Results from TALIS and TALIS Starting Strong 2024

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What is TALIS Starting Strong?

An international survey of **staff and leaders** in early childhood education and care (ECEC)

Asks staff and leaders about their daily work practices; training and opportunities for career progression; job satisfaction and well-being; the management and governance of settings and the sector

9 countries collected data in **2018**

17 countries and subnational entities collected data in **2024**

Includes **pre-primary education** (ISCED level 02) and **settings for children under age 3**

What is TALIS Starting Strong?

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17 countries and subnational entities collected data in **2024**

Includes **pre-primary education** (ISCED level 02) and **settings for children under age 3**

Flemish Community of Belgium, Canada (New Brunswick, Quebec), Chile, Colombia, Denmark, Finland, Germany, Ireland, Israel, Japan, Morocco, Norway, Spain, Sweden, Türkiye and New Zealand**

*****due to low response rates, data are not comparable with other countries and subnational entities*

In Finland, centre-based early childhood education (Päiväkoti) *and pre-primary education* (Esiopetus) *were included*

What do strong early childhood education and care systems look like?

Strong early childhood education and care

For children and parents
- ✓ Rich activities for children
- ✓ Competent staff to interact with
- ✓ Link with other institutions (e.g. health services, schools)

For the workforce
- ✓ Job satisfaction, career progression
- ✓ Learning and collaboration opportunities
- ✓ Reasonable level of stress

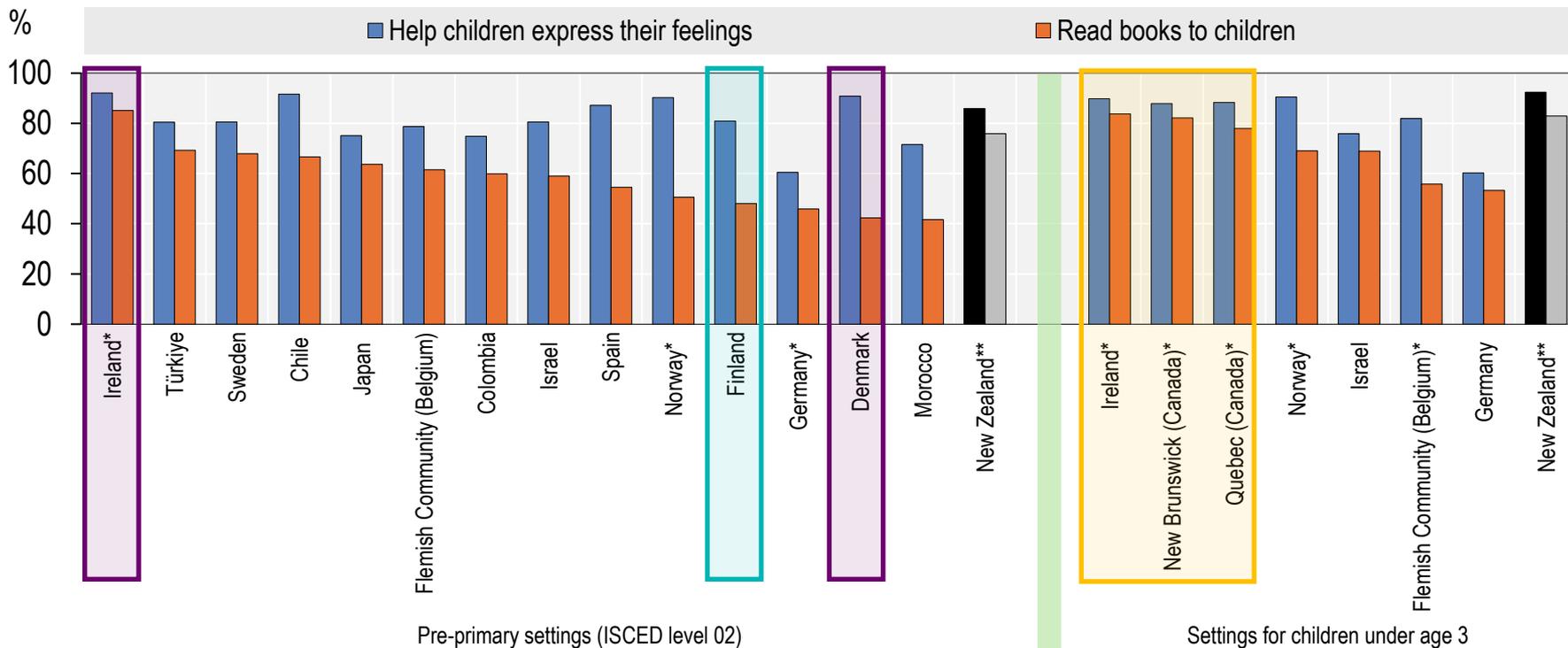- ✓ Equity and quality across public and private settings
- ✓ Strong leaders
- ✓ Limited staff absences and shortages

Foundational features

ECEC staff put a particular emphasis on children's social and emotional growth

Percentage of staff who report that they do the following activities once a day or more

Source: Tables D.4.6 and D.4.8

* Estimates should be interpreted with caution due to a higher risk of non-response bias.

The private/public divide in the ECEC sector can contribute to inequalities among children

	PUBLIC settings more likely to **enrol children from socio-eco. disadvantaged homes or with migrant background**	**PUBLIC settings** more common in **small town or rural areas**	**PUBLIC settings** more common in **less favourable neighbourhoods**	**Adequacy of physical space** more common in **PRIVATE settings**	**Informal communications with parents or guardians** more common in **PRIVATE settings**
Pre-primary settings (ISCED level 02)	Chile, Morocco, Spain, Sweden, Türkiye	Germany*, Morocco, Spain, Sweden, Türkiye	Chile, Morocco, Türkiye	Colombia, Finland, Morocco, Spain, Türkiye	Colombia, Finland, Morocco, Norway*, Spain, Türkiye
Settings for children under age 3	Israel, Norway*	Israel		Israel, Norway*	

Source: Tables D.3.1 and D.9.2

Most staff received training specifically to work with children and have at least post-secondary education (ISCED level 4 or higher)
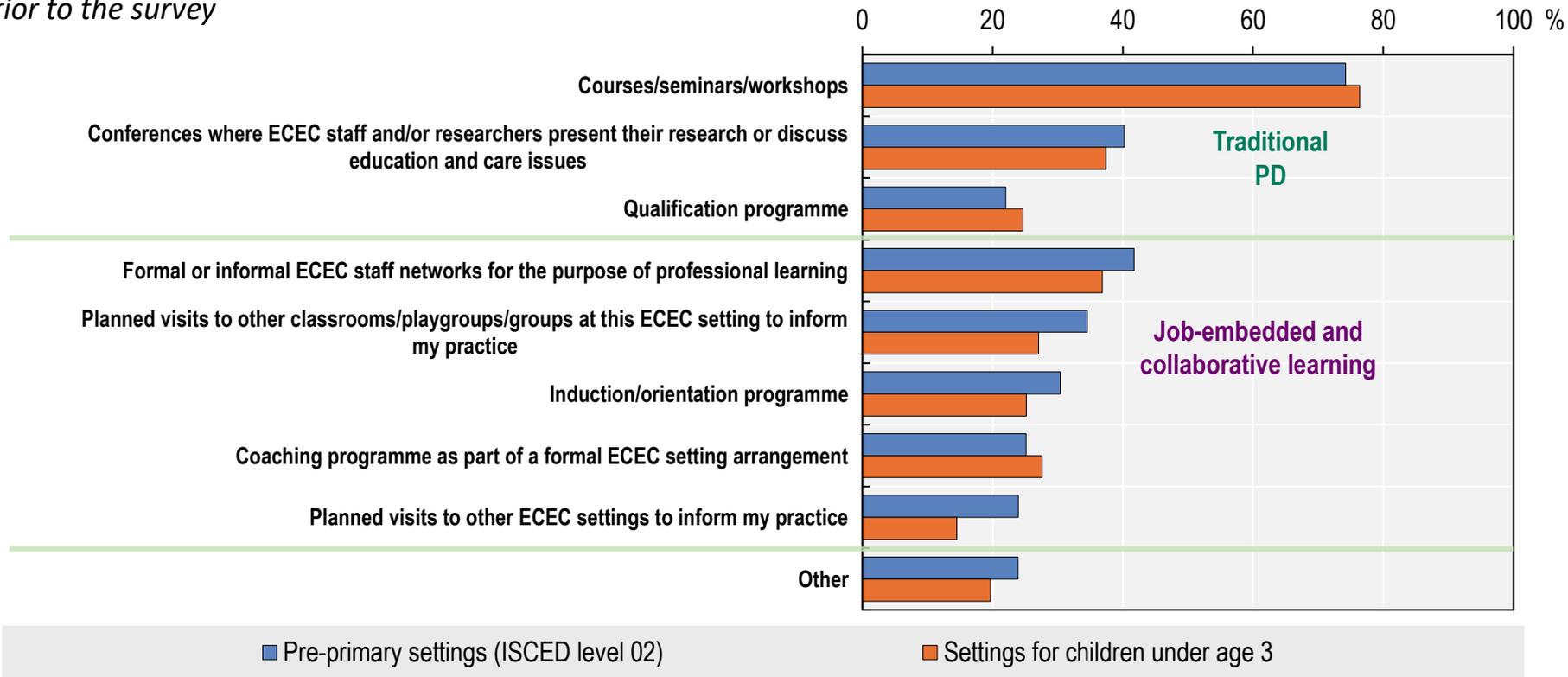
Percentage of staff in each category of highest educational attainment and whether they received training specifically to work with children

Source: Figure 2.4
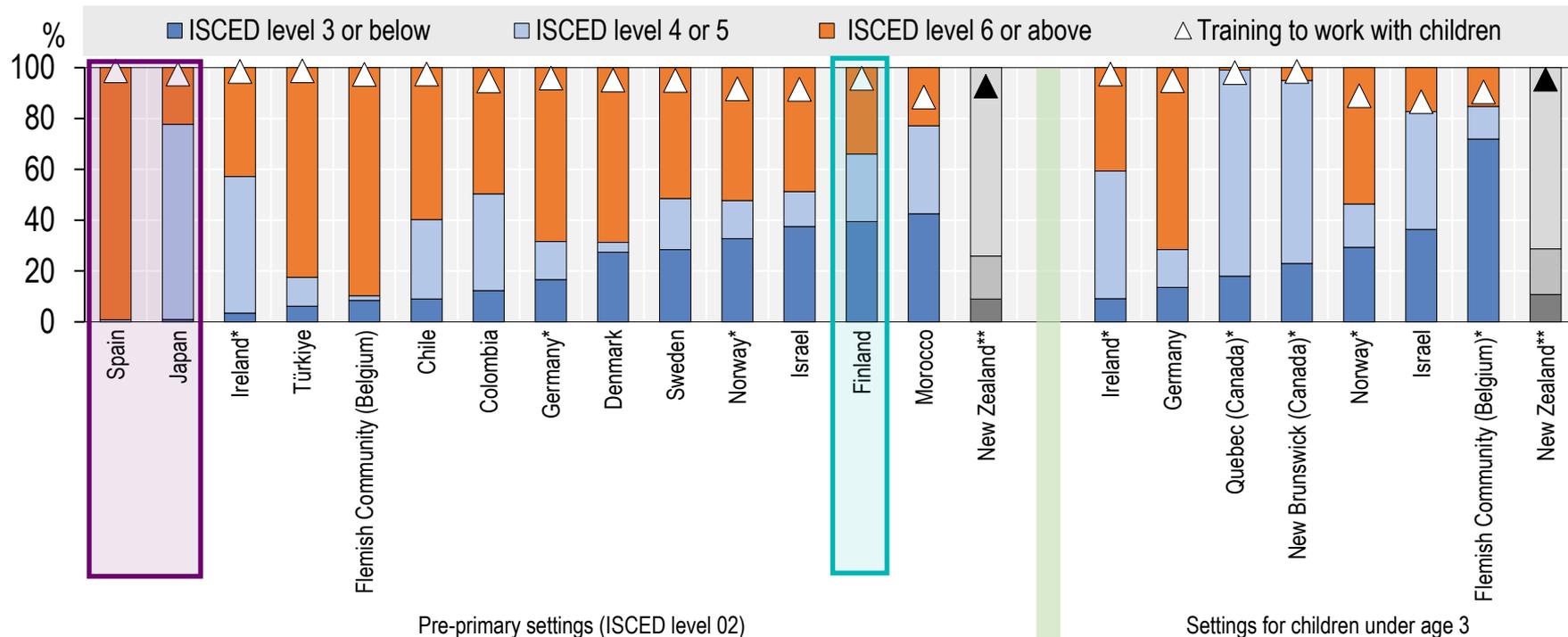
Job-embedded training and collaborative learning are less common than traditional forms of learning

Percentage of staff who participated in the different categories of professional development activities in the 12 months prior to the survey

Traditional PD
- Courses/seminars/workshops
- Conferences where ECEC staff and/or researchers present their research or discuss education and care issues
- Qualification programme

Job-embedded and collaborative learning
- Formal or informal ECEC staff networks for the purpose of professional learning
- Planned visits to other classrooms/playgroups/groups at this ECEC setting to inform my practice
- Induction/orientation programme
- Coaching programme as part of a formal ECEC setting arrangement
- Planned visits to other ECEC settings to inform my practice

- Other

■ Pre-primary settings (ISCED level 02)   ■ Settings for children under age 3

Source: Figure 6.3

Workload and children with special education needs are top sources of stress

Percentage of staff who report that the following is "quite a bit" or "a lot" a source of stress

Legend:
- Having too many tasks to do at the same time
- Accommodating children with special education needs
- Having extra duties due to absent ECEC staff

Pre-primary settings (ISCED level 02): Germany*, Türkiye, Denmark, Flemish Community (Belgium), Spain, Norway*, Sweden, Japan, Morocco, Ireland*, Israel, Finland, Chile, Colombia, New Zealand**

Settings for children under age 3: Germany, Ireland*, Norway*, Flemish Community (Belgium)*, Quebec (Canada)*, New Brunswick (Canada)*, Israel, New Zealand**

Source: Table Staff.47

# Staff who are considering leaving their role are likely to leave the ECEC sector entirely

Percentage of staff who indicate the following as a "likely" or "highly likely" factor to leave the ECEC staff role in the next five years

■ Become an ECEC setting leader   ■ Work in a different job not in the ECEC sector

Pre-primary settings (ISCED level 02)

Settings for children under age 3

Source: Table D.8.14
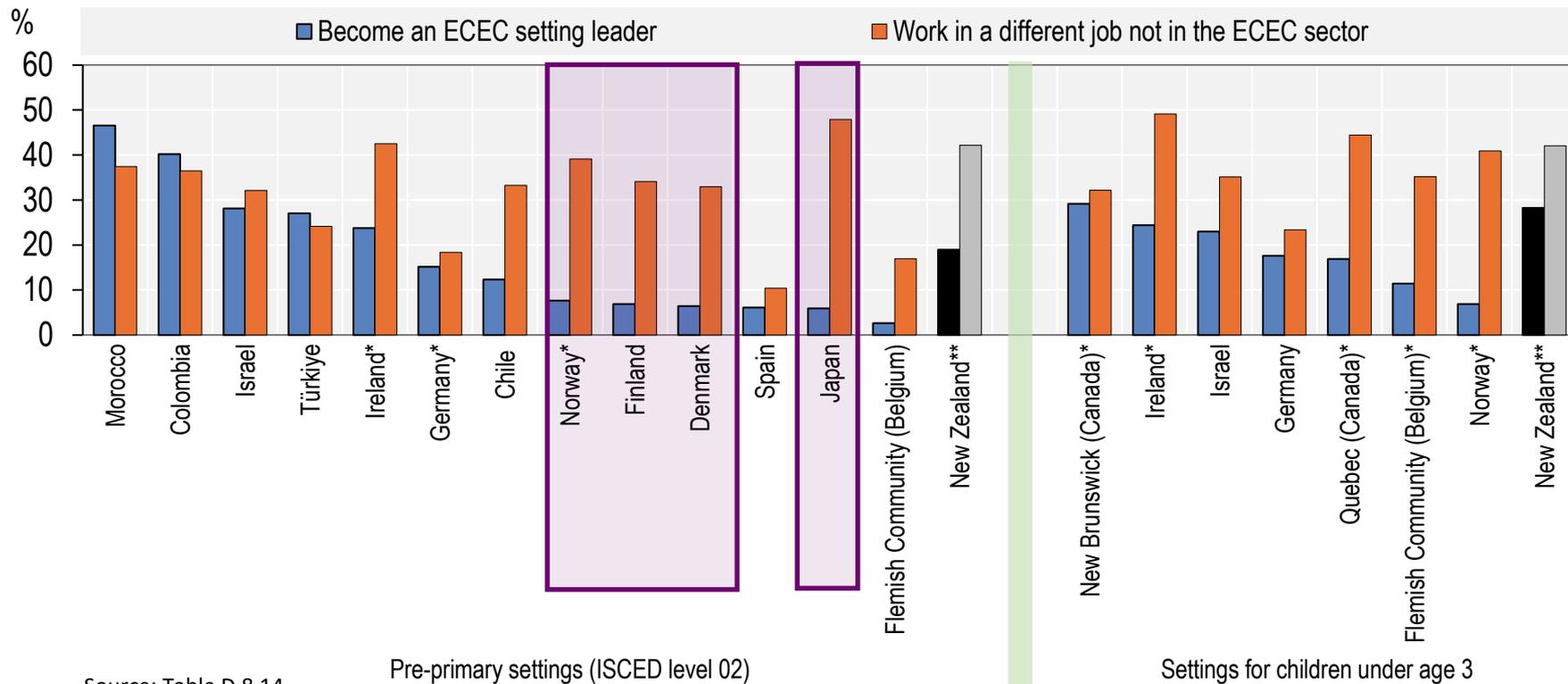
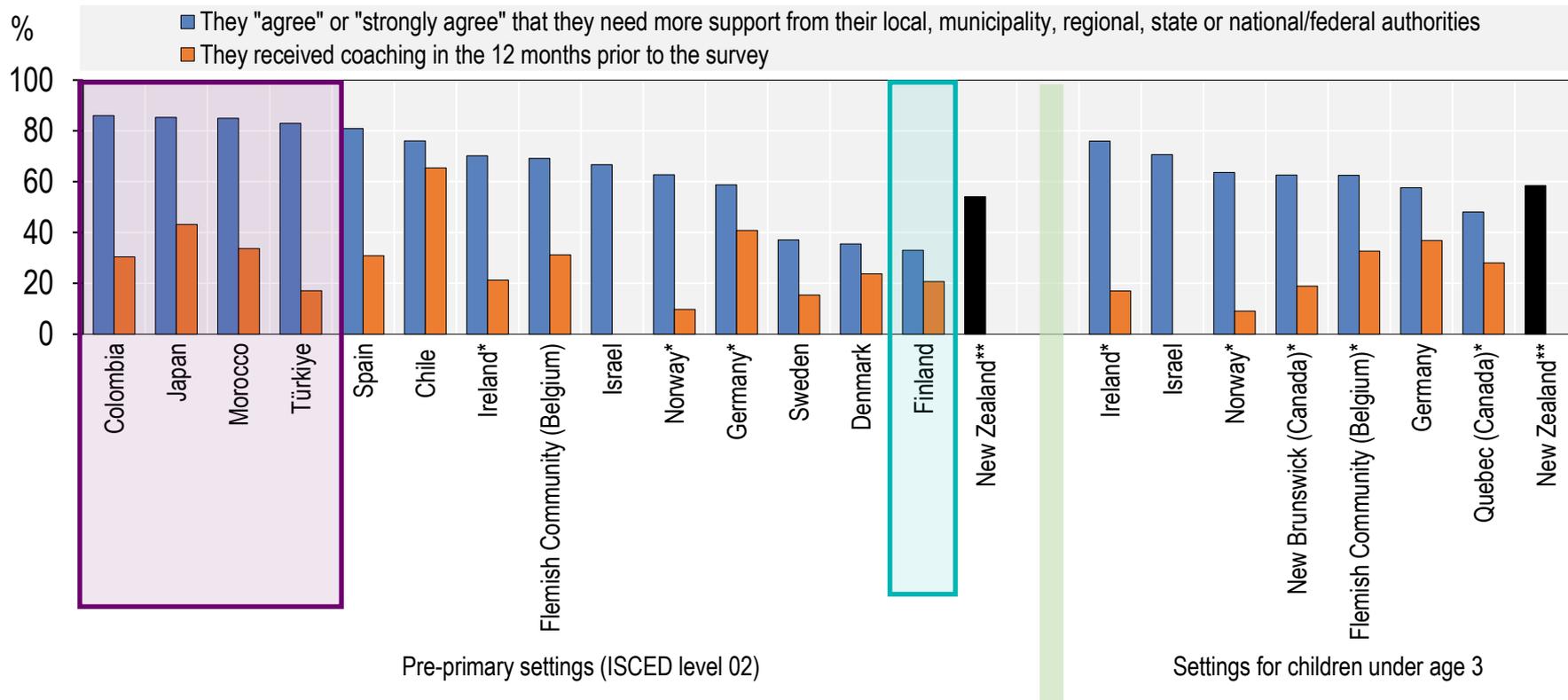# Staff absences and shortages of qualified staff are key hurdles

Percentage of ECEC settings whose leaders report that the following issues hinder their ECEC setting's capacity to provide a quality environment "quite a bit" or "a lot"

Source: Tables D.8.1
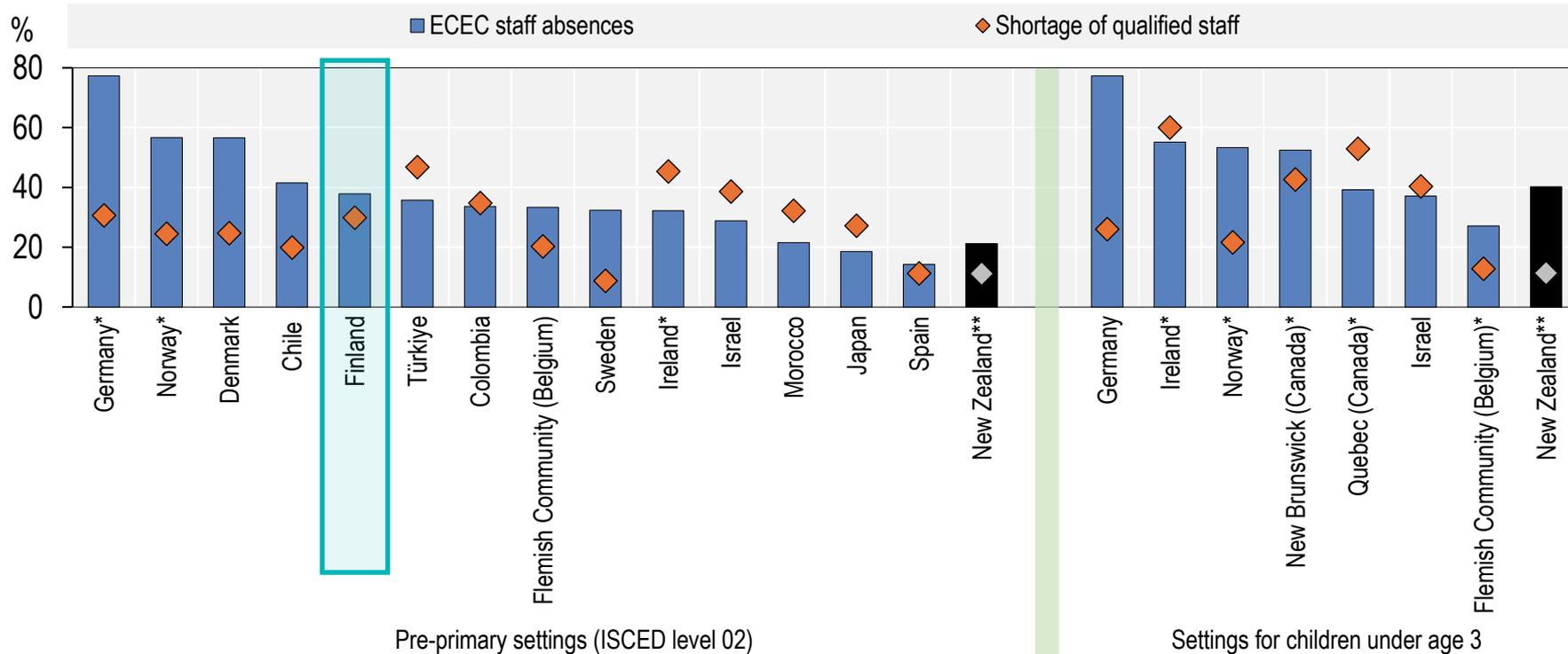
Leaders need stronger system support and high-quality professional development

Percentage of ECEC settings whose leaders report the following

Legend:
- They "agree" or "strongly agree" that they need more support from their local, municipality, regional, state or national/federal authorities
- They received coaching in the 12 months prior to the survey

Pre-primary settings (ISCED level 02): Colombia, Japan, Morocco, Türkiye, Spain, Chile, Ireland*, Flemish Community (Belgium), Israel, Norway*, Germany*, Sweden, Denmark, Finland, New Zealand**

Settings for children under age 3: Ireland*, Israel, Norway*, New Brunswick (Canada)*, Flemish Community (Belgium)*, Germany, Quebec (Canada)*, New Zealand**
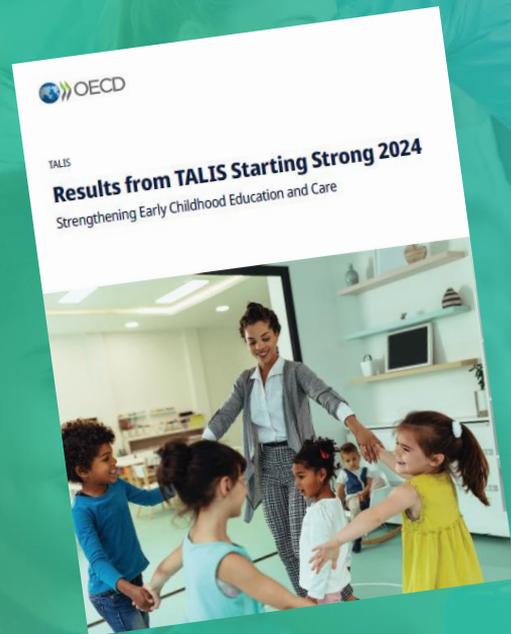
Source: Tables D.7.1 and D.7.9

Do TALIS data shed light on some strengths/challenges of ECEC systems compared to lower secondary education (ISCED 2)?

Percentage of staff/teachers (leaders/principals) in **PRE-PRIMARY** and in **LOWER SECONDARY** education, for countries participating in both surveys

✓ Satisfied with their job — 91 % / 90 %

✓ Shortages of qualified staff as a hindrance to quality *(from leaders)* — 25 % / 26 %

✓ Satisfied with salary — 37 % / 45 %

✓ Feeling valued by society — 48% / 30%

✓ Stressed in their job — 40 % / 46 %

✓ Who adapt their practices to children's/students' level of development/needs — 78% / 89%

EDUCATION & SKILLS

TALIS

Results from TALIS Starting Strong 2024

Strengthening Early Childhood Education and Care

Thank you for your attention!

https://doi.org/10.1787/20af08c0-en

https://www.oecd.org/en/about/projects/starting-strong-talis.html