

Table 7.1. Overview of trained staff in centre-based ECEC

	Main type of staff	Initial training	Age range covered	Main field of work	Work in primary?	Men in ECEC % of staff	In-service opportunities	% primary teacher salary
AUS ¹	Teacher	3-4 year tertiary type-A ² degree	0-8	Pre-school/preprimary, kindergartens	Yes	< 3.3% in care	Teachers – several funded days/year	100%
	Child care worker	2-3 year tertiary type-B ² to 4-year tertiary Type A (a minority)	0-5	Long day care	No	< 2% pre-primary	Child care – limited to some services	~75%
AUT	<i>Kindergartenpädagoginnen</i> (kindergarten pedagogues)	5 years secondary level training diploma in kindergarten pedagogy	3-6	Kindergarten	No	2.7%	Funded by <i>Land</i> authorities. 3-5 days per year	
	<i>Erzieherinnen</i> (social pedagogues)	Vocational secondary education diploma in <i>Sozialpädagogik</i>	0-6	Essentially in <i>Krippen</i> and <i>Hort</i> (after-school care) and in Kindergarten as assistants			Vary considerably across the different <i>Länder</i> . Pedagogues express concern about the lack of professional development and career opportunities.	
	<i>Kindergarten assistants</i>	In several authorities, no training is required, but often <i>Erzieherinnen</i> work as assistants	3-6	Kindergarten				
BEL-FR	<i>Institutrice de maternelle</i> (kindergarten teacher)	3 years pedagogical – tertiary type B	2.5-6	<i>École maternelle</i>	No	Less than 1%	Funding decentralised to schools	100%
	<i>Puéricultrices</i> (child care nurses)	3 years post-16 vocational secondary	0-3	<i>Crèches</i> (or assistant in <i>école maternelle</i>)	No			
BEL-FL	<i>Kleuteronderwitzer(es)</i> (kindergarten teacher)	3 years pedagogical – tertiary type B	2.5-6	<i>Kleuterschool</i>	No	Less than 1%	Funding decentralised to schools	100%
	<i>Kinderverzorgster</i> (child care nurses)	3 years post-16 vocational secondary	0-3	<i>Kinderdagverblijf</i> or <i>crèches</i>	No			
CAN	Teacher	4 year tertiary type-A (except PEI)	0-5/5-10	Kindergarten, pre-kindergarten and primary school	Yes	2%	Provided for kindergarten teachers	
	Early childhood educator	2-year ECE, Type B	0-12	Child care, nursery school, pre-school	No			
CZE	<i>Uitel mateske koly</i>	4 years secondary pedagogical or 3 years tertiary type-B or tertiary type-A	3-6	<i>Mateská kola</i>	No	Less than 1%	Voluntary – offered by regional centres	75%
	<i>Detska sestra</i>	4-year secondary nursing school	0-3	<i>Crèche</i>	No			
DNK	<i>Paedagoger</i> (specialised in kindergarten pedagogy)	3.5 years in specialised tertiary level colleges type B, but shorter depending in prior experience	0-100	Pedagogues make up 60% of staff in centre-based services for children from 6 months to 7 years	Yes – 6- to 7-year-olds in the pre-school class and in teams with 6- to 10-year-olds	14% in <i>Dagtilbud</i> . 3% in preschool class and 25% in leisure-time services	Funding decentralised to municipalities	
	<i>Paedagogmedhjælper</i> (nursery and child care assistants)	Senior secondary vocational training. Some assistants undertake 18 months adult education in the social care field; some have no formal qualifications		<i>Crèches</i> , kindergartens, age-integrated services (<i>Dagtilbud</i>) and SFOs				
FIN	<i>Lastentarhanopettaja</i> or day care centre teachers with a bachelor/ masters in education	Education degree – university tertiary type A	0-7	<i>Päiväkoti</i> or day care centres. One-third of staff must have tertiary degree, but multi-disciplinary work with <i>Lähihoitaja</i> is the rule. Day care teachers with an education degree can also teach in the <i>vuotiaiden esiopetus</i> or pre-school class	Yes, with 6-7 year olds	4%	Funding decentralised to municipalities Municipal obligation to provide 3-10 days annual per person – all staff	81%
	<i>Sosionomi</i> (social pedagogues) with a tertiary degree in social sciences	Social science degree – polytechnic tertiary type B	0-6					
	<i>Lähihoitaja</i> (practical nurses)	Senior secondary vocational training of 3 years in practical nursing	0-7	<i>Päiväkoti</i> and pre-school class. The majority of staff in <i>Päiväkoti</i> are trained children's nurses				
	Trained day care assistants	Day care assistants must also have training	0-7					
FRA	<i>Professeurs d'écoles</i>	4-year university degree A + 18-24 months post-graduate professional training	2-6	<i>École maternelle</i> (pre-primary education)	Yes, can teach in all primary classes			
	<i>Puéricultrices</i> (child nurses)	Nurse/mid-wife diploma + 1-year specialisation	0-3	<i>Crèches services</i>	No			
	<i>Éducateurs de jeunes enfants</i>	27-month post-Bac in special training centres	0-3	<i>Crèches services</i>	No			
	<i>ATSEM</i> (<i>école maternelle assistants</i>)	Secondary level certificate in early childhood studies. Older ATSEM may not have training	2-6	ATSEMS work as assistants in <i>écoles maternelles</i> , especially in urban centres				
GER	<i>Erzieherinnen</i> (kindergarten pedagogues)	2-year post-18 vocational training + 1-year internship	3-6	<i>Kindergarten</i> , <i>Hort</i> (leisure-time and home-work programmes)	No			
	<i>Kinderpflegerinnen</i> (child carers)	2-year secondary vocational training + 1-year internship	0-6	<i>Krippe</i> (<i>crèche</i>), <i>Hort</i> and kindergarten				
HUN	<i>Óvodapedagógus</i> (kindergarten pedagogues)	3-year tertiary degree	0-7	<i>Óvoda</i> (kindergarten for 3-6). Over two-thirds of staff are tertiary pedagogues, the rest trained assistants				
	<i>Gondozó</i> (child care workers)	3-year post-secondary vocational training – specialist certificate	0-3	<i>Bölcsde</i> (for under 3). Over 90% of staff are fully trained				

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IRL	Teacher	3-year tertiary type A – primary focus	4-12	Schools	Yes	Less than 1%		100%	
	Child care assistant	Wide variation – many untrained	0-6	Child care centres				c. 60%	
ITA	<i>Insegnante di scuola materna</i>	4-year tertiary type A	3-6	<i>Scuola materna</i>	No	Less than 1%	Municipality or director/inspector decides	c. 100%	
	<i>Educatrice</i>	Secondary vocational diploma	0-3	<i>Asili nidi</i>	No				
KOR	Kindergarten teacher A	4-year tertiary type A	3-6	Kindergartens	No		Offered by regional teacher centres to all kindergarten teachers and child care teachers		
	Kindergarten teacher B	2-year tertiary type B	0-6	Child care centres					
	Child care worker	1 year training after high school	0-6	<i>Hakwon</i> (private learning academy)					
MEX	<i>Docentes</i> or early childhood teachers	University degree tertiary type A – <i>licenciatura</i>	3-6	<i>Educación preescolar</i>	No		Several funded days/year with an obligatory 3-day professional development before each work year		
	Child care staff	Mostly untrained or with in-service training (e.g. <i>madres comunales</i> – community mothers). In the CENDIs, a variety of health (children's nurses) and social care-personnel	0-3	<i>Educación inicial</i>					
NLD	<i>Leraar basisonderwij</i>	3-year vocational tertiary education – tertiary type B	4-12	<i>Basischool</i>	Yes	25% in primary, but few men work with the 4- to 6-year-olds.	Funding decentralised to municipalities	100%	
	<i>Leidster kinder centra</i>	2-year post-18 training	0-4	<i>Kinderopvang</i>	No				
NOR	<i>Pedagogiske ledere</i>	3-year college professional education – tertiary type B	1-6	<i>Barnehager, SFOs</i> (about one-third staff in kindergartens hold a tertiary qualification)	Yes, grades 1-4 with 1 year extra training	7%	A plan for access is part of public sector labour agreement	88-96%	
	<i>Assistents</i>	2-year post-16 apprenticeship	1-6	Two-thirds of staff in <i>Barnehager</i> , a significant proportion without training.					
PRT	<i>Educadoras de infancia</i> (or early childhood teachers)	4-year university or polytechnic	3-6	<i>Jardim de infância</i>	No	Less than 1%	56 hours minimum annually, offered by regional teacher centres and universities to all teachers. Not mandatory but necessary for career progression	100%	
	<i>Educadoras</i> , nurses and social workers	Tertiary-level B professional qualifications	0-3	<i>Crèches</i>					
	Auxiliary staff	Training is now mandatory, but many still untrained		<i>Jardims and crèches</i> . Ratio of <i>educadoras</i> and auxiliary staff is not available					
SWE	<i>Lärare</i> (teachers ³) composed of <i>Förskollärare</i> (pre-school teachers) <i>Fritidspedagog</i> (leisure pedagogues) and primary school teachers	3.5 years in university college, professional education – tertiary type A	1-7	Pre-school teachers work in pre-school centres (50% of staff, the rest being trained child assistants), open pre-schools, pre-school classes and in multi-disciplinary teams in the primary school.	Yes	5%	Funding decentralised to municipalities	100%	
	<i>Barnskötare</i> or child assistants (are fully part of the pedagogical teams)	2-year vocational senior secondary (compose nearly 50% of staff in pre-schools – almost all trained)		In all settings					
UKM	Qualified teacher (QTS – qualified teacher status) including nursery teachers with a similar qualification	4-year university tertiary type A	3-11	Nursery and reception classes for 3-5 years. Although mandatory, the requirement is not always observed in pre-schools outside the state-funded system	Yes	1% in non-school ECEC	Regular access for teachers		
	Nursery assistants	Level 3, vocational diploma	0-5	Assistants work in child care settings or as assistants in nursery and reception classes. 30% of assistants are without any diploma					Limited in child care
	(Foreseen: A 4-year graduate <i>Early childhood professional</i> in each Children's Centre, and <i>Senior practitioners</i> with a 2-year type B qualification)	Tertiary level A							
USA ¹	Public school teacher	4-year university – tertiary type A	4-8 (0-8)	Public schools	Yes	3%	Most states require a certain number of hours per year	100% school	
	<i>Head Start</i> teacher	CDA = 1-year tertiary type B	0-5	<i>Head Start</i>	No			42% in child care	
	Child care personnel	1 course to 4-year university	0-5	Child care centre	No				

1. Except for official federal services, qualification and staffing requirements vary according to the regulations of each state or territory.

2. Tertiary-type A corresponds to Level 5A of ISCED, tertiary-type B corresponds to Level 5B of ISCED. An important difference is that Type A colleges are financed and mandated to undertake research.

3. In the new professional education regime in Sweden, these professions have merged into a single “new teacher” professional profile, serving children from 1-12 years. The new graduates now take a common core course together and then specialise in primary teaching, pre-school teaching or free-time pedagogy. Composite teams (including child assistants) can now work together across the age range, whenever different competences are needed.

Source: OECD Country Reports; Oberhuermer and Ulrich (1997).