluded.[150]

The goal of "benefit provision from a single source" is therefore as justified as it is a myth. Multiple sources will continue to be involved in the prevention of child poverty in the future. The realistic goal is therefore to establish coordinated cooperation on the ground (cf. 3.3.4 below), backed up by political control via laws and money.[151]

144 Lohse et al. 2017, pp. 19, 62, 138.
145 Lohse et al. 2017.
146 Lohse et al. 2017, p. 139.
147 Lohse et al. 2017, pp. 19, 138, 147, 183, 186.
148 Lohse et al. 2017, p. 19, 138.
149 Janda 2021, p. 115 ff.
150 Lohse et al. 2017, p. 62 ff., 84 ff.
151 Meysen 2021.

3.3.4 Coordination options under existing law

Strengthening municipal poverty prevention is less about developing standardised or mixed benefits across systems and more about closing benefit gaps and coordinating benefits, avoiding duplicate structures and resolving situations where the allocation of responsibilities is not clear. Cross-actor municipal poverty prevention therefore requires cross-case cooperation and networking (a) as well as harmonised processes and procedures (b). Other effective strategies include coordinated transition planning (c), case management (d) and integrated planning (e).

a) Networks, cross-case cooperation

The social benefit systems all provide for more or less binding cross-case cooperation mandates. The basic standard is Section 86 SGB X, which obliges all benefit providers, associations and public-law organisations to cooperate closely in the fulfilment of their tasks. The obligations to cooperate are most far-reaching in child and youth welfare as a central actor for healthy and equal opportunities growing up (Section 81 SGB VIII, Section 3 KKG). In cross-case (and individual case-related) cooperation, there is often a lack of concrete obligation to cooperate on the part of other actors. This is repeatedly criticised.[152]

Whether or not statutory cooperation obligations would lead to a noticeable improvement in active participation and cross-actor cooperation is likely to depend on the extent to which the actors can recognise the benefits to themselves and the addressees, and whether cross-case cooperation work is actually recognised as such and taken into account in staffing levels. The (potential) cooperation partners regularly weigh up the costs and benefits when deciding whether to participate.[153] Since 2012, local youth welfare organisations have been obliged to set up networks for cooperation in child protection and early childhood intervention (Section 3 (3) KKG). Research has identified positive effects of networking in this area.[154] Sustainability is increased by the financing of network coordination through positions (or parts of positions) and the recognition of participation as paid service time or remunerated working time. These findings are also transferable to possible municipal networks for the prevention of child poverty. If established, consideration should be given to the relationship with other network and planning structures in which the same actors are involved, with the anticipated additional use of resources.

b) Coordinated procedures, cooperation on a case-by-case basis

152 For example, the SPD parliamentary group's 2010 motion "Promoting a healthy upbringing for children and young people" already included the demand to create corresponding cooperation obligations, BT-Drucks. 17/31178, p. 5.

153 von Santen/Seckinger 2003, p. 424 ff.

154 On cross-case cooperation, cf. Bertsch 2016, p. 43 ff.

Another approach to counteracting the compartmentalisation of assistance is to involve other stakeholders in the process of granting benefits. This approach is familiar from assistance planning (Section 36 (3) SGB VIII) and the overall planning procedure (Section 117 (6) SGB IX). The regulation on assistance planning goes further than that of integration support, which only involves the local public youth welfare organisation. The youth welfare office is required to involve any "public bodies, in particular other social service providers, rehabilitation providers or the school" (Section 36 (3) SGB VIII). Schools and school social work organisations are expressly requested to cooperate (Section 13 (2) SGB VIII).[155] Since poverty prevention – with the exception of guardianship and daycare – is at best an indirect task of child and youth welfare services, job centres and the Federal Employment Agency have so far only been involved from the perspective of training and independence for young people.[156] As far as can be seen, there has been no discussion as to whether the material security of the family should also be considered in an inter-institutional, multi-perspective and interdisciplinary clarification of needs and where the appropriate place for this would be.

c) Coordinated transition planning

Children and young people at risk of poverty are particularly vulnerable in transition phases. These often involve changes in the responsible benefit provider, the support institution or educational institution, other contact persons and the place of residence. There is a risk that connections are lost in education trajectories,[157] in assistance processes, in the social space (the sports club, the local neighbourhood) and social environment (friends, attachment figures). However, the transition into young adulthood, in particular, can also offer opportunities to escape the cycle of poverty.[158] The better the support systems are dovetailed during the transition, the more likely this is to succeed. Once again, this approach is furthest developed in child and youth welfare law. Section 36b SGB VIII requires the responsible public authorities, in particular the social service and rehabilitation providers involved, to arrive at agreements regarding the transition phase so as to ensure continuity and needs-orientation in the provision of benefits.[159] Obligations to this effect on the part of the potential parties to the agreement are still lacking.

Changes of responsibility within a system can also be critical events. The smooth organisation of this process requires avoiding interruptions to benefits, on the one hand (cf. e.g. technical instructions issued by the Federal Employment Agency in the event of relocation[160], or the continuing obligation to provide benefits, Section

155 Münder et al./Weitzmann 2022, Section 13a SGB VIII marginal no. 1.
156 Münder et al./Schönecker/Meysen 2022, Section 36 SGB VIII marginal no. 32.
157 DKHW 2023, p. 55.
158 Heinrich/Volf 2022, p. 43.
159 BT-Drucks. 19/26197, p. 88.
160 Bundesagentur für Arbeit 2024, p. 3.

86c SGB VIII) and, on the other hand, organisation of the case handover as effectively as possible in terms of substance.[161]

d) Case management

Case management is defined as a "procedure in human services [...] for the purpose of providing the necessary support [...] to people in individual cases in accordance with their needs".[162] It is particularly indicated when clients have multiple problems as well as difficulties in utilising social and healthcare services.[163] Case managers are not there to provide the benefits, but to help ensure that the benefits are actually provided.[164] Together with the addressees, they are responsible for selecting, coordinating, arranging and implementing the necessary benefits ("guidance").[165]

In more recent social legislation, there are elements that can be linked to case management, e.g. in the procedural "guide" services offered by case managers in child and youth welfare (Section 10b SGB VIII)[166] or in case management in social compensation law (Section 30 SGB XIV).[167] The legislator has also linked the procedural regulation of responsibility in Section 14 SGB IX to the intention of guaranteeing the fastest possible and most comprehensive provision of benefits to the person entitled to the benefits ("benefits from a single source") and therefore reducing the disadvantages of the organised system of rehabilitation.[168] As with the instruments of coordinated procedures and transition planning, case management to combat poverty also requires a clear allocation of tasks and responsibilities. However, none of the Books of the Social Code provides for "combating poverty" as a main benefit. Therefore, those involved in the municipal prevention of child poverty are required to find their own forms of organisation and financing for the implementation of case management.

e) Integrated planning

Effective municipal poverty reduction requires an overall municipal strategy.[169] The central instrument for this is integrated and strategic social planning, which is to be understood "as an organisational principle and a role in municipal government", by means of which "at the same time [...] a normative goal is associated, namely the creation of equal living conditions for all residents in a municipality".[170] Social plan-

161 On case handover in child endangerment cases, cf. Meysen/Eschelbach 2012, p. 187 ff.; Döring et al. 2006.
162 DGCC 2020.
163 ogsa 2019, p. 9.
164 Wendt 2021, p. 172.
165 Ibid, p. 174.
166 DIJuF/ism 2022.
167 Tietz 2022.
168 BT-Drucks. 18/9522, p. 193.
169 Deffte et al. 2020, p. 12 ff.
170 G.I.B. 2019, p. 6

ning – as opposed to individual assistance planning and facility-based concept planning – is infrastructure planning. It therefore revolves around the question of which services are needed in the respective area in terms of quantity and quality.[171] If it is integrated and strategically oriented, it is characterised by the fact that it overcomes the boundaries of compartmentalised levels of responsibility and action, involves all systems and develops cross-departmental solutions.[172] Social planning refers both to small-scale concepts and the organisation of cooperation between the stakeholders and their various disciplines at the meta level.[173] As a rule, a "social planning" office or department is responsible for developing integrated social planning together with other departments.[174]

Here again, the social planning that is defined most concretely by law is to be found in SGB VIII. Youth welfare planning stipulates that the public organisation must collect, plan and provide child and youth welfare services in a participatory manner (Section 80 SGB VIII). The aim is to create a pluralistic offer that reaches all young people and their families, which explicitly includes programmes that particularly support young people and families in vulnerable living and housing areas. Youth welfare planning must be coordinated with other local and regional planning processes (Section 80 (5) SGB VIII) and must therefore "take into account all aspects relevant to the local circumstances of children, young people and their families".[175] If it is equipped with the appropriate resources and competences at municipal level, youth welfare planning offers particular potential for systematically identifying the need for poverty-prevention services and developing the range of such services accordingly in a holistic manner.

171 Merchel 2012, p. 743.
172 G.I.B. 2019, p. 21
173 G.I.B. 2019, p. 7
174 For detailed information on approaches to the further development of integrated, cooperative social planning in the municipal space, cf. DV 2020, p. 9 ff.
175 BMFSFJ 2002, p. 255.

4 Child-oriented, addressee-oriented, coordinated law-making and legal implementation

The analysis of the legal framework for the municipal prevention of child poverty suggests that a child-centred focus should be adopted in the design and implementation of the law, and that in striving to improve justice for recipients, it is important not to remain blinkered to the paths paved in one's own system, but to think outside the box and look beyond the horizon in legislation and legal practice.

Child-orientation in municipal poverty prevention: The legislation on the basic child allowance has made a start in making children the point of departure in terms of the legal structure of poverty prevention: they do not share the fate of the parents (e.g. if they fail to fulfil their obligations to cooperate or benefits are reduced) but the parents receive benefits because of and for their children.[176] Adolescents and young adults can be specifically addressed as a group; they can be granted their own legal status in special life situations (e.g. care leavers).[177] It would be possible to ensure that the support provided for by law was not limited to a minimum, as has been the case to date[178]: instead, legislation and legal implementation on the ground could make a substantial contribution to the realisation of children's rights, enabling children to grow up with equal opportunities (cf. 3.2 above).

Ways to achieve greater addressee justice: "Think outside the box!"[179]: As we have seen (cf. 3.1 above), an effective strategy to prevent and combat child poverty requires both enforceable legal entitlements for children and parents, and social space-oriented infrastructure services. Firstly, this should ensure that services are reliably available nationwide and secondly that local barriers to take-up are removed, with access being flexible and needs-based. Only a coordinated, preventative and poverty-sensitive system[180] consisting of both individual assistance and low-threshold programmes can tackle the causes and consequences of child poverty in a sustainable and comprehensive manner.

The analysis of the current law has shown that the systemic, holistic basic orientation of child and youth welfare is best placed to recognise and deal with poverty-related problems in families across all legal spheres. Some systems could take this as an opportunity to strengthen the systemic perspective, for example under SGB V[181] or SGB IX.[182] The cooperation obligations deserve corresponding statutory

176 Witte/Wieda 2021; Meiner-Teubner 2018.
177 Careleaver e.V. 2024.
178 Meiner-Teubner 2018.
179 "Think in an unconventional way!"
180 AGJ 2022.
181 Cf. Meysen/Rixen 2023.
182 Cf. Meysen et al. 2019.

regulations within the legal framework of all systems involved.[183] For cooperation to happen, fundamental ideas need to be backed up with resources and legal security (cf. 3.3 above).

Ways to improve coordination: "Think out of the box!"[184]: The noble goal of combined or even standardised benefits to combat and prevent child poverty, possibly granted from a single source and financed from a common fund, is faced with sometimes insurmountable legal limits. The "pillarisation" of the systems has its function and will remain largely intact in the future. It is therefore crucial to transform these pillars into a load-bearing structure. All systems involved are called upon to think outside the box in terms of coordination options that are already legally possible or still need to be made possible. So both in terms of law-making and legal implementation, the path to a more needs-based coordination of services in poverty prevention leads to a multi-perspective expansion of successful approaches within each system based on service provision in other systems. In this way, established municipal practices for the prevention of child poverty can be sustainably secured and strengthened. At the political level, the network concept must be safeguarded and promoted through resources and infrastructure requirements. At the infrastructural level, centres for integrated planning and coordination of child poverty prevention services must be established and expanded. At the individual case level, consideration should be given to the parallel, social space-oriented provision of application-based benefits and low-threshold services along with "guides" or similar services for children, young people, young adults, parents and families at risk of or affected by poverty.

183 For example AGJ 2024, p. 9.
184 "See the bigger picture!"

5 Literature

Amthor, Ralph-Christian; Goldberg, Brigitta; Hansbauer, Peter; Landes, Benjamin; Wintergerst, Theresia (ed.) (2021): Wörterbuch Soziale Arbeit, ninth edition, Weinheim, Basel, 2021.

Andresen, Sabine; Galic, Danijela (2015): Kinder. Armut. Familie. Alltagsbewältigung und Wege zu wirksamer Unterstützung. Gütersloh: Bertelsmann.

Arbeitsgemeinschaft für Kinder- und Jugendhilfe – AGJ (2013): Die Förderung von Infrastrukturleistungen in der Kinder- und Jugendhilfe stärken. Positionspapier. Berlin (available at: www.agj.de/positionen/artikel-2/die-foerderung-von-infrastrukturleistungen-in-der-kinder-und-jugendhilfe-staerken.html, retrieved: 30 April 2024)

Arbeitsgemeinschaft für Kinder- und Jugendhilfe – AGJ (2015): Kind ist Kind! – Umsetzung der Kinderrechte für Kinder und Jugendliche nach ihrer Flucht. Positionspapier. Berlin.

Arbeitsgemeinschaft für Kinder- und Jugendhilfe – AGJ (2022): Armutssensibles Handeln – Armut und ihre Folgen für junge Menschen und ihre Familien als Herausforderung für die Kinder- und Jugendhilfe. Positionspapier. Berlin. (available at: www.agj.de/positionen/artikel/armutssensibles-handeln-armut-und-ihre-folgen-fuer-junge-menschen-und-ihre-familien-als-herausforderung-fuer-die-kinder-und-jugendhilfe.html, retrieved on: 30 April 2024)

Arbeitsgemeinschaft für Kinder- und Jugendhilfe – AGJ (2024): "Inklusion gestalten! Anregungen zum Beteiligungsprozess, Bewertungen der Gestaltungsoptionen zum Verfahren (2. Teil), Finanzierung, Übergang in die Eingliederungshilfe, Gerichtsbarkeit, Umstellung und Übergangsphase sowie Kostenheranziehung". Zweite zusammenführende Stellungnahme zum BMFSFJ-Diskussionsprozess "Gemeinsam zum Ziel". Berlin.

Arbeitsgruppe Kinder psychisch und suchtkranker Eltern (AG KipkE) (2019): Abschlussbericht. Hanover: AFET Bundesverband für Erziehungshilfen e.V.

Bach, Stefan (2021): Grunderbe und Vermögensteuern können die Vermögensungleichheit verringern. Vol. 88, No. 50. Berlin: Deutsches Institut für Wirtschaftsforschung e.V. (DIW). (available at: www.diw.de/documents/publikationen/73/diw_01.c.831670.de/21-50-1.pdf, retrieved on: 18 May 2024)

Beck, Iris (2002): Die Lebenslagen von Kindern und Jugendlichen mit Behinderung und ihrer Familien in Deutschland: soziale und strukturelle Dimensionen. In: Sachverständigenkommission 11. Kinder- und Jugendbericht (ed.): Vol. 4: Gesundheit und Behinderung im Leben von Kindern und Jugendlichen. Munich: DJI, pp. 175–316.

Beck'scher Online-Kommentar (BeckOK) (online): Sozialrecht. edited by Rolfs, Christian; Giesen, Richard; Kreikebohm, Ralf & Udsching, Peter. Munich. (citation: BeckOK Sozialrecht/author [year], Section X [Law] marginal no. Y)

Beckmann, Janna (2021): Elterliche Selbstbestimmung im Kinderschutz. Rechtliche Analyse unter Einbeziehung ethischer und sozialpädagogischer Aspekte. Baden-Baden: Nomos.

Bergmann, Jan; Dienelt, Klaus (2022): Ausländerrecht. Aufenthaltsgesetz, Freizügigkeitsgesetz/EU und ARB 1/80 (Auszug), Europäische Menschenrechtskonvention (Auszug), Grundrechtecharta und Artikel 16a GG, Asylgesetz. Munich: C.H. Beck. (citation: Bergmann/Dienelt/author 2022, Section X [Law] No. Y)

Bertsch, Bianca (2016): Wirkungen des Bundeskinderschutzgesetzes – wissenschaftliche Grundlagen. Ergebnisbericht zu Erhebungen im Gesundheitswesen. Munich: Deutsches Jugendinstitut e.V. (DJI).

Bogumil, Jörg; Pielow, Johann-Christian; Ebbinghaus, Jens; Gerber, Sascha; Kohrsmeyer, Maren (2010): Die Gestaltung kommunaler Daseinsvorsorge im Europäischen Binnenmarkt – empirische Untersuchung zu den Auswirkungen des europäischen Beihilfe- und Vergaberechts insbesondere im Abwasser- und Krankenhaussektor sowie in der Abfallentsorgung. Düsseldorf: Minister für Bundesangelegenheiten, Europa und Medien des Landes Nordrhein-Westfalen.

Bogumil, Jörg; Seuberich, Marc (2015): Gestalten statt Verwalten. Ressortübergreifende Präventionspolitik. Arbeitspapiere wissenschaftliche Begleitforschung "Kein Kind zurücklassen!". Werkstattbericht. Gütersloh: Bertelsmann Stiftung; ZEFIR.

Bogumil, Jörg; Seuberich, Marc (2017): Kommunale Präventionspolitik. Auf dem Weg zu einer etablierten Verwaltungspraxis. Arbeitspapiere wissenschaftliche Begleitforschung "Kein Kind zurücklassen!". Werkstattbericht. Gütersloh: Bertelsmann Stiftung; ZEFIR.

Brand, Jürgen (2021). SGB III • Sozialgesetzbuch Arbeitsförderung. Kommentar. Ninth edition Munich: C.H. Beck. (citation: Brand 2021, Section X SGB III marginal no. Y)

Brandt, Leon A.; Thomas Meysen (2022): Religion und Weltanschauung in der Kinder- und Jugendhilfe: Neutral gegen radikal? RaFiK-Rechtsexpertise zum Neutralitätsgebot. Heidelberg: SOCLES.

Bundesagentur für Arbeit (2024): Zweites Buch Sozialgesetzbuch – SGB II. Fachliche Weisungen §§ 31, 31a, 31b SGB II, last revised: 28 March 2024 (available at: www.arbeitsagentur.de/datei/fw-sgb-ii-31-31b_ba034000.pdf, retrieved on: 13 May 2024).

Bundesministerium für Arbeit und Soziales (BMAS) (2021a): Dritter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen. Teilhabe – Beeinträchtigung – Behinderung. Berlin: BMAS.

Bundesministerium für Arbeit und Soziales (BMAS) (2021b): Lebenslagen in Deutschland. Der Sechste Armuts- und Reichtumsbericht der Bundesregierung. Berlin: BMAS.

Bundesministerium für Familie, Senioren, Frauen und Jugend (2002): 11. Kinder- und Jugendbericht. Bericht über die Lebenssituation junger Menschen und die Leistungen der Kinder- und Jugendhilfe in Deutschland. Berlin: BMFSFJ.

Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ) (ed.) (2015): Qualitätsstandards für Beteiligung von Kindern und Jugendlichen. Allgemeine Qualitätsstandards und Empfehlungen für die Praxisfelder Kindertageseinrichtungen, Schule, Kommune, Kinder- und Jugendarbeit und Erzieherische Hilfen, last revised: March 2015. Third edition Berlin: BMFSFJ.

Bundeszentrale für politische Bildung (bpb) (2023): Ausgewählte Armutsgefährdungsquoten. Die soziale Situation in Deutschland. Bonn. (available at: www.bpb.de/kurz-knapp/zahlen-und-fakten/soziale-situation-in-deutschland/61785/ausgewaehlte-armutsgefaehrdungsquoten/, retrieved on: 18 May 2024)

Burgi, Martin (2013). Kommunale Verantwortung und Regionalisierung von Strukturelementen in der Gesundheitsversorgung. Baden-Baden: Nomos Verlag.

Byrt, Adrienne; Cook, Kay; Meysen, Thomas (2024): The tensions embedded within parents' access to and the administration of child support: A cross-country conceptual framework. In: Cook, Kay; Meysen, Thomas; Byrt, Adrienne (eds.) (2024): Single Parents and Child Support Systems. An International Comparison. Cheltenham (UK); Northampton (USA): Edward Elgar, pp. 20–31.

Careleaver e.V. (2024): Status "Care Leaver:in" sozialrechtlich absichern. Freiburg. (available at: https://careleaver.de/rechtsstatus-care-leaverin/, retrieved on: 11 May 2024)

Cook, Kay; Meysen, Thomas; Byrt, Adrienne (eds.) (2024a): Single Parents and Child Support Systems. An International Comparison. Cheltenham (UK); Northampton (USA): Edward Elgar.

Cook, Kay; Meysen, Thomas; Byrt, Adrienne (2024b): Introduction to Single Parents and Child Support Systems. In: Cook, Kay; Meysen, Thomas; Byrt, Adrienne (eds.): Single Parents and Child Support Systems. An International Comparison. Cheltenham (UK); Northampton (USA): Edward Elgar, pp. XI–XVII.

Cook, Kay; Byrt, Adrienne; Meysen, Thomas (2024c): Sticking points, blind spots and ways forward. Chapter 13. In: Cook, Kay; Meysen, Thomas; Byrt, Adrienne (eds.): Single Parents and Child Support Systems. An International Comparison. Cheltenham (UK); Northampton (USA): Edward Elgar, pp. 211–220.

Dallmann, Hans-Ulrich; Volz, Fritz Rüdiger (2013): Ethik in der Sozialen Arbeit. Frankfurt a.M.: Wochenschau Verlag.

Deffte, Vera; Frühling, Maria; Stolz, Heinz-Jürgen (2020): Qualitätsrahmen Gesamtstrategie. Gelingendes Aufwachsen ermöglichen. Münster: Servicestelle Prävention "kinderstark – NRW schafft ChancenQ", Institut für Soziale Arbeit e.V. (ISA).

Destatis (2023): Armutsgefährdungsquote nach Migrationshintergrund und ausgewählten Merkmalen. Wiesbaden: (available at: www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/Tabellen/migrationshintergrund-armutsgefaehrdung.html, retrieved on: 10 May 2024)

Deutsche Gesellschaft für Care und Case Management (DGCC) (2020): Was ist Case Management (CM)? Offizielle Definition der DGCC. Münster: DGCC (available at: www.dgcc.de/case-management/, retrieved on: 18 May 2024)

Deutscher Städtetag (2022): Kommunale Sportpolitik und Sportförderung. Positionen und Empfehlungen. Berlin.

Deutscher Verein (2014): Empfehlungen zu den kommunalen Eingliederungsleistungen nach § 16a SGB II. In: Nachrichtendienst des Deutschen Vereins (NDV), pp. 456 ff., 489 ff.

Deutscher Verein (2020): Eckpunkte des Deutschen Vereins für eine integrierte kooperative Sozialplanung. Berlin (available at: Eckpunkte des Deutschen Vereins für eine integrierte kooperative Sozialplanung (deutscher-verein.de), retrieved 30 May 2024)

Deutsches Institut für Jugendhilfe und Familienrecht e.V. (DIJuF) (2012): Anforderungen an die Antragstellung/Willensbekundung des Personensorgeberechtigten bei ambulanten und stationären Hilfen zur Erziehung; Rechtmäßigkeit der Hilfe ohne Einverständnis des anderen Elternteils. DIJuF-Rechtsgutachten. In: Das Jugendamt (JAmt), pp. 313–314.

Deutsches Institut für Jugendhilfe und Familienrecht e.V. (DIJuF) (2023a): Auslegung des durch das KJSG eingeführten § 27 Abs. 3 S. 3 SGB VIII. DIJuF-Rechtsgutachten. In: Das Jugendamt (JAmt), pp. 586–587.

Deutsches Institut für Jugendhilfe und Familienrecht e.V. (DIJuF) (2023b): Folgen bei fehlender Mitwirkung der Personensorge berechtigten im Hilfeplangespräch. DIJuF-Rechtsgutachten. In: Das Jugendamt (JAmt), pp. 124–126.

Deutsches Institut für Jugendhilfe und Familienrecht e.V. (DIJuF) (2024): Gesetzliche Gestaltungsmöglichkeiten eines inklusiven SGB VIII. Hinweise vom 16.5.2023 und 30.11.2023. In: Das Jugendamt (Jamt), pp. 71–86.

Deutsches Institut für Jugendhilfe und Familienrecht e.V. (DIJuF); Institut für Sozialpädagogische Forschung Mainz e.V. (ism) (2022): Positionspapier zum Verfahrenslotsen – § 10b SGB VIII Positionen und Vorschläge für die Umsetzung in die Praxis vom 4.8.2022. Heidelberg; Mainz: DIJuF; ism.

Deutsches Kinderhilfswerk e.V. (DKHW) (ed.) (2023): Kinderreport Deutschland 2023. Kinderarmut in Deutschland. Berlin: DKHW.

Döring, Ingrid; Fraumann, Doris; Heinz, Anette; Wittner Renate (2006): Was ist bei einer amtsinternen oder amtsübergreifenden Fallübergabe zu beachten? Chapter 49. In: Kindler, Heinz; Lillig, Susanna; Blüml, Herbert; Meysen, Thomas; Werner, Annegret (eds.): Handbuch Kindeswohlgefährdung und Allgemeiner Sozialer Dienst (ASD). Munich. Deutsches Jugendinstitut e.V. (DJI), pp. 49-1 – 49-5.

Dreier, Horst (2018): Grundgesetz. Kommentar. Vol. 3. Third edition Heidelberg: Mohr Siebeck. (citation: Dreier/author 2018, Art. X GG marginal no. Y)

Eckhardt, Thomas (2021): Das Bildungswesen in der Bundesrepublik Deutschland 2019/2020. Darstellung der Kompetenzen, Strukturen und bildungspolitischen Entwicklungen für den Informationsaustausch in Europa. Berlin: Kultusministerkonferenz.

Eichenhofer, Eberhard (2019): Gesellschaftliche und gesamtwirtschaftliche Bedeutung existenzsichernder Sozialleistungen. Chapter 1. In: Berlit, Uwe-Dietmar; Conradis, Wolfgang; Pattar, Andreas Kurt (eds.): Existenzsicherungsrecht. SGB II | SGB XII | AsylbLG | Verfahrensrecht. Handbuch. Third edition Baden-Baden: Nomos, pp. 17–28.

Erzberger, Christian; Herz, Andreas; Koch, Josef; Lips, Anna; van Santen, Eric; Schröer, Wolfgang; Seckinger, Mike (2019): Sozialstatistische Grundlage sozialer Teilhabe von Care Leaver:innen in Deutschland. Datenreport auf der Basis der Erziehungshilfeforschung und repräsentativer Paneluntersuchungen. Hildesheim: Universitätsverlag.

Eurostat (2023): Key figures on European Living Conditions. 2023 Edition. Brussels: European Union.

Fischer, Jörg (2024, in print): Perspektiven integrierter Ansätze zur Armutsprävention in Kommunen. Expertise. Erfurt.

Funcke, Antje; Menne, Sarah (2023): Kinder- und Jugendarmut in Deutschland. Factsheet. Gütersloh: Bertelsmann Stiftung. (available at: www.bertelsmann-stiftung.de/de/publikationen/publikation/did/factsheet-kinder-und-jugendarmut-in-deutschland, retrieved on: 10 May 2024)

Gerlach, Florian; Hinrichs, Knut (2014): Sozialraumorientierung statt Hilfen zur Erziehung: ein Fachkonzept als Sparprogramm. In: Dialog Erziehungshilfen, Issue 3, pp. 30–40.

Gesellschaft für innovative Beschäftigungsförderung mbH (G.I.B.) (2019): Grundlagen für eine integrierte und strategische Sozialplanung in der Kommune Eine Arbeitshilfe für Kommunen und Träger. Arbeitspapier Armutsbekämpfung und Sozialplanung. Bottrop: G.I.B.

Gesetzliche Krankenversicherungen (GKV) Spitzenverband (2023): Leitfaden Prävention – Handlungsfelder und Kriterien nach § 20 Abs. 2 SGB V zur Umsetzung der §§ 20, 20a und 20b SGB V vom 21. Juni 2000 in der Fassung vom 4. Dezember 2023. Berlin.

Görtz, Regina von (2015): Was kostet kommunale Prävention für Kinder und Jugendliche? Eine Einleitung. In: Micosatt, Gerhard; Yilmaz, Elmas: Kommunale Prävention – fiskalisch fokussiert. Eine Abgrenzung im Verbund staatlicher Aufgaben für ein gelingendes Aufwachsen. Gütersloh: Bertelsmann Stiftung, pp. 7–12.

Großmaß, Ruth (2006): Die Bedeutung der Care-Ethik für die Soziale Arbeit. In: Dungs, Susanne; Gerber, Uwe; Schmidt, Heinz; Zitt, Renate (eds.): Soziale Arbeit und Ethik im 21. Jahrhundert. Leipzig: Evangelische Verlagsanstalt, pp. 319–328.

Grube, Christian; Wahrendorf, Volker; Flint, Thomas (2024): SGB XII • Sozialhilfe mit Eingliederungshilfe (SGB IX Teil 2) und Asylbewerberleistungsgesetz. Kommentar. Eighth edition Munich: C.H. Beck. (citation: Grube et al./author 2024, Section X [Law] marginal no. Y)

Gutwalt, Rebecca (2021): Empowerment und Armut. Kap. 37. In: Schweiger, Gottfried; Sedmak, Clemens (eds.): Handbuch Philosophie und Armut. Berlin: Metzler, pp. 270–275.

Hagemeier, Felicitas (2020): Das Bildungs- und Teilhabepaket. Eine Analyse der Hürden und Chancen der Inanspruchnahme und Umsetzung der Leistungen für Bildung und Teilhabe aus der Perspektive der Schulsozialarbeit. Duisburg; Essen: Universität Duisburg-Essen Publications online.

Hauck, Karl; Noftz, Wolfgang (originator) (Loseblatt). Sozialgesetzbuch (SGB) I: Allgemeiner Teil. Berlin: Erich Schmidt Verlag. (citation: Hauck/Noftz/author [year], Section X SGB I marginal no. Y)

Hauck, Karl; Noftz, Wolfgang (originator) (Loseblatt): Sozialgesetzbuch (SGB) V: Gesetzliche Krankenversicherung. Kommentar. Berlin: Erich Schmidt Verlag. (citation: Hauck/Noftz/author [year], Section X SGB V marginal no. Y)

Hauck, Karl; Noftz, Wolfgang (originator) (Loseblatt): SGB VIII Kinder- und Jugendhilfe. Kommentar. Berlin: Erich Schmidt Verlag (citation: Hauck/Noftz/author [year], Section X SGB VIII marginal no. Y)

Hauck, Karl; Noftz, Wolfgang (originator) (Loseblatt): Sozialgesetzbuch (SGB) IX: Rehabilitation und Teilhabe von Menschen mit Behinderungen. Kommentar. Berlin: Erich Schmidt Verlag (citation: Hauck/Noftz/author [year], Section X SGB IX marginal no. Y)

Hauck, Karl; Noftz, Wolfgang (originator) (Loseblatt): Sozialgesetzbuch (SGB) XII: Income support [*Sozialhilfe*] Kommentar. Berlin: Erich Schmidt Verlag (citation: Hauck/Noftz/author [year], Section X SGB XII marginal no. Y)

Heinrich, Lea; Volf, Irina (2022): (Über-)Leben mit 28. AWO-ISS-Langzeitstudie zur Kinderarmut: Übergang ins junge Erwachsenenalter und Bewältigung der Corona-Krise. Frankfurt a. M.: Institut für Sozialarbeit und Sozialpädagogik e.V. (ISS).

Held, Friedrich Wilhelm; Winkel, Johannes; Wansleben, Rudolf (Loseblatt): Gemeindeordnung Nordrhein-Westfalen. Kommentar. Wiesbaden: KSV Medien. (citation: Held et al./author [year], Section X GO NRW marginal no. Y)

Herriger, Norbert (2014): Empowerment-Landkarte: Diskurse, normative Rahmung, Kritik. In: Aus Politik und Zeitgeschichte (APuZ), Issue 13–14, pp. 39–46.

Hinrichs, Knut (2012): "Sind die 'Neuen Hilfen / Sozialräumlichen Hilfen und Angebote' der Freien und Hansestadt Hamburg mit den Leitideen des SGB VIII vereinbar? Rechtsgutachten". standpunkt: Sozial, Sonderheft, pp. 5–68.

Hinte, Wolfgang (2000): Jugendhilfe im Sozialraum – Plädoyer für einen nachhaltigen Umbau. In: Der Amtsvormund (DAVorm), Sp. 929-942.

Hinte, Wolfgang (2009): Eigensinn und Lebensraum – zum Stand der Diskussion um das Fachkonzept "Sozialraumorientierung". In: Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete (VHN), Vol 78, pp. 20–33.

Hinte, Wolfgang (2014): Der "Fall im Feld" im SGB VIII – wie wird "Sozialraumorientierung" finanziert? In: Recht der Jugend und des Bildungswesens (RdJB), pp. 526–535.

Hinte, Wolfgang; Treeß, Helga (2007): Sozialraumorientierung in der Jugendhilfe. Weinheim: Juventa.

Hoberg, Rolf; Klie, Thomas (2015): "Strukturreform Pflege und Teilhabe". Sozialer Fortschritt, pp. 27–33.

Holz, Gerda; Mitschke, Caroline (2019): Die Monheimer Präventionskette – von der Vision zur Verwirklichung kindbezogener Armutsprävention auf kommunaler Ebene. Frankfurt a. M.: ISS.

Holz, Gerda; Schöttle, Michael; Berg, Annette (2011): Fachliche Maßstäbe zum Auf- und Ausbau von Präventionsketten in Kommunen. In: inform jugendhilfe & schule, Issue 2, pp. 3–12.

Huber, Bertold; Mantel, Johanna (eds.) (2021): AufenthG / AsylG. Aufenthaltsgesetz / Asylgesetz mit Freizügigkeitsgesetz/EU und ARB 1/80. Kommentar. Third edition Munich: C.H. Beck. (citation: Huber/Mantel/author 2021, Section X [Law] marginal no. Y)

Huber, Peter Michael; Voßkuhle, Andreas (eds.) (2024): GG: Grundgesetz. Eighth edition Munich: C.H. Beck. (citation: Huber/Voßkuhle/author 2024, Art. X GG marginal no. Y)

Iffland, Anna Maria (2017): Kindheitspolitik in Deutschland und Norwegen. Konstruktionen von Kindheit und Betreuung im Vergleich. Weinheim; Basel: Beltz Juventa.

Janda, Constanze (2021): Prävention verankern. Verfassungsrechtliche Konsequenzen aus dem Verbot der Benachteiligung aufgrund sozialer Herkunft. Gütersloh: Bertelsmann Stiftung.

juris Praxis-Kommentar (jurisPK) (online): Volume on SGB VIII edited by Nellissen, Gabriele; Luthe, Ernst-Wilhelm, overall publication edited by Schlegel, Rainer; Voelzke, Thomas. Saarbrücken: juris. (citation: jurisPK/author year, Section X SGB VIII marginal no. Y)

Kepert, Jan (2018): Aufsichts- und Verkehrssicherungspflichten bei der offenen Kinder- und Jugendarbeit nach § 11 SGB VIII. Gutachterliche Stellungnahme für die Arbeitsgemeinschaft Jugendfreizeitstätten Baden-Württemberg e.V. (AGJF). Freiburg.

Kessl, Fabian; Reutlinger, Christian (2017): Sozialraumorientierung. In: Böllert, Karin (ed.): Kompendium Kinder- und Jugendhilfe. Wiesbaden: Springer VS, pp. 1067–1093.

Klie, Thomas; Maier, Konrad; Meysen, Thomas (1999): Verwaltungswissenschaft. Eine Einführung für soziale Berufe. Freiburg: Lambertus.

Kluth, Winfried; Hornung, Ulrike; Koch, Andreas (eds.) (2020): Handbuch Zuwanderungsrecht. Allgemeines Zuwanderungs- und Aufenthaltsrecht nach deutschem und europäischem Recht. Third edition Munich: C.H. Beck. (citation: Kluth et al./author 2020, Section X marginal no. Y)

Kultusministerkonferenz, Das Bildungswesen in der Bundesrepublik Deutschland 2019/2020. Darstellung der Kompetenzen, Strukturen und bildungspolitischen Entwicklungen für den Informationsaustausch in Europa. Auszug, (available at: www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-dt-pdfs/bildungsfinanzierung.pdf, retrieved on: 17 May 2024)

Kultusministerkonferenz (2018): Bildung und Erziehung als gemeinsame Aufgabe von Eltern und Schule. Beschluss vom 11.10.2018, (available at: www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2018/2018_10_11-Empfehlung-Bildung-und-Erziehung.pdf, retrieved on: 12 May 2024)

Kunkel, Peter-Christian; Kepert, Jan; Pattar, Andreas Kurt (eds.) (2022): Sozialgesetzbuch VIII – Kinder- und Jugendhilfe, eighth edition. Baden-Baden: Nomos. (citation: Kunkel et al./author 2022, Section X SGB VIII marginal no. Y)

Laubstein, Claudia; Holz, Gerda; Seddig, Nadine (2016): Armutsfolgen für Kinder und Jugendliche. Erkenntnisse aus empirischen Studien in Deutschland. Gütersloh: Bertelsmann Stiftung.

Lohse, Katharina; Katzenstein, Henriette; Beckmann, Janna; Seltmann, David; Meysen, Thomas (2018): Ärztliche Versorgung Minderjähriger nach sexueller Gewalt ohne Einbezug der Eltern. Berlin: S.I.G.N.A.L. e.V. – Intervention im Gesundheitsbereich gegen häusliche und sexualisierte Gewalt.

Lohse, Katharina; Meysen, Thomas; Götte, Stephanie; González Méndez de Vigo, Nerea; Seltmann, David (2017): Akteursübergreifende Prävention – verknüpfte Planung, Umsetzung und Finanzierung von Präventionsketten. Möglichkeiten der Etablierung eines kommunalen "Präventionstopfs". Bertelsmann Stiftung (ed.). Schriftenreihe zur Prävention Vol. 8. Gütersloh: Bertelsmann Stiftung.

Meiner-Teubner, Christian (2018): Kinder- und Kindheitsbilder in den Existenzsicherungsgesetzen. Eine Analyse der Leistungen für Bildung und Teilhabe und die Wirkungen der legislativen Kinder- und Kindheitsbilder auf die Lebenssituation der Kinder. Weinheim; Basel: Juventa.

Merchel, Joachim (2012): Sozial und Jugendhilfeplanung. In: Thole, Werner (ed.): Grundriss Soziale Arbeit. Fourth edition Wiesbaden: VS Verlag für Sozialwissenschaften; Springer Fachmedien.

Meysen, Thomas (2021): Zukunftsfeste Verfassung für ein chancengerechtes Aufwachsen von Kindern. Vorwort. In: Janda, Constanze: Prävention verankern. Verfassungsrechtliche Konsequenzen aus dem Verbot der Benachteiligung aufgrund sozialer Herkunft. Gütersloh: Bertelsmann Stiftung.

Meysen, Thomas (2022): Gesicherte Rechtsansprüche versus infrastrukturelle Maßnahmen – oder geht auch beides? In: Scheiwe, Kirsten; Schröer, Wolfgang; Wapler, Friederike & Wrase, Michael (eds.): Rechtsdurchsetzung, Implementationsdefizite und Rechtsverwirklichung in der Kinder- und Jugendhilfe. Beiträge zum zweiten Forum Kinder- und Jugendhilferecht. Schriften zum Familien- und Sozialrecht Vol. 4. Baden-Baden: Nomos, pp. 75–90.

Meysen, Thomas; Beckmann, Janna; González Méndez de Vigo, Nerea (2016): Zugang begleiteter ausländischer Kinder zu Leistungen der Kinder- und Jugendhilfe nach der Flucht. In: Neue Zeitschrift für Verwaltungsrecht (NVwZ), pp. 427–431.

Meysen, Thomas; Beckmann, Janna; Reiß, Daniela; Schindler, Gila (2014): Recht der Finanzierung von Leistungen der Kinder- und Jugendhilfe. Rechtlicher Rahmen und Perspektiven im SGB VIII. Baden-Baden: Nomos.

Meysen, Thomas; Eschelbach, Diana (2012): Das neue Bundeskinderschutzgesetz. Baden-Baden: Nomos.

Meysen, Thomas; Lohse, Katharina; Schönecker, Lydia; Smessaert, Angela (eds.) (2022): Das neue Kinder- und Jugendstärkungsgesetz – KJSG. Baden-Baden: Nomos. (citation: Meysen et al./author 2022, p. X)

Meysen, Thomas; Rixen, Stephan (2023): Elternberatung in Familien mit Kind mit Behinderungen Rechtsexpertise zur psychologischen Beratung KOMPASS des Bunten Kreises Münsterland e.V. für Eltern von zu frühgeborenen, schwer und chronisch kranken Kindern. Heidelberg: SOCLES.

Meysen, Thomas; Rixen, Stephan; Schönecker, Lydia (2019a): Familien mit Kindern psychisch kranker Eltern: Systemübergreifende Weiterentwicklungsbedarfe im Sozialrecht (Teil II). In: Die Sozialgerichtsbarkeit (SGb), 66(9), pp. 519–526.

Meysen, Thomas; Rixen, Stephan; Schönecker, Lydia (2019b): Ist-Analyse zu Hilfe und Versorgung in Familien mit Kindern psychisch kranker Eltern. Rechtsexpertise. Heidelberg/Berlin. (available at: www.socles.org/kinder-psychisch-kranker-eltern, retrieved on: 20 June 2024).

Ministerium für Soziales, Gesundheit und Integration Baden-Württemberg (2023): Strategien gegen Armut. Stuttgart: Statistisches Landesamt Baden-Württemberg.

Münder, Johannes; Trenczek, Thomas; von Boetticher, Arne; Tammen, Britta (2020): Kinder- und Jugendhilferecht. Eine praxis- und sozialwissenschaftlich orientierte Darstellung des gesamten Kinder- und Jugendhilferechts. Baden-Baden: Nomos.

Münder, Johannes; Meysen, Thomas; Trenczek, Thomas (eds.) (2022): Frankfurter Kommentar SGB VIII. Baden-Baden: Nomos. (citation: Münder et al./author 2022, Section X Law marginal no. Y)

Netzwerk: Soziales neu gestalten (SONG) (2009). Lebensräume zum Älterwerden – Für ein neues Miteinander im Quartier. Memorandum des Netzwerks: Soziales neu gestalten (SONG). Gütersloh: Bertelsmann Stiftung.

Olk, Thomas; Otto, Hans-Uwe (1987): Institutionalisierungsprozesse sozialer Hilfe – Kontinuitäten und Umbrüche. Einleitung. In: Olk, Thomas; Otto, Hans-Uwe (eds.): Soziale Dienste im Wandel 1. Munich: Luchterhand, pp. 1–23.

Olk, Thomas; Wiesner, Tina (2015): Abschlussbericht der wissenschaftlichen Begleitung zum Modellprojekt "Erziehungshilfe, Soziale Prävention und Quartiersentwicklung" (ESPQ) (2011–2014) in Bremen. Halle/Saale.

Österreichischen Gesellschaft für Soziale Arbeit (ogsa) (2019): Standards für Social Work Case Management, Positionspapier der Arbeitsgemeinschaft "Case Management". Vienna. (available at: https://ogsa.at/wp-content/uploads/2018/12/ogsa_Standards-f%C3%BCr-Social-Work-Case-Management.pdf, retrieved on: 16 May 2024).

Riedel, Birgit; Lüders, Christian (2016): Flüchtlingskinder in der Kita. Zugänge gestalten, Kooperationen stützen! In: Kinder- und Jugendschutz in Wissenschaft und Praxis, Vol. 61(4), pp. 138–142.

Ritz, Hans-Günther; Brockmann, Judith (2022): Präventionsleistungen. Stichwort Nr. 140. In: Deiner, Olaf; Welti, Felix; Luik, Steffen; Brockmann, Judith (eds.): Behindertenrecht. Arbeits- und Sozialrecht | Öffentliches Recht | Zivilrecht. Alphabetische Gesamtdarstellung. Third edition Baden-Baden: Nomos, pp. 1192–1197.

Rixen, Stephan (2010): Grundrecht auf Existenzminimum. Anmerkung zu BVerfG 9.2.2010. In: Sozialgerichtsbarkeit (SGb), pp. 227–245.

Sachverständigenkommission Zweiter Engagementbericht (2017): "Demografischer Wandel und bürgerschaftliches Engagement: Der Beitrag des Engagements zur lokalen Entwicklung". Bericht der Sachverständigenkommission an das Bundesministerium für Familie, Senioren, Frauen und Jugend für den Zweiten Engagementbericht. Berlin: BMFSFJ.

Saleth, Stephanie; Bundel, Stephanie; Mätzke, Gabrina (2020): Arm ist nicht gleich arm: Armut bei Kindern mit Migrationshintergrund. GesellschaftsReport BW, Edition 2 – 2020. Stuttgart: Ministerium für Soziales und Integration Baden-Württemberg.

Santen, Eric van; Seckinger, Mike (2003): Kooperation: Mythos und Realität einer Praxis. Eine empirische Studie zur interinstitutionellen Zusammenarbeit am Beispiel der Kinder- und Jugendhilfe. Munich: Deutsches Jugendinstitut e.V. (DJI).

Schaumberg, Torsten; Thie, Stephan (2019): Leistungen zur Eingliederung in Arbeit (inkl. 1-Euro-Jobs). Chapter 29. In: Berlit, Uwe-Dietmar; Conradis, Wolfgang; Pattar, Andreas Kurt (eds.): Existenzsicherungsrecht. SGB II | SGB XII | AsylbLG | Verfahrensrecht. Handbuch. Third edition Baden-Baden: Nomos, pp. 701–746.

Scheiwe, Kirsten (2003): Wie wird Alleinerziehen sozialrechtlich berücksichtigt? In: Fegert, Jörg M.; Ziegenhain, Ute (eds.): Hilfen für Alleinerziehende. Weinheim; Basel; Berlin: Beltz Votum, pp. 80–107.

Schlimbach, Tabea; Guglhör-Rudan, Angelika; Herzig, Meike; Heitz, Hannah; Castiglioni; Laura; Boll, Christina (2024): Kinderarmut? Die Perspektive von Kindern und Jugendlichen. Abschlussbericht zum Projekt “Befragung von Kindern und Jugendlichen im Rahmen der Einführung einer Kindergrundsicherung in Deutschland”. Munich: Deutsches Jugendinstitut e.V. (DJI).

Schütte, Wolfgang (2015): “Trägerbudgets in der Eingliederungshilfe – Die sozialrechtliche Sicht am Beispiel von Trägerbudgets in Hamburg”. In: Rechtsdienst der Lebenshilfe (RdLH), pp. 114–117, 167–170.

Seithe, Mechthild (2012): Antwort auf einen Kommentar von Norbert Struck (Paritätischer Wohlfahrtsverband). In: Corax, Vol. 3, pp. 18–20.

Statistisches Bundesamt (2024): Statistischer Bericht: Haushalte und Familien. Wiesbaden: Statistisches Bundesamt.

Tietz, Alexander (2022): Die ergänzende Funktion des Fallmanagements nach § 30 Abs. 7 SGB XIV im Hinblick auf das Teilhabeplanverfahren. DVfR Reha Recht: Beitrag A21-2022 (available at: www.reha-recht.de, retrieved on: 17 May 2024)

Wapler, Friederike (2017): Jugendhilfe für Eltern UND Kinder oder für Eltern ODER Kinder? Anmerkungen zur geplanten Reform des Kinder- und Jugendhilferechts. In: Das Jugendamt (JAmt), pp. 162–167.

Wendt, Wolf Rainer (2021): Case Management. In: Kreft, Dieter; Mielenz, Ingrid (originator); Amthor, Ralf-Christian; Goldberg, Brigitta; Hansbauer, Peter; Landes, Benjamin; Wintergerst, Theresia (eds.): Wörterbuch Soziale Arbeit. Ninth edition Weinheim; Basel: Beltz Juventa, pp. 172–175.

Wiesner, Reinhard (2017): Editorial. In: Zeitschrift für Jugendhilfe und Kindschaftsrecht, pp. 127.

Wiesner, Reinhard (2024): Rechtsansprüche, Rechtspflichten und Konsequenzen bei Nichterfüllung im SGB VIII – Teil I. In: Das Jugendamt (JAmt), pp. 258–263.

Wiesner, Reinhard; Bernzen, Christian; Kößler, Melanie (2013): Jugendverbände sind zu fördern! Rechtsgutachten. Berlin: Deutscher Bundesjugendring (DBJR).

Wiesner, Reinhard; Wapler, Friederike (eds.) (2022): SGB VIII – Kinder- und Jugendhilfe, Kommentar. Sixth edition. Munich. (citation: Wiesner/Wapler/author 2022, Section X Law marginal no. Y)

Witte, Kirsten; Wieda, Christina (2018). Einführung. Janda, Constanze: Prävention verankern. Verfassungsrechtliche Konsequenzen aus dem Verbot der Benachteiligung aufgrund sozialer Herkunft. Gütersloh: Bertelsmann Stiftung, pp. 8–17.

Wolff, Reinhart (2007): Demokratische Kinderschutzarbeit – zwischen Risiko und Gefahr. In: Forum Erziehungshilfen (ForE), pp. 132–139.

Ziegler, Holger (2014): Unerbetene Hilfen, Versuch einer Begründung einiger Kriterien zur Legitimation paternalistischer Eingriffe in der Sozialen Arbeit. In: Soziale Passagen, Vol 6(2), pp. 253–274.

6 About the authors

Thomas Meysen heads the SOCLES International Centre for Socio-Legal Studies. With its interdisciplinary legal research, SOCLES focuses on a combination of social and legal issues in the diverse contexts of childhood, youth, family and gender. It sees itself as an interdisciplinary bridge-builder promoting the transfer of knowledge into politics and practice. Together with Kay Cook and Adrienne Byrt, Thomas Meysen recently published an international comparison on the subject of poverty prevention which looked at the situation of single parents in ten countries worldwide.

Katharina Lohse is a lawyer and Director of the German Institute for Youth Human Services and Family Law (DIJuF). She works on the rights of young people and their families in a variety of academic, professional and legal policy contexts. As head of the DIJuF, her particular focus is on supporting the youth welfare offices in legal matters. Together with Dr. Thomas Meysen, she was responsible for issuing an initial, fundamental legal statement on questions of cross-actor prevention in 2017.

Julia Tölch is a lawyer and specialist consultant at the German Institute for Youth Welfare and Family Law (DIJuF). She works in the legal advice/legal policy/research department, specialising in participation law/young people with disabilities and focusing, in particular, on legal issues at the interfaces between the benefit systems.

Funded by:

Federal Ministry for
Family Affairs, Senior Citizens,
Women and Youth

IKPE
Institut für kommunale
Planung und Entwicklung
An-Institut der FH Erfurt

DJI
Deutsches
Jugendinstitut

Expert report

Jörg Fischer

Perspectives on Integrated Approaches to Poverty Prevention in Municipalities

Research on children, young people and families at the interface of academic study, politics and professional practice

The German Youth Institute (DJI) is one of the largest social science research institutes in Europe. For 60 years, it has been carrying out research into the living conditions of children, young people and families, advising the federal, state and local governments and providing key stimuli for professional practice.

There are currently around 470 employees at the DJI's two sites in Munich and Halle (Saale), including around 280 academic experts.

The DJI is mainly funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and the federal states. It receives further funding from the Federal Ministry of Education and Research (BMBF), the European Commission, foundations and other research funding institutions.

Publication details

© 2024 Deutsches Jugendinstitut e.V.

German Youth Institute (DJI)
Nockherstraße 2
81541 Munich

Date of publication July 2024
ISBN: 978 3-86379/536/8
DOI: 10.36189/DJI202432

German Youth Institute (DJI)
Halle Branch
Franckeplatz 1, Building 12/13
06110 Halle

Contact person:
Prof. Dr. Jörg Fischer
E-mail: **joerg.fischer@ikpe-erfurt.de**

Dr. Gerlinde Janschitz (DJI contact)
Tel. +49 89 62306-416
E-mail **servikid@dji.de**

Contents

Foreword 4

1 Introduction 5

2 Active, integrated and preventive action – a programmatic approach to the demands and challenges of municipal poverty prevention 7

3 Findings in the area of municipal poverty prevention 11

3.1 Successful poverty prevention with a view to attitude 12
3.2 Successful poverty prevention with a view to content 12
3.3 Successful poverty prevention with a view to processes 14
3.4 Successful poverty prevention with a view to structures 15

4 Prospects for establishing long-term municipal strategies to combat child and youth poverty 17

5 Conclusions to be drawn for the federal states and the federal government 19

6 The National Action Plan as an opportunity – starting points for systematic poverty prevention 23

7 Literature 26

8 About the author 27

Foreword

With the National Action Plan "New Opportunities for Children in Germany" (NAP), Germany is implementing the Council Recommendation on the introduction of a European Child Guarantee (abbr: EU Child Guarantee), which was unanimously adopted by all member states on 14 June 2021. The aim of the NAP is to ensure that children and young people at risk of poverty or social exclusion have effective and free access to high-quality early childhood education and care, educational programmes and school-based activities, healthcare, at least one healthy meal per school day and effective access to healthy food and adequate housing by 2030. The NAP was adopted by the Federal Cabinet on 5 July 2023 and will run until 2030.

The federal government reports to the Commission every two years on the implementation of the EU Child Guarantee in Germany. Each of these biennial reports (or "progress reports" for short) address a key topic in more detail. This topic is coordinated with the NAP Committee, a committee of around 50 people that accompanies the NAP process. The focus of the first progress report is municipal poverty prevention.

This prioritisation is intended to support the further development and dissemination of needs-based and target group-oriented approaches. To this end, it is important to clarify which approaches to poverty prevention have proven successful to date, how these fit into longer-term municipal strategies to combat child and youth poverty and how higher political levels of action can support municipal prevention through improved framework conditions. There also needs to be a better understanding of the potential and limits of the law in municipal poverty prevention for children.

A practically oriented expert report and a legal expert report were commissioned to answer these questions. This report entitled "Perspectives on Integrated Approaches to Poverty Prevention in Municipalities" was written by Prof. Dr. Jörg Fischer of the Institute for Municipal Planning and Development (affiliated institute of Erfurt University of Applied Sciences). The expert reports summarise the current state of knowledge with regard to the issues raised on municipal poverty prevention and lay the foundation for further discussion of the topic in the NAP process.

The Service and Monitoring Centre for the Implementation of the National Action Plan, which is based at the DJI, would like to thank Prof. Dr. Jörg Fischer for preparing this report.

Munich, July 2024
Service and Monitoring Centre for the Implementation of the National Action Plan "New Opportunities for Children in Germany" (ServiKiD)

1 Introduction

This report is linked to the mandate to explore the extent to which the federal government and the federal states can strengthen integrated approaches to poverty prevention in municipalities, forming part of an initial progress report on the implementation of the Council Recommendation on the introduction of a European Child Guarantee in line with the National Action Plan "New Opportunities for Children in Germany". Based on the findings of municipal poverty prevention, the aim is to analyse the prospects for establishing longer-term municipal strategies to combat child and youth poverty and look at how higher political levels of action can support municipal prevention through improved framework conditions. In view of the remit and scope of the report, it is conceived as providing a general overview and is supported by secondary analyses.

Poverty is understood as a social phenomenon which involves a relative lack of provision in all areas of life due to insufficient income (Fischer 2018). Based on the life situation approach (Neurath 1979, and later applied to child poverty Kurth/Schaffrath Rosario 2007; Martens 2009), this includes not only basic material provision but also the cultural sphere, the social situation and the health situation. A lack of financial resources easily gives rise to holistic structures of disadvantage, all of which do not reflect a voluntary decision but are perceived by the children and young people concerned as coercion. This usually results in a sense of shame among people affected by poverty, and this is something that must be taken into account in its central importance for poverty prevention in the development of individual strategies. These perceptions of disadvantage and the continuing societal stereotypes about poverty result in a lack of societal participation and the resulting reduced opportunities for self-realisation, which cement poverty as a circular societal challenge (Fischer 2018). The general task of poverty prevention is to combat the causes of poverty, prevent poverty from arising in the first place, minimise the consequences of poverty that has arisen, help those affected to escape the poverty trap and change society's view of poverty as a social phenomenon.

Prevention is applied in this report with regard to poverty as a threefold aspiration to a preventive approach to this phenomenon. Firstly, a distinction is to be drawn between behavioural prevention, which is aimed specifically at the actions of individuals who are subject to or at risk of poverty, and situational prevention, which attempts to influence the environment and therefore the living conditions with regard to the emergence and management of poverty. Secondly, poverty prevention also includes the general subdivision into primary prevention with the general population as the target group, secondary prevention for those subject to a particular risk, such as single parents, large families or people who have experienced flight, and tertiary prevention for people who are already in a poverty situation. This involves different forms of contact, approaches and services. Finally, the idea of prevention can also give rise to a demand for active intervention by society or the state which is linked to certain normative ideas on the part of mainstream society and results in greater or lesser restrictions on personal development. For this reason, it is important to practise prevention based on a reflective approach to programmatic

and resource-related limitations. In terms of programme, a poverty-prevention approach includes the awareness that the idea of prevention is always linked to preconceptions and risk assessments that have little to do with the people affected and a lot to do with the worldviews of professionals. A reflective approach is therefore required when implementing the substance of any programme in order to be aware of this paternalism and to communicate transparently and act in a participatory manner – from the analysis through to the formulation of objectives. An approach that proves to be useful here is that of understanding prevention as the promotion of stabilising framework conditions so as to enable inclusion and avoid exclusion (Scherr 2024).

The aim of this report is to take a programmatic approach to the demands and challenges of municipal poverty prevention and examine what is being done at municipal level to prevent poverty and, above all, look at what insights are already available. Subsequently, perspectives are developed for the establishment of longer-term municipal strategies to combat child and youth poverty. This is linked to the question of what is still needed to strengthen poverty prevention, what role the federal government and the federal states can derive from this, and what contribution the National Action Plan can make.

2 Active, integrated and preventive action – a programmatic approach to the demands and challenges of municipal poverty prevention

Municipal poverty prevention refers to the municipal level of towns/cities and municipalities and therefore to the smallest political-geographical administrative unit. At the same time, the programmatic approach clearly reflects what poverty prevention stands for:

in contrast to the federal and state governments, municipal poverty prevention is implemented directly on the ground and, at the same time, controlled by local actors. The distinctive feature of municipal poverty prevention is its local focus of objectives, resources and performance evaluation, combined with direct contact with the target group.

At the same time, answers must be found at the municipal level to unequally distributed socio-economic challenges, which – in addition to the "conventional" structural components of an unequal society – are also exacerbated by current developments such as the increased intake of refugees. In addition, there are ecological challenges that have so far been less focussed on poverty prevention and whose burdens can only be mitigated in socially differing ways. An example of this is the financially limited ability of poorer sections of the population to avoid increasing urban heat or the likelihood of flooding by changing their place of residence in times of a difficult housing market.

These socio-economic and socio-ecological problems are clearly visible at the municipal level and have an impact on community life, even though it is not possible to fundamentally resolve the causes at this level. Municipalities only have limited opportunities to influence the extent of these problems locally. At the same time, this municipal room for manoeuvre in terms of impact response and prevention is influenced by the legal possibilities and also by funding allocations from the federal government and the federal states. In addition, there are widely lamented structural deficiencies such as the ban on cooperation between the federal and state governments in the school sector, which first and foremost have direct consequences for municipalities.

Given this background and the room for manoeuvre it imposes, the municipalities act in different ways with some variation in poverty prevention between the poles of being more administrative or formative, or more reactive or proactive. Municipal action is strongly influenced by differing financial situations and socio-structural circumstances. The reasons for the resulting differences in behaviour will not be pursued further in this report.

Rather, the focus is on the findings that municipalities have gathered in the context of poverty prevention, as these are very similar in terms of their success factors and

limitations, as will be explained in Section 3, although there are of course differences in the extent of the above-mentioned conditions. Despite all the diversity in the scope of the poverty problem, its local dynamics and the resources available, this report is based on the view that the experience at municipal level throughout Germany has been very similar in terms structure and procedure and that this gives rise to the same challenges with clear support requirements.

The tasks that still need to be tackled can, in turn, be addressed in different ways. It is important to distinguish between challenges that are to be solved by municipal policymakers and the municipal administration as the responsible body of the municipality within the framework of municipal public services, on the one hand, and poverty-prevention tasks for which municipalities are not responsible and which they are fundamentally not in a position to solve. These include school support for children with special needs, the establishment of school social work, developments on the labour market and support for the integration of new immigrants. This ambivalence is sometimes difficult to endure on the ground and requires particular sensitivity on the part of the federal and state governments with regard to municipal poverty prevention.

Despite this direct link to the problem of poverty, municipalities are limited in their capacity to solve the causes of poverty and the social inequality to which it gives rise. However, they can reinforce or mitigate poverty phenomena locally through their own policies, such as in dealing with social segregation (Helbig 2023) and by pursuing the relevant housing policy and spatial planning.

In general, municipal influence can also be exerted primarily in the **mitigation of the consequences of poverty**, which itself gives rise to a specific mandate for towns/cities, municipalities and districts that is the focus of this report. At the same time, although the full impact of poverty becomes comprehensively visible at municipal level, it can nonetheless be concluded that however effectively the municipalities respond to poverty, this will still not contribute to eliminating the causes of poverty.

Municipal poverty prevention continues to be defined by the development trends in the phenomenon of poverty in Germany and the forms of poverty to be observed. In addition to a crisis-driven deterioration in the living conditions of many children, young people and families, these particularly include an increase in the average length of time spent in poverty and increasingly difficult opportunities to exit the cycle of poverty, with the relevant negative consequences (Volf/Laubstein/Sthamer 2019; Renner et al. 2023).

Based on these findings and the resulting consequences for individual life trajectories, the state of community life and the situation of municipalities, it can generally be said that municipal poverty prevention only makes sense if it is active, integrated, networked and preventive:

1. **Active poverty prevention** takes into account the empirical fact that certain population groups are affected to a greater extent by poverty: these include people who are able to work and those disadvantaged in accessing

employment, people with low incomes, single parents, families with multiple children, people with low qualifications and people who do not hold German citizenship. It is also guided by the realisation that conscious design is required that is not reduced to mere administration and that poverty prevention cannot function successfully without state regulation in dealing with societal inequalities. Since the publication of the federal government's first Poverty and Wealth Report (2001), if not before, there has been a change in awareness in many municipalities to take a less ideological and more pragmatic approach to poverty prevention and to recognise the problem of poverty as such. One reflection of this municipal development is the large number of municipal poverty reports that are now published.

2. **Integrated poverty prevention** is a necessity that arises from the realisation that although poverty is a material deficiency, it has huge consequences in all areas of life. This assessment can be underpinned by a consideration of the effects according to the life situation concept. Seen from this point of view, a lack of financial resources results in huge disadvantages in all other dimensions of life, such as basic material provision, in the cultural and social sphere, and in the individual's psychological and physical situation. Poverty as a holistic phenomenon therefore also requires a holistic approach and a corresponding solution, which cannot be perceived and dealt with politically and administratively by one responsible body alone. Rather, the complexity of the phenomenon gives rise to the need for a holistic approach in various policy fields and specialist areas – which is precisely what happens through the integrated approach presented in the findings.

3. **Networked poverty prevention** results from an integrated perspective, because a holistic perception can only be achieved through a collaborative approach. In this context, networked means a deliberately multi-professional, inter-institutional and civil society-inclusive strategy for bundling all societal resources and drawing on citizen-oriented approaches. The necessity of networking stems from the realisation that merely emphasising individual responsibilities and improving the so-called "pillarised" service structures (Schubert 2022) is not sufficiently proportionate to the added value achieved. The appropriate response to a modernisation of preventive action is therefore not more of the same but must at least be supplemented with the search for new approaches that go beyond purely administrative logic. This is primarily about a mindset and form of action which takes account of all the existing approaches, resources and structures. Greater efficiency could be achieved by utilising synergy effects, expanded scope for manoeuvre, socio-spatial approaches and the involvement of stakeholders who, despite their potential, were unable to participate for reasons of responsibility. This approach involves an enormous boost in the professionalisation of the players involved and key stimuli for organisational development. Examples of successful networking approaches are seen in early childhood intervention programmes and in local educational landscapes, but also in youth support units as centres of youth justice, taking into account all risks and side effects.

4. **Poverty prevention with a primary and secondary focus** refers in particular to the fact that entering and remaining in a poverty situation for an extended period of time already has massive consequences that must be prevented at all costs. The tertiary-preventive attempt to mitigate the negative consequences of poverty that have already occurred and prevent recurrence remains an important component of poverty prevention, also at the municipal level. However, an active approach based on proactive structuring and early, low-threshold access requires action at a much earlier stage, which can only be taken through upstream primary and secondary programmes. Here again, approaches that focus solely on changing individual behaviour do not do justice to the societal reproduction of poverty structures. As a result, the focus is on preventing poverty situations by creating a favourable environment in the sense of **structural prevention**, for example through the approach of **prevention chains.** These are understood as a strategic communication and action approach along the biography of childhood which is adapted to local circumstances based on integrating and networked elements, preventively focussing on needs-based infrastructure development and therefore aimed at bringing about a change in circumstances in terms of local living conditions. This also includes the establishment of low-threshold and early information and support services which do not focus on people's problems but on their existing resources, thereby also appealing to target groups that would otherwise tend to reject services that are perceived as patronising.

One prime example of these low-threshold and participatory primary and, above all, secondary preventative approaches is early childhood intervention programmes with support provided through the healthcare system and child and youth welfare services for parents during pregnancy and those who have children up to the age of four. Since they are designed to be proactive, integrated and networked within the scope of their limited possibilities, they can be regarded as a prototype for successful poverty prevention. In this respect, it is important to draw on the experience of early childhood intervention:

- by extending early childhood intervention in terms of age groups at least until children start school, or even better until the transition from primary school to secondary school, so that other areas of action such as early childhood and school education can also become part of municipal poverty prevention, and
- by consciously transferring the findings from this successful approach strategically to other fields of action that require a rethink in terms of poverty prevention. Examples of this are the issues of ensuring inclusion, and the transition from school to work.

Behind these general deductions is a municipal aspiration to proactively shape and influence local environmental conditions, to make use of socio-spatial resources and to tackle the existing challenges facing a thriving childhood and life at the local level in a participatory and empowering way.

3 Findings in the area of municipal poverty prevention

With a view to further developing the municipalities in terms of active poverty prevention and also higher political levels of action, valuable findings can be derived from the experience of broad municipal engagement. This is linked to the aim of achieving a **sustainable impact** through active, integrated, networked and preventive action. However, all municipal activities are linked to the realisation that this only works based on sufficient financial resources. Municipalities that have so far excelled in poverty prevention have not been able to assume that, beyond the use of individual pilot projects, their strategically designed activities with sustainable approaches will receive dedicated **financial support** from the federal and state governments. It is therefore not surprising that poverty-prevention activities at municipality level have largely only consisted of beacon-type projects to date and that efforts to establish an inter-municipal approach or more systematic support from the federal states face difficulties. This has an impact on municipalities that are still in a wait-and-see position with regard to poverty prevention, therefore preventing further development. For this reason, the active municipalities generally take every opportunity they can for exchange and support offered by the activities of the federal states and foundations, as well as inter-municipal dialogue.

With regard to the financing of municipal poverty prevention, the following general interim conclusion can be drawn:

- the **municipalities that act as beacon projects should not be overburdened with expectations**, and their engagement should not be misunderstood as a signal that it is possible to successfully prevent poverty – especially in the long-term, deeper and more sustainable sense – without adjusting the framework conditions for municipalities,
- it must also be **financially worthwhile for municipalities** to prevent poverty,
- municipalities do not need further model projects to prevent poverty, but rather **longer-term models for financing** and further development in terms of programme content,
- existing approaches to **systematic promotion by the federal states** should be strengthened and systematised, and
- **existing innovative approaches from civil society, such as foundations or municipal organisations,** also need to be supported, since they have neither the mandate nor the skills to take on central welfare state tasks.

These points are further underpinned in the sections that follow.

These fundamental findings are the premise for all subsequent conclusions, though they are by no means exhaustive. The findings are subsequently translated into a breakdown of internal and external conditions for success, which are divided into attitude, content, processes and structures.

3.1 Successful poverty prevention with a view to attitude

The view of poverty and the actors' own ability to take action in relation to it from a professional and institutional perspective has proven to be vital to both the preventive design mandate and the networked mode of thought and action in poverty prevention. As such, a **local attitude towards poverty** and social inequality as a challenge facing policymakers, experts and civil society is the foundation on which everything is built. Whether or not **poverty shifts from being a taboo subject to a top priority** largely depends on attitude, especially within politics and administration, and not on factors such as financial status, political situation or the degree of urbanisation of the municipality. Networked and integrated poverty prevention is inconceivable without integral cultural and structural change.

Crucial to success is a **shared understanding of analysis and action** regarding what poverty and social inequality mean, as well as the concept of justice pursued in prevention. This shared understanding relates to:

- the socio-economic framework conditions as a starting point for preventive and networking action, for instance in the context of poverty linked to education and social background,
- the appropriate sensitivity with regard to the relevance of poverty and the need to address it,
- the realisation that conventional solutions do not show satisfactory results and that a different approach is necessary in order to achieve success, and
- the envisaged objective and the aspirations this involves at a political, professional and civil society level.

At the heart of this understanding is a municipal organisation that corresponds to the image of an investment-driven welfare state (Prognos 2020). Characteristics of this understanding are timeliness, ease of access and strategic orientation as requirements of any action.

3.2 Successful poverty prevention with a view to content

In concrete practice, there are fluid transitions between the attitude towards addressing poverty and the selection of thematic priorities. Looking at the approaches to poverty prevention at municipality level to date, it can be concluded that there is a need for a **coordinated approach to prevention** and the **networking of municipal actors with their respective responsibilities**. This requires a **clear programmatic definition** of what poverty prevention means under local circumstances and how it should be implemented.

Municipal poverty prevention based on life situations as described above has proven to be absolutely essential: regardless of the substantive starting points within a specific area of a life situation, it always establishes a link to the holistic effects of poverty and therefore to poverty prevention as well. In concrete terms, poverty is always seen in its comprehensive context and an attempt is made to respond to it accordingly across all areas of responsibility.

Good poverty prevention is defined by the ability to find solutions that are not subject to the **structural limitations and operational logic of administration**. In addition to improving the situation of people affected by poverty, this also serves to ensure public acceptance of the administrative action, the external legitimacy of political and professional activity, and the creation of a collective local identity internally as the reflection of a successful answer to the question of what can and should be tackled locally to prevent poverty and how poverty prevention can boost social cohesion. This approach is crucially linked to the concept of a "community of responsibility" and the realisation that a good upbringing for children can only be achieved through public responsibility – as was stated in the 11th Children and Youth Report in 1999. What is meant here is the creation of a system of responsibilities in which the existing areas of responsibility are retained but are also consciously seen in a societal context. This is necessary for poverty prevention, too, because successfully combating poverty and effectively preventing poverty can only be achieved through social cooperation and the interlinking of all societal forces. This in turn gives rise to a key necessity for the further promotion of networks and the appropriate network orientation.

Building on these considerations, it is possible to move on to the **challenge of developing content goals**. One common reason for the failure of poverty prevention is the lack of operationalisation of goals in a system of medium goals and subgoals, or using a timeline perspective based on milestone planning: amid efforts to develop poverty prevention, it can often be observed that the actors involved have difficulty in establishing the relevant goals beyond fairly clear tasks. The challenge here lies, in particular, in the uncertainty of not (yet) having a fully developed understanding of one's own room for manoeuvre. In addition, there is a lack of a structured set of objectives that differentiates between what can be comprehensively achieved locally based on independent responsibility, what can only be partially addressed and what can only be minimally influenced. This is a common starting point for existing counselling services provided by foundations and other stakeholders, but they can only provide selective support. For this reason, it is important to emphasise the need for comprehensive support for municipalities – something that does not currently exist.

A further realisation in terms of content relates to the **involvement of policymakers and administrative management**. The engagement of experts and civil society requires an intrinsic communicative dialogue with policymakers and management about what poverty prevention is and what it seeks to achieve. Support for the implementation of poverty prevention can only be ensured based on at least an agreed understanding of objectives and tasks. In terms of content, it makes sense to speak a common language that creates links between the various professions and institu-

tions. It is the task of politics and administration to support and promote the development and implementation of the elements of poverty prevention. Poverty prevention requires continuous reflection within the political and administrative processes in order to maintain support for professional implementation.

3.3 Successful poverty prevention with a view to processes

Networked and preventive approaches to addressing poverty consciously strive to identify **priorities beyond traditional welfare-state problem-solving** and are therefore encouraged to explore new ground in the search for solutions. This includes **questioning existing approaches** and **experimenting with innovative solutions** – which inherently carries the risk of failure. As a result, there is an increased likelihood of conflicts among the stakeholders involved as well as with political actors – a factor that must be accounted for from the outset as part of the process. One key success factor is therefore the establishment of **robust conflict management**, combined with the recognition of a **heightened need for communication**: consequently, resources for these tasks must be allocated by policymakers to the implementing actors from the very outset. Additionally, **agility** has proven to be a promising strategy for success, understood as the willingness to continuously adapt municipal approaches to changing circumstances. Municipalities in a more difficult structural and financial situation find it much more difficult to develop such scope.

In order to do justice to the particular characteristics of network action (Fischer 2021), it has proven particularly important to ensure **personnel continuity** – something that cannot usually be guaranteed in the model-type approaches that are only financed for a limited period of time. Given the shortage of skilled labour, the resulting frequent changes in personnel lead to a significant obstacle to networking.

With regard to processes, it has proven helpful if all work steps are **planned and evaluated according to their effectiveness** (Rieger 2022). Impact orientation is a central requirement here that makes an important contribution to the sustainable utilisation of results. Expectations of effectiveness are particularly high because networks can be assumed to be more innovative in their search for solutions due to their distinct operational logic: this has indeed been demonstrated in programmes that have seen consistent implementation to date – as in the case of early childhood intervention.

Additional success factors include the ability of networked prevention to understand **the spatial dimension** of action, taking account of it in both task management and collaborative processes (Hinte 2022). In this context, addressing spatial disparities is just as important as leveraging local resources and thereby harnessing synergies.

These procedural steps only make sense if they are **designed for the long term** – allowing sufficient **time for their impact to take effect**, for advantages and disad-

vantages to be identified, and for adjustments to be made to actions and their sequences. Long-term planning also involves going beyond political timeline horizons and ensuring support from policymakers and leadership. Without this backing, the approaches of networked prevention fail to unlock innovative potential among the stakeholders involved.

3.4 Successful poverty prevention with a view to structures

Networked approaches to poverty prevention have proven effective when they can establish and evolve structures that address poverty in a **networked** manner. Interfaces within the network therefore require conscious organisation and care, as do those with actors outside the network. All actions are based on a shared responsibility for achieving the defined goals within poverty prevention.

Of enormous structural importance is the existence of a **coordinated poverty-prevention system** which has an initiating, moderating and administrative function for the network and as a point of contact for policymakers and civil society. Networks which are not coordinated have generally not proven to be stable and viable in the long term: even though they are not responsible for success, they stimulate all participants and convey a form of commitment that is necessary for networking.

Structures for successful poverty prevention are also dependent on **functioning steering mechanisms** in which not only small-scale operational action is taken but where a steering committee provides feedback to policymakers and administrators and where strategic decisions are made.

So far, these poverty-prevention structures have mostly been established through model-based approaches; but in this context the transition to a transfer phase for sustainable implementation was typically no longer part of the funding scope, leaving municipalities to find a resolution of some kind independently. This makes funding programmes all the more successful if they focus on successful implementation from the outset, in addition to the development of municipal approaches. The establishment of functioning transfer mechanisms can also be an innovation in itself. One example of this is the poverty-prevention guideline developed in 2015 in federal state of Thuringia in connection with funding from the European Social Fund. The resulting structures of professional support for the municipalities and independent welfare organisations under the control of a staff unit at the Thuringian Ministry of Social Affairs made a key contribution to the strategic and sustainable establishment of state-wide municipal poverty prevention. Three findings can be derived from this:

- Poverty prevention is an **ongoing task** and cannot be successfully realised based on model funding. Model funding only makes sense in the innovative testing of temporary partial aspects.
- Poverty prevention has **less to do with a lack of experience** than with the question of how model structures can be transferred to regular municipal pro-

grammes and processes. An example of this is once again early childhood intervention, which has been transferred from exclusive model funding to at least partial standard funding but is still a long way from becoming part of the established political structure at state and municipality level due to the lack of legal backing.

- There is a need to **systematise these transfer mechanisms** and structural transitions, moving away from isolated municipal experience toward inter-municipal knowledge management, and this should be utilised by the federal states and the federal government to structure support for municipalities.

4 Prospects for establishing long-term municipal strategies to combat child and youth poverty

These findings give rise to the following perspectives for the establishment of longer-term poverty-prevention strategies:

- There is **neither a commitment problem nor an experience problem** at municipal level. Rather, with a few exceptions such as in North Rhine-Westphalia or Thuringia, there is currently neither systematic dialogue between the municipalities in the area of poverty prevention nor any regulated transfer of knowledge to the federal states and the federal government beyond individual pilot projects.
- Municipal poverty prevention requires **support from the federal states and the federal government** in implementing what can be achieved at municipal level, as well as assistance in delineating what does not fall within municipal responsibilities but is nevertheless assigned to them. Contrary to some expectations, it is virtually impossible to combat the causes at municipal level; instead, the focus is on mitigating the negative consequences. This poses a **challenge in terms of systematisation**, as there is a need for clearer role allocation – particularly at higher levels of governance – in relation to what municipalities need and where overarching frameworks need to be changed.
- As part of a long-term strategy, the **tasks of municipal prevention** must be systematised: up to now, everything has been based on individual activities pursued by municipalities, resulting in an ambiguity of responsibilities as outlined earlier. A possible structure for tasks at the municipal level could follow the approach of Mummert and Gintzel (2010), which includes the following:

    - strengthen public awareness and discussion of child poverty as a basis and prerequisite for sensitising citizens, elected officials and administrations, combined with a critical examination of inadequate living conditions and an assumption of political responsibility for relief strategies at the municipal, state and federal levels,
    - directly improve the material situation of poor children, in line with the municipal constraints mentioned above, as an important component of alleviating inadequate provision, for example by improving educational and participation opportunities (e.g. no additional charges for school lunches as part of day-to-day educational routine, free public transportation for children and young people, actual exemption from learning material costs, easier access to cultural and leisure facilities),
    - initiate and support relief projects and approaches to reduce the consequences of disadvantage, and
    - create improved infrastructure through networks, early support programmes and social policy measures with the aim of boosting civic engagement in social and cultural services, as well as in educational institutions.

As an interim conclusion, the following can be noted: poverty prevention is still not sufficiently embedded in the regular institutional structures of publicly managed services and only utilises their potential and insights sporadically rather than in a broad-based manner. Looking ahead, one key approach – as pointed out above – is to network with the widely available local early childhood intervention networks and the prevention chains that have now been established in several federal states. The goal is to proactively align institutional infrastructure through network-based approaches and cooperative strategies, integrating public administration, service providers and civil society structures into a comprehensive municipal strategy development process.

5 Conclusions to be drawn for the federal states and the federal government

It is the task of the higher political regulatory levels (federal state, federal government and EU) to empower these processes in municipal poverty prevention by transferring resources, facilitating cross-jurisdictional cooperation and legal standardisation, and to secure them institutionally and fiscally. The following conclusions can be drawn from the possible insights set out in the interim conclusions arrived at to date:

- **Support for cultural change to prevent poverty**: An active, integrated, networked and primary/secondary prevention approach to municipal poverty prevention depends on a cultural change among skilled specialists, municipal policymakers, administrative management and civil society actors. This change relates to the local view of poverty, the actor's own interest in proactively making a difference, the willingness of those affected to participate, and the development and implementation of objectives and tasks. The federal government and federal states are therefore faced with the challenge of reviewing their own existing municipal support formats with regard to promoting this cultural change.
- **Acknowledgement of municipal engagement**: The central takeaway for all levels outside of municipalities is the need to acknowledge the latter's poverty-prevention efforts and, from this perspective, to support and further develop approaches to combating child and youth poverty. Up until now, the municipalities have had little opportunity to make their experience and conclusions heard at the level of state and federal politics. As things stand, there is no platform for a common perception and appreciation of what is already being done to prevent poverty.
- **Systematic documentation of the state of knowledge on poverty prevention**: In addition to this acknowledgement of municipal engagement, a nationwide, systematised survey of the state of knowledge on poverty prevention and the status of networking is needed. From the municipal to the European level, poverty prevention is defined by a multitude of programmatic approaches, implementation efforts and findings, but this knowledge has not been collated, analysed and passed on for further use.
- **Cooperation within the ministerial administrations of the federal and state governments**: Municipalities can only successfully prevent poverty if they tackle the challenge of the poverty phenomenon holistically, i.e. across all areas of responsibility. However, the funding framework of the federal states, and in particular that of the federal government, continues to be shaped by purely jurisdictional approaches, where only the school, health or youth welfare sectors are supported with a specific programme, for instance. As a result, municipalities are constantly under pressure to manage a holistic problem in a way that is strictly aligned with jurisdictional responsibilities. These one-dimensional support approaches have an even more challenging impact on the substantive implementation of complex problem-solving at the local level. For this reason,

closer cooperation is required within the ministries of the federal and state governments.

- **Federal political alliance for poverty prevention**: Improved cooperation within the ministries inevitably leads to the conclusion that a coordinated and aligned development of federal programmes relevant to the federal states and municipalities should be expanded. This development should involve collaboration with municipal umbrella organisations, municipal exchange platforms, professional associations and academic advisory institutions. The aim is to transform sporadic collaboration into a strategic partnership, ensuring that the involvement of stakeholders goes beyond simply providing information and underpinning ministerial actions: it should also offer opportunities for active participation, guided by the goal of identifying the best solutions and continuously incorporating new insights through feedback loops.
- **Make use of cross-state networking approaches!** There are already cross-state networking approaches in existence such as the *Qualitätsverbund Präventionsketten* ("Quality Network for Prevention Chains") in several federal states, and the *Kommune 360°* initiative, which reaches a third of municipalities. Such existing platforms offer the opportunity to discuss new approaches to poverty prevention, strengthen active municipalities and join forces with a view to targeted poverty prevention. As such, it seems worthwhile for both federal and state ministries to establish access to these networking approaches where this has not yet happened and to continuously integrate the systematic overview of knowledge and experience which they provide.
- **A shared poverty strategy is needed!** Poverty prevention is largely defined by the very varied approaches and programmes of the individual ministries, most of which have a similar goal and relate to the same target group but are only considered in isolation, thereby promoting parallel structures. In some cases, these new approaches are launched by the federal government and in some cases even in parallel with the federal states. At the same time, this focus on the individual approaches also clearly reflects the fact that beyond this operational level, no sufficient strategic cooperation within the federal government and with the federal states can be discerned. It also remains unclear to which specific goal the individual approaches relate in their entirety. This results in a promotion of municipal poverty prevention which largely forgoes the use of synergy effects due to this structural parallelism, is organised inefficiently and is not effective enough despite the significant funding input. This fragmentation is not appealing or sufficiently supportive in municipal practice, making it difficult to win over those municipalities that have thus far been more reserved. For this reason, what is needed is a poverty strategy that spans horizontally across all areas of responsibility and vertically engages all political levels, from the federal government to the states and municipalities. Such a strategy would enable the pooling of resources, more effective coordination of approaches and a collective review of their effectiveness.
- **From model funding to standard funding**: Municipal poverty prevention is dependent on innovative further development in order to be able to respond to changing needs and changing framework conditions in a contemporary manner. Some key stimuli in poverty prevention have so far emerged from these inno-

vative model structures, such as the ongoing efforts to network local educational landscapes with an expanded understanding of education, and the early childhood intervention initiatives involving successful cooperation between the healthcare system and child/youth services. However, time-limited and often spatially restricted model funding does not contribute to spreading examples of good practice or integrating them in regular structures. For this reason, there is a need for deliberate promotion of transfer mechanisms such as through the political and structural embedding of the experience gained from such model programmes, as well as through legislative measures to ensure the long-term application of approaches that are considered both necessary and effective. One example of this is the *Startchancen* programme: here, an attempt is made to tackle an urgent educational policy task by means of model funding, even though the long-term nature of this challenge is already apparent from the outset and the focus should be on the sustainable transfer of knowledge.

- **Networking support**: A clear development in municipal poverty prevention can currently be observed in the strengthening of the networking concept as an approach that goes beyond purely administrative processing and the further involvement of potential stakeholders. Analogous to the experiences in early childhood intervention, it has become clear that the networking capability of the participating institutions and the networking competence of the actors involved not only depend on a high level of motivation but also require local political backing and expertise in network management. The federal and state governments would be well advised to promote nationwide support for network coordinators and establish training programmes in this area, as they have done in the area of early childhood intervention.
- **Strengthening participation**: Poverty prevention still too often depends on professionals' view of poverty and of people affected by poverty. Although the participatory approach is anchored in the programmes of many municipalities, the perspective of those affected and their own potential is often left out. The reasons for this are usually uncertainties about the appropriate methodological procedure, concerns about complicating the processes, and handling the balancing act between the political requirements and the presumed expectations of those affected. This discussion is all part of a broader debate about greater integration of the concept of inclusion in our society, as demonstrated by the current debate on the reformulation of child and youth welfare law. In addition to further legal reinforcement of the inclusion and participation principles, much more support is needed in the transfer mechanisms that enable the move from insights to successful practical implementation. This includes counselling, training and support for local actors involved in poverty prevention.
- **Strengthen concrete approaches such as early childhood intervention and prevention chains!** Poverty prevention can build on effective existing approaches. However, in order to strengthen the sustainability of poverty-prevention approaches, it is important to draw on the experience and approaches used in existing early childhood intervention and prevention chains and to genuinely promote these methods. Early childhood intervention can be seen as the first building block of prevention chains available nationwide. In order to be effective, they need to be firmly embedded in the regulatory systems by means of a political-structural anchoring and further advancement towards even stronger

participatory elements – something that is not possible at the current level of funding. The recommendation is to expand the Federal Foundation for Early Intervention to include all age groups in the context of ensuring a "thriving childhood" at least until children start school, not just with a view to the Foundation's own agenda-setting, but also with a view to what is being created in schools through the *Startchancen* programme. Although the prevention chains that exist in several federal states are not the only possible answer, they are currently the most widely used option to bring together the various approaches to poverty prevention and tackle social challenges at the municipal level, especially in times of tight budgets.

- **Sound out legal possibilities!** Effective implementation of these endeavours would be achieved by anchoring a regulation on requiring all actors involved with children and families to cooperate with early childhood intervention centres and prevention chains at both municipal and state level. At both levels, it can be observed time and again how, even within their own institutional structures, there is a lack of structured thinking and cooperation between the various responsible actors – despite the fact that the target groups are the same and work is being carried out at cross-purposes. It is also often a problem for municipalities to enter into dialogue and work together with schools to create conducive conditions for children to grow up in. Poverty prevention is not a voluntary task: it forms part of municipal public services and serves to ensure social cohesion.
- **Create a National Centre for Poverty Prevention!** It would seem highly beneficial to create an entity capable of fulfilling the full range of tasks – systematic documentation of all poverty-prevention approaches, their evaluation, consolidation, support and also training, consultation and academic monitoring. The successful work of the National Centre for Early Intervention (NZFH) provides a blueprint, at least at the municipal level, of how such an institution could be set up and what it is capable of achieving. The basis for the establishment of a National Centre for Poverty Prevention could be designed along the lines of the NZFH and underlying structure could be established for a federal initiative of this kind as in the area of early childhood intervention. Through the cooperation between the healthcare system and child/youth welfare services, something has been created in terms of nationwide application, networking and cooperation that would be a quantum leap in terms of more effective poverty prevention.

6 The National Action Plan as an opportunity – starting points for systematic poverty prevention

Even without providing the National Action Plan (NAP) with its own financial resources for specific support services, this approach can serve to achieve substantial progress. Of course, it should also be pointed out here that only solid financing can form the basis for all endeavours. However, the NAP could also develop into a platform on which a systematic examination of poverty prevention in Germany is launched across all levels – from the municipalities to the federal states and the federal government. Undoubtedly, there are still desiderata that could be identified on questions such as the following:

- What do we need in terms of knowledge-based poverty prevention in Germany?
- How can a German poverty-prevention strategy be developed that is holistic and strategic, as well as dovetailing with the actions of the municipalities, the federal states and the federal government?
- How can civil society be involved in poverty prevention and how can participatory elements be strengthened?
- How can networked cooperation be promoted by linking the players and bringing together the different systems of logic in the fields of action while integrating existing networking approaches?
- What experience have European partners gained that can be utilised in poverty prevention?

The NAP could be the platform on which public awareness is created to face up to the above-mentioned takeaways. Approaches could also be established and formats developed that make a longer-term focus on poverty prevention more likely, even beyond the current legislative period.

The hope is that the NAP will provide momentum for closer cooperation across fields of action and political levels. At the federal level, there is an opportunity to bundle resources across departments by linking various federal programmes under poverty-prevention aspects – such as the *Startchancen* programme in education, those in the areas of integration, democracy promotion and health promotion, as well as urban development programmes with neighbourhood-specific strategies and early childhood intervention initiatives.

Similarly, by linking basic child allowance with the establishment of a needs-based and subject-oriented social reporting system on children and youth at the federal level, the long-overdue empirical gap could be closed. This would enable the systematic and consistent surveying and analysis of poverty and social inequality at the local level, based on current data. Following this, in connection with the concept for a National Centre for Poverty Prevention, advisory formats could be developed nationwide to advance poverty prevention in municipalities and federal states.

In summary, the insights gained in poverty prevention highlight the role of the federal government in the NAP, giving rise to the following actions in line with the conclusions:

- promote municipal poverty prevention,
- cluster and systematise municipal findings,
- communicate with municipalities and federal states, and
- ensure that insights are strategically utilised.

The NAP therefore offers the opportunity for the federal government to develop a role in poverty prevention that is urgently needed and seems feasible within the current framework. A more active role for the federal government in poverty prevention would challenge existing approaches at all political levels and in terms of the financial expenditure involved, thereby making the fight against poverty more effective. It would also serve to systematically close the **gap described in the introduction between eliminating the causes of poverty and working to alleviate the consequences of poverty**.

With regard to the working structure of the NAP itself, there is a need to develop an understanding of how the NAP Committee can be involved in the strategic development of an effective concept for poverty prevention that involves all federal levels. The characteristics of poverty prevention at municipal level described in the report can also be used to draw conclusions regarding the processes in the NAP.

It is also true to say that **poverty prevention through the NAP** can take effect strategically if:

- **it is guided by a mindset of proactively wanting to make a difference** and is truly willing, capable and enabled to do so. In addition to political backing at the federal level and support from ministry leadership, this includes a willingness to think in the long term, be interested in sustainable solutions, allow for innovation and create a culture where mistakes are seen as opportunities for rethinking existing approaches.
- **it is designed to be integrated and genuinely pursues this aspiration** by strengthening the willingness to engage in cross-departmental cooperation at the federal level, involving federal states, municipalities and civil society actors systematically in the further development of poverty prevention. Clear steering structures, a transparent form of participatory engagement with deliberately chosen thematic areas and a more robust communication structure are essential. This will foster broad knowledge of the NAP's existence, generate interest in its work and motivate participation across all political levels. The NAP's events to date have followed this direction, but the process should be strategically elaborated and place more emphasis on a bottom-up approach to sharing insights and involving engagement. The networks for early childhood intervention could serve as a model here with their system of local coordinators, state coordination offices and the National Centre for Early Intervention with its conceptually underpinned approaches.
- **it adopts a networked approach in terms of both mindset and action**. This means that the NAP should not only promote networked cooperation at the

municipal level but also the willingness and ability to be less guided by administrative processes and hierarchical structures. Instead, it should foster the development of a flexible, agile working framework. This includes consciously adopting networked thinking and action, which requires the relevant network management. It is advisable to establish a coordination structure that not only accompanies the processes in terms of content but also facilitates processes through moderation and networking. Thus far, the NAP structures have been heavily defined by their content without sufficiently focusing on the procedural challenges. If the high-level participation in the NAP is to be effective, space must be created to tap into the enormous potential of all the actors involved. In order to move beyond the current information-focused mode and truly enter into a participatory and innovative mode, small coordination formats should be developed for potentially all involved actors. These formats would allow targeted work tasks to be addressed and then shared with the larger group. Poverty prevention can only progress if the NAP succeeds in truly getting down to work and overcomes its current focus on information. Potential issues here could include strengthening the links between the federal government and states, between the federal government and municipalities, and between the federal government and municipal initiatives in poverty prevention, or developing methodological process support for the NAP. Process moderation and agile subnetworking are just two of the many instruments that could contribute to successful cooperation within the NAP.

- **it promotes prevention by actively shaping conditions**. Ultimately, the NAP as a link between the municipalities, the federal states, the federal government and civil society actors can only have a sustainable effect in terms of poverty prevention if the intention is to change disadvantageous structures in children's upbringing. Any prevention of poverty at municipal level also generates resistance because different understandings of justice clash, for example, and structural disadvantages are only to be resolved by means of equal opportunity. The NAP will also have a lot of persuading to do at federal policy level to ensure that poverty, especially among children, is not just verbally branded as a symbol of failure for the Federal Republic of Germany but is to be understood as a challenge that requires a massive rethink of our approach to promoting and supporting young people in particular. As a result, the NAP also needs sufficient opportunities for mutual support in advocating for better childhood conditions and working together to find answers to the challenges of the moment. Diminishing faith in the current government's ability to shape the future, external threats and the establishment of anti-democratic forces in Germany make poverty prevention not only a key to stronger social cohesion: it will also continuously reshape our view of poverty, poverty prevention and justice – and the NAP (National Action Plan) offers the opportunity to address this as a central societal issue. In this sense, the NAP could indeed offer an opportunity to rethink poverty prevention in Germany and develop a national strategy that makes the step from the parallel pursuit of activity to genuine collaboration.

7 Literature

Fischer, J. (2018): Armut. In: Graßhoff, G./Renker, A./Schröer, W. (ed.): Soziale Arbeit. Eine elementare Einführung. Wiesbaden: Springer-VS, pp. 83–94.

Fischer, J. (2021): Netzwerke. In: Kreft, D./Mielenz, I. (ed.): Wörterbuch Soziale Arbeit. Weinheim: Beltz Juventa, pp. 598–602.

Helbig, M. (2023): Hinter den Fassaden. Zur Ungleichverteilung von Armut, Reichtum, Bildung und Ethnie in den deutschen Städten. Wissenschaftszentrum Berlin für Sozialforschung. Retrievable at: https://bibliothek.wzb.eu/pdf/2023/p23-003.pdf am 20.02.2024.

Hinte, W. (2022): Das Fachkonzept Sozialraumorientierung als Grundlage für regionale Planung und Steuerung. In: Fischer, J./Hilse-Carstensen, T./Huber, S. (ed.): Handbuch Kommunale Planung und Steuerung. Weinheim: Beltz Juventa, p. 104–115.

KJB (1999): Bericht über die Lebenssituation junger Menschen und die Leistungen der Kinder- und Jugendhilfe in Deutschland – 11. Kinder- und Jugendbericht. Berlin.

Kurth, B.-M./Schaffrath Rosario, A. (2007): Die Verbreitung von Übergewicht und Adipositas bei Kindern und Jugendlichen in Deutschland. Ergebnisse des bundesweiten Kinder- und Jugendgesundheitssurveys (KiGGS). In: Bundesgesundheitsblatt, Issue 5/2007, pp. 736–743.

Martens, R. (2009): Erster Armutsatlas für Regionen in Deutschland. Berlin: Der Paritätische Gesamtverband.

Mummert, L./Gintzel, U. (2010): Kommunale Handlungsoptionen im Kontext von Kinderarmut. In: Lutz, R./Hammer, V. (ed.): Wege aus der Kinderarmut. Gesellschaftspolitische Rahmenbedingungen und sozialpädagogische Handlungsansätze. Weinheim: Juventa, pp. 129–141.

Neurath, O. (1979): Wirtschaftsbetrachtung und Wirtschaftsplan. In: Hegselmann, R. (ed.): Otto Neurath: Wissenschaftliche Weltauffassung, Sozialismus und Logischer Empirismus. Frankfurt/Main: Suhrkamp.

Prognos (2020): Investiver Sozialstaat: Innovativ und wirksam. Neue Chancen. Für starke Familien. Retrievable at: https://www.prognos.com/de/projekt/investiver-sozialstaat-innovativ-und-wirksam

Renner, I./Neumann, A./Hänelt, M./Chakraverty, D./Ulrich, S./Lux, U. (2023): Wie geht es kleinen Kindern in Deutschland? Kindliche Gesundheit und Entwicklung. Faktenblatt 3 zur Studie “Kinder in Deutschland 0-3 2022”. Published by Nationales Zentrum Frühe Hilfen (NZFH). Cologne.

Rieger, G. (2022): Möglichkeiten und Grenzen des “Evidence Based Policy Making”. In: Fischer, J./Hilse-Carstensen, T./Huber, S. (ed.): Handbuch Kommunale Planung und Steuerung. Weinheim: Beltz Juventa, pp. 620–631.

Scherr, A. (2024): Wenn Soziale Arbeit die Lösung ist, was ist dann das Problem? In: Sozialmagazin, Issue 1-2/24, pp. 13–20.

Schubert, H. (2022): Sozialplanung 3.0. In: Fischer, J./Hilse-Carstensen, T./Huber, S. (ed.): Handbuch Kommunale Planung und Steuerung, Weinheim: Beltz Juventa, pp. 450–461.

Volf, I./Laubstein, C./Sthamer, E. (2019): Wenn Kinderarmut erwachsen wird ... AWO-ISS-Langzeitstudie zu (Langzeit-)Folgen von Armut im Lebensverlauf. Frankfurt am Main: ISS.

8 About the author

Prof. Dr. **Jörg Fischer** is Professor of Education and Educational Concepts at the Faculty of Applied Social Sciences at Erfurt University of Applied Sciences, Director of the Institute for Municipal Planning and Development – Affiliated Institute of Erfurt University of Applied Sciences (IKPE) and currently works as a visiting professor at the Danish University of Education in Aarhus. In addition to the perception and professional treatment of poverty and educational disadvantage, his research focuses on the establishment and development of networks and early childhood intervention as well as the political steering of social work.

Funded by:

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

NEUE CHANCEN für Kinder IN DEUTSCHLAND

Supported by:

DJI Deutsches Jugendinstitut

Advisory participation – the youth team's demands

A youth team was set up by the project ServiKiD in cooperation with the non-profit organisation DEIN MÜNCHEN to support the National Action Plan "New Opportunities for Children in Germany". Around 20 youth ambassadors aged between 14 and 25 are actively involved in contributing their concerns and perspectives to the process and the development of the National Action Plan in an advisory capacity.

We're done with unfair chances, child poverty and leaving people behind – it's time for a change! So in the pages ahead, we describe the situation, call out the flaws and unleash our bold demands for a brighter future.

We've got good ideas and we want to contribute!

Take us seriously! Hear us out!

We need spaces where we can just be ourselves and feel totally at home!

Our freedom's really important to us.

We need our own time and space to have our say and contribute on our own terms!

Social participation and a sound learning environment for everyone!

School is the main place for social interaction and learning in our lives. So it's important to us to feel good there!

But there's a massive gap in opportunities: success in education in Germany still depends a lot on your social background.

That's why we're demanding **a fair school system and more educational equality!**

“More motivation, less discouragement!” – We call for a **positive, motivating environment and a diverse curriculum** that **gives us a voice**, too!

Everyone should have the opportunity to live a healthy life ...

Health was the topic we focused on in a workshop in March 2024. We see a lot of major problems here: these include the two-class system of health insurance, very long waiting times and discrimination at the doctor’s office. What is more, rising food prices are making it more difficult to maintain a healthy diet.

So this is what we want: “**Healthy food at reasonable prices** every day!”

"I really ought to see a medical specialist, but I've given up trying."

It's difficult to get an appointment with a specialist! That has to change!

"The other day at the doctor's: *Yes, I'm perfectly capable of speaking German!*"

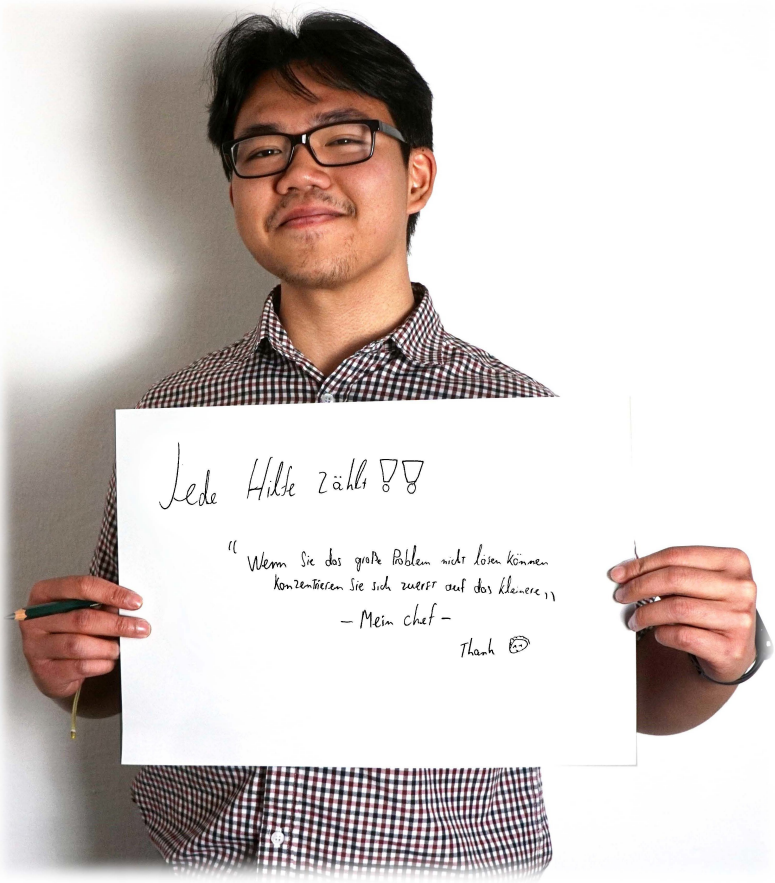
There's way too much discrimination in waiting rooms and during treatment.

We demand that everyone gets treated equally!

For us, health includes mental well-being, too.

Respect and acceptance are important to us ...

... and so are **practical help and support programmes**, for example **for our mental health!**



"Every bit of help counts!

–

If you can't tackle the big problem, start with the smaller ones."

For further insights into the topic of health, see:
https://tinyurl.com/yrchwvuh

In collaboration with our co-operation partner:

DEIN MÜNCHEN
Faire Startbedingungen für junge Menschen

Statement by the civil society organisations on the Progress Report on the Implementation of the European Child Guarantee in Germany

Contents

1. Introduction 1
2. Assessment of the initial situation 2
3. Evaluation of the process for implementing the EU Child Guarantee 4
3.1 The National Action Plan for the implementation of the EU Child Guarantee 4
3.2 The NAP Committee to monitor the implementation process 5
Conclusions/recommendations for action 5
3.3 Evaluation of the participation of children and young people in the NAP 6
Conclusions/recommendations for action 6
3.4 Evaluation of the monitoring 7
Conclusions/recommendations for action 8
3.5 Evaluation of the priority topic "Municipal poverty prevention" 8
Conclusions/recommendations for action 9
Authors 10

1. Introduction

On 14 June 2021, the EU member states adopted a European Child Guarantee, a target group-specific initiative to support children and young people in the EU who are subject to participation risks. The aim of the Child Guarantee is to "prevent and combat social exclusion of children in need by guaranteeing access to a set of key services, thereby also helping to uphold the rights of the child by combating child poverty and fostering equal opportunities".

The civil society stakeholders contributing to this statement support this important initiative and welcome the fact that it is an attempt to strengthen the fight against child and family poverty and support better social participation. At the same time, we hope that its implementation at national level will give fresh impetus to the fight against child poverty. We expect the federal government to make the most of this opportunity to achieve substantial progress in terms of participation opportunities for disadvantaged children.

With the presentation of the National Action Plan "New Opportunities for Children in Germany" in July 2023 and the appointment of a National Child Opportunities Coordinator, the federal government has fulfilled its duty to implement the EU Child Guarantee in Germany. This progress report is a necessary and important monitoring instrument for the NAP and we welcome it in principle. However, it is regrettable that the federal government has presented both the National Action Plan and now the progress report much later than agreed at EU level.

This statement provides a preliminary assessment of the current status of the implementation of the Child Guarantee: we base our comments on the NAP process to date and the analysis section of the

progress report, which the German Youth Institute (DJI) prepared under its own authorship and which comprehensively examines the current situation with regard to the areas mentioned and required in the European Child Guarantee. We fundamentally welcome the current progress report's focus on the topic of "municipal poverty prevention". The many statements submitted by civil society during the development of the NAP 2023 already emphasised the importance of cross-departmental and cross-sectoral action and activity at all federal levels based on joint responsibility.

We also welcome the fact that joint statements from the respective stakeholder groups will be included in the report to be sent to the European Commission. In addition, the NAP process is supported by the German Youth Institute, an important research institution with substantial expertise. This allows a well-founded presentation of the current situation of child and family poverty based on academic expertise, which is crucial to ensure that the topic is appropriately addressed.

At the same time, we emphasise that this will only succeed if the measures are embedded in a change in structural factors to reduce poverty, especially in the monetary benefits of the welfare state, provision of an easily accessible infrastructure, and the appropriate structuring of the labour market.

Overall, we would have liked the government to have taken the first progress report as an opportunity to make up for the much-criticised weaknesses of the NAP, such as the lack of ambition or innovation, and to develop a strategy geared toward combating child poverty by 2030. This is not discernible, however. Nevertheless, we expect at the very least that the progress reports are developed into a genuine monitoring process, possibly including an evaluation of the implementation process as a whole. In addition, the results of the progress report should give rise to a genuine update of the NAP, i.e. its supplementation, adaptation, expansion and correction.

At this point, we refer to the numerous statements published prior to and after publication of the federal government's NAP, which are still valid and which also provide further details on numerous topics from the perspective of other stakeholders.[1]

2. Assessment of the initial situation

The analysis section of the first situation report, for which the DJI is responsible, includes a description of the situation of disadvantaged children and young people in Germany. The DJI covers the spectrum from classic poverty indicators through to a description of the consequences of poverty such as social exclusion and disadvantages to which children and young people are subject. When describing the status of existing measures against child poverty, the DJI pays particular attention to analysing the situation of the target groups of the EU Child Guarantee. In addition, the DJI assesses access to key services which the EU has summarised in five fields of action, looking at how well this functions for the target groups.

The situation analysis is based on the recognition shared by civil society organisations that child poverty is both an expression of family poverty and a "childhood phenomenon". For those affected, child poverty involves specific experiences of deprivation and limited opportunities to participate in

[1] These statements are published on the BMFSFJ website: https://www.bmfsfj.de/bmfsfj/themen/familie/nationaler-aktionsplan-kinderchancen/stellungnahmen-zum-nationalen-aktionsplan-neue-chancen-fuer-kinder-in-deutschland--227932. In addition, we would like to point out that at the time this present statement was prepared, the federal government's statement was not yet available and therefore further individual statements may be prepared after publication of the overall report.

many areas of society, such as education, culture and health, as well as limited opportunities for individuals to realise their own life plans, often also resulting in a lower sense of self-worth.

The report uses the AROPE rate (At Risk Of Poverty or Social Exclusion) as a key indicator, which is also used in the Child Guarantee. It measures the proportion of children and young people under the age of 18 who are at risk of poverty or social exclusion. The indicator is based on three aspects: the proportion of under-18s at risk of poverty, the proportion subject to significant material deprivation and the proportion with very low labour force participation in the household. The report shows that 23.9 per cent of children and young people under the age of 18 were affected by poverty or social exclusion in 2023.

The fact that around a quarter of children in a rich country such as Germany are affected by poverty and its consequences, thereby restricting their opportunities, is unacceptable, violates the provisions of the UN Convention on the Rights of the Child and is rightly denounced time and again, for example by the UN Committee on the Rights of the Child in connection with Germany's state reporting process in 1995, 2002, 2014 and 2022, and most recently by the Commissioner for Human Rights of the Council of Europe in March 2024. Unfortunately, the proportion of children and young people at risk of poverty and social exclusion in Germany has remained stable for decades. For the period from one year before the Child Guarantee was adopted until today, the report even shows a slight increase in the proportion of children and young people at risk of poverty and social exclusion in Germany – from 22.3 per cent in 2020 to 23.9 per cent in 2023. The central socio-political question is whether policymakers are attaching the necessary importance to combating child poverty and whether the social systems are providing the right measures. In our view, the findings of the progress report show clearly that the existing system for combating poverty in Germany needs to be reformed.

As the report rightly points out, child and youth poverty is not a temporary problem. Child poverty has a lasting negative impact on the chances of those affected escaping the poverty trap in the course of their lives, something that is often passed on from one generation to the next. The promise of social inclusion for all citizens in a democracy is jeopardised by entrenched child poverty.

The DJI report presents what is largely known about the interactions between material and non-material disadvantage in Germany. It clearly shows this for specific target groups of the EU Child Guarantee, in particular children with disabilities, children with mental health problems, children with a migration background, a history of immigration or refugee experience, children in alternative forms of care and children in precarious family circumstances (cf. DJI report, Chapter 2.1.2).

For these groups with particular disadvantages, the report identifies specific challenges in connection with social, societal, cultural or political participation and describes the link between poverty situations and the specific forms of disadvantage to which the respective target groups are subject.

The report lists a large number of individual findings and examples of how disastrously child and youth poverty affects the individual participation opportunities of those affected. At this point, we would emphasise the example of participation in education, as this is where the social damage caused by inadequate prevention of poverty and its consequences emerges particularly clearly. The report shows poorer access and educational opportunities for children and young people from families at risk of poverty at all stages from early childhood education and care through to the end of the education phase. In effect, 10% of 12 to 17-year-olds from socio-economically disadvantaged households attend a *Hauptschule*, 25.2% attend a *Realschule* and 18.2% attend a *Gymnasium*, while the proportions for children from socio-economically advantaged households are 1.1%, 11.6% and 68.4%, respectively. The

report therefore shows once again that there are educational barriers for children from poor families in Germany which jeopardise the promise of equal opportunities and upward mobility in a democracy. It is also clear that a great deal of talent and performance potential is still not being utilised.

However, we are surprised by the fact that the wide range of child and youth welfare services beyond child daycare and their impact on supporting children and young people (affected by poverty) remain underrepresented in the report, e.g. family support, universal child and youth work, and youth association work. In view of the main topic of this progress report, i.e. municipal poverty prevention, we consider it appropriate to take a closer look at the effectiveness of these programmes and recommend that the DJI's mandate be expanded accordingly.

3. Evaluation of the process for implementing the EU Child Guarantee

It is to be welcomed that the federal government campaigned for the adoption of the Child Guarantee during the German EU Council Presidency in 2020, which was welcomed at both national and European level. Unfortunately, Germany was one of the last six member states to submit its action plan, more than one and half years after the deadline. The submission of the first progress report is now also significantly delayed (the actual deadline was 15 March 24). Germany should submit the next reports on time and fully meet the criteria set by the EU, not least so as to serve as a role model for other EU member states.

It seems clear that political decision-makers will ultimately have to be judged by whether the proportion of children at risk of poverty or social exclusion has fallen. It will also be necessary to ask whether opportunities for participation have improved. This is much more difficult to assess, since very varied aspects of children's and young people's lives have to be considered, and data is not available on all dimensions of the life circumstances that are relevant to social inclusion.

Other factors for a successful process could be as follows: Are additional, new preventive measures being implemented and/or structures improved? Is the issue of child poverty and its consequences receiving more public attention? Are both the children and young people concerned and the societal stakeholders adequately involved in the implementation process? Will the political decision-makers succeed in developing a coherent perspective for action at the federal level that extends beyond the respective legislative period?

However, the crux of the matter in terms of successful implementation that actually shows tangible improvements in the poverty and participation indicators for children and young people by no later than 2030 lies in the fundamental political prioritisation of the common goal of poverty reduction. The responsibility of a single ministry for such a holistic process makes success less likely – even if individual players are highly motivated – if there is a lack of a common cross-departmental vision for the federal government as a whole.

3.1 The National Action Plan for the implementation of the EU Child Guarantee

There was justified criticism from several quarters regarding the National Action Plan presented, which will not be repeated in detail here. Numerous stakeholders have published statements on this, and reference is made to these here.[2] The tenor of the criticism was that the NAP generally fell short of needs and expectations, particularly with regard to new approaches. The NAP emphasises that no

[2] cf. above.

additional financial resources will be provided.[3] While the situation analysis presented in the NAP is certainly a correct description, there is regrettably no in-depth discussion of the recommendations for action made by the experts cited in it. The very comprehensive list of current and planned measures in the NAP may be informative, but there is a lack of any critical analysis of the inadequate poverty policies to date and the development of a perspective with a holistic view and concrete steps. What is more, no targets are formulated. The NAP does not do justice to the term "action plan".

This short-sightedness is also reflected in the European Commission's critical assessment in its bilateral "Observations". The latter confirm that the measures in the various areas mentioned are far from sufficient (early childhood education), potentially not sufficient (education/all-day) or not sufficient (health).

3.2 The NAP Committee to monitor the implementation process

The federal government has set up a so-called NAP Committee to monitor implementation and updating. At the time of writing, the committee has met three times, making it difficult to fully assess its work. So far, the only real substantive discussions have taken place in the accompanying working groups and at the last committee meeting. The prioritisation in the committee seems generally sensible, both in terms of the content of the debate on municipal poverty prevention and with regard to the discussion on indicators/monitoring. However, it remains to be seen how the substantive discussion will take place, for example whether joint statements/proposals can be made by the committee,[4] or what solutions and measures will be found. The deciding factor will be whether and how the proposals discussed are translated into measures by 2030.

In principle, we welcome the approach of involving stakeholders from all perspectives and levels in order to arrive at joint findings. Particularly in view of the major challenge of combating and preventing poverty and its consequences for children, and given the federal government's inadequate action plan, the stakeholders involved in the NAP – and this also includes the respective federal ministries and federal states, which make up 50% of the total membership – are called upon all the more to make their contribution to implementing the objectives of the EU Child Guarantee. In addition to the urgent need for the federal government and the federal states to set appropriate priorities, there needs to be an openness and a willingness to discuss and implement the reduction of child poverty and its consequences as a common goal, and active commitment to this goal is required. At present, however, the federal ministries involved alongside the BMFSFJ do not give the impression of such ownership of the process.

Conclusions/recommendations for action

- An overall strategy is needed to combat child poverty in Germany as a basis for political action in the interests of children and young people, and appropriate budgetary resources must be provided for the implementation of measures within the framework of this strategy.
- Specific goals must be formulated in the course of updating the NAP.
- The process must be backed up with the necessary competences and appropriate resources: the National Coordinator should continue to be positioned at least at State Secretary level in the future. In order to strengthen the involvement of the other federal ministries, the establishment of

[3] Instead, some of the tried-and-tested measures (which are anyway small in number) even had to endure considerable financial restrictions during the NAP process.

[4] There are currently plans to draw up a joint paper on municipal poverty prevention and adopt it in spring 2025.

a permanent government committee for this purpose is desirable in which the responsible ministers regularly discuss poverty prevention and draw up proposals for the entire cabinet.
- Furthermore, we would like to see the Bundestag deal with the NAP more intensively.

3.3 Evaluation of the participation of children and young people in the NAP

The EU Council Recommendation stipulates that stakeholders are to be involved in the entire process of the action plan for implementing the Child Guarantee. Children and young people are explicitly mentioned. This is in line with the UN Convention on the Rights of the Child, which is a federal law in Germany and stipulates that children have the right to participate in all matters that affect them (Art. 12 UNCRC). We welcome the fact that the federal government has taken on this task and is involving children and young people in the process via the DJI Service Centre. After all, children and young people are experts on their own situation and should be recognised and involved as such.

The DJI Service Centre has sensibly set up and carried out various participation procedures, in particular those of a consultative nature. It is to be criticised that participation has not yet been sufficiently binding and that the concerns of children and young people were hardly included in the development of the original NAP. In addition, child and youth participation has not yet been adequately linked to the work of the NAP Committee and is therefore still not part of its activities. There is also no systematic link to the National Action Plan for Child and Youth Participation, which is also managed by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth. Young people are also involved in this latter process, sometimes on the same topics – yet the two processes are largely unrelated to each other.

To date, the federal government has not clearly communicated what will happen with the results of the participation as part of the NAP New Opportunities process. It remains unclear as to how the federal government intends to use the results. It is important that the children and young people involved are clearly informed about what will happen to the results. To this end, the working methods and challenges of the process (especially with regard to the shared responsibility between the federal levels) have to be presented transparently to the children and young people. After all: "Where participation is offered, it must be possible to have a say, get involved or co-determine. It must be clarified in advance with the children and young people involved how much influence they can have within the participation process and how their role is seen by the decision-makers: as idea providers, interest representatives or co-determiners, for instance."[5]

Conclusions/recommendations for action

- When involving children and young people in the NAP, efforts should be made to ensure that the target groups named in the NAP are adequately represented.
- It must be clearly communicated to the children and young people involved how their contributions will be taken into account.
- The discussion process in the NAP Committee and the child and youth participation process as well as other related processes should be more closely interlinked in future.

[5] *Qualitätsstandards für Kinder- und Jugendbeteiligung* ("Quality standards for child and youth participation"), p. 32f. and *Beteiligung ist transparent* ("Participation is transparent"), p. 37ff.

- Transparent procedures are needed, which at least requires documentation of how the results were handled and how they impacted on the process. This must be included in the progress reports.
- All actors involved in the NAP (especially federal ministries, federal states and municipalities) should seriously consider the results of the participation process and incorporate the considerations into their political actions.

3.4 Evaluation of the monitoring

As part of the progress report, the monitoring seeks to provide important information on whether and to what extent the NAP is meeting the goals of the Child Guarantee. We expressly welcome the initiative to implement monitoring and the involvement of various stakeholders in the "Monitoring" working group. In order to ensure meaningful monitoring, indicators for the presentation of poverty rates and the consequences of poverty must be included in the progress reports and supplemented with "detailed descriptions" of the poverty and exclusion experienced by children and young people, as well as monitoring that includes an impact analysis of political measures to combat poverty. However, monitoring will only be fully effective if the responsible political actors commit to binding, quantifiable and scheduled targets against which the success of their actions can be measured. These quantified targets should be supplemented with qualitative targets.

One point of criticism that was voiced when the NAP "New Opportunities for Children" was originally presented still remains: there is a lack of quantifiable and scheduled, verifiable targets that policymakers have set themselves both for reducing poverty and exclusion rates and for improving access to the five key service areas relevant to the children and young people concerned. As yet, there is no discernible ambition to make improvements here. Furthermore, it is not clear what consequences the federal government will draw from the findings of the monitoring.

The national monitoring concept is understandably based on the EU recommendations and the set of indicators defined in them for comparable, EU-wide monitoring, supplemented with further indicators relating to the national context. Monitoring of existing measures is not included in the progress report.

The concept of the monitoring programme and its informative value are subject to major limitation due to the unsatisfactory data situation on children in Germany. This concerns, among other things, data on specific target groups. In addition, there is a lack of concrete information on whether and to what extent children in need actually have effective and inclusive access to essential services. It is often not possible to distinguish between the numerically large target groups of the Child Guarantee. Differentiated conclusions cannot be drawn regarding the access opportunities of small, particularly disadvantaged groups, such as homeless or refugee children. As a result, specific problems are obscured, making it impossible to develop needs-based measures.

Although some data exists on formal access to services such as the education system, the outcomes of the education system for children and young people at risk of poverty and exclusion cannot be traced in a differentiated manner. For example, the report indicates the lack of an education trajectory register which, in conjunction with other data sources, could be used to analyse the long-term effects of education on the life course of these target groups.

Regrettably, there are no concrete endeavours within the NAP to improve the data situation and, in particular, to develop new indicators relating to the opportunities available to children and young

people affected by poverty to participate in the social environment in which they live. The monitoring does at least make the existing data gaps transparent and provides examples of them.

Overall, the monitoring to date shows that Germany is still a long way from implementing the Child Guarantee in many areas.

Conclusions/recommendations for action

- Verifiable, quantified and scheduled targets should be developed by policymakers for the German implementation process of the EU Child Guarantee.
- The federal government should follow up on the information provided by the DJI and civil society organisations and provide resources to close existing data gaps.
- The indicator sets in the progress report should be further elaborated upon based on qualitative data with the participation of children and young people concerned with the aim of creating a monitoring system that reflects the spirit of the European Child Guarantee.
- The federal government must be transparent about what consequences it will draw from the findings of the monitoring and follow up with appropriate political measures.
- An evaluation of the entire implementation process is lacking and should definitely be added.

3.5 Evaluation of the priority topic "Municipal poverty prevention"

The main topic of the first progress report is "Municipal Poverty Prevention". From an expert point of view, this topic is well chosen because a coherent strategy for preventing and combating poverty is needed that is coordinated across the federal levels. For children and young people, growing up in poverty involves immense restrictions to their social inclusion – in material and social terms as well as in the area of health and culture. Many processes of participation – for example in relation to childcare, school and leisure – take place in the socio-spatial environment in which children grow up. This is where the municipality and all its stakeholders come into play – the state, civil society, economy, etc. Many services that are geared towards the target groups and their needs are provided locally in the municipalities. Sound, networked municipal action, a high-quality, poverty-sensitive infrastructure and low-barrier leisure activities give children and young people a valuable experience of self-efficacy, strengthening their resilience and increasing their chances of a (later) life without poverty. In this respect, we as civil society stakeholders expressly welcome this prioritisation. The municipal structure of services for children and young people is defined by the interaction between state and non-state actors. However, we have not yet seen clear pledges from the federal government to take its share of responsibility for strengthening local efforts in poverty prevention. This includes the framework legislative competence in child and youth welfare (SGB VIII), the possibility of refining the instrument of federal state implementation laws for the individual regulatory areas, and the responsibility for financially securing infrastructure – such as through financial support for the federal states and municipalities in the area of quality development in child daycare, through the Child and Youth Plan (KJP), or based on the distribution of turnover tax credits, with the aim of improving the municipalities' financial room for manoeuvre. In addition, direct financial transfers to families have an impact on municipal action so that child and youth welfare services no longer have to function as a "safety net" for structural poverty affecting numerous children, young people and their families. Finally, the structuring of the Education and Participation Package (BuT) compiled by the federal government is not insignificant when it comes to providing access to local programmes for children and young people.

As civil society stakeholders, we wish to stress that, in the field of poverty prevention, the issue should not be about complying with a ban on cooperation between the federal levels but rather about implementing an obligation to cooperate for the benefit of the children and young people concerned.

To support the NAP Committee, the BMFSFJ commissioned two expert reports on the topics of "Municipal Poverty Prevention and the Contribution of Law" (Thomas Meysen, Katharina Lohse, Julia Tölch) and "Perspectives on Integrated Approaches to Poverty Prevention in Municipalities" (Jörg Fischer). Both expert reports are very informative and offer sound ideas for the further development of municipal poverty prevention. They provide a useful basis for further discussion. However, the expert reports rather mark the start of the process to arrive at a solution than being the end of such a process. In numerous municipalities, insights have already been gained through the establishment of prevention chains for a good and healthy upbringing – including the conditions for success – and we would have liked these to have been incorporated even more prominently in the analyses presented. In many regions, the debate is already firmly established beyond the local level (such as in Lower Saxony, Berlin, Thuringia and the Rhineland Regional Council – LVR).

We support the expert reports' multidimensional approach to life situations and agree with the statement that while the starting point of poverty lies in material deprivation, its effects are by no means limited to this but have an impact on multiple dimensions of social life (p. 1 of the impact-oriented study). We also emphasise the importance of embedding municipal approaches to poverty prevention in an overall view of poverty reduction: Municipal action can and must curb poverty-related phenomena within the framework of public services, i.e. mitigate the consequences of poverty. However, municipal action is not able – or is able only to a very limited extent – to cushion socio-economic inequalities, let alone eliminate them. The federal government in particular is called upon to step in here (p. 5). We share the idea of a "community of responsibility" with regard to the imperative need for cooperation between the federal, state and municipalities (p. 13).

We too see the work of prevention chains and the early childhood intervention services as key drivers for networked action at local level.

Conclusions/recommendations for action

These approaches and others set out in the expert reports must now be taken up and supplemented with aspects that may not have been sufficiently addressed in the expert reports due to restrictions of time and scope, or that are only mentioned in the reports as indications of possible avenues. Examples include the following:

- The existing coordination options discussed in the legal expert report: integrated social planning could be discussed here as a way of approaching purposeful resource management.
- A concretization of the systemic perspectives offered by SGB V and SGB IX, as mentioned in the legal expert report, in terms of achieving genuine cross-jurisdictional cooperation. In this context, it must be emphasised time and again that legal obligations to cooperate across jurisdictional areas already exist (also the requirement to accept applications, for instance), as enshrined in SGB I, for example. Further insights must be taken into account, such as those gained from the BMAS's "Citizen-Friendly Welfare State" project, for instance, or from the development of the "Online Access Act" (OZG).
- In addition, it should be specified which political and legislative initiatives would be required at federal, state and municipal level in order to enshrine comparable, poverty-preventing cooperation obligations in other books of the Social Code.

- In addition, an analysis should be carried out of the impact of the current municipal debates on overcoming the lack of economic efficiency, as is seen when smaller hospitals are closed, for example, thereby making local networking more difficult. Such a study could demonstrate the opportunities of “re-municipalisation”, thereby opening up a debate on local control.
- A systematic investigation should be carried out into how youth welfare planning works nationwide, what is recognised and documented in terms of current needs, and how current municipal budgetary policy affects poverty-prevention services. In this context, it should also be discussed how the focus on actual needs can be strengthened in youth welfare planning.
- Current discussions focus on the proposal to set up a National Centre for Poverty Prevention as a networking body and for the purpose of knowledge transfer. This proposal is also taken up in the impact-oriented report; it is extremely valuable and should be included in the ongoing debate with an open mind in terms of its impact and feasibility.
- Early childhood intervention services are an essential component of effective poverty prevention at the municipal level because of its networking nature: these services as well as the National Centre for Early Intervention need to be strengthened and expanded.

Authors

The authors of the joint statement are members of the NAP Committee.

- Arbeitsgemeinschaft der deutschen Familienorganisationen (AGF) – Association of German Family Organisations
- Arbeitsgemeinschaft für Kinder- und Jugendhilfe (AGJ) – Child and Youth Welfare Association
- Bertelsmann Stiftung
- Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege e. V. (BAGFW) – Association of German Social Welfare Organisations
- Bundeselternvertretung der Kinder in Kindertageseinrichtungen und Kindertagespflege (BEVKi) – Federal Parents' Representation for Children in Day Care Centers and Day Care
- Bundesverband behinderter und chronisch kranker Eltern (bbe) – German national association of disabled parents
- Bundesvereinigung Lebenshilfe (BVLH) – self-help and support organization by and for people with intellectual disabilities and their families
- Deutsche Gesellschaft für Kinder- und Jugendmedizin (DGKJ) – German Society of Pediatrics and Adolescent Medicine
- Deutsche Gesellschaft für Sozialpädiatrie und Jugendmedizin (DGSPJ) – German Society of Social Pediatrics and Adolescent Medicine
- Deutsche Liga für das Kind – German League for the Child
- Deutsche Sportjugend (dsj) im Deutschen Olympischen Sportbund e.V. (DOSB) – German Sports Youth in the German Olympic Sports Confederation (DOSB)
- Deutscher Bundesjugendring (DBJR) – German Federal Youth Council
- Der Kinderschutzbund (DKSB) – The Federal Association of the Child Protection Association in Germany
- Deutsches Kinderhilfswerk (DKHW) – German Children’s Fund
- Kooperationsverbund Jugendsozialarbeit – cooperation network for youth social work

- National Coalition
- Save the Children Germany e.V.
- UNICEF Deutschland – UNICEF Germany
- Appointed to the committee as an individual: Claudia Kittel, Deutsches Institut für Menschenrechte, Monitoring-Stelle UN-Kinderrechtskonvention – German Institute for Human Rights, National CRC Monitoring Mechanism

Conference of the State Ministers for Youth and Family (JFMK)
Circular resolution 10/2024
dated 03.12.2024

Joint statement on the progress report on the implementation of the European Child Guarantee in Germany – Shared responsibility for municipal poverty prevention

Resolution:

The Conference of State Ministers for Youth and Family (JFMK) adopts the following resolution:

1. The youth and family ministers and senators of the federal states welcome the National Action Plan “New Opportunities for Children in Germany" (NAP Childhood Opportunities) and the NAP Committee as an instrument to ensure implementation of the EU Child Guarantee in Germany. This will help ensure that all children and young people can grow up in a state of well-being.
2. The youth and family ministers and senators of the federal states recognise that poverty and social exclusion for children and young people is primarily a question of participation and cannot be reduced solely to financial aspects. The consequences of poverty affect many areas of life and often have a negative impact on children growing up. For this reason, the cross-departmental focus of the NAP Childhood Opportunities is expressly endorsed.
3. The youth and family ministers and senators of the federal states take note of the First Progress Report on the NAP Childhood Opportunities, which highlights the situation of children and young people in Germany who are at risk of poverty or social exclusion. At the same time, they suggest expanding the report to include family education, counselling and recreation as well as other child and youth welfare services with a preventative focus in the area of early childhood up to school entry.
4. The youth and family ministers and senators of the federal states welcome the current focus on local poverty prevention in the NAP Childhood Opportunities. They emphasise the joint responsibility of the federal government, federal states, municipalities and civil society actors for the success of municipal poverty prevention. They stress that the federal states and local authorities are also dependent on the support of the federal

government to frame, manage and implement local poverty prevention, especially in times of the current budgetary situation.

5. The youth and family ministers and senators of the federal states recognise the potential of federal funding instruments such as the *Startchancen* programme and the Daycare Quality Act (*KiQuTG*) to strengthen local poverty prevention. In order to achieve these goals, cross-departmental coordination at all levels is essential.

Statement by the SMK and dsj
on
Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany

The Conference of Sports Representatives (SRK) and German Sport Youth (dsj) in the German Olympic Sports Confederation would like to thank the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth for the opportunity to submit a statement on Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany. The SRK and dsj have discussed the draft progress report in the spirit of their trusting cooperation. In response to your request, this is the joint statement by the SRK and the dsj:

Statement:

The SRC and dsj will address the situation of disadvantaged children and young people described in Chapter 2 under 2.2.2.2 “School-based activities and leisure activities” and under 2.2.3 “Healthcare” with regard to access to sport and physical exercise in their own committees and in joint committees. Together with the dsj, the SRK has also set up an interdepartmental working group that acts as a cooperation platform dedicated to the interests of children’s and youth sport. One particular feature of the working body in view of the particularities of the federal constitution of Germany is that this involves collaboration between various state conferences, the municipal umbrella organisations and federal and state associations of youth sports organisations (dsj, SMK, Conference of State Ministers of Education, Conference of State Ministers of Health, Conference of State Ministers for Youth and Family, German Association of Towns and Municipalities, German County Association and the sports youth associations of the federal states). At their first meeting on 29 January 2024, the members agreed to prioritise the creation and expansion of low-threshold sport and exercise opportunities with the particular aim of improving the situation of children and young people at risk of poverty or social exclusion. The relevant developments in the area of sport and exercise are to be included in the next progress report.

Statement by the GMK
on
Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany

The Conference of State Ministers of Health (GMK) takes note of Part II of the 2024 Progress Report on the implementation of the European Child Guarantee in Germany and thanks the German Youth Institute (DJI) for compiling the report.

This progress report shows how important it is to offer socially disadvantaged children and young people targeted help in order to promote equal health opportunities. The report emphasises that poverty and social disadvantage have a significant impact on the development of children's health and their well-being. Children living in households at risk of poverty are exposed to a higher risk of health problems and often have limited access to preventive health services. This reality highlights the need for a coordinated approach that makes the health of children and young people a priority and offers them equal opportunities to enjoy a healthy upbringing.

The GMK expressly supports the measures set out in connection with the European Child Guarantee in Germany which aim to ensure access to health services and social participation for all children. In particular, strengthening preventative healthcare services and improving health literacy among socially disadvantaged families are key fields of action when it comes to reducing existing inequalities and ensuring comprehensive healthcare.

Rationale:

The National Action Plan (NAP) "New Opportunities for Children in Germany" was adopted by the Federal Cabinet in July 2023 and will run until 2030. The aim of the NAP is to give disadvantaged children and young people better access to care, education, health, nutrition and housing. Representatives of the federal government, the

federal states, local authorities, civil society, academia, children and young people are involved in implementing the National Action Plan. The central working body of the NAP is the so-called NAP Committee, which is coordinated by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and which also include representatives of the ministerial conferences as members. In 2024, committee meetings were held on 5 March and 17 September in which the GMK chair country participated at the expert level.

The GMK also received Part II of the first progress report on the implementation of the EU Child Guarantee (see annexes) with the opportunity to issue a statement. The report was compiled by the German Youth Institute (DJI), including the legal expert report and the practice-oriented expert report on municipal poverty prevention by Prof. Dr. Fischer, Dr. Meysen, Ms. Lohse and Ms. Tölch, and has not yet been published. At the same time, the federal government's statement is currently being coordinated so that the report and the federal government's statement can be sent to the EU Commission at the end of the year. The plan is also to include comments by NAP committee members.

Imprint

This PDF is part of the Federal Government's information and communication programme; it is provided free of charge and not intended for sale.

Published by:
Bundesministerium
für Familie, Senioren, Frauen und Jugend
Referat Öffentlichkeitsarbeit
11018 Berlin
www.bmfsfj.de

For further questions, please contact our
service hotline: +49 30 20 179 130
Monday–Thursday: 9 am–6 pm
Fax: +49 30 18 555-4400
Email: info@bmfsfjservice.bund.de

Standardised public authority number: 115*

Effective: March 2025
Design Cover: www.zweiband.de

* For general questions and inquiries to all public offices, departments and authorities, you can call the standardised public authority number 115. In the participating regions, you can reach 115 from Monday to Friday between 8 am and 6 pm. The 115-line can be reached from landlines as well as from many mobile phone networks at local rates and is therefore free of charge via flat rates. Deaf people can obtain information via the SIP address 115@gebaerdentelefon.d115.de. To find out whether 115 is available in your region and for further information on this standardised public authority number, please visit http://www.d115.de.

www.bmfsfj.de

facebook.com/bmfsfj

x.com/bmfsfj

linkedin.com/company/bmfsfj

youtube.com/@familienministerium

instagram.com/bmfsfj