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| **Article title** | Overview of Early Childhood Education (Country) |
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**Text of the article** [1000 – 1500 words maximum]

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* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
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**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.**

Click or tap here to enter text.

**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- yearolds. 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.**

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**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.**

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**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 forprofit organizations.**

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**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.**

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**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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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

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* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

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