

## **ANNEX A**

For ‘Early Childhood in the Anglosphere:  
Systemic failings and transformative possibilities’

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### **National Profiles of Anglosphere countries, France and Sweden**

NB. Anglophone countries are at the start in alphabetic order; France and Sweden are at the  
end of the Annex

Country AOTEAROA NEW ZEALAND			
Type of government (unitary, federal)	Unitary: national government + local authorities (11 regional councils; 61 territorial authorities – 11 city councils and 50 district councils; and 6 unitary councils, which are territorial authorities with regional council responsibilities).		
Population (nos.; ethnic groups)	5.1 million (2021). Aotearoa New Zealand is a diverse society, with a substantial indigenous minority. In the 2018 census, 70.2% of the population were of European (or Pākehā) descent, 15.1% Asian, 8.1% Pacific peoples and 16.5% (indigenous) Māori = 16.5%. In 2021, the percentage of primary school children by ethnic group were: European/Pākehā - 45% (1). Māori - 26%, Asian – 15% and Pacific peoples - 10%.		
Official language(s)	English, Māori, Sign		
Compulsory School Age	6. But most children start the first class of primary school at 5	Public spend on ECEC as % GDP	1.0% (2017) (2)
Level(s) and department(s) of govt. responsible for ECE	<b>National:</b> the national Department for Education Ministry of Education has overall responsibility for ECEC; Work and Income New Zealand is responsible for administering childcare subsidies. <b>Local:</b> Councils do not have a prescribed role except in providing resource consent for new buildings.		
Regulation and licensing of services	All ECE services are regulated and licensed by the Ministry of Education (3). The Ministry also develops policy; undertakes research, analysis and monitoring; develops and funds some programmes; publishes curriculum and assessment resources; develops policy and resources for targeted groups. The <b>Education Review Office</b> is the government's external evaluation agency; it evaluates and reports on the education and care of learners in schools, <i>kura</i> , <i>kōhanga reo</i> and early childhood services.		
Curriculum	<b>Te Whāriki (Early Childhood Curriculum)</b> is a mandated curriculum that every ECE service is required to follow. It is a bicultural curriculum for children from birth to 6 years. There is a common aspiration for children, and a framework of 4 principles, 5 strands and 23 goals, that ECE services are expected to use to weave their own unique curriculum whāriki (woven mat). Learning outcomes include knowledge, skills and attitudes which combine as learning dispositions and working theories. Kōhanga reo has its own curriculum, <b>Te Whāriki a te kōhanga reo</b> , which has the same principles and strands.		
Testing/assessment	There are no statutory assessment requirements. Most written assessments in ECE services use narrative approaches, predominantly in the form of learning stories, particularly focused on dispositions and to a lesser extent, working theories. <b>School Entry Assessment (SEA)</b> is an assessment package which assesses some of the literacy and numeracy skills new entrant children have when they first begin school. It is not compulsory.		
Entitlements to ECE	All 3, 4 and 5-year-old children enrolled at an ECE service or <i>kōhanga reo</i> that offers '20 Hours ECE' are eligible for 20 hours ECE per week up to 6 hours per day. But there is no legally defined entitlement to a place; parents need to find an ECE setting that offers 20 hours ECE. The ECE setting receives a higher government funding subsidy intended to cover costs for those children whose parents have attested for the days and hours they are using. Fees cannot be charged for hours claimed as 20		

	Hours ECE, but can be charged outside that time. 'Optional charges' can be charged for extra costs (4).	
<b>Enrolment rate:</b> <b>0-2 years with average weekly hours</b> <b>3-5 years</b>	45.6% with no information on average weekly hours (2020) (2)  88.7% (2020) (2)	
<b>Participation rate 0-2 years by equivalised disposable income</b>	No information available in OECD Family Database	
	<b>Teacher-led services</b> (require the person responsible to be a qualified, certificated teacher) NB. No school-based services	<b>Parent/whānau-led services</b> (require parent and/or whānau involvement in providing education and care for children. Does not have to meet the teacher certification criteria)
<b>Typology of service (inc.name, description)</b>	<p><b>Education and care centres:</b> Full-day, sessional or half-day centre-based provision. May cater for children from 0 to 5-years-old, although all have own age criteria. Some centres are based on particular philosophies, e.g. Rudolf Steiner, Montessori and Reggio Emilia. Some are Māori immersion or bilingual. Pacific centres are total immersion or bilingual in their home language, e.g. Tokelauan, Niuean, Samoan, Cook Islands Māori, Tongan, Vanuatuan.</p> <p><b>Kindergarten:</b> Operate sessional (up to 4 hours per day), or school day. Some are all-day. Provide for children from 2 to 5-years-old.</p> <p><b>Home-based services (family daycare):</b> tend to be flexible, providing an educator to work with children in the educator's home or the child's home at hours to suit parents. Provide for children from 0 to 5-years-old. Although termed 'teacher-led', only the co-ordinator is required to be a qualified, registered teacher. Educators have lesser qualifications.</p>	<p><b>Playcentre:</b> Sessional for children from 0 to 5-years-old. Based on belief in the family as the most important setting for the care and education of the child. Parents undertake all roles, including pedagogy, management and administration. Parents undertake playcentre training to be educators of their children.</p> <p><b>Playgroup:</b> Usually run by parents who require no training; also usually small, often operating in community halls. Cater for children from 0 to 5-years-old. Playgroups include Pacific early childhood playgroups and community language playgroups for different ethnic communities.</p> <p><b>Ngā puna kōhungahunga:</b> Māori immersion or bilingual playgroup  <b>Kōhanga reo:</b> (Māori immersion language nests). Offer total immersion Māori with full time enrolment and are managed by whānau (extended family) (6).</p>

	<p><b><i>Te Kura Correspondence School:</i></b> A distance education service for 3 to 5-year-olds who cannot attend an early learning service or <i>kōhanga reo</i>.</p> <p><b><i>Hospital-based:</i></b> Located in hospitals for hospitalised children.</p>	
<b>No. of registered or licensed places (2020) (7)</b>	<p><b><i>Education and care:</i></b> 146,771  <b><i>Casual education and care:</i></b> 189  <b><i>Kindergarten:</i></b> 26,309  <b><i>Home-based:</i></b> 25,645  <b><i>Te Kura Correspondence School:</i></b> Not stipulated, but 333 attended in 2021  <b><i>Hospital:</i></b> Not stipulated, but 457 attended in 2021</p>	<p><b><i>Playcentre:</i></b> 10,857  <b><i>Kōhanga reo:</i></b> 12,702  <b><i>Playgroup:</i></b> Figures not published because they are certificated not licensed and data less robust.</p>
<b>Providers (e.g. public; non-profit private; for-profit private)</b>	<p><b><i>Education and care centres:</i></b> 72% private; 28% community-based (8).  <b><i>Casual education and care</i></b> (9): 86% private, 14% community-based.</p> <p><b><i>Kindergartens:</i></b> provided by a kindergarten association that manages one or more kindergartens. 100% community-based.</p> <p><b><i>Home-based:</i></b> 92% private; 8% community-based.</p> <p><b><i>Te Kura- Correspondence School:</i></b> a school in the state system.</p> <p><b><i>Hospital-based services:</i></b> under the control of the Ministry of Health or a district health board. 100% community-based.</p>	<p><b><i>Playcentre:</i></b> 100% community-based  <b><i>Playgroup:</i></b> 100% community-based  <b><i>Ngā puna kōhungahunga:</i></b> 100% community-based  <b><i>Kōhanga reo:</i></b> 100% community-based</p>
<b>Workforce, inc. numbers; qualification level; pay and conditions</b>	<p>In 2021, there were 30,476 qualified and unqualified teaching staff (10). 72% were qualified graduate teachers with a recognised teaching qualification (3-year degree, or Graduate Diploma of Teaching, Postgraduate Diploma in Teaching and Learning after gaining an undergraduate degree); 70% were registered and certificated teachers (approved by</p>	<p><b><i>Playcentres:</i></b> Qualification requirements for playcentres are playcentre specific, and delivered by Playcentre Education. Ten modules can be undertaken that contribute to a NZ Certificate in Early Childhood Education and Care Level 4 (12). Parents act as educators, with maximum ratios of 1:5, children under two accompanied by parent, and no more than 30 children (13).</p>

	<p>Teachers Council as good character and fit to teach)</p> <p><b>Education and care centres:</b> 67% qualified teachers. Most teaching staff are on individual contracts. Average annualised pay for head teacher/leader NZ\$68,458, \$32.93 hourly rate; teacher: NZ\$55,964, NZ\$26.91 hourly rate; teacher in training NZ\$41,472; unqualified teacher: NZ\$421,942.</p> <p><b>Kindergartens:</b> 93% qualified teachers. Paid on Kindergarten Teachers' Collective Agreement, which gives parity with primary school teachers, and the Secretary of Education is a party to the agreement. Average annualised pay for head teachers: NZ\$90,596, NZ\$43.55 hourly rate; for teachers: NZ\$72,880, NZ\$35.04 hourly rate.</p> <p><b>Home-based:</b> 757 coordinators; 6,246 educators. 99% of coordinators are qualified teachers (a requirement), but low levels of qualifications only required for educators. Homebased services get a 'quality rate' of funding if educators have approved qualifications (Level 3 completed): 21% received this. Most on individual contracts. Average annualised pay for homebased co-ordinator: \$62,637 or \$30.11 hourly rate; for homebased educator: \$5.38 per child per hour rate. (Can have up to four children). The adult minimum wage in New Zealand is \$20 per hour.</p> <p>All pay data from (11).</p>	<p>Voluntary, although a supervisor may be employed and paid.</p> <p><b>Playgroups and Ngā puna kōhungahunga:</b> no qualification requirements, but certification standards apply (14).</p> <p><b>Kōhanga reo:</b> <i>Tino Rangatiratanga Whakapakari Tohu</i> is the teaching qualification recognised by the Kōhanga Reo National Trust Board for whānau involved in <i>kōhanga reo</i>. The Ministry of Education acknowledges the right of the Trust Board to set the <i>Tino Rangatiratanga Whakapakari Tohu</i> as the teaching qualification for <i>te kōhanga reo kaiako</i>. <i>ōhanga whānau</i> are also supported to undertake training in <i>Te Ara Tuatahi</i> and <i>Te Ara Tuarua</i> to support the acquisition and use of <i>te reo Māori</i> by <i>whānau</i> in the home and in the <i>kōhanga reo</i> (15).</p>
<b>Funding, inc.public/private split; method(s) of public funding</b>	<p>Parents pay fees, and there are various forms of public funding paid direct to service providers. The government funds licensed services through the <i>ECE Funding Subsidy</i>, using a complex formula so that levels vary according to enrolment,</p>	<p>Licensed <b>playcentres</b> are funded according to playcentre 'standard' or 'quality' rates. Licensed <b>kōhanga reo</b> are funded according to <i>kōhanga reo</i> 'standard' or 'quality' rates. <b>Playgroups</b> get funding for</p>

	<p>service type, percentage of qualified teachers, if '20 hours ECE' is offered, and whether all day or sessional, children over two or under two years.</p> <p>In the case of <i>kindergartens</i>, teachers are paid on a collective agreement, and kindergartens get higher rates if they attest to paying their certificated teachers at or above certain minimum salary levels in Kindergarten agreement. From 2022, as an incentive for teachers in <i>education and care centres</i> to move towards pay parity with kindergarten and primary school teachers, the government has introduced additional 'parity' funding to services that agree to pay, at a minimum, their certificated teachers at the first six of the eleven applicable pay steps set out for kindergarten teachers.</p> <p><i>Equity Funding</i> provides additional funding to services that are, for example, situated in low socioeconomic or isolated situations, or are teaching in languages other than English, and Targeted Funding for Disadvantage.</p> <p><i>Targeted Assistance for Participation</i> provides a limited amount of government funding for capital works such as the cost of new buildings and building extensions. Private for-profit businesses are eligible for these government grants on the same basis as community-based organisations - the funds are used towards. Centres built from these government funds are then owned by the business.</p> <p>The <i>Childcare Subsidy</i> is a payment that helps low- or middle-income families with the cost of using early childhood services. The <i>Guaranteed Childcare Assistance Programme</i></p>	<p>the day-to-day operating costs of running a playgroup.</p> <p>Funding is paid to the service management.</p>
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	provides a subsidy of NZ\$6 per hour for up to 50 hours per week for parents who are main caregivers, under 20 years of age and in full-time education, training or work-based learning; or part-time working. Both subsidies are paid direct to the service provider by Work and Income New Zealand (5).	
<b>Length of well-paid leave (weeks) (16)</b>	0 (26 weeks at 100% of earnings, but with low ceiling on payment below minimum wage)	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	No well paid leave	
<b>Proposed changes</b>	To regulate for 80 percent qualified teachers (current regulation is for 50%); and to introduce 'network planning' to ensure a planned coherent approach to provision of ECEC (17).	

- (1) <https://figure.nz/chart/Kek22tXIA4BCMwqb>
- (2) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (3) [www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/#Criteria](http://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/#Criteria)
- (4) [www.education.govt.nz/early-childhood/funding-and-data/20-hours-ece-for-ece-services/#eligibility](http://www.education.govt.nz/early-childhood/funding-and-data/20-hours-ece-for-ece-services/#eligibility)
- (5) <https://www.workandincome.govt.nz/products/a-z-benefits/index.html>
- (6) *Te Korowai* is the cloak that warms the *kaupapa* of *kōhanga reo*. The four *Pou* of *Te Korowai* cloak the dreams and aspirations of the Māori people for their *mokopuna* and for future generations and are: total immersion in *te reo Māori* in *te kōhanga reo* daily operations; *whānau* decision-making, management and responsibilities; accountability; the health and well-being of the *mokopuna* and the *whānau*. Kōhanga Reo National Trust Board and the Ministry of Education signed *Korowai* on behalf of all *kōhanga reo* on 2 October 1995.
- (7) [www.educationcounts.govt.nz/statistics/services](http://www.educationcounts.govt.nz/statistics/services)
- (8) **Private:** A service that is not community-based. It may be owned by a private company, publicly listed company, private trust, partnership, or an individual. Private services are able to make financial gains and distribute these to their members. **Community-based:** A service that is a community-based service prohibited from making financial gains that are distributed to their members including: an incorporated society; a charitable, statutory, or community trust; a registered charity; owned by a community organisation (e.g. a city council, church, or university); considered a Public Benefit Entity under XRB requirements
- (9) 'Casual education and care' services such as those found in gyms or shopping centres, where children can be left for supervised recreation and care for a few hours at a time.
- (10) [www.educationcounts.govt.nz/statistics/staffing](http://www.educationcounts.govt.nz/statistics/staffing)
- (11) [www.educationcounts.govt.nz/data/assets/pdf\\_file/0015/206214/Early-Childhood-Education-Remuneration-Report-2020-Summary.pdf](http://www.educationcounts.govt.nz/data/assets/pdf_file/0015/206214/Early-Childhood-Education-Remuneration-Report-2020-Summary.pdf)
- (12) [www.playcentre.org.nz/wp-content/uploads/2020/02/Playcentre-Education-Fact-Sheet.pdf](http://www.playcentre.org.nz/wp-content/uploads/2020/02/Playcentre-Education-Fact-Sheet.pdf)
- (13) [www.education.govt.nz/early-childhood/funding-and-data/funding-handbooks/ece-funding-handbook/the-ece-funding-subsidy/section-3c-parentwhanau-led-services/3-c-3-playcentres/](http://www.education.govt.nz/early-childhood/funding-and-data/funding-handbooks/ece-funding-handbook/the-ece-funding-subsidy/section-3c-parentwhanau-led-services/3-c-3-playcentres/)
- (14) <https://assets.education.govt.nz/public/Documents/Early-Childhood/Licensing-criteria/ECE-Licensing-Booklet-Playgroups-Aug2018.pdf>
- (15) [www.education.govt.nz/early-childhood/funding-and-data/funding-handbooks/ece-funding-handbook/the-ece-funding-subsidy/section-3c-parentwhanau-led-services/3-c-4-te-kohanga-reo/](http://www.education.govt.nz/early-childhood/funding-and-data/funding-handbooks/ece-funding-handbook/the-ece-funding-subsidy/section-3c-parentwhanau-led-services/3-c-4-te-kohanga-reo/)
- (16) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)

(17) [www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/early-learning-regulatory-review/](http://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/early-learning-regulatory-review/)



<b>Country AUSTRALIA</b>			
<b>Type of government (unitary, federal)</b>	Federal: Australia is a federation comprising six states and two self-governing territories. There are three levels of government: the federal (national) government; state/territory governments; and local government. Constitutional responsibility for local government lies with state and territory governments. There are approximately 560 local government areas throughout Australia (1).		
<b>Population (nos.; ethnic groups)</b>	25.7 million (2021). Australia is a very diverse society with one out of every three people born overseas (29.8%). In the 2021 census nearly every country around the world was represented in Australia's population and almost half of all Australians have a parent who was born overseas (48.2%). The majority of recent migrants come from England (3.8%), followed by India (2.8%), China (2.5%), and New Zealand (2.2%) (2). In 2016, 3.3% of the total population identified as being Indigenous (Aboriginal Australians and Torres Strait Islanders) (3)		
<b>Official language(s)</b>	English is described as the 'national language' by government and is the most common language spoken in Australian homes. However, over 5.5 million people speak a language other than English at home. Around 300 languages are spoken in Australia, including Indigenous languages. Mandarin is the most common language other than English spoken at home, followed by Arabic, Cantonese, Vietnamese, Italian and Greek. The use of Punjabi at home increased by 80% from 2016 to 2021 (4).		
<b>Compulsory School Age</b>	6 (5 in Tasmania). But most children start primary school between four-and-a-half and five-and-a-half years.	<b>Public spend on ECEC as % GDP</b>	0.6% (2017) (5)
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p>Responsibility for ECEC rests between the different levels of government:</p> <p><b>Federal:</b> The Federal Government (through the Department of Education) is primarily responsible for the payment of Child Care Subsidy - a means tested parent fee subsidy generally paid directly to the ECEC provider. Operational funds are provided to a limited number of providers.</p> <p><b>States/territories:</b> State/Territory government roles vary depending upon the jurisdiction. Most commonly, State/Territory government fund preschool services (short day or sessional ECEC). This level of government is also responsible for regulating, monitoring and enforcing minimum standards for services under the National Quality Framework (NQF) (see the following section).</p> <p><b>Local:</b> In some, but not all States, local government (council) plays a role in directly delivering ECEC services. Council involvement can vary within states and from council to council. For example, across the 33 Councils areas of Greater Sydney, only a few are providers of ECEC. Some of these councils have historically leased premises to not-for profit ECEC providers at low cost. However, increasingly these councils are under financial pressures and are seeking rental returns that reflect current commercial conditions. To achieve this, they sometimes open expressions of interest for new lease periods to commercial providers of ECEC, with whom not-for profit providers then have to compete.</p>		

	<p>The nine Ministers for Education (federal+6 states+2 territories) work collaboratively in an <b>Education Council</b> to develop national policies and respond to matters which require national collaboration and coordination. The Education Council provides a forum through which strategic policy on school education, ECEC and higher education is coordinated at the national level and through which information can be shared, and resources used collaboratively, to address issues of national significance (6).</p> <p>The national <b>Australian Children's Education and Care Quality Authority</b> (ACECQA) is an independent national authority for ECEC. It has a governing Board whose members are nominated by each state and territory and the Commonwealth. The Board is accountable to Education Ministers (7).</p>
<b>Regulation of services</b>	<p>State and territory regulatory authorities are responsible for monitoring and enforcing regulations within their jurisdictions.</p> <p>ACECQA supports these authorities to administer the <b>National Quality Framework (NQF)</b> for children's education and care. The NQF is a nationally consistent quality standard covering long day care, family day care, preschool/kindergarten, and outside school hours care services. The NQF includes: a national law, national regulations, and a National Quality Standard covering 7 quality areas, against which services are rated. It provides a single approach to 'market entry' (the National Law has market entry tests that include a focus on the probity and capability of the service provider), standards, quality assurance and a shared commitment to continuous quality improvement (8).</p>
<b>Curriculum</b>	<p>The <b>Early Years Learning Framework: Belonging , Being and Becoming</b> (EYLF) covers all children from birth to school entry , and is an approved curriculum framework for all ECEC settings under the National Quality Framework. The EYLF, first mandated in 2012, is currently undergoing a process of review, with the stated intention of it being updated. In addition to the national framework, states and territories may choose to have a state specific approved learning framework. Currently, the Victorian Early Years Learning and Development Framework is the only additional approved framework listed by ACECQA.</p> <p>The EYLF prescribes five overarching outcomes for children. They are:</p> <ul style="list-style-type: none"> <li>• <i>Children have a strong sense of identity.</i></li> <li>• <i>Children are connected with and contribute to their world.</i></li> <li>• <i>Children have a strong sense of wellbeing.</i></li> <li>• <i>Children are confident and involved learners.</i></li> <li>• <i>Children are effective communicators.</i></li> </ul> <p>With cultural diversity such a strong feature of many Australian households, many early childhood programmes incorporate home languages and references to cultural practices in their educational programs. Resourcing these programmes is diverse and include federal government funding for 'Inclusion Support', and state government funding for agencies such as the Multicultural Resource Centre and the Ethnic Community Services Co-operative (9).</p>

	<p>The <b>Australian Curriculum Authority</b> has established the Aboriginal and Torres Strait Islander Histories and Cultures priority to promote consideration of the diversity of Aboriginal and Torres Strait Islander Peoples’ culture through language, ways of life and experiences as expressed through historical, social and political lenses (10). The EYLF expects early childhood educators to demonstrate cultural competence and promote cultural competence among children. These priorities and expectations are reflected in recent initiatives to bring greater recognition of Indigenous languages in the early childhood context and the development of resources, including games and story books (11).</p>	
Testing/assessment	<p>Individual states have various reporting/testing/diagnostic regimes that are implemented between the year before school commencement and in the first year of schooling. For example, NSW has a mandatory ‘Transition Statement’ which provides a summary of a child’s learning, capabilities and interests. It is completed for each child by their early childhood educator and sent on to the school they will be attending the following year. NSW schools administer a literacy and numeracy assessment to each child within their first 5 weeks of school as part of the ‘Best Start Kindergarten Assessment’.</p> <p>The <b>Australian Early Development Census (AEDC)</b> occurs every 3 years and maps developmental outcomes of children in their first year of school. The census involves teachers in completing the Australian version of the Early Development Instrument consisting of about a 100 questions relating to five key areas of early childhood development, referred to as ‘domains’, these include: physical health and well-being; social competence; emotional maturity; language and cognitive. As a population measure, the AEDC can provide snapshots of developmental trends and can inform the development of community priorities and programs.</p>	
Entitlements to ECEC	Children are entitled to 600 hours of free early childhood education in the year before they start full-time primary school.	
Enrolment rate: 0-2 years with average weekly hours 3-5 years	<p>44.9% with no information on average weekly hours (2020) (5)</p> <p>81.6% (2020) (5)</p>	
Participation rate 0-2 years by equivalised disposable income	No information available in OECD Family Database	
	School-based/kindergarten services	Other ECEC services
Typology of service (inc.name, description)	Terminology for school based ECEC services varies between jurisdictions, and the same term may be used differently according to jurisdiction.	<p><b><i>Centre based day care (‘long day care’)</i></b>: provides ECEC for children aged between 0-5 years. Children can attend up to 50 hours a week but the average attendance is 31 hours.</p> <p><b><i>Family day care</i></b>: provides ECEC for children aged between 0-5 years</p>

	<p>Primary schools have a transition year before year one of primary education that children attend when they enrol in School. This is known variously as <b>Kindergarten</b> (Australian Capital Territory and New South Wales); <b>Pre-Primary</b> (Western Australia); <b>Prep</b> (preparatory year) (Queensland, Tasmania and Victoria); <b>Reception</b> (South Australia); and <b>Transition</b> (Northern Territory).</p> <p>In addition, State/Territory education departments may offer 'stand-alone' <b>preschool</b> services for children in the one or two years before they enter school.</p>	<p>usually in childcarer's own home; usually organised into networks. Children can attend up to 50 hours a week but the average attendance is 23.5 hours.</p> <p><b>Preschool:</b> structured, play-based learning, delivered by a qualified early childhood teacher, aimed at children in the year or two before they start full-time schooling. Preschool can be delivered within a long day care centre, or in a stand-alone pre-school.</p> <p>In 2021, 66.5% of pre-school programmes were delivered from centre-based day care. There is considerable variation between states and Territories. Tasmania (62%), Western Australia (56%), and the Northern Territory (54%) have the highest number of stand-alone preschools. New South Wales (80%) and Queensland (74%) provide most preschool programmes within centre based long day care (12).</p>
<b>No.of registered or licensed places</b>	No information	<p>In 2022, the number of services approved to operate under the National Quality Framework were as follows: 498 family day care services; 8556 long day care services; and 3074 standalone preschool services (13).</p> <p>(NB. these figures exclude most Tasmanian and Western Australian departmental preschools, as these operate outside the scope of the NQF).</p>
<b>Providers (e.g.public; non-profit private; for-profit private)<sup>4</sup></b>	The majority of <b>schools</b> are government owned and managed (69.8 per cent). Non-government schools include Catholic and Independent schools.	Of services approved to operate under the NQF, 51% were private for-profit; 34% private not-for-profit; 7% local government or other public managed; and 7% were in schools. Of long day care services, 68% were private for profit (14).
<b>Workforce, inc.numbers; qualification level; pay and conditions</b>	No information on workers in school-based services	The regulatory framework requires staff working in regulated settings to have at least an ISCED (International Standard Classification of Education) Level 4 qualification (Australian Certificate III). Centre-based settings are obliged to meet three minimum

		<p>thresholds for staffing: at least one degree-qualified teacher (predominantly ISCED Level 6); half of the staff holding or working towards at least a short-cycle tertiary qualification (at least ISCED Level 5), and half of the staff holding or working towards at least the minimum requirement, a post-secondary qualification (ISCED Level 4) (6).</p> <p>According to the most recent (2021) early childhood workforce census, 92.9% of paid contact staff in childcare centres had an ECEC-related qualification: 12.4% had a Bachelor Degree or above (ISCED Level 6); 47.5% had an Advanced Diploma or Diploma in an ECEC related field (ISCED Level 5); and 33.2% had a Certificate III or IV (ISCED Level 4) in an ECEC related field. Almost one quarter of all paid contact staff were studying for a qualification. Over 70% of paid contact staff with a Certificate I or II were studying to obtain a Certificate III or above (mostly a Certificate III). The number of paid contact staff qualified at the Advanced Diploma and Diploma level is increasing (up 7.7% from 2016), conversely qualifications at the Certificate III and IV are falling (down 7.9 % from 2016) (15).</p> <p>The wages and conditions for staff working in ECEC vary considerably according to qualification and award. The average gross weekly earnings for 'Child Carers' is above that of the national minimum wage, but well below the overall average gross weekly earnings (6). According to the Workforce census one third of paid contact staff in centre based day care services earned above award rate (33.6 per cent). Across the board however, low wages are contributing to staff shortages and industrial action (16).</p>
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<p><b>Funding, inc.public/private split; method(s) of public funding</b></p>	<p>State and Territory governments provide most of the funding to public (government owned) schools. The Australian Government is the major funding source of non-government schools (excluding parent fees) (17).</p>	<p><b>ECE entitlement:</b> the Federal Government provides funding of approximately \$4.6 billion to support states/territories provide the 600 hours a year entitlement for children in the year before they start school; funding is provided through the National Partnership Agreement on Universal Access to Early Childhood Education. States/territories and providers work out what cost, if any, will be passed on to parents for early childhood education.</p> <p><b>Other ECEC provision:</b> the Federal Government supports children's access to ECEC through the 'Child Care Package', including: the <i>Child Care Subsidy</i> (CCS) providing families with financial assistance to help cover the cost of ECEC and to encourage workforce participation; the <i>Additional Child Care Subsidy</i>, a top up payment in addition to the Child Care Subsidy and provides targeted additional fee assistance to vulnerable or disadvantaged families and children facing barriers in accessing affordable ECEC; <i>Community Child Care Fund</i> providing grants to ECEC services to reduce barriers to accessing child care, particularly in disadvantaged, regional and remote communities; and the <i>Inclusion Support Program</i>, which improves access to ECEC for children with additional needs through tailored inclusion advice and support and reducing more challenging inclusion barriers. CCS is means-tested, so is worth less as income rises, and is paid directly to providers to reduce the fees they charge parents.</p> <p>Total combined government spending on ECEC in 2019-20 was \$10.6 billion. Most of this money goes direct to providers to reduce parent fees for early learning through the CCS. This</p>
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		means 70 to 80 per cent of revenue is publicly funded (18).
<b>Length of well-paid leave (weeks) (19)</b>	0 (leave either unpaid or paid at level of national minimum wage)	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	No well-paid leave	
<b>Proposed changes</b>	<p>The Labour federal government elected in May 2022 identified early childhood as a policy priority, particularly ‘affordable childcare’. The 2022 budget announced measures for ‘cheaper child care’. Legislation passed in November 2022 sets out to achieve this through increases in CCS.</p> <p>In June 2022, the NSW and Victoria state governments announced plans to introduce an extra year of early education, for 4 to 5-year-olds (‘universal pre-kindergarten’/‘pre-prep’), from 2030 and 2025 respectively. This will be delivered in a preschool setting (20). At the same time, the NSW government announced extra spending of AU\$5 billion on the childcare sector over the next 10 years; the state government will give subsidies to private childcare providers, with the intention of lowering fees. The Victorian government will also establish 50 childcare centres in the areas with the greatest unmet demand for childcare places, increasing overall supply of places by 3-5% (21).</p> <p>In February 2023, the government announced it had tasked the Productivity Commission to undertake an inquiry into Australia’s early childhood education and care system ‘focused on delivering our two key goals – removing barriers to workforce participation for parents and providing a foundation for our children’s future wellbeing and success’. It will undertake a broad consultation process as part of the inquiry, and deliver its report in June 2024 (22).</p>	

- (1) [www.parliament.nsw.gov.au/about/Pages/Levels-of-Government-in-Australia.aspx](http://www.parliament.nsw.gov.au/about/Pages/Levels-of-Government-in-Australia.aspx)
- (2) <https://www.abs.gov.au/statistics/people/population/australias-population-country-birth/2021>.
- (3) [www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/latest-release#:~:text=The%20final%20estimated%20resident%20Aboriginal,of%20the%20total%20Australian%20population.](http://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/latest-release#:~:text=The%20final%20estimated%20resident%20Aboriginal,of%20the%20total%20Australian%20population.)
- (4) [www.abs.gov.au/statistics/people/people-and-communities/cultural-diversity-census/2021](http://www.abs.gov.au/statistics/people/people-and-communities/cultural-diversity-census/2021)
- (5) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (6) [www.oecd.org/education/school/StartingStrongVI-CBR-Australia.pdf](http://www.oecd.org/education/school/StartingStrongVI-CBR-Australia.pdf)
- (7) [www.acecqa.gov.au/about-us](http://www.acecqa.gov.au/about-us)
- (8) [www.acecqa.gov.au/nqf/about](http://www.acecqa.gov.au/nqf/about)
- (9) [www.dese.gov.au/child-care-package/inclusion-support-program#toc-what-the-program-offers;](http://www.dese.gov.au/child-care-package/inclusion-support-program#toc-what-the-program-offers;)  
[https://fka.org.au/;](https://fka.org.au/) <https://ecsc.org.au/>
- (10) [www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/.](http://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/)
- (11) [www.abc.net.au/education/this-indigenous-language-map-helps-kids-understand-australia/13883546;](http://www.abc.net.au/education/this-indigenous-language-map-helps-kids-understand-australia/13883546) [www.snaicc.org.au/](http://www.snaicc.org.au/)
- (12) [www.pc.gov.au/research/ongoing/report-on-government-services/2022/child-care-education-and-training/early-childhood-education-and-care#eccec;](http://www.pc.gov.au/research/ongoing/report-on-government-services/2022/child-care-education-and-training/early-childhood-education-and-care#eccec;)  
[www.abs.gov.au/statistics/people/education/preschool-education-australia/latest-release](http://www.abs.gov.au/statistics/people/education/preschool-education-australia/latest-release)
- (13) [NQF Snapshot Q2 2022 FINAL.pdf \(acecqa.gov.au\)](#)

- (14) [www.acecqa.gov.au/sites/default/files/2021-11/NQF-Snapshot-Q3-2021\\_0.PDF](http://www.acecqa.gov.au/sites/default/files/2021-11/NQF-Snapshot-Q3-2021_0.PDF). Figures include Outside School Hours Care services.
- (15) [www.dese.gov.au/child-care-package/resources/2021-early-childhood-education-and-care-national-workforce-census-report](http://www.dese.gov.au/child-care-package/resources/2021-early-childhood-education-and-care-national-workforce-census-report)
- (16) [www.smh.com.au/politics/federal/no-more-cupcakes-childcare-educators-to-nationally-strike-20220721-p5b3cn.html](http://www.smh.com.au/politics/federal/no-more-cupcakes-childcare-educators-to-nationally-strike-20220721-p5b3cn.html)
- (17) [www.pc.gov.au/research/ongoing/report-on-government-services/2022/child-care-education-and-training/school-education](http://www.pc.gov.au/research/ongoing/report-on-government-services/2022/child-care-education-and-training/school-education)
- (18) <https://bigsteps.org.au/wp-content/uploads/2021/11/Spitting-off-cash-Where-does-all-the-money-go-in-Australias-early-learning-sector.pdf>
- (19) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)
- (20) [www.abc.net.au/news/2022-06-16/nsw-victoria-plan-for-new-preschool-year-education/101155350](http://www.abc.net.au/news/2022-06-16/nsw-victoria-plan-for-new-preschool-year-education/101155350)
- (21) [www.abc.net.au/news/2022-06-14/nsw-government-childcare-state-budget-5-billion/101149014](http://www.abc.net.au/news/2022-06-14/nsw-government-childcare-state-budget-5-billion/101149014)
- (22) <https://ministers.treasury.gov.au/ministers/jim-chalmers-2022/media-releases/productivity-commission-inquiry-consider-universal-early>



<b>Country CANADA</b>			
<b>Type of government (unitary, federal)</b>	Federal: federal government + 10 provinces and 3 territories + local government. 'Local government is highly varied across Canada, differing across the country and relying on legislation from each province and territory for specific powers and areas of responsibility. The names given to local governments, such as city, village, town, urban or rural, in general reflect the type of area rather than powers or responsibilities, which are specific to each province or territory. This makes direct comparison complex' (1).		
<b>Population (nos.; ethnic groups)</b>	38.2 million (2021). Canada is a very diverse society In the 2016 census, individuals identified with the following ethnic groups: Canadian 32.3%, English 18.3%, Scottish 13.9%, French 13.6%, Irish 13.4%, German 9.6%, Chinese 5.1%, Italian 4.6%, First Nations 4.4%, Indian 4%, other 26.6% (adds to more than 100% because some respondents identified with more than one ethnic group) (2).		
<b>Official language(s)</b>	English and French. 20% report speaking another language at home. About 0.6% report an Indigenous language as their mother tongue (3).		
<b>Compulsory School Age</b>	6	<b>Public spend on ECEC as % GDP</b>	No information (OECD FD/PF3.1.A)
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p><b>Federal:</b> the federal government has no education ministry. However, it does support and influence policy and provision through conditional financial offers to provinces and territories, most recently through the Canada-wide <b>Early Learning and Child Care Strategy</b> (CWELCCS, see 'Funding' for details); the department responsible for Early Learning and Child Care is Families, Children and Social Development, a sub-department (with its own Minister) of Employment and Social Development Canada.</p> <p><b>Provinces/territories:</b> Provinces and territories have responsibilities for ECEC, with Ministries of Education now responsible for ECEC in every province/territory in Canada except Alberta.</p> <p><b>Local:</b> There is very little municipal (local) involvement in ECEC in Canada. Municipalities do not have their own powers but are subordinate to the provinces, which may delegate powers to them. Outside Ontario, local governments have no mandated role in regulated child care; nevertheless, some municipalities in Alberta and Saskatchewan have chosen to support or deliver child care services, while over a period of more than 20 years, the City of Vancouver has developed a significant planning and policy-setting role with respect to child care. Most recently, the provincial government in British Columbia has strengthened municipalities' planning role through partnership and funding. The main exception to this general picture is Ontario, where municipalities plan, design, oversee and fund all ELCC services, and operate some, through the 47 consolidated municipal service managers and, in the north, the district social service administration boards. They receive an envelope of funding each year from the provincial government and they have autonomy for expenditures within the provincial policy framework. The provincial government, through the Ministry of Education, has retained the role of licensing and inspections, but everything else is in the hands of the municipalities.</p> <p>Education ministers work together on pan-Canadian initiatives on ECEC through the <b>Council of Ministers of Education</b> (4).</p>		

Regulation of services	Provinces and territories are in charge of developing regulatory frameworks for licensing and monitoring, which define minimum requirements for structural quality in settings (e.g. physical space, group sizes, curriculum frameworks, staff-child ratios for different age groups and settings and workforce requirements, including composition, education and qualifications) (4).	
Curriculum	<p>Provinces and territories are responsible for developing curriculum framework. Almost all provinces and territories have a curriculum framework in place, with the exception of Nunavut and Yukon, where the curriculum framework is in development, and Newfoundland and Labrador and the Northwest Territories, where draft frameworks are being piloted. The implementation of curricula is compulsory in all settings in Nova Scotia, Ontario and New Brunswick, and in pre-primary settings in most provinces and territories.</p> <p>Most provinces have in place a curriculum framework covering children aged 0 to 5 in all settings. Manitoba has separate frameworks for children aged 0 to 2 and 2 to 5/primary school entry. In the case of New Brunswick, a dual curriculum system is in place, with distinct frameworks that exist based on language within the same age groups, one for the English and one for the French ECEC sector; two distinct integrated curricula for children aged 0 to 5 are in place, and two distinct frameworks are in place for ages 3 to 5.</p>	
Testing/assessment	There are no statutory assessment requirements.	
Entitlements to ECEC	All provinces and territories provide kindergarten programmes for all five year olds. This is delivered free to parents, and is almost always provided by public education authorities. Ontario, Nova Scotia, PEI, New Brunswick, Quebec and the Northwest Territories now provide, or are phasing in, kindergarten for all four year olds. All jurisdictions treat kindergarten as an entitlement similar to elementary school, although participation is not compulsory in most provinces/territories; it is compulsory for one year, at age 5, in British Columbia, New Brunswick and Prince Edward Island) (5). Since the introduction of the CWELCCS, Quebec has introduced legislation to make child care an entitlement.	
Enrolment rate: 0-2 years with average weekly hours 3-5 years	<p>No information (6)</p> <p>No information (6)</p> <p>NB. National Information about enrolment of children in childcare centres and before/after school programmes in 2019, is as follows: &lt;1 = 5.3%; 1-2 years = 28.8%; 2-3 years=38.6%; 3-4 years= 51.2%; 4-5 years=49.4%; 5-6 years=41.2%. These data do not include children attending kindergarten (7).</p>	
Participation rate 0-2 years by equivalised disposable income	No information available in OECD Family Database	
	School-based/kindergarten services	Other ECEC services

<b>Typology of service (inc.name, description)</b>	<p><b>(Pre-)Kindergarten/maternelle (Quebec, New Brunswick):</b> class(es) in primary school for 5-year-olds (year before start primary school), or in some provinces/territories for 4- and 5-year-olds (pre-kindergarten and kindergarten respectively). In most provinces and territories, children attend for full school day and term times.</p> <p>NB. Many schools host third party childcare programmes in a 'landlord role.'</p>	<p><b>Child care centre/Early Childhood centre/Day Care program/Centre-based child care/Early learning and child care centre/Centre de la petite enfance(CPEs)/garderie (educative):</b> provides ECEC for 0-5-year-olds, usually full time</p> <p><b>Family child care/Family day home/Family home day care/Service de garde en milieu familial reconnu:</b> provides ECEC for 0–12 - year-olds usually in carer's own home.</p>
<b>No.of registered or licensed places</b>	<p>No information</p> <p>NB. Almost 100% of children are attending school-based kindergarten for 5-year-olds</p>	<p>596,612 places in regulated part and full-day centres for 0-5 year-olds = 26.9% (19% of total age group for under 3s; 31% for 3 to 5s); 141,704 regulated family child care spaces for 0-12 year-olds (2019) (7).</p>
<b>Providers (e.g.public; non-profit private; for-profit private)<sup>4</sup></b>	<p><b>Schools:</b> provided by local school boards (or school divisions), which usually have primary responsibility for operation of elementary schools including kindergarten. Most school boards offer non-religious education although in a few provinces some religious schools are also publicly funded.</p> <p>NB. Kindergarten, in most of Canada, is publicly delivered; but in Alberta it is part of Early Childhood Services and may be delivered by a school board or a private non-profit or for-profit entity (8).</p>	<p>Most Canadian <b>childcare services</b> are initiated and maintained by not-for-profit voluntary boards of directors of many varieties including parent groups, multi-service and multi-site operations or by for-profit businesses or entrepreneurs. The not-for-profit childcare sector represents about 64% of the total supply, with for-profit providers (ranging from one-centre operations to corporate type chains that may have more than 50 or even more locations) making up the rest. There are very few publicly delivered services (8).</p> <p>For-profit provision varies between provinces. For example, in Manitoba, for-profit services are allowed but only non-profit services have been eligible to receive operating grants and capital funding; as a result, only 5% of centre spaces are provided by for-profit centres. Saskatchewan provides no public funding to for-profits, and there are almost none. Quebec has seen very rapid growth of a market sector of centres not required to use the set fees or wage scales of Quebec's <i>centres de la</i></p>

		<p><i>petite enfance</i>; these were incentivized by being indirectly funded through a parent tax credit. British Columbia has had a tremendous growth in recent years of for-profit centres in response to a substantial increase in capital grants and other public funds available to them (8).</p>
<p><b>Workforce, inc.numbers; qualification level; pay and conditions</b></p>	<p>Usually school-based services have graduate teachers working with assistants. A requirement for specialised qualification in early childhood education varies between provinces/territories, e.g. Quebec=4 year bachelor's degree in Early Childhood &amp; Elementary Education; Ontario=no requirements for the lead kindergarten teacher but a kindergarten classroom is required to have a team of a kindergarten teacher and a registered early childhood educator, which requires a 2 year ECE diploma (8).</p>	<p>The most commonly required qualification for early childhood educators (ECEs) in childcare services is a two-year post-secondary ECEC diploma, although it is common to find a mix of qualifications within settings, according to the specific qualification requirements of each province or territory. These vary across the country; some provinces require a proportion of staff (depending on the provincial/territorial regulations) to hold a 2-year diploma, while in others only a 1-year diploma is required. Because of recruitment problems, some centres operate without their required complement of qualified staff, sanctioned by governments.</p> <p>In 2016, 71% of childcare workers had a postsecondary education (79% of early childhood educators and assistants and 53% of home childcare providers); the proportion with a 'University certificate, diploma or degree at bachelor level or above' was 19.2% overall (19% and 19.7% respectively).</p> <p>In 2019, on average, childcare workers were making CA\$19.97 per hour, 28% lower than workers in all other occupations (\$27.91 in 2019), and this gap has persisted over time (9). A 2022 analysis confirms this picture, concluding that 'wages of early childhood educators and assistants are not competitive with other occupations that require a college education...[but are] similar</p>

		<p>to the wages paid for occupations requiring only a high school education or on-the-job training' (10).</p> <p>Recent surveys show recruiting and retaining qualified staff is a widespread problem. The major reason for the lack of qualified staff in childcare settings is the low wages and benefits and lack of recognition; other reasons are an ageing workforce, and low job satisfaction with respect to professional recognition, wages, benefits and working conditions. Over the past decades, the public education system has recruited ECEs to work as education or classroom assistants, where they receive higher wages, better benefits and more recognition, which also contributes to a shortage of staff in the childcare sector. Difficulties in recruiting and retaining qualified staff are likely to affect the efforts to expand access to ECEC (4)</p>
<b>Funding, inc.public/private split; method(s) of public funding</b>	Except for the small number of private schools, all school-based provision is publicly funded and free for parents; paid to the service.	<p>Until recently, all types of childcare services in Canada (except operationally funded services in Quebec) have been primarily paid for by parent fees. While all provinces/territories have provided some operational funding, sometimes in the form of wage grants, it has usually been too limited to have a substantial impact on parent fees and staff wages. A growing number of provinces have combined operational funding with setting province-wide parent fees in some or most of their regulated childcare programmes, e.g. Quebec, Manitoba, PEI. Quebec and Prince Edward Island also require childcare services to use provincially set staff wage scales (11).</p> <p>All provinces/territories <b>except Quebec (see below)</b> have</p>

		<p>subsidized individual eligible low income families to use regulated childcare by covering some or all of the fee on the parent's behalf; the fee subsidy is paid directly to the service provider in all cases. Parent fee subsidies are administered by provincial/ territorial governments except in Ontario where local (municipal or regional) governments are mandated to manage administration of provincial childcare funding including fee subsidies. Overall, provincial/ territorial fee subsidy programmes fail to alleviate financial barriers to childcare for many eligible low income families.</p> <p>The federal government reimburses parents (the lower income earner in a couple) for eligible childcare expenses as a tax deduction [<i>Child Care Expense Reduction</i>] under the Income Tax Act. Expenses on both regulated and unregulated arrangements (including music classes, summer camps, etc.) are eligible, but parents must be employed.</p> <p><b>Quebec:</b> Quebec has not used fee subsidies to help individual eligible parents pay childcare fees for some years. Instead, Quebec funds the majority of its services for children between 0 – 12 years operationally using a provincial formula. Any parent of a child aged 0 - 12 years is eligible for a 'reduced contribution' ('subsidized') childcare space if one is available, paying only the provincially determined flat fee regardless of parents' employment status or income. Childcare centres, regulated family childcare providers and some for-profit centres are publicly funded in this way. Spaces in these services are termed 'reduced contribution', or 'subsidized' spaces; parents</p>
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		<p>regardless of income using these operationally funded 'reduced contribution' services pay a flat daily fee (CA\$8.70 as of 1 January 2022).</p> <p>Since 2009, there have been two types of for-profit centres in Quebec: a) funded ('reduced contribution') for-profit centres, i.e. publicly funded services for which parents pay low fees as described above (12); and b) unfunded for-profit centres for which parents receive a rebate through a refundable tax credit that reimburses between 26% and 75% of eligible childcare fees paid depending on income. This tax credit reimbursement may also apply to some unregulated childcare provision; to be eligible, the unregulated childcare service provider must be registered as a corporation and provide receipts to parents (7, 8).</p> <p>Across Canada, major changes in funding are underway with the adoption of the CWELCCS by all of the provinces and territories. In April 2021, the federal government announced the provision of CA\$30 billion over 5 years for this Strategy and committed to continue spending at the rate of CA\$9.2 billion after 2026 (including Indigenous early learning). The federal government and the provincial/territorial governments have now negotiated agreements for the implementation of this Strategy, which include in most cases the following provisions.</p> <ul style="list-style-type: none"> <li>• Reducing fees by half by the end of 2022 and cutting fees to an average of CA\$10/day by 2025-26</li> <li>• Developing a plan for workforce reform and improvements,</li> </ul>
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		<p>including a publicly funded wage grid</p> <ul style="list-style-type: none"> <li>• Expanding spaces towards the goal of 59% utilization</li> <li>• Committing to evidence-based quality frameworks and data collection</li> <li>• Improving training, wages for ECEs</li> <li>• Collaborating with and plan for Indigenous services</li> <li>• Improving access for vulnerable children and diverse populations</li> <li>• Expansion to occur in the public and non-profit sectors only.</li> </ul> <p>In other words, the federal government put forward a vision for a publicly funded and managed system and requires provinces/territories to commit to plans to implement the vision. Fees have already been reduced by half in Manitoba, Saskatchewan, Alberta, PEI and Nova Scotia, and the process of implementation is well underway in all provinces/territories except Ontario, which only signed the agreement on 28 March 2022.</p> <p>NB. There has been no proposal to eliminate the childcare expense deduction but because of the development of reduction in fees, it will be much less subscribed.</p>
<b>Length of well-paid leave (weeks) (14)</b>	0 (except <b>Quebec</b> which is 11 months of Maternity and Parental leave at 70% of earnings if parents use 'basic plan' and bonus period if each parent takes at least 8 weeks of Parental leave; also 5 weeks of Paternity leave at 70% of earnings if fathers take 'basic plan')	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	No well-paid leave, except <b>Quebec</b> where gap is 37 months (11 months of Maternity and Parental leave at 70% of earnings if parents use 'basic plan' and bonus period if each parent takes at least 8 weeks of Parental leave; early childhood education entitlement from 4-years-old)	
<b>Proposed changes</b>		

(1) [www.clgf.org.uk/default/assets/File/Country\\_profiles/Canada.pdf](http://www.clgf.org.uk/default/assets/File/Country_profiles/Canada.pdf)

(2) [https://en.wikipedia.org/wiki/Demographics\\_of\\_Canada](https://en.wikipedia.org/wiki/Demographics_of_Canada)

(3) [https://en.wikipedia.org/wiki/Languages\\_of\\_Canada](https://en.wikipedia.org/wiki/Languages_of_Canada)

(4) <https://www.oecd.org/education/school/StartingStrongVI-CountryNote-Canada.pdf>

(5) <https://childcarecanada.org/sites/default/files/ECEC-Canada-2019-full-publication-REV-12-2-21.pdf>



- (6) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (7) [www150.statcan.gc.ca/n1/en/daily-quotidien/190410/dq190410a-eng.pdf?st=K\\_QbyPbo](http://www150.statcan.gc.ca/n1/en/daily-quotidien/190410/dq190410a-eng.pdf?st=K_QbyPbo)
- (8) <https://childcarecanada.org/sites/default/files/Risky-business-child-care-ownership-in-Canada-past-present-future.pdf>
- (9) [www150.statcan.gc.ca/n1/en/pub/75-006-x/2021001/article/00005-eng.pdf?st=nCXeawg9](http://www150.statcan.gc.ca/n1/en/pub/75-006-x/2021001/article/00005-eng.pdf?st=nCXeawg9)
- (10) <https://childcarepolicy.net/are-the-wages-of-early-childhood-educators-competitive-with-other-occupations/>.
- (11) The wage scales apply to CPEs and *garderies* that have signed an agreement at the beginning of the development of Quebec's ECEC system and are therefore publicly-funded. However, the ratio of qualified personnel is lower in the *garderies* and especially in those that do not offer the reduced parental contribution spaces; a large number of staff in these settings do not get salaries according to the province's wage scales or just the amount for untrained staff.
- (12) Funded for-profit services have existed in Quebec since 1998. Those signed an agreement with the government to be able to offer reduced parental fee spaces at CAN\$5/day. There was a moratorium on the development of for-profits until the liberals came into power in 2003 at which point the for-profit sector grew rapidly, and especially as of 2009 when regulated but not publicly funded centres grew exponentially given the few spaces available in CPEs and the refundable tax credit which lowered the cost for most families to almost match the cost of a space in a CPE.
- (13) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)

<b>Country ENGLAND</b>			
<b>Type of government (unitary, federal)</b>	Unitary: national government + local authorities (England is one of the 4 constituent countries of the UK, the others being Northern Ireland, Scotland and Wales; it has no separate Parliament and is governed by the UK government)		
<b>Population (nos.; ethnic groups)</b>	56.5 million (mid-2021); it accounts for about 84% of the total population of the UK. England is an increasingly diverse society. In 2021, the 'white British' group accounting for 75% of the population of England and Wales. People from Asian ethnic groups made up the second largest percentage of the population (9.3%), followed by 'white Other' (6.2%), black (4.0%), mixed (2.9%) and other (2.1%) ethnic groups (1). In the academic year 2021/22, 34.5% of school children were from a 'minority ethnic background' (2). There are no minority indigenous population groups.		
<b>Official language(s)</b>	There is no official language, but English is very widely spoken		
<b>Compulsory School Age</b>	5. But most children start the first (reception) class of primary school at 4 (3)	<b>Public spend on ECEC as % GDP</b>	0.6% (2017) (4) NB. Data is for UK overall
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<b>National:</b> the national Department for Education has overall responsibility for ECEC; HM Revenue and Customs, the UK tax agency, is responsible for administering childcare subsidies for parents across the whole UK <b>Local:</b> local authorities have a limited role, incl. ensuring sufficient childcare, as far as is practicable, for working parents (but only acting as providers of last resort); collecting and reporting the results of the EYFS Profile (see 'Testing/assessment') for all funded children in all state funded schools and private, voluntary and independent settings		
<b>Regulation of services</b>	All ECEC services are regulated by the <b>Office for Standards in Education, Children's Services and Skills (Ofsted)</b> , a non-ministerial department of the government, reporting to Parliament. Ofsted is responsible for registering and inspecting all ECEC services, as well as all schools and most other children's services.		
<b>Curriculum</b>	The <b>Early Years Foundation Stage (EYFS)</b> 'sets standards for the learning, development and care of your child from birth to 5 years old', and must be followed by all schools and Ofsted-registered early years providers. It also sets out 17 'Early Learning Goals' (ELGs)		
<b>Testing/assessment</b>	<b>Reception Baseline Assessment</b> , which started in 2021) is a statutory national assessment of children when they start school (i.e. at 4 years old), covering language, communication and literacy and mathematics. The <b>Early Years Foundation Stage Profile</b> is a further statutory national assessment of children's attainment at the end of EYFS (i.e. when 5 years old) based on attainment in relation to the 17 ELGs.		
<b>Entitlements to ECEC</b>	All 3- and 4-years old are entitled to 570 hours of free 'early education or childcare' a year; this is often taken as 15 hours each week for 38 weeks of the year; some 2-year-olds are also eligible if they meet certain conditions, e.g. Parents on benefits, looked-after children, children with disabilities. In addition, some 3- and 4-year-olds are entitled to '30 hours free childcare' for 38 weeks a year, if their parents are employed and meet certain conditions on earnings and hours of work.  Entitlements can be provided in school-based or other ECEC services, including nurseries and childminders, as long as the provider is approved		

	and follows the EYFS (see ‘Curriculum’ above). In 2021, 56% of 3 and 4-year-olds receiving ‘funded early education’ were in schools, 39% in private or voluntary (group) provision and 2% with childminders (5).	
<b>Enrolment rate:</b> <b>0-2 years with average weekly hours</b> <b>3-5 years</b>	45.1% @ 19.5 average weekly hours (2018) (4)  100% (2020) (4) NB. Data is for UK overall	
<b>Participation rate 0-2 years by equivalised disposable income</b>	Lowest income tercile=32%; middle income tercile=41%; highest income tercile=59% (2018) (4) NB. Data is for UK overall	
	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	<i><b>Nursery school:</b></i> provides education for 3- and 4-year-olds <i><b>Nursery class:</b></i> provides education for 3- and 4-year-olds, usually part time, as part of primary schools <i><b>Reception class:</b></i> provides education for 4 to 5-year-olds as first year of primary school	<i><b>(Day) nursery:</b></i> provides ‘childcare’ for 0 to 5-year-olds, usually full time <i><b>Playgroup/preschool:</b></i> provides play/education, usually part-time, for 2 to 4-year-olds. Often parent-led <i><b>Childminder:</b></i> provides ‘childcare’ for 0 to 5-year-olds usually in childminder’s own home <i><b>Children’s Centre:</b></i> provides wide range of services for children and parents, sometimes including education and ‘childcare’
<b>No.of registered or licensed places (2021) (6)</b>	<i><b>Nursery schools:</b></i> 38,400 <i><b>Nursery classes:</b></i> 313,900 <i><b>Reception classes:</b></i> no information on number of places used by 4-year-olds  In 2022, 360,483 3- and 4-year-olds attended nursery classes and schools for their entitlement and a further 402,694 attended reception class (7)	<i><b>Nurseries/playgroups:</b></i> 1,008,600 (no separate data for nurseries and playgroups) <i><b>Childminders:</b></i> 193,000  In 2022, 755621 3- and 4-year-olds attended nurseries and preschools for their entitlement and a further 41,534 attended childminders
<b>Providers (e.g.public; non-profit private; for-profit private)</b>	<i><b>Schools</b></i> are either overseen and funded by local authorities (‘maintained’ sector): or are independent publicly-funded schools run by not-for-profit trusts and accountable to central government (‘academies’, ‘free schools’).	<i><b>Nurseries/playgroups:</b></i> 70% of places by private companies, both for profit and not for profit; 26% by voluntary organisations, including community groups, charities, churches or religious groups; 4% by schools, colleges and others (6).  A report estimates that in 2018/19, 82% of the UK market value in

	<p>There are also some private schools not publicly funded that provide education for children under 5 years</p>	<p><b>nurseries</b> was accounted for by for-profit providers; the overall sector remains ‘fragmented’, with 14,750 settings, but the report notes the two ‘supergroups’ of Busy Bees and Bright Horizons represent 6.5 per cent of the market. The rest of the market is made up of 18 emerging mid-sized groups with 20-300 settings, more than 1,600 smaller operators of between five and 19 settings, and more than 9,000 individual settings (8).</p>
<p><b>Workforce, inc.numbers; qualification level; pay and conditions</b></p>	<p><b>Schools:</b> 53,929 workers (excl.reception classes) consisting of teachers and classroom Assistants. 32% have a degree level qualification (ISCED 6); most (83%) have Qualified Teacher Status (QTS), <i>a legal requirement to teach in many English schools</i>. 58% of staff have a qualification at level 3 (40%) (ISCED 3) or lower.</p> <p>All qualified teachers are on school teaching pay scales. In 2021, mean hourly pay was £18.57 for staff working in school-based providers; 11% earned at or below the national minimum wage. The average (mean) turnover rate was 6% (9).</p> <p>NB. In 2021, both group based and school-based providers reported that 97% of their paid staff were female. The ethnic composition of the early years’ workforce is broadly in line with that of the overall population. Group-based providers reported that 82% of their paid staff were White British, with similar proportions reported for school based providers (84%).</p>	<p><b>Nurseries/playgroups:</b> 235,992 workers (69% employed by private for-profit providers); in addition, 40% of providers – including 51% of private for-profit providers – employed apprentices</p> <p><b>Childminders:</b> 38,600, including 7,400 assistants</p> <p>11% of nursery staff have a degree level qualification, but only 27% of these have QTS and most (57%) have an Early Years degree (without QTS); 79% have a qualification at level 3 (59%) or lower (9). There is some evidence of a downward trend in qualified staff, with those holding level 3 falling from 83% (2015-16) to 52% (2018-19) (10).</p> <p>Low pay is widespread (though pay is higher in the small public sector). In 2018, a report found that ‘pay is low, both in relative and absolute terms. The childcare workforce earned an average hourly pay of £8.20 in 2018 – around 40 per cent less than the average female worker. Childcare workers are in a position of high financial insecurity, with a high proportion of workers claiming state benefits or tax credits (44.5 per cent)’ (11).</p> <p>A 2021 report found mean hourly pay was £11.78 for staff working in group-based providers; 24% earned at or below the national minimum</p>

		wage. The average (mean) turnover rate was 16%; ‘managers spoke about the difficulties that they had recruiting new members of staff, particularly with recruiting “quality”’; one of their main concerns was the limited number of qualified and experienced candidates in the sector (9).
<b>Funding, inc.public/private split; method(s) of public funding</b>	Except for the small number of private schools, all school-based provision publicly funded and free for parents; paid to the service. In 2018, parents provided 7% of nursery class income, while entitlement funding made up 74%	<p><b>ECE entitlement:</b> national government provides funding direct to services providing entitlements. However, the adequacy of this funding is disputed, with an estimated GBP£2 billion shortfall between funding and the actual cost of providing 30 hours free ‘childcare’ (15)</p> <p><b>Other ECEC provision:</b> mostly paid by parents with some public subsidy paid direct to parents via <i>Tax-Free Childcare</i> (20% contribution towards childcare fees for working families earning above minimum and below maximum thresholds); and <i>Universal Credit</i> (up to 85% of childcare costs for eligible low-income families).</p> <p>In 2018, parents provided 45% of income of private nurseries and 76% for childminders; entitlement funding made up 46% and 13% respectively (12).</p> <p>NB. Tax-Free Childcare and Universal Credit are the responsibility of the UK government and apply across all four UK countries</p>
<b>Length of well-paid leave (weeks) (13)</b>	6 (90% of earnings with no ceiling on payment) NB. Statutory leave is the responsibility of the UK government and applies across all 4 UK countries	
<b>Gap (months) between end well-paid leave/start of ECEC entitlement</b>	34.5 months (6 weeks of Maternity leave paid at 90% of earnings; 30 hours/week ‘free childcare’ for working parents when child 3 years old)	
<b>Proposed changes</b>	<ul style="list-style-type: none"> <li>In the March 2023 budget, the Chancellor (Finance Minister) announced 30 hours/week of free ‘childcare’ for 38 weeks/year would</li> </ul>	

	<p>be extended to children from 9 months of age , if their parents are employed and meet certain conditions on earnings and hours of work. This extension of free ‘childcare’ will be phased in, between April 2024 and September 2025.</p> <ul style="list-style-type: none"> <li>• The Chancellor also announced an increase in the number of children a member of staff can look after at the same time (14).</li> </ul>
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- (1) [www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest](http://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest)
- (2) <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>
- (3) All schools must provide for the admission of children from the September following their fourth birthday.
- (4) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (5) <https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5#dataBlock-1e3cc771-f470-4484-b9dd-100c3f9a2cf3-tables>
- (6) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1039675/Main\\_summary\\_survey\\_of\\_childcare\\_and\\_early\\_years\\_providers\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039675/Main_summary_survey_of_childcare_and_early_years_providers_2021.pdf)
- (7) <https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5/2022#dataBlock-4a57d6e9-fa66-4f23-173e-08da47b0392d-tables>
- (8) [www.nurseryworld.co.uk/news/article/30-hour-childcare-key-to-getting-the-country-back-to-work-says-nursery-market-report](http://www.nurseryworld.co.uk/news/article/30-hour-childcare-key-to-getting-the-country-back-to-work-says-nursery-market-report)
- (9) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1072062/SCEYP\\_thematic\\_report-\\_April\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1072062/SCEYP_thematic_report-_April_2022.pdf)
- (10) [www.ndna.org.uk/NDNA/News/Reports\\_and\\_surveys/Workforce\\_survey/nursery\\_workforce\\_survey\\_2019.aspx](http://www.ndna.org.uk/NDNA/News/Reports_and_surveys/Workforce_survey/nursery_workforce_survey_2019.aspx)
- (11) <https://epi.org.uk/publications-and-research/the-early-years-workforce-in-england/>
- (12) <https://ifs.org.uk/uploads/R175-Challenges-for-the-childcare-market-the-implications-of-COVID-19-for-childcare-providers-in-England-1.pdf>
- (13) ‘Well paid’ defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)
- (14) <https://educationhub.blog.gov.uk/2023/03/16/budget-2023-everything-you-need-to-know-about-childcare-support/>
- (15) [www.eyalliance.org.uk/news/2021/06/new-data-shows-ministers-knew-early-years-was-underfunded](http://www.eyalliance.org.uk/news/2021/06/new-data-shows-ministers-knew-early-years-was-underfunded); [www.nurseryworld.co.uk/news/article/average-nursery-loses-32-000-a-year-by-subsidising-15-hour-childcare](http://www.nurseryworld.co.uk/news/article/average-nursery-loses-32-000-a-year-by-subsidising-15-hour-childcare)

<b>Country REPUBLIC OF IRELAND</b>			
<b>Type of government (unitary, federal)</b>	Unitary: national government and local authorities (31 city and county councils)		
<b>Population (nos.; ethnic groups)</b>	5.3 million (2021). In 2016, 82.2% of the population were 'White Irish', 9.5% 'Any other White background', 1.7% 'non-Chinese Asian', 1.5%, 'Other incl. mixed background', 1.5% and 0.7% Irish Travellers (1).		
<b>Official language(s)</b>	Irish (Gaelic), English		
<b>Compulsory School Age</b>	6. But About half of children start school at 4 and the rest mostly start at 5.	<b>Public spend on ECEC as % GDP</b>	0.3% (2017) (2)
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p><b>National:</b> Split responsibility. The Department of Children, Equality, Disability, Integration and Youth (DECDIY) has primary responsibility for ECEC. Department of Education is responsible for the 40 Early Start preschool programmes catering for 3-year-olds, as well as for primary education, which most children start at either 4 or 5 years old.</p> <p><b>Local:</b> At local level – and on behalf of the DECDIY – the City and County Childcare Committees support local ECEC settings; in certain cases – and at individual local level only – the local authorities can fund individual projects or support certain services with, for instance, equipment grants.</p>		
<b>Regulation of services</b>	<p>Three organisations are in charge of monitoring and inspections: 1) <b>Tusla</b> (Child and Family Agency), a government agency that registers and inspects all non-school ECEC services via its Early Years Inspectorate (the only statutory inspections and underpinned by legislation); 2) the <i>Department of Education Inspectorate</i>, which conducts education-focused inspections of the publicly funded Early Childhood Care and Education programme (see 'Entitlements'), i.e. of all state-funded ECEC provision; 3) <b>Pobal</b>, another government-funded agency, monitors administrative and financial information. Under current legislation, most childminders are exempt from regulation; in 2021, only 77 of an estimated 15-19,000 were registered with Tusla (<a href="https://doi.org/10.1177/1476718X221077171">https://doi.org/10.1177/1476718X221077171</a>)</p>		
<b>Curriculum</b>	<p><b>Aistear</b>, a single ECEC curriculum framework, covers all children from birth to 6 years; the framework is accompanied by guidelines that aim to support ECEC centres and parents in its implementation. Children under 6 years in primary schools are mainly covered by the primary education curriculum, although <i>Aistear</i> informs the primary curriculum and pedagogical approaches for this age group at the primary level (3).</p>		
<b>Testing/assessment</b>	There are no statutory assessment requirements		
<b>Entitlements to ECEC</b>	<p>All children from 2 years and 8 months old until they transfer to primary school can receive 15 hours of free 'early learning and care' per week for 38 weeks a year for a 2-year period under the Early Childhood Care and Education programme (ECCE); this takes place in non-school services, e.g. nurseries or playschools, but not childminders. However, this is not yet a legal entitlement. The programme is available on a 'universal' basis, i.e. any child that has a place and is of the right age can take part, but is dependent on a family finding a place; there is no legal requirement for the State to provide a place and no scope for a family to seek a place through the legal system. This distinction reflects the private nature of provision in Ireland.</p>		

	From the age of 4 years, children may be enrolled in infant classes in primary schools which are formally regarded as primary education (4).	
<b>Enrolment rate:</b> <b>0-2 years with average weekly hours</b> <b>3-5 years</b>	35.8% @ 29.4 average weekly hours (2020) (2)  100% (2020) (2)	
<b>Participation rate 0-2 years by equivalised disposable income</b>	Lowest income tertile=21%; middle income tertile=28%; highest income tertile=54% (2020) (2)	
	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	<i><b>Infant class:</b></i> provides education mainly for 4-6/7 year-olds, as part of primary schools <i><b>Early Start Programme:</b></i> one-year preventative intervention scheme offered in Early Start classes in 40 selected schools in designated disadvantaged areas for children between 3.2 and 4.7 years (5).	<i><b>Full-time and part-time services,</b></i> often referred to as <i><b>nurseries</b></i> or <i><b>creches</b></i> , provide what is officially termed ‘early learning and care’ (ELC) for 0-5-year-olds, usually full-time or part-time <i><b>Sessional preschool services,</b></i> such as <i><b>pre-schools</b></i> and <i><b>playgroups</b></i> , provide ELC up to 3.5 hours per day, often just during term-time (38 weeks per year), for 2 to 5-year-olds. <i><b>Naíonraí,</b></i> Irish medium preschool services, provides for 3 to 5-year-olds on a part-time basis. <i><b>Childminders</b></i> provide home-based ELCC for 0–5-year-olds.
<b>No.of registered or licensed places (2019) (6)</b>	<i><b>Infant classes:</b></i> In 2021, there were 63,427 children in Junior Infants and 65,931 in Senior Infants. Around 40% of 4-year-olds and a majority of 5-year-olds attend primary schools (7).  In 2021, the <i><b>Early Start programme</b></i> was offered in classes in 40 schools.	in 2018/19, there was an estimated capacity of 180,683 places for children under 6 years (8). No comparable figure was reported for 2019-20 as the data on this measure seems to have been distorted by COVID-19 effects. During the 2019/20 programme year, a total of 180,149 children were enrolled on at least one Government funding programme, including 105,975 children on the Early Childhood Care and Education (ECCE) scheme (9). See also (10).
<b>Providers (e.g.public; non-profit private; for-profit private)<sup>4</sup></b>	Most primary schools are funded by the state and the vast majority of children attend these schools; there are only approximately 27 fee-paying primary schools. The school system is mainly <b>private</b> in the sense that all primary schools and the majority of secondary	Non-school services are privately run, either on a private for-profit basis or as community/voluntary provision. The majority of ELC and School-age Childcare services are operated by private, for- profit organisations. In 2019/20 private services accounted for 74% (3,476) of all services contracted to provide at least one of the



	level schools are not public schools, but are locally owned by organisations or religious denominations (9).	government funding programmes, with community programmes accounting for the remaining 26% (1,214). The split for ECCE places was 77/23%. Over recent years, there has been a slight increase in the number of private services while the number of community services has remained relatively constant (11). While there are an increasing number of chains providing services, a majority of private services are still small scale.
<b>Workforce, inc.numbers; qualification level; pay and conditions</b>	<b>Infant classes:</b> staff working directly with children include qualified Primary School Teachers and Special Needs or Classroom Assistants. Teachers are required to have an honours Bachelor's degree in primary teaching and be registered with the Teaching Council of Ireland But there are no disaggregated figures for those working with 4 to 6-year olds in primary schools.	<p>There is a minimum requirement for 'Early Years Educators' (EYEs) of an NFQ Level 5 (ISCED 4) qualification, but most staff working in regulated ELC settings have an ISCED Level 5 or higher qualification. In 2021, 97% of staff in non-school settings working directly with children had qualifications at NFQ Level 5 or higher and over two thirds (72%) have qualifications at NFQ Level 6 (ISCED 5) or higher; 34% have a qualification at NFQ Level 7 [ISCED 6] and above (12).</p> <p>Room leaders in the publicly funded pre-primary programme (ECCE) need to have an ISCED 5 qualification, with additional funding available to centres with teachers with an ISCED Level 6 qualification(4).</p> <p>In 2021, the average hourly wage for non-managerial staff in centre-based ELC and SAC centres was €12.60 an hour, compared to a 'minimum wage' of €10.20. Turnover was 19% in the same period. 'Staff turnover is high, morale is low, and recruitment and retention is difficult...[with] a lack of recognition and respect for the sector' (12).</p> <p>From September 2022, staff in ELC services signed up to a new 'Core Funding' scheme (see 'Funding') are paid at least a minimum pay rate ranging from €13/hour for Early Years Educators to €17.25/hour for graduate managers, bringing a pay increase for 70% of the workforce (14); the</p>

		<p>minimum wage for 2022 is €10.50/hour and the living wage €12.90.</p> <p>Women account for 98% of centre-based ELC and School-age Childcare workforce (12)</p>
<b>Funding, inc.public/private split; method(s) of public funding</b>	<p>Except for the small number of private schools, all school-based provision publicly funded and free for parents; paid to the service.</p>	<p><b>ECCE programme:</b> public funding is paid to services providing this programme. Since the introduction of the ECCE programme in 2010, a higher rate of capitation has been applicable to services that meet higher qualification requirements. Requirements include that ‘room leaders’ in the ECCE programme should have a relevant Bachelor’s degree (Level 7 or higher) and at least three years’ experience. This has been effective in incentivising higher qualifications, with the proportion of staff in centre-based ELC with degrees more than doubling from 13% in 2013 to 25% in 2019, but this assessment noted the limitation of the payment to the ECCE programme, and difficulty in ensuring that additional payment was passed on to Educators. Funding has also been provided to support Educators and Practitioners to cover (either in full or in part) tuition costs for qualifications (12).</p> <p><b>Other ECEC provision:</b> mostly paid by parents with some public subsidy. The <i>National Childcare Scheme</i> (NCS) provides financial support to help parents to meet the costs of childcare. There are 2 types of childcare subsidy for children over 6 months of age: 1) a universal (non means-tested) subsidy for children under 3 years; children over 3 years who have not yet qualified for the ECCE are also eligible; and 2) a means-tested subsidy for children up to 15 years. Both are paid to the service provider, who reduces the parents’ bill accordingly.</p>

		From September 2022, ELC services that <b>sign contracts with the government committing to work in partnership for the public good receive <i>Core funding</i></b> , intended to improve affordability and quality through improved staff pay and qualifications; this funding supports a minimum wage level for staff (see 'Workforce') and a requirement not to increase fees in 2022/23 above September 2021 rates (15).
<b>Length of well-paid leave (weeks) (16)</b>	0 (Leave either unpaid or paid at low flat-rate, below level of national minimum wage)	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	No well-paid leave	
<b>Proposed changes</b>	<ul style="list-style-type: none"> <li>starting in 2022 the remit of education-focused inspections will be extended to all State-funded ECEC provision (17);</li> <li>to improve wages in the sector through a Joint Labour Committee, supported by public funding through the new core funding stream;</li> <li>to extend regulation and public funding to childminders by 2024 (18) and all regulated childminders to hold minimum qualification by 2028 (12);</li> <li>to achieve a graduate-led workforce with all 'room leaders' as well as managers holding a relevant degree; at least 85% EYEs with qualifications at ISCED 5 or higher by 2028 (NB. targets not regulatory requirements); and developing a national programme of CPD opportunities (12);</li> <li>to introduce a legal entitlement to access pre-school by 2028</li> </ul>	

- (1) [www.cso.ie/en/releasesandpublications/ep/p-cp8iter/p8iter/p8e/](http://www.cso.ie/en/releasesandpublications/ep/p-cp8iter/p8iter/p8e/)
- (2) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (3) [www.oecd.org/education/school/StartingStrongVI-CountryNote-Ireland.pdf](http://www.oecd.org/education/school/StartingStrongVI-CountryNote-Ireland.pdf)
- (4) [https://eacea.ec.europa.eu/national-policies/eurydice/sites/default/files/kd\\_ecec\\_2019\\_report\\_en.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/default/files/kd_ecec_2019_report_en.pdf)
- (5) [www.gov.ie/en/service/78ff8-early-start-programme/](http://www.gov.ie/en/service/78ff8-early-start-programme/)
- (6) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/845080/SCEYP\\_2019\\_Main\\_Report\\_Nov19.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/845080/SCEYP_2019_Main_Report_Nov19.pdf). NB. No data collected 2020 due to Covid.
- (7) [www.oecd.org/education/school/StartingStrongVI-CountryNote-Ireland.pdf](http://www.oecd.org/education/school/StartingStrongVI-CountryNote-Ireland.pdf)
- (8) [www.pobal.ie/app/uploads/2019/12/Annual-Early-Years-Sector-Profile-Report-AEYSPR-2018-19.pdf](http://www.pobal.ie/app/uploads/2019/12/Annual-Early-Years-Sector-Profile-Report-AEYSPR-2018-19.pdf)
- (9) [https://eacea.ec.europa.eu/national-policies/eurydice/content/ireland\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/ireland_en)
- (10) The CRA Report Card 2022 reports that 'The Early Years Sector Profile in 2018/2019 (i.e. pre-pandemic levels) recorded capacity of 218,745 compared to 220,500 in 2020/2021[Communication received by the Children's Rights Alliance from the Department of Children, Equality, Disability, Integration and Youth, 18 January 2022]'. However, in this time the Report Card also notes that 'capacity for children under 12 months fell by almost a third from 3,751 to 2,608 and by 19 per cent for those between 13 and 24 months - from 13,127 to 10,630. In contrast, the capacity for children between the age of four and five years increased by 15 per cent from 58,385 to 67,296 [ibid]'. This is an example of the funding approach privileging servicers for 3-5 year olds in the context of a school readiness agenda' (www.rte.ie/documents/news/2022/02/report-card-2022.pdf).
- (11) Pobal / Annual Early Years Sector Profile Report – 2019 / 2020

- (12) [www.gov.ie/NurturingSkills](http://www.gov.ie/NurturingSkills)
- (13) <https://first5fundingmodel.gov.ie/wp-content/uploads/2021/12/Funding-Model-FINAL-REPORT-2.pdf>
- (14) <https://enterprise.gov.ie/en/news-and-events/department-news/2022/september/070920221.html>
- (15) [www.gov.ie/en/press-release/61ae8-minister-ogorman-launches-together-for-better-new-funding-model-for-early-learning-and-care-and-school-age-childcare-as-core-funding-contracts-begin-for-4000-services/](http://www.gov.ie/en/press-release/61ae8-minister-ogorman-launches-together-for-better-new-funding-model-for-early-learning-and-care-and-school-age-childcare-as-core-funding-contracts-begin-for-4000-services/)
- (16) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)
- (17) [https://first5.gov.ie/userfiles/pdf/5223\\_4966\\_DCYA\\_EarlyYears\\_INTERACTIVE\\_Booklet\\_280x215\\_v1.pdf#view=fit](https://first5.gov.ie/userfiles/pdf/5223_4966_DCYA_EarlyYears_INTERACTIVE_Booklet_280x215_v1.pdf#view=fit)
- (18) [www.gov.ie/childminding](http://www.gov.ie/childminding)

<b>Country SCOTLAND</b>			
<b>Type of government (unitary, federal)</b>	Unitary: national government + local authorities (32 councils) (Scotland is one of the 4 constituent countries of the UK, the others being England, Northern Ireland and Wales; it has a separate Government and Parliament and is responsible for a wide range of devolved matters including education)		
<b>Population (nos.; ethnic groups)</b>	5.48 million (2021). In 2011, 91.8% of people identified as 'White: Scottish' or 'White: Other British'; 4.2% of people identified as Polish, Irish, Gypsy/Traveller or 'White: Other'; and the population in Asian, African, Caribbean or Black, Mixed or Other ethnic groups was 4% (1). There are no indigenous population groups		
<b>Official language(s)</b>	English, Gaelic, Scots and British Sign Language		
<b>Compulsory School Age</b>	5. Children start school when they are aged between four-and-a-half and five-and-a-half, depending when their fifth birthday is.	<b>Public spend on ECEC as % GDP</b>	0.6% (2017) (2) NB.Data is for UK overall
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p><b>National:</b> the national Early Learning and Childcare Directorate has overall responsibility for ECEC; HM Revenue and Customs, the UK tax agency, is responsible for administering childcare subsidies for parents across the whole UK</p> <p><b>Local:</b> The provision of education in Scotland is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area. The Standards in Scotland's Schools Act 2000 gives local authorities a duty to provide a free, part-time ELC ('Early Learning and Childcare') education place for all 3 and 4 year olds, and some 2 year olds.</p>		
<b>Regulation of services</b>	Two bodies are responsible for regulating ECEC services (the official term is 'early learning and childcare'): <b>Education Scotland</b> and Social Care and Social Work Improvement Scotland (SCSWIS), known as the <b>Care Inspectorate</b> . Education Scotland has the powers to inspect and quality assure all settings funded to provide children's entitlement to early learning and childcare in Scotland (see 'Entitlements to ECEC' below); it inspects and reports on the quality of education in voluntary and private settings, and early learning and childcare settings such as childcare provisions, family centres and nursery classes in schools run by local authorities. The Care Inspectorate is the lead regulator for children's services, such as day care, early years provisions and childminding. It registers all services within its remit (i.e. non-school early childhood provision) and Care inspectors inspect and grade services with reference to the National Care Standards and publish the grades and reports on their website (3). Education Scotland sometimes works with the Care Inspectorate on early learning and childcare setting inspections, including stand-alone centres and nursery classes in primary schools. There may be a care inspector as part of the inspection teams for nursery classes in primary schools (4).		

	The <b>Scottish Social Services Council</b> (SSSC) is the regulator of Social Services workforce, including ELC in Scotland.	
<b>Curriculum</b>	The national curriculum – <b>Curriculum for Excellence</b> – covers the 3 to 18 years age range. Overlapping with the curriculum, there is <b>Realising the Ambition: Being me</b> , which provides practice guidance from birth to 6 years old (5).	
<b>Testing/assessment</b>	There are no statutory assessment requirements. However the Scottish National Standardised Assessments include an assessment in Primary 1 (equivalent to England Year 1) when children are 5 years old	
<b>Entitlements to ECEC</b>	All 3- and 4-year-olds are entitled to 1140 hours per year of free ‘early learning and childcare’ or ‘funded ELC’. Patterns of attendance for this entitlement are flexible but if term-time only 3- and 4-year-olds are entitled to 30 hours a week; some parents choose to spread this entitlement over the calendar year, giving about 22 hours a week. Some 2-year-olds are also entitled to this provision if they or their parents meet certain eligibility conditions, e.g. looked after children and children whose family receive a qualifying benefit, which is around a quarter of the two year old population. Entitlements can be provided in school-based or other early childhood services, including nurseries and childminders, as long as the provider is willing to enter into a contract with the local authority (who dispense funding) and follow the <b>National Standard for Early Learning and Childcare</b> , i.e. a ‘provider-neutral Funding Follows the Child approach’. The National Standard consists of criteria across 10 areas (6).	
<b>Enrolment rate:</b> <b>0-2 years</b> <b>with ave.</b> <b>hours/wk</b> <b>3-5 years</b>	45.1% @ 19.5 average weekly hours (2018) (2)  100% (2020) (2) NB. Data is for UK overall	
<b>Participation rate 0-2 years by equivalised disposable income</b>	Lowest income tercile=32%; middle income tercile=41%; highest income tercile=59% (2018) (2) NB. Data is for UK overall	
	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	<p><b>Nursery school:</b> provides education for 3- and 4-year-olds</p> <p><b>Nursery class:</b> provides education for 3- and 4-year-olds, usually part time, as part of primary schools; children are entitled to attend 30 hours a week during term-time.</p> <p>NB. There is no reception year/class in Scotland (unlike England) as children progress directly from Nursery to Primary 1 (equivalent to English Year 1) in the August nearest</p>	<p><b>(Day) nursery:</b> provides ‘childcare’ for 0 to 5-year-olds, usually full time (7)</p> <p><b>Playgroup/preschool:</b> provides play/education, usually part-time, for 2 to 4-year-olds. Often parent-led</p> <p><b>Childminder:</b> provides ‘childcare’ for 0 to 5-year-olds usually in childminder’s own home</p> <p><b>Children and Family centre:</b> sometimes called community nurseries, children and family centres usually provide a full-day service for children aged 0-5 years. The majority are provided by local authorities. They usually prioritise</p>

	their fifth birthday (i.e. when they are aged between four-and-a-half and five-and-a-half years old.)	children with the greatest needs together with a range of support services for families. This also includes specialised services, such as women's aid, housing support related services or respite care and support.
<b>No.of registered or licensed places (2019)</b>	Official Scottish statistics include both school-based services and day nurseries under the category of 'nursery'. In December 2020, there were 132,360 children registered in 'nurseries', 25,800 with childminders, 8,480 in 'Children and Family centres' and 3,620 in playgroups' (8).	
<b>Providers (e.g.public; non-profit private; for-profit private)</b>	<p>Schools, including nursery classes, are the responsibility of local authorities; unlike England, there are no independent, publicly-funded schools. There are also some private schools not publicly funded that provide education for children under 5 years; in 2021, these private schools provided for 3.9% of all pupils (8).</p> <p>Day nurseries are provided by local authorities and by private providers, both for profit and not for profit. Official Scottish statistics for 2020 do not break down providers for nursery classes and day nurseries separately, only for the generic grouping of 'nurseries' which covers both nursery classes in schools and day nurseries. These statistics show 49% of services were in public provision; 30% in private provision, defined as 'private businesses run by a sole trader, partnership or a limited company'; and 21% in 'voluntary or not for profit' provision. The public provision is probably mostly nursery classes; while the private provision is probably almost entirely day nurseries (9). 'Children and family centres' are largely public; while 'playgroups' are largely private non profit. All childminding is run as a private business)</p>	
<b>Workforce, inc.numbers; qualification level; pay and conditions</b>	<p>In 2019, there were 36,530 people in the ELC workforce, of whom 4,640 were childminders; while 2,550 worked in Children and Family Centres, 450 in creches, 28,120 in 'nurseries' (there is no breakdown between those in schools and those in nurseries), and 770 in playgroups. Excluding childminders, 55% worked in the public sector (mainly in schools and Children and Family Centres), 36% in 'private' services and 9% in voluntary and not-for-profit services (10).</p> <p>Pay and conditions for those working in the ELC sector are generally considered to be better in the public sector, compared to the private sector, e.g. the salary for a practitioner in the public sector can be over GBP£10,000 more per year more than that offered in the private sector. Moreover, it is estimated that around 80% of practitioners in the private sector are paid less than the Living Wage (11).</p>	
<b>Funding, inc.public/private split; method(s) of public funding</b>	Except for the small number of private schools, all school-based provision publicly funded and free for parents; paid to the service.	<p><b>ECE entitlement:</b> national government provides funding direct to services providing entitlements.</p> <p><b>Other ECEC provision:</b> mostly paid by parents with some public subsidy paid direct to parents via <i>Tax-Free Childcare</i> (20% contribution towards childcare fees for working families earning above</p>

		<p>minimum and below maximum thresholds); and <i>Universal Credit</i> (up to 85% of childcare costs for eligible low-income families).</p> <p>NB. Tax-Free Childcare and Universal Credit are the responsibility of the UK government and apply across all four UK countries</p>
<b>Length of well-paid leave (weeks) (12)</b>	6 (90% of earnings with no ceiling on payment) NB. Statutory leave is the responsibility of the UK government and applies across all 4 UK countries	
<b>Gap (months) between end well-paid leave/start of ECEC entitlement</b>	34.5 months (6 weeks of Maternity leave paid at 90% of earnings; 30 hours/week 'free childcare' for working parents when child 3 years old)	
<b>Proposed changes</b>	None	

- (1) <https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/>
- (2) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (3) <https://app.croneri.co.uk/topics/inspections-scotland/indepth>
- (4) <https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/inspection-and-review-sector-specific-guidance/primary-school-inspections>
- (5) <https://education.gov.scot/education-scotland/scottish-education-system/early-learning-and-childcare-elc/>
- (6) [www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-operating-guidance/pages/3/](http://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-operating-guidance/pages/3/)
- (7) The Care Inspectorate uses the term 'nursery' to include a range of school-based and other ECEC services, as well as services for children under and over five years, e.g.: 'Nurseries provide daycare facilities for children' aged under 5 years, with some also caring for school aged children. The service is normally used by parents and carers on a regular basis rather than a drop-in basis and the service is provided as a minimum during the school term. Nurseries can take several forms, such as a private nursery, a local authority nursery class or school or a nursery that is part of an independent school.'
- (8) [www.scis.org.uk/facts-and-figures/](http://www.scis.org.uk/facts-and-figures/)
- (9) [www.careinspectorate.com/images/documents/6561/Early%20Learning%20and%20Childcare%20statistics%202020.pdf](http://www.careinspectorate.com/images/documents/6561/Early%20Learning%20and%20Childcare%20statistics%202020.pdf)
- (10) <https://data.sssc.uk.com/data-publications/251-the-children-s-services-workforce-2019-tables>
- (11) <https://digitalpublications.parliament.scot/ResearchBriefings/Report/2019/4/16/The-expansion-of-early-learning-and-childcare#Executive-summary>
- (12) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)



Country UNITED STATES			
Type of government (unitary, federal)	<p>Federal: federal government + 50 states (each with its state level government), a federal district, five major self-governing territories(e.g. Puerto Rico, Guam) and several island possessions and 3 territories + local government (most states and territories have at least two tiers of local government, counties and municipalities; there are also about 13,800 public school districts).</p> <p>There are also Indian reservations, areas of land tenure governed by a federally recognized Native American tribal nation under the U.S. Bureau of Indian Affairs, rather than by the government of the state in which it is located. The 326 Indian reservations in the United States are associated with specific Native American nations, often on a one-to-one basis. Some of the country's 574 federally recognized tribes govern more than one reservation, while some share reservations, and others have no reservation at all (1).</p>		
Population (nos.; ethnic groups)	<p>331.9 million (2021). The US is a very diverse society. In 2020, White, not Hispanic or Latino (includes people who indicate their race as 'White' or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian) constituted 60.1% of the population; Hispanic or Latino, 18.5%; Black or African American, 13.4%; and Asian, 5.9%. There is also a relatively small indigenous population, including American Indian and Alaskan native (1.3%) and Native Hawaiian and other Pacific Islander (0.2%). NB. 2.8% reported 2 or more races (2).</p>		
Official language(s)	<p>No official languages. English is the most commonly used language, and the <i>de facto</i> national language, the only one spoken at home by approximately 78% of the U.S. population. Although 21.6% of U.S. residents report that they speak a language other than English at home, only 8.4% speak English less than 'very well' (3). Thirty-three percent of children under 9 years are dual language learners, defined as young people who have at least one parent who speaks a language other than English at home. 51% of these dual language learners are from low income families (4). Several states have English Only laws pertaining to language of instruction, while others promote bilingual education as a state policy.</p>		
Compulsory School Age	5 to 8: 5 (10 states), 6 (26), 7 (13), 8 (2) (5)	Public spend on ECEC as % GDP	0.3% (2017) (6)
Level(s) and department(s) of govt. responsible for ECEC	<p><b>Federal:</b> The <b>Department of Education</b> has responsibility for some early childhood policies. The 2015 Every Child Succeeds Act incorporates early learning across the law for the first time. This includes the first-ever dedicated funding stream for ECE, <i>the Preschool Development Grant Birth through Five program</i> (PDG B-5), which provides competitive grants for states to improve ECE coordination, quality and access (7). They were designed to 'fund states to conduct a comprehensive statewide birth through five needs assessment followed by in-depth strategic planning, while enhancing parent choice and expanding the current mixed delivery system consisting of a wide range of provider types and settings, including child care centres and home-based child care providers, Head Start and Early Head Start, state pre-kindergarten, and home visiting service providers across the public, private and faith-based sectors' (8). This is a small grant programme, rather than ongoing funding. The Department of</p>		

	<p>Education, via <i>Title 1, Part A of the Elementary and Secondary Education Act</i>, also provides federal funds to local education authorities or schools with large concentrations of children from low-income families in order to support early childhood services for at-risk children to meet state academic standards. Unlike PDG B-5, this funding may be used for programme operation. Federal funding through Individual with Disabilities Education Act (IDEA) grants provides additional funding for young children with disabilities (9).</p> <p>The <b>Department of Health and Human Services</b> also has responsibility for some early childhood policies. <i>Early Head Start</i> is a federally funded community-based programme for low-income families with pregnant women, infants, and toddlers up to age 3. There are three options: a home-based option, a centre-based option, or a combination option in which families get a set number of home visits and a set number of centre-based experiences. <i>Head Start</i> is a federally funded programme that provides services to support the development of 3 and 4-year-old children from low-income families (5). The Department's Office of Child Care administers the <i>Child Care and Development Fund (CCDF)</i>, a block grant to state, territory, and tribal governments that provides support for children and their families with paying for childcare that will fit their needs and that will prepare children to succeed in school. This is the largest federal investment, also income based, and serves only about 15 percent of eligible children nationally, with states varying to some extent on the percentage of children served. Primarily money is distributed in the form of vouchers for the individual child rather than contracts to programmes, thus creating an unstable funding base if a child leaves for some reasons. According to the Office of Child Care mission statement, CCDF also 'improves the quality of care to promote children's healthy development and learning by supporting childcare licensing, quality improvement systems to help programs meet higher standards, and training and education for childcare workers. We establish and oversee the implementation of childcare policies, and provide guidance and technical assistance to states, tribes and territories as they administer CCDF programs' (10).</p> <p><b>States/territories:</b> as there is no real <i>national</i> ECEC policy in the United States, individual states have responsibility for and control over their education and care systems, with responsibility often further devolved to local authorities (5). Multiple state agencies (human services, state education agency, health, etc.) administer early childhood education programmes. These agencies may also handle programmes relating to mental health, education (Head Start/Early Head Start, childcare, infant mental health consultation, early intervention, pre-K, K-3, etc.) and social services (childcare, Temporary Assistance for Needy Families, foster care, home visits, family resource centres, parent education, etc.). In addition, local school districts often directly administer early childhood and pre-K programmes. Currently, at least five states have what they define as a department of early learning, and every state but one has an early childhood advisory council. Additionally, in every state the education agency houses an early childhood administrator, who likely oversees early</p>
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	<p>learning programmes — including school readiness, pre-K, special education and others; and a child care administrator, most often housed in the department of human services, who oversees the federal Child Care and Development Block Grants (grants to states to support child care for low-income families), child care licensing, quality improvements and often programs such as resource and referral or family support (5).</p> <p><b>Local:</b> a public school district is a geographical unit for the local administration of elementary or secondary schools. It is a special-purpose government entity that can be administered independently or be dependent on the local government, such as a city or county. There are approximately 13,800 public school districts in the United States. These districts collectively educate approximately 55.2 million students. They have varying degree of local control depending on the state, and there are often state laws and policies that local districts must adhere to (5).</p> <p><b>Indian reservations:</b> as sovereign nations, like states, set ECEC policies to varying degrees.</p> <p>Multiple entities are often contributing simultaneously to ECEC policies ‘with little attention paid to potential duplication or collaboration’, leading to gaps in provision and uneven quality. The complexity of the administration, financing and oversight of early childhood programmes creates policy challenges, as ‘convoluted administrative structures create natural limits to addressing policy issues in an efficient manner’ (11)</p>
<b>Regulation of services</b>	<p>Responsibility for regulation is generally at the state level, though Head Start is governed by federal regulations. All states have licensing laws that establish minimum quality standards for child care in particular; Head Start and pre-K may or may not be governed by licensing, depending on the state. While these laws vary somewhat by state, they are generally designed to ensure the health and safety of children by establishing minimum requirements for the physical environments in which care and education are delivered, as well as maximum staff-child ratios and minimum training requirements.</p> <p>Quality rating and improvement systems (QRISs) for ECEC programmes began to be developed in the United States towards the end of the 1990s. The primary idea behind a QRIS is to offer incentives for programmes to improve the quality of the services that they provide which, it is argued, should, in turn, improve early cognitive and social-emotional outcomes. QRISs were intended to provide a means of directing higher childcare subsidy reimbursement rates towards higher quality providers and to encourage quality improvements. The first state-wide QRIS was introduced by Oklahoma in 1998. As of 2018, 43 states and DC had state-wide QRISs in place, with systems being piloted in a further 3 states. Regional or local QRISs were in operation in an additional three states. Evaluations have mostly shown they do not have their intended results (5).</p>
<b>Curriculum</b>	<p>There is no national early years curriculum.</p>

	<p>States have early childhood curriculum standards and curriculum guidance if not a state curriculum. Many also have quality rating systems (see 'Regulation of services' above) that include programme content but are more global. The NIEER report of the 62 state-funded Pre-K initiatives found 60 had met a benchmark for 'Early learning and development standards', 56 for 'Curriculum supports', and 38 for a 'Continuous quality assurance system'. Other standards reported relate to staff qualifications, professional development, class size, staff:child ratios, and screening and referral. The study found that 'many of the state-funded preschool programs that reach the largest number of children meet only a few of the quality standards benchmarks' (12).</p> <p>Head Start centres follow a federally mandated research-based curriculum, the goal of which is to promote school readiness among at-risk children who are eligible for the programme on the basis of low family income, by enhancing their cognitive, social and emotional development.</p>
<b>Testing/assessment</b>	There are no national statutory assessment requirements.
<b>Entitlements to ECEC</b>	<p>There is no national entitlement.</p> <p>Publicly funded kindergarten, mainly for 5-year-olds, is available to all children in the United States. In 42 states and DC, school districts are required to offer kindergarten; 13 states and DC require the district to offer full-day kindergarten, a further 26 require districts to offer half-day provision, with the remaining two states requiring either half-day or full-day kindergarten. Kindergarten is usually part of the K-12 educational system and provided in schools.</p> <p>The degree to which children have access to public pre-kindergarten education (pre-K) for 4-year-olds (other than those children in targeted federally funded programmes such as Head Start) varies considerably, from none at all in some states to universal provision in others. In the District of Colombia, Florida and Vermont, publicly-funded pre-K is available to all children, with no funding or enrolment caps or enrolment deadlines. West Virginia is aiming for universal pre-K and is expanding its provision. Universal pre-K is in place in most districts in Oklahoma. In the states of Georgia, Illinois, Iowa, New York and Wisconsin, pre-K policies are in place that are commonly considered to be universal, but have limits meaning that, in practice, provision is not available to all children. In New Jersey, universal pre-K is provided to children in 31 high-poverty districts. Alabama is also moving towards universal pre-K provision (5). Pre-K can be provided in school-based or other ECEC services, including private centres</p>
<b>Enrolment rate:</b> <b>0-2 years with</b> <b>average weekly</b> <b>hours</b> <b>3-5 years</b>	<p>No information (6)</p> <p>66% (2018) (6)</p>
<b>Participation rate 0-2 years by</b> <b>equivalised</b> <b>disposable income</b>	No information available in OECD Family Database

	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	The public school system under the responsibility of each State may offer <b>pre-kindergarten</b> [pre-K] programmes (mostly for 4-year old children) and <b>kindergarten</b> programmes (mainly serving 5-year-olds).	<b>Centre-based</b> ECEC services, i.e. those administered in non-residential settings in day care centres, nurseries, churches, preschools, pre-kindergartens, etc. <b>Home-based</b> programmes, including in-home preschools as well as regulated or unregulated childminding of multiple children in a residential setting <sup>5</sup> known as family-based child care or kith and kin care.
<b>No.of registered or licensed places</b>	<p>No information on places</p> <p>In 2019, 61% of 3 to 5-year-olds were enrolled in schools, ranging from 45% in North Dakota to 88% in the District of Columbia. The enrolment rate was lower for 3- to 4-year-olds than for 5-year-olds (49 vs. 86%) (13).</p> <p>According to the NIEER's State of Preschool 2020 Report, almost 34% of 4-year-olds and 6.3% of three-year-olds were enrolled in state-funded preschool. The percentage of children enrolled in state-funded preschool varies widely from 73% of 3-year-olds and 84% of 4-year-olds in DC to no state-funded preschool in six states (Idaho, Indiana, Montana, New Hampshire, South Dakota, and Wyoming). The increase in enrolments was smaller than in previous years, and impacted by Covid. Over 2019-2020, '[p]rogress has been uneven among the states. Some have moved forward; others stagnated or even declined in access, standards, and funding. This increased inequality in children's access to high-quality preschool across the states' (14).</p>	<p>No information on places.</p> <p>In 2014 National Survey of Early Care and Education, there were approximately 129,000 centre-based programmes serving 6.98 million children from soon after birth to age five years not yet in kindergarten; included Head Start facilities and preschools <i>and pre-kindergarten classrooms in public schools</i>, as well as private nursery schools, day care centres, and many other types of ECE. Just 8.4 percent of children receive ECEC in a centre that is public-school sponsored. There were also 118,000 'listed' family childcare/day care providers (i.e. 'licensed, regulated, license-exempt, or registered home-based providers), providing for 751,000 children (15).</p> <p>In 2016-17, total enrolment in Early Head Start reached 211,000 children, the highest since the programme began, representing 7% of eligible children (children under the age of three living in poverty). In the same year, enrolment for Head Start was 848,000, a record low, representing 31% of three- to five-year-olds of children living in poverty (Child Trends, 2018[61]). This drop may be attributable to increased public spending on pre-kindergarten programmes, which</p>

		rose by 47% in the five years to 2016/17 (5).
<b>Providers (e.g. public; non-profit private; for-profit private)<sup>4</sup></b>	There are different types of schools. Private (non publicly-funded) schools account for 25% of all schools (2017-18) (16), but accounted for only 10% of pupils (2017) (17). While the majority of public schools are 'traditional', managed by school boards, there are also <i>public charter schools</i> , publicly funded schools that are typically governed by a group or organization under a legislative contract - a charter- with the state, district, or other entity. The charter exempts the school from certain state or local rules and regulations. In 2019, 7% of public school pupils attended these schools; this number is rapidly rising especially in states with Republican legislative majorities/governors.	In 2019, the NSECE study found just under half (47%) of all centres were not-for-profit; 34.5% were for-profit. Of these, 4.1% were for-profit centres that were franchises or parts of chains. Other for-profit centres were independent, such as sole proprietorships (30.4% of all centres). Other centres were run by the government (15.2%), and a category, 'other' (2.9%). From 2012 to 2019, there was a small but statistically significant increase in the proportion of for-profit independent centres and a small but statistically significant decrease in the proportion of not-for-profit sponsored centres (18). NB. The number of centres is somewhat misleading as centres vary in size. For example, corporate childcare centres have increased in size but not in number in recent years so they are caring for a larger percentage of children than in the past.
<b>Workforce, inc. numbers; qualification level; pay and conditions</b>	See 'kindergarten teachers' in next column	<b>Pre-school and kindergarten teachers</b> (employed in schools and other ECEC services): in 2019, 845,000. Pre-school teachers 'educate and care for children younger than age 5 who have not yet entered kindergarten... typically work in public and private schools or childcare centers'; often have associate's degree, i.e. 2 or 3 year college course below bachelor's degree level. Kindergarten teachers typically have a bachelor's degree. Average salary US\$29,881 (19). <b>Childcare workers:</b> in 2019, 826,000. Childcare workers typically have a high school diploma or equivalent (20). Average salary US\$16443 (21).  In 2019, 'Wages paid to early educators remain substandard across the sector and in comparison

		<p>to other occupations and teaching jobs that are also underpaid relative to their qualifications and skills': median hourly earnings= US\$11.65 for Child care workers; \$14.67 for preschool teachers (\$26.95 if in schools); US\$32.80 for kindergarten teachers; US\$34.43 for elementary teachers; US\$19.14 for all occupations.</p> <p>In the majority of states, wages fall short of the living wage for a single adult, from just under the living wage in Montana (short by US\$0.13), to as much as US\$3.39 less per hour in Hawaii (22).</p>
<p><b>Funding, incl public/ private split; method(s) of public funding</b></p>	<p>Except for private schools, all school-based kindergarten provision is publicly funded and free for parents; paid to the service.</p> <p><b>States</b> use various revenue streams to fund pre-K programmes (e.g. federal block grant funds) where they exist. In many states, this funding is neither stable nor guaranteed from year to year. Several states use funds collected through state 'sin taxes' (e.g. taxes levied on alcohol or tobacco). Five states (Georgia, Virginia, Washington, Nebraska and North Carolina) use money from a state lottery to fund pre-K, while Missouri uses funds from non-lottery gambling revenue. Three states (Arizona, Connecticut and Kansas) use money from tobacco settlements to fund pre-k. Social impact bonds, where private funds are used to fund social initiatives, fund pre-k in some states.</p> <p>In Utah, for example, the Pay for Success pre-k programme is a partnership between the state of Utah and Goldman Sachs (5).</p> <p>NB. the federal Department of Education provides some funding for early childhood services. Title 1,</p>	<p>Childcare is expensive in the United States. The funding of early years programmes in the United States is complex, ranging from privately funded centres to services supported to varying degrees by local, state or federal funds (5). Approximately 15% of centres serving infants/toddlers report public funding as their predominant revenue source, compared to 50% of centres that serve only preschoolers (23).</p> <p><b>Federal funding:</b> generally targeted at specific subgroups of children, primarily children from low-income families and children with disabilities. The US Department of Health and Human Services and the US Department of Education have primary responsibility for administering this federal funding. <i>Head Start</i> (programme of the Department of Health and Human Services) is a federally funded programme that provides services to support the development of 3 and 4-year-old children from low-income families. Head Start grants are awarded directly to public agencies, private for-profit and non-profit entities, school systems, and tribal governments to operate Head Start in local communities. Federal</p>

	<p>Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (also known as Improving the Academic Achievement of the Disadvantaged) provides federal funds to local education authorities (LEAs) or schools with large concentrations of children from low-income families in order to support at-risk children to meet state academic standards. These funds may be used to operate preschool programs that ‘improve cognitive, health, and social-emotional outcomes for eligible children below the grade at which an LEA provides a free public elementary education’. Preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level, and therefore do not know the extent to which they are spent on preschool education (24). The Department of Education also provides grants to all states, DC and Puerto Rico in order to provide special education and related services for children with disabilities aged between three and five years, under Section 619 of IDEA. Under IDEA Part C, states and territories are awarded grants to support the implementation of integrated, multidisciplinary, interagency early intervention programmes for children with disabilities from birth until the age of two (5).</p>	<p>grants cover 80% of the programme’s cost; the remaining 20% is funded by the community organisation administering the programme (by cash or in-kind donations) (5).</p> <p>The DHHS also provides childcare subsidies for low-income working families with children under the age of 13: the <i>Child Care and Development Fund</i> (CCDF) provides financial assistance to low-income families to access childcare so that parents can attend work, training and education, and also use funds to improve the quality of childcare. In addition, working parents are eligible for two tax benefits to offset childcare costs: the <i>child and dependent care tax credit</i> and the <i>exclusion for employer-provided childcare</i>. The former provides a refundable credit of up to 50% of childcare costs for a child under age 13 or any dependent physically or mentally incapable of self-care; it is means-tested and has a ceiling. The latter enables employees to set aside up to US\$10,500 per year of their salary, regardless of the number of children, in an FSA [‘Flexible spending account’] to pay child care expenses; this money is not subject to income or payroll taxes (25).</p>
<b>Length of well-paid leave (weeks) (26)</b>	0 (US has no paid statutory leave)	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	Not applicable	
<b>Proposed changes</b>		

(1) [https://en.wikipedia.org/wiki/Indian\\_reservation](https://en.wikipedia.org/wiki/Indian_reservation)

(2) [www.census.gov/quickfacts/fact/table/US/PST045219](http://www.census.gov/quickfacts/fact/table/US/PST045219)



- (3) [https://en.wikipedia.org/wiki/Languages\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Languages_of_the_United_States)
- (4) [www.migrationpolicy.org/programs/data-hub/charts/us-state-profiles-young-dlls#:~:text=More%20than%2011.2%20million%20young,age%20of%209%2C%20are%20DLLs](http://www.migrationpolicy.org/programs/data-hub/charts/us-state-profiles-young-dlls#:~:text=More%20than%2011.2%20million%20young,age%20of%209%2C%20are%20DLLs)
- (5) <https://doi.org/10.1787/198d8c99-en>
- (6) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (7) [www.ffyf.org/issues/essa/](http://www.ffyf.org/issues/essa/)
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- (10) [www.acf.hhs.gov/occ/fact-sheet](http://www.acf.hhs.gov/occ/fact-sheet)
- (11) [www.ecs.org/governance-in-early-childhood-education/](http://www.ecs.org/governance-in-early-childhood-education/)
- (12) <https://nieer.org/state-preschool-yearbooks/yearbook2020#profiles>
- (13) [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_202.25.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_202.25.asp)
- (14) <https://nieer.org/state-preschool-yearbooks/yearbook2020#profiles>. For definition of state-funded preschool see <https://nieer.org/state-preschool-yearbooks/yearbook2020#profiles> p. 44.
- (15) [www.acf.hhs.gov/sites/default/files/documents/opre/hb\\_providers\\_fact\\_sheet\\_toopre\\_041715\\_508.pdf](http://www.acf.hhs.gov/sites/default/files/documents/opre/hb_providers_fact_sheet_toopre_041715_508.pdf)
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- (19) <https://datausa.io/profile/soc/childcare-workers>
- (20) [www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm](http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm)
- (21) [www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm](http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm)
- (22) <https://cscce.berkeley.edu/workforce-index-2020/>
- (23) <https://cscce.berkeley.edu/wp-content/uploads/2018/08/2018-Index-Infographics.pdf>
- (24) <https://nieer.org/state-preschool-yearbooks/yearbook2020#profiles>
- (25) [www.taxpolicycenter.org/briefing-book/how-does-tax-system-subsidize-child-care-expenses](http://www.taxpolicycenter.org/briefing-book/how-does-tax-system-subsidize-child-care-expenses)
- (26) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)

<b>Country</b> <b>FRANCE</b>			
<b>Type of government (unitary, federal)</b>	Unitary: national government and three levels of local government (regional=21 <i>régions</i> in mainland France + Corsica with greater autonomy (1); sub-regional=96 <i>départements</i> in mainland France; local=36,500+ <i>communes</i> )		
<b>Population (nos.; ethnic groups)</b>	<p>67.39 million (mid-2020). In 2020, 6.8 million immigrants live in France, 10.2% of the total population; 2.5 million immigrants, or 36% of them, have acquired French nationality. 41% of immigrants who arrived in France in 2019 were born in Africa and 31.9% were born in Europe: most often born in Morocco (9.5%), Algeria (7%), Tunisia (4.5%), Italy (4.5%), Spain (3.3%), the UK (3.2%), China (3%) or Romania (2.8%) (2).</p> <p>NB. Due to a law dating from 1872, the French Republic prohibits the census making distinctions between its citizens according to their race or their beliefs, but surveys and polls are free to ask those questions if they wish. Of European ethnic groups not indigenous to France, the most numerous are people of Italian family origin and it is estimated that about 5 million citizens (8% of the population) are at least partly of Italian origin if their parentage is retraced over three generations. Other large European groups of non-native origin are Spaniards, Portuguese, Romanians, Poles, and Greeks. Also, due to more recent immigration, there are between five and six million people of Maghrebi origin and approximately 800,000 Turks. An influx of Maghrebi Jews immigrated to France in the 1950s and after the Algerian War; subsequent waves of immigration followed the Six-Day War, when some Moroccan and Tunisian Jews settled in France. Black people have come from both the French overseas territories (French Guiana, Guadeloupe, Martinique, Réunion, and former colony Haiti) and Sub-Saharan Africa (especially Cote d'Ivoire, Mali, and Senegal). France has the largest black population in Europe (3).</p>		
<b>Official language(s)</b>	French		
<b>Compulsory School Age</b>	3 years (for this national profile, ECEC is taken to be upto 6 years when children start primary school. For information on the recent reduction in compulsory school age from 6 to 3 years, see <a href="https://www.bbc.co.uk/news/world-europe-43562029">https://www.bbc.co.uk/news/world-europe-43562029</a> )	<b>Public spend on ECEC as % GDP</b>	1.3% (2017) (4)

<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p><b>National:</b> Split responsibility. The <i>Ministère de l'éducation nationale et de la jeunesse</i> (Ministry of National Education and Youth) is responsible for school-based services for children from 2 to 5-years old; and the <i>Ministère des solidarités, de l'autonomie et des personnes handicapées</i> (Ministry of solidarity, autonomy and disabled persons) is responsible for non-school ECEC services. The <i>Caisse nationale des allocations familiales</i> (CNAF: Family branch of the social security scheme) and its large network of decentralised <i>Caisses des allocations familiales</i> (CAFs, 123 local family allowance funds) play a key role in the funding and provision of non-school services, as well as providing families and households with a range of benefits and allowances.</p> <p><b>Régions and départements:</b> <i>Régions</i> have no general responsibilities. <i>Départements</i>, with their PMI services (<i>Protection Maternelle et infantile</i>), are responsible for authorizing and inspecting <i>crèches</i> and family day carers.</p> <p><b>Municipalities:</b> responsible (with CAFs) for municipal provision for children under 3-years-old and their parents; and help support the increasing private sector. They are also responsible in school-based services for: the construction and maintenance of school buildings; school transport; educational materials, etc.; salaries of auxiliary staffs (teachers are State civil servants), and out of school hours services, i.e. time before/after school, mid-day and holidays.</p>
<b>Regulation of services</b>	<p>Approval for a new non-school services is needed from the <i>département</i>, based on meeting the required standards regarding health and safety; <b>départements</b> (PMI officials) inspect non-school services for safety, health, etc., in respect of the national Laws; the last Decree (August 2021) is very precise about standards, e.g. space standards.</p> <p>The Ministry of Education is responsible for the inspection of <i>écoles maternelles</i>; school inspections fall under the responsibility of two inspectorates, the <b><i>Inspection Générale de l'Éducation Nationale</i></b> (IGEN, General Inspectorate of National Education) and the <b><i>Général de l'Administration de l'Éducation Nationale et de la Recherche</i></b> (IGAENR, General Inspectorate of Educational Administration and Research).</p>
<b>Curriculum</b>	<p>For children under 3 in non-school services, the <b><i>Charte nationale pour l'accueil du jeune enfant</i></b> promotes 10 principles for sustaining educational projects and making coherence in this sector. It was enacted by law in September 2021) (5). There is a national school curriculum for 2- to 5-year-olds. The previous three overlapping cycles (including <i>école maternelle</i> and <i>école primaire</i>) have been replaced by a unique cycle of <i>apprentissages premiers</i> since 2015 (6).</p>
<b>Testing/assessment</b>	<p>There are no statutory assessment requirements in non-school services. In school-based services, teachers regularly assess children according to the national curriculum requirements (a <i>Carnet de suivi des apprentissages</i>) (7).</p>
<b>Entitlements to ECEC</b>	<p>An earlier entitlement to early childhood education from age 3 years has been superseded, since 2019, by compulsory attendance from this age. Two-year-olds in socially disadvantaged areas are entitled to early childhood education (8).</p>
<b>Enrolment rate: 0-2 years with average weekly hours 3-5 years</b>	<p>58.1% @ 32.4 average weekly hours (2020) (4) NB. 11% of 2-year-olds attend <i>ecole maternelle</i> in 2020 compared with 35.2% in 1999 100% (2020) (4)</p>

<b>Participation rate 0-2 years by equivalised disposable income</b>	Lowest income tercile=27%; middle income tercile=69%; highest income tercile=76% (difference highly significant statistically) (2020) (4).	
	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	<p><b>Nursery schools (<i>écoles maternelles</i>)</b> are provided for children between 2 and 6 years of age and attendance is compulsory from 3-years-old. Full time school generally 8.30-11.30 then 13.30-16.30; a majority eat at school (11.30-13.30). <i>Écoles maternelles</i> vary in size from 1 to 12 groups; a majority have 2 to 5 groups.</p> <p><b>Centres de loisirs or accueils périscolaires</b> (within the <i>écoles maternelles</i>) provide care before and after school (16.30-18.00), on Wednesday afternoon (11.30-18.00) and holidays.</p> <p><b>Kindergartens (<i>jardins enfants</i>)</b>, found in some cities, also take children aged 2 to 4 years, offering long opening hours similar to those of nurseries/crèches. They are due to be phased out by 2024 or become <i>crèches</i> due to compulsory attendance at <i>écoles maternelles</i> from 3 years.</p>	<p><b>Nurseries (<i>crèches collectives</i>)</b> provide centre-based care for children from 2/3 months to 3 years and usually open for a full day. They are categorised according to their size: <b>micro-crèches</b> (12 places maximum), <b>petites crèches</b> (13-24 places), <b>crèches</b> (25-39 places) and <b>grandes crèches</b> (40-59 places). <b>Crèches parentales</b> are non-profit centres established by parent groups.</p> <p><b>Sessional care facilities (<i>haltes garderies</i>)</b> for children up to 3-years-old are mostly used on a part-time basis by parents who are not working in the labour market. Generally included in the category <i>crèche collective</i>, as part-time <i>crèche collective</i> (i.e. children do not eat there, attending in the morning or in the afternoon).</p> <p><b>Family day care (<i>Assistant(e)s maternel(le)s agréé(e)s</i>)</b> is provided by approved family day carers. Working at home, they may have opportunities to meet in <b>Relais d'Assistantes Maternelles (RAM)</b>, renamed <i>Relais Petite enfance</i> in 2021. They can also be salaried by a <b>Family day care networks (<i>crèches familiales</i>)</b>. Since 2010 several family day carers can group themselves together and care for children in a <b>Maison d'Assistantes Maternelles (MAM)</b></p> <p>Parents can also employ a carer at home (an <b>auxiliaire familiale</b>)</p>
<b>No.of registered or licensed places</b>	In 2020, 2,396,900 children in 13,399 public <i>écoles maternelles</i> + 189 private <i>écoles maternelles</i> (9). Private <i>écoles maternelles</i> are marginal but they are increasing: 135 in 2009, 175 in 2018 (10)	In December 2018, there were 59 places in 'regulated' ECEC provision for 100 under 3s. Of these 59 places, 33 were with <i>assistantes maternelles</i> ; 20 in all types of <i>crèches</i> (+ <i>micro crèches</i> ); 4 in <i>écoles maternelles</i> and 2 with

	<p>260 <i>jardins enfants</i> (average capacity of around 30 places). They are most numerous in Paris and its <i>Région</i>. There will be no new <i>jardins d'enfants</i> for children of 'maternelle' age</p> <p>In 2019, of the 2-5 years olds attending <i>écoles maternelles</i>, only 20% do not attend <i>centre de loisirs</i> in schools; 1/3<sup>rd</sup> attend before school hours; 50% after school hours; no information for mid-day but it is thought to be a very high level.</p>	<p><i>auxiliaires familiales</i>. NB. a place does not correspond to a child, since some children use several provisions (11). MAM ( <i>maisons d' Assistantes maternelles</i>) are developing: from 1,600 in 2015 to 3,000 in 2018</p>
<p><b>Providers (e.g. public; non-profit private; for-profit private)<sup>4</sup></b></p>	<p>The great majority of <i>écoles maternelles</i> are provided by government (national government pays salaries of teachers: local government provides other services); in 2020, there were 13,399 public <i>écoles maternelles</i> and 189 private (10). <i>Jardins enfants</i> run mostly by municipalities and associations, though some for-profit centres (12)</p>	<p>In most cases, <i>crèches</i> are provided by <i>communes</i> or non-profit private organisations, including parent groups. Private for-profit <i>crèches</i> have developed from 2003, and are increasing in number; companies are investing in small <i>micro-crèches</i>, which are more profitable.</p>
<p><b>Workforce inc. numbers; qualification level; pay and conditions<sup>1</sup></b></p>	<p><b>Teachers (<i>professeur des écoles</i>)</b> have a 5 year Master's degree qualification (ISCED 7) for teaching in <i>écoles maternelles</i> and <i>école élémentaire</i>, and are national civil servants. They are supported by <b>auxiliary staff (<i>ATSEM, agents territoriaux spécialisés des écoles maternelles</i>)</b>, who are employed by <i>communes</i>; they normally have a 2 year certificate from a vocational secondary school (ISCED 3). Each class has a teacher, and each class for 2-3-year-olds and for</p>	<p><b>Paediatric Nurses (<i>puéricultrices/ puériculteurs</i>)</b> work in any kind of <i>crèche</i>, often as a head; they have a bachelor's degree level qualification (ISCED 6). <b>Early Childhood Educators (<i>éducatrices/éducateurs de jeunes enfants</i>)</b> work in any kind of <i>crèche</i> and in kindergartens; the minimum qualification was changed from a postsecondary qualification to a Bachelor's degree (ISCED 6). <b>Auxiliary Paediatric Nurses (<i>auxiliaires de puériculture</i>)</b> and <b>accompagnant éducatif/accompagnante éducative</b></p>

	<p>3-4-year olds has its own ATSEM (14). The number of ATSEM varies from one commune to another one; there are fewer in poor communities</p> <p>Teachers in <i>écoles maternelles</i> and in <i>école élémentaire</i> receive the same payment (7).</p> <p><b>Centres de loisirs</b> have a director and a staff of <i>animateurs</i>. The minimum and most frequent qualifications for <i>animateurs</i> is a certificate (BAFA - <i>brevet d'aptitude aux fonctions d'animateur</i>) acquired after one month's training. Directors require an additional certificate (BAFD - <i>brevet d'aptitude aux fonctions de directeur de centres de vacances et de loisirs</i>) requiring 10 days training to become a director plus a further 34 days of training.</p>	<p><b>petite enfance (AEPE)</b> are the main workers in direct contact with children and have an ISCED 3 level qualification. Holders of an ATSEM qualification can also work in <i>crèches</i> as <i>animateurs petite enfance</i>.</p> <p>No professional qualification required for those working as family day carers (5).</p> <p>The childcare workforce is low paid. This, plus low social recognition and the high physical and emotional demands of the job, explain the difficulties of recruitment. Staff in the childcare sector – unlike the teachers in the education sector - do not enjoy long holidays and have only a few opportunities for career advancement (7).</p>
<b>Funding, inc. public/private split; method(s) of public funding</b>	<p>Central government pays for the costs of teachers in <i>écoles maternelles</i>, while <i>communes</i> are responsible for all-the other-school running costs. Attendance is free of charge; parents pay only for <i>Centres de loisirs</i> including mid-day with meal). The fee is low but some families cannot pay, so some children do not attend for this reason. In some communes, meals (midday time) are free of charge for them</p>	<p><b>Crèches</b> are funded by <i>communes</i> and CAFs, which partly cover running costs. Additionally, parents pay income-related monthly fees.</p> <p>Parents can apply to CAFs (under certain conditions, e.g., family income, etc.) for some part of the expenses for the employment of an <i>assistante maternelle</i> or an <i>auxiliaire parentale</i>. CAFs also contribute to parents' costs when they use a <i>micro-crèche</i>; in this case, CAFs pay the <i>micro-crèche</i> (which are not directly founded by CAF).</p>
<b>Length of well-paid leave (weeks) (19)</b>	14 weeks @ 100% of earnings up to a ceiling	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	Nearly 33 months	
<b>Proposed changes</b>		

<b>Country SWEDEN</b>			
<b>Type of government (unitary, federal)</b>	Unitary: national government + local authorities (regional=21 counties ( <i>län</i> ); local=290 municipalities ( <i>kommuner</i> ))		
<b>Population (nos.; ethnic groups)</b>	10.4 million (2021). In recent years, Sweden has become an increasingly diverse country. In 2020, the population by country of birth was Swedish 80.3%, Syrian 1.9%, Iraqi 1.4%, Finnish 1.4%, other 15%. The indigenous Sami people are estimated to number between 20,000 and 40,000 (1).		
<b>Official language(s)</b>	Swedish		
<b>Compulsory School Age</b>	6 years	<b>Public spend on ECEC as % GDP</b>	1.6% (2017) (2)
<b>Level(s) and department(s) of govt. responsible for ECEC</b>	<p><b>National:</b> Ministry of Education and Science has responsibility for all early childhood services. The Swedish National Agency for Education (<i>Skolverket</i>) puts forward proposals and monitors education. One its main tasks is to examine the quality and outcome of education in municipalities and grant-aided independent schools, as well as to supervise their activities (3).</p> <p><b>Local:</b> there is a high level of decentralisation. Municipalities have overall responsibility for local services, including planning, running most early childhood services and funding private services.</p>		
<b>Regulation of services</b>	<p><b>National:</b> <i>Skolinspektionen</i> (the <b>Swedish Schools Inspectorate</b>) is responsible for the national inspection and evaluation of the school system (preschools and schools) and ensures that local authorities and grant-aided independent schools follow laws and regulations.</p> <p><b>Local:</b> Municipalities are expected to inspect, follow up and evaluate preschools on a continuous basis and through annual follow-up and evaluation measures.</p>		
<b>Curriculum</b>	There is a national curriculum, <b>Curriculum for the Preschool Lpfö 18</b> . It is 26 pages (in English version) and consists of two parts: The fundamental values and task of the preschool and Goals and guidelines (4).		
<b>Testing/assessment</b>	There are no statutory assessment requirements.		
<b>Entitlements to ECEC</b>	Municipalities are required by the Education Act (Skollagen SFS 2010:800) to provide publicly subsidised preschool provision to all children from 12 months of age. All children are entitled to free preschool for at least 525 hours per year (approximately 15 hours per week) from the autumn term when they turn three years old.		
<b>Enrolment rate: 0-2 years with average weekly hours 3-5 years</b>	<p>47.6% @ 30.9 average weekly hours (2020) (2)</p> <p>95% (2020) (2)</p> <p>NB. In 2020, just over 85 per cent of 1 to 5-year-olds were enrolled in preschools. For 1 to 2-year olds, the figure is 50%; 2 to 3-year-olds 90.5%; 3 to 4-year olds 94%; 4 to 5-year-olds 95%; and 5 to 6-year-olds 96%. Of the 1 to 5-year-olds with a foreign background, just under 82% are enrolled; for children with a Swedish background 86% (5).</p>		
<b>Participation rate 0-2 years by equivalised disposable income</b>	Lowest income tertile=60%; middle income tertile=52%; highest income tertile=46% (2020) (2)		

	<b>School-based/kindergarten services</b>	<b>Other ECEC services</b>
<b>Typology of service (inc.name, description)</b>	<b>Preschools (förskola)</b> are usually unitary, age-integrated settings and are the main form of provision for children aged 1 to under 6 years. They are legally defined as a type of school.	<b>Family day care (familjedaghem)</b> provides for 0 to 5-year-olds (and school-age children) usually in childminder's own home ( <b>dagbarnvårdare</b> ). <b>Open preschools (öppen förskola)</b> are community drop-in and advisory centres for parents and children who are not attending any other form of provision, and also for family day care providers.
<b>No.of registered or licensed places</b>	No information on number of places. In 2020, just over 517,000 children were enrolled in 9,590 preschools (just over 85% of 1 to 5-year-olds) (5)	No information on number of places. In 2019, 10,615 children were attending family day care. This compares to 130,000 children in the mid-1990s; the decrease can be explained by the further development of preschools and leisure-time centres (for school-age children).  In 2016/17, there were 474 <i>öppen förskola</i> compared with 9774 pre-schools (6)
<b>Providers (e.g.public; non-profit private; for-profit private)<sup>4</sup></b>	In 2020, enrolled children were reported at 9,590 preschool units. The majority of these preschools, 71%, are run by a municipal principal [i.e. are publicly managed]. Non-municipal preschools can be run as, for example, parent cooperatives or staff cooperatives, by a foundation or a limited company (5).	No information.
<b>Workforce, inc.numbers; qualification level; pay and conditions</b>	Two main groups of qualified staff work in preschools: <b>Förskollärare (lit. Preschool Teachers)</b> with a 3.5 years university degree (ISCED 6) and <b>Barnskötare (Childcare Workers)</b> with a specialist upper secondary vocational education (ISCED 3) (7).  Of all full-time positions in preschool in 2020, just over 40 percent have a preschool teacher degree. The proportion with a preschool teacher degree differs	In 2016, 69.5% of staff in in open preschools were qualified Preschool Teachers and 13.9% qualified Childcare Workers (7).  No professional qualification are required for those working as family day carers (8).



	<p>between different types of municipality. The highest proportion is in smaller cities / towns (48%), while the lowest proportion is in large (32%) (5).</p> <p>In 2016, Preschool Teachers did not usually receive the same salary as Compulsory School Teachers. However, salaries are individually negotiated and given the shortage of qualified Preschool Teachers, there can be considerable variation in salaries between different parts of the same city and between municipalities across the country. While a common starting point may be SEK27,000-29,000 per month, some municipalities have been offering up to SEK36,000 per month as an introductory salary.</p> <p>The average introductory salary per month for Childcare Workers was approximately SEK22,000-24,000. Salaries for this group are also individually negotiated and may vary across the country depending on, for example, work experience. It is just about possible to live on this salary, although much depends on the living costs and family composition (e.g. single parents and number of children) and the area of residence (8).</p>	
<b>Funding, inc.public/private split; method(s) of public funding</b>	<p>Most of the costs of preschools are funded publicly, with funding shared between national government and municipalities. Municipalities fund preschools that they manage, paying direct to services. They also fund private preschools, ensuring that the operations meet the requirements of quality and safety. The same laws and frameworks apply to grant-aided private and public preschools.</p> <p>Parents contribute to costs (excluding the 525 hours/year free</p>	As for pre-schools

	attendance for 3 to 5-year-olds), but there is a ceiling on how much they contribute ('maxtaxa'). The maximum amount parents pay per month depends on how many children they have attending preschools and their income, but the maximum payable is SKK1510 for a first child at preschool, SKK1007 for a second child and SKK503 for a third child (8).	
<b>Length of well-paid leave (weeks) (9)</b>	56 weeks @ 77.6% of earnings up to a high ceiling	
<b>Gap between end well-paid leave/start of ECEC entitlement</b>	No gap	
<b>Proposed changes</b>		

- (1) [www.indexmundi.com/sweden/demographics\\_profile.html](http://www.indexmundi.com/sweden/demographics_profile.html)
- (2) [www.oecd.org/els/family/database.htm](http://www.oecd.org/els/family/database.htm)
- (3) [https://eacea.ec.europa.eu/national-policies/eurydice/content/administration-and-governance-central-andor-regional-level-80\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/administration-and-governance-central-andor-regional-level-80_en)
- (4) [www.skolverket.se/download/18.6bfaca41169863e6a65d897/1553968298535/pdf4049.pdf](http://www.skolverket.se/download/18.6bfaca41169863e6a65d897/1553968298535/pdf4049.pdf)
- (5) [https://sirir.skolverket.se/siris/sitevision\\_doc.getFile?p\\_id=550786](https://sirir.skolverket.se/siris/sitevision_doc.getFile?p_id=550786)
- (6) [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-pre-primary-class-3\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-pre-primary-class-3_ro); [www.seepro.eu/English/pdfs/SWEDEN\\_Key\\_Data.pdf](http://www.seepro.eu/English/pdfs/SWEDEN_Key_Data.pdf)
- (7) [www.seepro.eu/English/pdfs/SWEDEN\\_ECEC\\_Workforce.pdf](http://www.seepro.eu/English/pdfs/SWEDEN_ECEC_Workforce.pdf)
- (8) [www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-maxtaxa-2021](http://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-maxtaxa-2021)
- (9) 'Well paid' defined as earnings-related payment at 66 per cent of earnings or above and without a low ceiling. Information on leave from [www.leavenetwork.org/annual-review-reports/review-2022/](http://www.leavenetwork.org/annual-review-reports/review-2022/)