

**UNESCO’s International Standard Classification of Education (ISCED) 0 Word count:  
1000 – 1500 words**

**All articles for the EARLY CHILDHOOD EDUCATION section need to be written in accordance with:**

**1. [Guidelines for Contributors](#)**

Please refer to this separate document supplied with your contract.

**2. Relevant Article Outline**

Please refer to the relevant outline in this document and cover the themes listed using the prescribed subheadings in the order they appear in the outline. If you feel some themes/topics are more relevant than others to your region, please write more or less under each subheading as appropriate. If you feel that there are themes not listed in the description that should be covered in your article, or that the structure does not work well for your region, please contact your Regional Editor.

- [Overview](#)
- [Access](#)
- [Observation and Assessment](#)
- [Bilingualism and Multilingualism](#)
- [Communication and Language Development](#)
- [Community Involvement and Public Engagement](#)
- [Curriculum](#)
- [Initial Teacher Education](#)
- [Management, Leadership and Governance](#)
- [Professionalism and Professional Development](#)
- [Special Educational Needs and Disabilities](#)
- [Transitions](#)

**3. UNESCO ISCED 2011 classification**

Early Childhood Education section of the resource is defined according to UNESCO ISCED 2011 classification.

**When writing your article please refer to the ISCED manual and ensure that in your article you cover the correct stages of education. Both the ISCED manual and ISCED mappings for a number of countries are available here: <http://uis.unesco.org/en/isced-mappings>**

**Early Childhood Education: ISCED 0**

ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED level 0 programmes target children below the age of entry into primary education (ISCED level 1). As the school starting age varies between countries, the ages of children covered by ECE programmes will also differ from one country to the next. Typically, ECE programmes aim to develop cognitive, physical and socio-emotional skills necessary for participation in school and society. Programmes classified at ISCED level 0 may be referred to in many ways, for example: early childhood education and development, playgroup, reception, pre-primary, child care, early childhood education and care, pre-school or educación inicial. For international comparability purposes, the term ‘early childhood education’ is used to label ISCED level 0.

**BLOOMSBURY EDUCATION AND CHILDHOOD STUDIES  
EARLY CHILDHOOD EDUCATION ARTICLE OUTLINES  
EDITOR-IN-CHIEF: PROFESSOR MANJULA WANIGANAYAKE**

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It is also possible that ECE is not considered part of the compulsory education system, and therefore the use of the word 'education' can be problematic. It is therefore essential to specify and contextualize the terminology being used in your article when referring to ECE as applicable to your country. For the purposes of this resource, the concept of 'Early Childhood Education' (ECE) is defined as being the education of children before they start school. The age of starting school varies from between countries and global trends indicate that this could be anywhere between age 5 to 8 years. It is therefore critical that the age group covered in your country's definition of ECE is clearly specified in your article.

For ease of reference, the words 'Early Childhood Education' and 'Early Childhood' and their acronyms (ECE and EC) are used interchangeably. The specific terminology and their meaning in clarifying how early childhood education is understood and implemented, must be contextualized for each country. Please clarify this briefly in relation to your focus topic.

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## OVERVIEW

This article presents the state of play in Early Childhood Education (ECE) in your country. Please address the following aspects in your overview, and emphasize areas of particular importance to your country and explain the reasons.

1. **Keywords:** What are the **keywords** used to describe 'early childhood education' (ECE) in your country? How the education of children before starting school is described is highly variable between countries. It can also change over time and reflect the positioning of ECE within a country and across the world. Identify these trends and words such as early years learning, early childhood development, early childhood education and care, preschool, childcare, and kindergarten that are used in your country's national policy.
2. **Age range:** What is the **age range** covered in these ECE policies? Traditionally, at a global level, birth to 8 years was considered to be the early childhood (EC) years. This incorporates the school starting age being 7 or 8 years, as is the case of many European countries. Contextualize this discussion with statistics about enrolments in ECE settings and the population of birth to 8-year-olds. Specify the officially defined **school starting age** in your country. This age often reflects what is considered to be early childhood in the delivery of ECE programs, and government funding allocated to ECE within each country.
3. **Role of government in ECE:** What is the **role of government in ECE** in your country? Indicate which government department holds the key responsibilities for ECE programs and policies and how this has evolved over time. Comment about the nature of government funding of ECE as a proportion of the national Gross Domestic Product (GDP) of your country.
4. **Key providers, programs and services:** Who are the **key providers** of ECE and what **types of programs and services** do they offer children birth to 8 years in your country? Explain the extent to which ECE settings must comply with government regulations and what areas are covered under legislation. Briefly indicate the essential features of these services – hours of operation, size, staffing, funding etc. Indicate national quality control or accreditation measures used to assess and improve service quality. Indicate characteristics of the programs and provisions offered by both community based non-profit organizations as well as private for-profit organizations.
5. **Staff:** Who are the **staff employed** to deliver ECE programs in your country? These could be a mix of EC teachers/pedagogistas and/or practitioners without any specific ECE qualifications. Specify the minimum required under government regulations if appropriate, and describe their roles and responsibilities in ECE settings. Explain the types of ECE qualifications - university degrees to vocational certificates, the duration of courses and the training providers.
6. **Key challenges:** What are the **key challenges** of delivering ECE services being discussed in your country during the past ten years? Access, affordability and quality matters can raise heated debate; indicate how these issues have been evolving in your country.

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### **ACCESS**

Access to Early Childhood Education (ECE) depends on a variety of factors, in particular, the i) availability; ii) affordability; iii) age of entry/exit; and iv) quality. Each of these are in turn, influenced by government policy – including regulation and legal compliance; and the funding allocated by government, if any. The role of government in ECE provisioning can be contested along party-political beliefs or political platforms which may change according to whoever is governing the country at a particular time. Your article on access to ECE in your country should cover:

1. **Availability:** How are ECE programs delivered in your country? Offered on a part-time, full-time, or casual basis, these programs may cater to different needs of families. To what extent are ECE programs considered a non-profit public/community service supported by government and/or a private/for profit service that is available according to market driven needs? The nature of demand and supply of ECE services also impact access. During times of low supply, as when there is a boom in child birth rates, governments may introduce priority of access guidelines for the benefit of children and families at risk. Who are they and what are the criteria used to prioritize access to ECE settings in your country?
2. **Affordability:** The cost of ECE services can vary according to the type of programs, the providers as well as the location (such as in an isolated rural community, a major city or a regional town). There may be government subsidies to assist children and families from disadvantaged backgrounds and this criteria may be set according to the assessed family income.
3. **Age of entry/exit:** Many ECE services are age-specific, as in the case of preschool or kindergarten programs being targeted at children in the year or two before they start school. In other cases, the age cohort being served may include a broader age range. These services target parents engaged in paid employment. Consider also whether government regulations in your country and funding available to families take into account the child's age in defining how access to ECE services are privileged and the nature of subsidies allocated.
4. **Quality:** In most OECD countries, governments have stipulated quality control of ECE settings through national legislation with an Act of Parliament. Typically, these regulations set basic minimum standards only, and may/not be regularly monitored. Research has indicated consistently that staff to child ratios, staff qualifications and group size measures included in government regulations have a strong impact on quality service provisioning. Discuss the realities of how regulatory mechanisms are implemented in your country. If there are no government regulations, discuss how quality matters are considered within ECE settings.
5. **Key challenges:** What are the **key challenges of accessing** ECE services being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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### **OBSERVATION AND ASSESSMENT**

Observing children's growth and development with the aim of assessing their learning capabilities has always been an essential role of working as early childhood teachers. Child observation and assessment remain integral components of ECE curriculum planning, implementation and evaluation. As such, knowledge, skills and understandings about child observation and assessment have been firmly embedded within initial teacher education programs. The study of child development, and the influence of theorists such as Jean Piaget, Lev Vygotsky and Urie Bronfenbrenner have had long lasting impacts on the ECE sector globally.

1. **Nature of child observation:** What skills and knowledge do ECE teachers need when observing and assessing young children's growth and development? Discuss what is considered as essential skills and understandings; and the theories underpinning the various observation methods used by EC staff in your country.
2. **Observation methods and purposes:** ECE staff collect and analyze observations of children for the purposes of tracking their growth and development as well as assessing outcomes of learning. In connection with the national curriculum in your country, there may be specific milestones that children are expected to achieve at specific ages. What are these and what happens when a child does not reach these milestones in a timely manner, and what happens to those who demonstrate excellence or acceleration in their rates of development during early childhood? Indicate if certain methods and instruments of child observation such as the use of learning stories, portfolios, check lists, or time-based observations are preferred, and the reasons for this. Discuss the use of child observations in pedagogical documentation to facilitate ECE program planning, assess children's learning outcomes and sharing these with their families.
3. **Universal frameworks and local systems:** The pervasive way developmental perspectives have been absorbed into ECE practice world-wide, also makes it difficult to initiate changes in practice or consideration of alternatives. The push for assessment of children's learning during early childhood has also been fueled by productivity agendas seeking evidence to justify why government funding of EC services is worthy of public investment. The proposed implementation of the 'Preschool PISA' – the OECD's Program for International Student Assessment (PISA), with young children prior to starting school, questions the purposes of government involvement in monitoring children's growth and development. It also illustrates the dilemmas of applying universal frameworks with global standards to measure children's learning that cuts across local contexts of each country. How do these global standards compare with local systems that provides more adequate and meaningful ways of observing and assessing both developmental progress and learning outcomes of young children in your country?
4. **Key challenges:** What are the **key challenges of observing and assessing children** in ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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### **BILINGUALISM AND MULTILINGUALISM**

Bilingualism and multilingualism occur naturally in some societies, while others officially sanction linguistic diversity through Early Childhood Education (ECE) policies and programs. With increasing globalization, the benefits of developing and having the ability to communicate in multiple languages are well recognized today. The notion of multi-literacies also acknowledges that the communication practices of different ethnic groups draw on a range of different social values, languages and other resources for making meaning. Understanding how bilingualism and multilingualism works can enhance young children's learning potential and overall wellbeing.

1. **Understanding bilingualism and multilingualism:** To what extent does the education system in your country promote competence in multiple languages during early childhood? Refer to national data on language learning to highlight which languages are officially supported and the potential loss of some languages such as Indigenous languages and dialects.
2. **Learning multiple languages:** How do children learn multiple languages in your country? What resources and supports are made available to young children from diverse backgrounds to maintain and become literate in their mother tongue as well as other languages? Illustrate with any exemplar programs of either bilingual or multilingual early childhood programs in your country. Discuss how early childhood teachers in your country are supported to promote the benefits of linguistic diversity.
3. **Language and identity:** Language may reflect a child's ethnicity and family connections in relation to their sense of belonging and identification with a particular cultural background. How do the linguistic and cultural characteristics of a child's family background shape their sense of identity and wellbeing? Does being part of a majority or minority ethnic group in your country impact on community views of language learning and its benefits, and if so, how?
4. **Key challenges:** What are the **key challenges of promoting bilingualism and multilingualism** within early childhood education being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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### **COMMUNICATION AND LANGUAGE DEVELOPMENT**

How children learn to talk, make meaning and use language to learn, can be influenced by multiple factors. These factors include both the characteristics of the learner, as well as environmental aspects including family and community elements influencing language and literacy development. Given the lack of a universal definition of literacy, and the variability of what constitutes a literate person between countries or cultures, the definition of literacy can be nuanced within the national curriculum of a country. In keeping with a child-centered pedagogy, it is important to contextualize how play-based learning and teaching during early childhood contributes to communication and language development. This can take the form of both spoken and written languages as well as multimodal communication practices including the use of non-verbal gestures and digital technologies.

1. **Definition of early literacy:** Within the context of early childhood education (ECE), how is early literacy defined and explained in your country? Refer to national literacy rates in your country and steps being taken by your government to enhance communication skills based on the country's official language(s), and beginning with language development in ECE centres.
2. **Approaches to language development:** Is there a preferred theoretical approach and method of facilitating communication and language development during ECE, that early years educators in your country use or are required to adopt? Highlight the key aspects of this approach and the justification for adopting these practices.
3. **Role of adults:** How do ECE educators in your country collaborate with children's parents and other community members to enhance children's early communication and language development? In the case of children and parents from disadvantaged backgrounds, what supports are made available to enhance their literacy capabilities? Refer to specific intervention programs funded by government and evaluation of their effectiveness with reference to published research.
4. **Children's literature:** In enriching children's language development during early childhood, how are children's stories used in your country? How much of the children's stories in your country are shared orally by elders such as grandparents, and how much are published and sold as books in print? Indicate any popular local children's authors and stories including folk tales from your country; picture books that are targeted at infants and toddlers in particular; and e-books catering for different ages, can be highlighted.
5. **Key challenges:** What are the **key challenges of promoting effective communication and language development** during early childhood being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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## COMMUNITY INVOLVEMENT AND PUBLIC ENGAGEMENT

In many OECD countries today, it is taken for granted that parents will work collaboratively with staff to ensure that there are strong connections between the families and the ECE organization. In some countries, these relationships may be actively promoted through government regulations that require staff to work in partnership parents to ensure a participatory approach to learning during the early years. In turn, it is also expected that the mutuality of responsibilities mean that it is easy to see that everyone involved including the children, benefit from developing trusting, respectful and inclusive relationships. Support of parents can also enhance the community wide advocacy for young children and in garnering adequate public funding to offer ECE programs for all children, regardless of their family background and individual capabilities.

1. **Understanding community involvement in ECE settings:** What roles are expected of parents and families when their children are enrolled in an ECE setting? In contextualizing family/community engagement in ECE settings, discuss public perceptions in your country about the role mothers and fathers play in parenting children during early childhood.
2. **Government intervention in promoting community involvement:** To what extent are parents' participation in ECE settings shaped by government policy in your country? Indicate what is mandated by government and any innovative strategies used by ECE staff to maximize communication and capacity building of families to actively engage in ECE.
3. **Benefits of parent involvement and community engagement:** Why is it important for parents to participate in ECE settings and for staff to actively pursue their involvement? The motivation to engage with the parents whose children attend the ECE setting may vary but the benefits that accrue to all concerned are immense as indicated by research.
4. **Parenting programs:** Given the challenges of bringing up children in contemporary societies, various countries have developed specific parenting programs to support families in their parenting responsibilities. If you have any programs such as the *Home Interaction Programs for Parents and Youngsters* (HIPPY) that has been applied on a national scale please discuss these and include any findings from program evaluations.
5. **Key challenges:** What are the **key challenges of achieving Community Involvement and Public Engagement in ECE settings** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.



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## CURRICULUM

Play based learning and inquiry are universal threads underpinning early childhood curriculum in most western countries. Early Childhood Education (ECE) is usually not compulsory and sits outside the formal school education system. Government interest and investment in early childhood curriculum is highly variable and reflect the changing political, social and economic circumstances  
**count: 1000 – 1500 words**

of each country. These factors can also impact the planning and delivery of the curriculum particularly in relation to parent participation and co-construction of curriculum content inclusive of the children and ECE staff.

1. **Approaches to curriculum:** The beliefs and values of your country about education, learning and teaching can influence the approach to early childhood curriculum design and implementation. Discuss these issues in relation to curriculum planning, delivery and evaluation by ECE teachers in your country. If there is a national ECE curriculum in your country, discuss the key principles that are used in guiding early childhood teaching practice. Discuss particular local values and beliefs that are emphasized in your national curriculum.
2. **Play based pedagogy:** Influenced by the work of Friedrich Froebel, learning through play has been popularized through kindergartens worldwide. To what extent has ECE curriculum in your country been influenced by Froebel and/or other western philosophers including Maria Montessori and Rudolf Steiner? How does it reflect a play based pedagogy and is this reflected in the organization of curriculum content and pedagogy? To what extent is there a differentiation in the curriculum designed for children birth to 3 years (infants and toddlers), 4 to 6 year olds (preschoolers) and 7-8 year olds (early years of school)?
3. **Child-centered and child-led curriculum:** According to the *UN Convention on the Rights of the Child*, children have the right to contribute to curriculum development and other decisionmaking about curriculum matters during early childhood. The place of children in society as competent, capable learners or as vulnerable citizens in need of protection, can impact the positioning of children's right to contribute to curriculum planning. To what extent is the approach to ECE curriculum in your country reflective of a child centered and child led philosophy?
4. **Key challenges:** What are the **key challenges of curriculum design and delivery** in ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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INITIAL TEACHER EDUCATION

Research on Early Childhood Education (ECE) settings have consistently shown that well qualified teachers are the cornerstone of high quality programs. Adequate preparation of ECE staff is therefore essential in ensuring the delivery of effective programs to foster the best interests of young children during early childhood. The nature of professional preparation deemed necessary in becoming a teacher of young children is variable and reflect local values and beliefs about ECE within a country.

1. **Philosophical foundations of ECE teacher education:** Provide a brief overview of the initial teacher education courses in the ECE sector in your country. Explain how the philosophical roots and principles underpinning these programs have been evolving over time.
2. **Types of EC qualifications:** What types of initial teacher education courses are available for ECE staff in your country? Who offers these courses? (i.e. universities, vocational education colleges, or **count: 1000 – 1500 words** private training institutions.) Briefly comment on course content at different levels as per Vocational Certificate courses, 2-3 year Diplomas, 3-4 Bachelor degrees and Masters degrees. Provide details of any teacher registration and initial teacher education course accreditation requirements available in your country.
3. **Linking qualifications with positions/jobs and functions:** What are the basic qualifications an EC teacher in your country expected to have when working in ECE settings? Explain how the levels of qualifications are connected with employment status and roles and responsibilities, such as being employed as an ECE center director, kindergarten teacher, a pedagoga, a child care assistant or an educational leader. As these roles/positions are unique to each country, please provide adequate information for the reader to understand the differences expected of these staff.
4. **Supply and demand:** Government regulations set minimum standards for staff to child ratios in ECE settings. If available, what are these requirements in your country? OECD countries that monitor staff numbers have reported on patterns of employment and retention rates. What strategies are being used to attract and retain well qualified ECE staff in your country?
5. **Key challenges:** What are the **key challenges of understanding initial teacher education programs** for ECE teachers being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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## MANAGEMENT, LEADERSHIP AND GOVERNANCE

The study of managing and leading Early Childhood Education (ECE) settings emerged as an area of study included in teacher education degree programs during the 1990s. Since then, research driven policy and practice has been enhancing the work of ECE leaders. There is also an increasing recognition of the importance of leadership in establishing high quality ECE programs. The focus on governance, and its connection with management and leadership work in EC settings is more recent. This research has been driven by ECE scholars in Finland, Australia and the USA. This research affirms the importance of a commitment to learning, expert knowledge and the cultural and contextual nature of defining leadership practice when exploring the roles and responsibilities of ECE leaders in each country.

1. **Leadership and management of ECE settings:** What is known about the roles and responsibilities of those occupying leadership and management appointments in ECE settings in your country? Indicate their job titles and job expectations. Given the centrality of pedagogical work within ECE settings, what role do leaders play in leading pedagogy and managing the financial viability of ECE settings? How do they create an organizational culture of learning involving other practitioners?
2. **Governance and leadership of ECE settings:** Depending on the organizational structure and management of the center, who is involved in governing ECE settings can vary. How are the roles of governance, leadership and management defined in ECE settings in your country?
3. **Key approaches to leading ECE settings:** In many OECD countries, the history of leadership research indicates the move away from the traditional heroic single leader model to more distributed ways of leading ECE settings. Are there any preferred models of E C E leadership that are commonly found in your country?
4. **Preparation for leadership roles:** Are there any specific requirements or essential criteria including professional qualifications that have been defined when appointing an educational leader to an ECE setting in your country? Is it sufficient to have a bachelor degree in ECE? Is it necessary to have experience of working in ECE settings? Is it possible for someone with little or no experience or expertise in ECE, to work effectively as a leader?
5. **Key challenges:** What are the **key challenges of leading, managing and governance of** ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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## PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT

Although there is world-wide recognition that well qualified staff can make a difference in the provisioning of high quality early childhood Education (ECE) programs, there are no global professional standards that apply to those who are employed in ECE settings across the world. It is a highly feminized sector of employment, characterized by poor pay, low status and inadequate conditions. In most countries, the ECE workforce comprise of teachers as well as other practitioners from diverse professional backgrounds including health and welfare. Professionalism of the ECE staff are typically connected with their deep passion and commitment to advocating for young children and their families, though increasing workplace demands have meant burn-out and high turnover rates.

1. **Key characteristics of the workforce:** To answer the question who is employed in ECE settings in your country, describe patterns of staffing over time based on factors such as gender, age, qualifications, ethnicity, years of experience and types of services where they work. Explain any significant changes that have emerged over time such as increasing numbers of men working in the EC sector.
2. **Professionalism and professionalization of the workforce:** To a large extent, low pay and low status of the ECE workforce is a world-wide phenomenon. Define the concept of professionalism applicable to ECE staff in your country. For instance, if available, provide details of the national professional standards, code of practice or national teacher registration system and standards available for ECE staff in your country. Comment about the rates of pay and rewards and sanctions applied to ECE staff. Indicate also if there are monitoring systems in place to assess staff' performance in relation to quality provisioning of ECE programs in your country. Discuss any career pathways available to ECE staff working in your country.
3. **Professional development and learning:** A hallmark of a profession is its commitment to continuous professional learning. In your country, are there any government mandated standards **count: 1000 – 1500 words** for professional development (e.g. completion of 30 hours or 5 days per year minimum training) that ECE staff are expected to complete? Given the emphasis placed on continuing professional learning and development, discuss the nature of courses available, who provides these, costs and quality of these programs, and the key focus areas targeted for continuous development such as guiding challenging children's behavior, leadership and integration of technology in ECE settings.
4. **Key challenges:** What are the **key challenges of understanding the nature of professionalism and professional development issues of concern to ECE staff** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The education of children with disabilities may be incorporated into mainstream general education as well as considered separate, and offered through special education institutions that cater for specific disabilities such as special schools for children with Downs Syndrome or hearing or visual impairments. They may be funded and managed by a variety of providers including the State, faith based nongovernment agencies and private organizations. The justification and philosophical foundations of various programs for children with disabilities may also reflect a country's beliefs and values about the provision of special education. Research indicates the challenges experienced by children with disabilities in relating to their peers as well as the public at large. Consider the implications for ECE teachers in promoting the better inclusion of children with disabilities within ECE settings and society based on how they are perceived in your country.

1. **Definition and approach to special education:** Every child, regardless of their developmental capabilities, have a right to education from birth. By adopting a human rights perspective, consider the application of the World Health Organization's classification of *Functionality, Disability and Health* (WHO, 2001) in describing special education programs and policies in your country. Include any local national definitions and classification systems applied to children with a disability – including physical, emotional, intellectual, and other categories being used.
2. **Special Education programs and support services:** How do children with disabilities gain access to early childhood education in your country? What types of educational programs and support services are available to these children and their families? Include a discussion of how children's needs are assessed for educational purposes and how government funding is allocated when accessing various support services, including respite care for parents.
3. **Role of teachers in ECE:** What role do teachers play in preventing and minimizing challenges encountered by children with disabilities in terms of social isolation, discrimination, neglect and abuse both within ECE settings and within society? Refer to any anti-discrimination policies and programs that exists in your country and research on patterns of discrimination and bullying experienced by these children during early childhood.
4. **Key challenges:** What are the **key challenges of working with children with disabilities** ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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## TRANSITIONS

Historically, the concept of 'transitions' within education contexts refers to the transition children make when moving out of home to start school for the first time. Understanding their child's readiness to begin school has continued to raise questions for parents who are anxious about ensuring a smooth transition from home to school. The high proportion of children in OECD countries who now attend a preschool or day care center, have already experienced being away from home in an external institution, long before starting school. Accordingly, transitions in ECE contexts comprise of understanding change overs children experience in a range of different ways during early childhood. Children's capacity to learn routines as well as learning to be flexible or agile in adapting to changes in their environment, can influence the growth of independence, selfregulation and self-confidence. The promotion of autonomy and self-determination is also connected with cultural values and beliefs about children's place in society and parenting perspectives on child rearing upheld in each country.

1. **Types of transitions:** Define the nature of transitions made by young children that are recognized within your country. These may include movement between two or more ECE institutions such as a preschool and a family day care setting on the same day. It could also include being with multiple caregivers over a week such as being with a parent one day, a grandparent for two days, at a preschool one day and a neighbor another day of the week. Given the routines observed within ECE settings, children are also expected to learn to transit from one activity to another together with their peers. Examples include moving from indoors to outdoor play; toileting and sleeping as well as hand washing before lunch etc. Discuss how routines reflect values and beliefs about child socialization in your country. Do they promote individualism or collectivism?
2. **Role of parents:** What role do parents play in ensuring that their children experience smooth transitions from one place or activity to the next? In multicultural societies like USA or UK, children may experience different beliefs about routines (e.g. sleep times and meal times can vary between families). How do ECE staff manage to provide children with consistency between home and the center? Is this an area that has been examined by researchers or is it an area that is raising anxiety for parents as seen in social media postings made by parents with young children? It is possible that some parents display more anxiety than their own children, and it would be helpful to discuss why this may occur in your country.
3. **Role of teachers:** What are the perennial questions that ECE teachers have to deal with in addressing transition to school? How do teachers address these questions and what steps do they **count: 1000 – 1500 words** take to ensure that both children and their parents enjoy the move from the ECE setting to starting school? Include a discussion of resources, programs and strategies commonly used and their effectiveness as assessed through rigorous research.
4. **Key challenges:** What are the **key challenges of understanding transitions within and moving in and out of** ECE settings especially when starting school being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.