

DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE

Cancels & replaces the same document of 03 November 2009

EARLY CHILDHOOD EDUCATION AND CARE: WORKFORCE SUPPLY, QUALIFICATIONS AND DEVELOPMENT

Wednesday, 25 November to Thursday, 26 November 2009

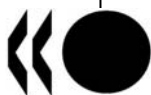
*This document is an ANNEX to document EDU/EDPC(2009)19.*

*This document contains raw data collected through a questionnaire on Early Childhood Education and Care. The previous version of this document contained data from the following 17 countries: Australia, Belgium-Flanders, Canada, Chile, Finland, Italy, Japan, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovenia, Spain, Sweden and the United Kingdom (England).*

*The 4 August 2010 version of this document contains data from the following 2 additional countries: Austria and Slovak Republic.*

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## **Questionnaire for the 5TH Meeting of the Network on Early Childhood Education and Care: Workforce supply, qualifications and development in ECEC**

### **Brief general instruction**

1. The purpose of this questionnaire is to collect country practice on workforce supply, qualifications and development in ECEC, which will be shared at the 5<sup>th</sup> meeting.
2. The questionnaire is designed to obtain both quantitative and qualitative information. Questions are asked either in a form of a table or a descriptive open question. For open questions, the limit of words is indicated for their responses: clear-cut distinct responses will help facilitate the Secretariat's information processing and making comparative analysis.
3. With respect to the data collection process, the Secretariat is conscious of the importance of not duplicating the already existing information. Therefore, for the completion of requested tables, respondents are asked to use the already available information from the OECD Family Database and update and/or complete the tables. The references are: Table PF14.1 Qualifications of certified childcare workers and main place of work and Table PF14.2: Qualifications of pre-school teachers and main place of work (<http://www.oecd.org/dataoecd/45/30/37864559.pdf>; pp. 3-6).
4. With respect to the requested statistical data, please provide the one from year 2007/08. If the data is not available for the year, please provide the most recent year or any available year. In this case, please specify which year the data comes from.
5. Please send your responses to Miho Taguma ([Miho.Taguma@oecd.org](mailto:Miho.Taguma@oecd.org)) **by 31 March 2009**.

## 1. Mapping staff profiles

1.1 Please list all the job profiles working in the ECEC sector (including both childcare workers and pre-school teachers). Please also specify, which ministry(ies) are responsible for the qualification of the job profile.

Job titles in the original language (with translation in English)	Main types of work* (Please see below for your selection.)	Responsible ministry(ies)
<i>e.g.</i> <i>Lastentarhanopettaja</i> (kindergarten teachers)	Pre-primary teacher	Ministry of Education
<i>Sosionomi</i> (social pedagogues)	Pedagogues	Ministry of Social Affairs
<i>Lähihoitaja</i> (practical nurses)	Childcare workers	Ministry of Social Affairs

\* Of the following four types, please select the one which will most accurately describe the selected job title. If any of the categories does not correspond to a job title you have listed, please fill in the cell with your own description.

- **Childcare workers.** The qualifications of child care workers differ greatly from country to country and from service to service. In most countries, child care workers have a vocational level diploma, generally at children's nurse level (upper secondary, vocational level), although many countries will also have specialist staff trained to secondary level graduation, plus a one- to two-year tertiary level vocational diploma.
- **Auxiliary staff.** There are many types of auxiliary staff working in centres who are trained to different levels. On one end of the scale is auxiliary staff with no formal qualification in the area, while auxiliaries in the pre-school service sector in Nordic countries (from age 1 onwards, see PF12) often have gone through a couple of years of upper secondary vocational training.
- **The pre-primary teacher and/or primary teacher** (or kindergarten/pre-school teachers in Australia, Canada and the United States): Pre-primary teachers are generally trained at the same level and in the same training institution as primary school teachers. The profile is found in Australia, Canada, France, Ireland, the Netherlands, the United Kingdom and the United States (in some of these countries, *e.g.* France, Ireland, and the Netherlands, the pre-primary teacher is trained both for the pre-school and primary sector). In federal countries, variation exists across different states or provinces, but the predominant type of training is in primary school-oriented pedagogy (readiness-for-school is a primary aim of early education).
- **Pedagogues.** In Nordic and central European countries, there are many those who have been trained (upper-secondary or tertiary education) with a focus on early childhood services rather than primary teaching. Pedagogues may also have received training in other settings, as for example, youth work or elderly care.

1.2 If your country has dual qualification system without integration, please describe the policy challenges and what kinds of policy responses have been attempted except the effort to integrate them. [Maximum: 100 words].

1.3 If your country has experienced or is experiencing the process of integrating the dual qualifications into one qualification system for child care staff and pre-school teachers, please describe the main drivers for integration, policy challenges during the process, and what kinds of policy responses have been attempted. [Maximum: 200 words].

## 2. Work opportunities

2.1 Please complete the following table. If the figures for the composition of work supply are not available, please indicate the 'estimates'.

Job titles in the original language (with translation in English)	Main field of work in the original language (with translation in English)	Types of field * (Please see below for your selection.) (average ratio of child to staff within the type of field)	Composition of work supply: (a) male:female (b) native:/immigrants (c) average age
<i>e.g.</i> <i>Lastentarhanopettaja</i> (kindergarten teachers)	<i>6-vuotiaiden esiopetus</i> (pre-school class as well as kindergarten)	<i>Pre-school early education programmes(7:1)</i>	(a) (e.g. 89:11) (b) (e.g. 98:2) (c) (e.g. 35)
<i>Sosionomi</i> (social pedagogues)	<i>Päiväkoti</i> (children's day care centre)	<i>Centre-based day-care (4:1)</i>	
<i>Lähihoitaja</i> (practical nurses)	<i>Avoim päiväkot</i>	<i>Centre-based day-care (4:1)</i>	

\* Of the following four types, please select the one which will most accurately describe the selected job title. If any of the categories does not correspond to a job title you have listed, please fill in the cell with your own description.

- **Centre-based day-care:** encompasses all childcare that is provided outside the home in licensed centres. The services provided can be full or part time and are most commonly referred to as nurseries, day care centres, crèches, playschools and parent-run groups. In general, these services are provided to children not yet 4 years of age provide care to children before commencing pre-school (please see country notes below for exceptions).
- **Family day care (FDC)** is traditionally provided in a home setting. This can be at the child-minder's home, or at the child's own home where a qualified or registered child minder looks after the child. The maximum number of very young children who can be cared for in this

way is usually 3 or 4. This type of care is most common for children prior to pre-school i.e. those aged up to 3, and is sought either because the availability of places in crèche/nurseries is too limited or parents prefer a homely environment (particularly for very young children).

- **Pre-school early education programmes:** this category includes centre-based (or often school-based) programmes designed to meet the needs of children preparing to enter primary (compulsory) education. In most countries, these programmes include at least a 50% educational content and are supervised by qualified staff. In some countries, these programmes are run on a full-time basis and offer out-of-school hours provision on the same premises (see forthcoming indicator on out-of-school-hours services). Some countries however have traditionally provided kindergarten programmes as part-time and are now looking to reform these programmes (see below for country notes). Others have effectively extended the primary school programmes by bringing in one or two years pre-school into primary schools, for example the 'Prep' year in Queensland, Australia, 'infant classes' in Ireland, group 1 (the first year in the former 'kleuterschool') in the Netherlands, the "Education infantile in Spain", and 'Reception classes' in the UK.

### 3. Working conditions

3.1 Please complete the following table. If the exact figures are not available, please indicate the 'estimates'.

Job titles in the original language (with translation in English)	Average working hours	Remuneration level of staff: (a) compared to minimum wage (b) compared to primary school teachers
<i>e.g.</i> <i>Lastentarhanopettaja</i> (kindergarten teachers)	<i>(e.g. 35 hours per week)</i>	(a) <i>(e.g. + 5%)</i> (b) <i>(e.g. - 10%)</i>
<i>Sosionomi</i> (social pedagogues)		
<i>Lähihoitaja</i> (practical nurses)		

3.2 What kinds of policies have been implemented to improve the working conditions for the ECEC staff? What have been the policy challenges? [Maximum: 200 words].

3.3 Please provide any available information (statistical or qualitative) that describes the turnover rates of ECEC staff in 2007/08. If any information is not available for the requested year, please provide the most recent information or data. [Maximum: 200 words].

#### 4. Recruiting and retaining qualified staff

4.1 What kind of policies or strategies at the national or regional level have implemented in your country for recruiting and retaining qualified staff? What are the current policy challenges? [Maximum: 200 words].

4.2 What are the conditions for promotion and what kind of career development opportunities exist for the staff in the ECEC sector? [Maximum: 100 words].

4.3 Has there been a practice of using 'recognition of prior learning/ working experience' in giving an ECEC-related qualification, certificate or licensing in your country? If yes, what are the drivers? [Maximum: 200 words].

#### 5. Initial training requirements, age range and providers

Job titles in the original language (with translation in English)	Initial training requirements	Age range of children	Types of providers (Please specify public/private and the level of provider using ISCED in parenthesis)	Accreditation, Licensing, etc. (e.g. an individual licensed by the government, a provider is accredited by the government, etc.)
<i>e.g.</i> <i>Lastentarhanopettaja</i> (kindergarten teachers)	3-to-5-year of university or polytechnic	0-7	University (public, ISCED5A) , polytechnic (public, ISCED 5B)	
<i>Sosionomi</i> (social pedagogues)	3-year of vocational	0-6	Vocational schools (both public and private, ISCED 3)	
<i>Lähihoitaja</i> (practical nurses)	3-year of vocational secondary	0-6	Vocational schools (public, ISCED 3)	

5.1 What are the course structures of initial training (*e.g.* full-time and part-time; number of credits/unit/hours required; number of hours of practical training, etc.)? [Maximum: 100 words].

5.2 What are the key contents/requirements in the teacher training programmes (*e.g.* child psychological development, music education, art education, counseling, etc)? Is there a standard curriculum or guidelines for ECEC staff at the national level? If not, how does the central government or municipalities ensure the minimum standards of teacher training? [Maximum: 200 words].

5.3 Of the teacher training programme, what is the proportion of a) required courses/credits/units, b) electives, and c) teaching practice? Is there a difference with primary teachers? [Maximum: 100 words].

5.4 What is involved to get a teaching license or certificate or accreditation (required credits, written exam, and/or observation exam? How long will it take to complete the process in general? How long will the license or accreditation be on effect? Do you make any requirements to renew the qualifications? If yes, how often do teachers need to renew their qualifications? [Maximum: 200 words].

## **6. Continuous training**

6.1 What are the course structures of continuous training (*e.g.* full-time and part-time; mandatory or voluntary, length (workshop with a few days or a programme to get a better title? Provided by whom, etc.)? [Maximum: 100 words].

6.2 What are the key contents/requirements in the continuous training programme (*e.g.* child assessment of learning and well-being, communication with parents, making one's own teaching materials, etc)? [Maximum: 200 words].

6.3 Who are the main providers? Who finances? [Maximum: 100 words].

6.4 Is there any scheme to provide financial assistance for current teachers to gain a higher level of qualifications? If yes, who designs and finances the scheme? [Maximum: 100 words].



## 1. Mapping staff profiles

1.1 Please list all the job profiles working in the ECEC sector (including both childcare workers and pre-school teachers). Please also specify which ministry/ies are responsible for the qualification of the job profile.

Job titles in the original language (w/ English translation)	Main types of work <sup>1*</sup>	Responsible ministry/ies
<b>AUSTRALIA</b>		
Child Care Manager, Child Care Worker, Family Day Care Worker	Child Care Worker	Varies between states and territories NSW – Department of Community Services VIC – Department of Education and Early Childhood Development
Preschool / Kindergarten Teacher	Pre-primary Teacher	Varies between states and territories NSW – Department of Community Services (Community preschools)
Unqualified staff	Auxiliary staff	Depends on whether working in child care or preschool
<b>AUSTRIA</b>		
Kindergartenpädagogin (kindergarten pedagogue)	Pedagogues	Ministry of Education – responsible only for the
Helferin/Assistentin	Auxiliary staff/assistants	(no ministry - depends on provinces and providers)
<b>BELGIUM- FLANDERS</b>		
Kleuteronderwijzer (kindergarten teacher)	Pre-primary teacher	Ministry of Education
Kinderverzorger (childcare worker)	Auxiliary staff	Ministry of Education
<b>CANADA</b>		
<b>ALBERTA</b>		
<b>Primary Staff</b> - Child Development Assistants/Child Development Workers/Child Development Supervisors	Auxiliary Staff or Childcare workers	Ministry of Children and Youth Services
<b>Alternate Program Supervisor</b> - Child Development Assistants/Child Development Workers/Child Development Supervisors	Childcare workers	Ministry of Children and Youth Services
<b>Program Supervisor</b> - Child Development Supervisors	Childcare workers or Pre-primary Teacher or Pedagogue	Ministry of Children and Youth Services
<b>BRITISH COLUMBIA</b>		
Kindergarten teachers	Pre-primary teacher	Ministry of Education
Early Childhood Educator –Assistant	Child care/Auxiliary	Ministry of Children and Family Development
Early Childhood Educator	Child care	Ministry of Children and Family Development
Early Childhood Educator – Special Needs Educator/Infant Toddler Educators	Child care/Pedagogues	Ministry of Children and Family Development

<b>MANITOBA</b>		
Kindergarten teachers	Pre-primary teacher	Manitoba Education, Citizenship and Youth (ECY)
Child care assistants	Auxiliary staff	Manitoba Family Services and Housing (FSH)
Early Childhood Educator II	Childcare workers	Manitoba Family Services and Housing
Early Childhood Educator III	Childcare workers, Directors/Supervisors	Manitoba Family Services and Housing
Family Child Care Providers	Childcare Licensees – Manage a private child care in their home but have qualifications similar to Auxiliary workers	Manitoba Family Services and Housing
<b>NOVA SCOTIA</b>		
Primary Teacher	Primary teacher	Ministry of Education
Early Childhood Educator	Childcare workers	Ministry of Community Services
<b>ONTARIO</b>		
Early childhood educators and assistants	Child care workers and auxiliary staff	Ministry of Children and Youth Services
Elementary school and kindergarten teachers	Pre-primary teacher and/or primary teacher	Ministry of Education
Elementary school teacher assistants	Auxiliary staff	Ministry of Education
<b>QUEBEC</b>		
Éducatrice qualifiée (Qualified Educator)	Childcare worker	Ministère de la Famille et des Aînés (Qualification)
Éducatrice non qualifiée (Not Qualified Educator); Responsable de la garde en milieu familial (Home childcare provider)	Childcare worker	n/a
Agente-conseil en soutien pédagogique et technique (Pedagogical and technical support)	Pedagogue	n/a
Cuisinière/Responsable de l'alimentation (Cook/Person responsible for food service)	Auxiliary Staff	Ministère de l'Agriculture des Pêcheries et de l'Alimentation (Salubrité)
Préposée (Attendant), Aide-éducatrice (Assistant Educator), Agente de conformité (Compliance Officer), Adjointe administrative (Administrative Assistant), Commis comptable ou secrétaire comptable (Accounting Clerk or Accounting Secretary), Secrétaire-réceptionniste (Secretary-Receptionist)	Auxiliary Staff	n/a
Directrice adjointe en installation (Assistant-Manager of Installation) Type 1, 2 and 3 ; Directrice adjointe du milieu familial (Assistant-Manager of Home Childcare Coordination) Type 1, 2 and 3 ; Directrice générale (General Manager)	Auxiliary Staff	n/a
<b>CHILE</b>		
Educadoras de Párvulos (Preschool Teachers)	Pedagogues	Ministry of Education
Educadoras de Párvulos (Preschool Teachers)	Preschool teacher	Ministry of Education
Técnicos en Educación de Párvulos (Preschool Technicians) Asistentes en Educación de Párvulos (Preschool Assistants)	Auxiliary staff	Ministry of Education

<b>ENGLAND (U.K.)</b>		
Early Years Professional	Pedagogue	Department for Children, Schools & Families (DCSF)
Childminder, Nursery Nurse, After School Club, Holiday Club worker	Childcare workers or Auxiliary Staff <sup>1**</sup>	DCSF
Early Years Teacher	Pre-primary teacher and/or primary teacher	DCSF
<b>FINLAND</b>		
Pre-school for 6-year-old children; Esiopetuksen opettaja (pre-primary teacher) <sup>2</sup>	Pre-primary teacher	Ministry of Education
Early education and care for children 0-6/7; Lastentarhanopettaja (kindergarten teacher) <sup>3</sup> ; Luokanopettaja (primary teacher)	Pre-primary teacher / pedagogues	Ministry of Education
Lähihoitaja (practical nurse) Lastenhoitaja (children's nurse); Perhepäivähoitaja (family child minder); Tähän lisäys	Childcare workers	Ministry of Education
Erityislasterhanopettaja (Special kindergarten teacher)	Pre-primary teacher / pedagogues (children with special needs)	Ministry of Education
Päiväkotiapulainen (Day care centre assistant) Henkilökohtainen avustaja (Personal assistant)	Auxiliary staff Auxiliary staff (children with special needs)	Ministry of Education
<b>ITALY</b>		
State School: Insegnante scuola dell'infanzia - Pre-primary teacher	Pre-primary teacher	Ministry of Education, University and Research
Insegnante di religione cattolica - (Teacher of Catholic Religion, not compulsory)	To teach ethic, moral and Catholic Religion	Ministry of Education + Italian Episcopal Conference (CEI)
Insegnante di sostegno	Disabled pupils teacher	Ministry of Education
Collaboratore scolastico	Auxiliary staff	Ministry of Education Ministry of Education + Local authority courses
No State schools (Local authorities, privates; special school): Insegnante scuola dell'infanzia, (Pre-primary teacher)	Pre-primary teacher	Ministry of Education, University and Research
Assistente (Assistant)	Childcare worker	Ministry of Education + Local authority courses, if required
Pedagogista (Pedagogist, if required)		Ministry of Education (Degree in sciences of education)

<sup>1\*\*</sup> - Please note that several of the 'job titles' fall into either the Childcare workers or Auxiliary staff 'main types of work' categories.

<sup>2</sup> Pre-primary teachers (note: working only with the so called pre-school class for six-year-old children) can have the qualification of kindergarten teacher (*lastentarhanopettaja*) or primary teacher (*luokanopettaja*), both university degrees.

<sup>3</sup> Kindergarten teacher is the job title. The educational degree can be either a 3-to-5-year university degree in early education; or a 3-year polytechnic degree in social sciences (socionom).

<b>JAPAN</b>			
Youchien-kyoyu (kindergarten teachers)	Pre-primary teacher		Ministry of Education and Ministry of Education, Culture, Sports, Science and Technology
Hoikushi (Nursery teachers)	Childcare workers		Ministry of Health, Labour and Welfare
<b>MEXICO</b>			
Educación Inicial No Escolarizada (Parent-lead early childhood Education); Promotora educativa (Educational developer)	Advisor to parents and childcare providers		Public Education Ministry (Secretaría de Educación Pública SEP - Consejo Nacional de Fomento Educativo CONAFE) (National Council for Educational Development)
Educación Inicial Comunitaria (Community-based early childhood education); Instructora comunitaria (Community instructor)	Childcare worker		Public Education Ministry (Secretaría de Educación Pública SEP)
Educación Inicial Indígena (Indigenous early childhood education); Profesor (Teacher)	Teacher		Public Education Ministry (Secretaría de Educación Pública SEP)
Centros de Asistencia Infantil Comunitarios (CAIC) (Community Childcare Centres); Orientadoras comunitarias (Community counselor)	Childcare worker		Comprehensive Family Development National System (Sistema Nacional para el Desarrollo Integral de la Familia DIF)
Centros Asistenciales de Desarrollo Infantil (CADI) (Childhood Development Care Centres); Profesoras de preescolar (Pre-school teacher); Asistente educativa, Puericultista, Pediatra, Trabajadora Social Pedagoga, Psicólogo (Educational assistant, Childcare specialist, diatritian, Social worker, Pedagogue, Psychologist)	Pre-school teacher Auxiliary staff		Comprehensive Family Development National System (Sistema Nacional para el Desarrollo Integral de la Familia DIF)
Centros de Desarrollo Infantil (Childhood Development Centres); Educadoras (Early childhood educator); Asistentes Educativas (Educational assistant); Puericultista, Pediatra, Trabajadora Social, Psicólogo, Cocinero, Profesor de enseñanza musical (Childcare specialist, Pediatrician, Social worker, Psychologist, cook, Music teacher); Pre-school teacher; Childcare workers	Auxiliary staff		Public Education Ministry (Secretaría de Educación Pública SEP)
1) Estancias Infantiles (Family day-care centres) 2) Guarderías Esquema Madres IMSS (IMSS Mothers scheme Childcare Centres)	Responsables de la Estancias Infantiles (Childcare center's person in charge); Técnico puericultura (Childcare technician); Oficial puericultura (Skilled Childcare specialist); Enfermera General, Auxiliar de enfermería; Nutricionista dietista; Medico familiar; Medico no familiar; Psicólogo; Trabajador social; Pianista	Childcare worker Auxiliary staff	Social Development Ministry (Secretaría del Desarrollo Social SEDESOL) Social Healthcare Mexican Institute (Instituto Mexicano del Seguro Social IMSS)

Guarderías Esquema Ordinario Regular Scheme Childcare Centres	Educadora (Early childhood educator); Técnico puericultura (Childcare technician); Oficial puericultura (Skilled Childcare specialist); Enfermera General, Auxiliar de enfermería, Nutricionista dietista (General nurse, auxiliary nurse, nutrition dietist)	Childcare workers  Auxiliary staff	Social Healthcare Mexican Institute (Instituto Mexicano del Seguro Social IMSS)
Guarderías Esquema Vecinal Comunitario (Neighborhood scheme Childcare Centres)  Esquema Guardería Integradora (Comprehensive Program Childcare Centres)	Coordinadora del Área Educativa (Educational area coordinator); Educadora (Early childhood educator); Asistente Educativa (Educational assistant); Coordinadora de Promoción y Fomento de la Salud, Asesor de Nutrición (Healthcare promotion coordinator, Nutrition advisor)	Childcare workers  Auxiliary staff	Social Healthcare Mexican Institute (Instituto Mexicano del Seguro Social IMSS)
Preescolar (Pre-school) Preescolar Indígena (Indigenous Pre-school)	Profesor de preescolar (Pre-school teacher)	Pre-school teacher	Public Education Ministry (Secretaría de Educación Pública SEP)
Preescolar Comunitario (Community Pre-school)	Instructor Comunitario (Community instructor)	Educational Agent	Public Education Ministry (Secretaría de Educación Pública SEP - Consejo Nacional de Fomento Educativo CONAFE)
<b>NETHERLANDS</b>			
Groepshulp - Group assistant	Auxiliary staff		Ministry of Education (Functieboek CAO Kinderopvang wordt door de sociale partners vastgesteld)
Gastouder in loondienst - Childminder on payroll Praktijkopleider- Practical instructor	Childcare workers / Pedagogues		Ministry of Education (Childcare Collective Agreement Job Book will be adopted by the social partners)
Pedagogisch medewerker(BSO) (Educational assistant (out-of-school care))	Childcare workers / Pedagogues		Ministry of Education (Functieboek CAO Kinderopvang wordt door de sociale partners vastgesteld)
Bemiddelingsmedewerker gastouderbureau (Childminder agency assistant)			Ministry of Education (Childcare Collective Agreement Job Book will be adopted by the social partners)
Peuterspeelzaalleid(st)er Playgroup leader	Childcare workers / Pedagogues		Ministry of Education and Ministry for Youth and Family (Welfare and Social Services Collective Agreement Job Book will be adopted by the social partners)

<b>NEW ZEALAND</b>		
Kindergarten teachers Qualified Education and Care Teachers	Pedagogues	New Zealand Qualifications Authority and the New Zealand Teachers Council
Unqualified Education and Care Teachers	Childcare workers	N/A
Person(s) Responsible in Playcentres	Parents	Playcentre Federation
Kaiako(teacher)	Māori immersion	Te Kōhanga Reo National Trust
<b>NORWAY</b>		
Styrere (head teachers)	Leaders of kindergartens	Ministry of Education and Research
Pedagogiske ledere (pedagogical leaders)	Pedagogues/pre-school teachers	Ministry of Education and Research
Barne- og ungdomsarbeidere (child- and youth workers)	Childcare workers	Ministry of Education and Research
Assistenter (assistants)	Childcare workers/Auxiliary staff	Ministry of Education and Research
<b>POLAND</b>		
Opiekunka dziecięca - (childcare worker)	Childcare worker in the day care; group work with older kids; helping the children with developing their life skills	Ministry of Health
Pielegniarka i starsza pielegniarka (nurse and senior nurse)	Medical childcare worker in the day care; they usually take care of the youngest children and monitor their development	Ministry of Health
Psycholog (psychologist)	Specializes often in articulation improvement (logophedy)	Ministry of National Education
Personel pomocniczy (auxiliary staff)	Accountant, cook, cleaners, ward attendant, diatetition	Ministry of Health
Nauczyciel wychowania przedszkolnego (teacher of the kindergarten)	Teacher in the kindergarten, takes care of the children and organizes teaching through playing	Ministry of National Education
Nauczyciel nauczania początkowego (pre-school teacher)	Teacher of the primary school	Ministry of National Education
Psycholog – pedagog (psychologist)	In kindergarten looks after proper mental and emotional development of the children	Ministry of National Education and Ministry of Labor and Social Affairs
Personel administracji i obsługi (auxiliary staff)	Includes different categories - accountant and manager of the kindergarten, but also teacher's assistant, cook, gardener, etc.	Ministry of National Education and Ministry of Labor and Social Affairs
<b>PORTUGAL</b>		
Educadores de Infância - (Pre-school teachers)	Pre-school teacher	Ministry of Higher Education
Auxiliares de acção educativa (Auxiliary staff) (social pedagogues)	Auxiliary staff	Ministry of Education
<b>SLOVAK REPUBLIC</b>		
Učiteľ materskej školy (kindergarten teacher)	**Kindergarten teacher	Ministry of Education of the Slovak Republic

<b>SLOVENIA</b>		
Vzgojitelji / vzgojiteljice (pre-school teachers)	***Pedagogues – 3 year of higher professional education	Ministry of Education and Sport is responsible for drafting legislation, national curriculum (from 1-6 years old), setting up the standards for the staff
Pomočniki vzgojiteljev / Pomočnice vzgojiteljic (pre-school teachers' assistants)	***Auxiliary staff – 4 years of upper secondary school	Ministry of Higher Education, Science and Technology is responsible for the higher education area as such, education of pre-school teachers included
<b>SPAIN</b>		
Técnico Superior en Educación Infantil	Atención directa a niños de 0-3 años	Ministerio de Educación
Maestro especialista en Educación Infantil	Atención directa educativa niños 0-5 años. Planificación pedagógica	Ministerio de Educación
Psicopedagogos	Detección de dificultades en el aprendizaje	Ministerio de Educación
Logopedas	Atención alumnado con problemas de lenguaje	Ministerio de Educación
Pedagogía Terapéutica	Atención alumnado con necesidades educativas especiales	Ministerio de Educación
<b>SWEDEN</b>		
Förskollärare (pre-school teacher)	Pre-primary teacher	Ministry of Education and Research
Barnskötare (childcarer)	Childcare workers/Auxiliary staff	Ministry of Education and Research

\*\* The Kindergarten teacher can obtain the qualification: by absolving secondary vocational school of pedagogical orientation - a field of study of pedagogy for kindergartens – preceptorship; by completing the university study of the I. degree (Bc) in the field of study of pre-school elementary pedagogy; by completing the university study of the II. degree (Mgr.) in the field of study pre-school and elementary pedagogy.

\*\*\* It is very difficult to categorize in these four types, because each profile has some characteristics of each of them.

<sup>1</sup> Of the following four types, please select the one which will most accurately describe the selected job title. If any of the categories does not correspond to a job title you have listed, please fill in the cell with your own description.

**Childcare workers.** The qualifications of child care workers differ greatly from country to country and from service to service. In most countries, child care workers have a vocational level diploma, generally at children's nurse level (upper secondary, vocational level), although many countries will also have specialist staff trained to secondary level graduation, plus a one- to two-year tertiary level vocational diploma.

**Auxiliary staff.** There are many types of auxiliary staff working in centres who are trained to different levels. On one end of the scale is auxiliary staff with no formal qualification in the area, while auxiliaries in the pre-school service sector in Nordic countries (from age 1 onwards, see PF12) often have gone through a couple of years of upper secondary vocational training.

**The pre-primary teacher and/or primary teacher** (or kindergarten/pre-school teachers in Australia, Canada and the United States): Pre-primary teachers are generally trained at the same level and in the same training institution as primary school teachers. The profile is found in Australia, Canada, France, Ireland, the Netherlands, the United Kingdom and the United States (in some of these countries, *e.g.* France, Ireland, and the Netherlands, the pre-primary teacher is trained both for the pre-school and primary sector). In federal countries, variation exists across different states or provinces, but the predominant type of training is in primary school-oriented pedagogy (readiness-for-school is a primary aim of early education).

**Pedagogues.** In Nordic and central European countries, there are many those who have been trained (upper-secondary or tertiary education) with a focus on early childhood services rather than primary teaching. Pedagogues may also have received training in other settings, as for example, youth work or elderly care.



1.2 If your country has a dual qualification system without integration, please describe the policy challenges and what kinds of policy responses have been attempted except the effort to integrate them.

<b>AUSTRALIA</b>	The Vocational and Educational Training (VET) sector educates child care workers. The Higher Education sector educates ECE teachers. A key challenge is creating articulation pathways between the VET and Higher Education sectors, and supporting students through this pathway. Tertiary providers are responding to the need to increase integration by offering preschool teaching degrees that are tailored to the needs of Diploma qualified child care workers. The Australian Government has committed to a \$126.6 million package of measures aimed at increasing the supply and quality of the early childhood workforce. The package includes: the removal of TAFE fees for child care diplomas and advanced diplomas; additional early childhood education university places; and HECS-HELP debt relief for early childhood education teachers working areas of high disadvantage.
<b>AUSTRIA</b>	N/A
<b>BELGIUM - FLANDERS</b>	In Flanders there are separate routes of training for kindergarten teachers and for childcare workers. No efforts are being made to integrate both training programmes.
<b>CANADA</b>	N/A
<b>ALBERTA</b>	Credentials or educational training is accepted from the person's country of origin.
<b>BRITISH COLUMBIA</b>	Responsibility for early years programming, including child care and early childhood development services, lies with the Ministry of Children and Family Development though in the last several years, the Ministry of Education has become more involved in delivering Early Years services, specifically early learning programming. As such, inter-ministry partnerships, collaboration and communications are occurring with increasing frequency across the two ministries especially when major policy initiatives are in development. There are however, separate and distinct credentials for kindergarten teachers and Early Childhood Educators. ECEs in BC require a minimum ECE certificate; teachers require either a B.A. in Education or a post graduate certificate.
<b>MANITOBA</b>	No effort to integrate.
<b>NOVA SCOTIA</b>	N/A
<b>ONTARIO</b>	Child care programs and practitioners are regulated under the Day Nurseries Act (DNA), and managed through local municipalities, while kindergarten programs are regulated under the Education Act. Kindergarten programs are the responsibility of the Ministry of Education, and are managed by local school boards. The recommendations of the Premier's Early Learning Advisor on full-day learning for 4 and 5 year olds, anticipated later in 2009, may lead to significant policy change for the workforce associated with this age group. ECEs and assistants make substantially lower salaries than Kindergarten and elementary teachers and assistants, creating funding and policy challenges related to integration of the occupations.
<b>QUEBEC</b>	Au Québec, une éducatrice peut être qualifiée ou non qualifiée. Les mêmes tâches sont effectuées, que l'éducatrice soit qualifiée ou non et leurs échelles salariales respectives plafonnent au même taux de rémunération. En 1988, l'obligation réglementaire était d'une éducatrice qualifiée sur trois. Depuis, ce ratio a été augmenté à deux éducatrices sur trois. La formation qualifiante pour les éducatrices est le Diplôme d'études collégiales (DEC) en techniques d'éducation à l'enfance ou l'équivalent. Il n'y a aucune obligation minimale pour les éducatrices qui ne sont pas qualifiées. Voir le document sur la classification du personnel : <a href="http://www.mfa.gouv.qc.ca/publications/pdf/SG_guide_administratif_classification.pdf">www.mfa.gouv.qc.ca/publications/pdf/SG_guide_administratif_classification.pdf</a>
<b>CHILE</b>	A Pilot project has been underway for a year under the Permanent Training Systems undertaken by the Ministry of Education through the "Chile-Califica" Programme. This is based on the recognition that people "come and go" regarding their technical training and that it is necessary to certify their school and work experiences. It also includes the possibility of recognizing secondary school courses in Technical Training Centres. This program is financed by public funds and its profitability and continuity will be determined once it is evaluated.
<b>ENGLAND (U.K.)</b>	N/A

<b>FINLAND</b>	What is meant here by dual qualification? The ECEC staff in Finland can have different educational backgrounds (see table 1.1), but our system does not have dual qualification in the sense of splitting the services for childcare and educational services. Members of staff with different educational backgrounds work with the whole age range (0-6/7), because the system is integrated providing educate. The number of workers with the higher or lower qualifications is specified in the legislation concerning staff competencies.
<b>ITALY</b>	Initial training of all teachers is carried out at the university: Pre-primary teacher and primary schools have to attend "Il Corso di Laurea in Scienze della formazione primaria" (Master Degree in primary education sciences), according to Law 341/1990 and MURST decree of 26 May 1998. The law, 28 March 2003, no. 53, laid down the general guides of national and vocational system.. "Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e di formazione professionale." The university course is the same both for pre-primary and primary school teachers and compulsory to be recruited. Teachers who want to specialise also in support to disabled pupils, receive an additional training provided by the university within the ordinary teacher training. The Degree (Laurea) in primary education sciences and the "diploma di specializzazione" (master in disabled pupils teacher) qualify to teach and are requirements to take part to competitive examinations for the teaching places (now recruitment on a permanent basis with a contract in accordance with law provisions and the labour national bargaining), respectively for pre-primary schools and primary schools. A university degree is not always required for the other job profiles.
<b>JAPAN</b>	To promote cooperation between kindergarten and day-care centre, the Japanese government is encouraging ECEC staffs to get dual qualification, youchien-kyoyu and hoikushi. The government has already unified most of the college credits for getting both qualifications; established the youchien-kyoyu qualification examination for hoikushi qualification owners in 2005.( ref. Hoikushi qualification examination have been established in 1948. ); and been exempting particular subjects from the other qualification examination. By these means, about 80% of the people working in authorized ECEC facilities have both qualifications.
<b>MEXICO</b>	N/A
<b>NETHERLANDS</b>	The dual qualification system is between pre-school teacher education (Three years at universities or university colleges, bachelor level) for work with children 0 – 8 and teacher education (four years at universities or university colleges, for teaching pupils from 6 years of age). Child care workers are trained in secondary school.
<b>NEW ZEALAND</b>	N/A
<b>NORWAY</b>	N/A
<b>POLAND</b>	N/A
<b>PORTUGAL</b>	N/A
<b>SLOVAK REP.</b>	The Slovak Republic does not have dual qualification system without integration.
<b>SLOVENIA</b>	In Slovenia preschool education is a part of the whole system of education. Slovenia has a single structure of preschool education system providing comprehensive education and care (educare) for children aged one to six (more precisely, from the end of maternity leave to the child's entering compulsory school).
<b>SPAIN</b>	En Espagne, il existe deux parcours professionnels (enseignement supérieur technique enseignant spécialiste de l'enfance et éducation de la petite enfance) pour la scolarisation des enfants de 0-3 ans, pas prévu d'intégration.
<b>SWEDEN</b>	Pre-school teachers (53%) and child carers work together in work teams in pre-schools with children age 1-5. However, the real foundation of pre-school development consists of the skills and qualifications of the teachers. There are therefore plans for changing the Education Act and give the preschool teachers with university degrees the overall pedagogical responsibility for the children's development and learning in preschool.

- 1.3 If your country has experienced or is experiencing the process of integrating the dual qualifications into one qualification system for child care staff and pre-school teachers, please describe the main drivers for integration, policy challenges during the process, and what kinds of policy responses have been attempted.

<b>AUSTRALIA</b>	Currently there is no formal process of integrating dual qualifications into one qualification system for child care staff and preschool teachers. Research has shown that articulation from vocational education and training into early childhood teacher education programs in universities can be difficult for many students. However, there are extensive and effective articulation arrangements between vocational education and training and higher education providers – in 2007, around one third of all commencing university students were admitted on the basis of vocational education and training qualifications (DEEWR unpublished data). A National Early Years Workforce Strategy is being developed and will investigate developing accelerated pathways to enable staff in the early childhood sector to upgrade their qualifications to the level of a four-year trained teacher or equivalent.
<b>AUSTRIA</b>	N/A
<b>BELGIUM - FLAN.</b>	N/A
<b>CANADA</b>	
<b>ALBERTA</b>	N/A
<b>BRIT. COLUMBIA</b>	N/A
<b>MANITOBA</b>	N/A
<b>NOVA SCOTIA</b>	N/A
<b>ONTARIO</b>	There are no common education requirements or credentials at this time, for the professionals who work with young children across early learning and Kindergarten programs and services.
<b>QUEBEC</b>	Pour le moment, l'augmentation du ratio n'est pas envisagée. Il est de 2 éducatrices qualifiées sur 3.
<b>CHILE</b>	N/A
<b>ENGLAND (U.K.)</b>	N/A
<b>FINLAND</b>	<p>Pitäisikö tämä laittaa erillisenä huomautuksena?? Staff in early childhood education and care (ECEC) has degrees from universities, polytechnics, upper secondary education, and competence-based vocational training. A family daycare provider is not, for the time being, required to have any training in the field. Social pedagogues are qualified to work as kindergarten teachers but not as teachers in pre-school education. Below is a description of the different levels of education in ECEC. The Advisory Board on Early Childhood Education and Care and its section studying the training and competence of the staff propose that the training in the field of ECEC is reviewed. A working group preparing the review has been appointed and it will be submitting its proposals in September 2009. Different levels of education in ECEC:</p> <ul style="list-style-type: none"> <li>- Postgraduate degrees: Licentiate and Doctor of Education</li> <li>- Higher university degree: Master of Education</li> <li>- Lower university degrees: Kindergarten teachers</li> <li>- Competence-based vocational degree: Family daycare provider (work experience as entry requirement)</li> <li>- Postgraduate polytechnic degree: Master of Social Sciences (social pedagogue)</li> <li>- Polytechnic degrees: Social pedagogues and special kindergarten teachers</li> <li>- Vocational upper secondary qualifications: Practical nurse and Children's instructor</li> </ul>

<b>ITALY</b>	The process of integration is on debate at the moment. Future perspectives provides for a University degree of 5 years (3+2) which includes qualifications for all the kind of teaching (disabled pupils, foreign language) and childcare workers in state, local and licensed school. For the school year 2010-2011 the new curricula of technical and vocational schools will start and at the moment some new job profiles are provided by Local vocational courses training (generally lasting 3 years), which include childcare staff profiles.
<b>JAPAN</b>	N/A (dual qualifications are not to be integrated)
<b>MEXICO</b>	N/A
<b>NETHERLANDS</b>	N/A
<b>NEW ZEALAND</b>	In 1990, common qualification requirements for childcare and kindergarten services were introduced in New Zealand. This was driven by labour market forces. Women were moving back into the workforce and increasing the numbers of children in child care. Research argued that good quality ECE had lasting beneficial effects. Quality across all ECE service types was considered important and it was thought that integrating childcare and education was the best way to achieve this. Policy challenges have included ensuring the quality of service provision following the increase in participation that resulted from the integration of education and care. Setting the Diploma of Teaching (ECE) as the benchmark qualification required by early childhood teachers has been important in promoting quality. Other policy responses have included setting regulations across the ECE sector, achieving pay parity for kindergarten teachers with primary and secondary teachers, and providing funding incentives to help cover the cost of employing increasing numbers of qualified and registered teachers.
<b>NORWAY</b>	N/A
<b>POLAND</b>	N/A
<b>PORTUGAL</b>	N/A
<b>SLOVAK REPUBLIC</b>	Since 1993 the common facilities "crèches and kindergartens" have been abolished in the Slovak Republic. The nurses who were the absolvents of the secondary health schools in the field of study of "child nurse" worked in these facilities and they worked with children up to 3 years of age. The kindergarten teachers worked in kindergartens. They were mostly the absolvents of the secondary vocational schools of pedagogical orientation in the field of study "pedagogy for kindergartens" and in fewer amount the absolvents of the university study of the II. Degree (Mgr.) in the field of study of "pedagogy for kindergartens" or "pre-school pedagogy" – these teachers worked with the children from 3 to 6 years of age (until the beginning of the compulsory school attendance at the primary school).
<b>SLOVENIA</b>	N/A
<b>SPAIN</b>	N/A
<b>SWEDEN</b>	A comprehensive effort to increase quality and reinforce the pedagogical task in preschool is proposed in the Governments Budget Bill for 2009. The Government's starting point is focused on children's learning and development. Many employers, both municipalities and independent entrepreneurs, also wants to increase the number of pre-school teachers in their pre-schools. Due to a shortage of pre-school teachers, especially in big cities and suburban areas, it is hard to succeed in this matter. Nevertheless the work done by child carers in pre-school is also of great value. There are plans for a new teacher education with more specific pre-school-direction to secure the supply of well educated pre-school teachers. A commission for a new teacher education presented proposals in December last year.

## 2. Work opportunities

2.1 Please complete the following table. If the figures for the composition of work supply are not available, please indicate the 'estimates'.

Job titles in the original language (with English translation)	Main field of work in the original language (with English translation)	Types of field <sup>4</sup> (average ratio of child to staff within the type of field)	Composition of work supply: (a) male:female; (b) native:immigrants; (c) average age
<b>AUSTRALIA<sup>5</sup></b>			
Child Care manager	Child Care Worker	Centre-based day-care	(a) 10.8% male: 89.2% female; (b) Data not available; (c) 41 years
Child care worker	Child care worker	Centre-based day-care	(a) 3.5% male: 95.9% Female; (b) Data not available; (c) 32 years
Family day care	Child care worker	Family day care	Data not available
Preschool teacher	Pre primary teacher	Preschool early education programs	(a) 4.3% male: 95.7% Female; (b) Data not available; (c) 41 years
Unqualified staff	Auxiliary staff	Centre-based day-care and preschool early education programs	Data not available

<sup>4</sup> Of the following four types, please select the one which will most accurately describe the selected job title. If any of the categories does not correspond to a job title you have listed, please fill in the cell with your own description.

- **Centre-based day-care:** encompasses all childcare that is provided outside the home in licensed centres. The services provided can be full or part time and are most commonly referred to as nurseries, day care centres, crèches, playschools and parent-run groups. In general, these services are provided to children not yet 4 years of age provide care to children before commencing pre-school (please see country notes below for exceptions).
- **Family day care (FDC)** is traditionally provided in a home setting. This can be at the child-minder's home, or at the child's own home where a qualified or registered child minder looks after the child. The maximum number of very young children who can be cared for in this way is usually 3 or 4. This type of care is most common for children prior to pre-school i.e. those aged up to 3, and is sought either because the availability of places in crèche/nurseries is too limited or parents prefer a homely environment (particularly for very young children).
- **Pre-school early education programmes:** this category includes centre-based (or often school-based) programmes designed to meet the needs of children preparing to enter primary (compulsory) education. In most countries, these programmes include at least a 50% educational content and are supervised by qualified staff. In some countries, these programmes are run on a full-time basis and offer out-of-school hours provision on the same premises (see forthcoming indicator on out-of-school-hours services). Some countries however have traditionally provided kindergarten programmes as part-time and are now looking to reform these programmes (see below for country notes). Others have effectively extended the primary school programmes by bringing in one or two years pre-school into primary schools, for example the 'Prep' year in Queensland, Australia, 'infant classes' in Ireland, group 1 (the first year in the former 'kleuterschool') in the Netherlands, the "Education infantile in Spain", and 'Reception classes' in the UK.

<sup>5</sup> Source: <http://joboutlook.gov.au>

<b>AUSTRIA</b>			
Kindergartenpädagogin (kindergarten pedagogue)	Krippe und Kindergarten (crèche and kindergarten)	Centre-based day-care: Krippe/ crèche: 13:3; Kindergarten: 20:2	(a) 99% :1%; (b) no data; (c) 39 y
<b>CANADA</b>			
Elementary school & kindergarten teachers	Elementary school class or kindergarten class	n/a	(a) 31.7: 159.8 (2008 data, in thousands); (b) 170.8: 18.7 (2008 data, in thousands); (c) 40.5 (years)
Early childhood educators and assistants	Children's day care centre	n/a	(a) 5.1: 174.3 (2008 data, in thousands); (b) 137.0: 38.9 (2008 data, in thousands); (c) 38.6 (years)
<b>ALBERTA</b>			
Primary Staff/ Alternate Program Supervisor: Child Development Assistants; Child Development Workers; Child Development Supervisors Program Supervisor: Child Development Supervisors	Child care	<ul style="list-style-type: none"> <li>• Centre-based day-care</li> <li>• Family day care</li> <li>• Out-of-school care</li> <li>• Pre-school</li> </ul>	This information is not collected at this time.
<b>BRITISH COLUMBIA</b>			
Kindergarten teachers	Teaching in the elementary school system	School boards must ensure that the average size of Kindergarten classes in the aggregate do not exceed 19, and that maximum class size for Kindergarten does not exceed 22.	Data not available
Early Childhood Educator – Assistant	Child Care Centre, Family Child Care	Ratios vary depending on program auspice - (see appendix A)	Data not available
Early Childhood Educator	Child Care Centre, Family Child Care, Early Childhood Development Programs, Educational Assistant	Ratios vary depending on program auspice - (see appendix A)	Data not available
Early Childhood Educator – Special Needs Educator/Infant Toddler Educators	Child Care Centre, Family Child Care, Early Childhood Development Programs, Educational Assistant, Supported Child Development Program (Special Needs Educator)	Ratios vary depending on program auspice - (see appendix A)	Data not available
<b>MANITOBA</b>			
Kindergarten teachers	Kindergarten teacher	Preschool early education program (ratio unknown)	(a) (b) and (c): unknown
Family child care provider	Preschool and out of school time child care up to age 12	Family day care	(a) (b) and (c): unknown
Child care assistants	Preschool and school age early learning and child care up to age 12	Centre based care	(a) (b) and (c): unknown

Early Childhood Educator II Early Childhood Educator III	Centre based preschool and school age child care and family child care	Centre-based care (4:1 infants, 8:1 preschool and 15:1 school age child care and family child care	(a) (b) and (c): unknown
<b>NOVA SCOTIA</b>			
Primary Teacher	Primary class	Pre-school early ed. program	
Early Childhood Educator	Children's day care centre	Centre-based day care: Infant (4:1), Toddler (6:1), Preschool (8:1), School Age (15:1)	
Family Day Care Provider	Family Home Day Care	Family day care (6:1)	
<b>ONTARIO</b>			
Early childhood educators and assistants	88% work in centre based day care. 3% work in elementary and secondary schools and other educational services, and 9% work in other industries.	3:1 infants 0-18 months; 5:1 toddlers 18m-30 months; 8:1 preschoolers 30m-3y 8 months; 10:1 3.8 years to 4.8 years; 12:1 4:8 years to school entry (6 years)	(a) 97% female; (b) 10% immigrants; (c) average age 37.69
Elementary school kindergarten teachers	Most work in school-based "pre-school early education programs"	20:1 3.8 years to school entry at 6 years	(a) 82.6% female; (b) 17.3% immigrants; (c) average age 41.88
Elementary school teacher assistants	Most work in school-based "pre-school early education programs"	As required to assist kindergarten teachers	(a) 90.7% female; (b) 21.8% immigrants; (c) average age 41.90
<b>QUEBEC</b>			
Éducatrice, (Educator) qualifiée ou non (qualified or not)	Centre de la petite enfance Garderie Garderie en milieu scolaire	Centre-based day-care; Pre-school early education programmes; Ratio selon l'âge des enfants: - 0 à 18 mois : 5 enfants ou moins - 18 mois à 4 ans : 8 enfants ou moins - 4 à 5 ans : 10 enfants ou moins - 5 ans et + : 20 enfants ou moins	(a) 5:95 (b) n/a (c) 36
Agente-conseil en soutien pédagogique et technique (Pedagogical and technical support)	Centre de la petite enfance; Garderie; Bureau coordonnateur de la garde en milieu familial	Centre-based day-care	
Responsable de la garde en milieu familial (Home childcare provider)	Bureau coordonnateur de la garde en milieu familial	Family day care ratio : - 1 / 6 enfants - 2 / 9 enfants	
Cuisinière/Responsable de l'alimentation (Cook/Food service); Préposée (Attendant) ; Adjointe administrative (Administrative Assistant) ; Commis comptable/secrétaire comptable (Ac-	N/A	N/A	N/A

counting Clerk/Accounting Secretary)			
Aide-éducatrice (Assistant Educator)	Centre de la petite enfance; Garderie	Centre-based day-care	
Agente de conformité (Compliance Officer)	Bureau coordonnateur de la garde en milieu familial	Family day care	
<sup>1</sup> Nous n'avons de données statistiques plus précises sur la composition			
<b>BELGIUM - FLANDERS</b>			
Kleuteronderwijzer (kindergarten teacher)	Pre-school	Pre-school early education programmes	a) 1,29% males, 98,71% females (these data can differ from the regular uoe-data because in isced 0 the physical education teachers are integrated); (b) no reliable data available; (c ) 38,2 years
Childcare worker	Pre-school	Pre-school early education programmes)	(a) 0,29% males, 99,71% females; (b) no reliable data available; (c) 38,6 year
<b>CHILE</b>			
Pedagogas y Educadoras de Párvulos (Pedagogues and Preschool Teachers)	Junta Nacional de Jardines Infantiles	Centre-based day-care: 0-2 year-old children: (18:1); 2-3 year-old children: (32:1); 3-4 year-old children: (32:1)	(a) Male:Female 0,3: 99,7 (b) Native/Immigrants - No information available (c) Average age: 48
Técnicos y Asistentes en Educación de Párvulos (Preschool Technicians and Assistants)	Junta Nacional de Jardines Infantiles	Centre-based day-care: 0-2 year-old children: (6:1); 2-3 year-old children: (12:1); 3-4 year-old children: (16:1)	(a) Male:Female 0:100 (b) Native/Immigrants No information (c) Average age: 48
Pedagogas y Educadoras de Párvulos (Pedagogues and Preschool Teachers)	Preschools via Transfer of Funds from Junta Nacional de Jardines Infantiles	Centre-based day-care: 0-2 year-old children: (40:1); 2-3 year-old children: (48:1); 3-4 year-old children: (48:1)	(a) No information (b) Native/Immigrants: No information (c) Average age: No information
Técnicos y Asistentes en Educación de Párvulos (Preschool Technicians and Assistants)	Preschools via Transfer of Funds from Junta Nacional de Jardines Infantiles	Centre-based day-care: 0-2 year-old children: (06:1); 2-3 year-old children: (12:1); 3-4 year-old children: (36:1)	(a) Male:Female No information (b) Native/Immigrants No information (c) Average age: No information
<b>ENGLAND (U.K.)</b>			
	Full day care	Centre-based day-care	a) 2% - males. b) black or minority background info n/a. c) 6% - 16-19 years old; 25% - 20-24 years old; 43% - 25-39 years old; 17% - 40-49 years old; 8% - 50+ years old
	Full day care in children's centres	Centre-based day-care	a) 2% - males. b) black or minority background info n/a. c) 3% - 16-19 years old; 22% - 20-24 years old; 44% - 25-39 years old; 22% - 40-49 years old; 7% - 50+ years old
	Sessional	Centre-based day-care	a) 1% - males b) black or minority background info n/a c) 1% - 16-19 years old; 4% - 20-24 years old; 35% - 25-39 years old; 39% - 40-49 years old; 18% - 50+ years old



	After school clubs	Centre-based day-care	a) 8% - males b) black or minority background info n/a. c) 7% - 16-19 years old; 16% - 20-24 years old; 33% - 25-39 years old; 26% - 40-49 years old; 16% - 50+ years old
	Holiday clubs	Centre-based day-care	a) 16% - males b) black or minority background info n/a c) 10% - 16-19 years old; 28% - 20-24 years old; 34% - 25-39 years old; 16% - 40-49 years old; 9% - 50+ years old
	Childminders	Family day care	a) 1% - males b) 7% - black or minority background c) 16-19 years old; 1% - 20-24 years old; 39% - 25-39 years old; 36% - 40-49 years old; 24% - 50+ years old
	Nursery schools	Pre-school early education programmes	a) 2% - males b) 12% - black or minority background c) 16-19 years old info n/a; 5% - 20-24 years old; 32% - 25-39 years old; 34% - 40-49 years old; 28% - 50+ years old
	Primary schools with nursery and reception classes	Pre-school early education programmes	a) 2% - males b) 10% - black or minority background c) 1% - 16-19 years old; 6% 20-24 years old; 41% - 25-39 years old; 28% - 40-49 years old; 20% - 50+ years old
	Primary schools with reception but no nursery classes	Pre-school early education programmes	a) 1% - males b) 2% - black or minority background c) 16-19 years old info n/a; 4% - 20-24 years old; 37% - 25-39 years old; 31% - 40-49 years old; 23% - 50+ years old
<b>FINLAND</b>			
<i>Esiopetuksen opettaja</i> (pre-primary teacher)	<i>6-vuotiaiden esiopetus</i> (pre-school for six-year-olds) <sup>6</sup>	<i>Pre-school early education programmes</i> <sup>7</sup>	NA
Lastentarhanopettaja (kindergarten teacher); Lähihoitaja (practical nurses); Lastenhoitaja (children's nurse)	Päiväkoti (children's day-care centre)	Centre-based ECEC (4:1 to 7:1)	NA
Perhepäivähoitaja (family child minder)	Perhepäivähoito (Family day care)	Family based ECEC(4:1)	NA
Eriyislastentarhanopettaja (Special kindergarten teacher)	N/A	N/A	NA

<sup>6</sup> The official Finnish term is pre-school education. The organisational elements of this activity are very similar to the Swedish pre-school class.

<sup>7</sup> Adult-child ratios are not defined in pre-school education. The recommended group size is 13 children (and one teacher), or 20 children (teacher + assistant).

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Päiväkotiapulainen (Day care centre assistant); Henkilökohtainen avustaja (Personal assistant)	Päiväkoti (children's day-care centre)	Centre-based ECEC (4:1 to 7:1)	NA
<b>ITALY</b>			
Insegnante scuola dell'infanzia (Pre-school teacher)	Insegnamento nella scuola dell'infanzia (Pre-school class teaching)	Pre-school early education programmes (12:1) <sup>3*</sup>	(a) 0,4 male:99,57 female; (b) ; (c) 45/50
Insegnante di sostegno (Disabled pupils teacher)	Sostegno agli alunni diversamente abili (Disabled pupils support in the class)	Pre-school early education programmes (2,6:1)	No available data
Personale Ausiliario Tecnico Amministrativo (ATA) - Collaboratore scolastico e collaboratore scolastico dei servizi, (area A) (Auxiliary staff)	Pulizia- sorveglianza assistenza mensa scolastica a scuola (School Cleaning - caretaker - canteen)	Pre-school early ed. programmes 10:1	No available data
<b>JAPAN</b>			
Youchien-kyoyu (kindergarten teachers)	Youchien (kindergarten)	Pre-school early education programmes (17.7:1)	(a) 7:93; (b) n/a (but almost all seems to be native); (c) 35.0
Hoikushi (Nursery teachers)	Hoikusho (day-care centre)	Centre-based day-care, (3:1 for 0-year-old, 6:1 for 1~2-year-old, 20:1 for 3-year-old, 30:1 for 4~5-year-old and over )	(a) 1:49; (b) n/a (almost all seems to be native); (c) 34.9
<b>MEXICO</b>			
Educación Inicial No Escolarizada (Parent-lead early childhood education); Promotora educativa (Educational developer)	Trabajo con Padres de Familia y/o cuidadores de niñas y niños (Work with parents and childminders)	Centre-based day-care (15:1)	(a) (6:94) (b) (100:0) (c) (23-30)
Educación Inicial Comunitaria (Community-based early childhood education); Instructora comunitaria (Community instructor)	Trabajo con niños de 0 a 3 años junto con sus madres, padres y/o cuidadores (Educational development with children from 0-3)	Centre-based day-care (8:1)	(a) (1:99) (b) (100:0)
Educación Inicial Indígena (Indigenous early childhood education); Professor, Teacher	Trabajo con niños de 0 a 3 años junto con sus madres, padres y/o cuidadores. (Work with parents, childminders and childhood)	Centre-based day-care (45:1)	(a) (5:95)
Centros de Asistencia Infantil Comunitarios (CAIC) (Community Childcare Centres); Orientadoras comunitarias (Community counselor)	Educación pedagógica y asistencial a niñas y niños en edad temprana (Counselling and care to early childhood)	Centre-based day-care	(a) (0:100)
-Centros Asistenciales de Desarrollo Infantil (CADI) (Childhood Development Care Centres)	-Educación pedagógica y asistencial a niñas y niños en edad temprana (Education and care to early childhood)	Pre-school early education programmes (both)	(a) (0:100)

-Profesoras de preescolar (Pre-school teacher); Asistente educativa, Puericultista, Pediatra, Trabajadora Social, Pedagoga, Psicólogo (Educational assistant, Child-care specialist, Pediatrician, Social worker, Pedagogue, Psychologist)	-Atención integral. (Comprehensive care work)		
-Centros de Desarrollo Infantil (Childhood Development Centres) Educadoras (Early childhood educator) - Asistentes Educativas (Educational assistant); Puericultista, Pediatra, Trabajadora Social, Psicólogo, Cocinero, Profesor de enseñanza musical.(Childcare specialist, Pediatrician, Social worker, Psychologist, Cook, Music teacher)	Atención a niños (Childcare): educadoras  Atención integral. (Comprehensive care work): asistentes, puericultista etc.	-Pre-school early education programmes (1:Maternal group) -Pre-school early education programmes (1:6 nursing children) (1:10 maternal children) (Asistentes) -Pre-school early education programmes (1:Centre) Puericultista etc.	(a) (0:100)
Estancias Infantiles (Family day-care Centres); Responsables de la Estancias Infantiles (Childcare center's person in charge)	Cuidado de niños (Childcare)	Family day care	
-Guarderías Esquema Madres IMSS (IMSS Mothers scheme Childcare Centres) -Guarderías Esquema Ordinario (Regular scheme Childcare Centres) -Educadora (Early childhood educator); Técnico puericultura (Childcare technician); Oficial puericultura (Skilled Childcare specialist)	-Trabajo con Padres de Familia y/o cuidadores de niñas y niños (Work with parents and childminders) -Trabajo con Padres de Familia y/o cuidadores de niñas y niños (Work with parents and childminders) -Atención a niños (Childcare)	-Centre-based day-care (108:1) -Centre-based day-care (216:1) -Centre-based day-care (3:1)	(a) (100:0); (b) (100:0); (c) (30 - 35)
			(a) (0:100); (b) (100:0); (c) (30 - 35)
			(a) (0:100); (b) (100:0); (c) (30 - 35)
-Guarderías Esquema Vecinal Comunitario (Neighborhood scheme Childcare Centres); Esquema Guardería Integradora (Comprehensive program Childcare Centres) -Coordinadora del Área Educativa	-Trabajo con Padres de Familia y/o cuidadores de niñas y niños. (Work with parents and childminders) -Trabajo con Padres de Familia y/o cuidadores de niñas y niños. (Work with parents and childminders)	-Centre-based day-care (108:1) -Centre-based day-care (108:1) -Centre-based day-care (7:1)	(a) (0:100); (b) (100:0); (c) (30 - 35)
			(a) (0:100); (b) (100:0); (c) (30 - 35)

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(Educational area coordinator); Educatora (Early childhood educator) -Asistente Educativa (Educational assistant)	-Atención a niños (Childcare)		(a) (0:100); (b) (100:0); (c) (30 - 35)
-Estancias para el bienestar y desarrollo infantil(Family daycare centre); Educatora (Early childhood educator) -Psicólogos, Dietistas, Trabajadores Sociales, Nutriólogos, Cocineros (Psychologist, Dietician, Social workers, Nutrition specialist, cook)	Atención a niños (Childcare)	Centre-based day-care (13:1)	(a) (100:0)
	Atención a niños (Childcare)	Centre-based day-care (12:1)	
Preescolar (Pre-school); Profesor de preescolar(Pre-school teacher)	Educación Preescolar Pre-school education	Pre-school early education programmes	
Preescolar Comunitario (Community Pre-school); Instructor Comunitario (Community instructor)	Educación Preescolar Pre-school education	Pre-school early education programmes (10:1)	(a) (82:18)
Preescolar Indígena (Indigenous Pre-school);Profesor de preescolar (Pre-school Teacher)	Educación Preescolar, Pre-school education	Pre-school early education programmes (22:1)	(a) (84:16)
<b>NETHERLANDS</b>			
Groepshulp - Group assistant	Kindercentrum - Childcare centre	Centre based day care	Childcare sector: (a) 3:97 (2006) (c) < 25 17%; 26-30 22%; 31-35 17 %; 36-40 13% (2005) Total care and welfare sector: (b) 88:12 (2006)
Gastouder in loondienst - Childminder on payroll	Gastouderopvang - Childminding	Family day care (4:1)	
Pedagogisch medewerker (BSO)- Educational assistant (out-of-school care)	Kindercentrum en buitenschoolse opvang (BSO)- Childcare centre and out-of-school care	Centre based day care and Pre-school early education programmes (8:1, depends on child ages))	
Praktijkopleider - Practical instructor	Kindercentrum - Childcare centre	Centre based day care	
Bemiddelingsmedewerker gastouderbureau- Childminder agency assistant	Gastouderbureau Childminder agency	Family day care	
Peuterspeelzaalleidster - Playgroup leader	Peuterspeelzaal- Playgroup	Centre based day care and Pre-school early education programmes (8:1)	

<b>NEW ZEALAND</b>			
Kindergarten teachers	Kindergarten	Pre-school early education programmes (under 2 = 5:1, over 2 = 10:1 (15:1 for sessional services)	(a) 1:62
Qualified Education and Care Teachers; Unqualified Education and Care Teachers	Education and Care Centres	Centre-based education and care (under 2 = 5:1, over 2 = 10:1 (15:1 for sessional services)	(a) 1:76
Person(s) Responsible in Playcentres	Playcentre	Playcentre (5:1)	(a) 1:108
Kaiako(teacher)	Māori Immersion	Kōhanga Reo(under 2 = 4:1, over 2 = 6:1)	Data not available
<b>NORWAY</b>			
Styrer (head teacher)	Leader of kindergarten, children 0/1- 5 years	n/a	(a) 1:9 (b) n.a. (c) n.a.
Pedagogisk leder (pedagogical leader)	Barnehage Familiebarnehage (Family day care)	National regulations: Centre-based education and care 0-5 years (7-9:1 and 14-18:1) FDC (30:1)	
Assistent (assistant)	Barnehage (Kindergarten) Familiebarnehage (FDC)	Centre-based day-care and education FDC 4-5:1	
Annet personale (other staff, cleaning)	Barnehage (Kindergarten)	n/a	
Tospråklige assistenter (bilingual assistants); Hele personalet (All staff)	Barnehage (Kindergarten)	4,1:1;(4,1 children per manyear)	(a)1:9 (b) 70:6 (c) n.a.
<b>POLAND</b>			
Opiekunka dziecięca (childcare worker)	Złobek – centre-based day care day care worker – serves direct care for the children	Estimates- Day care (13:1)	a. 0:100% b. 100% natives
Pielegniarka i starsza pielegniarka (nurse and senior nurse)	Złobek – centre – based day care checking of the children's development and health	Estimates - Day care (13:1)	a. 0:100 b. 100% natives
Psycholog (psychologist) Personel pomocniczy (auxiliary staff)	Złobek – centre-based day care Specializes in different fields, most often in articulation development (logophedy)	Lack of data at national level	Lack of data at national level
Nauczyciel wychowania przedszkolnego (teacher of the kindergarten)	Przedszkole – Kindergarten Teacher in the kindergarten	Kindergarten (24:1 – city; 21:1 village)	a. 99.7 : 0,3; b. 100% natives; c. 41,2
Nauczyciel nauczania początkowego (pre-school teacher)	Przedszkole albo szkoła – Kindergarten or primary school Pre-school education	Primary school (20:1 - city; 14:1 – village)	a. 99.7 : 0,3; b. 100% natives; c. 41,2
Psycholog – pedagog (psychologist)	Przedszkole – Kindergarten Psycholog, pedagog, logopedics	Kindergarten & primary school (estimates - max one person per kindergarten - 50:1)	Lack of data at the national level
Personel administracji i obsługi (auxiliary staff)	Przedszkole – Kindergarten Includes different categories - accountant and manager of the kindergarten, but also teacher's assistant, cook, gardener, etc.	Estimates - one person per kindergarten - 50:1	Lack of data at the national level

<b>PORTUGAL</b>			
Educadores de Infância (Pre-school teachers)	Creche (0 to 3 years old) (Centre-based day-care); Jardim de Infância (3 to 6 years old) (pre-school class)	Creche (0 to 3 years old) (11:1) Pre-school early education programmes(25:1)	(a) 97:3 (b) information not available (c) 31 (46% in the age group 40-49 years-old)
Auxiliares de acção educativa (Auxiliary staff)	Creche (0 to 3 years old) (Centre-based day-care); Jardim de Infância (3 to 6 years old) (pre-school class)	Creche (0 to 3 years old) (11:1) Pre-school early education programmes(25:1)	Information not available
<b>SLOVAK REPUBLIC</b>			
Učiteľia materských škôl - kindergarten teachers	Materská škola kindergarten	The programs of educational work for crèches & kindergartens; The program of education of children in kindergartens; The National educational program ISCED 0 – pre-primary education (12:1) <sup>8</sup>	(a) (e.g. 99,9:0.01) (b) (e.g. 98:2) (c) (e.g. 45-50)

<sup>8</sup> **The programs of educational work for crèches and kindergartens** were the basic pedagogical documents specifically orientated on children of pre-school age from 2 to 6 years. They were prepared separately for crèches and separately for kindergartens, where the educational content was internally divided for children from 3 to 4 years of age, from 4 to 5 and from 5 to 6 years. These programs were elaborated and varied approx. from the year 1948 to 1997. From 1997 to 2008 kindergartens operated under the basic pedagogical document “**The Program of Education of Children in Kindergartens**”, which was designed for children aged from 3 to 6 years. Education and training according to this program were performed in all kindergartens which were registered in the School Net of the Slovak Republic (this net represents the central register of schools and school facilities which apply for funding from the state budget and they are subject to the control of the quality of education and training, conditions and management of the State School Inspection as a body of the state control in matters of education). In 2008 “**The National Educational Program ISCED 0 – pre-primary education**” was approved, which is the basic pedagogical document containing educational standards (content and performance). Based on the National Educational Program kindergartens elaborate their own School Educational Programs, where the essential part is the curriculum. These school educational programs have to be elaborated in the range of educational standards of the national educational program. The State School Inspection controls the consistency of the school educational program with the national educational program and with the objectives and principles of education and training stated in the Act of Education and Training (the School Act). This mechanism is the same for all kindergartens and kindergartens for children with special needs registered in the School Net of the Slovak Republic regardless to their founder (for state kindergartens founded by the municipalities, for private or religious).

<b>SLOVENIA</b>			
Vzgojitelji / vzgojiteljice (pre-school teachers)	Pre-school institutions for children from 1-6 years	Centre-based pre-school education for children from 1-6 years old (8:1; 6:1 for children 1-3 9:1 for children 3-6) - Pre-school teachers' assistants included	(a) 2:98 (b) not available (c) 42,7
Pomočniki vzgojiteljev / Pomočnice vzgojiteljic (pre-school teachers' assistants)	Pre-school institutions for children from 1 – 6 years	Centre-based pre-school education for children from 1-6 years old (8:1; 6:1 for children 1-3 9:1 for children 3-6) Pre-school teachers' assistants included	n/a
<b>SPAIN</b>			
Técnico Superior en Educación Infantil	Escuelas Infantiles	Atención a niños de 0-3 años < de 1 año:1/8; 1 a 2 años: 1/13; 2 a 3 años: 1/20	a) 5/95 ; b) 99/1 ; c) 35
Maestro especialista en Educación Infantil	Escuelas Infantiles	Atención educativa de niños de 0-5 años < de 1 año:1/8 ; 1 a 2 años: 1/13 ; 2 a 3 años: 1/20 ; 3 a 5: 1/25	a) 5/95 ; b) 99/1 ; c) 40
Psicopedagogos	Equipos de Atención Temprana	Orientación alumnado 1/1	a) 25/75 ; b) 99/1 ; c) 45
Logopedas Pedagogía Terapéutica	Equipos de Atención Temprana	Atención alumnado con problemas de lenguaje1/1	a) 25/75 ; b) 99/1 ; c) 40
<b>SWEDEN</b>			
Förskollärare (pre-school teacher)	Förskola (Pre-school 1-5 y.o.) Förskoleklass (Pre-school class 6 y.o.)	Pre-school early education programmes(5,2:1/7,3:1)	(a) 97:3 (b) – (c) -
Barnskötare (child carers)	Förskola (Pre-school)	Pre-school early education programmes (5,2:1)	(a) 97:3 (b) - (c) -

### 3. Working conditions

3.1 Please complete the following table. If the exact figures are not available, please indicate the 'estimates'.

Job titles in the original language (with English translation)	Average working hours	Remuneration level of staff: (a) compared to minimum wage; (b) compared to primary school teachers
<b>AUSTRALIA<sup>9</sup></b>		
Child Care manager	43.4 hours per week	\$841.50 average weekly ordinary time cash earnings (a) not available (b) 70% of the average weekly ordinary time cash earnings of a primary school teacher.
Child care worker	37.9 hours per week	\$652.40 average weekly ordinary time cash earnings (a) not available (b) 55% of the of the average weekly ordinary time cash earnings of a primary school teacher.
Family day care - Unqualified staff	N/A	N/A
Preschool teacher	39.4 hours per week	\$1031.10 average weekly ordinary time cash earnings (a) not available (b) 87% of the average weekly ordinary time cash earnings of a primary school teacher.
<b>AUSTRIA</b>		
Kindergartenpädagoginnen (kindergarten pedagogues)	32-38 hours per week	(a) minimum wage on basis of the collective bargaining treatment; bonuses depend on provider (b) - 15/ 20%
<b>BELGIUM - FLANDERS</b>		
Kleuteronderwijzer (kindergarten teachers)	School duties 26 clock hours	(a) +53,98% (b) +0% (since a few years preprimary school teachers and primary school teachers in the Flemish Community have the same earnings)
Kinderverzorger (childcare worker)	School duties: 32 clock hours	(a) +53,98% (b) +0% (since a few years preprimary school teachers and primary school teachers in the Flemish Community have the same earnings)
<b>CANADA</b>		
Elementary school & kindergarten teachers	34.5 hours per week	\$30.19 (hourly earnings, annual average)
Early childhood educators and assistants	36.4 hours per week	\$16.11 (hourly earnings, annual average)
<b>ALBERTA</b>		
Primary Staff, Alternate/Program Supervisor: 1. Child Development Assistants; 2. Child Development Workers; 3. Child Development Supervisors	# staff/total hrs/ month* 2490 / 277,811 804 / 97,058 1880 / 251,105 *Staff & hours are for licensed day care programs	a. Alberta's minimum wage = \$8.40. Average wages for staff working in accredited child care programs are: 1- \$12.97 (inc. \$2.14 wage top ups) 2- \$16.54 (inc. \$4.05 wage top ups) 3- \$20.82 (inc. \$6.62 wage top ups) b. According to the <u>2007 Alberta Wage and Salary Survey</u> , Albertans in the Elementary School and Kindergarten Teachers occupational group working part-time or full-time earned from \$35,200 to \$98,700 a year. The average salary was \$63,500 a year. Note: Child care operators are responsible for establishing the base wages of their employees.

<sup>9</sup> Sources: <http://joboutlook.gov.au> & Australian Bureau of Statistics Employee Earnings and Hours Survey, May 2006, Cat No. 6306.0



<b>BRITISH COLUMBIA</b>		
Kindergarten teachers	n/a	Estimated \$37,000 - \$76,000 per annum
Early Childhood Educator – Assistant; Early Childhood Educator; Early Childhood Educator - Special Needs Educator; Early Childhood Educator – Infant/Toddler Educators	data not available	see *Note above
<b>MANITOBA</b>		
Kindergarten teachers	25 hours per week	(a) salary range from \$41,434 to \$74,607 (b) same as primary teachers
Child Care Assistants	37.5 hours per week	2006/2007 -- Minimum wage was \$7.60. CCA salaries ranged from \$7.97 to \$10. ECE II salaries \$10.51 to \$14.95. ECE III salaries \$9.06 to \$18.53
Supervisors	37.5 hours per week	CCA salaries \$7.97 to 14.30. ECE II salaries \$11.70 to \$18.10. ECE III salaries \$12.64 to \$18.10
Assistant Directors	37.5 hours per week	ECE II salaries \$13.44 to \$19.39. ECE III salaries \$13.38 to 20.80
Directors	37.5 hours per week	ECE II salaries \$14.88 to \$21.64. ECE III salaries \$14.67 to 24.46
<b>NOVA SCOTIA</b>		
Primary Teacher	35 hours	n/a
Early Childhood Educator; Family Day Care Provider	n/a	n/a
<b>ONTARIO</b>		
Early childhood educators and assistants	36 hours per week	\$21,393 for ECEs & assistants compared to the provincial average of all employment categories \$44,916
Elementary school and kindergarten teachers	38.1 hours per week	\$62,087 for ECEs & assistants compared to the provincial average of all employment categories \$44,916
Elementary school teacher assistants	29.1 hours per week	\$29,953 for ECEs & assistants compared to the provincial average of all employment categories \$44,916
<b>QUEBEC</b>		
Éducatrice - (Educator) Qualifiée ou non - (Qualified or not)	32 hours per week	(a) 237%; (b) 53%
Agente-conseil en soutien pédagogique et technique (Pedagogical and technical support)	35 hours per week	(a) 250% ; (b) 56%
Responsable de la garde en milieu familial (Home childcare provider)	50 hours per week	(a) N/A; (b) N/A
Cuisinière/Responsable de l'alimentation (Cook/Person responsible for food service)	40 hours per week	(a) 197%; (b) 44%
Préposée (Attendant)	35 hours per week	(a) 152%; (b) 34%
Aide-éducatrice (Assistant Educator)	32 hours per week	(a) 172%; (b) 38%
Agente de conformité (Compliance Officer)	35 hours per week	(a) 224%; (b) 50%
Adjointe administrative (Administrative Assistant)	35 hours per week	(a) 246%; (b) 55%
Commis comptable ou secrétaire comptable (Accounting Clerk or Accounting Secretary)	35 hours per week	(a) 194%; (b) 43%

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Secrétaire-réceptionniste (Secretary-Receptionnist)	35 hours per week	(a) 177%; (b) 40%
Directrice adjointe en installation (Assistant-Manager of Installation) Type 1	37.5 hours per week	(a) 298%; (b) 67%
Directrice adjointe en installation (Assistant-Manager of Installation) Type 2	37.5 hours per week	(a) 301%; (b) 67%
Directrice adjointe en installation (Assistant-Manager of Installation) Type 3	37.5 hours per week	(a) 303%; (b) 68%
Directrice adjointe du milieu familial (Assistant Manager of Home Childcare Coordination) Type 1	37.5 hours per week	(a) 292%; (b) 66%
Directrice adjointe du milieu familial (Assistant-Manager of Home Childcare Coordination) Type 2	37.5 hours per week	(a) 298%; (b) 67%
Directrice adjointe à l'administration (Assistant-Manager of administration)	37.5 hours per week	(a) 298%; (b) 67%
Directrice générale (General Manager)	37.5 hours per week	(a) NA; (b) NA
Note : (a) Le salaire minimum est à 8,50\$/h au 1er mai 2008; (b) Le salaire de base utilisé est celui du maximum des échelles salariales de l'enseignant (0310) à 35h/sem au taux annuel de 68 973\$ au 1er avril 2008.		
<b>CHILE</b>		
Pedagogas y Educadoras de Párvulos (Pedagogues and Preschool Teachers) of Junta Nacional de Jardines Infantiles	44 hours per week	(a) + 59%; (b) - 12%
Técnicos y Asistentes en Educación de Párvulos (Preschool Technicians and Assistants) of Junta Nacional de Jardines Infantiles	44 hours per week	(a) + 13%; (b) - 138%
Pedagogas y Educadoras de Párvulos (Pedagogues and Preschool Teachers) of Jardines Infantiles via Transfer of Funds from Junta Nacional de Jardines Infantiles	44 hours per week	(a) + 64%; (b) - 23%
Técnicos y Asistentes en Educación de Párvulos (Preschool Technicians and Assistants) de Jardines Infantiles via Transfer of Funds from Junta Nacional de Jardines Infantiles	44 hours per week	(a) + 28%; (b) - 144%
<b>ENGLAND (U.K.)</b>		
Senior manager (Full day care)	35 hours per week	(a) 71%; (b) - 59%
Supervisory staff (Full day care)	35 hours per week	(a) 24%; (b) -70%
Other paid childcare staff (Full day care)	30 hours per week	(a) 3%; (b) -75%
Senior manager (Full day care in children's centres)	37 hours per week	(a) 150%; (b) -40%

Supervisory staff (Full day care in children's centres)	35 hours per week	(a) 66%; (b) -60%
Other paid childcare staff (Full day care in children's centres)	32 hours per week	(a) 24% (b) -70%
Senior manager (Sessional)	23 hours per week	(a) 52% (b) -64%
Supervisory staff (Sessional)	19 hours per week	(a) 24% (b) -70%
Other paid childcare staff (Sessional)	14 hours per week	(a) 6% (b) -75%
Senior manager (After school clubs)	24 hours per week	(a) 75% (b) -58%
Supervisory staff(After school clubs)	19 hours per week	(a) 34% (b) -68%
Other paid childcare staff (After school clubs)	14 hours per week	(a) 15% (b) -73%
Senior manager (Holiday clubs)	35 hours per week	(a) 94% (b) -54%
Supervisory staff (Holiday clubs)	30 hours per week	(a) 41% (b) -66%
Other paid childcare staff (Holiday clubs)	26 hours per week	(a) 10% (b) -74%
Early years coordinators (Nursery schools)	41 hours per week	(a) 286% (b) -8%
Early years teachers (Nursery schools)	33 hours per week	(a) 242% (b) -18%
Nursery nurses (Nursery schools)	32 hours per week	(a) 82% (b) -57%
Other early years support staff-Nursery schools	23 hours per week	(a) 52% (b) -64%
Early years coordinators (Primary schools with nursery and reception classes)	34 hours per week	(a) 212% (b) -26%
Early years teachers (Primary schools with nursery and reception classes)	31 hours per week	(a) 209% (b) -26%
Nursery nurses (Primary schools with nursery and reception classes)	30 hours per week	(a) 82% (b) -57%
Other early years support staff (Primary schools with nursery and reception classes)	24 hours per week	(a) 45% (b) -65%
Early years coordinators (Primary schools with reception but no nursery classes)	33 hours per week	(a) 183% (b) -33%
Early years teachers (Primary schools with reception but no nursery classes)	30 hours per week	(a) 202% (b) -28%
Nursery nurses (Primary schools with reception but no nursery classes)	26 hours per week	(a) 73% (b) -59%
Other early years support staff (Primary schools with reception but no nursery classes)	21 hours per week	(a) 48% (b) -65%

<b>FINLAND</b>		
Esiopetuksen opettaja (pre-primary teacher); Lastentarhanopettaja (kindergarten teacher); Lähihoitaja (practical nurses); Lastenhoitaja (children's nurse); Perhepäivähoitaja (family child minder); Erityislasterhanopettaja (Special kindergarten teacher); Päiväkotiapulainen (Day care centre assistant); Henkilökohtainen avustaja (Personal assistant)	N/A	N/A
<b>ITALY</b>		
State School	N/A	N/A
Insegnanti di scuola dell'infanzia (Pre-school teachers)	25 hours per week	(a) n/a; (b) n/a
Insegnante di sostegno (Disabled pupil teacher)	25 hours per week	(a) n/a; (b) n/a
Personale ATA <sup>10</sup> - Collaboratore scolastico - (Auxiliary staff)	36 hours per week	(a) n/a; (b) n/a
<b>JAPAN</b>		
Youchien-kyoyu (kindergarten teachers)	n/a	(a) n/a. Memorandum: The average wage for youchien-kyoyu is 222.8k yen per month. While the regional average of minimum wage is 703 yen per hour. (Since there does not exist an official number of average working hours of youchien-kyoyu, they cannot be simply compared.) (b) – 39%. Notice: This figure reflects Japanese seniority wage system. The average age of kindergarten teachers is 35.0, and that of primary school teachers is 44.4. There is no figure which compares them at the same age.
Hoikushi (Nursery teachers)	7.7 hours/day (2001)	(a) n/a. Memorandum: The average wage for hoikushi is about 217.9k yen per month (2006). (b) – 60%. Notice: This figure reflects Japanese seniority wage system. The average age of hoikushi is 34.9, and that of primary school teachers is 44.4. There is no figure which compares them at the same age.

<sup>10</sup> Non teaching staff operate regularly in schools; they are permanent State staff called ATA (administrative-technical-auxiliary). Other professional figures can be provided (for example, psychologists, physicians, social assistants, etc.); however, they are not part of the school staff; they are employed by other institutions (town council, provinces, local health authorities, etc.) which collaborate with schools, sometimes also through special agreements.

<b>MEXICO</b>		
Educación Inicial No Escolarizada(Parent-lead early childhood education); Promotora educative (Educational developer)	4 hours per week	(a) – 26% *; (b) – 83%
Educación Inicial Comunitaria (Community-based early childhood education); Instructora comunitaria (Community instructor)	4 hours per day	(a) – 10% *; (b) – 79%
Centros de Asistencia Infantil Comunitarios (CAIC); (Community Childcare Centres); Orientadoras comunitarias (Community counselor)	Short schedule: 3 h/day Long Schedule: 9 h/day	(a) – n/a; (b) n/a
Centros Asistenciales de Desarrollo Infantil (CADI) (Childhood Development Care Centres); Profesoras de preescolar (Pre-school teacher); Asistente educativa, Puericultista, Pediatra, Trabajadora Social, Pedagoga, Psicólogo (Educational assistant, Childcare specialist, Pediatrician, Social worker, Pedagogue, Psychologist)	9 hours per day	(a) n/a; (b) n/a
Centros de Educación Inicial (Early Childhood Education Centres)	3 to 8 h/day	(a) n/a; (b) n/a
Estancias Infantiles (Family daycare Centres); Responsables de la Estancias Infantiles (Daycare centre administrators)	8 hours per day	(a) n/a; (b) n/a
1) Guarderías Esquema Madres IMSS- IMSS Mothers scheme Childcare Centres; 2) Guarderías Esquema Ordinario- Regular scheme Childcare centre; 3) Educadora (Early childhood educator); Técnico puericultura (Childcare technician); Oficial puericultura (Skilled Childcare specialist)	40 hours per week	1) (a) +246%; (b) – 21%
		2) (a) + 196%; (b) – 33%
		3) (a) + 173%; (b) – 38%
Guarderías Esquema Vecinal Comunitario (Neighborhood scheme childcare centres); Esquema Guardería Integradora (Comprehensive program Childcare centre); Coordinadora del Área Educativa (Educational area coordinator); Educadora (Early childhood educator); Asistente Educativa (Educational assistant)	40 hours per week	(a) n/a; (b) n/a
Preescolar Comunitario (Community Preschool); Instructor Comunitario (Community instructor)	4 and half hours per day	(a) – 10% *; (b) – 79%
* Conafe staff working in communities does a social service; therefore the remuneration they receive is to cover the basic needs they may have during their time in the community.		

<b>NETHERLANDS</b>		
Groepshulp-Group assistant	29 hours per week	After Social Childcare Worker 3 (vocational training): € 1,183 gross (average age: 23)
Gastouder in loondienst-Childminder on payroll After Social Childcare Worker 3 (SPW-3)- (vocational training - BOL)		
Pedagogisch medewerker(BSO)- Educational assistant (out-of-school care)		
Praktijkopleider- Practical instructor		
Bemiddelingsmedewerker gastouderbureau- Childminder agency assistant		
Peuterspeelzaalleidster- Playgroup leader		
<b>NEW ZEALAND</b>		
Kindergarten Teachers	35 hours per week <sup>11</sup>	(a) + 49%; (b) – 0% <sup>12</sup> (NZ kindergarten teachers have pay parity with primary teachers)
<b>NORWAY</b>		
Styrere (head teachers)	37.5 hours per week	(a) (n.a); (b) (n.a)
Pedagogiske ledere/førskolelærere (pedagogical leaders)	37.5 hours per week	(a) n/a.; (appr. – 1,5 per cent)
Assistenten (assistants)	37.5 hours per week	
<b>POLAND</b>		
Opiekunka dziecięca (childcare worker in centre –based day care); Pielęgniarka i starsza pielęgniarka (nurse and senior nurse in the centre-based day care)	37 hours and 55 minutes per week	a. + 22% (estimates) ; b. – 22 % (estimates)
Personel pomocniczy (auxiliary staff in the centre-based day care)	40 hours per week	Lack of data at national level
Nauczyciel wychowania przedszkolnego (teacher in the kindergarten)	25 hours per week	a. + 42 % ; b. - 28 %
Nauczyciel wychowania przedszkolnego pracujący z 6-cio latkami (Pre-school teacher)	22 hours per week	a. + 42%; b. - 19%

<sup>11</sup> This figure is estimation only.

<sup>12</sup> This is based on teachers entering the respective professions with a Bachelors degree.

<b>PORTUGAL</b>		
Educadores de Infância (Pre-school teachers)	35 hours per week (10 for planning, assessment, meetings)	(a) from 1113,50 to 3004,68 Euros; minimum wage is 426,50 Euros (data from 2008) (b) it's the same
Auxiliares de acção educativa (Auxiliary staff)	35 h. p/w (appr.)	(a) from 463,99 to 777,67 Euros (data from 2007)
<b>SLOVAK REPUBLIC</b>		
Učiteľ materskej školy (kindergarten teachers)	28 hours per week	(a) +110%; (b) the same
<b>SLOVENIA</b>		
1) Vzgojiteljice (pre-school teacher) 2) Pomočnice vzgojiteljic (pre-school teachers' assistants)	1) 30 h p/w 2) 35 h p/w	(a) e.g. + 255% (2009 data) (b) e.g. – 4% (2009 data)
<b>SPAIN</b>		
Técnico Superior en Educación Infantil	35 hours per week	a) 2,1 el Salario Mínimo b) 70% del salario de los enseñantes de Primaria
Maestro especialista en Educación Infantil, Psicopedagogos, Logopedas, Pedagogía Terapéutica	35 hours per week	a) 3 veces el Salario Mínimo b) Igual al salario de los enseñantes de Primaria
<b>SWEDEN</b>		
Förskollärare (pre-school teacher)	40 hours per week	(a) – n/a; (b) – 12%
Barnskötare (child carers)	40 hours per week	(a) –n/a; (b) – 27%

## 3.2 What kinds of policies have been implemented to improve the working conditions for the ECEC staff? What have been the policy challenges?

<b>AUSTRALIA</b>	The Australian Government's main role is in setting the broader workplace relations framework at the national level. One of the features of the new system will be a <i>separate multi-employer bargaining stream</i> to assist employers and low-paid employees in sectors like child care to bargain together for agreements that improve wages and conditions, as well as boost productivity. Fair work Australia will be able to play a hands-on role in the low-paid stream in order to facilitate the bargaining process and assist the parties to negotiate a multi-employer agreement. The low paid multi-enterprise bargaining stream will commence operation on 1 July 2009. More broadly, the Australian Government is managing an <i>award modernisation process</i> , which will include child care award rates. The Australian Industrial Relations Commission's award modernisation process is designed to ensure a fair and simple minimum safety net for all employees when the Government's new workplace relations system commences full operation in January 2010.								
<b>AUSTRIA</b>	There is a debate on the necessity for a federal law providing guidelines – but no concrete policies for the implementation.								
<b>BELGIUM - FLANDERS</b>	The kindergarten teacher is <i>supported by a childcare worker</i> resulting in a reduction of workload, by which more attention can be paid to the young child. The <i>certificates of competence</i> for the position of childcare worker were appropriately screened for quality. The link with the young child is clearly present. New kindergarten teachers were recruited to improve the system of 'summer classes'. The result is that there are less pre-schoolers per class. New kindergarten teachers are <i>entitled to induction by a mentor</i> during the first year of their profession. <i>The number of hours of teaching practice</i> in teacher training is also largely increased. These hours must overcome the shock of practice.								
<b>CANADA</b>									
<b>ALBERTA</b>	<p><i>Accreditation</i> - helps parents identify with the programs that are providing quality care. Each program participates voluntarily through <i>extensive self-examination</i> of its programs, staff and operations, and an onsite validation of its findings by independent child care professionals. Accreditation funding supports working conditions for ECEC sector by providing the following initiatives: - <i>Quality Funding Grant</i> to improve quality programming and resources for staff and children; - <i>Benefit Contribution Grant</i> to offset the cost of the mandatory employer contributions on the Staff Support Funding; - <i>Professional Development Grant</i>. Up to \$1,000/yr is available to paid staff certified as Child Development Assistants or Child Development Workers to help obtain higher levels of certification. The Professional Development Grant may be used for post-secondary tuition, books and course work required to obtain the next level of certification. - <i>Staff Support Funding</i> to help with staff recruitment and retention, wage top-ups are paid to staff over and above what employers pay;- <i>Wage Enhancement</i> . For eligible staff working in licensed day care centres, family day home providers and family day home agency staff.</p> <table border="0"> <tr> <td>Pre-Accreditation</td> <td>Accreditation</td> </tr> <tr> <td>Level 1- \$1.44/hr</td> <td>Level 1- \$2.14/hr</td> </tr> <tr> <td>Level 2- \$2.70/hr</td> <td>Level 2- \$4.05/hr</td> </tr> <tr> <td>Level 3- \$4.42/hr</td> <td>Level 3- \$6.62/hr</td> </tr> </table> <p><i>Child Care Staff Attraction Incentive Allowance</i> - To recruit trained staff who have left the child care field for at least 6 months and agree to return and work in a licensed or approved child care program for a minimum of two years. Up to \$5,000 for new day care workers/family day home visitor/providers, and staff working in school aged child care programs. Up to \$2,500 for new day care workers/family day home visitor/providers, and staff working in school aged child care programs.</p>	Pre-Accreditation	Accreditation	Level 1- \$1.44/hr	Level 1- \$2.14/hr	Level 2- \$2.70/hr	Level 2- \$4.05/hr	Level 3- \$4.42/hr	Level 3- \$6.62/hr
Pre-Accreditation	Accreditation								
Level 1- \$1.44/hr	Level 1- \$2.14/hr								
Level 2- \$2.70/hr	Level 2- \$4.05/hr								
Level 3- \$4.42/hr	Level 3- \$6.62/hr								
<b>BRIT. COLUMBIA</b>	N/A								
<b>MANITOBA</b>	<i>Kindergarten teachers</i> - not applicable. <i>Family Services and Housing (FSH)</i> : From 1999 to 2006/2007, salaries of ECE IIs and ECE IIIs increased by 28.7% for Directors, 36.4% for Assistant Directors, 30.4% for Supervisors and 35 % for ECE frontline child care workers. Manitoba's second Five-Year Agenda for Early Learning and Child Care makes the commitment to increase overall funding by 20% to implement further wage increases, to develop both a pension plan and a mandated minimum base wage for early childhood educators by 2013. In addition, funding to assist ECEs who want to upgrade their credentials will be provided. This agenda also includes a \$37-million building fund for child care facilities, which will improve the work environments for ECEs.								



<b>NOVA SCOTIA</b>	<i>The Stabilization Grant</i> is provided to early childhood staff working in full-day licensed child care facilities. The purpose of the Grant is to provide funding to full-day licensed facilities to support the wages, benefits and training of early childhood staff. Stabilization Grant funding was enhanced in January 2008, with an additional funding amount retroactive to April 1, 2007. To improve wages and assist in attracting/ retaining quality staff, amounts were increased as follows: \$4,500 yr/per trained staff; \$4,200 yr/per ECE equivalent and \$1,200 yr/per untrained staff according to staff: child ratios in accordance with the Day Care Act and Regulation. 100% of Stabilization Grant funding is allocated to wage enhancements (e.g. 100% of funding is allocated to salaries; or 80% is allocated to salaries and 20% to benefits). <i>The Child Care Operating Grant (COGG)</i> is primarily used to promote salary and benefits of child care centre staff; providing a foundation for retention and recruitment of staff, as well as to aid with other operational expenses. Seventy-five (75%) percent of CCOG funding is allocated to wage enhancements.
<b>ONTARIO</b>	More than 80% of ECEs and assistants have an annual employment income below \$40,000, and 43.4% earn less than \$20,000 a year. The only sector that provides lower wages for ECEs and assistants is in private households where individuals may be employed as helpers. Policy challenges include <i>raising the professional recognition of ECEs</i> in all early learning settings. The ministry has passed regulation to establish the <i>College of Early Childhood Educators</i> which is responsible for monitoring and supporting standards in ECE. <i>Wage enhancements</i> are funded by the Ministry of Children and Youth Services and flowed through regional governments for distribution to staff working in a variety early learning settings. Currently the policy for distribution is not associated with the specific credentialing of recipients.
<b>QUEBEC</b>	Depuis 1990, les services de garde ont la possibilité de souscrire à un contrat d'assurance collective. Augmentation de 34 % des salaires entre 1999 et 2003. Création d'un régime de retraite à prestation déterminée en 2003. Majorations aux échelles salariales de 2 % aux 1er avril 2006, 2007, 2008 et 2009. Majorations des salaires d'environ 8,7 % entre 2007 et 2012 pour l'application de la Loi sur l'équité salariale
<b>CHILE</b>	JUNJI has designed, prepared and validated <i>Human Resource Policies</i> . This process started in 2008, and despite its validation in March of this year, the policies have not been disseminated among all the institution's staff and their association to strategies for their full implementation is still pending. Implementation of a " <i>Quality Care Assurance Model</i> ", which is unique in Latin America, which comprises a self-diagnosis to assess each preschool's educational undertaking, implemented through the involvement of the preschool's staff and families. Afterward, external professionals validate the self-evaluations, and based on these results, educational units prepare Improvement Plans to tackle the detected shortcomings. <i>Work Environment Improvement Projects</i> , with the participation of Educational Units, as well as each Regional Directorate or National Directorate offices. <i>A Good Treatment Policy</i> , drawn up at central and regional levels, is in process of implementation.
<b>ENGLAND (U.K.)</b>	The general requirements under <i>Health and Safety</i> legislation apply.
<b>FINLAND</b>	The instruction of <i>Day Care Safety</i> . 2008. STAKES and the Ministry of Health and Social Affairs.
<b>ITALY</b>	The Ministry of Education, University & Research, provides <i>material support and assistance</i> on request. His general managers, on the base of an annual or multiply annual program organize <i>national in-service training courses</i> on pedagogical matters & on specific subject (science, logic and linguistic). In addition all the workers in pre-primary, primary and second can attend <i>local in-service training courses</i> organized by local authorities or specialized associations
<b>JAPAN</b>	Teacher's adjustment allowances are paid for youchien-kyoyu in public kindergartens in compensation for overtime hours. The Addition of the day-care centre management expense relating to employing chief hoikushi and the average work years of hoikushi are paid to private day-care centre.
<b>MEXICO</b>	In the present the Basic Education Subsecretary is planning the <i>Modelo de Atención con Enfoque Integral de Educación Inicial</i> (Early Childhood Education Comprehensive Approach Model) which will consider the needs of an early childhood education national program, including policies for the working staff.
<b>NETHERLANDS</b>	This is at sector level.

<b>NEW ZEALAND</b>	Kindergarten teachers are employed by private organisations, but are recognised as being within the state sector for the purposes of their <i>collective employment agreement</i> . These teachers now have <i>pay parity</i> with primary and secondary school teachers. While this is a measure only for kindergarten teachers at present, there is an expectation that it will flow through to other teachers in the ECE sector. The funding system also recognises the extra cost of employing qualified and registered teachers by having a <i>higher funding rate</i> depending on the proportion of qualified registered teachers in a service. Government does not employ ECE teachers and does not own ECE services. <i>Working conditions are negotiated</i> between the teachers and their employers, except for kindergarten teachers where the Ministry of Education negotiates their terms and conditions on behalf of kindergarten associations.
<b>NORWAY</b>	<i>Working conditions are negotiated</i> between employers and employees. The ministry is not part in these negotiations. E.g. there are contracts between Union of Education Norway and the Association of Local and Regional Authorities, and between Union of Education Norway and the Association of Private Kindergartens. There might as well be local contracts. There are similar contracts for assistants. We have the same negotiation system in other parts of the education system. The <i>large increase in state grants</i> for kindergartens have made it easier for the employers to pay acceptable wages both in the public and private sector, but the private sector receives lower public grants, approximately 85 per cent of the public ones. One of the goals for the government is to <i>treat the public and private sector equally</i> in relation to public grants.
<b>POLAND</b>	Day care centres are <i>part of health system</i> in Poland. This is why the national acts and regulations of the Ministry of Health apply to them. Among them the most important are: the executive order of the Minister of Health and Welfare issued on the 29th of March 2003 on the required qualifications for the employees of the health centres as well as the executive order of the Minister of Health on the salary schemes for the medical personnel. In Poland work conditions of kindergarten and pre-school teachers are regulated by the <i>same national acts</i> that regulate conditions of school teachers' work. The main two acts are as follows: the national act on the educational system (issued on the 1991) and the national act on teachers' working conditions (issued on the 1982 with the subsequent changes in the next years). The executive orders issued to the above acts regulate detailed conditions of work of the kindergarten and pre-school education teachers. For example, the last order of the Minister of National Education concerning new salary schemes was issued in March of 2008.
<b>PORTUGAL</b>	In Portugal, pre-school teachers have the <i>same working conditions and remuneration levels</i> than primary and secondary teachers. Management of auxiliary staff is now under the responsibility of local authorities.
<b>SLOVAK REPUBLIC</b>	The institutions providing pre-primary education and care in the Slovak Republic are kindergartens. Kindergartens encourage personal development of children in socio-economic, intellectual, physical, moral and aesthetic areas, develop abilities and skills, form the preconditions for further education. They prepare for life in society in accordance with individual and age specificities of children. From the reason that the attendance of children to kindergartens is not compulsory the children's education in kindergarten is carried out for part payments except of kindergartens at medical facilities. Systematic step in Slovakia was resolving the status of institutions of pre-school education and care within the school system. Kindergartens are now the part of the school system, they provide pre-primary education in line with the international classification of education ISCED (International Standard Classification of Education). Children receive a certificate on completion of pre-primary education. This step also changed the status of kindergarten teachers who have to absolve at least secondary vocational education in the field of study of pre-primary pedagogy, but in the field of study of pre-primary pedagogy it is also possible to reach the university education of 1 Degree (Bc), 2 Degree (Mgr.), or the 3rd Degree (PhD). Remuneration of kindergarten teachers is equal to remuneration of primary and secondary school teachers, of course, it depends on the obtained degree of education. Qualification rate of kindergarten teachers in Slovakia is about 90-98%.
<b>SLOVENIA</b>	Pre-school teachers in the public sector are civil servants. They are appointed to civil service after an open recruitment. <i>Contractual status</i> is possible under certain circumstances. Individual aspects of the terms and conditions of employment and issues concerning the careers of professionals are <i>regulated at the national level</i> by the general law on employment relations, by the educational legislation and through administrative regulations issued by the Minister of Education and Sport. Conditions of service are stipulated in greater detail through negotiations between the Ministry of Education and Sport and the representative trade unions organised within the education and training sector in Slovenia.
<b>SPAIN</b>	En Espagne, l'intégration de l'éducation des enfants au système d'éducation et de la reconnaissance des qualifications pour les professionnels de la prise en charge des enfants de 0-3 ans (premier cycle de l'enseignement) font partie du processus d'amélioration des conditions travail du personnel et est en négociations avec les syndicats.



<b>FINLAND</b>	There is no statistical or research based data available of the turnover rates.				
<b>ITALY</b>	ECEC State pre-primary staff (teachers and disabled pupil teachers) turnover for the year 2006-2007 is the following: -Retired from the service: 2.646; New entry: 2870 of whom 435 disabled pupil teaches. ; -No State pre-primary ECEC staff: there are not available information at the moment.				
<b>JAPAN</b>	The turnover rate of youchien-kyoyu is 12.3% and that of hoikushi is 11.2%, in 2006.				
<b>MEXICO</b>	<b>Teachers in service</b>				
	<b>Year</b>	<b>Early Education</b>	<b>Pre-school</b>	<b>Community pre-school</b>	<b>Indigenous Preschool</b>
	<b>2006-2007</b>	2,410	170,817	17,371	16,037
	<b>2007-2008</b>	2,446	177,936	17,567	16,599
	<a href="http://www.dgpp.sep.gob.mx/principalescifras/">www.dgpp.sep.gob.mx/principalescifras/</a>				
<b>NETHERLANDS</b>	Gross trend in 2000: 12.3% (source: AZWinfo)				
<b>NEW ZEALAND</b>	The average turnover rate of permanently-appointed, paid teaching staff or coordinators in teacher-led ECE services is represented in the table below. This does not represent the loss rate of teachers from the sector.				
		<b>2007</b>	<b>2008</b>		
	Average turnover rate for teacher-led ECE services (%)	20	22.7		
	Free Kindergarten	14.1	16		
	Education & Care Service	21.3	24.5		
Home-based Network	26.1	28.1			
<b>NORWAY</b>	We don't have national statistics on this topic. A national survey commissioned by the ministry (Winsvold and Gulbrandsen 2009) showed that in 2007 – 08 39 per cent of the head teachers had been working in the same kindergarten for more than 8 years, 14 per cent 5- 8 years, 19 per cent 3 – 4 years and 12 per cent 1 – 2 years and 13 per cent less than one year, while 4 per cent did not answer. The results also showed that the larger the barnehage (direct translation: kindergarten), the less staff stability. The percentage of kindergartens where no one had left the last kindergarten- year was 41, in 26 per cent of the kindergartens one had left and in 19 per cent of the kindergartens; two. The stability among preschool teachers was a bit higher than among the assistants.				
<b>POLAND</b>	The turnover for the kindergartens and pre-school education was 6%. We don't have national data for day care centres available.				
<b>PORTUGAL</b>	Number of pre-school teachers in 2006/2007: 18 352; Number of pre-school students in 2006/2007: 263 887; Source: GEPE (Ministry of Education), 2008				
<b>SLOVAK REPUBLIC</b>	In kindergartens there is quite large stableness of pedagogical collectives. Any staff turnover is associated especially with the temporary sickness absence of some teachers, with the retirement or with maternity or parental leaving.				
<b>SLOVENIA</b>	Data not available.				
<b>SPAIN</b>	Data not available.				
<b>SWEDEN</b>	Data not available.				

#### 4. Recruiting and retaining qualified staff

4.1 What kind of policies or strategies at the national or regional level have implemented in your country for recruiting and retaining qualified staff? What are the current policy challenges?

<b>AUSTRALIA</b>	<p>There are chronic and persistent shortages of staff. These shortages vary across jurisdictions and are influenced by local labour market conditions. In particular, there are shortages in remote and disadvantaged areas, and in Indigenous communities. Over the next four years the Australian Government will invest \$126.6 million to <i>train and retain a high quality ECEC workforce</i>. The package includes: \$60.3 million to support around 8 000 child care staff getting a qualification by removing TAFE fees for child care diplomas and advanced diplomas from 2009; \$53.9 million to create additional university places for early childhood education teachers, starting with 500 places in 2009 and rising to 1 500 places by 2011; and \$12.4 million to reduce the HECS-HELP debts of early childhood education teachers who work in Indigenous communities, regional and remote areas and areas of high disadvantage.</p> <p>The Australian, state and territory governments have also funded 711,000 training places over five years in areas of skills shortage, including child care, to ensure that Australian workers develop the skills they need. The Australian Government is <i>committed to supporting, training and retaining</i> well qualified early childhood education and care professionals. The Australian Government, state and territory governments are developing a <i>National Early Years Workforce Strategy</i>. The Workforce Strategy will provide a long-term blueprint to <i>improve recruitment and retention</i> of the early childhood workforce, develop pathways that reward and support the best workers, and raise the level of qualifications.</p>
<b>AUSTRIA</b>	Policies/strategies depend solely on the provider.
<b>BELGIUM - FLANDERS</b>	<p>Modernising staff policy is one of the major challenges. Indeed, teachers must be able to carry out their job in adequate conditions. An attractive career perspective and further professionalisation are priorities here. Their job contents must vary. That is why <i>teacher training was completely renewed</i>. Today, teacher training is of good quality. In order to train teachers of the future who are able to face all challenges of their job, content and quality must remain at a high level. When the professional bachelors were put in place, an <i>upgrading of the curriculum</i> of the integrated teacher training programmes (kindergarten teacher and primary teacher) was already achieved. The reform contains also a whole series of stimuli to improve quality: - <i>improvement of practical experience</i> - from now on, a <i>single career profile</i> and a same set of basic competencies, which include a broad vision of the teacher's professionalism are introduced for all teachers. - <i>specific quality requirements</i> in the field of linguistic skills, multilingualism, familiarisation with educational challenges in big cities, care, etc. are now explicitly imposed. - in the – enhanced – teaching practice, new teachers must acquaint themselves with a wide range of <i>different educational contexts</i>; concretely, this means that teachers must get teaching practice in general secondary education but also in vocational and technical secondary education. The reform pays a lot of attention to the practical experience of future teachers. The duration of the teaching practice is clearly defined: 45 hours (instead of the average 34 now) for the integrated teacher training.</p>
<b>CANADA</b>	
<b>ALBERTA</b>	- Staff Attraction Incentive Allowance - See 3.2. - A child care recruitment marketing plan was launched to attract more people to the child care profession.

<b>BRITISH COLUMBIA</b>	Two programs were developed to support ECE students to gain credentials and to encourage ECEs back into the child care workforce: <i>Early Childhood Educator Loan Assistance Program</i> : Graduates from an approved early childhood education program, whose final year of study was between January 1, 2007 and December 31, 2008, and who are employed in a licensed child care facility may be eligible for a loan repayment towards their BC student loan of \$1,250/year for each of the first and second year after graduation that they are employed as an early childhood educator. <i>Early Childhood Educator Incentive Grant Program</i> : Effective January 1, 2008 the Early Childhood Educator (ECE) Incentive Grant was established to recruit ECEs who have left the licensed child care sector to return to work in a licensed child care facility. ECEs who have not worked in a licensed child care setting for at least two years are eligible to receive up to \$5,000 over a two year period. Upon completion of each year of re-employment in a licensed child care facility, recipients will receive a payment up to \$2,500. The equivalent of 100 full-time incentive grants will be issued to eligible applicants. <i>Additional funding</i> has been provided to stakeholder organizations for a variety of programs and services, including: The Early Childhood Educator Bursary Funding to assist post-secondary students who are completing their education in Early Childhood Education and Care; The Professional Development program to provide professional development opportunities to ECEBC members and the Early Childhood field throughout the province; and The Child Care Quality Enhancement Fund which provides funding to service providers to be used for a variety of purposes to support quality in child care including professional development and training opportunities for early childhood educators and child care providers.
<b>MANITOBA</b>	Kindergarten teachers – not applicable. FSH: Since 2006, Manitoba, through the Manitoba Child Care Program (MCCP) has offered a number of initiatives to recruit and retain staff. These include: A <i>conditional tuition support grant</i> of up to \$4,000 for students enrolled in the 2-year ECE diploma course who agree to work in licensed child care for two years after graduation.; A <i>replacement grant</i> to pay ECE students their salaries while they attend workplace ECE training.; A <i>recruitment grant</i> of up to \$3,000 for ECEs to return to work in licensed child care after a hiatus of two years or more.; Purchased <i>more college seats</i> for early childhood education.; Manitoba announced more strategies in April 2008 to be implemented over a five-year period. They now include: A <i>20% funding increase</i> for salary increases, a pension plan, and a minimum base wage for ECEs.; A <i>wage adjustment</i> fund to ensure ECEs and CCAs in training have wages of at least \$15.50 and \$12.25 respectively.; <i>Recruitment campaigns</i> with incentives for Aboriginal students, immigrants, and men.; <i>Training supports</i> such as scholarships, upgrading assistance for ECEs, apprenticeship, increase in the annual training grant, funding for Director's training.
<b>NOVA SCOTIA</b>	The Early Childhood Education Training Initiative provides early childhood education staff with opportunities to participate in <i>pre-and in-service training</i> at educational institutions. As part of the Early Learning and Child Care Plan: - <i>The Early Childhood Education Assistance Program</i> was launched April 1st 2008. The Program provides a debt reduction incentive to eligible ECE graduates who successfully complete an ECE diploma/degree from an approved ECE training program. Participants in the program are reimbursed when they complete 1500 hours in a licensed child care centre or Family Home Day Care (FHDC) agency within a 12 month period. For every year the applicant attends an approved post secondary education program and receives a student loan for that year, the applicant is eligible for a reimbursement of a maximum of \$5000 for up to four years. - <i>The Continuing Education Program for Childcare Staff</i> was launched June 1st 2008. The program provides reimbursement for continuing education courses to eligible staff working in licensed child care centres or approved family home day care agencies. Eligible childcare staff must have worked in a licensed child care centre or FHDC agency at least six months prior to the start date of the course. Eligible staff qualify for reimbursements: up to \$1000/year if employed part-time; up to \$5000/year if employed full-time. Staff members who participate in the program are required to commit to work in a licensed child care centre or FHDC agency in Nova Scotia, for 750 or 1500 hours, depending on the amount and timing of the reimbursement.
<b>ONTARIO</b>	Strategies and policies aimed at recruitment and/or retention of qualified staff are developed and implemented at the local level.
<b>QUEBEC</b>	Pour le moment, le ministère de la Famille et des Aînés n'a pas mis de l'avant des stratégies particulières concernant le recrutement et la rétention des éducatrices qualifiées. Toutefois, certains employeurs offrent des <i>conditions de travail plus avantageuses</i> , des horaires flexibles, aménagement du temps de travail, conciliation travail-famille et autres ensemble de politiques permettant l'attraction ou la rétention de personnel. Ils doivent cependant autofinancer ces politiques à partir de leur enveloppe budgétaire.

<b>CHILE</b>	To recruit staff, JUNJI applies <i>selection processes</i> carried out by each Regional Directorate, based on <i>guidelines</i> issued by the National Headquarters through the People Management Department, which consist of the following successive stages: i) Calling and/or publicizing the selection process (through local media or e-mail), where the job description is a central element. ii) Reception and registration of resumes. iii) Assessment of studies, training or preparation and work experience, according to the job description and JUNJI's Staff Law. iv) Psychological evaluation. v) Final General Assessment Interview with the Selection Committee. vi) Submission of Short List to Regional Director. vii) Decision. viii) Notifying selected applicant. We are determined to continue to improve this process by engaging psychologists in each of the Regional Directorates to support this and other areas. As a public institution that is regulated by specific laws, such as the Administrative Statute, JUNJI is unfortunately limited in its capacity to retain qualified professionals.
<b>ENGLAND (U.K.)</b>	The Children's Workforce Development Council (CWDC) delivers a campaign on the DCSF's behalf to increase recruitment among specific target groups to the children's workforce. The groups are men, black, minority ethnic groups and career changers. This is done via a targeted Public Relations (PR) campaign and a website currently under construction. The key message is to professionalise the children's workforce and raise the status of a career in childcare to these currently under-represented groups. The Government aims to have an Early Years Professional (EYP) in every full daycare setting by 2015, with two in settings in the most disadvantaged areas. The CWDC is delivering a recruitment campaign for EYPs which is aligned with the national PR campaign. The EYP Campaign consists of: - <i>national awareness raising activity</i> – target the parents of young children to stimulate demand for EYPs by encouraging parents to use it as part of their selection criteria for choosing care; - <i>national awareness raising activity</i> – target career changers and new graduates to consider EYP as a career option for them; and - <i>targeting the early years sector</i> – encouraging employers to enrol for EYPS themselves, support a member of staff to enrol or to hire an EYP from outside their setting. The key challenges in this context are: confusion based on comparisons to existing school-based teaching qualifications; the perception that recruiting and retaining highly qualified staff (higher productivity) will produce low returns (profit) for both settings and practitioners in a mixed market; the 'time lag' of policy development; and convincing employers and practitioners of the value of high level qualifications.
<b>FINLAND</b>	When it comes to challenges concerning recruiting and retaining qualified staff, it is at the responsibility of the municipalities. Some challenges/problems are: a) there's a pull away of kindergarten teachers due to the low salaries and a growing workload (large groups etc.); b) the growing need for special education kindergarten teachers and insufficient numbers of training possibilities c) support given by the employer to the staff differs very much from one municipality to another, especially in terms of continuous training and supervision of work. Regarding ECEC staff, there are problems in the availability of kindergarten teachers and special kindergarten teachers. Nearly a fifth (17.9 %) of all posts of special kindergarten teachers and 5.6 % of all posts of kindergarten teachers are vacant. (Source: Commission for Local Authority Employers, September 2008). The Advisory Board on Early Childhood Education and Care drew attention in the final report of its first term of office (Reports of the Ministry of Social Affairs and Health 2007:72) to the availability and sufficiency of qualified staff both regionally and nationally. In its report the Advisory Board section examining the present state and development needs of the education and skills of ECEC staff (MSAH Reports 2007:7) highlighted among other things that <i>investments</i> are needed in the attractiveness of ECEC professions, wellbeing at work, and continuous professional training. The section also proposes a <i>higher level of education</i> for the ECEC staff and a higher number of kindergarten teachers in child groups. The Ministry of Social Affairs and Health has established a <i>forum for professionals</i> in social services (including ECEC staff) for the period of 15 September 2008–31 December 2010 with the aim of developing the management of social services as well as the cooperation between working life and education. The forum has three sections, which focus on management, development of skills, and availability of workforce. There is also a network for social and health care personnel operating under the Ministry of Social Affairs and Health during the period of 1 September 2007–31 December 2009.

<b>ITALY</b>	By next year the new “ <i>Regolamento</i> ” (school and management regulation), will indicate the terms of recruitment for the personnel. At the moment there are only two types of employment contracts for teachers: permanent and fixed-term contracts. The 50% of the permanent teacher position is covered through competitive examinations based also on qualifications, while the remaining 50% is covered through the permanent lists of candidates who have passed competitive examinations based on titles and professional qualifications. (A 4 years university Degree in primary education sciences is also required). The teachers appointed must go through a trial period; corresponding to one-year training. It foresees guidance and support of a tutor selected by the Teachers' Assembly and appointed by the school manager. The training includes formative activities on the typical aspects of the teaching profession (methodological, psycho-pedagogical, relational and communication, legal and administrative aspects). In addition to such activities, newly recruited teachers have to enter in an <i>e-learning blended model training</i> organized by National Agency for the Development of School Autonomy (ANSAS). At the end of the academic year, the teacher on trial has to write up a report on the activities and training experience carried out, and must discuss it with the Committee for the evaluation of teachers, in order to obtain confirmation of the permanent post. The ATA recruitment is covered through the permanent lists of candidates. No specific training or provisions for other jobs.
<b>JAPAN</b>	None for youchien-kyoyou. To promote the measures for the society with fewer children, it is an important task to increase the number of children accepted by day-care centre (the aspired ratio of provision of day-care services for children of 0-3-year-old; from 20% in 2007 to 38% in 2017). Therefore, the government made a <i>fund for day-care</i> and the prefectures can use it to <i>train hoikushi</i> including persons not working at any day-care centres.
<b>MEXICO</b>	N/A
<b>NETHERLANDS</b>	This is at sector level (including the communication strategy “working in childcare”, see also <a href="http://www.fcbwjk.nl">www.fcbwjk.nl</a> ).
<b>NEW ZEALAND</b>	There are a number of Government funded teacher supply initiatives aimed at helping to recruit and retain qualified staff. These include study grants and scholarships to help students and services meet the costs of studying towards a ECE qualification; support grants for provisionally registered teachers to help new teachers to become fully registered; relocation grants and return to teaching allowances to assist qualified staff to move to areas defined as hard-to-staff; and recognition of prior learning which is the process of converting existing qualifications and prior learning into credits towards a recognised ECE qualification. Current policy challenges include having a supply of qualified and registered ECE teachers that meets demand. An uneven distribution of qualified staff has lead to areas being designated as hard-to-staff areas. This has been exacerbated by increased population growth, resulting in increased participation and a need for new services to be established requiring qualified and registered staff.
<b>NORWAY</b>	One of the most important quality issues is to recruit and retain qualified staff. Norway has a lack of educated preschool teachers, due to the large expanse of the number of children in kindergartens. The Ministry has established a strategy for recruiting preschool teachers 2007 – 2011. Among the efforts in the strategy are to establish guidance of educated preschool teacher in their first year of work. The ministry also has increased the capacity in preschool teacher educations and established work-place-based preschool teacher education for assistants in kindergartens in cooperation with Oslo University College and the University of Stavanger.
<b>POLAND</b>	The executive order of the Minister of National Education and Sport issued in the year of 2002 sets the requirements for the teachers, including kindergarten and pre-school teachers. This order describes also acceptable cases of employing kindergarten and pre-school teachers that don't have required qualifications. In general, in order to be a qualified kindergarten or pre-school teacher university diploma in pedagogy is required.
<b>PORTUGAL</b>	Pre-school teachers have to complete professional qualification to be admitted in public schools. An admission examination will be compulsory for those who want to follow a teaching career in public schools. Teachers have to score 14 (out of 20) to pass.
<b>SLOVAK REPUBLIC</b>	The selection of candidates for study in the field of study “pedagogy for kindergartens and preceptorship” is done by the secondary vocational schools of pedagogical orientation on the base of the interest of absolvents of the primary schools. The selection is also done by the universities preparing the future kindergarten teachers from absolvents of secondary schools who got a school leaving certificate which allows them to apply for the university study. The selection is done for the university study of the I. degree (Bc.) as well as for the II. degree (Mgr.) which follows after the Bachelor Degree.



<b>SLOVENIA</b>	The legal basis for employment of pre-school teachers in public pre-school institutions and schools is defined by the acts regulating the organisation and financing of education and supplemented by the general labour (such as, rights and obligations, labour relations). The civil servants law defines common principles (for example, open access; professionalism and professional ethics; general competence; reliability; accountability; transparency, etc.). Rewards and salary negotiations are covered by salary legislation for civil servants and by collective bargaining agreements. Pre-school teachers in public pre-school institutions and public schools have the status of civil servants, while those employed in private institutions have the same status as employees in the commercial sector. After recruitment, pre-school teachers and teachers are employed on the basis of a permanent civil servant contract. Temporary contracts are offered to graduate teachers, substitute teachers and under-qualified teachers (in exceptional cases only).
<b>SPAIN</b>	La possession du titre professionnel prouve que le personnel est qualifié pour exercer. Le Plan Educa3, « éducation de la petite enfance 0-3 », actuellement en cours, vise à augmenter le nombre de personnes qui obtiennent le titre de Técnico Superior en Educación Infantil.
<b>SWEDEN</b>	The government has announced that a new pre-school teacher education should be introduced in 2011. It should have a more specific pre-school-direction to secure the supply of well educated pre-school teachers. A commission for a new teacher education presented proposals in December last year. One proposal is that the education will be reduced from 3,5 to 3,0 years. Another commission has reviewed the Education Act's regulations on teacher competence. The proposal is that pre-school teachers should be regulated as other teachers and teacher qualifications should be made clearer. The commission also has proposals on certification for teachers and the design of a state authorisation system. The aim of such a system is to strengthen the incentives for all teachers to advance the quality of activities and to keep furthering their education and deepening their knowledge so that pre-school and school have a better chance of achieving the goals set for them. The matter has been referred for consideration and a proposal from the government will be presented later this year.

## 4.2 What are the conditions for promotion and what kind of career development opportunities exist for the staff in the ECEC sector?

<b>AUSTRALIA</b>	Poor career pathways and lack of professional development opportunities have contributed to high rates of staff attrition in the ECEC sector. Unqualified staff have the least access to in-service education, and the current regulatory environment does not support qualifications pathways in the child care sector as there is little incentive for unqualified staff to obtain lower-level qualifications.
<b>AUSTRIA</b>	There are hardly any promotions in the ECEC field. The most realistic career advancement is to become head of a service. The conditions depend on the provider (additional in-service leadership training, additional job qualifications...)
<b>BELGIUM - FLAN.</b>	In Flanders, the horizontal career path principle is applied. Yet a kindergarten teacher or primary teacher may also be appointed in the position of head teacher or for a policy supporting job in the position of care coordinator. In the context of differentiation of tasks, also hours for mentorship may be included.
<b>CANADA</b>	
<b>ALBERTA</b>	- Child Care Bursary – those working in licensed child care programs or approved family day homes are eligible to receive up to \$10,000 over three years to further the education of leaders or those aspiring to leadership positions in the child care field. - A scholarship of \$2,500 is available to students who have completed the Child Care Orientation Course while in high school and who have enrolled in an early childhood program. Students will be required to sign a one-year return service agreement. - A free child care orientation course is available online to help people, especially in rural Alberta get training. - Over the next year, Children and Youth Services will work with the child care community to explore the development of a child care apprenticeship program to help people get their training while they are working. - Professional Development Grants - See 3.2. - A contract has been established with two Alberta colleges to design innovative training options for child care staff.
<b>BRIT. COLUMBIA</b>	N/A
<b>MANITOBA</b>	Kindergarten teachers – not applicable. FSH - Manitoba provides a number of training supports listed in 4.1 for ECE IIs who want to upgrade their credentials. ECE IIIs currently have a number of opportunities for advancement because the early learning and child care system is expanding and many directors are reaching retirement age. Other career opportunities include teaching at colleges or universities and working for the government in licensing or policy work.
<b>NOVA SCOTIA</b>	N/A
<b>ONTARIO</b>	Almost 90% of the early childhood workforce works in child day-care services. The highest paying positions within the sector are local, municipal and public administration. Early childhood sectors other than child day-care services employ a very small number of ECEs and assistants; thus career ladders are narrow and opportunities for advancement are highly competitive.
<b>QUEBEC</b>	Les éducatrices occupent la majorité des emplois en service de garde. Elles peuvent faire progresser leur carrière en devenant conseillère agente-conseil en soutien pédagogique et technique, directrice adjointe ou directrice générale.
<b>CHILE</b>	i. <u>Promotion Contests:</u> Law N° 19,882 of the new labour plan stipulates promotion contests as the means to seek career advancement, and all staff members who comply with the requirements stipulated in the Staff Law are eligible to participate. i. <u>Appointment Contests:</u> Law N° 19,882 of the new labour plan stipulates contests as the means to form part of the staff. i. <u>Contests for Higher Public Management Positions:</u> Refers to the positions stipulated in the Institution's second and third hierarchic levels. Included here are all Regional Director positions, and some Department Director positions. This is stipulated in Law N° 19,882 of the new labour plan. No formal procedures have been determined for upgrading in terms of legal qualification, since this usually involves changes in the workers' responsibilities and/or functions.
<b>ENGLAND (U.K.)</b>	There are no centrally defined conditions for the promotion of staff in the early years sector in England. Clear training pathways have been developed to allow existing staff to train to 'full and relevant' Level 3 qualifications (on the National Qualifications Framework). Online tools are available to support practitioners to identify their appropriate training. Funding for this is available through local authority training budgets and other sources, such as the Learning and Skills Council's 'Train to Gain' programme. Pathways to support the attainment of qualifications up to Level 6 are available and are fully funded by Government, including supply cover costs.

<b>FINLAND</b>	The career development opportunities are usually tied to the educational level of the staff. However, there are opportunities for promotion basically on the administrative level, e.g. a kindergarten teacher can be promoted to a centre manager, or a centre manager can be promoted to a manager on a municipal level.
<b>ITALY</b>	Promotion, advancement. There are two possibilities to increase the basic compensation: One is the increase after fixed periods of time, the other is by titles and examinations. The passage of teachers to the function of school manager or to the position of technical manager (ex inspector). Furthermore, the integrative collective contract provides for additional compensations destined to teachers charged to support the processes of the school autonomy (didactic, research and new methodology, for example ICT). A sort of additional economic support is provided to whom who deal with projects to avoid the drop-out and to help integration and inclusion of the foreign new children immigrant. Italian Educational System aims to increase the value of the human resources also through the offer of in service training opportunities both for teachers and for Auxiliary staff (ATA) who can obtain a professional re-qualification course in order to gain an economical development. Initiatives are generally carried out of the working timetable.
<b>JAPAN</b>	See 5.4 for youchien-kyoyu. Hoikushi's conditions for their promotion and career development opportunities are settled by each centre.
<b>MEXICO</b>	N/A
<b>NETHERLANDS</b>	This is at sector level (the conditions are stated in the collective agreement).
<b>NEW ZEALAND</b>	There is a career structure in place in the Kindergarten Teachers, Head Teachers and Senior Teachers' Collective Agreement whereby teachers can move up the pay scale and into different positions of responsibility. Data are not collected about the rest of the ECE sector.
<b>NORWAY</b>	There are a few possibilities for promotion and career development. The preschool teachers might be head masters and some might get work in the municipal administrations. With further education (master and doctoral degrees) preschool teachers might be educators in e.g. preschool teacher education. Further education within special education might qualify for special educational work. Career development might involve the fact that qualified preschool teachers leave the kindergartens to work other places. The ministry wants preschool teachers with further education to work in the kindergartens.
<b>POLAND</b>	Day care employees are employed based on the national act on the medical assistance services. It means that the day care services are not treated as part of the educational system and educational legal acts don't apply to them. As for the kindergarten and pre-school teachers their career development opportunities are described in the executive order issued in December of 2004 by the Minister of Education and Sport. Teachers start their career at the level of beginning teacher (stazysta) and they can be promoted first into position of the contracted teacher (nauczyciel kontraktowy), then into position of the nominated teacher (nauczyciel mianowany) and finally to the position of the certified teacher (nauczyciel dyplomowany). The executive order sets also detailed minimum requirements for the teachers at each level to be satisfied by the teacher in order to start promotion process to the higher position. Moreover, the order specifies the rights of the teachers at each level. For example, beginning teachers can have their supervisors in the kindergarten or school and are entitled to observe classes of more experienced teachers, to take part in in-service trainings, as well as to get methodological assistance of the specialist of the psycho-pedagogical centres. In order to obtain higher level of qualifications teacher has to prepare documents specified in the executive order that are approved by the headmaster of the kindergarten. Final judgment is made after interview of the teacher or after examination passed by the teacher, which are conducted by the special committee of experts that is being established for the career development process.
<b>PORTUGAL</b>	The teaching career was recently divided into two categories: teacher and 'titular' teacher. In each category, there are different professional levels. Teachers progress according to their assessment (they have to obtain at least 'Good' in order to progress). For teachers, each level corresponds to 5 years of teaching (only 4 years in the last level). For 'titular' teachers, levels have 6 years. Teachers can only access a 'titular' position when they reach level 7; the position is dependent on the number of places available, as well as on teacher professional development.

<b>SLOVAK REPUBLIC</b>	The kindergartens teachers are equal with the teachers from other kinds or types of schools. In the range of the professional development the kindergarten teachers undergo by these subcategories: Beginning teacher; Independent teacher; Teacher with the I. Attestation; Teacher with the II. Attestation. In the range of the professional development the kindergarten teacher can work as the ordinal teacher or as the leading teacher that is the director or the deputy director of the kindergarten, or as the deputy director in the primary school with the kindergarten (it is a kind of school which originates by joining the primary school and the kindergarten into one subject which is officially called "the primary school with the kindergarten"). Besides that the kindergarten teacher can do the specialized activity of the class teacher, introducing teacher who introduces the beginning teacher into the practice as well as he can do the specialized activity of the leading teacher of the methodical association which is established as the consultative body of the director in matters of education and training in the kindergarten. In the case that the kindergarten teacher has minimally 7 years of pedagogical work and underwent the I. Attestation, may apply for the job as the Continuous Education Teacher; or if he has minimally 10 years of pedagogical work, minimally 3 years of leading work as the director of the kindergarten, deputy director or deputy director in the primary school with the kindergarten and underwent the I. Attestation, can apply for the job as the School Inspector for kindergartens.
<b>SLOVENIA</b>	The Organisation and Financing of Education Act provides teachers with opportunities for promotion to titles, which has an important influence on their material position. The acquisition of a title leads to a salary increase. The criteria for promotion are: adequate professional education and a passed teaching certification examination, a certain work period in the education system, performance in educational work, additional knowledge obtained through the system of permanent professional additional training or further education, and other professional work. Continuity of work in the area of education (seniority) is taken into account in promotion to titles. In-service training programs are valued with an appropriate number of points. The rules on promotion determine the total number of points that a teacher has to acquire in line with this criterion to be promoted to a title. Other professional work related to teaching involves the following tasks: tutoring students within the framework of teaching practice, tutoring trainees, presentations and talks for teachers and parents, management of professional bodies both within the institution and more generally, preparation of thematic exhibitions and performances, organisation of research camps, competitions, seminars, published translations, professional articles and reviews, authorship and/or co-authorship of teaching materials, teaching aids and textbooks, work in professional bodies and working bodies in the area of education, assessment committees, panels, development and research work in co-operation with professional and research institutions in the area of education and teacher-training faculties, and so forth.
<b>SPAIN</b>	En Espagne, les personnes qui détiennent le titre de Técnico Superior en Educación Infantil peuvent devenir des enseignants de l'école maternelle par le biais d'un processus de reconnaissance et de validation, avec un complément de formation si c'est nécessaire. Parmi les enseignants de l'école maternelle aucune promotion, toutefois, sont à l'examen de l'état du service d'enseignement, qui régleront la promotion des enseignants à tous les stades de l'éducation.
<b>SWEDEN</b>	N/A

4.3 Has there been a practice of using 'recognition of prior learning/ working experience' in giving an ECEC-related qualification, certificate or licensing in your country? If yes, what are the drivers?

<b>AUSTRALIA</b>	A large proportion of Australia's early childhood education and care workforce is experienced but unqualified. In 2006, around 40 per cent of long day care centre staff and almost 70 per cent of family day care centre staff had no post-school early childhood qualification (2006 AGCCS). Recognition of Prior Learning (RPL) is available and is used primarily in the VET sector. The draft National Early Years Workforce Strategy identifies the potential for RPL to be increasingly used to quickly upskill the unqualified early childhood education and care workforce.
<b>AUSTRIA</b>	No.
<b>BELGIUM - FLAN.</b>	Although in pre-school & primary education EVC (recognition of prior learning) has no effect on the recruitment condition for employment in education, it does have an effect on the reduction of the duration of studies in teacher training. Colleges of higher education are autonomous in their decision on this matter.
<b>CANADA</b>	
<b>ALBERTA</b>	<ul style="list-style-type: none"> <li>- Child care staff equivalencies have been enhanced to enable people from related human services disciplines to be certified at a higher level when working in a licensed or approved child care program; i.e. Bachelor of Education degree will now qualify for "Child Development Supervisor" certification.</li> <li>- Alberta Children and Youth Services introduced the Life Experience Equivalency Process (LEEP) to recognize competencies that child care professionals have obtained through experience and informal learning opportunities. The intent of LEEP is to provide a way for child care professionals to demonstrate that they have the competencies needed to advance from the Child Development Assistant level and be certified as a Child Development Worker without taking a college certificate program. There are two components to LEEP', one requires completion of a challenge exam and the second requires observation of skills using the Caregiver Interaction Scale (CIS) assessment instrument.</li> </ul>
<b>BRITISH COLUMBIA</b>	<p>Applicants trained outside British Columbia need to be assessed to determine equivalency. Equivalency is determined based on the following criteria: - Some or all of the required instructional content have been covered (i.e. child development, child guidance, curriculum development, etc.). - The training institution is recognized by the government of the province, state or country in which the training institution is based. - The admission requirement for the program or course is the completion of secondary education or a school leaving certificate. - The training was more than 120 hours of instruction. - Ability to access transcript from training institution.</p> <p>There are three routes to have credentials and/or competency assessed: <b>Option 1: Out of Country:</b> If training completed out of country and meets all of the above requirements the process is as follows: - Credential evaluation through the International Credential Evaluation Service. - There is a cost for this service. - Submission of a Program Confirmation Form completed by training institution. <b>Out of Province of British Columbia:</b> If training was completed within Canada and meets all of the above requirements the process is as follows: - Submission of an official transcript from training institution. - Submission of a Program Confirmation Form completed by training institution. <b>Applicants certified by the Province of Alberta:</b> If applicants have been issued a Level One, Two or Three by the Province of Alberta the process is as follows: - Submission of a photocopy of your transcript. - Submission of the original or a certified true copy certification from the Province of Alberta. - A letter from training institution confirming completion of an infant/toddler practicum if applicable. <b>Option 2:</b> Contact a training institution approved by the BC Early Childhood Educator Registry to offer early childhood education, to discuss an academic assessment of training. <b>Option 3:</b> Prior Learning Assessment is a process that allows applicants the opportunity to demonstrate their knowledge through challenge exams, portfolio submissions and demonstrative practicum. This option is appropriate for applicants when: - The training institution where they completed their training at is not recognized by the government of the province, state or country. - The admission requirement for the program or course was not the completion of secondary education or a school leaving certificate. - The training was less than 120 hours of instruction. - The training institution they attended is no longer in existence or is unable to provide them with an official transcript.</p> <p>Additionally, under the Agreement in Internal Trade (AIT) as of April 2009, all Provinces and Territories within Canada that regulate the ECE profession must recognize as equivalent (given agreed upon equivalency categories), certification/licensure from ECEs coming from other AIT signatory Provinces and Territories who wish to work in their profession.</p>

<b>MANITOBA</b>	Kindergarten teachers – not applicable. FSH - Manitoba colleges and universities have Prior Learning Assessment and Recognition (PLAR) programs in place whereby students can receive credit for courses when they demonstrate prior learning. Each college/university has its own processes and policies for how credit is assessed, how much credit can be allotted, etc. Red River College and Assiniboine Community College have ‘workplace’ training where students who are currently employed in a licensed child care facility as a Child Care Assistant (CCA), and who have a minimum of two years of employment, are eligible. These students attend classes at the college two days a week and work at their centre for the other three days. Due to their practical work experience, students complete all courses at an accelerated rate in the traditional diploma program, where they receive a diploma upon completion. MCCP provides financial support for these students via a “Substitute Replacement Grant” so that they can receive their full-time salary as the centre is reimbursed for costs incurred when hiring a substitute. MCCP has a number of programs that recognize prior learning/working experience that allow individuals with experience and informal training to receive an ECE II classification. These include: the Competency Based Assessment Program; Family Child Care/Competency Based Assessment; Competency Based Assessment/Prior Learning Assessment; Modified: Competency Based Assessment/Prior Learning Assessment. A portfolio-based assessment process is used to evaluate the skills, knowledge and judgment of individuals in various competency areas (e.g. safe, guidance, communication). In addition, Manitoba has the Internationally Educated Qualifications program for highly skilled immigrants who have early childhood post secondary education from their country of origin. Based on demonstrated competencies and previous post-secondary education, they can receive an ECE classification without attending formal education in Canada.
<b>NOVA SCOTIA</b>	N/A
<b>ONTARIO</b>	Prior learning assessments for recognition (PLARs) are conducted by colleges and universities on an individual basis to assess incoming students for advanced standing in diploma or degree programs. Individuals pursuing PLAR are typically working in the sector and wish to pursue their academic credential for professional recognition.
<b>QUEBEC</b>	Depuis 2002, processus complet de reconnaissance des acquis et des compétences est disponible pour les formations collégiales qualifiantes. Le diplôme d'études collégiales comprend 22 compétences spécifiques et la formation générale. L'attestation d'études collégiales avec ses 14 compétences spécifiques est également qualifiante lorsque jointe à 3 années d'expérience. Le Programme du diplôme d'étude collégiale est déterminé par le ministère de l'Éducation, du Loisir et du Sport (choix des compétences, durée totale et validation). Les outils de reconnaissance des acquis et des compétences ont été développés par le Cégep Marie-Victorin et sont disponibles pour tous les collèges qui offrent ces programmes.
<b>CHILE</b>	i. With regard to selection processes, there is a stage called “Curricular evaluation of studies, training or instruction and work experience” where the job description and JUNJI’s Staff Law requirements play a central role, since they describe the position’s required training and work experience. ii. The contests explained above also consider previous training and work experience, all included in the position’s job description and stipulated in the Staff Law.
<b>ENGLAND (U.K.)</b>	In establishing a graduate level status for the early years sector, a Validation Pathway has been developed which allows graduates who have experience in the sector to demonstrate their competence against professional standards and be awarded Early Years Professional Status (EYPS). In addition, training providers are required to deliver training pathways based on personalised learning where existing knowledge and experience is taken into account. At the outset experienced practitioners made up the majority of those receiving EYPS. In the long-term however it is expected that this group will form the minority. Some evaluation work has been launched to establish whether experienced practitioners with Level 3 and 4 qualifications can have their experience encapsulated within a degree award and EYPS. This work is ongoing.
<b>FINLAND</b>	There is no practice of certification or licensing in Finland. The universities and polytechnics decide on recognition of prior learning/working experience. The council of chancellors has a new recommendation concerning this. Qualifications in vocational adult education and training are mainly taken in the form of competence-based qualifications. Competence-based qualifications include further vocational qualifications (ammattitutkinto), which demonstrate the vocational skills required of skilled workers, and specialist vocational qualifications (erikoisammattitutkinto), which demonstrate a command of the most demanding tasks in the field. In addition to these, vocational qualifications (ammattillinen perustutkinto) may also be taken in the form of competence-based qualifications. Vocational qualifications taken in the form of competence-based qualifications correspond to the qualifications taken in vocational upper secondary education and training. Since the beginning of 1999, competence-based qualifications have been regulated by the Act (Laki ammatillisesta aikuiskoulutuksesta 631/1998) and Decree (Asetus ammatillisesta aikuiskoulutuksesta 812/1998) on Vocational Adult Education. The requirements for the

	competence-based qualifications are specified and confirmed by the National Board of Education. The modules of the qualification, the vocational skills required in the qualification and the assessment criteria are determined by the requirements. In ECEC the staff qualifications of the family child minders and the practical nurses (as adult education) can be organized as competence based education.
<b>ITALY</b>	None
<b>JAPAN</b>	Credits of teaching practice are required for getting youchien-kyoyu or hoikushi qualification.
<b>MEXICO</b>	N/A
<b>NETHERLANDS</b>	Yes, and attention is focused on this in the collective agreement. There is an RAC procedure (recognition of acquired competences) for every required training. See in this respect <a href="http://www.kenniscentrumevc.nl">www.kenniscentrumevc.nl</a> .
<b>NEW ZEALAND</b>	The New Zealand Qualifications Authority assesses overseas qualifications for comparability to New Zealand's benchmark ECE qualification, the Diploma of Teaching (ECE). Academic institutions provide Recognition of Prior Learning (RPL) to assess previous qualifications and prior learning towards credit for a qualification. The Government has funded the use of RPL to help increase the supply of qualified and registered teachers. New Zealand set a high qualification requirement for ECE and RPL helps people measure their existing qualifications against it.
<b>NORWAY</b>	Yes, e.g. the practice-based preschool teacher education, see 4.1. It must be underlined that the educational standard must be met also in this preschool teacher education. The requirements of the students processes and results are the same as in the ordinary preschool teacher education.
<b>POLAND</b>	The system of obtaining qualifications is the same for all of the teachers employed in kindergartens and at schools and it has been described in brief in the item 4.2. In general, prior learning or work experiences are taken into account in the process of the teachers' qualification recognition only in case they satisfy the requirements of the executive order on the career development opportunities. Any parallel system of certifying or licensing doesn't exist.
<b>PORTUGAL</b>	Auxiliary staff has the opportunity to get a professional certification through specific programmes that recognise and validate professional competencies (new opportunities centres).
<b>SLOVAK REPUBLIC</b>	Under current legislation as fulfilling of qualification requirements all kinds of vocational education absolved in the secondary vocational schools of pedagogical orientation designed for the kindergarten teacher are recognized as well as all kinds of university education of the I. and the II. Degree designed for the kindergarten teachers according to the previous valid legislation. Current legislation in recognition of fulfilling of the qualification requirements flexibly responds to present fields of study of the secondary vocational schools or the universities designed for the future kindergarten teachers.
<b>SLOVENIA</b>	National Professional Qualifications Act (2000) introduced the system of national professional qualifications (NPQ) which is based on learning outcomes, regardless of the manner of the acquisition of knowledge, skills and competences. Assessment and certification of NPQ is intended for adults and is based on direct demonstration of knowledge, skills and competences or on documents and other pieces of evidence collected in the individual's portfolio. The results of informal and non-formal thus become evident. Until now the NPQ for the preschool teachers' assistant has been adopted. At possible changes of the legislation on increasing standards for required qualifications, the staff (preschool teachers) with certain time of working experiences is exempted.
<b>SPAIN</b>	Un processus de reconnaissance de l'expérience professionnelle est en marche afin de permettre l'acquisition du titre de Técnico Superior en Educación Infantil pour s'engager dans la profession.
<b>SWEDEN</b>	Not in general. It is possible though to have a shorter preschool teacher education after validation (acknowledgement/recognition) of earlier learning and/or experience. It is the responsibility for each university to arrange and take into account/validate each student's earlier experience/learning and how much shorter the education will be.

**5. Initial training requirements, age range and providers**

Job titles in the original language (with English translation)	Initial training requirements	Age range of children	Types of providers (Please specify public/private & level of provider using ISCED in parenthesis)	Accreditation, Licensing, etc. (e.g. an individual licensed by the government, a provider is accredited by the government, etc.)
<b>AUSTRALIA</b>				
Child Care Manager	2 years of vocational	0-5	Vocational Education and Training Sector (both public and private, ISCED 4)	The Commonwealth Government is responsible for quality accreditation of child care centres through the National Childcare Accreditation Council (NCAC). The state and territory governments regulate child care centres through state and territory based licensing systems. Regulations governing the child care industry vary between states and territories. In most jurisdictions, a Diploma is recognised as the minimum qualification to manage a child care centre. The individual is not required to obtain a licence from the government.
Child Care Worker	1 year of vocational	0-5	Vocational Education and Training Sector (both public and private, ISCED 3)	Centre accreditation and licensing same as above. In most jurisdictions there is no minimum qualification requirement. The individual is not required to obtain a licence from the government.
Family Day Care Worker	1 year of vocational	0-5	Vocational Education and Training Sector (both public and private, ISCED 3)	As above, the Commonwealth is responsible for quality accreditation of Family Day Care, while state and territory governments are responsible for regulations. In most jurisdictions there is no minimum qualification requirement. The individual is not required to obtain a licence from the government.
Preschool / Kindergarten Teacher	3 to 4 year of University	0-5/8	University (public, ISCED5A)	State and territory governments regulate preschools. ECE teachers who teach in schools may need be registered with the state/territory teacher registration and accreditation authorities depending on the jurisdiction.



<b>AUSTRIA</b>				
Kindergarten-pädagogin Kindergarten pedagogue	2 forms of training: a) 5 yrs at a training institute for kindergarten pedagogy. Entry requirements: Successful completion of 8 school yrs plus aptitude test. Award: Qualified status as Kindergartenpädagogin plus university entrance qualification. b) 2 yrs of training at a college for kindergarten pedagogy (ISCED 4 A). Entry requirements: university entrance qualification plus aptitude test. Award: Qualified status as Kindergartenpädagogin.	0 - 6	State run and private (cath. church) training institutes with the same federal curriculum (ISCED 4 A)	Federal/ governmental licensing
<b>BELGIUM - FLANDERS</b>				
Kinderverzorger (childcare worker)/ begeleider in de kinderopvang / begeleider in de buitenschoolse kinderopvang (care assistant/ out-of-school care assistant)	3-year post-16 vocational secondary	0-12	Secondary school (public, ISCED 3)	
Bachelor in het onderwijs: kleuteronderwijs (kindergarten teacher)	3 year university college	2,5-6	University college (public ISCED 5B)	Providers have to be accredited by the government
<b>CANADA</b>				
<b>ALBERTA</b>				
Child Development Assistants	Three credit college ECEC course or government 58-hour orientation course	0-12	College and University	N/A
Child Development Workers	One-year post secondary ECEC certificate or equivalent	0-12	College and University	N/A
Child Development Supervisors	Two-year secondary ECEC diploma or equivalent	0-12	College and University	N/A

<b>BRITISH COLUMBIA</b>				
Kindergarten teachers	4-to-6-years of university and/ or 1 yr teaching certificate	5+	University (public, ISCED5A)	teaching certificate issued by the BC College of Teachers
Early Childhood Educator – Assistant	At least one course of a basic early childhood education training program	0-12	Vocational schools (both public and private, ISCED 2)	ECE Assistant Certificate to Practice Issued
Early Childhood Educator	Completion of a basic early childhood education training program and 500 hrs work experience	0-12	Vocational schools (both public and private, ISCED 3C)	ECE Certificate to Practice Issued
Early Childhood Educator - Special Needs Educator; Early Childhood Educator – Infant/Toddler Educators	Completion of a basic early childhood education training program and 500 hrs work experience. Additionally, must complete a special needs or infant toddler educator training program plus 200 hours of instruction in and 200 hours practicum experience in the specific area (Special needs education or Infant/Toddler)	0-12	Vocational schools (both public and private, ISCED 3B)	ECE Special Needs or Infant Toddler Certificate to Practice Issued
<b>MANITOBA</b>				
Kindergarten teachers	5-year university degree	5 years old	University (public, ISCED5A)	Provincial Certification by Manitoba Education, Citizenship and Youth
Child Care Assistant	40 hours in early childhood development within first year of employment	0-12 years	College	None
Early Childhood Educator II	2 year College ECE diploma	0-12 years	College	Manitoba Advanced Education & Literacy (Child Care Education Program Approval Committee) approves College program; individuals apply to FSH for classification
Early Childhood Educator III	2 year College ECE diploma PLUS specialization in Infant/ Toddlers, Special Needs (Inclusion), Aboriginal or Management	0-12 years	College or University	Manitoba Advanced Education and Literacy (Child Care Education Program Approval Committee) approves College/University program; individuals apply to FSH for classification
Family Child Care Provider	40 hours in early childhood development	0-12 years	College	None

<b>NOVA SCOTIA</b>				
Primary Teacher	4-year undergrad degree + 1-year education degree	4.8 - 6	Elementary School (public and private)	
Early Childhood Educator	2-year ECE dip-loma or 4-year Child Study degree	0-12	College (public and private); University	
Family Day Care Provider	Family Day Care Training	0-12	Canadian Child Care Federation	
<b>ONTARIO</b>				
Kindergarten teachers	University degree in any subject plus one additional year for Bachelor of Education	Kindergarten	Public universities	Ontario College of Teachers
Early Childhood Educators	2 year vocational training or up to 4 years of university	0-12	Public community colleges and/or universities	Ontario College of Early Childhood Educators
<b>QUEBEC</b>				
Éducatrice (Educator) qualifiée ou non (Qualified or not)	2/3 Qualifié. Diplôme d'études collégiales en techniques d'éducation à l'enfance ou l'équivalent	0-5	Cégep ou Université	Le MFA est responsable de la Réglementation et de la conformité
Agente-conseil en soutien pédagogique et technique (Pedagogical and technical support)	Aucun	0-5	N/A	N/A
Responsable de la garde en milieu familial (Home childcare provider)	45 heures	0-5	Secondaire ou Cégep	Bureau coordonnateur
Cuisinière/Responsable de l'alimentation (Cook/Person responsible for food service)	12 heures	0-5	Secondaire	Ministère de l'agriculture des pêcheries et de l'Alimentation
Préposée (Attendant) ; Aide-éducatrice (Assistant Educator) ; Agente de conformité (Compliance Officer); Adjointe administrative (Administrative Assistant)	Aucun	0-5	N/A	N/A
Commis comptable ou secrétaire comptable (Accounting Clerk or Accounting Secretary) ; Secrétaire-réceptionniste (Secretary-Receptionist) ; Directrice adjointe	Aucun	0-5	N/A	N/A

en installation (Assistant-Manager of Installation) Type 1, 2 et 3 Directrice adjointe du milieu familial (Assistant-Manager of Home Childcare Coordination) Type 1, 2 et 3 ; Directrice adjointe à l'administration (Assistant-Manager of administration) ;Directrice générale (General Manager)				
<b>CHILE</b>				
Pedagoga en Educación de Párvulos(Pedagogue in Preschool Education)	8 to 10 Semesters (4 - 5 years)	0 to 5 years	Public and private universities	Degree granted by educational centre.
Educadoras de Párvulos (Preschool Teachers)	8 Semesters (4 years)	0 to 5 years	Professional Institutes (private)	Degree granted by educational centre.
Técnicos en Atención de Párvulos (Preschool Technician)	4 Semesters (2 years)	0 to 5 years	Technical Training Centres (private)	Degree granted by educational centre.
Asistentes de Párvulos (Preschool Assistants)	Specialization obtained during the first 4 years of Secondary School	0 to 5 years	Private and public Polytechnic Secondary Schools	Certificate granted by educational centre.
<b>FINLAND</b>				
Pre-school for 6-year-old children; <i>Esiopetuksen opettaja</i> (pre-primary teacher)	3-to-5-year of university	6-7	University (public, ISCED 5B or 5A)	
Early education and care for children 0-7 <i>Lastentarhanopettaja</i> (kindergarten teacher) <sup>13</sup>	3-to-5-year of university 3-year polytechnic	0-6/7	University (public, ISCED 5B or 5A) polytechnic (public, ISCED 5B)	
<i>Lähihoitaja</i> (practical nurse) <i>Lastenhoitaja</i> (children's nurse)	3-year of vocational secondary or competence based	0-6/7	Vocational schools (public, ISCED 3)	
<i>Perhepäivähoitaja</i> (family child minder)	competence based	0-6/7	Vocational schools (public, ISCED 3)?	

<sup>13</sup> Kindergarten teacher is the job title. The educational degree can be either a 3-to-5-year university degree in early education; or a 3-year polytechnic degree in social sciences (socioconom).

Erityislastentarhanopettaja (Special kindergarten teacher); Päiväkotiapulainen (Day care centre assistant); Henkilökohtainen avustaja (Personal assistant)	N/A	0-6/7		
<b>ITALY</b>				
Insegnante scuola dell'infanzia - pre-primary school teacher	4 +1 (5)-years of university	3-6	University	Individual licensed by the Ministry of Education
Psicopedagogista (educational psychologist)	3 + 2 (5) years of university	0-15	University	Individual Ministerial license
Assistente (practical nurses)	5-years of high school + 1-3 vocational course	0-6	State or vocational schools	Individual accreditation by the Ministry of Education + Licensing
<b>JAPAN</b>				
Youchien-kyoyu (kindergarten teachers)	2-to-6 (mainly 2 or 4) years of university or polytechnic	3-5 (including 6 before entering primary school)	University or polytechnic (both public and private, ISCED mainly 5B or over)	Teacher training programs are accredited by the Ministry
Hoikushi (child care persons)	2-to-4 years of university or polytechnic	0-5 (exceptionally 7-17 children)	University or polytechnic (both public and private, mainly ISCED 5B)	Training facilities are accredited by the Ministry
<b>MEXICO</b>				
Educación Inicial No Escolarizada (Parents early childhood education); Promotora educativa (Educational developer)	To be legally of age (18); To know how to read and write; To belong to the community	0-4 years		CONAFE is responsible for the training of developers.
Educación Inicial Comunitaria (Community-based early childhood education); Instructora comunitaria (Community instructor)	To be 16-25 years old; Secondary or tertiary education; To be a parent (not indispensable); One year of service at pre-school.	0-3 years		CONAFE is responsible for the training of instructors.
Educación Inicial Indígena (Indigenous early childhood education); Profesor Teacher	-To be legally of age (18).	0-3 years		

Centros de Asistencia Infantil Comunitarios (CAIC) (Community Childcare Centres) Orientadoras comunitarias (Community counselor)	- Tertiary education finished and keep on studying. To belong to the community.	2-5 years and 11 months		DIF and SEP are in charge of the training.
Centros Asistenciales de Desarrollo Infantil (CADI) (Childhood Development Care Centres); Profesoras de preescolar (Pre-school teacher); Asistente educativa, Puericultista, Peditra, Trabajadora Social, Pedagoga, Psicólogo. (Educational assistant, Childcare specialist, Pediatrician, Social worker, Pedagogue, Psychologist)	- To have a (teacher) degree. - To have experience on childcare.	45 days-5 years and 11 months		DIF and SEP are in charge of the training.
Centros de Desarrollo Infantil (Childhood Development Centres); Educadoras (Early childhood educator); Asistentes Educativas (Educational assistant); Puericultista, Peditra, Trabajadora Social, Psicólogo, Cocinero, Profesor de enseñanza musical (Childcare specialist, Pediatrician, Social worker, Psychologist, cook, Music teacher)	Degree on pre-school education or a n educated related degree.	Nursing: 45 days-1 year and 6 months. Maternal: 1 year 7 months-3 years and 11 months.		
Estancias Infantiles (Family day-care Centres); Responsables de la Estancias Infantiles (Child-care center's person in charge)	- Secondary education finished. - To apply and obtain the Certification at the Technical Regulation of Working Competence (Certificación en la Norma Técnica de Competencia Laboral (NTCL) of childcare for children under 6 years old.	43 days-5 years 11 and months		DIF is in charge of the training.

<p>-- Guarderías Esquema Madres IMSS - IMSS Mothers scheme Childcare Centres: Educadora (early childhood educator); Técnico puericultura (Childcare technician); Oficial puericultura (Skilled Childcare specialist); Enfermera General, Auxiliar de enfermería, Nutricionista dietista, Medico familiar, Medico no familiar, Psicólogo, Trabajador social, Pianista (General nurse, auxiliary nurse, nutritionist dietician, family doctor, doctor, psychologist, social worker, piano player) -- Estancias para el bienestar y desarrollo infantil (Childhood development &amp; Well-being Centres): Educadora (Early childhood educator) Psicólogos, Dietistas, Trabajadores Sociales, Nutriólogos, Cocineros (Psychologist, Dietician, Social workers, Nutrition specialist, cook)</p>	<p>- Educator: Specialty Degree and to be 20 to 35 years old - Technician: Specialized knowledge and secondary degree and to be 20 to 35 years old -For skilled specialist: secondary degree and age between 20 and 35. -Others: Specialty degree and age between 18 and 40.</p>	<p>0-4 years</p>	<p>Public and private institutions</p>	<p>IMSS' Training Mixed Committee or SEP is in charge of training</p>
				<p>IMSS' Training Mixed Committee or SEP is in charge of training</p>
<p>Preescolar (Pre-school): Profesor de preescolar (Pre school teacher)</p>	<p>-Pre-school education degree</p>	<p>3-5 years 11 months</p>		<p>CONAFE is responsible for the training of instructors.</p>
<p>Preescolar Comunitario (Community Pre-school): Instructor Comunitario (Community instructor)</p>	<p>-Mexican nationality and to be 14-27 years old. -To speak the indigenous language of the community (If it's an indigenous community) -Secondary education finished. - Parents of the community can also apply if they are older than 25 and having an interview with the authorities.</p>	<p>3-5 years and 11 months</p>		<p>CONAFE is responsible for the training of instructors.</p>
<p>Preescolar Indígena (Indigenous Pre-school): Profesor de preescolar (Pre-school Teacher)</p>	<p>- Pre-school education degree</p>	<p>3-5 years and 11 months</p>		

<b>NETHERLANDS</b>				
Groepshulp Group assistant	Pre-vocational secondary education (VMBO)	0-4	ROC (vocational school)	Accreditation of training by the government
Gastouder in loondienst- Child-minder on payroll	Including educational knowledge (training requirements are still to be determined)	0-12	N/A	N/A
Pedagogisch medewerker (BSO) Educational assistant (out-of-school care)	SPW-3. If only BSO, other senior secondary vocational education (MBO) too	0-4 4-12 (BSO)	ROC (vocational schools)	Accreditation of training by the government
Praktijkopleider Practical instructor	SPW-3	N/A	ROC (vocational schools)	Accreditation of training by the government
Bemiddelingsmedewerker gastouderbureau- Childminder agency assistant	MBO	N/A	ROC (vocational school)	Accreditation of training by the government
Peuterspeelzaalleidster- Playgroup leader	SPW-3	3-4	ROC (vocational schools)	Accreditation of training by the government
<b>NEW ZEALAND</b>				
Kindergarten teachers	Three years fulltime study at a university, polytechnic or other initial teacher education provider	0-4	University, polytechnic and other initial teacher education providers (public, ISCED5A&5B)	The New Zealand Qualifications Authority accredits the institution. The qualification holder gains registration from the New Zealand Teachers Council
Qualified Education and Care Teachers	Three years fulltime study at a university, polytechnic or other initial teacher education provider	0-5	University, polytechnic and other initial teacher education providers (public, ISCED5A&5B)	The New Zealand Qualifications Authority accredits the institution. The qualification holder gains registration from the New Zealand Teachers Council
Unqualified Education and Care Teachers	N/A	0-5	N/A	N/A
Person(s) Responsible in Playcentres	18 months of private training	0-5	Playcentre Federation (private, ISCED 3-4)	The New Zealand Qualifications Authority accredits the institution. This qualification is not recognised by the New Zealand Teachers Council for registration.
Kaiako(teacher)	Three years of private training	0-6	Te Kōhanga Reo National Trust (private, ISCED 5B)	The New Zealand Qualifications Authority accredits the institution. This qualification is not recognised by the New Zealand Teachers Council for registration.



<b>NORWAY</b>				
Førskolelærere (pre-school teachers)	3 year university college or university	0-8	University/university college (public and private, ISCED5A)	The services are authorised by the local authorities
Barne- og ungdomsarbeidere (Child and youth workers)	3-year secondary school	0-6	(public, ISCED 3)	
Assistenter	No national requirements	0-6		
<b>POLAND</b>				
Opiekunka dziecięca (childcare worker)	Minimum upper level of secondary medical education	0 - 3	ISCED 3, ISCED 4, but also UISCED 5 A	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private schools
Pielegniarka i starsza pielegniarka (nurse and senior nurse)	Minimum upper level of secondary medical education + 1 year of work experience	0-3	ISCED 3, ISCED 4, but also ISCED 5 A	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private schools
Psycholog (psychologist)	Tertiary education	0-3	ISCED 5A	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private schools
Nauczyciel wychowania przedszkolnego (teacher of the kindergarten)	Three year teacher training college; teacher higher education faculties; teacher education faculties at the universities	3-6	ISCED 5 B – public and private ISCED 5 A – public and private	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private tertiary education schools
Nauczyciel nauczania początkowego (pre-school teacher)	Three year teacher training college; teacher higher education schools; teacher education faculties at the universities	7-10	ISCED 5 B – public and private ISCED 5 A – public and private	Accreditation for the providers is secured by the State Committee for Accreditation and it concerns public and private tertiary education schools
Psycholog – pedagog (psychologist)	Three year college; university- psychology department	7-10	ISCED 5 B ISCED 5 A	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private tertiary education schools
Personel administracji i obsługi (auxiliary staff)	Different – starting from tertiary for the accountant or kindergarten manager and ending with upper secondary vocational ed.	7-10	ISCED 5 A ISCED 3 ISCED 4	Accreditation for providers is secured by the State Committee for Accreditation and it concerns public and private tertiary education schools
<b>PORTUGAL</b>				
Educadores de Infância (Pre-school teachers)	4 years of university or polytechnic	0-6	University or polytechnic - Public or private	University or polytechnic are licensed by the Ministry of Science, Technology and Higher Education and the Ministry of Education

Auxiliares de acção educativa (Auxiliary staff)	9th or 12th years	0-6	Secondary and professional schools	Schools are licensed by the Ministry of Education
<b>SLOVAK REPUBLIC</b>				
Učiteľ materskej školy kindergarten teacher	Completed 4-year secondary vocational education; or 3-year university education of I. degree (Bc.) or university education of II. degree (Mgr.) which follows after the Bachelor Degree	3-6 years; according to local conditions also for 2 to 7 years	ISCED 3B Secondary vocational education (offered by state, private & religious secondary vocational schools) ISCED 5A University education of the I. degree (Bc.) offered by state, private & religious universities ISCED 5B University education of the II. degree (Mgr.) offered by state, private & religious universities	Absolvent of the required field of study (accredited field of study) at the secondary vocational school of pedagogical orientation or absolvent of the university
<b>SLOVENIA</b>				
Vzgojiteljice (pre-school teachers)	Min.: 3-year of professional education	0-6	University (ISCED 5A; ISCED 5B)	Yes (provider is accredited ; pre-school teachers must pass the State Teacher Certification Examination)
Pomočnice vzgojiteljic (pre-schools teachers' assistants)	Min: 4-year	0-6	technical upper secondary	Yes (provider is accredited ; pre-schools teachers' assistants must pass the State Teacher Certification Examination)
<b>SPAIN</b>				
N/A	N/A	N/A	N/A	N/A
<b>SWEDEN</b>				
Förskollärare (pre-school teacher)	3,5-year university degree	1-6	University (public, ISCED5A)	
Barnskötare (child carers)	3-year of vocational secondary	1-6	Vocational schools (both public and private, ISCED 3)	

5.1 What are the course structures of initial training (e.g. full-time and part-time; number of credits/unit/hours required; number of hours of practical training, etc.)? [Maximum: 100 words].

<b>AUSTRALIA</b>	Within the Higher Education sector the courses are usually four-year degree level courses with a focus on children from the age of three to eight years. The structure of the course is set by the university, but most courses are usually offered either full time or part time, with some institutions also offering external delivery. Practical training is usually included, number of hours depends on the institution. Located within the Community Services Training Package, the VET qualifications for working in Child Care Services are: - Certificate III in Children's Services; - Diploma of Children's Services; - Advanced Diploma of Children's Services. The courses are provided by both state/territory providers and non-government training organisations. Depending on provider study can be taken full time, part time or, in some cases, by external study. The Diploma of Children's Services builds onto the Certificate III and incorporates the compulsory units of Certificate III studies into the Diploma. Practical training is usually included, number of hours depends on the institution. All VET qualifications can also be completed through an apprenticeship or traineeship.
<b>AUSTRIA</b>	a) The five year training is a full time training that covers 5376 hours (based on 32 weeks per school year). The practical training takes approximately 510 hours on a single day basis plus a total of seven weeks of practical training in various ECEC settings. b) The two year college may be offered full or part time.
<b>BELGIUM - FLANDERS</b>	<i>Child-care workers:</i> The initial childcare/care assistant training is a full-time three-year training course in secondary vocational education. The training contains theoretical and practical education as well as working experience. There are 32 to 34 weekly teaching periods of which 10 hours on average are dedicated each week to working experience. <i>Teacher:</i> The course bachelor in het onderwijs: kleuteronderwijs is a full bachelorcourse of 180 ECTS.of which 45 ects have to be appointed to in-classroom training. 1 ECTS point equals 25-30 hours, time necessary to study the course. Like all bachelor and master-courses in Flanders students can choose to study full time ( 60 ects/year, approx 1800 hours) or do an individual program (ECTS can vary from 3-80/ year).
<b>CANADA</b>	
<b>ALBERTA</b>	<ul style="list-style-type: none"> <li>• Child Development Assistants -Three credit college ECEC course (45 hours) or government 58 hour orientation course.</li> <li>• Child Development Workers - 770 hours of ECEC Course work which includes 400 hours of practicum</li> <li>• Child Development Supervisors - 1545 hours of ECEC course work which includes 800 hours of practicum.</li> </ul>
<b>BRITISH COLUMBIA</b>	- (Basic) ECE diploma requires 1 year of basic ECE program and 500 hours of supervised ECE work experience. - ECE Special Needs requires basic ECE certificate plus 200 hours of instruction and 200 hours practicum experience in the area of special needs education. - ECE Infant/Toddler requires basic ECE certificate plus 200 hours of instruction and 200 hours practicum experience in the specific area Infant/Toddler education. - To teach in a public school in BC, a teaching certificate issued by the BC College of Teachers is required. Teachers in BC are required to have completed a bachelor's degree in a teachable subject, as well as have successfully completed 48 credits in a teacher education program. Teachers are also expected to be fluent in English or French.
<b>MANITOBA</b>	Kindergarten teachers - requirements for teacher certification in Manitoba are an undergraduate degree, plus a two-year Bachelor of Education, consisting of 150 credit hours. The Bachelor of Education program must include a 24-week practicum and course work in Special Education and Aboriginal issues. CCA – part-time; requires a minimum of 40 hours of training in early childhood development. ECE II training – full-time or part-time equivalent to two years of full-time study. ECE III training – full-time or part-time. Approved programs include a joint University degree that includes two years of university in combination with an ECE diploma as well as post diploma certificates/advanced certificates offered at college and university level.
<b>NOVA SCOTIA</b>	An Early Childhood Education diploma is offered both full and part-time and includes 780 hours of guided learning and 500 practical training hours. A Bachelor of Applied Arts, Child & Youth Study degree is offered both full and part-time; it includes 20½ units of professional studies & 2 units of practical training.
<b>ONTARIO</b>	Ontario program standard for ECE includes vocational specific standards, generic skills standards and general education standards which are applicable to all postsecondary institutions. The ECE diploma programs offered in Ontario colleges are typically two academic years in length. The programs include theory and practicum of approximately 1400 hours over a two year period. Some universities offer a four year degree program culminating in a Bachelor of Early Childhood Education and some universities now offer a Masters degree in Early Childhood Education (Ryerson University; Ontario's Institute for Studies in Education at University of Toronto; Institute for Child Study, University of Toronto).

<b>QUEBEC</b>	Formation collégiale (post-secondaire) de 3 ans incluant : <ul style="list-style-type: none"> <li>• 1830 heures de formation spécifique 22 compétences et 3 stages d'intégration (555 heures) ;</li> <li>• 660 heures de formation générale</li> </ul> Baccalauréat universitaire (généralement 3 ans ou 90 crédits) comprenant au minimum une mineure dans un des champs d'études suivants : petite enfance, éducation préscolaire, psychoéducation, psychologie, orthopédagogie et adaptation scolaire et sociale, incluant ou joint à 3 cours de niveau universitaire ou collégial d'une durée minimale de 45 heures chacun portant respectivement sur la santé de l'enfant, sa sécurité et l'approche éducative
<b>CHILE</b>	Chile has freedom of education, therefore each institution adopts its own structure.
<b>ENGLAND (U.K.)</b>	Teachers: Graduate full time (normally 1 year); Graduate part time; Graduate flexible; Undergraduate (2,3 or 4 years); Employment based; Graduate Teacher Programme (flexible up to 1 year); Registered Teacher Programme (combines 1st degree and vocational training); Overseas Trained Teacher Programme; Teach First (high flying graduates into teaching). Early Years Practitioners: The majority of practitioners undertake either a Level 2 or Level 3 qualification, which take, on average, between 18 months to two years to complete. There are multiple delivery methods in general categorised as being either a work based course (requiring little input from a training provider only assessments like the NVQ) or a college based course (such as the diploma which has 1000 guided hours with a work placement). There is no minimum number of hours of practical training required but to be counted as qualified practical assessment must be undertaken. Graduate entrants to the sector are required to undertake twelve months training, which involve at least two placements (lasting at least four weeks each) before being assessed and awarded EYPS.
<b>FINLAND</b>	Initial training for preschool (kindergarten) teachers is: full-time, 180 credits and a number of hours of practical training
<b>ITALY</b>	Initial training for pre-school teachers requires a four-year university degree on primary educational sciences, subdivided into a common two-year period and two subsequent branches of study, one for pre-primary school and the other for primary school, Entrance requires an upper secondary school leaving certificate, obtained after five-year secondary school. The access to the university course is limited to a annual planned number, based on teacher turnover. The university course is a full time one and includes a compulsory practical training of 400 hours (tirocinio).
<b>JAPAN</b>	To get 2nd class regular certificate of youchien-kyoyu, associate degree and special 31 credits are needed (upper degree and more credits are needed for the other types of teacher certificate). While for hoikushi, 68 credits at the accredited colleges are needed.
<b>MEXICO</b>	The non scholar early childhood education programs give initial training to those who will be in charge of childcare or advisory to parents, in average, courses last 2 weeks. For those who study at tertiary education as a technologic career to obtain the degree of Childcare Specialist (Puericultura) or Early childhood educator (Educadora) it takes up to 3 years. The degree of teacher in High Education (Escuela Normal Superior) is obtained after 4 years of studies.
<b>NETHERLANDS</b>	SPW-3: Vocational training (BOL) full-time and part-time, Block or day release course (BBL)
<b>NEW ZEALAND</b>	The Diploma of Teaching (ECE) is the minimum teaching qualification required in New Zealand to become a registered ECE teacher and requires three years full-time study (part-time options are available). It is a 360 credit (3600 learning hours) qualification registered at Level 7 on New Zealand's National Qualifications Framework. There are different study options for completing a qualification including campus-based, working while studying or distance learning. A total of 20 weeks practical training is required for a three or four year qualification. Each week of practicum would equate with 32.5 hours. Practicum consists of minimum three-week blocks.
<b>NORWAY</b>	The preschool teacher education is a 180 credits education. 60 credits correspond to one year of full-time studies. 20 weeks are allocated to supervised practice of which 18 weeks primarily are in kindergartens. Additionally, practice periods in primary school grades 1 – 4 and after school activities are mandatory.

<b>POLAND</b>	As for the kindergartens detailed principles, scope of teachers' training and standards of teachers' training at the level of tertiary education are described in the executive order of the Minister of Education and Sport issued on the 7 <sup>th</sup> of September in 2004 (universities) and in the executive order of the Minister of National Education issued on the 30 <sup>th</sup> of June in 2006 (teachers' colleges). The standards for teachers' training are universal and based on the qualifications that the graduates have to demonstrate to get the certain type of diploma. In order to become qualified kindergarten or pre-school teacher one has to complete one of the following educational institutions: teachers' college (ISCED 5B), vocational school of tertiary education (three years educational program – ISCED 5A), master degree tertiary education program, which can be conducted for teachers who want to specialize in one or two subjects teaching (two years after the three year program or 4-5 years full master program – ISCED -5A); post graduate program (minimum 1,5 year). Depending on the type of educational program there are different standards of teaching set. For example the <u>minimum</u> hours of training for the teachers' education in different schools is as follows:			
		<b>Vocational teachers' training</b>	<b>Two year master program for the teachers of two specializations</b>	<b>Four/five years master program - full time program - for the teachers of two specializations</b>
	subject of the main specialization	according to the standards for particular subject	according to the standards for particular subject	according to the standards for particular subject
	subject of the second specialization	400 hours	150 hours	550 hours
	Psychology	60 hours	15 hours	75 hours
	Pedagogic	60 hours	15 hours	75 hours
	Didactics	150 hours	45 hours	180 hours
	Additional courses, for example articulation	60 hours	-	60 hours
	practical training	180 hours	45 hours	210 hours
	ICT	Depending on the needs of the teacher	Depending on the needs	Depending on the needs of the teacher
Language education	At the B2 level	At the level of B2	At the level of B2	
<b>PORTUGAL</b>	Future pre-school teachers have to complete 180 ECTS plus 60 or 90 ECTS (whether they follow childhood education or primary education) in a higher education institution. These courses include practical training.			
<b>SLOVAK REPUBLIC</b>	The study is carried out as a day study or external study. Either in secondary vocational schools of pedagogical orientation or in universities preparing the future kindergarten teachers the inevitable part of the field of study is the ongoing or continuous pedagogical practice in kindergartens.			

<b>SLOVENIA</b>	<p>Pre-school Education is an undergraduate study programme which awards a higher professional education degree. The studies, which are organised either as full-time or as part-time, last 3 years and finish with the defence of a graduate thesis. Upon finishing their studies, the graduates are qualified to work in a preschool institution, in the first year of the 9-year primary school and in other institutions providing education for the pre-school population. The programme offers 11 basic subjects, 10 specialist subjects, 3 optional subjects, teaching practice and sport education (recreation activities).</p> <p>Part-time studies of pre-school education are mainly intended for pre-school teachers and their assistants with the minimum of secondary education working in a preschool institution. Other candidates can also enrol in the programme provided they fulfil the entrance criteria and have the opportunity to do the practical part of the study requirements including demonstration lessons. For these students the number of lectures, seminars and laboratory exercises is lower than for the full-time students. The majority of lessons takes place on Friday afternoons and Saturday mornings. Due to this organisation, the students are expected to invest more time in independent individual studies, for which all the necessary study materials are prepared by the teachers, who also guide them in their work and use of professional literature as well as offer consultations. From the academic year 2000/2001 onwards, the faculty of education also offers an adapted programme for the 3rd or final study year intended for the graduates of the former 2-year higher education programme for pre-school teachers. This programme is also organised as part-time studies. In 2009/2010 the Bologna system is introduced in the in-service training for preschool teachers (3+2).</p>
<b>SPAIN</b>	<p>Le Ministère de l'éducation a mis le titre de Master en éducation de la petite enfance aura une durée de 240 crédits ECTS, qui se dérouleront normalement en les quatre ans. Cette décision a conduit à modifier la situation précédente, qui comprenait 180 crédits en trois ans. Le titre de Técnico Superior en Educación Infantil est de niveau professionnel, d'une durée de 2000 heures et européen CINE-5b (Classification internationale type de l'éducation)</p>
<b>SWEDEN</b>	N/A

5.2 What are the key contents/requirements in the teacher training programmes (e.g. child psychological development, music education, art education, counseling, etc)? Is there a standard curriculum or guidelines for ECEC staff at the national level? If not, how does the central government or municipalities ensure the minimum standards of teacher training?

AUSTRALIA	Coursework in early childhood degrees vary between institutions. It includes education theory, primarily focusing on early childhood education, and practical teaching skills relating to teaching in the early childhood education sector. All vocational education and training courses delivering child care qualifications that are recognised by the Australian Quality Training Framework must follow the requirements set out in the nationally endorsed training package, be competency-based and delivered in a flexible way. Areas covered include: child development and care, health and safety, hygiene practices, nutrition, working effectively with others, caring for babies, work safety procedures, legal and ethical frameworks, and family. The Australian Government is investing \$2.5 million over 2008-09 to develop an Early Years Learning Framework. The Early Years Learning Framework is a document which will guide early childhood educators in developing quality early childhood programs. The framework will describe the broad parameters, structure, principles and outcomes required to enhance children's learning. This will help ensure consistency in the delivery of learning programs around Australia.
AUSTRIA	a) and b) There is a standard federal curriculum for the initial training of kindergarten pedagogues. General as well as specific knowledge and skills are seen as a prerequisite for the educational work in ECEC. The comprehensive pedagogical and didactical instruction focuses on: the planning, implementation and evaluation of educational work; the counselling of and cooperation with parents; working as part of a team; cooperating with specialists; pedagogical; psychological and sociological competencies for the educational work; a sound knowledge in the field of creative arts: music, instrumental instruction (guitar and flute), rhythmical education, art, crafts, physical education); knowledge of health, hygienic and first aid measures; basic knowledge in book-keeping and professionally relevant legislation; effective communication and cooperation. Practical training aims to build up competencies amongst others in: long and short term planning, reflection and documentation of educational work; need and goal oriented work with individual children as well as groups; promotion of children in social, cultural and cognitive domains; age-specific didactical and methodical skills; observation and evaluation as basis for planning pedagogical measures; working in a team and cooperating with staff in various settings.
BELGIUM - FLANDERS	<i>Child-care workers:</i> Key content of the childcare/care assistant training consists of: childcare actions; day care; direct and indirect care of children; educational practice; activities and playwork; children with special care needs, facilitating the education of parents and their environment; working in team. Each school delivers a curriculum approved by the government. At Flemish level a job profile was created by the sector for the job of childcarer/care assistant. The curriculum of the training is tailored to this job profile. <i>Teacher:</i> The learning outcomes of this diploma are described as basic competences (as for all teachers). By this we mean the knowledge, skills and attitudes a recently graduated teacher needs in order to function as a starting teacher. We know 3 groups and 10 subgroups of basic competences: <b>Responsibilities with respect to the learner:</b> 1. The teacher as a guide of learning- and development processes. 2. The teacher as an educator. 3. The teacher as a (subject - content) expert. 4. The teacher as an organizer. 5. The teacher as an innovator / researcher. <b>Responsibility towards the school/ the educational community:</b> 6. The teacher as a partner of parents. 7. The teacher as a partner of the school team. 8. The teacher as a partner of the external community. 9. The teacher as a member of the educational community. <b>Responsibility with respect to the society:</b> 10. The teacher as a participant of the cultural community: • Socio-cultural field; • Socio-economic field; • Philosophical field; • Cultural-aesthetic field; • Cultural-scientific field. <b>Within these 10 competences the decree stated to have special attention for:</b> • Using standard Dutch in classroom; • Ability to 'communicate' with non native speakers; • Problems related to the metropolitan context (truants, aggression, language, ...). The teacher education institutes are free in how they translate these basic competences into their curriculum.
CANADA	

<p><b>ALBERTA</b></p>	<ul style="list-style-type: none"> <li>• Child Development Courses (examples: Physical, social, creative, infant/toddler development): 120 hours for Child Development Workers and 165 hours for Child Development Supervisors)</li> <li>• Programming courses (Programming, learning through play, music movement) (145 Child Development Workers and 295 hours for Child Development Supervisors)</li> <li>• Relationship Courses (Child guidance, professionalism and ethics) 60 Child Development Workers and 180 hours for Child Development Supervisors)</li> <li>• Practicum Courses (field placement) 400 Child Development Workers and 800 hours for Child Development Supervisors)</li> <li>• Electives (English/French, administration) 45 Child Development Workers and 105 hours for Child Development Supervisors)</li> </ul> <p>Is there a standard curriculum or guidelines for ECEC staff at the national level? No the standards are at a provincial level through Alberta Advanced Education and Technology. If not, how does the central government or municipalities ensure the minimum standards of teacher training? All staff working in licensed child care programs must be certified by the Alberta Provincial government. Child Care Licensing Regulations stipulate the qualification requirements for certified staff.</p>
<p><b>BRITISH COLUMBIA</b></p>	<p>No standard curriculum for ECE training across Canada. In British Columbia, The Child Care Sector Occupational Competencies: Assessment Tool is used to identify and assess areas of competence, in addition to providing guidelines for ECE curriculum. The Assessment Tool is organized into two sections: knowledge and activities. The knowledge section is a checklist of a practitioners understanding of professional requirements. The longer activities section, divided into eight main functional areas, lists the activities that are performed in ECE practice. Knowledge areas include: <u>Understanding</u>: Child growth and development; Children’s rights; Professional accountability and ethics; Systems Ability; Communicate effectively; Honour diversity; Observe, document, assess, plan, implement and evaluate; Build relationships; Reflect on, and improve, personal and professional practice. <u>Knowledge</u>: Community; Regulatory framework; Child care service; Values/Ethics. <u>Activities</u>: Ensure that the environment complies with or exceeds licensing requirements and/or report licensing related issues appropriately; Develop, implement and maintain policies that ensure the health and safety of all children; Design environments that meet the development and educational needs of children, and ensure their health, safety and well-being; Comply with child protection responsibilities as outlined in legislation, regulations, protocols and court orders; Plan &amp; implement comprehensive programs that promote each child’s social, emotional, cognitive, physical, communicative &amp; cultural development; Plan and implement a wide range of stimulating and challenging play-based activities that foster the development of the whole child; Ensure that program and services reflect and respect diversity; Provide and/or access the supports that are required for the successful inclusion of each child; Communicate with families about their child’s growth and development; Establish an emotionally safe and nurturing climate; Establish genuine and trusting relationships with children and others; Enable children to develop self-esteem; Demonstrate a knowledge of and respect for cultural, socio-economic and family diversity in all aspects of care; Provide information about child care and other related resource and referral services to families; Promote family involvement in policy and programming decisions; Establish and maintain coordinated working relationships with other professionals and service providers involved with a child and/or family; Contribute to the development of coordinated community, family and individual service plans.</p>
<p><b>MANITOBA</b></p>	<p>Kindergarten teachers – certification eligibility within the Early/Middle Years stream requires an applicant to have completed a major teachable area of 18 credit hours; a minor teachable area of 12 credit hours; 60 credit hours of education course work; 9 credit hours of Math, Physics, Chemistry, or Biology in combination; 6 credit hours of History or Geography; and 6 credit hours of English or French. The major teachable areas include Art, Biology, Business Education, Chemistry, Computer Science, English, French, Geography, a Heritage, Aboriginal, or World Language, History, Human Ecology, Industrial Arts, Mathematics, Music, Native Studies, Physical Education (Health), Physics and Theatre and Vocational Industrial. The following can only be considered as teachable minors: Anthropology, Classics, Dance, Developmental Studies, Earth Science, Economics, Environmental Studies, Law, Philosophy, Sociology, Political Science, Psychology. ECE II - Each diploma program must be approved by the Child Care Education Approval Committee (CCEPAC) to ensure course content (including practicum component) relates to established competencies ensuring graduates are prepared to: Establish and maintain safe, health learning environments; Facilitate physical, cognitive, social and emotional development; Promote positive relationships among children and adults; Establish positive and productive relationships with families and communities; Maintain a commitment to professionalism. ECE III - Level III programs also must be approved by CCEPAC and meet competencies related to one of the following specializations; infants and toddlers; special needs/inclusion; Aboriginal studies; management/leadership.</p>



<b>NOVA SCOTIA</b>	Key content requirements include child development, curriculum studies, behaviour guidance, professional studies and a practicum. Nova Scotia standards are measured against provincial guidelines set in Standards for Full-Time Early Childhood Education and Training Programs.
<b>ONTARIO</b>	There are no national standards of training for early childhood educators. The implementation of Canada's Agreement on Internal Trade will ensure labour mobility among ECEs across most provinces and territories in Canada, by August 1, 2009. Ontario programs of ECE include developmental psychology, children's health and nutrition, human development across all developmental domains, early language and literacy development, foundational mathematics concepts, inquiry-based approaches to scientific learning, core concepts of the visual and performing arts, and other foundational concepts in the transmission of culturally valued knowledge. Day Nurseries Act (DNA) licensing practice identifies the number of qualified ECEs in a regulated environment. Employers and some regional governments implement further policy through local hiring practices or by using local operating standards above the legislated requirements.
<b>QUEBEC</b>	Les compétences de la formation spécifique au collégial sont déterminé dans le cadre du programme d'étude avec des intervenants du milieu services de garde, cégep et représentant du ministère de la Famille. Le programme du diplôme d'études collégiales en techniques d'éducation à l'enfance comporte une formation générale : Langue et littérature, philosophie, langue seconde, éducation physique et 2 cours complémentaires. La formation spécifique s'articule autour de 22 compétences sur le développement physique et psychologique de l'enfant, les programmes éducatifs pour la petite enfance, la communication, analyse sociologique de base, la santé et la sécurité en service de garde. Les universités sont responsables de la détermination de leurs programmes.
<b>CHILE</b>	Since Chile has freedom of education, each institution adopts its own key contents and requirements, and there are no standard curriculum or guidelines. The Chilean State's only direct action is through the Higher Education Council, an autonomous organization that aims to establish and manage the licensing system of the new universities, professional institutes and vocational training centres, which consists in an integrated oversight to assess the development of their institutional projects during a period established by law. It also promotes the qualitative development of higher education institutions and aims to create the conditions for the institutions' progress and innovation.
<b>ENGLAND (U.K.)</b>	<b>Teacher Training:</b> Professional Attributes; Relationships with children and young people; Legislative frameworks; Communicating and working with others; Personal professional development; Professional knowledge and understanding; Teaching and learning; Assessment, monitoring and giving feedback; Subjects and curriculum; Literacy, numeracy and ICT; Achievement and diversity; Health and well-being; Professional skills; Planning; Teaching; Reviewing teaching and learning; Learning environment; Team working and collaboration. <b>Practitioner Training:</b> All qualifications relating to early years are based on national occupational standards for work with children. These standards are also the basis for job descriptions and create the functional guidelines for practitioners. In developing qualifications awarding institutions work from the standards and incorporate any relevant regulatory material. At graduate level, training providers are required to deliver programmes based on the 39 Early Years Professional Standards. These relate specifically to the birth to 5 age range and are grouped into the following areas: knowledge and understanding; effective practice; relationships with children; communicating and working in partnership with families and careers; teamwork and collaboration; and professional development.
<b>FINLAND</b>	Key contents in training programmes are: language & communication, 20 credits, basic studies in education, 25 credits, early childhood education, 22 credits, research methods & working in seminars, 10 credits, bachelor thesis, 6 credits, final examination, 3 credits, studies providing professional readiness for working in institutional early education & pre-school education, together 60 credits (contentual orientation in institutional early childhood education, 45 credits, supervised practice, 15 credits), minor subject/optional studies, 45 credits. The 180 credits is a standard based on the decision of the Ministry of Education.
<b>ITALY</b>	The teaching formative objective and content in teaching training programmes can be divided in areas: Area 1: pre-primary teacher function. It includes aptitudes and skills in the pedagogical, teaching-methodological, psychological, social-anthropological, hygienic-medical and fields as well as skills related to school integration for disabled students; Area 2: pre-primary teaching activities. It aims at acquiring aptitudes and skills related to subject foundations and operative abilities in the following fields: languages; logic; natural and environmental sciences; music; PE; modern languages; drawing and other figurative arts; Area 3: qualifying minimum contents on legislation about Italian School System and teaching function. The formative objective of the degree course establishes qualifying minimum contents, teaching activities as well as attainment verification and assessment procedures, aptitudes and skills characterising the teaching profession, as well as to carry out one's social role in the framework of school autonomy, being conscious of teachers' rights and duties and the related organisational problems, paying attention to the civic and cultural (Italian and European) reality, to the required intercultural opening as well as to the specific problems of teaching to students of non Italian culture, language and nationality.

<b>JAPAN</b>	To get the youchien-kyoyu qualification, students need to finish teaching subjects and professional subjects. To put it concretely, subjects concerning “physical and mental development and process of study” or “theory and method of infant understanding”, etc. are included in the professional subjects. To get the hoikushi qualification, students need to finish professional subjects. To put it concretely, subjects concerning “principle of day care”, “health of infant”, “care of baby”, etc. are included in the professional subjects.
<b>MEXICO</b>	- Child (physical, emotional, social) development. - Child care. - Child health. - Child related games and songs. - Basic development needs (motor function, language, interaction with the environment, autonomy and identity). - Teaching methods and didactic strategies. - Early childhood education and pre-school programs.
<b>NETHERLANDS</b>	The obligatory content of SPW-3 is described in the SPW-3 qualification file ( <a href="http://www.calibris.nl">www.calibris.nl</a> ).
<b>NEW ZEALAND</b>	There are no key requirements set regarding content in teacher training programmes. All teacher education providers with programmes approved by the New Zealand Teachers Council (NZTC) must demonstrate how they enable students to reach the Graduating Teacher Standards (set by NZTC in 2007 under the Education Act 139AE). Providers guarantee that students have met these standards and are ‘Fit to be a teacher’ when they graduate them from the programme. Minimum standards of teacher education are ensured by the accreditation and approval of all teacher education programmes by the NZTC. Graduates from approved programmes can go on to apply for teacher registration with the NZTC.
<b>NORWAY</b>	<p>As for all higher education, the preschool teacher education builds on the successful completion of three years of upper secondary school. Since 2001, access can also be granted for those older than 25 years on the basis of documented combination of formal, informal and non-formal competence (total qualifications) The Ministry of Education and Research has established a Framework plan for the preschool teacher education (3 April 2003). According to this framework the preschool teachers need to develop five forms of competence: subject competence, social competence, adaptive and developmental competence and professional/ethical competence. The mandatory part of the study consists of 45 credits pedagogy and 105 credits subject-related studies, these are:</p> <ul style="list-style-type: none"> <li>• Drama 10 – 15 credits</li> <li>• Arts and crafts 10 – 15 credits</li> <li>• Gymnastics 10 – 15 credits</li> <li>• Religion 10 – 15 credits</li> <li>• Mathematics 10 – 15 credits</li> <li>• Music 10 – 15 credits</li> <li>• Natural science and environment 10 – 15 credits</li> <li>• Norwegian 15 credits</li> <li>• Society 10 – 15 credits</li> </ul> <p>In addition is an in depth study of at least one subject/area of work chosen among those mentioned above (30 credits) 20 weeks are allocated to supervised practice in kindergartens, these weeks are integrated in the study units.</p>
<b>POLAND</b>	There are national standards for the teachers’ training at each level. It has been described shortly in item 5.1. The curriculum is designed by the universities for the graduates to meet the standards of teaching and qualifications.
<b>PORTUGAL</b>	There is official legislation about the necessary conditions to obtain professional certification for teaching, including childhood education. This legislation (Law 43/2007, 22 February) determines the general contents and credits of teacher training programmes. A degree in Childhood Education includes Educational Training in general, Didactics and Teaching Practice. The following areas are required: Portuguese Language, Mathematics, Environment Studies (Physical and Social Environment Studies, History, Geography), Expression (Music, Art, Drama). Based on these guidelines, each higher education institution promotes their courses, which may include other subjects.

<b>SLOVAK REPUBLIC</b>	In secondary vocational schools education and training are conducted according to the school educational program which has to be elaborated in accordance with the national educational program ISCED 3B.
<b>SLOVENIA</b>	In the programme, basic subjects are interconnected, since education and the preschool child are the common denominator of all. These subjects also form the professional basis and starting points for specialist subjects where students add to their knowledge in different areas of science and art and become acquainted with the pedagogical principles and with the ways of imparting them to the children. On the other hand, all specialist subjects also have to be interconnected. The pre-school teacher should in her/his activities be combining different subject areas, because children experience the world as a whole. The majority of basic subjects are planned at the beginning of studies, while there are more specialist subjects in the second and third study year. In the last year the students are offered those subjects, where the main aim is to trigger a critical reflection of acquired knowledge and of the pre-school education system (sociology, philosophy) and which demand of the students greater maturity. Optional subjects also appear in this final year. The aim of integrated teaching practice is to use the acquired theoretical knowledge in practical work and apply theoretical reflection of events in teaching practice. Hours planned for teaching practice are divided among subjects, so as to ensure better planning and right direction of teaching practice. Integrated teaching practice includes planned observation, analysis, demonstration hours in preschool institutions and field work. The aim of concentrated teaching practice in the second study year is to enable the student to familiarize himself with the pre-school class and kindergarten, work of the pre-school teacher and problems connected with this work. (S)he can also try out her/his skills and knowledge acquired during her/his studies. During the teaching practice in the final year, the student more or less independently (under guidance) leads a class. The National Curriculum for Pre-School Institutions is based upon appreciation of individual differences in development and learning, as well as on appreciation of the child's integrative and balanced development. The objectives, contents and activities are designed separately for the younger and the older age-category of children. The following subject fields are included in pre-school institution activities: language, art, society, nature, mathematics and movement. Interdisciplinary activities like ethics, health care, safety, traffic education are incorporated into all those fields.
<b>SPAIN</b>	La formation pour les enseignants en éducation de la petite enfance répondant aux principaux contenus de la formation de base obligatoire, comporte les éléments suivants: processus d'éducation, d'apprentissage et de développement de la personnalité (0-6 ans), étude des troubles du développement, la société, la famille et les enfants d'âge scolaire, la santé et la nutrition, de l'organisation scolaire, l'enseignement des compétences et des matériaux, l'observation systématique et d'analyse de contexte; . En ce qui concerne le module d'enseignement, les contenus d'apprentissage portent sur les sciences naturelles, sciences sociales, les mathématiques, les langues et l'alphabétisation, et l'expression plastique et corporelle. Dans le stage, y compris les pratiques scolaires et de travail en classe. De même, à la fin du cursus les étudiants devraient avoir acquis le niveau C1, en espagnol, et, le cas échéant dans l'autre langue officielle de la communauté ainsi que de pouvoir s'exprimer dans une langue étrangère selon le niveau B1, conformément au cadre européen commun de référence pour les langues. Sur la formation pour le titre de Técnico Superior en Educación Infantil, il faut noter que l'État fixe le titre de l'ensemble de la nation regardent 55% du contenu à l'égalité dans toutes les régions, et ce en vertu de ses pouvoirs, de remplir à 100% d'entre eux, en respectant à la fois des modules est constitué de professionnels qui, comme le reste de la structure et des spécificités du titre. Les modules sont prévus pour ce titre: L'enseignement de l'éducation de la petite enfance, l'autonomie personnelle et la santé des enfants; Les enfants du jeu et de sa méthodologie, d'expression et de communication, développement cognitif et moteur, social le développement émotionnel, les compétences sociales et l'intervention auprès des familles aux soins les enfants à risque dans le projet de soins sociaux pour les enfants, la formation en premiers secours et d'orientation professionnelle, entreprise et esprit d'entreprise; formation.
<b>SWEDEN</b>	The government regulates the initial teacher education in the higher education ordinance. The degree ordinance is the system of qualifications that stipulates the qualifications awarded in the arts, sciences, social sciences and artistic fields, as well as vocational and professional qualifications. The degree requirements for the initial teacher education are included. The higher educational institutes are responsible to decide how to fulfill the requirements in stipulated in the degree Ordinance.

5.3 Of the teacher training programme, what is the proportion of a) required courses/credits/units, b) electives, and c) teaching practice? Is there a difference with primary teachers?

<b>AUSTRALIA</b>	These requirements vary between universities.
<b>AUSTRIA</b>	Required units/hours: 5376 (32 electives); Additional to the basic training programme for kindergarten students may choose to specialise either in <i>Early Years</i> (0-3, 384 hours) or in <i>Out of School Care</i> (6-10, 416 hours). Practical training amounts to 722 hours (512 hours on a single day basis plus 7 weeks/210hours). Proportion of required hours and practical training: 7:1. (Practical training in various services: 12, 6%) Several subjects (music, instrumental instruction, art, crafts, physical education ...) prepare as well for the specific work with children.
<b>BELGIUM-FLANDERS</b>	<i>Child-care workers</i> : Not applicable <i>Teachers</i> : The bachelor course is 180 ECTS, of which 45 ECTS are in classroom training. Electives are to be defined by the teacher education institutes, but they are not obliged to organise electives. There is no difference with primary and lower secondary school teachers.
<b>CANADA</b>	
<b>ALBERTA</b>	See 5.1.
<b>BRITISH COLUMBIA</b>	- (Basic) ECE diploma requires 1 year of basic ECE program and 500 hours of supervised ECE work experience. - ECE Special Needs requires basic ECE certificate plus 200 hours of instruction and 200 hours practicum experience in the area of special needs education. - ECE Infant/Toddler requires basic ECE certificate plus 200 hours of instruction and 200 hours practicum experience in the specific area Infant/Toddler education. - To teach in a public school in BC, a teaching certificate issued by the BC College of Teachers is required. Teachers in BC are required to have completed a bachelor's degree in a teachable subject, as well as have successfully completed 48 credits in a teacher education program. Teachers are also expected to be fluent in English or French.
<b>MANITOBA</b>	Kindergarten teachers a) 111 credit hours in requirements (74%); b) 39 credit hours in electives (26%); c) 24-week practicum. CCA, ECE II and ECE III - CCEPAC does not specify hours of practicum. Manitoba regulations require all child care assistants and family child care providers to have a minimum of 40 hours of training in early childhood development.
<b>NOVA SCOTIA</b>	Early Childhood Education diploma: a) Required coursework – 60% of the total program; b) Electives – 0; c) Practice teaching – 40% of total program Child and Youth Study degree: a) 16 units required course work; b) 4 ½ units elective coursework; c) 2 units practice teaching
<b>ONTARIO</b>	There are no common education requirements or credentials for the professionals who work with young children across early learning programs and Kindergartens. Individual colleges offering the ECE program determine the specific program structure and other curriculum matters including practice teaching hours, to achieve the outcomes articulated in the Ontario government ECE program standard. Child care programs and practitioners are regulated under the Day Nurseries Act (DNA), Ministry of Children and Youth Services, while Kindergarten programs are regulated under the Education Act, Ministry of Education.
<b>QUEBEC</b>	a) Pour la formation collégiale: 91 unités ; b) Formation générale: 660 heures/Formation spécifique 1 830 heures ; c) Incluant 3 stages pour un total de 555 heures. Pour les formations universitaires : Généralement 3 ans ou 90 crédits, les stages selon les différents programmes de formation. Pour les enseignants du primaire Baccalauréat universitaire de 4 ans ou 120 crédits incluant plusieurs stages.
<b>CHILE</b>	As expressed above, based on the country's freedom of education, each institution defines their own teaching program, but the only requirement they are all obliged to respect is the 8 semester duration (4 years). Primary teacher training differs extends from 8-10 semesters (4 and 5 years), according to the decision of each university.

<b>ENGLAND (U.K.)</b>	School based Training: • 4 year undergraduate – 160 days ; • 2 or 3 year undergraduate – 120 days ; • Graduate – 90 days ; • Employment based – determined by programme. Regulations in England do not require an academic qualification however, academic qualifications are often used for the vehicle for achieving Qualified Teacher Status (QTS). Training for Early Years Professional Status is based on sets of professional Standards (e.g. Qualified Teacher Status). It is a graduate level professional award open only to those who can demonstrate evidence of all of the Early Years Professional Standards which cover the birth to 5 age range. Training is varied based on the individual's requirements – this can involve placements and classroom-based learning – so long as learning programmes are designed to allow the individual to meet the EYP Standards. New entrants to the sector are required to undertake twelve months training, which involve at least two placements (lasting at least four weeks each) before being assessed and awarded EYPS.			
<b>FINLAND</b>	Required courses 131, electives 34, practice 15 credits = 180 credits. The difference between the preschool (kindergarten) teachers and primary teachers is 120 credits. The training programme for primary teachers requires 300 credits and is a Master's programme. The programme for preschool teachers is at a Bachelor's level. The amount of teaching practice is 350 hours (15 credits, 10 weeks, 35 hours per week)			
<b>ITALY</b>	As far as the specialisation school was concerned and in waiting new Minister disposals, the teaching order of each university sets the minimum qualifying contents required to achieve the established formative objective, teaching activities and credits related to the following areas as well as scientific subject-related sectors which were: <i>Area 1</i> : teacher function training. It includes teaching activities aimed at acquiring the necessary aptitudes and skills in education sciences and in other cross- aspects of the teacher function. <i>Area 2</i> : formative contents of the specialisation. It includes teaching activities aimed at acquiring aptitudes and skills on teaching methods related to the various subjects, with a particular attention to the logic, origin, historical development, epistemological implications, practical meaning and social function of the various types of knowledge. <i>Area 3</i> : laboratory. It includes analysis, planning and simulation of teaching activities, with specific reference to the formative contents of the specialisations. <i>Area 4</i> : apprenticeship. It includes experiences carried out in schools to integrate theoretical skills with operative skills. Teaching activities include laboratory and apprenticeship. Not less than 10% of the credits related to the laurea course and not less than 20% of credits related to school are destined to laboratory activities. Not less than 20% of the university credits related to the laurea course and not less than 25% of credits related to school are destined to apprenticeship activities. To obtain the certificate for disable pupil teacher they have to go into specific additional teaching activities. They last 400 hours at least and concern school integration of disabled pupils; they allow acquiring those fundamental formative contents that are required for admission to competitive examinations for support teaching. At least 100 hours of apprenticeship are reserved to the support sector.			
<b>JAPAN</b>		Required credits (including 5 credits of teaching practice)	Required-elective credits (These credits are required to choose from specified subjects.)	Elective credits
	2nd class regular <i>youchien-kyoyu</i>	27	4	0
	1st class regular <i>youchien-kyoyu</i>	35	6	10
	Special <i>youchien-kyoyu</i>	35	6	34
	<i>hoikushi</i>	50	10	8
<b>MEXICO</b>	<b>Program</b>	<b>Required Courses</b>	<b>Electives</b>	<b>Practice</b>
	<b>Early Childhood Education</b>	36		6
	<b>Pre-school</b>	36		6
<b>NETHERLANDS</b>	There is a difference with primary teachers in the content of the units, not so much in the credits, length, number of units, practice hours. SPW-3 is MBO training. The training for primary school teachers is higher professional education HBO (Primary School Teacher Training College – PABO).			
<b>NEW ZEALAND</b>	The proportion of required courses, electives and teaching practice is dependent on the teacher education provider. There are no differences between the requirements for ECE and primary teacher education programmes in this regard. The amount of practicum over the required minimum set by NZTC varies from provider to provider.			

<b>NORWAY</b>	See 5.2. The preschool teacher education is different from the four years teacher education.
<b>POLAND</b>	At the national level there are only minimum standards of teachers' training set in the executive order of the Minister of Science and Higher Education issued on the 12 <sup>th</sup> of July 2007. Each higher education institution can build its own curriculum that has to contain the minimum standards requirements. The examples of the minimum requirements at different levels of education are as follows: Three years vocational teachers' training – minimum 1800 hours of taking courses is required (no less than 30% of them are electives); minimum 180 hours of practical training is required. Two years master training for the teachers of two specializations after college – minimum 800 hours of taking courses is required (no less than 30% of them are electives); minimum 45 hours of practical training is required. Post graduate program /at least 1,5 year/ - minimum 350 hours of taking courses, which includes at least 30% of electives.
<b>PORTUGAL</b>	Pre-school teachers and primary teachers do the same training programme in the first three years. The 4th year is different for pre-school teachers and primary teachers. If the teacher wants to obtain certification both for childhood education and primary education, he/she has to take a 5th year. The number of required or elective courses depends on each higher education institution, once the legal guidelines are respected.
<b>SLOVAK REPUBLIC</b>	For performing the work of the teacher of I. grade of primary school the university education of the II. Degree (Mgr.) is required, for performing the work of the kindergarten teacher the university education of the II. Degree (Mgr.) or secondary vocational education of pedagogical orientation is required.
<b>SLOVENIA</b>	The required numbers of hours of the 3 - year pre-school education study programme is 2250. In the syllabus the percentage of basic subjects (Slovene Language, Developmental and educational Psychology, Theory of Education and Early Childhood Education, Didactics and Media etc ...) is 40%, studies (Movement and Sport Education, Dance Education, Music Education, Fine Arts, Puppetry, Drama and Film Education, Language education (including children's literature), Social World of Children, Technical Education, Natural Sciences (biology, chemistry and physics) in Early Years, Mathematics) is 31%, optional subjects is 8%, integrated teaching practices is 21%. The initial training of the primary teachers is different and lasts 4 years at the same university.
<b>SPAIN</b>	Le programme d'enseignement pour l'obtention du titre de maîtrise en éducation de la petite enfance doit contenir un minimum de 100 crédits de formation de base. Les pratiques extérieures ont une extension minimale de 50 crédits. Le travail sera à la classe 6 à 30 crédits, doit avoir lieu dans la dernière phase du programme d'études et sur l'évaluation des compétences liées à la propriété. Chaque Université mai fournir 30 crédits de la libre configuration.
<b>SWEDEN</b>	The education programme (to be changed in 2011, see 4.2) for preschool teachers consists of three parts. <ul style="list-style-type: none"> <li>• General and central knowledge areas- 90 ECTS</li> <li>• Choice of areas specific to a subject or subject area (elective) – 60 ECTS (degree profile)</li> <li>• Specialization to broaden or deepen competence (elective) – 30 ECTS</li> </ul> Teaching practice is integrated in the different courses corresponding with a total of 30 ECTS. The duration for having an exam as preschool teacher is 3,5 years of full-time studies which is 210 ECTS. No difference to primary teachers, only different subjects studied and degree profile.

5.4 What is involved to get a teaching license or certificate or accreditation (required credits, written exam, and/or observation exam? How long will it take to complete the process in general? How long will the license or accreditation be on effect? Do you make any requirements to renew the qualifications? If yes, how often do teachers need to renew their qualifications?

<b>AUSTRALIA</b>	All jurisdictions except the ACT now have teacher registration and accreditation authorities with which teacher must be registered before they are permitted to teach in schools (but not necessarily preschools or childcare centres). Teacher Education and Accreditation Authorities are increasingly assuming authority for the quality of teacher education courses, and accrediting "approved" teacher education courses offered by higher education institutions in their state. Teacher registration and accreditation requirements vary between states and territories. It involves the completion of an approved education course and payment of a registration fee. Length of registration varies between states and territories, most renewal requirements involve a number of days teaching in the previous period. Some states/territories also require a number of hours of professional development.
<b>AUSTRIA</b>	To get the diploma/certificate requires successful completion of the five year/two year curriculum plus written and oral final exams which are based on federal regulations.
<b>BELGIUM-FLANDERS</b>	<i>Childcare-workers:</i> Not applicable <i>Teachers:</i> There is no extra teaching license or certificate or examination for teachers. The bachelor diploma, awarded by the university college gives permission to teach. The bachelor courses have to apply for an accreditation by the Dutch Flemish accreditation organisation (NVAO). This organisation works for the Flemish and the Dutch government. The accreditation is the final step of a three step quality assurance procedure dealing with self evaluation, external evaluation and accreditation. It has to be renewed every eight years.
<b>CANADA</b>	
<b>ALBERTA</b>	What is involved to get a teaching license or certificate or accreditation (required credits, written exam, and/or observation exam? Those applying to be certified as a child care professional must submit an application form and official transcripts. How long will it take to complete the process in general? 2 - 4 weeks How long will the license or accreditation be on effect? Certification for child care professionals does not expire Do you make any requirements to renew the qualifications? No
<b>BRITISH COLUMBIA</b>	Applying for a Certificate to teach in the Elementary school system - Some of the basic eligibility requirements for a teaching certificate that need to be met are: BC Grade 12 equivalence; Minimum four years of post-secondary study including completion of a degree and a teacher education program; Teaching Experience; Familiarity with the BC education system; Suitability. Under the provisions of the Teaching Profession Act, applicants for a BC Certificate of Qualification must meet both the standards of qualification and the standards of fitness as set out in the bylaws and policies of the College. To teach in the public schools, band schools, and most independent schools of British Columbia, an educator must hold a Certificate of Qualification issued by the College of Teachers. Applying for a Licence to Practice as an ECE (valid for 5 years) Applicants submit a completed Application for Early Childhood Educator Licence to Practice form. The completed form must then be sent to the Early Childhood Educator Registry, accompanied by the following documentation: An official transcript from an approved training institution confirming completion of required training; A letter of reference, signed by a licensed early childhood educator, confirming completion of at least 500 hours of satisfactory work in a licensed child care facility; A valid first aid certificate from an approved first aid course; Current address and phone number; Proof of any name change. An ECE certificate expires on the 5th anniversary after its date of issue. An application to renew a certificate must be submitted to the director before the certificate expires. The director may renew an early childhood educator certificate, a special needs early childhood educator certificate or an infant and toddler educator certificate if satisfied that the applicant: (a) is of good character and, (b) during the term of the current certificate, has completed at least 40 hours of professional development and 400 hours of work experience, both relevant to early childhood education. The director may renew an early childhood educator assistant certificate if satisfied that the applicant (a) is of good character and (b) during the term of the current certificate, has completed (i) 400 hours of work experience relevant to early childhood education, and (ii) one additional course of a basic early childhood education training program through an educational institution listed in item 1 of Schedule D. The director may accept an application to renew a certificate after the certificate expires and issue a new certificate if the director is satisfied that (a) the applicant's late application was due to circumstances beyond the applicant's control, and (b) the applicant otherwise meets the criteria set out in subsection (3) or (4), as applicable.

<b>MANITOBA</b>	<p><i>Kindergarten teachers</i> – completion of a 5-year university degree is required for certification (further outlined in 5.1 and 5.3); once a teacher is certified there is no ongoing requirement. <i>FSH</i> - Prior to or immediately upon beginning work in a licensed child care facility individuals apply to MCCP, FSH for classification. Classification is based on completion of a post-secondary education program approved by the Child Care Education Program Approval Committee (CCEPAC), Department of Advanced Education as meeting the standards and competencies required at the ECE II or ECE III level. Based on an assessment of an individual's formal education they will receive classification as a CCA, ECE II or ECE III and will be notified in writing of their classification level. Application for classification at the ECE II or ECE III level must include an original or official copy of the applicable transcript from a post-secondary institution. Application for classification as a CCA does not require any formal documentation.</p> <p>Individuals may also receive classification as an ECE II if they have completed one of the Competency Based Assessment (CBA) programs provided by Manitoba Family Services and Housing. Effective April 1, 2009 individuals who have received classification in specified Canadian provinces or territories will be able to apply for classification in Manitoba under the Agreement on Internal Trade agreement on Labour Mobility. An educational equivalency assessment is conducted for individuals who have completed their education outside of Canada. These individuals may also be eligible for the Internationally Educated program. <i>Family child care</i> providers may apply for classification; however classification is not a requirement for becoming a licensed family/group child care provider.</p>
<b>NOVA SCOTIA</b>	Accreditation is currently not required in Nova Scotia. Diplomas/degrees are recognized as qualifications.
<b>ONTARIO</b>	The ECE diploma programs offered in Ontario colleges are typically two academic years in length. Some universities offer a four year degree program culminating in a Bachelor of Early Childhood Education and some universities now offer a Masters degree in Early Childhood Education (Ryerson University; Ontario's Institute for Studies in Education at University of Toronto; Institute for Child Study, University of Toronto). After the educational and practicum requirements are met, persons wishing to be recognized as ECEs are obligated to become members of the College of Early Childhood Educators (CECE). The CECE approves and registers ECEs in Ontario. There are no current requirements necessary to renew qualifications. The CECE is responsible for implementing expectations of ongoing professional development and may consider implementation of renewal or additional requirements at a later date.
<b>QUEBEC</b>	Le diplôme d'étude collégiale en techniques d'éducation à l'enfance est d'une durée de 3 ans et est qualifiant selon le Règlement sur les services de garde éducatifs à l'enfance. La qualification n'a pas à être renouvelée. D'autres formations collégiales ou universitaires sont reconnues qualifiantes selon la Règle administrative concernant les équivalences de formation reconnues conformément à l'article 22 du Règlement sur les services de garde éducatifs à l'enfance pour le membre du personnel de garde. Il s'agit de formation universitaire ou collégiale jointe à de l'expérience ou à des formation spécifiques en petite enfance.
<b>CHILE</b>	Each university, professional institute or vocational training centre has its own licensing procedures, duration and requirements, and it does not require renewal, it is valid indefinitely.
<b>ENGLAND (U.K.)</b>	<p><i>Teachers</i>: Every primary teacher is required to have a GCSE (level 2) in English, maths and science, for graduate programmes they must hold a UK first degree or equivalent. On undergraduate programmes they must achieve a UK first degree before being recommended for QTS. They must be deemed to be suitable in terms of: • Criminal background; • Ability to communicate in standard English; • Intellectual capabilities to meet the standards for QTS; • Meeting the Secretary of State's requirements for health and physical capacity to teach.</p> <p><i>Early Years Practitioners</i>: Early years practitioners are not licensed or registered. There is no licence to practice. A practitioner is counted as 'qualified' if they have completed a 'full and relevant qualification at level 2 or 3'. As above, this can take between 18 months - 2 years to complete and must contain an element of assessed performance evidence. All early years practitioners are required to continually update professionally. This includes undertaking first aid training every three years and attending training provided by the local authority on health and safety and safe guarding children. However there is not a requirement to take further qualifications.</p>
<b>FINLAND</b>	Certificate is acquired after finishing the BA training programme examination at university. The programme is planned for three years and is full-time studies. Most students finish as planned. The certificate is life-long. By using in-service training, the teachers can update their knowledge based on their own decision.



<b>ITALY</b>	It is required a University degree. The University course is of 4 years. In addition they can specialize in disabled pupils teaching (1 year). The licence is permanent.
<b>JAPAN</b>	There are two ways to get a youchien-kyoyu or hoikushi qualification - (1) graduating from the accredited colleges (it takes two years, or more), (2) passing qualification examination. Under the renewing educational personnel certificate system, teacher certificates including youchien-kyoyu will be valid for 10 years and must be renewed after completing "certificate renewal course" for over 30 hour. This system was introduced in April 2009. On the other hand, Hoikushi is the permanent qualification which does not need to be renewed.
<b>MEXICO</b>	To obtain the teaching license, one must complete the studies either on technological degree or in higher education, with a length of 3 years in the first case and 4 years in the second case. For those who wish to teach in pre-school, according to the Alianza por la Calidad de la Educación (Alliance for the Quality of Education), once they obtain the degree they must present an exam to be able to teach in a school. The license will have effect for as long as they wish to teach, but they must be on constant update and training.
<b>NETHERLANDS</b>	A PABO diploma is obligatory for primary school teachers (4-year course at HBO level). It is not obligatory to repeat all or parts of this training at a later stage.
<b>NEW ZEALAND</b>	To gain a teacher practising certificate a graduate from an approved teacher education programme applies to the NZTC. Following verification of their qualification and a police vet they gain provisional teacher registration (PRT status) and then embark on a two year teacher induction process with a mentor teacher to oversee their programme. They must demonstrate to their mentor teacher through evidence of their teaching that they are able to meet the Satisfactory Teacher Dimensions. At the end of the two year programme the mentor teacher may recommend the teacher to the professional leader of the early childhood service as meeting the Satisfactory Teacher Dimensions. The professional leader then recommends the teacher to the NZTC for full registration. There is Ministry of Education funding support for the first two years of the induction and mentoring programme. Once a teacher is fully registered the registration needs to be renewed every three years. During their appraisal process teachers will continue to provide evidence of meeting the Satisfactory Teacher Dimensions and every three years will need to be recommended by their professional leader to the NZTC for full registration and undergo a further police vet to maintain the full registration.
<b>NORWAY</b>	There is no national licensing procedure. The universities and university colleges organise exams in accordance with regulations laid down by each university. The university or university college must consider if the students are eligible for being a teacher in accordance with regulations laid down by the ministry. Leaving certificates (bachelor – preschool teacher) are given by the university or university college. There is no requirement to renew qualifications. NOKUT - The Norwegian Agency for Quality Assurance in Education is an independent public agency, established by law in 2002, with the task of carrying out external quality assurance of higher education and tertiary vocational education in Norway. This is done through evaluation, accreditation and recognition of quality systems, institutions and programmes of study. The evaluations are carried out by external committees consisting of national and international experts. In 2008 NOKUT was given the task of evaluating the Norwegian Education of Pre-school Teachers. They will deliver a final report September 2010. The evaluation shall provide knowledge and information on the current status of the quality of pre-primary teacher education in Norway related to the framework and regulations on higher education, but also related to the current needs and situation in the ECEC- sector. The evaluation will be formative in the sense that it shall provide information on how the quality of the education can be improved. The resources, organization and leadership of the pre-school teacher education, the professional orientation of the education, the student participation, efforts, stability and learning outcomes and the research and development strategies, will be focused on in the evaluation. The evaluation will comprise all 14 University Colleges, 3 private University Colleges and 3 Universities that offer pre-primary teacher education. 7 national and international experts and 3 students have been appointed to the external committee, and are headed by Prof. Gunhild Hagesæther. The international experts are from the Nordic Countries; Denmark, Sweden and Iceland.
<b>POLAND</b>	At each level required minimum of taking courses and practical training is necessary to be eligible to take licence or master exam. There is no one model for all of the types of the teachers' training, but usually the students are obliged to write their thesis and defend them in order to get licence or diploma. To write diploma thesis is required at the end of each master program. Obtained qualifications are valid for the whole career development.

<b>PORTUGAL</b>	In general, it takes 4 years to get a certificate. Pre-school teachers can apply to the public school system as soon as their get their certificate. An admission examination will be compulsory for those who want to follow a teaching career in public schools. Teachers renew their qualification through continuous training, which is mandatory and contributes to career progress.
<b>SLOVAK REPUBLIC</b>	Getting a teaching licence is conditioned by: completing the secondary vocational school of pedagogical orientation – 4 years; completing the university education of the I. degree (Bc.) – 3 years; and completing the university education of the II. Degree (Mgr.) – 2 years which follow after the previous 3 years of the university education of the I. degree. Since 2009 the Act on the pedagogical employees and specialized employees has been valid, it states the system of continual education and training of pedagogical staff; regulates the procedure and methods of renewing and developing professional competencies of kindergarten teachers in custody on a credit system of continual education with the possibility of obtaining the financial advantage in form of a credit surcharge.
<b>SLOVENIA</b>	Before taking up a teaching post, all teachers are required to satisfy the following eligibility criteria: appropriate initial and on-the-job training, teacher examination certification, proficiency in the language(s) of instruction and they must not have a criminal record. Following the established recruitment channels, they may be employed in the same or any other pre-school institution or school for an indefinite period of time, provided there is a vacant position.
<b>SPAIN</b>	Pour l'exercice de la profession doivent être en possession du titre de technicien principal en éducation de la petite enfance ou d'éducation de la petite enfance des enseignants. Les deux titres ont une durée indéfinie de renouvellement n'est pas nécessaire.
<b>SWEDEN</b>	There is no teaching license or certificate or accreditation today. The need for a more developed job structure for the teacher profession is discussed, from the aspect of career development, status and salary growth as well as the question of who or whom has the responsibility for such a development. A commission has therefore reviewed the Education Act's regulations on teacher competence. The proposal is that pre-school teachers should be regulated as other teachers and teacher qualifications should be made clearer. The commission also have proposals on certification for teachers and the design of a state authorisation system. The aim of such a system is to strengthen the incentives for all teachers to advance the quality of activities and to keep furthering their education and deepening their knowledge so that pre-school and school have a better chance of achieving the goals set for them. The matter has been referred for consideration and a proposal from the government will be presented later this year.

## 6. Continuous training

6.1 What are the course structures of continuous training (e.g. full-time and part-time; mandatory or voluntary, length (workshop with a few days or a programme to get a better title? Provided by whom, etc.)?

<b>AUSTRALIA</b>	Employers are responsible for skilling their staff, providing career pathways and mentoring. This includes delivery of professional development, which is delivered by the private sector. Course structures vary between courses.
<b>AUSTRIA</b>	There is no obligatory continuous training. Each province and many providers offer a wide programme for in-service training mostly free of costs.
<b>BELGIUM - FLANDERS</b>	Childcare workers: The facility must provide in-service training to childcarers/care assistants employed in childcare. In-service training happens on a voluntary basis. In-service training is organised by a provider recognised in Flanders. In-service training may last only a few days or may be delivered as an additional longer training course. As with all jobs in education, in-service training is provided to childcarers/care assistants employed in education.
<b>CANADA</b>	
<b>ALBERTA</b>	What are the course structures of continuous training (e.g. full-time and part-time; mandatory or voluntary, length (workshop with a few days or a programme to get a better title? Continuous training for child care professionals may be full time, part time, online, distance learning, or via teleconference. Provided by whom, etc.)? Alberta Public Colleges, universities and approved private vocational schools.
<b>BRIT. COLUMBIA</b>	ECEs are required to complete a minimum of 40 hours of training within the 5 year period (not including First Aid and FoodSafe training).
<b>MANITOBA</b>	<i>Kindergarten teachers</i> – not applicable. <i>FSH</i> - Once employed in a licensed facility, CCAs and ECE IIs can voluntarily pursue training opportunities to receive a higher classification, salary and/or job opportunities. Professional development opportunities are provided by various organizations in the form of conferences and workshops (evenings, days, weekends). These are voluntary, although the boards of directors of ELCC centres may adopt this as a job requirement for practitioners working in their centre. The Manitoba Child Care Association (professional association) recommends that all early childhood practitioners employed in licensed centres complete 24 hours of professional development each year. This is broadly defined to include anything from reading articles/resources, to attending workshops, to participating in a mentoring program.
<b>NOVA SCOTIA</b>	Voluntary professional development varies in length from a few hours to a few days. Information is provided by provincial training institutions.
<b>ONTARIO</b>	Continuous training for ECEs is voluntary and largely self-funded.
<b>QUEBEC</b>	Formation collégiale (post-secondaire) :- Selon la Règle administrative, 1200 heures de formation spécifique 14 compétences et 2 stages d'intégration (350 heures) Certificat universitaire, 1 an ou 30 crédits
<b>CHILE</b>	Each case has a different structure, which is in direct relation to the complexity levels of the contents to be delivered. In all cases, they are delivered on a full-time basis, are voluntary, with a minimum 12 hour duration and are delivered by Universities or other Technical Training Organizations. In addition, Continuous Training forms part of our curricular framework. The central level prepares self-training modules that are analysed and studied in the learning communities.
<b>ENGLAND (U.K.)</b>	There are no set course structures for continuous training. Courses are held on a full or part-time basis, dependent on need and of local circumstances. Similarly, the length of the course will be dependent on various factors, in particular course content. Continual training for all practitioners is not a requirement but is strongly recommended and largely accepted and undertaken as good practice. Local authorities are responsible for ensuring that local staff are appropriately trained in health and safety & safe guarding children. Practitioners who hold old qualifications (gained pre 1991) are required to update their practice with training in: anti-discriminatory practice; equality of opportunity; child protection; health & safety; curriculum planning & early learning goals.

<b>FINLAND</b>	There is no national cohesive plan when it comes to continuous training and still no continuum. At the University of Tampere, continuous training is carried out in cooperation with the city of Tampere and the kindergarten staff (especially the leaders of the kindergartens and the day-care centres) as custom-made training. The needs derive from the staff and leaders. The trainings are usually process-like longer-lasting programmes, from 6 months up to one year. It is financed by the employer (the city/municipality) if it orders the training. Basic studies for early education (25 credits) as a continuous training is also provided by the university, either at the own unit, or in cooperation with a continuous training centre or a summer university. As of autumn 2008 an extensive continuous training project has been launched in cooperation with 5 municipalities in the Jakobstad region. As of 1 August 2005 the Act on amending the Social Welfare Act (50/2005) has obligated local authorities to ensure an adequate level of continuous training in social welfare (including ECEC staff). The annual amount of training should be 3–10 days depending on the employee's basic education, the qualifications required for the job, and the job description. The goal of the obligation to organise continuous training is to maintain and renew the professional skills of the staff. Continuous training should be methodical and it should support the professional skills and respond to both short- and long-term needs for training. Municipalities are obligated to assess and analyse the skills and training needs of the personnel. The mode of organising the continuous training is up to each municipality. The training can be individual and/or workplace-specific or it can be specified according to occupational groups.
<b>ITALY</b>	Every year, the Minister of education establishes the objectives of its internal structures through a directive on administrative action and management in order to support the development of convergence processes in the education and training policies of the European Union by monitoring the mutual aims established by the Lisbon European Council, carrying out of a national integrated programme on '2010 education and training'. In order to pursue these aims, integrated territorial interventions at the regional level are encouraged to carry out in service training initiatives for all the school staff and to develop subject and cross-curricular pathways with a European approach, to increase the value of the plans of the education which offer a European or international dimension.
<b>JAPAN</b>	For youchien-kyoyu in public kindergartens, there are three types of training programs: in-service-training for beginning teachers, 10-year experienced person training and local authorities' additional trainings. The first and second consist from about 20 days (10 days in their kindergartens and 10 days outside) full-time program and are provided by the prefectural board of education. For hoikushi, continuous trainings are mainly paid by their providers. And continuous training is voluntary and has various styles.
<b>MEXICO</b>	For those who are pre-school teachers in official schools they have different options for continuous training, provided by the Update Sub Direction of the Public Education Ministry: - PRONAP Programa Nacional de Actualización Permanente de Maestros en Servicio de Educación Básica (Basic Education Teachers in Service Permanente Training National Program). - ENA Exámenes Nacionales de Actualización (National Update Test). - TGA Talleres Generales de Actualización (General Update Workshops). - CE Cursos Estatales (State Courses). In non scholar early childhood education the training is provided by the institutions in which the programs operate.
<b>NETHERLANDS</b>	There are different versions. This is at sector level.
<b>NEW ZEALAND</b>	The delivery and structure of professional development varies. While there are short external courses, the most common form of professional development ECE in New Zealand is in-service provision. In-service provision is tailored to meet the needs of a service. A professional development facilitator supports a service to carry out a needs analysis at the beginning of the process, to help them assess their greatest area of need. A range of methods is used to ensure the context is created in which teachers are able to critically reflect on their practice and make appropriate changes to ensure that there are positive outcomes in terms of improving outcomes for children. This process generally takes place over a few months.
<b>NORWAY</b>	There is no mandatory continuous training. Employers are responsible for continuous training. Competent staffs are the most important factor concerning quality. The Ministry has developed a strategic plan for the development of competence in the ECEC sector 2007-10. Efforts at the cost of approximately 60 million NOK per year is prescribed in the strategy. The Ministry prioritize some central elements: pedagogical leadership, children's participation, language and language stimulation and transition from kindergarten to school. The county governors are responsible for most of the activities related to the strategy. The strategy is under evaluation.

<b>POLAND</b>	As described above teachers need to satisfy certain requirements to get promoted to the higher level of their career development ladder. In most of the cases it is a market driven system. In order to be promoted and get better salary or in order to be competitive on the market (for example teachers with many specialisations completed have better chances for full employment than those with only one specialization) teachers decide themselves on starting master degree and post graduate programs, taking additional university courses or attending other forms of in-service training. However, if new requirements are set in regulations on teachers' employment teachers are obliged to take courses to upgrade their knowledge in particular field. For example, when requirements for ICT were introduced, teachers had to take the courses to meet the standards. On the other hand, teachers attend different trainings that respond to their needs or interest (often offered to them the framework of universities' or EU programs) and that are not required neither for their promotion nor for satisfying additional requirements. In-service training is offered by the public institutions of higher education, national centre for teachers' training and different private providers that have licence to provide certain course.
<b>PORTUGAL</b>	There is official legislation (Law 249/92, 9 November) for continuous training of pre-school, primary and secondary teachers. Courses can have different lengths and formats (workshops, projects, courses). Continuous training is mandatory (25 hours per school year) and contributes to career progress. Training is provided by training centres or central services of the Ministry of Education (when new guidelines or documents are published).
<b>SLOVAK REPUBLIC</b>	In accordance with the Act on the pedagogical employees and specialized employees these types of education are provided in the range of the continual education: a) adaptation education and training; b) updating education and training; c) innovative education and training; d) specialized education and training; e) functional education and training; f) qualification education and training. They are made by presence, distant and combined forms, by one-day or more-day educational activities in the forms of seminars, workshops, e-learning, etc... Continual education providers are: a) the school or the school facility; b) the college or the university; c) an organization established by the ministry to provide or perform tasks in the field of continual education; d) educational organization of other central state administration body; e) church or religious society or other legal entity that has the subject of training activities.
<b>SLOVENIA</b>	Pre-school teachers are entitled to in-service training. The goal of in-service training is professional development and the personal growth of pre-school teachers, and thereby improvements in the quality and efficiency of the educational process. Programs are run partly during the week; when this occurs the school administration finds a supplementary teacher. The rest of the program is organised at weekends or on work-free days. In-service training is encouraged and rewarded. Points are awarded for participation in specific programs of in-service training and the acquired points are taken into account when considering the promotion of pre-school teachers. In-service training is, in fact, one of the pre-conditions for promotion. In-service training programs are offered by various institutions registered as education providers, these include: - higher education institutions for teacher education and other higher education institutions, - developmental-counselling public institutions (National Education Institute, National Institute for Vocational Education and Training, Slovenian Institute for Adult Education, School for Head Teachers, National Examination Centre, Curricular and After-Curricular Activities Centre), - research institutes; - kindergartens and schools; - private companies, institutions, clubs and associations.

<b>SPAIN</b>	<p>La formation des enseignants en Espagne est volontaire et gratuite. Elle peut être réalisée dans le réseau offert par le Ministère de l'éducation des communautés autonomes, qui ont la compétence dans ce domaine. Les activités pourront être avec présence effective ou " on ligne " Chaque région a son contenu de la formation régionale, les objectifs, la durée, les modalités (centres de formation, cours, séminaires, ateliers, conférences,...), etc, les activités offertes aux enseignants dans leur région. Les « Consejerias regionales » de l'Education et le Ministère de l'Education peuvent, toutes deux effectuer les appels de bourses individuelles de formation pour les enseignants, pour les dépenses de déplacement ou autre. Les professeurs peuvent participer chaque année aux licences organisées par les autonomies. De même, d'autres organismes ou organisations peuvent contribuer à la formation des enseignants de l'école maternelle, syndicats, municipalités, associations, etc. Suite à l'adoption de la loi organique de l'éducation en 2006, le gouvernement de l'Espagne a lancé un plan de soutien pour leur mise en œuvre par le biais de divers accords avec les Communautés autonomes. Le Plan de promotion de l'éducation Enfants 0-3 (mieux connu sous le nom de Educa3) dit que, après la reconnaissance de l'offre éducative pour les enfants de 0 à 3 ans, les professionnels sera intégrée dans l'approvisionnement régulier de la formation aux professionnels dans d'autres stades de l'éducation. Jusqu'à présent, en général, le réseau de la formation n'a pas généré une offre spécifique pour les enseignants du deuxième cycle de l'enseignement primaire. En outre, la dépendance de beaucoup de ces administrations ne sont pas professionnels ou des établissements d'enseignement qui ne sont pas liés au réseau a conclu, a aggravé l'écart entre la formation et des éducateurs qui travaillent dans ce cycle. Par conséquent, dans le cadre du plan de développement tel que défini Educa3 entre le Ministère de l'éducation et les communautés autonomes est d'établir des appels à soutenir les efforts d'éducation des enfants d'âge scolaire dans les écoles maternelles ou des réseaux, l'échange d'expériences entre les institutions de différentes régions, ainsi que tous ceux qui soutiennent le travail éducatif des écoles maternelles ou les écoles maternelles des réseaux.</p>
<b>SWEDEN</b>	<p>It is the employer of the staff, a municipality or an independent entrepreneur, that are responsible for continuous training/education. The employer should provide continuous training. However, a preschool skills enhancement initiative is recently presented. To strengthen staff competence, the Government has allocated SEK 600 million on continuing education for pre-school teachers and child carers for a three-year period running from 2009 to 2011 under the programme "the boost for pre-school". The further education will be primarily directed at advancing pedagogical competence for preschool staff. The programme will give some thousands of preschool teachers and child carers the chance to take further education courses at an academic level and entitle to university credits (preschool teachers) or at upper secondary/high school level (child carers). The effort means that the teachers and child carers keep 80 per cent of the salary during the study period, co-funded by the government and the preschool principal organisers. There will also be an opportunity for preschool teachers take research studies to have a licentiate degree. The purpose is to increase the number of post-graduated preschool teachers in preschool.</p>

6.2 What are the key contents/requirements in the continuous training programme (e.g. child assessment of learning and well-being, communication with parents, making one's own teaching materials, etc)?

<b>AUSTRALIA</b>	The content and requirements of continuous training programs vary between programs.
<b>AUSTRIA</b>	N/A
<b>BELGIUM- FLAN.</b>	Childcare workers: The content of in-service training must add to the employability on the labour market/childcare.
<b>CANADA</b>	
<b>ALBERTA</b>	Course content of continuous training programmes for child care professionals is determined by the educational institution providing the program.
<b>BRITISH COLUMBIA</b>	For teachers in the Elementary school system a range of professional development is provided by local schools and through the College of Teachers and Teachers Federation. For ECEs, training is based on availability and ability of the ECE or their employer to cover the costs.
<b>MANITOBA</b>	<i>Kindergarten teachers</i> – not applicable. <i>FSH</i> - Manitoba does not have a formal continuous training programme. A variety of professional development courses or workshops are available for child care workers ranging from leadership training for directors to ethics for all staff to child care practices, such as Reggio Emilia approach.
<b>NOVA SCOTIA</b>	Training covers a variety of topics in early childhood development and care.
<b>ONTARIO</b>	Continuous training is self-directed and dependent upon an individual's interests and capabilities.
<b>QUEBEC</b>	Les compétences de la formation spécifique de l'attestation d'étude collégiale peuvent être déterminées par le CÉGEP qui offre le programme selon les besoins particulier d'un milieu. Ce programme doit cependant compter 1200 heures pour être qualifiant. Toutefois plusieurs collèges offrent un programme réseau qui est standardisé. L'AEC se compose uniquement d'une formation spécifique, le programme standardisé compte 14 compétences sur le développement physique et psychologique de l'enfant, les programmes éducatifs pour la petite enfance, la communication, l'analyse sociologique de base, la santé et la sécurité en service de garde. Les programmes de certificats universitaires sont des programmes déterminés par les universités.
<b>CHILE</b>	The key elements in continuous training are the institution's emphases, which are defined and/or renewed each year, based on the evaluations and technical and political decisions. At this time, technical guidelines are focused on the following areas: Service Quality Management Model for Day Care Centres and Preschools; Good Treatment Policy; Inclusive Education (Inclusive Education Model, Inter-Cultural Curriculum); Educational Programs; Territorial Approach Model; Attachment and secure bonding – training delivered to day care level professionals and technicians.
<b>ENGLAND (U.K.)</b>	The early years sector has recently introduced a new curriculum of learning for 0-5yr olds (the Early Years Foundation Stage). Training has been on delivering the new curriculum. Ordinarily the key areas for updating are: anti-discriminatory practice; equality of opportunity; child protection; health & safety; curriculum planning and early learning goals.
<b>FINLAND</b>	Municipalities and units are free to choose the contents of the continuous training in accordance with their training needs. The state does not issue any guidelines on the matter. Regarding the continuous training for ECEC staff, the municipalities have, however, since 2003 focused on municipal unit- and child-specific ECEC plans, which are based on the national ECEC plan, and especially on a) the processes of drawing up the ECEC plans as well as b) the contents which conform to the criteria for the ECEC plans, including ECEC partnership, parents' role in ECEC, interaction between the child and the parent, environment, the child's ways of acting (how the child moves, plays, experiences art, explores) and the orientation of the activities' contents, also leadership and special needs of children. At present, reviewing activities which are based on the ECEC plan is becoming more common as a theme for training.
<b>ITALY</b>	The main in service training concern vocational few days workshops and annual courses on specific subjects. (English, ITC, Italian for foreigners, intercultural aspects, personality deviance, health, science etc.) as well as on psychological, didactic and methodological matters.

<b>JAPAN</b>	<p>For <i>youchien-kyoyu</i>, following models are indicated to the prefectural boards by the ministry.</p> <p>(a) For beginners, lectures on (1) fundamental knowledge as a teacher (such as present conditions, issues, objectives and plans of kindergarten education), (2) classroom management, (3) curriculum and (4) children understanding are needed.</p> <p>(b) For 10-year experienced persons, lectures on (1) infantile instruction (such as plan, environmental setup, method and advance of ECEC practice) and (2) classroom management &amp; others (such as matters on guardian communication, cooperation with local communities, school affairs &amp; aspiration) are needed. For <i>hoikushi</i>, on "Day Care Guideline", following things are indicated.</p> <p>(a) To care for children and provide consultation on child-rearing anxieties adequately, hoikushi have to do the self-evaluation and, on the basis of the result of it, acquire necessary knowledge and skill through the training(OJT, OFF-JT, SDS) provided by the childcare group, the local government, etc.</p> <p>(b) The day-care centres have to give the training for hoikushi premeditatedly based on the problem of the day-care centre and hoikush, and support the self-training of hoikushi.</p>
<b>MEXICO</b>	- Childcare and well-being ; - Communication with parents ; - Teaching strategies ; - Update of didactic materials ; - Upbringing practices.
<b>NETHERLANDS</b>	This varies.
<b>NEW ZEALAND</b>	The major focus of Ministry of Education funded professional development is on programmes that support the implementation of Te Whāriki, the Early Childhood Curriculum. The major focus of professional development programmes is to improve learning outcomes for all infants, toddlers and young children, particularly those for whom the education system is currently underperforming. This professional development outlines Ministry priorities and provides strategies to improve learning outcomes for children. The programme aims to provide the foundational knowledge necessary for staff in the ECE sector to strengthen and transform their teaching practices. The Ministry also provides professional development to support the implementation of Kei Tua o te Pae Assessment for Learning: Early Childhood Exemplars. The overall aim of these programmes is to support ECE teachers to develop effective assessment practices that meet the aspirations of Te Whāriki.
<b>NORWAY</b>	As continuous training programs are not compulsory, the content might vary according to the needs of the employer and the preschool teachers themselves.
<b>POLAND</b>	The content depends on the needs of teacher (qualifications that he/she wants to obtain) or on the needs of kindergarten (the institution that runs the kindergarten or the headmaster decides what qualifications would be needed for achieving better results of teaching or solving specific problems).
<b>PORTUGAL</b>	50% of the training is to be made in the specific area of the teacher. Most common contents are spoken and written language, mathematics, experimental sciences, child assessment of learning and well-being.
<b>SLOVAK REPUBLIC</b>	Each type of continual education has the basic content and scope as well as the way of finishing it. Continual education and training are aimed at obtaining knowledge and skills especially from: a) pedagogy, b) psychology, c) approbation subjects or fields of study or d) other areas related to performing pedagogical activities or specialized activities. The scope of continual education is at least 20 teaching hours and varies according to types of continual education. Various types of continual education have the way of finishing them what is determined by legislation. It can be: Final presentation in front of the lecturer and other education stakeholders, the final presentation and interview in front of the the commission or the final defense and final examination in front of the Examining Board.
<b>SLOVENIA</b>	Pre-school teachers choose, at their own discretion, the programs and forms of in-service training. When training is required due to reforms or substantial changes in curricula, participation in the so-called commissioned and priority programs of in-service training is classed as compulsory or recommended.
<b>SPAIN</b>	See 6.1.
<b>SWEDEN</b>	Due to an evaluation of preschools the continuous education during the last years has focused mostly on how children develop linguistically. Language and language development is the area that the most municipalities prioritise in regard to competence development among personnel. The boost for pre-school will focus on children's linguistic and mathematical development and evaluation of preschool activities.



## 6.3 Who are the main providers? Who finances?

<b>AUSTRALIA</b>	The private sector is the main providers of continuous training programs. Either the employer or the employee can be responsible for the cost. Governments have a facilitation and support role. For example, through a component of the Inclusion and Professional Support Program (IPSP), the Professional Support Program (PSP), Professional Support Coordinators (PSCs), and Indigenous Professional Support Units (IPSUs), the Australian Government provides those who work in child care with access to the professional development and support they need to build their skills.
<b>AUSTRIA</b>	N/A
<b>BELGIUM- FLAN.</b>	Childcare workers: Institutions recognised in Flanders.
<b>CANADA</b>	
<b>ALBERTA</b>	Alberta Advanced Education, and Technology.
<b>BRITISH COLUMBIA</b>	Professional Development opportunities are provided in a variety of formats and venues: colleges, universities, professional associations, conferences, etc. The Ministry of Children and Family Development funds several community organizations and higher education institutions to provide relevant professional development for ECEs. Additional professional development training opportunities are funded through alternate sources.
<b>MANITOBA</b>	<i>Kindergarten teachers</i> – not applicable. <i>FSH</i> - Manitoba Child Care Association, financed by child care providers/member fees.
<b>NOVA SCOTIA</b>	The main providers are the training institutions who receive government funding to support professional development initiatives.
<b>ONTARIO</b>	Ongoing training is an individual endeavour. Individuals choose their preferred model of professional development including their preferred PD service provider which may be public or private, regional, provincial or federal. The Ministry of Children and Youth Services has funded specific provincial initiatives including a Qualifications Upgrade Strategy which provides grants for tuition, travel and training allowances for staff in licensed child care who are completing an ECE diploma.
<b>QUEBEC</b>	L'AEC est disponible dans 36 établissements. Il est offert en fonction de la demande en version continue (14 mois) ou à temps partiel. Présentement 2 universités offrent des programmes de certificat en petite enfance. Toutes les universités offrent des programmes de baccalauréat qualifiant.
<b>CHILE</b>	The main providers are Technical Training Organizations, Public and Private Universities and public institutions. Continuous level at institutional level is financed by the state budget.
<b>ENGLAND (U.K.)</b>	Local authorities as the local market managers of the early years sector are given a grant for training and development of early years staff. In addition the government's Graduate Leader Fund has been designed to: upskill practitioners, act as a recruitment incentive for graduates and increase the qualifications levels of practitioners. CWDC had a proportion of this funding to train Early Years Professionals (Level 6 qualified status for leading practitioners). Qualifications are delivered largely by further education colleges, private training providers and universities. Local authorities deliver training on specific areas related to delivery of childcare such as health and safety etc.
<b>FINLAND</b>	Centres for continuous training, universities.
<b>ITALY</b>	The main provider of the courses is Ministry of Education, University and Research; Ministry. Some of them are organized in collaboration with other ministers; Local authorities; Educational Associations; Editors; Category representatives... Generally the expenses are charged on the organizations with the contribute of the participants except for those organized by national Ministries. All the courses are organized out of the working timetable. A special permission of 5 days is allowed to attend the course.
<b>JAPAN</b>	<i>Teacher trainings</i> are mainly paid by their providers. And some bounties are granted by the government to the prefectures for the training for beginners and 10-year experienced persons. For <i>hoikushi</i> , continuous trainings are mainly paid by their providers. And the government supports the prefectures for training for hoikushi including persons not working at day care centres.
<b>MEXICO</b>	Most of the programs included in this questionnaire are public, therefore providers and finance comes from Federal and State government.

<b>NETHERLANDS</b>	ROCs (vocational schools, public and private) and many other providers of courses and training. This is financed by the sector in the first place, but the government provides subsidy in certain cases (via the sector childcare quality agency).
<b>NEW ZEALAND</b>	The Ministry of Education contracts a number of providers to deliver professional development. This is done through a contestable process. There are also other providers that offer professional development, which are not funded through the Ministry of Education.
<b>NORWAY</b>	Within the frames of the strategy for raising the competence of staff there are different courses, conferences etc to give staff continuous training. Voluntary continuous training is offered by universities and university colleges, either by the universities themselves or in cooperation with the employers. There is no special scheme for financing. The kindergarten owner is responsible for the staff's competence, and should be the first to finance relevant measures. The municipalities are responsible for providing kindergarten for all children from 1- 5 that want a place, and as such they would to a degree want to enhance quality in the institutions by supporting in-service training. In the evaluation of the strategy for raising the competence of staff the municipalities say they have augmented their support to kindergartens in this respect, often through financing and offering courses and conferences locally in co-operation with the local University College/University.
<b>POLAND</b>	As described above the training can reflect teachers' needs (for maintaining employment, for promotion, for solving their on the job problems) or can reflect the needs of the kindergarten in which they are employed. In the first case, cost of training is usually covered by the teacher himself/herself, but it can be also co-financed by the kindergarten or by the institution that runs the kindergarten. In case kindergarten needs specific qualifications and the teacher wants to get these qualifications through in service training kindergarten or the institution that runs kindergarten usually covers the cost of training.
<b>PORTUGAL</b>	Training is provided by training centres or central services of the Ministry of Education (when new guidelines or documents are published). Training is funded by European funds.
<b>SLOVAK REPUBLIC</b>	Continual education providers are: a) the school or the school facility; b) the college or the university; c) an organization established by the ministry to provide or perform tasks in the field of continual education; d) educational organization of other central state administration body; e) church or religious society or other legal entity that has the subject of training activities. Continual education is financed by the state, or it is paid by the single teachers (especially in the case that the provider of continual education is a private body which has the subject of teaching and training activities).
<b>SLOVENIA</b>	A pre-school institution must provide study leave, with a minimum of five days per year or 15 days every three years, for in-service training and must also cover these expenses: salary compensation, any travel expenses, participation fee and accommodation costs. The Ministry of Education and Sport allocates some funds, budgeted for this purpose, to schools for material costs. For some programs, the Ministry pays the service providers thus reducing the participants' fees. Programs marked as priority are fully funded. Examples of such programs are teacher training programs which introduce new features and programs in turn enabling teachers acquire new competencies.
<b>SPAIN</b>	See 6.1
<b>SWEDEN</b>	See 6.1

6.4 Is there any scheme to provide financial assistance for current teachers to gain a higher level of qualifications? If yes, who designs and finances the scheme?

<b>AUSTRALIA</b>	There are no incentives specifically targeting preschool teachers. There is, however, general post-graduate assistance such as access to the higher educational loans program and scholarships (managed and funded by the Australian Government). Universities and state governments may offer further support.
<b>AUSTRIA</b>	N/A
<b>BELGIUM - FLANDERS</b>	<i>Childcare workers:</i> Not applicable. In service training in general for TEACHERS: The Flemish Parliament Act on Mentorship and In-service Training in Flanders of 16 April 1996 lays down many measures to promote lifelong learning for, inter alia, teachers in nursery and primary education, secondary education, adult education, part-time education in the arts and adult basic education centres. First and foremost, the Flemish Parliament Act provides that on submission of the schools' in-service training plans for their staff the schools receive a budget to purchase in-service training which they consider relevant or necessary. The free market principle reigns here and the government does not have an overview of the in-service training programmes attended. All schools must establish each year an in-service training plan on proposal of the school head. In-service training needs are identified in the in-service training plan. The in-service training plan often describes contents and priorities, determines who may participate, how replacements will be ensured and which in-service training providers will be worked with. The needs analysis may result in a short and long term priorities plan. In-service training which is relevant or deemed necessary for the school's staff may be purchased thanks to the in-service training budget of the school. The free market principle is applied here and the government does not know which in-service training programmes are attended each year by how many teachers. Moreover, schools are allowed to transfer their resources for two years. Yet funds which are still not being used in that period will be reclaimed. On the <a href="http://www.ond.vlaanderen.be/nascholing">www.ond.vlaanderen.be/nascholing</a> website, each school can search for in-service training programmes and providers in the in-service training index. However, the government does not perform any quality control of in-service training courses and providers listed. Any provider wishing to be recorded in the database is shown. This database is only informative in nature and is not exhaustive. Secondly, community education and not-for-profits established by representative groups of governing bodies of publicly funded education (the umbrellas) get financial means to set up in-service training. Thirdly, there is in-service training which is provided at the initiative of the Flemish Government. Each year the Flemish Government sets priorities for in-service training initiatives, the execution of those initiatives being assigned to in-service training projects and their quality being evaluated beforehand by a commission. In addition, it is obligatory to submit a final narrative and financial report for each project at the end of the project. These in-service training projects are organised across the networks and are free of charge for participants. The Flemish Government appropriates 1,500,000 million euros for this purpose. For the 2007-2008 and 2008-2009 school years, priority themes chosen for in-service training focussed twice on language learning. For 2009-2010, four other topics were proposed, namely 1) Art and Culture Education 2) Cross-curricular Attainment Targets and Developmental Objectives in Secondary Education 3) Attainment Targets and Developmental Objectives for Technology in Primary Education and 1st stage of Secondary Education and 4) Attainment Targets and Developmental Objectives for Natural Sciences in 1st stage of Secondary Education. The accepted proposals will be made public by the end of June 2009 at the latest. In-service-training initiated by the Flemish Government makes it possible to tailor in-service training provision to specific needs or topics. Moreover, the free market principle guarantees that the specific needs or requirements of the schools can be met.
<b>CANADA</b>	
<b>ALBERTA</b>	Alberta Education is responsible for teacher qualifications.
<b>BRITISH COLUMBIA</b>	Salary grids exist in all BC school boards for teachers in the Elementary school system, with increases in salary for further education. Additionally, teachers receive funding for professional development, including professional development days. The BC government provides funding to organizations throughout the province to provide professional development training opportunities for ECEs. Additionally, the BC government provides child care operating funding to eligible child care providers which some providers use to provide professional development training opportunities to their employees.

<b>MANITOBA</b>	Kindergarten teachers – not applicable. FSH - MCCP Family Services and Housing provides numerous incentives to encourage staff to enhance their training/ classification: - Substitute Replacement Grant to pay salaries while child care assistants attend school; - Annual training grant for ECE IIs and IIIs of \$350; - Scholarships. MCCP also encourages centres to use surplus operating grant funding provided by the government to support training of existing staff by paying tuition, travel costs and buying books.
<b>NOVA SCOTIA</b>	Yes. One incentive provides funding for reimbursement of tuition costs to students engaged in full time training, with a return of service stipulation. Another incentive provides funding for reimbursement of training costs for the workforce to engage in continuing education with a return of service stipulation. Both programs are designed and financed by the provincial government.
<b>ONTARIO</b>	Ongoing training for ECEs is an individual endeavour. Post-diploma programs are available for ECEs who wish to add a qualification in child care management or working with children who have special needs. The ministry has funded a supervisor training strategy including: <ul style="list-style-type: none"> <li>• a mentoring program. This is a province-wide program that enhances child care quality, by matching more experienced child care supervisors with less experienced child care supervisors in their own communities; and</li> <li>• a new e-learning website to support supervisors in Ontario's licensed, centre-based child care programs by helping them to improve their understanding of provincial licensing requirements.</li> </ul>
<b>QUEBEC</b>	Selon les besoins de main-d'oeuvre qualifiée, le Ministère peut, avec différents partenaires du marché du travail, offrir des initiatives de formation qui visent à développer la qualification. Depuis 1997, deux initiatives ont permis la qualification de plusieurs éducatrices à l'enfance. Ces initiatives sont localisées et non récurrentes.
<b>CHILE</b>	The State of Chile provides different grants for the higher level qualification of different professional areas, financing Masters and Ph.D. studies within the country and/or abroad, such as the Chile Scholarships, President of the Republic Scholarship, and the Bicentennial Scholarship. The Chilean Ministry of Education is in charge of designing these state-financed scholarships.
<b>ENGLAND (U.K.)</b>	Financial assistance of early years practitioners as part of the funding package available to those wanting to attain EYPS include full course fees and supply cover. This funding is available to those working in children's centres, in the private and voluntary sectors as well as childminders.
<b>FINLAND</b>	Students who have received a Bachelor of Education ( 3-year degree) or equivalent can continue with a Master of Education according to the model 180 studypoints/Bachelor+120 studypoints/Master. A challenge when it comes to continuous training is the continuum of the curriculum for teacher education and the development of a national cohesive development plan and definition of policy for continuous education.
<b>ITALY</b>	At the moment there is NO possibility to gain higher level for teacher, except through a competitive examination to become headmaster or inspector. Some proposals are at the attention of the Minister in order to qualify teachers according to the professionalism acquired, measured on the quality of teaching.
<b>JAPAN</b>	None for youchien-kyoyu and hoikushi.
<b>MEXICO</b>	Only in the case of teachers that belong to the Official Education System and have a position teaching at a school, they can study the Carrera Magisterial (Teaching Career), and the more courses a teacher completes he or she obtain more incomes. For the instructors who make their service at the Community pre-school, a scholarship is awarded so that they can keep on with their tertiary studies.
<b>NETHERLANDS</b>	Yes, since 2008 teachers (including primary school teachers) may receive financial aid for further training. The government provides the finance and determines the conditions.
<b>NEW ZEALAND</b>	The New Zealand Government helps unqualified ECE staff to gain their first ECE qualification through the initiatives discussed above in 4.1. The Government does not provide assistance to those teachers who already have the benchmark qualification and wish to attain higher qualification as this is not considered to be a priority at present.
<b>NORWAY</b>	Preschool teachers might continue their education to masters or doctoral degrees. The Norwegian State Education Loan Funds provides loans for master studies.
<b>POLAND</b>	Beside the rules described above, there is no scheme of providing financial assistance established, each case is different and is treated individually.

<b>PORTUGAL</b>	Teachers can apply for a period of time to improve their qualifications. Teachers may apply for grants provided by the Ministry of Science, Technology and Higher Education.
<b>SLOVAK REPUBLIC</b>	By the Act on the pedagogical employees and specialized employees the credit system of continual education has been introduced as well as the mechanism of affiling teachers into the salary classes depending up to the reached level of education and obtaining the I. or II. Attestation. The raising of the qualification is systematically solved in the Act on remuneration of employees performing work in public interest which includes also the kindergarten teachers.
<b>SLOVENIA</b>	Each year the Ministry of Education and Sport presents a call for tender "Study help for school fees for further education of pedagogical workers". The purpose of the tender is to help the employed teachers and other pedagogical staff to reach a higher level of education or qualification. The candidates can apply if they meet the criteria of the tender (they must be employed; they must enroll in programs for further education with which they will meet the level of education required by law).
<b>SPAIN</b>	See 6.1.
<b>SWEDEN</b>	No. See also 6.1 about post-graduated preschool teachers.

**Appendix A – BRITISH COLUMBIA**

<b>Column 1 Care program</b>	<b>Column 2 Maximum group size</b>	<b>Column 3 Children per group</b>	<b>Column 4 Ratio of employees to children in each group</b>
Group Child Care (Under 36 Months)	12, with a separate area designated for each group	≤ 4	One infant and toddler educator
		5 – 8	One infant and toddler educator and one other educator
		9 – 12	One infant and toddler educator, one other educator and one assistant
Group Child Care (30 Months to School Age)	25, with not more than 2 children younger than 36 months old in a single group	≤ 8	One educator
		9 – 16	One educator and one assistant
		17 – 25	One educator and 2 assistants
Preschool (30 Months to School Age)	20	≤ 10	One educator
		11-20	One educator and one assistant
Group Child Care (School Age), if any preschool child or child in grade 1 is present	20	≤ 10	One responsible adult
		11 – 20	2 responsible adults
Group Child Care (School Age), if no preschool child or child in grade 1 is present	25	≤ 15	One responsible adult
		16 – 25	2 responsible adults
Family Child Care, if any child younger than 12 months old is present	7, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old	≤ 7	The licensee
Family Child Care, if no child younger than 12 months old is present	7, having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old	≤ 7	The licensee

Occasional Child Care, if any child present is younger than 36 months old	16	≤ 4	One responsible adult
		5 – 8	2 responsible adults
		9 – 12	3 responsible adults
		13 – 16	4 responsible adults
Occasional Child Care, if no child present is younger than 36 months old	20	≤ 8	One responsible adult
		9 – 16	2 responsible adults
		17 – 20	3 responsible adults
Multi-Age Child Care, if any child younger than 12 months old is present	8, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old	≤ 8	One educator
Multi-Age Child Care, if no child younger than 12 months old is present	8, having no more than 3 children younger than 36 months old	≤ 8	One educator
In-Home Multi-Age Child Care, if any child younger than 12 months old is present	8, having no more than 3 children under 36 months old and, of those 3, no more than one child younger than 12 months old	≤ 8	The licensee, who must be certified as an educator
In-Home Multi-Age Child Care, if no child younger than 12 months old is present	8, having no more than 3 children younger than 36 months old	≤ 8	The licensee, who must be certified as an educator