



## WG2 Case study profile

<b>WG2 Thematic group</b>	<b>WG2.2. Children and Childcare</b>
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<b>Institution</b>	<b>Budapest Institute for Policy Analysis</b>
<b>Title of case study (and priority ranking)</b>	Children’s Houses: a possibility of early childhood education and care for disadvantaged families
<b>Country/region/place investigated</b>	Hungary
<b>Social service sector(s) investigated</b> <i>(Erase non relevant ones)</i> • Children/Childcare	In Hungary 20,6% of children and youth under the age of 17 experience live under poverty threshold in 2010 (Central Statistical Office, 2012). This rate duplicates in the least developed regions (Ferge, Darvas, 2012). In reducing the social disadvantages and preventing reproduction of poverty early childhood education and care has a crucial role. Children’s houses started as pilot projects in the remote areas of Hungary with similar methodology as the “Sure Start” programs in the UK. Children’s Houses combine care with social work directed at their parents.
<b>Category of case study (‘what’ is investigated)</b> <i>(Erase non relevant ones)</i> • Policy analysis (meso-level) • Micro case-study	The study intends to examine the development of the network of Children’s houses and the fluctuation of political and financial support for it.  The policy analysis will be supplemented with a focused case-study devoted to analyse the successes as well as the main challenges and the ways institutions attempt(ed) to deal with them. We intend to pinpoint on some of the best practices and innovative approaches. Particular attention will be devoted to the investigation of the effects of EU funding.
<b>Time frame considered</b> <i>(from when to when)</i>	May 2013 - February 2014
<b>Five ‘perspectives’</b> <i>(Erase non relevant ones)</i> • Cost efficiency/quality/user satisfaction • Governance • Social and/or territorial cohesion • Gender	The case-study will concern four of primary COST perspectives. Emphasis will be put on social cohesion - how the children’s houses help disadvantaged families and what is the impact of the early education on development of children in catching up. Principles of democratic governance, quality and user satisfaction as well as gender aspects will be considered, too.
<b>Three processes in restructuring + crisis</b> • Cuts/rationalization/management reforms (NPM, others) • Vertical subsidiarity (administrative re-arrangements between <i>government</i> levels) • Horizontal subsidiarity (involvement of/outourcing to other suppliers)	After the launch of first children’s houses they enjoyed political as well as financial support. However by very short time the priority has shifted and children’s houses depended solely on the interests and financial possibilities of municipalities. Therefore we consider important to track the changes in public fundings and to focus on the access to EU Funds for this purpose. We aim to point out the shifts in political discourses on the relevance of these institutions.
<b>Specific questions/focus</b>	How do the Child Centers approach and support disadvantaged families? What are the specificities of the provided services in comparison to nurseries and family day-care centers? What are the best practices of Child Centers and what makes them successful? How does the state support the activities of Child Centers from methodological, political and financial perspective? How and in what degree are EU Funds utilized in regard Child Centers?
<b>Local Stakeholder Network (LSN)</b>	<i>Do you intend to set up a LSN:</i> YES