

Questionnaire for development of the Comparative report



NEMO

QUESTIONNAIRE for the development of IO4

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Country	
Author	
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Date	

Should you have any questions, please do not hesitate to contact Moira Sannipoli (moira.sannipoli@unipg.it) or Maša Vidmar (masa.vidmar@pei.si).

Please send the completed questionnaire **before 30 September 2020** to Moira Sannipoli moira.sannipoli@unipg.it.

1.0 Introduction

This questionnaire collects data in your country to support the development of the IO4 - ECEC teacher curriculum for the whole period covered by ISCED-0.

Some data needed for the IO4 is also collected within the questionnaire for IO2. To avoid duplication, we will use the data collected within the IO2 questionnaire as well in preparing the final report.

Coverage of the data collection

The collection refers to the **mainstream public and private ECEC provision** that is within the regulatory framework, i.e., has to comply with a certain set of rules, minimum standards and/or undergo accreditation procedures. It covers centre-/school-based provision (but not home-based provision). It covers the **most typical ECEC setting in your country**.

Data sources

Official **documents issued and/or recognised by central/top-level authorities** are the prime sources of information when answering questions. Countries, where the regions (Communities, etc.) are competent in all/most areas relating to ECEC, should try to provide the information on regional regulations that is sufficiently representative and specify in which regions are covered.

If certain ECEC areas are not covered by central/top-level regulations/recommendations (i.e., they fall under the responsibility of local authorities), countries can still provide the information on the most **common practices**. In this case, countries should clearly indicate that there are no central/top-level regulations/recommendations. Yet, **the information provided should be, as far as possible, evidence-based, i.e., supported by references to representative surveys, analyses, and reports.**

Reference period

The reference year for the entire questionnaire is **2019/20 school year**.

If certain aspects of ECEC have recently been (or are currently being) subject to **reforms**, it should be indicated in 'Comments'.

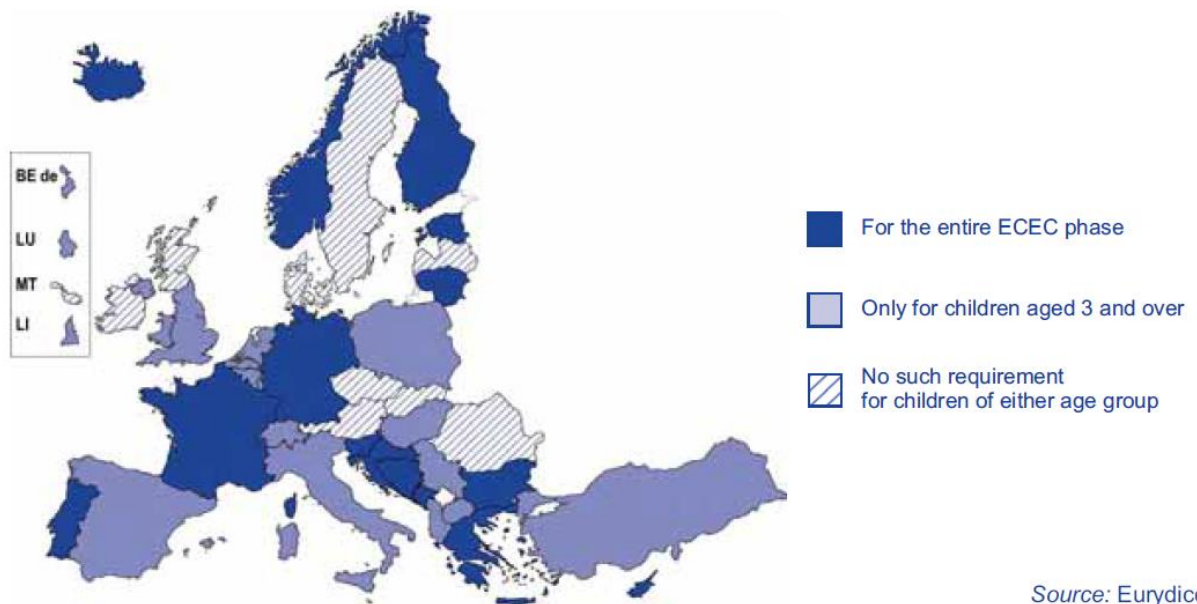
2.0 Explanatory notes

The European Commission/EACEA/Eurydice (2019) identified four core dimensions (categories) of an integrated ECEC system from birth to the start of primary education. Based on these four dimensions the countries were categorized into 5 groups, depending on the level of integration in their ECEC system (see table below). As you can see, each of the countries of the NEMO partnership belongs to one of the categories.

Country	Degree of system and policy integration	Staff qualifications requirements
Slovenia	Integrated	degree qualification for 1-6 workers + assistants
Sweden	Somewhat integrated	degree qualification for 1-6 workers + assistants
Spain	Mid-way	0-3: Pre-Primary Education Advanced Vocational Training ?: University Bachelor in School Teacher of Pre-Primary Education
Cyprus	Somewhat split	0-3: day nursery staff in the public sector are not required to hold any teaching qualifications. They are qualified social welfare personnel with the status of a civil servant 3 – 5;8: kindergarten teachers in the public sector are university graduates
Italy	Split	0-3: ? 3-6: degree qualification

The STAFF qualification requirements for children working with under and over 3-year-olds is one of the core dimensions of ECEC policy integration. As you can see in the figure below, the European Commission/EACEA/Eurydice (2019) already categorized the countries according to

the staff qualification requirements. We will be asking more about this topic in this questionnaire.



This means that **some countries will report the same information for the whole ECEC while others will need to report separate information based on children's age or the specific ECEC setting.** Please make sure this is clearly indicated in your responses.

3.0 Questions

3.1 Please describe what is the main ECEC setting(s) in your country that the report refers to (list them as setting 1, setting 2 etc.).

3.2 Staff categories: what are the main ECEC staff categories and the minimum level of the final qualification required for employment as ECEC staff (for each category)

Please provide the actual titles of all main staff categories (in the national language and English) for each ECEC setting. Only the staff in direct regular contact with children should be considered (kitchen, cleaning staff, and heads etc. should not be included)

ECEC staff categories - job titles (*in the national language and English*)

Required qualification	Setting 1	Setting2	Setting3
Upper secondary (ISCED 3)			
Post-secondary non-tertiary (ISCED 4)			
Bachelor's degree (ISCED 5)			
Master's degree (ISCED 5)			
Other qualification(s) (<i>please specify in comments</i>)			
No formal qualification required			

3.3 ECEC staff's curricula

These questions refer to curricula/training/qualifications for the same staff categories as in 3.2.

3.3.1 Topics included in the ECEC teachers' curricula.

In this section, we ask you to tell us about the knowledge, expertise, skills, capabilities, learning outcomes and placement opportunities of curricula. Please include links to national regulatory references, if any.

Please complete the table for each staff category – job title as in 3.2.

Title of the programme/training	
Programme/training provider (Institution...)	
Type of the programme (BA, MA, Vocational...)	
Duration (in years)	
ECTS - European Credit Transfer and Accumulation System (per year) IF APPLICABLE	
Aims of the programme	
General competencies (Learning outcomes)	

3.3.2 Subjects present in the curriculum/training.

In this section, we ask you to tell us about the study-units, learning activities and teaching methods.

Also tell us about the initial training in working with children with SEN and specify if there is a specific training related to autism and the approaches presented.

3.4 CPD – continuous professional development

3.4.1 Status of continuing professional development (CPD) for ECEC staff referring to the same staff categories as in 3.2.

Staff category – job titles <i>(please fill in as in 3.2)</i>	CPD is a professional duty	CPD is necessary for promotion	CPD is optional
Comments:			

3.4.2 Types of life-long learning training available.

In this section, we ask you to tell us about whether courses are compulsory, what is the main content, what methods are used and the minimum number of hours per year.

3.4.3 Institution/s life-long learning provider for ECEC educators/teachers.

In this section, we ask you to tell us about the public (universities, schools of higher education...) and private (associations, training agencies, cooperative...) institutions involved.

3.4.4 Specific training for children with SEN.

In this section, we ask you to tell us about specific CPD training related to autism and the approaches presented. You can point out the contents and main themes.

3.5 Comments