

# [COUNTRY]

## ECEC Workforce Profile

### Research specification for national expert reports

1

Funded by:



Federal Ministry for  
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## Key terms

**ECEC provision:** All forms of regulated centre-based **early childhood education and care (ECEC)** settings or services for children from birth up to compulsory school age which offer full-time or part-time places. For the purpose of this study, staff in home-based care settings (family day care, childminding) are not included.

**Centre staff:** All persons working in regular and **direct** contact with children in all types of centre-based early childhood settings (qualified and/or non-specialist qualified or non-qualified co-workers or assistants)

**Core practitioners:** Fully qualified staff with responsibility for a group of children

**Centre leaders:** On-site managers, centre heads or principals/directors with day-to-day responsibility for the running of the ECEC centre/s. In some cases they may also work directly with children.

**Pedagogical co-ordinators:** Specialist professionals with educational and management responsibilities. Their role is to see that the quality of ECEC is maintained and improved. They are usually responsible for a number of different ECEC centres.

**Initial professional education (IPE):** Pre-service professional study routes (higher or vocational education) which qualify for employment in ECEC provision

**Continuing professional development (CPD):** All forms of post-IPE professional learning activities for staff in ECEC provision, whether site-based or course-based, informal or formal

**EQF** – European Qualifications Framework: outcomes based (knowledge, skills, competences), eight-level reference tool to enable comparisons between countries. <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>

**ECTS** – European Credit Transfer and Accumulation System: a system for enhancing student mobility through the Europe-wide recognition of credit transfers and credit accumulation in higher education  
[https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en)

**ISCED** – International Standard Classification of Education: an instrument for comparing levels and fields of education across countries, developed by UNESCO in the 1970s and revised in 1997 and 2011. <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

#### Technical notes

- Please base the data in your country profile on national legislation, reports and research studies.
- Please use gender-appropriate language. If there is more than one way of describing a specific job title, please state each one, e.g. in German: *Erzieherin / Erzieher*; in French: *éducatrice / éducateur*.
- If you wish to include comments from relevant professionals in the field, you are welcome to do so as long as they are clearly identified (e.g. senior municipal representative, centre leader).
- Please use British English spellings for your report.

## Contents

1. ECEC governance
2. Who belongs to the early years workforce?
  - 2.1 Regular contact staff in ECEC provision
  - 2.2 Centre leaders
  - 2.3 Centre-based posts of responsibility
  - 2.4 Coordinating and supervisory staff
  - 2.5 Specialist support staff
3. Structural composition of ECEC workforce: qualifications, gender, ethnicity
4. Initial professional education (IPE)
  - 4.1 Initial qualifying routes – higher education and vocational
  - 4.2 Competencies, curriculum and pedagogic-didactic approaches in IPE programmes
  - 4.3 Alternative entry and qualification routes, system permeability
5. Guided workplace experience (practica) in the initial professional education of core practitioners
6. Continuing professional development (CPD) of ECEC staff
7. Working conditions and current workforce issues
  - 7.1 Remuneration
  - 7.2 Full-time and part-time employment in ECEC provision
  - 7.3 Support measures in the workplace for newly qualified and newly appointed staff
  - 7.4 Non-contact time
  - 7.5 Current staffing issues (e.g. staff shortages, recruitment strategies, age distribution)
8. Recent policy reforms and initiatives relating to staffing and professionalisation issues
9. Recent country-specific studies focusing on ECEC staff
10. Workforce challenges – country expert assessment

References

## 1. ECEC governance

In terms of a brief introduction, please give a short description of the ECEC governance system in your country regarding responsibility for ECEC. Please use the following main categories as an orientation:

- unitary / unified / integrated
- partially unified / partially integrated
- bi-sectoral / multi-sectoral (social welfare / education / health...)
- centralised / decentralised / federal

*See Appendix for examples – Figure 1*

## 2. Who belongs to the early years workforce?

### 2.1 Staff working directly with children in ECEC provision

Please give an overview of all contact staff working directly with children. In countries with separate sectors (e.g. France) or partially unified sectors (e.g. UK), please indicate which staff work in which sector. Please state the:

- occupational title in the original language, together with a literal translation into English
- main workplace settings in the original title, together with a translation into English, and age-range of children in the settings
- main position/s held
- main age-range focus of initial professional education
- minimum qualification requirement for each post, together with European Credit Transfer System (ECTS) requirements (if applicable) and position in the European Qualifications Framework (EQF)

*See Appendix for example – Table 1*

### 2.2 Centre leader

Please briefly describe the qualifications and job characteristics of the head, principal or director with day-to-day responsibility for the running of the ECEC centre/s. Is there an official job specification for this post? Is the understanding of leadership predominantly shared and collective, or hierarchical? Are the main leadership tasks primarily pedagogical or administrative? Does the centre leader also work directly with children on a regular basis? Is an additional qualification *required* to take up this position? If so, what kind of qualification is this? Please give any additional information you think essential to portray ECEC leadership in your country.

### 2.3 Centre-based posts of responsibility

Are posts of responsibility allocated within the centre for pedagogical tasks across the centre (e.g. working with migrant families; developing inclusive practices; student mentoring?) If so, are these rewarded with higher pay?

### 2.4 Pedagogical co-ordinators and supervisory staff

Please describe the qualification requirements and tasks of **co-ordinating** staff (sometimes known as pedagogical co-ordinators). They are generally responsible for a number of centres and have a counselling, coaching and support role focusing on team and centre improvement. They may also organise on-site or regional continuing professional development activities. Please describe the qualification requirements and tasks of **supervisory** staff employed by the centre provider or the local authority who may be responsible for external evaluations or inspections.

### 2.5 Specialist support staff

Please describe the full range of specialist staff who work with individual children within the centre. Some examples: speech therapists, special needs staff, language coaches. Please state if they are based at the centre for regular support or whether they are allocated in individual cases by a local counselling or advisory service.

## 3. Structural composition of ECEC workforce: qualifications, gender, ethnicity

Please give statistical data on the overall composition of the ECEC workforce – as far as possible according to the categories below. If your country has a bi-sectoral system for younger and older children up to compulsory school age, please state the composition for each sector and, if possible, for each type of setting. If there are no reliable national data available, please state this explicitly.

Please state the proportion of:

- staff with a specialist three-year (or longer) higher education degree
- staff with a specialist vocational qualification (upper secondary, post-secondary)
- staff with a non-relevant qualification
- trainee staff
- unqualified staff
- male practitioners (disaggregated if possible according to: centre leaders, core practitioners, auxiliary staff/assistants)
- staff with a minority ethnic background or a 'background of migration' (definitions will vary from country to country – please specify)

*See Appendix for country examples – Tables 2a and 2b*

## 4. Initial professional education (IPE)

### 4.1 Initial qualifying routes – higher education and vocational

Please state for each staff category:

- entry requirements
- professional education: main qualifying routes and level (upper secondary/vocational; post-secondary/vocational; higher education); duration of studies
- award (e.g. Bachelor, Early Childhood Education); ECTS points (if applicable)
- EQF level; ISCED level
- main fields of work

### 4.2 Competences, curriculum and pedagogic-didactic approaches in IPE programmes

Please outline for each qualifying route the main

- competence specifications
- curricular areas, including digital education
- pedagogic-didactic approaches

### 4.3 Alternative entry and qualification routes, system permeability

Please state:

- alternative pathways of entry into ECEC work and of qualification accrue ment for (1) core practitioners (e.g. predominantly workplace-based training routes) and (2) qualified and non-qualified co-workers
- formal opportunities for moving up and across qualifications frameworks
- options for men and women with non-specialist qualifications (career changers)

## 5. Guided workplace experience (practica) in the initial professional education of core practitioners

What role does learning in the early childhood workplace (variously termed: e.g. practicum, workplace-based learning; placement) play in the initial professional education of core practitioners? Please state:

- whether this element of IPE is regulated by national and/or regional and/or provider guidelines and how explicit these are about the cooperation between and complementary roles of IPS institutions and ECEC centres
- the length of time spent overall in the workplace (in weeks or days) throughout the course of studies and how the time blocks are structured
- the number of ECTS allocated to workplace experience in the professional study routes for core practitioners
- the skills and competences students are expected to develop in the workplace

- forms of student self-evaluation and external evaluation
- whether mentoring/supervising staff in ECEC centres are *expected to or have to* complete a specific qualifying course for the task of supporting students in the workplace
- whether mentoring/supervising staff in ECEC centres have a designated role, with time allocation specifications for mentoring, and whether/how they are remunerated for their work
- whether ‘workplace experience’ is an issue in current debates in the field

## 6. Continuing professional development (CPD) of ECEC staff

Please give a brief description of the following aspects of continuing professional development for staff in ECEC provision.

- **Legislation and regulation:** Are there specific legislative and/or administrative frameworks at the national, regional and/or provider levels for regulating the CPD of (a) centre leaders, (b) core practitioners and (c) qualified and non-qualified co-workers?
- **Main forms:** What are the main forms of CPD available for the various types of ECEC staff in your country (e.g. formal seminars/courses; centre-based CPD activities; other types)?
- **CPD providers:** Which organisations and agencies are the main providers of CPD in your country? Do private providers have to comply with specific national or regional standards? Is certification awarded by any one CPD provider also recognised across the entire early childhood sector and by different employers?
- **Leave entitlement:** Please state the relevant leave entitlement specifications. How many days per year are granted for CPD activities during working hours?
- **Obligatory or optional?** Are specific CPD activities optional or obligatory? Please differentiate between (a) centre leaders, (b) core practitioners and (c) qualified and non-qualified co-workers.
- **Funding support:** Do ECEC employers cover the costs of attending CPD activities?
- **Access to CPD:** Do all kinds of ECEC staff have similar access opportunities? Are there regularly occurring problems regarding access to CPD for (a) centre leaders, (b) core practitioners and (c) qualified and non-qualified co-workers (e.g. no supply staff available)?
- **CPD and career advancement:** Is participation in specific forms of CPD formally recognised in terms of promotion and career advancement (e.g. credit endorsements for specialist posts)? Please describe the general availability and thematic focus of specialist courses/modules for specified posts (e.g. centre leadership; student mentor in ECEC setting; language support coach). Is participation supported by state or employer funding?
- **Key content focus of CPD for core practitioners:** What are the three main topics which are (a) currently in focus in CPD activities? (b) emerging as issues for the near future? Who decides on the prioritisation of specific topics? How strong is the practitioner voice in this process?
- **Research:** Have large-scale research projects on the CPD of ECEC personnel received funding over the past five years (e.g. studies on access, motivation, impact factors)?
- **Current debates:** Is CPD for ECEC staff an issue in current debates in the field?



## 7. Working conditions and current workforce issues

Please give a brief description of general workforce issues. These may include (but not be limited to):

### 7.1 Remuneration

*For example:*

Are core practitioners in ECEC provision paid the same as primary school teachers?

Is it possible to live on this salary without additional support (e.g. living as a single parent with one child in a major city)?

Do staff receive a higher salary for posts of responsibility (e.g. as centre leader, deputy leader, student mentor/supervisor)?

### 7.2 Full-time and part-time employment

How many hours do full-time staff work in your country? What is the relation between full-time and part-time posts?

### 7.3 Support measures in the workplace for newly qualified staff

Are support procedures for newly qualified and newly appointed staff a legal requirement in your country? To what extent are introductory measures (mentoring, coaching, professional supervision...) provided for these staff members during the first six months of employment? Who is responsible for organising and providing this support?

### 7.4 Non-contact time

How much paid working time (so-called non-contact time) is allocated weekly for preparation work, staff meetings, cooperation with parents, networking in the community and other activities?

### 7.5 Current staffing issues (e.g. staff shortages, recruitment strategies, age distribution in the workforce)

Please note any severe staff shortages and whether specific recruitment strategies are in place to deal with this problem, both at the provider level and the national policy level. Please note any other current staffing issues, such as the age distribution in the workforce.

## 8. Recent policy reforms and initiatives relating to ECEC staffing and professionalization issues

Please give a brief description of national reforms or initiatives regarding the staffing of ECEC provision and/or staff professionalisation which have been introduced over the past five years.

## 9. Recent country-specific research studies focusing on ECEC staff

Please give a brief description of three to four relevant research projects conducted over the past five years according to the following structure: source, aims and methods, selected findings, implications. If possible, please include at least one project that has been carried out since the COVID-19 pandemic outbreak.

## 10. Workforce challenges – country expert assessment

Please give a brief personal assessment of three potential workforce challenges that your country is likely to face, both in the near future and in a longer-term perspective.

## References

For bibliographic details please consult the following link (Chicago style):

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) (16th edition)

See [www.seeepro.eu](http://www.seeepro.eu) for country-specific examples.

**Figure 1:**

**Brief description of ECEC system (examples)**

1. **Finland** has a unitary system of early childhood education and care, organised in two stages. Both ECEC provision for children up to age 6 (*päiväkoti*) and pre-primary education for 6 to 7-year-olds (*esiopetus*) come under the auspices of the Ministry of Education and Culture, but with different curricular frameworks.
2. Early childhood education and care in the **Czech Republic** is organised as a multi-sectoral system. Kindergartens (*mateřské školy*), mainly for 3 to 6 year-olds, come under the Ministry of Education, Youth and Sports, whereas a fairly recent form of centre-based provision for 0 to 6 year-olds (*dětská skupina*) falls under the responsibility of the Ministry for Employment and Social Affairs. The former day nurseries – as remodelled types of social care provision – come under the Ministry for Industry and Commerce.
3. In the United Kingdom of Great Britain and Northern Ireland, each of the four constituent nations has its own ECEC system. In **England**, for example, the ECEC system can be described as partly unified. Although overall responsibility for the planning and monitoring of ECEC provision for children up to statutory schooling at age 5 comes under the Department for Education, two distinct sub-sectors remain: (1) state-maintained provision and (2) private, voluntary and independent settings, each with different service providers, funding conditions and staffing requirements.

**Table 1****Regular staff in ECEC settings in direct contact with children (example: Sweden)**

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPE	Minimum qualification requirement and ECTS points / EQF level / ISCED <sup>1</sup> level
<i>Förskollärare</i> <b>Preschool Teacher/ ECEC Teacher</b>  <i>Profile:</i> Early Childhood Pedagogy Professional	<i>Förskola</i> <b>Early childhood centre/preschool</b> 1-5 years  <i>Förskoleklass</i> <b>Preschool class in schools</b> 6 years  <i>Öppen förskola</i> <b>Open preschool</b> 1-5 years  <i>Fritidshem</i> <b>Leisure-time centre</b> 6-12 years	Core practitioner with group responsibility  Centre head	1-6 years	Bachelor's degree 3½ years university  ECTS points: 210 EQF Level 6 ISCED 2011: 6
<i>Barnskötare</i> <b>Childcare Worker</b>	<i>Förskola</i> <b>Early childhood centre/preschool</b> 1-5 years  <i>Öppen förskola</i> <b>Open preschool</b> 1-5 years	Qualified co-worker	Broad-based social care approach 1-10 years and beyond	Upper secondary vocational education (3 years) specialising in pedagogical work  ECTS points: n/a <sup>2</sup> EQF Level 3/4 ISCED 2011: 3
<i>Grundlärare med inriktning mot arbete i fritidshem</i> <b>Primary Teacher - Extended School</b> <i>formerly</i> Leisure-Time Pedagogue	<i>Fritidshem</i> <b>Leisure-time centre</b> 6-12 years  <i>Förskoleklass</i> <b>Preschool class in schools</b> 6 years  <i>Grundskolan</i> <b>Primary school</b> 7-12 years Aesthetic subjects	<i>In leisure-time centres:</i> Core practitioner with group responsibility  <i>In schools:</i> Specialist teacher for practical / aesthetic subjects	6-12 years	Bachelor's degree 3 years higher education institution, specialising in leisure-time pedagogy and practical/aesthetic subjects with school-age children Award: Bachelor of Arts in Primary Education  ECTS points: 180 EQF Level 6 ISCED 2011: 6

<sup>1</sup> UNESCO Institute for Statistics. 2012; 2014.<sup>2</sup> n/a = not applicable**Table 2a:****Structural composition of ECEC workforce (qualifications, gender, ethnicity) in an integrated ECEC system (example: Croatia, 2015/2016\*)**

Staff categories	ECEC Teachers	Nurses	Specialist support staff	Administrative staff	Total	Proportion of workforce
Staff with specialist higher education degree (BA)	10,051	262	75	279	10,667	71.6
Staff with specialist higher education degree (MA)	310	7	872	186	1,375	9.2
Staff with specialist vocational qualification (post-secondary)	580	286	2	408	1,276	8.6
Staff with non-specialist qualification	0	0	0	0	1,578	10.6
Men	27.1 % (including male administrative staff; no systematically compiled data by qualifications and work place)					
Staff with a background of migration	No systematically compiled national data; (estimated: 9.6% in 2011)					

\* Croatian Bureau of Statistics 2015a, own calculations

**Table 2b:****Structural composition of ECEC workforce (qualifications, gender, ethnicity) in a split-sector ECEC system (example: France)****France: Childcare sector (0-3 years)**

Staff categories	Year/proportion of workforce
Staff with a specialist three-year (or longer) early years higher education degree	2011*: <i>Puéricultrices/puériculteurs</i> : 4%  <i>Éducatrices/éducateurs</i> - centre heads only): 16%  Only 1 or 2 <i>éducatrices</i> work directly with children, depending on the size of the crèche. An increasing number are taking on the position of Centre Head.
Staff with a specialist vocational qualification (post-secondary)	Not applicable
Staff with a specialist vocational qualification (upper secondary)	2011**: <i>Auxiliaires de puériculture</i> : 36%  <i>CAP petite enfance</i> : unknown, depends on the location
Non-qualified or minimally qualified staff	Approx. 50% (estimated, and including <i>CAP petite enfance</i> workers) Variations among municipalities, public and private sectors
Specialist support staff (e.g. speech therapists) who work on site on a regular basis	Paediatrician (one half day/week, compulsory) who examines the babies on entry and follows them up. Psychologist and/or Psychomotor therapist (one half day/week, non-compulsory, but frequently requested)
Male practitioners	2011: <i>Puériculteurs</i> : 1.5% <i>Éducateurs de jeunes enfants</i> : 2.7% <i>Auxiliaires de puériculture</i> : 1.0%
Staff with a minority ethnic background	No national statistical data available. Estimated share of staff from Maghreb and sub-Saharan Africa relatively high**.

Sources: \*Gresy and Georges 2012; \*\*Ulmann et al. 2015.

**France: Pre-primary education sector (2-6 years)**

Staff categories	Year/proportion of workforce
Staff with a pre-primary and primary education higher education teaching degree	2014/15: 97%* with a Master's degree ( <i>Professeurs des écoles</i> )
Staff with a specialist vocational qualification (upper secondary, post-secondary)	<i>ATSEM</i> (paid by municipalities): from one per class to none (big variations between cities); no national statistics available.
Unqualified staff	None
Specialist support staff (e.g. speech therapists) who work on site on a regular basis	School paediatricians (1,200 nationwide) and school nurses (7,000 nationwide) work in several <i>écoles maternelles</i> and <i>écoles élémentaires</i> at the same time (health promotion, early detection of developmental difficulties, promoting inclusive work). They visit settings regularly. Further specialists (psychologists, speech therapists) are requested if necessary through <i>RASED</i> <sup>1</sup> .
Male practitioners	In pre-primary settings <b>and</b> elementary schools* Public sector: 20% Private sector: 2% 2007: 16% of students preparing for the CRPE exam**
Staff with minority ethnic background	No national statistics available – staff with a background of migration tend to work in areas with a high minority language population.

Source: \*Ministry of National Education 2017b. \*\*Paola 2007.

<sup>1</sup>*RASED (Réseaux d'aides spécialisées pour enfants en difficulté* = networks of teachers and school psychologists to support children in need. If necessary, the psychologist can inform the parents about external speech therapists, clinical psychologists, etc.