

Good Governance of Child Care: What Does it Mean? What does it look like?

DENMARK MODEL

Coalition of Child Care Advocates of BC

Working Documents - For Information Purposes

DENMARK CHILD CARE GOVERNANCE MODEL¹

Denmark

- Population 5.4 million people² with 85% of inhabitants living in towns.³
- The three levels of government in Denmark are: the *Folketing* – Danish parliament; the county (there are 14); and, the local authorities (or municipalities – there are 275)⁴
- Local and regional authorities are responsible for 70% of governmental activities with a large portion of their budget coming from central government grants. Most of these are grants provided as block grants which the local and regional authorities then allocate for various purposes. Municipal authorities have responsibility for taxation, **childcare, education for children between 7 and 16**, voluntary adult education, libraries, cultural and sporting facilities, home help and elderly care. County responsibilities include **special day-care facilities** for children with disabilities, hospitals and upper secondary education.⁵
- Electoral system is one of proportional representation – the country is rarely governed by majority coalitions but, rather, is ruled on consensus.

Brief Model Description:

The **Ministry of Social Affairs**, through the 1999 *Social Services Act* (replacing the previous Social Assistance Act of 1976), has the main responsibility for Early Childhood Education and Care provision in Denmark for children 0-6 years. **Local authorities** have the overall responsibility for providing daycare facilities for children, to ensure a sufficient supply of places, and to take all necessary initiatives in relation to children in need of special supports. Local authorities determine their own daycare structure on the basis of local needs and requirements, decide the age-groupings to be made, decide the combination of the various types of daycare facilities to be used, and promote co-operation as they see fit. The local authorities also determine the framework for and the objectives of daycare facilities, and the extent of the power and responsibility to be given to **parent boards** in daycare centres. It decides the opening hours to meet local childcare requirements.⁶

Local authorities directly provide between 70-75% of all daycare services and the rest are 'independent' (which need to follow the same financing and content rules to receive subsidies for attending children). They may also subsidize so-called 'pool' schemes, where (typically) groups of parents come together and make an agreement with the local government and under which there are no organizational requirements as to the form of the facilities. Many local authorities now provide financial support for parents who choose 'private' child care facilities – nannies, family members, another private person, or a private childcare facility (for profit). These private child care facilities are not subsidized directly by local authorities.⁷

- The Danish childcare system is over 170 years old.⁸ 80% of Danish children between the ages of six months and nine years have a place in a publicly supported day-care facility (64% of all children between six months and two years, 91% of three to five year olds).⁹
- The current model (since 1976) is highly decentralized to local authorities – the Danish constitution mandates a majority (70%) of government activities to municipal authorities.¹⁰ This reflects a fundamental and 'deep rooted' cultural preference for government that is close, accessible and responsive to its citizens.¹¹

- In most municipalities, parents are guaranteed a place for their child in a childcare facility once the child has reached 30 weeks old.¹² Different municipalities offer different levels of choice.
- There is some central oversight but most content authority rests with local authorities. In the Danish government literature, much emphasis is placed on the great flexibility of the system to meet local needs through many types of services.
- “The system is predominantly a public service, supervised by local authorities and funded from local taxes and central government grants.”¹³

The Public Policy Context

The broader public policy context in which the governance model operates.

1. Universal	<i>The government takes a universal entitlement approach (as opposed to a targeted to market approach).</i>
☑	The local government takes a universal entitlement approach to child care and now has a responsibility to provide spaces to all children in their community.
	<ul style="list-style-type: none"> ▪ “In most municipalities, parents are guaranteed a place for their child in a childcare facility once the child has reached 30 weeks old.”¹⁴ ▪ Central government strongly encourages municipal councils to offer a guarantee to parents. Different municipalities offer different levels of choice. ▪ 80% of Danish children between the ages of six months and nine years have a place in a publicly supported day-care facility (64% of all children between six months and two years, 91% of three to five year olds).¹⁵
2. Quality	<i>Government is responsible for, and sets high standards for relevant services that are enforced and resourced (i.e. strong public policy framework, ensures workforce and administrators have appropriate education, wages and working conditions).</i>
➔	The central government (very generally) and local government (more specifically) set general standards of care which local government is responsible for enforcing; however, this system is highly decentralized and the Danish government has recently been increasing its commitments to data-collection and ongoing quality improvement. Also, most child care professionals are unionized and are continually working for improved wages and working conditions.
	<ul style="list-style-type: none"> ▪ The Ministry of Social Affairs issues guidelines for daycare facilities in accordance with the 1999 Social Services Act, and in keeping with the principles laid down in the UN Convention on the Rights of the Child.¹⁶ The Act outlines the need for all day care facilities to contribute to the promotion of children’s development, wellbeing, and independence. The Act also stresses that initiatives must be prepared in consultation with parents.¹⁷ ▪ As already mentioned, the Danish political context is highly decentralized in some areas, including child care. This is both an opportunity (for local needs to be reflected in local services) and a challenge (consistency in services). A document prepared by the OECD summarizes this tension: “Independence leads, at times, to some diversity in approach, provision and quality. Guidance may be needed

from the ministries as to what are the national objectives for early childhood development and education, and how the achievement of these goals are to be monitored in a systematic way.”¹⁸

- Mahon argues that Denmark has been successful in achieving the balance: “local democracy has been permitted, without sacrificing national concerns for equity.”¹⁹
- “In Canada, standards and regulations are set by governments. In Denmark, child care is governed from the bottom up...” Trine Halversen remarks, ‘We trust more...We have not so many rules as you have here.’ She explained: ‘If there is a problem, here [in Canada], you make a rule; in Denmark, we talk about it.’” Standards of care are set by each parent board.
- ‘Educationists’ have a degree in childcare from a training college and have knowledge about and insight into children’s development and needs. There is no centrally enforced educational curriculum. In fact, one author (1993) argues that educationists, or pedagogues, receive such training that “few...are willing to accept ready-made ‘programs’ developed by people higher up in the hierarchy”²⁰ The same source admits that increasingly pedagogues are paying more attention to information from independent researchers and experts on children. However, supervision of day-care facilities to ensure they are meeting their objectives is undertaken by local authorities.
- Salary per year²¹:

Child and youth educators	46,945.00 \$CAN
Childminders (private)	39,011.00 \$CAN
Nursery and childcare assist.	36,289.00 \$CAN
School teachers	53,977.00 \$CAN
- “...all facilities have a manager and deputy-manager, both of whom must be qualified pedagogues. Pedagogues (social educators) – who are the lead personnel in all facilities, including kindergarten class – are trained for 3.5 years at tertiary level in Centres of Further Education.”²²
- Municipal childminders (family care) are part of a union and a local network, providing support to each other and a relief system during their illness or holidays. There are also established centres that childminders use in local areas – they and their children meet with others in their network at these centres to carry out various activities.²³
- Concern has been expressed about the rising child-staff ratios that have occurred in many municipalities following the efforts made to meet the government promise of a guaranteed place for every child. To an outside team, these ratios seem rather positive. However, the tendency to increase the number of children per trained pedagogue needs vigilance.²⁴
- One particular effort to improve quality of overall education of children in a decentralized system is the establishment of the Danish Evaluation Institute, an independent institution formed under the auspices of the Ministry of Education in 1999. The Institute covers evaluation of the entire Danish system of education.²⁵

3. Affordable	<i>Parental fees are no more than 20% of service revenue.</i>
→	Parental fees are capped at 30-33% of running costs – which probably means that it comprises more than 20% of revenue; however, further subsidies are available for low-income families.
	<ul style="list-style-type: none"> ▪ Latest information available is inconsistent. One source (2004) claims that “day-care facilities are paid 20% by parents and 80% through public funding.”²⁶ Several other sources mention that Fees are capped for parents at “30-33% of running costs, with poorer families using services free of charge or at reduced rates.”²⁷ Local authorities who have ‘guarantees’ in place are permitted to increase the parental cap by 3% to 33%. ▪ Parents will not have to pay any contributions if they can document that their income does not exceed 20,738 \$CAN. Contributions go up by 5% for the first sum of 458 \$CAN and will be increased by 1% for each increase of 458 \$CAN. Parents have to pay the full contribution if their income exceeds 64,320 \$CAN. ▪ All local authorities have rules to give a discount to parents with more than one child – they charge the full price for the most expensive child care place and then offer subsequent places at 50% of cost. ▪ “A two-earner, one-child family with average wages would pay about 5.3% of their family income for a child in a day nursery (most expensive).”²⁸
4. Publicly funded	<i>Government provides the majority of funding for relevant services.</i>
<input checked="" type="checkbox"/>	Yes, government provides the majority of funding for child care.
	<ul style="list-style-type: none"> ▪ Even childminders (of smaller groups of children typically in private homes) are employed by the local authority <u>are in a union</u> and have full benefits.
5. Accessible	<i>There is a space for everyone in a resource that supports their full development.</i>
<input checked="" type="checkbox"/>	Although there are some groups that need increased access to child care, 87% of municipalities <i>guarantee</i> access to child care (at 30 weeks old). There is a strong correlation between those municipalities that do not offer guarantees and long waitlists.
	<ul style="list-style-type: none"> ▪ As noted, many local authorities have implemented a place ‘guarantee’ at the urging of the central government (87% in 2000). This has reduced the number of children on waiting lists to 5,483 in 2000 (concentrated in a few municipalities).²⁹ ▪ “Two groups of children have limited access to early education and care, viz. infants between 6 and 9 months and the children of the New Danes or immigrants.”³⁰ ▪ The government has been taking steps to ‘encourage integration’ and will ‘stimulate the [Danish] language skills of the young children before they begin school’. ▪ Current supported parental leave following childbirth is: 14 weeks maternity leave followed by 14 weeks parental leave and 2 weeks paternity leave (all paid for at full unemployment benefit rate) to which 26 weeks of childcare leave may be added, paid at 60% of the unemployment rate. Total leave period may not exceed 52 weeks.³¹

Danish Child Care Governance

1. Clear Mandate	<i>The degree to which the governance model has a clear mandate - there is a clear and formal mandate for the assessment of need, planning, development and delivery of child care or other service (mandate enshrined in legislation with a budget to back it and full accountability).</i>
<input checked="" type="checkbox"/>	<p>The mandate is very clear – the authority is written into their constitution and direction is given through legislation.</p>
	<ul style="list-style-type: none"> ▪ Mentioned above in several places.
2. Reflects CCCABC's Values	<i>The degree to which the model promotes CCCABC's values:</i>
	<p>a. Accountable <i>The model promotes accountability to the community through government for ensuring standards/regulations are met and financial reporting is transparent and that the service is responsive to individual needs.</i></p>
<input checked="" type="checkbox"/>	<p>As mentioned above, local authorities (which are government bodies in and of themselves) determine the objectives and framework for work carried out in day-care facilities; although central government can exert powerful influence over local decision-making (i.e. the guarantees).</p>
	<ul style="list-style-type: none"> ▪ Mentioned above in several places.
2. Reflects CCCABC's Values	<p>b. Coordinated <i>The model promotes coordination and integration of service (avoids overlap, duplication and ensures efficiency of available resources).</i></p>
<input checked="" type="checkbox"/>	<p>With child care under the auspices of local government, child care is coordinated locally. The literature does not say if child care services are integrated with other children and family services but there is an identified need for greater collaboration between daycare facilities and schools.</p>
	<ul style="list-style-type: none"> ▪ Local authorities have the overall responsibility for providing daycare facilities for children, to ensure a sufficient supply of places, and to take all necessary initiatives in relation to children in need of special supports. (It is suggested that the division of child care responsibilities is divided this way because of the larger investment needed to support children who need additional supports is beyond the capability of local government). Their estimate of sufficient supply will be based on a number of factors: the number of places already available, including other jurisdictions; present and foreseen demand, and financial factors. Parents are free, however, to decide what kind of childcare they want to use, and may be provided with a grant to use the services of a free-choice childminder, recognized by the municipality.³² ▪ It is interesting to note that Danish law acknowledges the unique and central place that childcare plays in a child's life – "If a local authority is to investigate the situation

	<p>of a child prior to making a decision concerning special support, the law provides that the basis on which the decision is made must include knowledge acquired by day-care facilities.”³³</p> <ul style="list-style-type: none"> ▪ Children do not attend school until they are 6-7 years old – before school is an optional year of kindergarten (about 98% of children attend). This, and before and after school care (‘school leisure time facilities’) are governed by local authority through the schools (Folkeskole). Once children reach school (age 6) the vast majority (49%) of them are in before and after school care. One of the criticisms of this model is that greater collaboration is needed between day care facilities and schools.³⁴
2. Reflects CCCABC’s Values	c. Equitable <i>The model promotes equitable access across regions.</i>
☑	This model allows for a respectable amount of equity across regions. The decentralized nature of the model means that 87% of local authorities guarantee child care availability.
	<ul style="list-style-type: none"> ▪ As mentioned previously, local authorities must provide childcare placements to all children residing in their community. The estimate will be based on a number of factors, including the number of places already available, present and future demand and financial factors.³⁵ ▪ “Each municipality forms an umbrella group made up of representatives from each [child-care] centre. This umbrella group determined the level of need for centre-based and home-based care, from which funding is allocated.”³⁶ ▪ Rianne Mahon argues that Denmark has been successful in achieving the balance – with “greater diversity – and local democracy has been permitted, without sacrificing national concerns for equity.”³⁷
2. Reflects CCCABC’s Values	d. Inclusive and responsive to diversity <i>The model provides those who require additional supports and those who come from different backgrounds with the services they need to support their full development.</i>
➔	This model has not fully met the needs of “New Danes” or infants, but, with strong central policy, it could be adapted to meet the needs of these two groups.
	<ul style="list-style-type: none"> ▪ “Two groups of children have limited access to early education and care, viz. infants between 6 and 9 months and the children of the New Danes or immigrants.” ³⁸ ▪ The Social Services Act addresses day-care facilities for children with physical or mental disabilities – local authorities may meet this obligation in many different ways, including, establishment of a shared municipal facility operated by the county (region). This is the only area where county authority plays a direct role in child care.³⁹ ▪ The government literature discusses the ‘special situation’ of the ‘large number of immigrants that have come to Denmark’ or ‘New Danes’ (which seems to be defined as non-white/‘Western’ that have immigrated to Denmark since the 1970s). The

	<p>special situation is that they “experience very different types of care and requirements in their childhood and youth,” and that “integration” of these “bi-lingual” children is important and so they must have a place in a day-care facility: “such a place will give the children an opportunity to learn the Danish language and to enter into social relationships. In addition they will become familiar with Danish culture.” This need is not mentioned for those from Britain, Sweden and the United States, despite them being mentioned earlier in the document, because “their culture and way of living are rooted in the same norms and values as those adhered to by the Danes.”⁴⁰ In short, it is clear that the emphasis is placed on people of colour to integrate into Danish society through mainstream childcare. “In day-care facilities with many bilingual children the staff will generally include people with a non-Danish background, for example Turks or Pakistanis.</p>
<p>2. Reflects CCCABC’s Values</p>	<p>e. <i>Community-control</i> <i>The model promotes democratic community control, meaning it will:</i></p>
	<p>i. Be participatory, with children, parents, caregivers, and community members at large involved,</p>
<p><input checked="" type="checkbox"/></p>	<p>Through the parent boards, this governance model is highly inclusive of parents and caregivers (other stakeholders <i>may</i> sit on the board). The literature is silent on whether children themselves are involved in governance; however, the Danish service delivery approach to child care is definitely child rights-based and very participatory.</p>
	<ul style="list-style-type: none"> ▪ The Danish model has a high level of parental involvement and influence – parents comprise the majority on parent’s boards (each board must also have two staff representatives and other stakeholders may also sit on the board). Parents’ boards set the guidelines for the educational principles and for the use of the financial framework as well as participate in appointing new staff. ▪ As mentioned earlier, the importance of consulting with parents is outlined in the Social Services Act that governs child care (although local authorities must decide the extent of competence to be given to parent boards). “Initiatives taken in relation to individual children must be agreed with the parents, which stresses the rule that parents have overall responsibility for the development of their children. Their initiatives taken by day-care facilities must be adapted to the initiatives taken by the parents in relation to their children.”⁴¹ ▪ Once parent boards have defined the principles for the educational work carried out in the day-care and for the use of funds made available within a budgetary framework, it is the job of the managers to translate this into a unique facility ‘profile’ that will be “communicated in the form of a business plan.”⁴² ▪ “..there is a long tradition of respect for childhood and early independence...the aim of the childcare centre...is to create settings that will foster the children’s development, well-being and independence...their right to be consulted, to express their opinions and participate.”⁴³

2. Reflects CCCABC's Values	<p><i>e. Community-control</i></p> <p>ii. Reflect a high level of community ownership,</p>
☑ ?	<p>The literature does not explicitly address this dimension, however, it is a model that does have extensive involvement of parents and therefore logically would have some degree of parent user ownership.</p>
2. Reflects CCCABC's Values	<p><i>e. Community-control</i></p> <p>iii. Be delivered through non-profit or public organizations,</p>
☑	<p>Almost all forms of child care are delivered outside of the for-profit system. Most day-care facilities are operated by local government authorities themselves and family-based care is a salary-based system; some independent enterprises are involved but they are also largely not-for profit.</p>
	<ul style="list-style-type: none"> ▪ Local authorities may establish and operate day-care facilities themselves, but they may also outsource the operation to independent enterprises. These independent enterprises are predominantly NGOs, however, the numbers have been falling in recent years possibly because the 'restrictive' requirements local authorities place on them. Now, more of them are being converted into municipal day-care facilities.⁴⁴ ▪ "About 70% of all day-care facilities are municipal, but independent day-care facilities are financed exactly the same way as municipal day-care. For schemes under which private facilities are operated, the municipality decides the grants per child for the arrangements."⁴⁵ ▪ "To receive municipal grants independent providers must work in conjunction with the local authority and observe local authority regulations and operating guidelines."⁴⁶ ▪ All private child minders (including organizations) who look after more than two children for payment, must acquire permission from local authorities to do so – authorities make permission contingent upon the organization or individual meeting the same criteria as those applying to municipal childminders. (but without the operational restrictions and therefore they do not receive grants).
2. Reflects CCCABC's Values	<p><i>e. Community-control</i></p> <p>iv. Allow for political autonomy,</p>
☑	<p>The model is highly decentralized model and allows for vast amounts of political autonomy.</p>
	<ul style="list-style-type: none"> • The current model (since 1976) is highly decentralized and responsibility rests with a constitutionally protected municipal authority which, as mentioned above, is responsible for 70% of government activities.⁴⁷ This is considered a fundamental and 'deep rooted' cultural preference for government that is close, accessible and responsive to its citizens⁴⁸ ▪ "Each municipality forms an umbrella group made up of representatives from each [child-care] centre...[which] determines the level of need for centre-based and home-based care, from which funding is allocated."⁴⁹

2. Reflects CCCABC's Values	<i>e. Community-control</i> v. Be of a size/scale that allows a direct relationship between users and caregivers,
<input checked="" type="checkbox"/>	Being highly decentralized, local governments determine all aspects of daycare structure and therefore the relationship between users and caregivers may be different in each locality; however, the mandatory and extensive parental involvement likely indicates a direct relationship between users and caregivers.
2. Reflects CCCABC's Values	<i>e. Community-control</i> vi. Have the infrastructure (administrative support, etc.) to support community involvement,
<input checked="" type="checkbox"/>	Again, because of the highly decentralized system, it is difficult to comment on the infrastructure available to support community involvement; however, the infrastructure would come directly from local government authority.
	<ul style="list-style-type: none"> ▪ As mentioned above, the local authority has primary responsibility for the delivery of child care; therefore infrastructure support would logically be in place. ▪ Denmark has a stable population, a long evolution of child care, and stable central and local governmental climate.
2. Reflects CCCABC's Values	<i>e. Community-control</i> vii. Allow service delivery to be decentralized , and it will,
<input checked="" type="checkbox"/>	This model allows for a vast amount of decentralization.
	<ul style="list-style-type: none"> ▪ As mentioned above, there are many examples of the decentralized power in regards to child care delivery: "For schemes under which private facilities are operated, the municipality decides the grants per child for the arrangements."⁵⁰
2. Reflects CCCABC's Values	<i>e. Community-control</i> viii. Build on the strengths that currently exist in the community and province (probably using a community development model).
<input checked="" type="checkbox"/>	This model has been in place for a long time and has moderate-to-extensive parental involvement and is highly decentralized; therefore, presumably draws on existing strengths in the community.

Concerns, Issues, Questions

1. In such a highly decentralized model, it may be beneficial to look further at the research evaluating the quality of child care in Denmark across regions. Where are recent initiatives focusing on quality coming from?
2. It would be worthwhile to survey the actual power that parental boards have across regions.
3. Further exploration of the similarities and differences in response to diversity would be helpful.

¹ The terms 'municipalities' and 'local authorities' are used interchangeably in the literature, so I have done so as well. Also, daycare and childcare are used interchangeably. Also, this analysis is focused primarily on the community based child care delivery model and not on the school-based model.

² StatBank Denmark. www.statbank.dk

³ Denmark. *Early Childhood Education and Care Policy in Denmark – Background Report. OECD Thematic Review of Early Childhood Education and Care Policy* (Copenhagen: Ministry of Social Affairs, 2000), 7. At: www.oecd.org/dataoecd/48/37/2475168.pdf.

⁴ As of January 1, 2007, Denmark will be changing to 98 municipalities and five regions. See: www.kl.dk/359504.

⁵ Denmark, *Early Childhood Education and Care Policy in Denmark*, 8.

⁶ Organisation for Economic Co-operation and Development (OECD), *OECD Country Note: Early Childhood Education and Care Policy in Denmark* (January 2001), 12. At: www.oecd.org/dataoecd/31/56/33685537.pdf.

⁷ OECD, *OECD Country Note*, 13; and Denmark, *Ministry of Science Technology and Innovation – Work in Denmark: Childcare*. At www.workindenmark.dk, last accessed May 31, 2006.

⁸ Denmark, *Early Childhood Education and Care Policy in Denmark*, 14.

⁹ Denmark, Ministry of Social Affairs, *Social Policy in Denmark – 5.1 Day-care services for children*. At: <http://eng.social.dk>.

¹⁰ The local authorities' right to manage their own affairs, under state supervision, is laid down in the Constitution of 1849. Also, Denmark, *Early Childhood Education and Care Policy in Denmark*, 41.

¹¹ KL, *Local Government in Denmark* (2003), 6. At: www.kl.dk/359504.

¹² Denmark, *Ministry of Science Technology and Innovation*.

¹³ Organisation for Economic Co-operation and Development (OECD), *An Overview of ECEC Systems in the Participating Countries – Denmark* (2001), 160. At: www.oecd.org/dataoecd/43/35/1942303.pdf.

¹⁴ Ibid.

¹⁵ Denmark, Ministry of Social Affairs, *Social Policy in Denmark – 5.1 Day-care services for children*. At: <http://eng.social.dk>.

¹⁶ OECD, *OECD Country Note*, 12.

¹⁷ Denmark, *Early Childhood Education and Care Policy in Denmark*, 12.

¹⁸ OECD, *OECD Country Note*, 162.

¹⁹ R. Mahon, *What Kind of "Social Europe?" – Working Paper no. 02/01. Presented at the 1st IES Annual Colloquium* (September, 2001), 13. At: www.iee.umontreal.ca/publicationseng_fichiers/DIVERS/Texte-Mahon01.pdf.

²⁰ O. Langsten and D. Sommer, "Chapter 8 – Denmark" in *International Handbook of Child Care Politics and Programs*, M. Cochran, ed. (Conneticut: Greenwood Press, 1993), 160.

²¹ Adapted from: Denmark, *Early Childhood Education and Care Policy in Denmark*, 49, Using Universal Currency Converter www.xe.com on June 28, 2006 and multiplying by 12 months.

²² OECD, *OECD Country Note*, 161.

²³ Denmark, *Early Childhood Education and Care Policy in Denmark*, 16.

²⁴ OECD, *OECD Country Note*, 38.

²⁵ Denmark, *Early Childhood Education and Care Policy in Denmark*, 35.

²⁶ Childcare in a Changing World European Conference: October 2004, Groningen, the Netherlands. *Country Files: Denmark*. At: www.childcareinachangingworld.nl/downloads/country_files_denmark.pdf.

²⁷ OECD, *OECD Country Note*, 161.

²⁸ S. Kamerman and A. Kahn, *A welcome for every child: care, education and family support for infants and toddlers in Europe* (Arlington: Zero to Three, National Centre for Clinical Infant Programs, 1994), 12.

²⁹ Denmark, *Early Childhood Education and Care Policy in Denmark*, 36.

³⁰ OECD, *OECD Country Note*, 162.

³¹ OECD, *OECD Country Note*, 10.

³² OECD, *OECD Country Note*, 12.

³³ Denmark, *Early Childhood Education and Care Policy in Denmark*, 12.

³⁴ Ibid, 32.

³⁵ Ibid, 14.

³⁶ Lowe, 'Quality Child Care, Danish Style,' 20.

³⁷ R. Mahon, *What Kind of "Social Europe?" – Working Paper no. 02/01. Presented at the 1st IES Annual Colloquium* (September, 2001), 13. At: www.iee.umontreal.ca/publicationseng_fichiers/DIVERS/Texte-Mahon01.pdf.

³⁸ OECD, 2001, *Overview*, 162.

³⁹ Denmark, *Early Childhood Education and Care Policy in Denmark*, 19.

⁴⁰ Ibid, 39.

⁴¹ Denmark, *Early Childhood Education and Care Policy in Denmark*, 12.

⁴² Ibid, 31.

⁴³ OECD, *OECD Country Note*, 26.

⁴⁴ Ibid, 16.

⁴⁵ Childcare in a Changing World European Conference.

⁴⁶ OECD, 2001, *Overview*, 161.

⁴⁷ The local authorities' right to manage their own affairs, under state supervision, is laid down in the Constitution of 1849. Also; Denmark, *Early Childhood Education and Care Policy in Denmark*, 41.

⁴⁸ KL (2003). *Local Government in Denmark*. www.kl.dk/359504. 6.

⁴⁹ Lowe, 'Quality Child Care, Danish Style,' 20.

⁵⁰ Childcare in a Changing World European Conference.