

The Child Guarantee Targeted Consultations Questionnaire

Fields marked with * are mandatory.

Data protection

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You can find it on the right section of this Survey.

Introduction

The [Political Guidelines](#) of President Ursula von der Leyen announce the adoption of a Child Guarantee. The goal is to ensure that every child in Europe at risk of poverty or social exclusion (“children in need”) has access to the “most basic of rights like health care and education”. Following up to its Communication “A Strong Social Europe for Just Transitions”, the Commission will adopt a proposal for a Council Recommendation on a Child Guarantee in 2021.

The Child Guarantee [Roadmap](#) of 19 August 2020 provides information on the Child Guarantee, the problem it aims to tackle, and the objectives it aims to meet. The objective of the Child Guarantee initiative is to **ensure access for children in need to the services that are essential for their development and well-being, in particular early childhood education and care (ECEC), health care, education, nutrition, housing and participation in cultural and leisure activities.**

Through this targeted consultation, the European Commission would like to hear your views on what actions could be taken at EU level through the Child Guarantee, to ensure that Member States provide access to the above-mentioned services for the children in need.

Explanations

In the framework of the Child Guarantee policy initiative, we are considering **access to the following services:**

1. Education
2. Early Childhood Education and Care (ECEC)
3. Play, recreation, sport and cultural activities
4. Healthcare
5. Nutrition
6. Housing

The Child Guarantee initiative will target on **children in need** who are identified as being likely to have insufficient access to the above-mentioned services. **Children in need** include:

1. Children from precarious households: precariousness due to economic fragility, in particular income poverty or material deprivation, but also household composition, or other social risk factors;
2. Children with a migrant background;
3. Children in institutions;
4. Children with disabilities;

Profile of the respondent

* 1. Please choose the capacity in which you are giving your contribution:

at most 1 choice(s)

- Representative of an international organisation
- Representative of a public authority, national level
- Representative of a public authority, regional or local level
- Representative of a civil society organisation (NGO)
- Representative of a service provider
- Representative of an academic research team
- Private person – an expert in the areas concerned by the initiative
- Other

* 2. Please insert the name of your organisation as well as your position

Alliance for Childhood European Network Foundation, Chairman

* 3. Please indicate the Member State in which you or your organisation operate, or that you use as main reference when answering the questions (pick 'EU' if you represent an EU-level organisation):

at most 1 choice(s)

- EU
- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czechia
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania

Luxemburg
 Malta
 Netherlands
 Poland
 Portugal
 Romania
 Slovakia
 Slovenia
 Spain
 Sweden

The problem tackled by the Child Guarantee: access to services for children in need

4. From your professional experience, how easy or difficult is it for children with disabilities to access the following services, compared to children without disabilities?

	Very easy	Rather easy	No difference	Rather difficult	Very difficult	Do not know
* A. Adequate nutrition	<input type="radio"/>	<input checked="" type="radio"/>				
* B. Healthcare	<input type="radio"/>	<input checked="" type="radio"/>				
* C. Decent housing	<input type="radio"/>	<input checked="" type="radio"/>				
* D. Early childhood education and care of good quality	<input type="radio"/>	<input checked="" type="radio"/>				
* E. Quality education, allowing to advance to higher education	<input type="radio"/>	<input checked="" type="radio"/>				
* F. Play, recreation and cultural activities	<input type="radio"/>	<input checked="" type="radio"/>				

5. From your professional experience, how easy or difficult is it for children with a migrant background to access the following services, compared to native-born children?

	Very easy	Rather easy	No difference	Rather difficult	Very difficult	Do not know
* A. Adequate nutrition	<input type="radio"/>	<input checked="" type="radio"/>				
* B. Healthcare	<input type="radio"/>	<input checked="" type="radio"/>				
* C. Decent housing	<input type="radio"/>	<input checked="" type="radio"/>				
* D. Early childhood education and care of good quality	<input type="radio"/>	<input checked="" type="radio"/>				

* E. Quality education, allowing to advance to higher education	<input type="radio"/>	<input checked="" type="radio"/>				
* F. Play, recreation and cultural activities	<input type="radio"/>	<input checked="" type="radio"/>				

6. From your professional experience, how easy or difficult is it for children living in institutions to have access to the following services, compared to children living at home?

	Very easy	Rather easy	No difference	Rather difficult	Very difficult	Do not know
* A. Adequate nutrition	<input type="radio"/>	<input checked="" type="radio"/>				
* B. Healthcare	<input type="radio"/>	<input checked="" type="radio"/>				
* C. Decent housing	<input type="radio"/>	<input checked="" type="radio"/>				
* D. Early childhood education and care of good quality	<input type="radio"/>	<input checked="" type="radio"/>				
* E. Quality education, allowing to advance to higher education	<input type="radio"/>	<input checked="" type="radio"/>				
* F. Play, recreation and cultural activities	<input type="radio"/>	<input checked="" type="radio"/>				

7. From your professional experience, how easy or difficult is it for children from economic precarious families (experiencing poverty or material deprivation), to access the following services, compared to their better-off peers?

	Very easy	Rather easy	No difference	Rather difficult	Very difficult	Do not know
* A. Adequate nutrition	<input type="radio"/>	<input checked="" type="radio"/>				
* B. Healthcare	<input type="radio"/>	<input checked="" type="radio"/>				
* C. Decent housing	<input type="radio"/>	<input checked="" type="radio"/>				
* D. Early childhood education and care of good quality	<input type="radio"/>	<input checked="" type="radio"/>				
* E. Quality education, allowing to advance to higher education	<input type="radio"/>	<input checked="" type="radio"/>				
* F. Play, recreation and cultural activities	<input type="radio"/>	<input checked="" type="radio"/>				

8. From your professional experience, in the last ten years, access by children in need to the following services, has improved or worsened?

	Improved a lot	Somewhat improved	It has remained the same	Somewhat worsened	Worsened a lot	Do not know
* A. Adequate nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* B. Healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* C. Decent housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* D. Early childhood education and care of good quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* E. Quality education, allowing to advance to higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* F. Play, recreation and cultural activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

9. From your professional experience, which are the main barriers that need to be overcome to ensure that children in need get adequate access to these services?

Please, identify max 3 barriers per service

	Availability of services	Discrimination	Narrow eligibility criteria	Lack of awareness/ Insufficient information	Physical access to services	Affordability of services	Services not adapted to children's needs	Lack of monitoring	Don't know/ No opinion
* A. Adequate nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* B. Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* C. Decent housing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* D. Early childhood education and care of good quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* E. Quality education, allowing to advance to higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* F. Play, recreation, sport and cultural activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 G. Other, please specify

Absence or weak organisations of parents

The role of the European Union and Member States in the fight against child poverty and social exclusion

* 10. To what extent do you agree that EU-level action could help address the barriers identified in the previous question (*Question 9*)?

at most 1 choice(s)

- I totally agree
- I tend to agree
- I tend to disagree
- I totally disagree
- I do not know/ No opinion

11. How effective do you think that the following actions in the Member States, in the area of **education**, would be in supporting social inclusion and equality of opportunities for children in need?

	Very effective	Rather effective	Rather ineffective	Very ineffective	Do not know
* A. In order to enable distance learning, provide IT equipment to children in need	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* B. In order to enable distance learning, provide financial support for low-income families, targeted at defraying the cost of Internet connection and IT equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* C. Provide financial support for low-income families, targeted at defraying the cost of admission fees to cultural institutions, sports and other extracurricular activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* D. In order to strengthen inclusiveness of the education system, invest in teacher training and staff incentives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* E. In order to strengthen inclusiveness of the education system, reinforce multidisciplinary teams	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* F. Support children with disabilities and those who suffer from other disadvantages (e.g. poor language skills), to compensate for linguistic, cognitive and educational gaps	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* G. Support activities for children with disabilities to be included in mainstream education and early childhood education and care	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* H. Develop partnership programmes between schools, parents, local communities and social services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I. Support extracurricular activities based on the preferences of children and creating a sense of belonging	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* J. Provide financial support for low-income families, targeted at defraying costs of ECEC (including indirect)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* K. Monitor, to make sure that within the ECEC establishments supported from public resources, the percentage of disadvantaged children is at least as high as their share in overall population	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* L. Put in place quality standards to ensure that children in vulnerable situations do not end up in lower quality ECEC provision	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* M. Introduce yearly health and dental screenings in ECEC establishments and schools	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11 N. Other, please specify

1. visits at home by social workers who play with the children and who teach the mother/father to play with their own children and who help them in general a bit how to manage in a good way a household.
2. every municipality should be aware of the children in fragile situations and they should be visited regularly. Even if the municipality does not have the funds to support the families, it is already important to be aware of it and to report it to the Municipal Council.

12. How effective do you think that the following actions in the Member States, in the area of **health**, would be in supporting social inclusion and equality of opportunities for children in need?

	Very effective	Rather effective	Rather ineffective	Very ineffective	Do not know
* A. Provide free mental health and rehabilitation services, both to children in need and to their parents or guardians	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* B. Provide financial support for low-income families, targeted at defraying the costs of payments for healthcare and medication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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12 C. Other, please specify

Regular check of the teeth of the children by a dentist in cooperation with a social worker. The quality of the teeth is a good indicator for the general well-being of the children. Reporting of the statistics to the Municipal Council.

13. How effective do you think that the following actions in the Member States, in the area of **nutrition**, would be in supporting social inclusion and equality of opportunities for children in need?

	Very effective	Rather effective	Rather ineffective	Very ineffective	Do not know
* A. Promote healthy eating habits, including by limiting advertisement of unhealthy foods and prohibiting their sales on school premises	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* B. Provide children in need with at least one healthy balanced and free meal per day	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 C. Other, please specify

Ensure that in each Municipality there is a food bank available for the poorest people.

14. How effective do you think that the following actions in the Member States, in the area of **housing**, would be in supporting social inclusion and equality of opportunities for children in need?

	Very effective	Rather effective	Rather ineffective	Very ineffective	Do not know
* A. Increase investment in social housing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* B. Prioritise parents with children when allocating apartments in social and public housing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* C. Provide financial support for low-income families, targeted at defraying the costs of essential housing services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 D. Other, please specify

Investigate in which ways people can better organise themselves in for instance housing cooperatives and thus become more empowered and get a louder voice in the public sphere.

15. How effective do you think that the following actions in the Member States would be in supporting the social inclusion and equality of opportunities for **children (at risk of) living in institutions**?

	Very effective	Rather effective	Rather ineffective	Very ineffective	Do not know
* A. Prevent institutionalisation of children through support for families in precarious situations and for people with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* B. Ensure accommodation, as well as advisory services for children leaving institutional care, as well as an adequate number of after-care workers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* C. Strengthen the role of social services in identifying children in need, referring them to respective services and undertaking periodic follow-up monitoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15 D. Other, please specify

In many Member States the institutional support for children stops when a young person becomes 18. However, often they are then not yet ready to stand on their own feet. Support should be available until they become 25, or earlier if they don't need it any more.

* 16. Please suggest other action(s) that could be undertaken in the Member States, in order to support the social inclusion and equality of opportunities for children in need.

3000 character(s) maximum

In the entire setup of the Child Guarantee the financing of it is to my opinion the weak point. Why not agree that the Child Guarantee is financed by 1% increase of the inheritance tax in the Member States. This money could be remitted to the European Commission to make it subsequently available to the Member States. In this way the older generation finances the youngest generation and the Commission can also remit more money to the poorer Member States, thus realising a sort of redistribution of income/wealth. If the Council would refuse to remit the tax to the European Commission it could be used to finance the Child Guarantee in the Member States themselves.

Governance of the Child Guarantee

* 17. To what extent do you think that services (e.g. in education, healthcare, social services, etc.) coordinate between themselves in order to take into account the specific challenges faced by children in need, in your country/region?

To a large extent

- To a considerable extent
- To some extent
- Not at all
- I do not know/ No opinion

Final question

- * 18. Please provide additional comments and/or suggestions for the upcoming Child Guarantee policy initiative in the box below.

3000 character(s) maximum

The European Commission developed the Youth Guarantee in 2015. The whole setup of that arrangement can be followed for the Child Guarantee. I wrote a paper about that, see the following link:
http://www.allianceforchildhood.eu/files/Improving_the_quality_of_Childhood_Vol_6/QOC%20V6%20CH07%20PDF%20DEF.pdf

A key role in the area of youth unemployment is played by the organisations called 'Public Employment Services'. Their European Platform is called EURES, which stands for European Employment Service. I would propose to develop a similar organisational setup for the Youth Guarantee.

Background Documents

[Child Guarantee Background Note](#)

[Protection of your personal data.pdf](#)

Contact

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