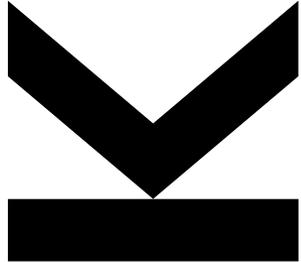


A NEED FOR MARKETIZATION? COMMODIFICATION OF AND (COUNTER)MOVEMENTS IN EARLY CHILDCARE



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OUTLINE

- Background: changes in early childcare
- The development through the lens of Karl Polanyi
- A Need for Marketization?
- Conclusion

BACKGROUND: CHANGES IN EARLY CHILDCARE

- Economic and social changes
- Post-industrial age in capitalistic centres → different skills are needed
- investing in human capital is considered as the best way of preparing for a future in a globalized world and knowledge-based economy
- Since the 1990th transformation of the welfare System
 - Austria: welfare to workfare with elements of the social investment strategy
- process of investment to enable people for their self integration integrating themselves into the labour market autonomously
- Focusing on early childcare

BACKGROUND: CHANGES IN EARLY CHILDCARE

„Early childhood education and care (ECEC) has become a policy priority in many countries. A growing body of research recognizes that ECEC brings a wide range of benefits, including social and economic benefits; better child well-being and learning outcomes; more equitable outcomes and reduction of poverty; increased intergenerational social mobility; higher female labour market participation and gender equality; increased fertility rates; and better social and economic development for society at large.” (OECD o.J.).

BACKGROUND: CHANGES IN EARLY CHILDCARE

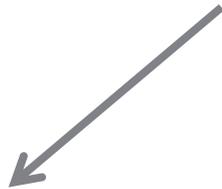
- EU Policies: Lisbon Process, Barcelona Objectives, Europe 2020 strategy
- An increasing number of parents are using early childcare provision
- Dominance of education as an expectation of the state and most of the parents
- The working content has changed: e.g. kindergarten teachers have to document and evaluate the learning progress, based on the educational plan without additional time windows; teaching foreign languages; beginning of alphabetisation

BACKGROUND: CHANGES IN EARLY CHILDCARE

- Kindergarten teachers are challenged by multiple social changes, e.g. over 43 % of the children are speaking another first language than German; employed mothers, single parents, no grandparents.
- Kindergarten teachers have to deal with different, sometimes conflicting demands of politics, parents, kindergarten providers, children and themselves

THE DEVELOPEMENT THROUGH THE LENCE OF KARL POLANYI

- Process of early childcare is an ambiguous process concerning commodification



Decommodification
welfare expansion



Commodification/Marketization
mode and goals

THE DEVELOPEMENT THROUGHT THE LENCE OF KARL POLANYI

- Early childcare = investing in the fictitious commodity labour
→ commodification of the future labour (power) is the goal
- Managerial organisation of early childcare: Care can not be commodified all the way down!?
- Transnational character of commodification of labor gets visible in early childcare → rebuilding not only in the OECD countries, investment in early childcare provision is simultaneously observable in some BRICS-countries and parts of the global south
- Doublemovement: dialectical process of marketization and social protection against it

COMMODIFICATION OF EMPLOYABLE FUTURE WORKFORCE

- Need for human capital on the one hand women (as careless workers) and on the other children as the future Workforce
ECEC became a policy priority in most of the OECD-countries → simultaneous commodification of present labour and future labour
- Neoliberalism is the source of new demands in early childcare
- Education from 0-6 year as the basis for economic success
- The transfer of interdisciplinary competences for the flexibilized and deregulated labour market, with a short term perspective is most successful in this early period of life.
- A tool to erase inequality or social inheritance of success? → To achieve the aim there is a need for high quality public childcare

A NEED FOR MARKETIZATION?- CONTRADICTIONS BETWEEN THE IDEA OF SOCIAL INVESTMENT AND EMPIRICAL EVIDENCE

- Universalisms vs. targeting in social investment
- Opportunities through marketization → specialized offers in order to target specific goals of „integration“ against inequality; a rise of professionalisation and quality due to competition
- Restrictions of marketization

REACTION TO THE CONTRADICTIONS – COUNTERMOVEMENT(S)?

- Kindergarten teachers have different ways in dealing with the new, sometimes contradictory demands which are affecting their working conditions:
 - Exit
 - Protests but no strikes (e.g. work@social GPA (union); Sozial aber nicht blöd; Kollektiv Kindergarten Aufstand (non standardised protest, without unions))
 - Certain working practices

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LIMITS OF CARELESS EDUCATION

- Early childcare uncovers limits of careless education and the carelessness of capitalism in general: unalienable for society
- Children in early childcare make the interdependency of human beings visible
- Conflict between early childcare and early child education (different images of humanity)
- The denial of interdependency of human beings and failure to recognize the vulnerability and neediness of human being (Lynch 2010) isn't possible in early childcare as it is in higher education.