

RUSSIAN FEDERATION

ECEC Workforce Profile

Country report author

Tatiana Volkova

Institute of Developmental Physiology,
Russian Academy of Education, Moscow

Citation suggestion:

Volkova, T. 2017. "Russian Federation – ECEC Workforce Profile." In *Workforce Profiles in Systems of Early Childhood Education and Care in Europe*, edited by P. Oberhuemer and I. Schreyer. www.seepror.eu/English/Country_Reports.htm

Funded by:

Contents

- 1. ECEC governance 3
- 2. Who belongs to the early years workforce? 3
 - 2.1 Regular contact staff in ECEC provision..... 3
 - 2.2 Structural composition of ECEC workforce 7
- 3. Initial professional studies (IPS) 9
 - 3.1 Initial qualifying routes – higher education and vocational..... 9
 - 3.2 Competencies and curricula in IPS programmes..... 13
 - 3.3 Alternative entry and qualification routes, system permeability 15
- 4. Workplace-based learning in the IPS of core practitioners..... 15
- 5. Continuing professional development (CPD) 16
- 6. Recent policy reforms and initiatives relating to ECEC staffing 16
- 7. Recent country-specific research relating to ECEC professionalisation and staffing issues 17
- 8. General workforce issues 17
 - 8.1 Remuneration..... 17
 - 8.2 Full-time and part-time employment..... 17
 - 8.3 Staff support measures in the workplace 17
 - 8.4 Non-contact time 18
 - 8.5 Staff shortages and recruitment strategies..... 18
- 9. Workforce challenges – country expert assessment 18
- 10. References..... 18



1. ECEC governance

During Soviet times, Russia had a unified system of early childhood education and care for children aged 0 to 7 years, with centrally regulated directives. Today, the Russian Federation has a multi-level approach towards early childhood education and care. Responsibilities are shared between the Ministry of Education and Science of the Russian Federation (*Ministerstvo Obrazovaniya i Nauki Rossijskoj Federacii*) and the Ministries of Education in the 85 administrative divisions or 'federal subjects' (provinces, republics, *okrugs*, *krais*, *oblasts*, federal cities). The Ministry of Education and Science of the Russian Federation sets down the curriculum requirements for both the public and private ECEC sector according to the 2010 Federal State Educational Standard (*Federal'nyye gosudarstvennyye standarty obshchego obrazovaniya - FGOS*) for Basic Education (in short: Federation Standard), whereas governance and implementation are devolved to the federal subject level.

At the level of the administrative divisions, ECEC is organised as a split system. Provision for under 3-year olds is not part of the official education system and is – particularly for the under 2-year olds – provided by the private sector and regulated by the Law on Consumer Rights. Hygiene standards are overseen by the Ministry of Health and the Ministry of Labour and Social Protection.

Kindergartens for 3- to 7-year olds (ISCED 02) come under the auspices of the Ministry of Education and Science. In 2012, early childhood education was officially recognised as the first stage in the education system (Bertram and Pascal 2016). The regional ministries of education are responsible for implementing national educational policies through steering and management strategies and through the allocation of resources. Responsibility for the organisation and co-funding of kindergartens lies with the municipalities (EFA 2015).

In 2010, the formal qualification requirements, competence specifications and duties of ECEC staff were regulated through an order of the Ministry of Health and Social Development (*Ministerstvo Zdravoohraneniya i Social'nogo Razvitija Rossijskoj Federacii*). In 2013, the Ministry of Labour and Social Affairs issued a Professional Standard for pedagogical staff (order No. 544). However, this order has not yet been enforced and professional competencies are now under the direction of the new Minister of Education. In November 2016, the Federal Ministry of Education initiated a public consultation to invite the views of ECEC teachers¹. Following this consultation, amendments will be made to the Professional Standard, which will be issued by the Federal Ministry of Education and is expected to come into force in 2018.

2. Who belongs to the early years workforce?

2.1 Regular contact staff in ECEC provision

Staff in kindergartens

Kindergartens for 2-/3- to 7-year olds are the main form of ECEC provision in Russia. Five main categories of staff are employed on a regular basis in kindergartens:

- **Kindergarten/Pre-primary Teachers** (*doshkolny pedagog/vospitatel*)
- **Kindergarten Teachers' Assistants** (*assistant/nyanya*)
- **Specialist staff** (psychologists, speech therapists, teachers for music, sport, dance (*psikholog, logoped, pedagog po musike, fizkulture i tantcam*))

¹ From 14 Nov-1 Dec. 2017 there was a public hearing on this topic (<http://стандартпедагога.рф/theme.php?id=1#>)

- **Pedagogical Supervisors** (*metodist*)
- **Centre Heads** (principals) and Deputy Centre Heads perform managerial tasks and are responsible for pedagogic, financial and legal issues. They are not involved in the daily educational programme.

The following staff may also be employed in kindergartens:

Children with special educational needs are supported by **Special Needs Teachers** and **Special Needs Assistants** (*defektolog, tjutor*). Settings may also employ a **Social Pedagogue** (*socialny pedagog*) to support children and families from disadvantaged backgrounds or a non-teaching **Organisation/Coordination Teacher** (*pedagog organizator*) who organises special events for important national holidays² and cooperates with different social services. Since the Federal Standard stipulates that children in kindergarten have to learn about state and government, these holidays are organised as non-formal learning events.

Non-pedagogical staff include nurses as well as kitchen and administrative staff. Due to reorganisation in some federal subjects most of the non-pedagogical staff are outsourced.

Staff in childcare settings for under 3-year olds

Public infant-toddler centres (*yasli*) are mostly integrated into kindergartens and in these particular settings the children are educated and cared for by Kindergarten/Pre-primary Teachers (*doshkolnyj pedagog/vospitatel*) and Kindergarten Teachers' Assistants, i.e. these children have access to the same qualified staff as older children. However, in privately-run childcare settings, the staffing situation is different since most of these settings do not have to adhere to government regulations. On the one hand, some of these elite settings attract highly educated staff through higher salaries. On the other hand, some of the very small private settings employ staff who have little more than an Assistant qualification.

Table 1 provides an overview of staff who works in centre-based settings according to their occupational title, main workplace settings, main positions, main age-range focus of their initial professional studies (IPS) and the minimum qualification requirement. Core practitioners (i.e. staff with group or centre responsibility) are also categorised according to one of five ECEC professional profiles adapted from the original SEEPRO study (see Box 1 at end of this section).

Table 1
Russian Federation: ECEC staff in centre-based settings

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ³ level
Pre-primary education sector				
<i>Doshkolny pedagog/Vospitatel</i> Kindergarten/Pre-primary Teacher	<i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years	Core practitioner with group responsibility	2/3–6/7 years	3 years post-secondary vocational qualification in the field of pedagogy and early childhood education ECTS points: n/a ⁴ in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2011: 4 <i>Option but not requirement:</i>
<i>Profile:</i> Pre-primary Education Professional	<i>Gruppy kratkovremennogo pribyvaniya</i> Sessional services 1½–5 years			

² Examples: *Novogodnie utrenniki – Jolki* (Christmas time), *Maslenitca* (traditional national carnival at the end of winter), *Den Pobedy* (Victory Day 9th May)

³ UNESCO Institute for Statistics. 2012, 2014

⁴ n/a = not applicable

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ³ level
				University degree ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2011: 6
<i>Assistant/nyanya</i> Kindergarten Teacher's Assistant	<i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years	Non-specialist co-worker	2/3–6/7 years	3 years post-secondary vocational qualification ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2011: 4
<i>Logoped</i> Speech Therapist <i>Psikholog</i> Psychologist	<i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years	Regular contact staff with specialist qualification who work alongside the Kindergarten Teacher	Age-range depends on specialisation	3 years post-secondary vocational qualification in the field of pedagogy or 4-year university degree plus 2 years of work experience in educational settings ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0114/0313 ISCED 2011: 4 to 6
<i>Metodist</i> Pedagogical Supervisor <i>Profile:</i> Pre-primary Education Professional	<i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years	Supervision of teaching/learning processes and quality assurance	2/3–6/7 years	Qualified Kindergarten/Pre-primary Teacher with at least 2 years of work experience in kindergarten settings or 4-year university degree plus 2 years of work experience in educational settings ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0114/0313 ISCED 2011: 4 to 6 ⁵
<i>Defektolog</i> Special Needs Teacher <i>Tjutor</i> Special Needs Assistant <i>Profile:</i> Pre-primary Education Professional (special needs)	<i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years	Specialist support staff	Age-range depends on specialisation	University degree plus 2 years of work experience in educational settings ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0114 ISCED 2011: 6

⁵ We would like to point out that some parts of the Russian higher education system are not aligned with the Bologna system. The quality of the education plan differs considerably, therefore we decided to give ranges regarding the ISCED levels.

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ³ level
<p><i>Vospitatel fiskul'tury/musiki/tvorchestva</i> Sport/Music/Art Teachers</p> <p><i>Profile:</i> Pre-primary Education Professional</p>	<p><i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years</p>	Specialist support staff	ca. 2-7 years	<p>3 years post-secondary vocational education/training in the field of pedagogy</p> <p>or</p> <p>University degree (<i>diploma or diploma plus magistratura</i>)</p> <p>ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0114 ISCED 2011: 4 to 6</p>
<p><i>Socialny pedagog</i> Social Pedagogue</p> <p><i>Profile:</i> Social and Childhood Pedagogy Professional</p>	<p><i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years</p>	Post for work with children/families in special social conditions (vulnerable groups or families with more than 3 children); position not obligatory	n/a	<p>3 years post-secondary vocational education/training</p> <p>or</p> <p>university education (<i>diploma or diploma plus magistratura</i>) in the field of pedagogy or social pedagogy</p> <p>ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0922/0923 ISCED 2011: 4 to 6</p>
<p><i>Pedagog organizator</i> Organisation/Coordination Teacher</p>	<p><i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years</p>	Special post for organising events and coordinating with social services and community; position not obligatory	n/a	<p>3 years post-secondary vocational education/training</p> <p>or</p> <p>university education (<i>diploma or diploma plus magistratura</i>) in the field of pedagogy</p> <p>ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2011: 4 to 6</p>
<p><i>Direktor destkogo sada/Zamestitel rukovoditelya</i> Centre Head/Deputy Centre Head</p>	<p><i>Detskije sadyc</i> Kindergarten public and private 2/3–6/7 years</p>	Core practitioner with managerial tasks, not working directly with children		<p>4 years university degree ('Government and municipal management') plus 5 years work experience</p> <p>ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0413 ISCED 2011: 6 to 7</p>
Childcare sector				
<p><i>Vospitatel</i> Educator</p> <p><i>Profile:</i> Early Childhood Pedagogy Professional (with</p>	<p><i>Yaslie</i> Infant-toddler centres 1–3 years</p> <p><i>Gruppy kratkovremennogo pribyvani-</i></p>	Core practitioner with group responsibility	0–3 years	<p>3 years post-secondary vocational qualification in the field of pedagogy and early childhood education</p> <p>ECTS points: n/a in Russia EQF level: n/a in Russia</p>

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ³ level
nursery specialism)	<i>ja</i> Sessional services 1½–5 years			ISCED 2013-F: 0922 ISCED 2011: 4 <i>Option but not requirement:</i> University degree (<i>diploma or diploma plus magistratura</i>) ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0922 ISCED 2011: 6
<i>Assistant Vospitatel</i> Educator's Assistant	<i>Detskije sadye</i> Nursery group located in kindergarten (public and private) 0–3 years	Non-specialist co-worker; junior position	n/a	3 years post-secondary vocational qualification ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0922 ISCED 2011: 4

Box 1

SEEPRO professional profile categories for core practitioners (adapted from Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010)

- *Early Childhood Pedagogy Professional* (specialist focus, 0–6/7 years)
- *Pre-primary Education Professional* (exclusive pre-primary focus 3/4–6 years)
- *Pre-primary and Primary Education School Professional* (focus on pre-primary and primary education 3/4–10/11 years)
- *Social and Childhood Professional* (broad focus, including ECEC, usually 0–12 years, but sometimes including adults)
- *Social Care/Health Care Professional* (sometimes early childhood focus, sometimes broad focus, including adults)

2.2 Structural composition of ECEC workforce

The ECEC workforce in the Russian Federation comprises two sets of personnel: those working in the pre-primary education sector (3–7 years) and those working in the childcare sector (0–3 years).

Education sector (3–6)

Staffing in the **education sector** comprises not only core practitioners but also therapists, sports, music and art teachers, psychologists and speech therapists (see *Section 2.1*).

Teachers working in kindergartens and other early childhood education provision have to have at least a three-year post-secondary vocational education with a specialisation in early childhood education and pedagogy.

The level of initial professional education has been rising over the past few years: In 2015, 51% of teachers (643,700) in early childhood education held a university degree, compared with only 29% in 2002 (Taratukhina et al. 2006). Roughly the other half has a post-secondary level vocational teaching qualification.

In the near future, the federal Ministry of Education and Science plans to make a university degree of at least three years' duration the minimum requirement for entry into the profession as a Kindergarten Teacher. This could lead to improved professional prestige and improved quality in early childhood education.

As in many other countries, male kindergarten/preschool teachers are rare (approx. 1%).

Table 2 and Table 3 give an overview of the structural composition of the workforce in the pre-primary education sector.

Table 2

Russian Federation: Structural composition of the workforce in the pre-primary education sector

Staff categories	Year / Proportion of workforce
Staff with university degree (including support staff with a university degree, e.g. psychologists)	2015: 50.7% (47.7% specialised in pedagogy)
Staff with specialist vocational qualification (post-secondary)	2015: 47.7% (44.2% specialised in pedagogy)
Staff with non-specialist qualification	No data available
Staff with no formal initial professional qualification	1.6%
Specialist support staff: speech therapists and psychologists	2015: 6.5%
Male staff	2015: approx. 1%
Staff with a background of migration	No systematically compiled national data

Source: Rosstat 2016.

Table 3

Russian Federation: Development of staff composition in the system of pre-primary education, 2012-2015

Year	Kindergarten teachers	Music teachers	Sports instructors	Education psychologists	Speech therapists	Others	Total
2012	485,500	42,100	21,300	14,500	27,400	17,700	608,500
2013	500,300	43,900	22,200	15,000	28,300	18,300	628,000
2014	515,100	45,100	23,100	15,400	29,300	18,900	646,900
2015	522,000	44,000	20,800	14,800	28,300	13,800	643,700
2015: share in %	81.1	6.8	3.2	2.3	4.4	2.1	100

Source: Skorolupov 2015.

Childcare sector (0-3)

Since the childcare sector for under-threes is not fully regulated, there are no reliable data available. However, it can be assumed that the pedagogical staff structure is similar to that for provision with the over-threes, although specialist support staff such as Special Needs Teachers, Organisation Teachers, Pedagogical Supervisors and Psychologists are not part of the staff in childcare centres. If special support is needed, parents have to apply for services in municipal or state kindergartens. In order to be more flexible in terms of job opportunities, staff in infant-toddler centres mostly follow qualification routes that also enable them to work in kindergartens.

3. Initial professional studies (IPS)

3.1 Initial qualifying routes – higher education and vocational

In Russia there are several qualifying routes on the vocational and university level. The VET training is very heterogeneously structured and the schedules are very different from each other, but they all contain a minimum of basic content and minimum hours, which are orientated on the required skills. The same is true at the university level (taking into account the studies for external participation on a part-time basis.) Therefore it is difficult to compare the quality of studies with the EQF or ISCD framework.

Education sector (3-6)

The following gives a brief description of the varying formal levels of initial professional studies, both within and between different occupational roles in the kindergarten sector (see also Klishin 2015):

Kindergarten/Pre-Primary Teacher

- University degree or vocational education/training with specialisation in Pedagogy and Early Childhood Education, *or*
- University degree or vocational education/training not related to education with additional training in the field of Education and Pedagogy

Junior Kindergarten/Pre-primary Teacher

- General vocational education/training, *or*
- Vocational education/training in the field of Education and Pedagogy

Senior Teacher/Pedagogical Supervisor

- University degree or vocational education/training in the field of Education and Pedagogy
- At least 2 years of work experience as a Kindergarten Teacher

Kindergarten Teacher's Assistant

- School education and vocational education/training in the field of Education and Pedagogy
- No previous working experience required

Psychologist

- University degree or vocational education/training in the field of Education and Pedagogy, *or*
- University degree (*diploma or diploma plus magistratura*) or vocational education/training in the field of Pedagogy and Psychology

Speech Therapist/Special Needs Teacher

- University degree in the field of speech therapy/special needs

Special Needs Assistant

- University degree in the field of Education and Pedagogy
- Minimum of 2 years working experience in a pedagogical setting

Social Pedagogue

- University degree or vocational education/training in the field of Education and Pedagogics or Social Pedagogy

Organisation/Co-ordination Teacher

- University degree or vocational education/training in the field of Education and Pedagogy or in a field which fits to the job profile

Art Teacher/Sports Teacher

- University degree or vocational education/training in the field of Education and Pedagogy
- Proficiency in arts/sports

Centre Head/Principal

- University degree in the field of Government and Municipal Management, Human Resources Management *or* working experience as a Kindergarten Teacher of at least 5 years, *or*
- University degree and additional professional education/training in the field of Government and Municipal Management or Economics *and* at least 5 years of working experience in a management position.

Deputy Centre Head/Deputy Principal

- University degree in the field of Government and Municipal Management, Human Resources Management *or* working experience of at least 5 years, *or*
- University degree and additional professional education in the field of Government and Municipal Management or Economics *and* at least 5 years of working experience in a management position.

Director of a sub organisation (*rukovoditel strukturogo podrazdelenija*)

- University degree with special focus on the profile of the organisation and working experience in this field of at least 3 years.

Table 4

Russian Federation: Kindergarten/Pre-primary Teacher

Job title in Russian: <i>Doshkolny pedagog/Vospitatel</i> Profile: Pre-primary Education Professional
Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>) Professional studies: 3 years at an post-secondary vocational education/training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in pedagogy Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance qualification) ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2011: 4 Main ECEC workplaces: <i>Detskije sadyc</i> (Kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo pribyvaniija</i> (sessional services), 1½–5 years <i>or</i> Entry requirements: University entrance qualification Professional studies: 4 years university study route in education, pedagogy, psychology, speech therapy either in full-time study courses (<i>ochno</i>) or as a distance education course (<i>zaочно</i>) Award: University degree (equivalent to a Bachelor's degree) ⁶ ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0112 ISCED 2 011: 6 Main ECEC workplaces: see above

⁶ Please note that although Russia is now participating in the Bologna process, not all study curricula are 100% comparable.

Table 5

Russian Federation: Centre Head/Deputy Centre Head

Job title in Russian: <i>Direktor detstogo sada/Zamestitel rukovoditelya</i>
<p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4 years university study route in Government and Municipal Management plus 5 years work experience in a management position <i>or</i> 5 years work experience as a Kindergarten Teacher</p> <p>Award: University degree</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0413</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: <i>detskije sadyc</i> (Kindergarten), 2/3-6/7 years</p>

Table 6

Russian Federation: Psychologist/Speech Therapist

Job title in Russian: <i>Specialist Psycholog/ Specialist Logoped</i>
<p>Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education/training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0114/0313</p> <p>ISCED 2011: 4</p> <p>Main ECEC workplaces: <i>Detskije sadyc</i> (Kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo pribyvaniya</i> (sessional services), 1½–5 years</p> <p><i>or</i></p> <p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4 years university study route in education, pedagogy, psychology, speech therapy either in full-time study courses (<i>ochno</i>) or as a distance education course (<i>zaочно</i>) (plus 2 years of work experience in educational settings before taking up the post)</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0114/0313</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: see above</p>

Table 7

Russian Federation: Pedagogical Supervisor

Job title in Russian: <i>Metodist</i> Profile: Pre-primary Education Professional
<p>Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education/training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in pedagogy (plus 2 years of work experience in educational settings before taking up the post)</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance qualification)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0112</p> <p>ISCED 2011: 4</p>

Job title in Russian: Metodist Profile: Pre-primary Education Professional
<p>Main ECEC workplaces: <i>Detskije sady</i> (Kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo pribyvanija</i> (sessional services), 1½–5 years</p> <p>or</p> <p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4 years university study route in education, pedagogy, psychology, speech therapy either in full-time study courses (<i>ochno</i>) or as a distance education course (<i>zaочно</i>)</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0114/0313</p> <p>ISCED 2011: 6 or 7</p> <p>Main ECEC workplaces: see above</p>

Table 8

Russian Federation: Kindergarten Teacher's Assistant

Job title in Russian: Assistant/nyanya
<p>Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education/training college (<i>sredneje professionalnoje obrazovanie uchilishche</i>) specialising in pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance qualification)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0112</p> <p>ISCED 2011: 4</p> <p>Main ECEC workplaces: <i>Detskije sady</i> (Kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo pribyvanija</i> (sessional services), 1½–5 years</p>

Childcare sector (0-3)

Although the childcare sector for under 3-year olds is not as regulated as the pre-primary sector and a three-year post-secondary vocational education is sufficient for working in settings for under-threes, staff mainly have the same qualifications as their colleagues working with older children in order to be more flexible in terms of job opportunities.

Table 9

Russian Federation: Educator/Childcare Worker

Job title in Russian: Doshkolny pedagog/Vospitatel Profile: Early Childhood Pedagogy Professional
<p>Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education/training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance qualification)</p> <p>ECTS points: n/a in Russia</p> <p>EQF level: n/a in Russia</p> <p>ISCED 2013-F: 0922</p> <p>ISCED 2011: 4</p> <p>Main ECEC workplaces: <i>yaslye</i> (infant toddler centre), 1½-3 years; <i>gruppy kratkovremennogo pribyvanija</i> (ses-</p>

Job title in Russian: <i>Doshkolny pedagog/Vospitatel</i> Profile: Early Childhood Pedagogy Professional
sional services), 1½–5 years or Entry requirements: University entrance qualification Professional studies: 4 years university study route in education, pedagogy, psychology, speech therapy either in full-time study courses (<i>ochno</i>) or as a distance education course (<i>zaочно</i>) Award: University degree (Bachelor equivalent) ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0922 ISCED 2011: 6 Main ECEC workplaces: see above

Table 10

Russian Federation: Centre Head/Deputy Head

Job title in Russian: <i>Direktor detkogo sada/Zamestitel rukovoditelya</i> Profile: Pre-primary Education Management Professional
Entry requirements: University entrance qualification Professional studies: 4 years university study route in Government and Municipal Management plus 5 years work experience in a management position or 5 years work experience as a Kindergarten Teacher Award: University degree (Bachelor equivalent) ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0413 ISCED 2011: 6 Main ECEC workplaces: <i>yaslye</i> (Infant-toddler centre), 1/1½-3 years

Table 11

Russian Federation: Educator's Assistant

Job title in Russian: <i>Assistant Vospitatel</i> Profile: Early Childhood Pedagogy Professional
Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>) Professional studies: 3 years at a vocational education/training college (<i>sredneje professionalnoje obrazovanie uchilishche</i>) specialising in pedagogy Award: Diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance qualification) ECTS points: n/a in Russia EQF level: n/a in Russia ISCED 2013-F: 0922 ISCED 2011: 4 Main ECEC workplaces: <i>yaslye</i> (infant-toddler centre) 1/1,5-3 years; <i>gruppy kratkovremennogo pribyvaniya</i> (sessional services), 1½–5 years

3.2 Competencies and curricula in IPS programmes

Kindergarten/Pre-primary Teacher

(post-secondary vocational route and university study route)

Educator/Childcare Worker (post-secondary vocational route)

Competency specifications

Prospective Kindergarten/Pre-primary Teachers and Educators/Childcare Workers are expected to acquire knowledge in the following areas:

- Developments in the educational system of the Russian Federation;

- Laws and other regulations on education;
- UN Convention on children's rights;
- Pedagogy; developmental and social psychology;
- Methods of observation and monitoring children's activities;
- Pedagogical ethics;
- Theory and didactics of educational work;
- Leisure time activities;
- Methods of management of educational systems;
- Using modern pedagogical and digital technologies;
- Cooperating with children of different age-groups, parents, co-workers;
- identification of conflict situations and coping strategies;
- Basic knowledge in ecology, economics, sociology;
- Basics of computer work with text editors, emails, browsers; using multimedia equipment;
- Employment policies and procedures in educational institutions;
- Regulations on labour protection and fire safety.

Curricular areas in the **vocational** route comprise:

- Pedagogical basics;
- Theory and methods of education;
- Federal Standard of Education;
- Didactics and methods of educational research and science;
- Pedagogy of preschool education;
- Psychology of the early years;
- Methods of teaching in preschool classes.

Curricular areas additional to the above in the **university** study route include:

- humanistic subjects such as philosophy, history, foreign language, economics, educational linguistics;
- Organisational and legal basics;
- Developing a professional identity;
- Health issues in preschool education;
- Inclusive education;
- Preparing children for school;
- Innovations in preschool education;
- Language development, diagnosis of disorders and their prevention;
- Information technologies in education;
- Development of children's graphic creativity.

Centre Head – university route

Competency specifications

A prospective centre head is expected to:

- Manage an educational institution according to the laws and other regulations;
- Combine teaching and administrative tasks;
- Implement the Federal State Educational Standard (FGOS);
- Decide on the grouping of children;
- Provide health and safety protection for the children;
- Respect the rights and freedom of pupils and employees of educational institutions;
- Define the strategic programme of the educational institution;
- Establish a work programme for the institution;
- Support participation in various programmes and projects;
- Supervise the continuing quality improvement of the educational institution;

- Implement educational programmes, curricula and training programmes in cooperation with municipalities or public organisations;
- Create conditions for the introduction of innovations;
- Promote a good working climate;
- Use budgetary funds effectively and efficiently;
- Supervise the salary fund according to the basic and stimulating aspects;
- Manage the staffing of the institution and select and recruit new staff;
- Solve personnel, administrative, financial, economic and other matters according to the charter of the educational institution;
- Create opportunities for the continuing professional development of staff;
- Provide satisfactory and safe working conditions;
Deploy staff according to their knowledge and experience;
- Promote and enhance staff motivation;
- Provide conditions of staff participation in management decisions;
- Plan, coordinate and control the work of staff in the educational institution;
- Cooperate with public authorities, local government authorities and the general public, parents and others;
- Represent the educational institution in the public domain;
- Promote cooperation with education-related organisations and associations;
- Feel responsible for material resources, documentation and finances;
- Prepare annual reports for the service provider, including financial statements.

Curricular areas include subjects focussing on administration, finance, pedagogy, municipal management, budget management, public relations.

3.3 Alternative entry and qualification routes, system permeability

Persons already in possession of a post-secondary vocational award or a university degree in a non-related field can follow a so-called requalification course (*perekvalifikacija*) to become a Kindergarten Teacher. The course comprises 500 hours of presence studies and 100 hours of personal/home-based study and includes the following curricular areas: pedagogical basics; theory and methods of education; Federal Standard for Education; didactics and methods of education research and science; preschool pedagogy; psychology of the early years; methods of teaching in kindergarten.

4. Workplace-based learning in the IPS of core practitioners

In Russia, the study routes of ECEC core practitioners are mainly theory-based. Only some colleges provide short-term practical placements in kindergartens. However, these are not evaluated and are not acknowledged in terms of the vocational award. So most young ECEC professionals are not properly prepared for their practical work. However, training-on-the-job is monitored by the Pedagogical Supervisor and individually designed for the new staff members. This is a kind of step-by-step introduction to the ECEC working environment; it is not formally structured or related to specific curricular areas. There are at least two reasons for this: one is a basic lack of knowledge in skills-orientated teaching, the other is the fact that using a competence matrix for assessment is still unusual. In the end, quantitative assessment procedures remain the favoured approach for internal auditing or awarding a licence (Mansarliyskaya 2016).

5. Continuing professional development (CPD)

In the Russian Federation, no standardised CPD exists for staff working in the childcare sector. Each member of staff is responsible for his/her own CPD, depending on their educational level. However, centre heads sometimes establish a CPD plan for their staff and are supported by the provider in terms of legal and administrative issues.

Kindergarten Teachers, on the other hand, are required to participate in at least one course of additional further qualification training of not less than 72 hours per year. These trainings can also include e-learning modules and homework as preparation for onsite CPD sessions.

In order to guarantee the quality of the teaching staff, all ECEC staff has to pass an accreditation or so-called attestation (*attestatcia*) every three years. For this they have to submit information on the teaching programmes attended, professional diplomas gained, additional qualifications, confirmation of participation in competitions to the local supervisory centre to prove that their qualification has been updated. Although staff in infant-toddler centres are not obliged to pass an attestation, most of them go through the process because it then enables them to work in settings with 3- to 6-year olds.

Whereas courses chosen for personal interests have to be paid by the employee, the obligatory 72-hours courses take place during working hours and are paid by the employer. They are provided either by public education service centres or by private teaching institutes. Moreover, pedagogical universities which are licensed by the local or federal ministry of education offer trainings on both general and specialised topics (e.g. improving creativity in kindergartens). There is a variety of courses on offer and the market is very competitive. Course fees vary between 5,000/6,000 RUB (79/95€) and 20,000 RUB (319€) depending on the topic and the reputation of the lecturer.

Centre heads decide about their staff's participation on CPD courses and about the chosen topic in order to improve the profile of their setting (e.g. to strengthen a focus on inclusion or natural sciences). Centre heads also can grant free time to participate in CPD or to pass exams. But CPD is not recognised in terms of career advancement and acquired skills are not evaluated.

Additional qualifications can be achieved through university courses or post-diploma degrees (so called *magistratura*) which are comparable to a Bologna Master's degree.

Kindergarten Teachers wishing to become Centre Heads additionally have to pass an examination with an oral test in front of a commission that decides whether the candidate is suitable for this position. If approved, the candidate is registered in a list for the next management position available. The test has to be repeated every three years.

Currently, there are no research projects on the topic of CPD, apart from some smaller regional model projects which have focused on team-building. There are no projects focussing on career assessment and development. At the moment all resources are allocated on developing competences on FGOS, so there is no room left for strategic career path development.

6. Recent policy reforms and initiatives relating to ECEC staffing

In recent years there have been no policy reforms relating to ECEC staffing. As mentioned in *section 1*, a new Federal Standard for Professional Education regarding the qualification of Kindergarten Teachers is under review at the different ministerial levels following a consultation process. A new law or Professional Standard is expected to be announced in 2018.

7. Recent country-specific research relating to ECEC professionalisation and staffing issues

Little research has been carried out on the initial professional studies of Kindergarten Teachers, possibly because of their low social status in Russia. New pedagogical and didactic approaches are taught in a 72-hour additional professional qualification, but not within the basic vocational education/training course. Current research tends to focus on the implementation of the Federal Standard, i.e. on topics needed to enhance Kindergarten Teachers' competencies to meet the national requirements. There is little other research on professionalization or staffing issues.

8. General workforce issues

8.1 Remuneration

The career levels of kindergarten teachers are classified in three categories: junior, basic and senior level teachers. Salaries and work tasks vary according to these levels, which in turn are not only dependent on the qualification but also on additional activities such as publications, participation in conferences or professional competitions etc.

The salaries of Kindergarten Teachers vary greatly depending on the economic situation of a region. In 2015, the average salary was 25,600 RUB (406€) per month, i.e. 94% of the Russian average wage. According to order No. 167n issued by the Ministry of Labour and Social Affairs in 2013, government institutions are obliged to follow the rules of a so-called effective contract (Gazeta.ru 2015). According to article 129 of the Russian labour code, wages comprise three parts: 1) compensation for the work, depending on the qualification (minimum wage) and municipal/state budget (co-efficients); 2) additional payment for special/additional work; 3) incentives.

Kindergartens charge parents for additional hours (swimming, art classes etc.) and use this income to increase the salaries of the staff through creating a bonus pool. (The culture of bonuses or stimulation goes back to the Soviet area, where extra shifts and over-fulfilment of the work load led to incentives.) This practice can lead to even greater disparities within municipalities: In 2015, wages in Moscow ranged between 24,000 and 49,000 RUB (380 and 777€) for a full-time job (City Government of Moscow 2016). This is almost at the same salary level as primary school teachers.

8.2 Full-time and part-time employment

The work in kindergartens is organised in shifts. Kindergarten Teachers generally work full-time; certain kinds of teachers for children with special needs may work part-time. However, there are no statistical data available on this.

8.3 Staff support measures in the workplace

At the regional level, support for ECEC staff is organised through special centres set up by the regional governments (e.g. by the state ministry of education) that provide for example psychological advice or crisis intervention. Training on the job, when entering from education, is organised within the organisation. Mostly the methodical supervisor gives help and advice. Modern human resources approaches like career-path supervision or mentoring are not provided.

8.4 Non-contact time

Preparation and reporting is mainly done during the sleeping time of the children. Officially there is no extra time calculated in working contracts to fulfil non-teaching duties.

8.5 Staff shortages and recruitment strategies

Young people are attracted to professions which provide a certain amount of stability in status and income, particularly in times of economic constraints, which has been the case since the early 1990s. The profession of Kindergarten Teacher is neither a high status profession (Yurchenko 2013), nor do these teachers have a steady and nation-wide or region-wide regulated income. There is no overall Russian remuneration system for Kindergarten Teachers. Attendance rates in kindergartens have been rising, leading to a stronger demand for qualified staff. These shortages are being addressed by providing possibilities for the 'requalification' of professionals who lack knowledge and experience in early childhood pedagogy (see *Section 3.3*). To date there are no regulated recruitment strategies.

9. Workforce challenges – country expert assessment

Although the de-professionalisation trend of the 1990s has been halted, the Russian ECEC system still lacks modern approaches and kindergarten staff is not confident with their professional situation (Yurchenko and Mansurov 2014).

As described above, currently there is no Professional Standard for the ECEC profession. Due to changes in society, technology and educational policy, new standards and qualification routes need to be developed. The challenge is to develop a complex system which also matches the new FGOS. However, an assessment by the Moscow State Pedagogical University showed that 40% of the pedagogical teams are still not yet ready to implement the Federal Standard (Miklaeva 2016a, 2016b, 2016c).

Another challenge is the further development of the vocational qualification routes. Currently, most of the budget goes to the universities and policy makers have to decide whether to focus on higher education as a qualification requirement for work in kindergartens or to strengthen the vocational routes.

Moreover, ECEC staff is not well paid; their salaries mostly depend on the budget situation in local authorities. Earning more money can only be achieved by increasing the already heavy workload. There is no research confirming these problems empirically – so the situation will probably not improve and will result in more staff shortages and larger groups of children. This, in combination with a lack of proficient professional know-how, is not likely to solve the problems regarding the implementation of the new Federal Standard.

A further challenge will be to raise the effectiveness of the preschool and school sector and to develop new strategies of administration.

10. References

City Government of Moscow [Pravitelstvo Moskva]. 2016. *Informacionnye materialy o khode realizacii Gosudarstvennoi Programmy „Stolichnoe Obrazovaniye“ Itogi 2015. Otchet na sasedanii Pravitel'stva Moskvy 15 marta 2016* [Information Materials on the Progress of the Implementation of the State Program "Stolichnoye Obsozovanny" - Results 2015. Report at the Meeting of the Government of Moscow on March 15, 2016].

- Gazeta.ru. 2015. *Prezidentskiye «podarki» k vyboram* [Presidential "Gifts" for the Elections] 14.5.2015. <https://www.gazeta.ru/business/2015/05/14/6684261.shtml>
- Klishin, A.A. 2015. *Tipovoi uchebnoi programmy professionalnoi perepodgotovki po kursu: Pedagogika i metodika doshkol'nogo obrazovaniya*. [The Model Curriculum for the Training Course "Pedagogy and Methodology of Preschool Education" - Modern Scientific and Technical Academy] http://snta.ru/up/pk/pedagogika_obsh/4.pdf
- Mansarliyskaya, L.F. 2016. *Vnutrenniy audit kachestva doshkol'nogo obrazovaniya s tsel'yu effektivnoy realizatsii osnovnoy obrazovatel'noy programmy doshkol'nogo obrazovaniya v sootvetstvii s FGOS doshkol'nogo obrazovaniya. Vserossiyskaya konferentsiya po voprosam otsenki kachestva obrazovaniya. Moskva* [Internal Audit of the Quality of Preschool Education in order to Effectively Implement the Basic Educational Program of Preschool Education in Accordance with the Federal State Educational Standards of Preschool Education. All-Russian Conference on the Assessment of the Quality of Education. Moscow.]
- Miklaeva, N.V. 2016a. *Doshkolnoe Obrazovanie segodnya: Vysovy vremeni i gorizonty rasvitiya*. [The Development of Preschool Education Today: The Challenges of Time and Horizons of Development] Paper presented at the International Scientific Conference "Modern Early Childhood Education: Theory and Practice of Effective Management", Sochi.
- Miklaeva, N.V. 2016b. *Uchebnyy plan obrazovatel'noy programmy detskogo sada. Kak sostavit' s uchetom FGOS DO i SanPiNov. Metodicheskoye posobiye dlya metodistov, starshikh vospitateley detskogo sada i zamestiteley direktorov obrazovatel'nykh kompleksov po doshkol'nomu obrazovaniyu. Upravleniye doshkol'nym uchrezhdeniyem M.: ARKTI* [The Curriculum of the Educational Program of the Kindergarten. How to Focus on the Federal State Educational Standards of Preschool Education and Health Rules and Regulations. Toolkit for Trainers, Senior Kindergarten Teachers and Deputy Directors of Educational Facilities for Preschool Education]. Moscow.
- Miklaeva, N.V. 2016c. "Tekhnologiya sostavleniya rabochikh programm vospitateley i spetsialistov. FGOS DO: Metodicheskoye posobiye", *Upravleniye doshkol'nym uchrezhdeniyem M.: ARKTI* [The Technology of Drawing up Working Programs for Educators and Specialists: Federal State Educational Standards of Preschool Education. Toolkit] Moscow.
- Ministry of Health and Social Development of the Russian Federation. 2010. *On Approval of Common Qualification Schedule of Centre Heads, Specialists and Employees, Section "Qualification Characteristics of Staff Working in the Educational System"*. State Order dated August 26, 2010 No. 761n. <http://ussobr.ru/upload/iblock/50e/50e6dd77fc3427a692bf5633f13d719d.docx>
- Oberhuemer, P., I. Schreyer, and M.J. Neuman. 2010. *Professionals in Early Childhood Education and Care Systems: European Profiles and Perspectives*. Farmington Hills, MI: Barbara Budrich.
- Rosstat - Federalnaya sluzhba gossudarstvennoy statistiki. 2016. *Obrazovaniye* [Education] *Doshkol'noye obrazovaniye* [Preschool Education] *Programmy podgotovki nauchno-pedagogicheskikh kadrov v aspiranture i podgotovka nauchnykh kadrov v doktoranture* [Programs for the Training of Scientific and Pedagogical Staff in Postgraduate Study and Training of Scientific Personnel in Doctoral Studies] http://www.gks.ru/wps/wcm/connect/rosstat_main/rosstat/ru/statistics/population/education/
- Taratukhina, M. S., M. N. Polyakova, T. A. Berezina, N. A. Notkina, R. M. Sheraizina, and M. I. Borovkov. 2006. "Early Childhood Care and Education in the Russian Federation". *Background paper prepared for the Education for All Global Monitoring Report 2007*. Paris: UNESCO. <http://unesdoc.unesco.org/images/0014/001491/149142e.pdf>
- UNESCO Institute for Statistics. 2012. *International Standard Classification of Education 2011*. <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>
- UNESCO Institute for Statistics. 2014. *ISCED Fields of Education and Training 2013 (ISCED-F 2013)*. DOI <http://dx.doi.org/10.15220/978-92-9189-150-4-en> (18-20)
- Yurchenko, O. 2013. "Dynamics of the Professional Status of Preschools." In *Professionals in the Era of Reforms: Dynamics of Ideology, Status and Values*, edited by V. Mansurov. Moscow: Institute of Sociology RAS.
- Yurchenko, O., and V. Mansurov. 2014. "Professionalisation in Early Childhood Education in Russia". *Professions and Professionalism*, 4(3) <https://journals.hioa.no/index.php/pp/article/view/660/875>