



# Developing the workforce in the early childhood care and education sector Report on the findings from the consultative process



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the early childhood care and  
education sector  
Report on the findings from the  
consultative process

October 2009  
Department of Education and Science

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## Background

National and international research has established that there is a close relationship between the capacity and qualifications of the workforce in ECCE settings and the quality of young children's early experiences.

*“Staff working with children in Early Childhood Education and Care (ECEC) programmes have a major impact on children's early learning.” (OECD, 2006:158).*

*“The education and training of staff is a fundamental issue for the quality of ECEC provision. It is one of the key factors which determine the successful integration of children from at risk groups.” (EACEA, 2009:109).*

The generation of a Workforce Development Plan for the Early Childhood Care and Education (ECCE) Sector is a key element of the Government's commitment to early childhood care and education and will support the development of a suitably qualified workforce. It will also support the implementation of universal pre-school provision which is beginning in January 2010.

To inform the Workforce Development Plan, baseline data was collated from a wide variety of sources on the profile and qualifications of the current workforce in early childhood care and education settings in Ireland. This baseline data shows an increasing number of people employed in the sector, a shift towards higher levels of qualifications within the sector and an increasing availability of further education and training opportunities. From the baseline data, the key challenges regarding education and training in ECCE emerged as:

- Changing practice environments
- The demand for education and training
- Sectoral standards for awards in ECCE
- Access and effective participation in education and training programmes
- Supply of education and training places
- Retention of qualified staff in the ECCE workforce.

## Consultation Process

On 12th June 2009, the Minister for Children and Youth Affairs, Barry Andrews, T.D. launched a national consultation process towards the production of a Workforce Development Plan for the early childhood care and education sector.

To facilitate this consultation, a background discussion paper and a consultation document were published electronically on [www.omcya.ie](http://www.omcya.ie). The key challenges were discussed in detail in the background discussion paper and summarised in the consultation document. A set of core questions, based on these key challenges, was incorporated into a feedback template, which could be completed online or downloaded and completed in hardcopy. The feedback template asked respondents to indicate whether they agreed or disagreed with statements in relation to each of the key challenges and to provide additional comments, where relevant. Written submissions were also invited.

By the closing date of 30th September 2009, there were 141 responses. These were analysed in detail and the findings launched by the Minister for Children and Youth Affairs on 19th October 2009.

## Report structure

The level of agreement with each of the core consultation questions is provided in the following sections. Further details in relation to the level of agreement by each category of respondent is provided in Appendix 2. The following sections also identify the main issues that emerged from a thematic analysis of the comments made in response to each of the core questions. Please note that the results of the analysis are not cumulative in nature, as respondents were free to submit multiple comments in relation to each of the core questions.

Actual quotations from the responses have also been used to illustrate the findings.

## Profile of Respondents

A list of all contributors to the consultation process is provided in Appendix 1. Details of these respondents' role/interest in the ECCE sector are provided in Table 1.

**Table 1: Respondents' Role/Interest in ECCE Sector**

	Number of Respondents	% of Respondents <sup>1</sup>
Parent/Guardian	3	2%
Service Provider (owner/manager)	58	42%
Practitioner/childminder	7	5%
Education and training provider	20	14%
Researcher	2	1%
Student	7	5%
Policy maker	2	1%
Other	41	29%
No response provided	1	1%

As the above table shows, service providers (owners/managers) accounted for the highest number of responses to the consultative process.

Respondents in the "other" category included City and County Childcare Committees (9%), non-governmental organisations (NGOs), other sectoral interest groups (5%) and national voluntary childcare organisations (NVCOs) (4%). The remainder of the "other" category included childcare networks, unions, area partnerships and the general public.

<sup>1</sup> Percentage figures are rounded

## Changing Practice Environments

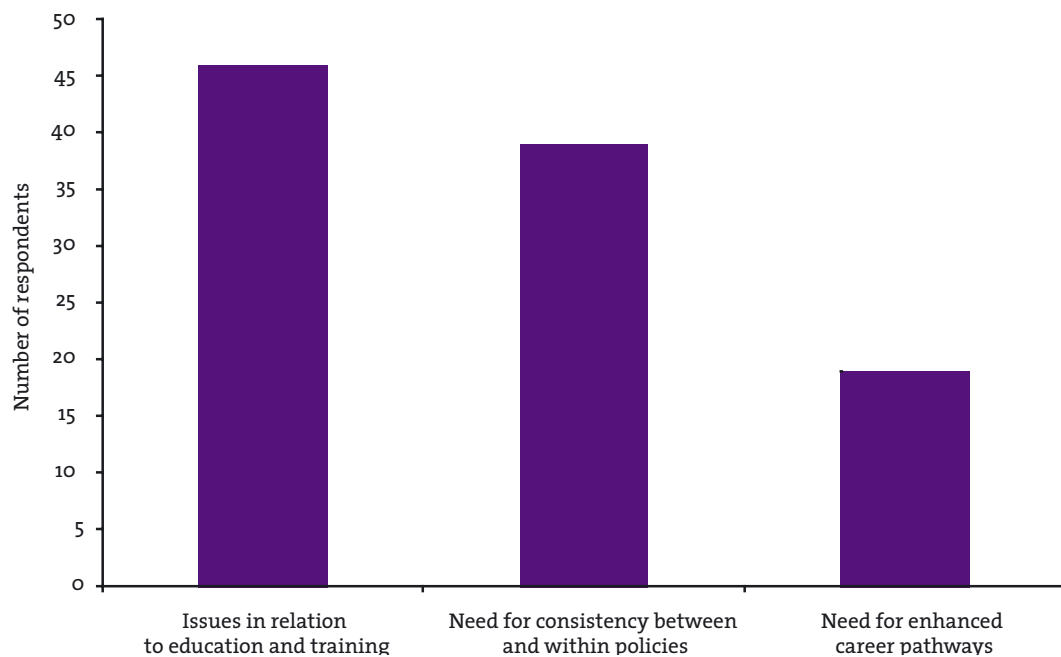
The feedback template asked respondents to indicate whether they agreed or disagreed with the following statement:

**Current and future policy commitments regarding the development of early childhood care and education services in Ireland reinforce the need for developing the workforce.**

98% of respondents indicated that they agreed with this statement. The remaining 2% disagreed.

In addition to indicating their level of agreement, 66% of all respondents provided further insights in relation to the question. These insights tended to focus on four main issues, shown in the following table.

**Table 2: Issues in relation to changing practice environments**



46 respondents highlighted issues in relation to **education and training**. The most frequently cited issue under this category was the need for financial supports to assist the ECCE workforce to engage in education and training. For staff employed in services, training grants, tax breaks and subsidised training places were suggested. For services, supports to facilitate staff release and cover were also recommended. The importance of flexible delivery of education and training programmes to allow practitioners to meet training requirements was another commonly cited issue in this category, as was the need for a robust system of recognition of prior learning (RPL) to acknowledge the level of expertise already in the sector.

*“The cost of developing a skilled and qualified workforce needs to be shared between all the stakeholders”.*

The need for **consistency between and within policies** was the next most common issue highlighted. Respondents emphasised the need for a clear and articulated vision for the future of the sector to ensure that the Workforce Development Plan can be positioned within a long-term policy context. Respondents also referred to a need for consistency and uniformity in policy requirements as they relate to qualifications in the sector. In this context, the inclusion of qualification requirements in the Pre-School Regulations was suggested as a way to help clarify the practice environment.

*“There is a need for consistency across all policies, so that there is a clearly acceptable level of training that must be met in all childcare services.”*

The need for **enhanced career pathways** was also referred to by respondents. In particular, respondents felt that staff qualifications and experience need to be reflected in pay and conditions of employment. Respondents also referred to a need for an enhancement of the professional status of the sector and there were suggestions that professional, nationally recognised job titles linked to occupational profiles would help in this regard. Finally, the introduction of *Síolta, Aistear* and the free pre-school year scheme was seen by many as having helped to increase understanding of the importance of early childhood care and education and the valuable role played by the ECCE workforce.

## The Demand for Education and Training

Respondents were asked to indicate whether they agreed or disagreed with the following statement:

**In developing a Workforce Development Plan, the current profile of the ECCE workforce presents a number of challenges that relate to both pre-service and in-service education:**

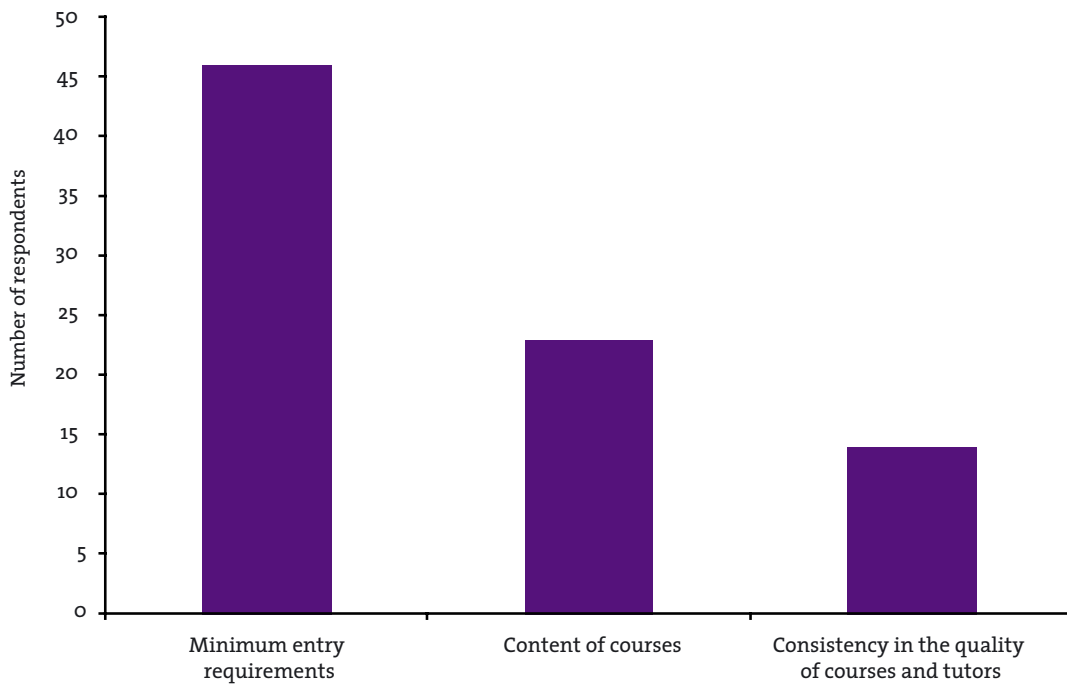
- 1. To ensure that all new entrants to the workforce are appropriately qualified for their role and level of responsibility.**
- 2. To afford unqualified practitioners the opportunity to achieve a Level 5 award.**
- 3. To facilitate those holding Level 5 awards to progress to higher levels.**

92% of respondents indicated that they agreed with this statement. A further 6% disagreed and the remaining 2% did not provide a response. Further comments were provided by 80% of respondents. Comments in relation to each of the three sub-questions have been analysed separately below.

As Table 3 shows, the comments made in relation to ensuring that new entrants to the workforce are appropriately qualified fell into three main categories: setting of minimum entry requirements, the content of training courses and the need for consistency in the quality of courses and tutors.



**Table 3: Issues in relation to new entrants**



The setting of **minimum qualification requirements** for new entrants to the sector was referred to by 46 respondents. There was strong consensus among these respondents that such minimum requirements should be introduced at regulatory level and that FETAC Level 5 should be the minimum standard set. However, some 15% of respondents recommended that the minimum requirement should be set at FETAC Level 6 or higher.

*“Minimum education/qualification standards need to be introduced to ensure a basic level of competency in the sector.”*

The second most common issue raised by respondents was that of **course content**. A wide variety of suggestions for the enhancement of current FETAC level courses and for the introduction of new FETAC modules was made. The most frequently mentioned recommendation was for the inclusion of a robust model of supervised student practice or on-the-job training in all courses. The need for *Síolta* and *Aistear* to be incorporated into courses at all levels - through the development of modules and programmes that support their implementation - was also frequently mentioned by respondents. The following list provides some examples of other suggestions made:

- Modules relating to using the Irish language with young children
- More emphasis on children with special needs
- Professional conduct module
- Childminding modules and
- Modules on specific topics such as oral health awareness and development education.

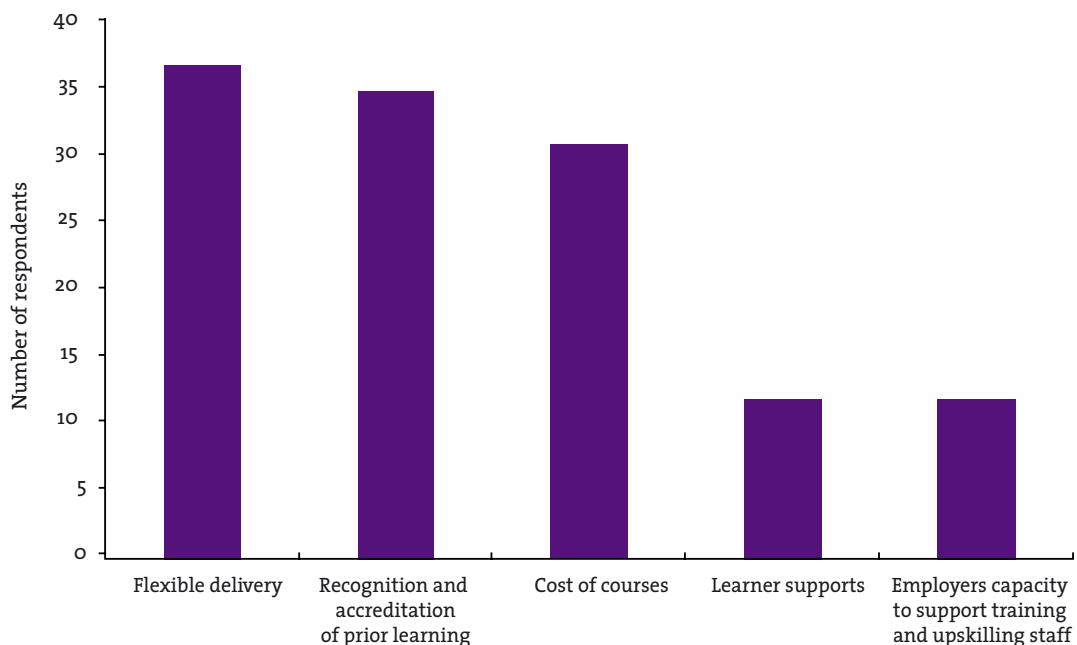
*“Qualifications on their own should not be enough to appropriately qualify workers. The qualification/training should involve an increased level of supervised work placement.”*

Another recurrent theme in the responses was the need to ensure **consistency across training courses and tutors**. Respondents recommended standardisation in the delivery of FETAC modules across training providers, particularly in terms of minimum contact hours required. The quality of the tutors delivering FETAC training was also identified as a key issue and it was recommended that minimum qualification standards and sectoral experience levels should be set.

*“There is enormous diversity in the quality of training delivered on the ground. Recent developments see an influx of training providers offering programmes, many of whom have no prior history in the sector.”*

In relation to the second sub-question about affording unqualified practitioners the opportunity to achieve a Level 5 award, the responses highlighted five main issues: flexible course delivery, RPL, cost of courses, learner supports, and employers’ ability to support staff to train and upskill.

**Table 4: Issues in relation to unqualified practitioners**



As the above table shows, there was a strong consensus around the need for **flexible delivery** of courses to provide those currently working in the sector with an opportunity to access education and training programmes. In particular, part-time (evening, weekend and block release) options, work place learning and online/blended training opportunities were mentioned. Difficulties in accessing courses in rural areas were also highlighted as issues.

*“Time is an issue for staff to train: there should be opportunities for more flexible training arrangements.”*

The need for nationwide access to robust and user-friendly systems of **RPL** was the second most common theme in the responses (35 respondents). Such a system should provide due regard and recognition for experience gained through service in the sector.

*“Recognition of prior learning is essential. Many workers have no or minimum qualifications but very valuable hands-on experience.”*

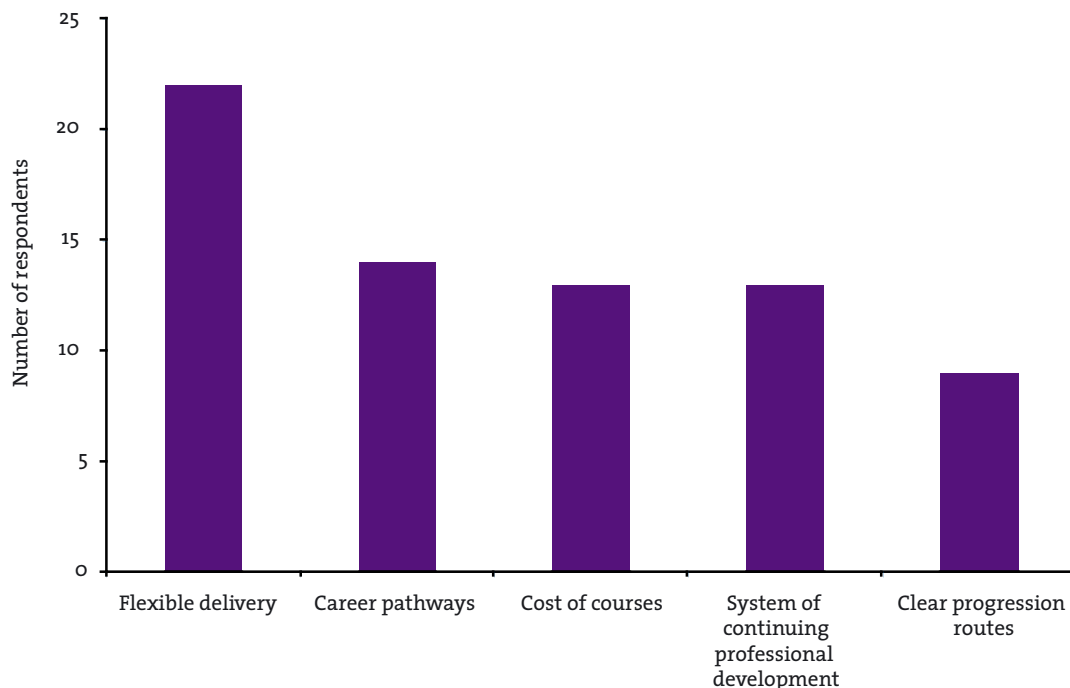
The **high cost of participating in training programmes** was highlighted as a significant barrier to access by over 30 respondents, particularly given the low rates of pay prevalent in the sector. Respondents suggested the need for subsidised training places, professional development grants and tax breaks to assist practitioners with these costs. Closely related to the cost of courses, the **capacity of employers to support their staff to access training** was raised as an issue by 12 respondents. Releasing staff to attend courses or for study leave has financial and logistical implications as staff cover needs to be arranged. Grants for staff cover and the establishment of a panel of Garda vetted substitutes for cover were recommended in this regard.

*“Yes, this is a challenge to centres that are perhaps struggling in these economic times as the cost of re-training will be high. It does put pressure on managers to hire only staff with these qualifications. It is an extra concern. Also finding cover for the staff who is re-training? It’s all an extra expense & pressure. I do feel however, over time, this will become the norm when hiring staff.”*

A range of **other learner supports** were also suggested to help facilitate unqualified practitioners to achieve a Level 5 award, including literacy, English language, childcare and ICT supports. Respondents referred to the length of time that it can take to upskill on a part-time basis and recommended that sufficient time be allowed for this to occur. Respondents also felt that older staff, in particular, will require encouragement and support as they may not have engaged in formal education and training for some time.

In relation to facilitating those holding Level 5 awards to progress to higher levels, the responses highlighted five main issues, as shown in Table 5.

**Table 5: Issues in relation to facilitating progression beyond Level 5 awards**



Similar to the challenge of affording unqualified practitioners opportunities to become qualified, **access to flexible delivery mechanisms** was highlighted as the main issue in facilitating progression. In particular, access to part-time HETAC courses and modular options with a credits-based system were mentioned as important.

*“At present there is no degree in early childhood care and education offered on a part-time basis in Dublin. This prevents all those currently working in the childcare sector in Dublin city from attaining a higher qualification. A part-time course must be made available.”*

The lack of clearly defined **career pathways** in the sector also featured, with respondents reporting that rewards for progressing beyond Level 5 qualifications tend to be small. A recurrent recommendation was that remuneration should reflect qualifications and that there should be a stronger link between occupational profiles and salaries.

*“Antecdotal evidence suggests that the poor terms and conditions of employment, poor remuneration, lack of clear career path and low status of the sector act as a disincentive to those that have invested in a higher level of education and qualification.”*

The **cost of participating in further education and training** was again highlighted as a barrier to access. Grants and tax breaks were suggested as ways to assist practitioners engage in programmes.

The importance of **continuous professional development** (CPD) in the sector was noted by twelve of the respondents and in particular the need for a comprehensive system of accredited CPD that would allow for the accumulation of credits towards upgrading qualifications.

*“Ongoing professional development supports transformation in practice and promotes reflection. In busy and challenging economic times, professional development, when tailored to the needs and interests of practitioners, is the single most resource-effective mechanism to improve practice.”*

The need for appropriately stepped, supportive and meaningfully **progressive routes from FETAC Level 5 to higher levels**, including HETAC levels, was mentioned by nine respondents.

## Sectoral Standards for Awards in ECCE

Respondents were asked to indicate whether they agreed or disagreed with the following statement:

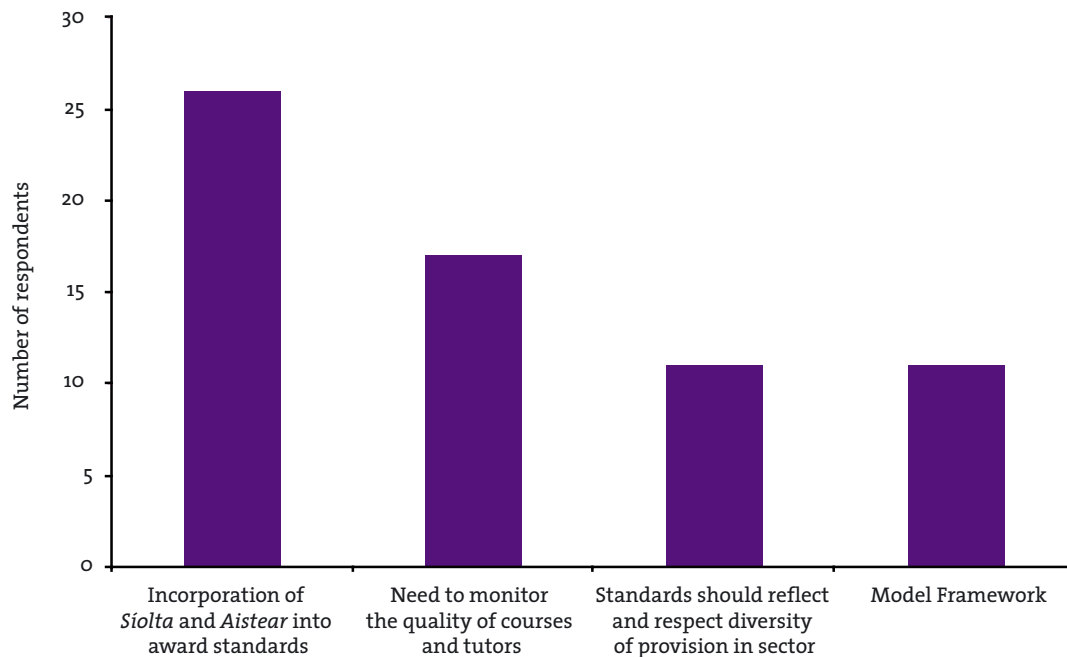
**It is considered that the 2002 Model Framework which has been validated against developments in the sector will, together with the National Framework of Qualifications and with *Síolta* and *Aistear*, the Framework for Early Learning, inform the development of sectoral standards for all awards in early childhood care and education. The setting of these sectoral standards is a necessary prerequisite to the effective implementation of the Workforce Development Plan.**

88% of respondents indicated that they agreed with this statement. A further 10% disagreed and the remaining 2% did not provide a response.

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62% of all respondents provided further comment in relation to the setting of sectoral award standards which, as the following table shows, covered a diverse range of issues.

**Table 6: Issues in relation to the setting of sectoral award standards**



The most common theme running through the comments was the need to ensure the **incorporation of *Siolta* and *Aistear* into the award standards** (26 respondents). Respondents commented that both frameworks should become an inherent component of all future ECCE education, training and CPD programmes. In particular, respondents emphasised the need for FETAC training modules to be revised to reflect *Siolta* and *Aistear*, as well as other emerging trends and policy developments. Respondents also noted that training providers will, in turn, need support and training to incorporate the frameworks.

*“Given the purpose of *Aistear* and *Siolta* in developing early childhood practice in this country with the ultimate goal of improving experiences and outcomes for children from birth to six years, it is imperative that the process of setting sectoral standards for all awards in the ECCE sector is informed by the two frameworks.”*

The second most common element of consensus was the need for clear standards in relation to the **quality and delivery of ECCE courses** and for such standards to be consistently regulated across providers. In this context, a recurrent recommendation was that an effective quality control system, under the responsibility of a central monitoring body, be put in place.

*“The connection between quality training, future learning and improvement in practice is well documented. Despite the development of quality assurance systems, there is enormous diversity in the quality of training delivered on the ground.”*

Another theme that emerged from the responses was the importance of ensuring that **awards standards reflect and respect the diversity of provision** in the sector. Respondents commented that the standards should be sufficiently inclusive of the existing variety of childcare settings, including childminders.

*“important that standards are devised in a way that they can be easily and appropriately applied across the spectrum of early years curricula and pedagogies in a way that supports and allows for the healthy diversity and parental choice that is an integral part of the sector.”*

The respondents who commented on the 2002 Model Framework agreed that the awards standards would need to reflect the different occupational roles and levels of responsibility in the sector. In particular, the awards standards should acknowledge the high level of management and supervisory skills required at more senior levels in the sector. Specific suggestions for a possible review of the 2002 Model Framework were made by some respondents, including a mapping of the occupational profiles from the Model Framework to levels of practical experience required.

## Access and Effective Participation in Education and Training Programmes

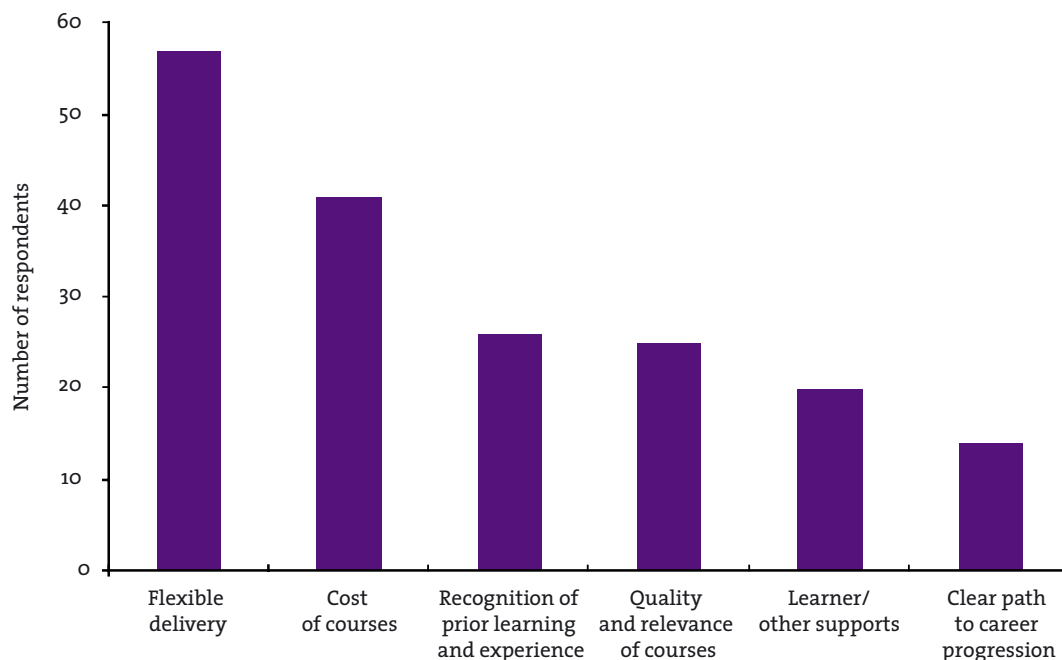
The feedback template asked respondents to indicate whether they agreed or disagreed with the following statement:

**Access and effective participation in education and training programmes continues to be important for the development of the Workforce Development Plan. Specifically, the delivery of courses in ECCE will need to address issues such as flexible delivery, RPL and the engagement and retention of learners.**

97% of respondents indicated that they agreed with this statement. 1% disagreed and the remaining 2% did not provide a response.

65% of all respondents provided further insights in relation to the question. Six main themes emerged from the comments provided, as shown in the following table.

**Table 7: Issues in relation to access and participation**



The main theme that emerged was the need for **flexible delivery of ECCE courses**. Respondents suggested a range of possible flexible delivery mechanisms, including in particular:

- Part-time opportunities such as afternoon, evening and weekend courses
- Blended courses that incorporate online and classroom based elements
- Apprenticeship based systems that combine on-the-job training with classroom based training
- Modular courses with credit system and
- Summer/Easter block release courses.

The need for greater availability of training courses outside Dublin was also mentioned by respondents.

*“Flexible delivery is a prerequisite for quality training in the childcare sector. Training colleges must be mindful of the need for flexibility in accommodating people who are working full-time.”*

Another prominent theme related to the **costs of participating on courses**. In line with similar comments made in relation to the ‘Demand for Education and Training’, respondents noted that the costs can be prohibitive in view of the current rates of pay in the sector and suggested that financial supports such as grants, subsidised places and tax relief be made available. The cost of staff release and cover, especially in smaller settings, was also highlighted as a barrier to providers supporting their staff to engage in training.

*“Courses...should be grant aided which would not alone help with the cost of fees but also in covering the costs of substitutes, where necessary.”*

The need for a transparent and user-friendly system for the **recognition of prior learning** and experience was highlighted by 26 respondents. Respondents envisaged this system involving the application of RPL for entry/access to programmes, exemptions from programme requirements and access to full awards. Respondents also emphasised that accreditation achieved through RPL systems would need parity of esteem with awards obtained through other systems.

*“Much has been spoken about RPL and yet very few courses take it into account or have a system for it.”*

The **quality and relevance of courses** was highlighted as a major factor in the engagement and retention of learners. Respondents commented on a lack of consistency across training providers, especially in relation to the hours required to achieve certification, and called for a system for the accreditation of training providers. Respondents also identified the quality of course delivery as key. Respondents commented that trainers should be required to be sufficiently qualified in ECCE, to have significant sectoral experience and to keep up-to-date with the changing practice environment.

*“Ensure consistency in qualification standards i.e. a FETAC Level 5 should be the same no matter where it was obtained.”*

Respondents also suggested a range of **learner and other supports** to assist with the engagement and retention of learners. In particular, literacy and language supports together with wider academic and personal supports and mentoring were mentioned. Respondents also suggested that efforts should be made to encourage greater participation in the sector by under-represented groups such as men and people with disabilities.

*“Measures to support and build the confidence of people who have little or no previous experience of engaging with formal training/education processes including literacy supports.”*

The final main theme to emerge from the comments related to the absence of a **clear career path for progression**. Respondents were of the view that the prospect of a good career path, together with pay scales that reflect qualifications and experience, would help motivate the workforce to engage with and complete training.

## Supply of Education and Training Places

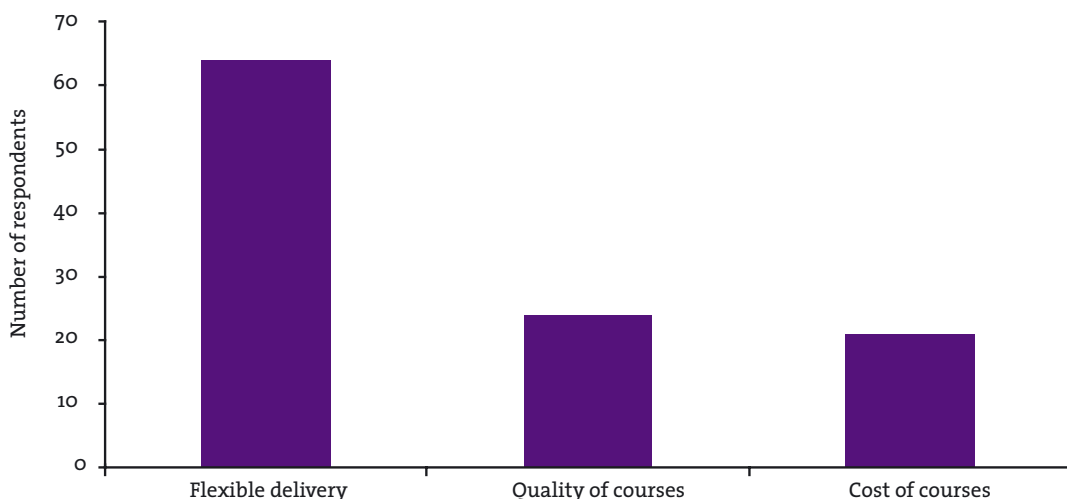
The feedback template asked respondents to indicate whether they agreed or disagreed with the following statement:

**The current supply of education and training places in early childhood care and education courses has expanded significantly from 2000 to date. However, the current concentration of resources into the provision of full time places may need to be reviewed if the diverse education and training demands of the ECCE workforce are to be met.**

95% of respondents indicated that they agreed with this statement. 4% disagreed and the remaining 1% did not provide a response.

65% of all respondents provided further insights in relation to the question. As the following table shows, the comments provided can be classified into three main categories.

**Table 8: Issues in relation to supply of education and training places**





The majority of comments made in relation to the supply of education and training places supported the provision of **flexible training places** to meet the diverse needs of the ECCE workforce (64 respondents). There was a strong consensus on the need for more part-time courses at all levels, including Levels 7 and 8. Respondents also cited the need for the greater availability of modular courses and the establishment of an associated credit based system. Blended training models, including apprenticeships, were also recommended, as were distance/online models which would assist in overcoming issues around the availability of flexible courses in certain areas of the country.

*“Courses should be more widely available and more flexible. These people are in full time employment and it’s difficult to juggle a job, training and a life!”*

Another theme to emerge from the comments related to the **quality of the education and training places** supplied. As was mentioned by respondents in relation to other core questions, there were concerns expressed about the variation between courses in terms of hours required, costs and qualifications of tutors. Respondents reiterated that there should be minimum ECCE qualification requirements for tutors and that tutors should be encouraged to engage in CPD and participate in networks to share best practice. Respondents also suggested that a quality assurance process be put in place to monitor training standards across training providers.

*“The prominence of private training organisations offering accelerated ECCE programmes is a concern due to uncertainties around quality assurance.”*

The final category of responses related to the current **cost of courses** and that financial supports would be required to facilitate the workforce to access the education and training places supplied.

## Retention of Qualified Staff

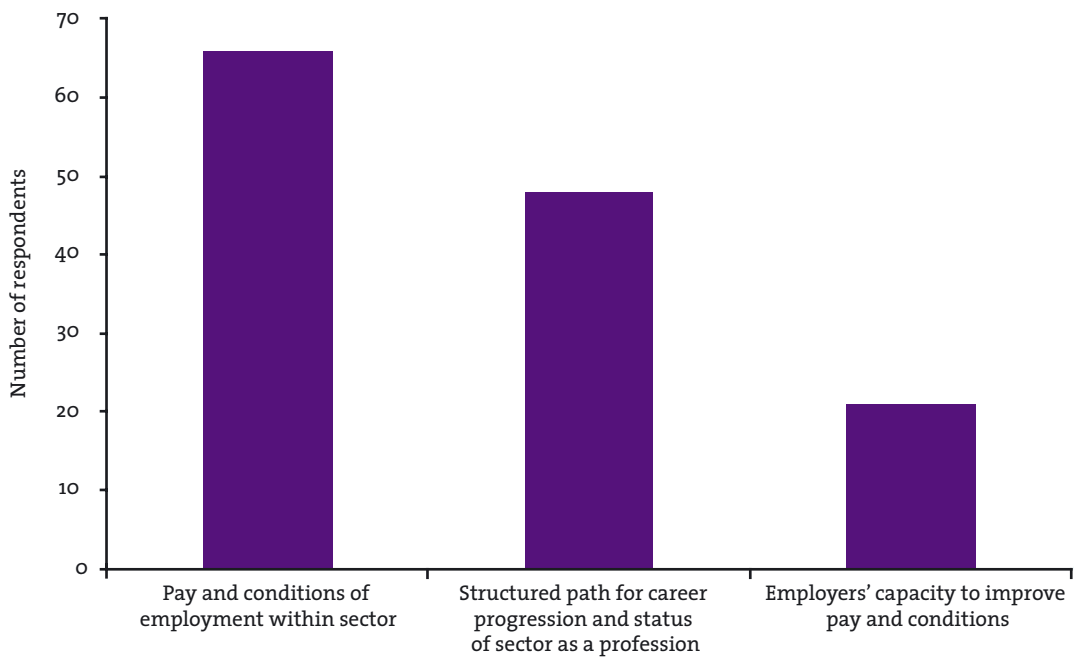
Respondents were asked to indicate whether they agreed or disagreed with the following statement:

**Measures to address retention of qualified staff in the ECCE workforce are essential to the future development of the ECCE sector.**

98% of respondents indicated that they agreed with this statement. 1% disagreed and the remaining 1% did not provide a response.

72% of respondents provided further comment in relation to the retention of qualified staff. As Table 9 shows, these comments related mainly to three inter-related themes.

**Table 9: Issues in relation to retention of qualified staff**



There was strong consensus among respondents that the **low rates of remuneration and poor working conditions** in the sector are issues in staff retention. Respondents commented that pay and conditions should reflect staff qualifications, experience and level of responsibility, as this in turn would provide motivation to upskill and remain in the sector. In this context, many of the respondents proposed the introduction of agreed payscales for each of the different roles within the sector.

*“Reasonable payscales that reflect the level of responsibility involved in the care and education of our young children must be paid if staff are to see childcare as a viable career.”*

Other issues considered important by respondents were the need for a **structured path for career progression and the status of the sector as a profession**. Respondents expressed the view that occupational profiles should be adopted so that there is an agreed understanding of the different levels at which ECCE practitioners work and that this understanding would help to improve the status of the work that they carry out. There was also a strong view among respondents that cultural and societal attitudes towards the ECCE sector need to be challenged.

*“The model framework must be implemented as a matter of urgency so that ECCE practitioners can see clearly defined roles, responsibilities and progression routes. In the absence of this sectoral overview, it is difficult for staff to see where they fit within the system or to feel valued, respected and empowered.”*

Interlinked to the other two themes, 21 respondents referred to employers in the sector having limited **capacity to improve pay and conditions** or to increase remuneration in line with higher qualifications. High operational costs and insufficient government subsidies and grants were cited as the main factors in this regard.

## Recurrent Issues Identified by Respondents

There was strong agreement among respondents in relation to each of the core questions addressed in the consultative document.

As outlined in the preceding sections, an analysis of the additional comments made by respondents identified a range of key issues in respect of each of the core questions. However, across the core questions, a number of recurrent issues were also identified. The following issues were identified by respondents as being important considerations under two or more of the core question areas:

- Issues in relation to the quality and delivery of ECCE courses
- The need for greater flexibility in the delivery of education and training programmes
- The high cost of participating in education and training
- The need for a structured path for career progression and
- The requirement to develop a workable system of RPL.

## Conclusion

This consultation was conducted on the basis that the formation of a Workforce Development Plan for the ECCE Sector should be based on consultation with stakeholders, given the importance of the sector and of ensuring that the workforce has the skills required to engage positively with the care and education of young children.

The range of issues identified during this consultation process provides keen insights from the sector. These insights complement the baseline assessments and background research that has already been undertaken in preparation for the Workforce Development Plan.

These elements will now be amalgamated and will form the basis on which the Workforce Development Plan for the ECCE Sector will be developed.

## Appendix 1: List of Respondents

ID	Name	Organisation/Current Role
1	Margaret Bergin	The Children's House Childcare Centre & Montessori School
2	Catriona Robinson	Just 4 Kids Creche
3	Lorraine Fleming	First Step Childcare Centre
4	Fionnuala	The Lodge Montessori
5	Joan Bradley	Montessori Pre school
6	sduigan	Kilminchy School House
7	Louise Nic Giolla Chomghall	Naionra Montessori Chluain Dolcáin
8	Lynsey McCabe	Bright Sparks Montessori
9	Richard Clery	afew
10	Claire O'Toole	South Kerry Childcare Network
11	Clíodhna Noonan	Acting Up!
12	Louise Mc Guirk	Doras Bui
13	Philomena Maloney	Westmeath County Childcare Committee
14	Joan Kiely	Marino Institute of Education
15	Laura Murphy	Buzzy Bees Montessori School
16	Avril Sweeney	Donegal County Childcare Committee
17	Liz Dunphy/Anne McGough	St Patrick's College
18	Edaoina Tanham	Beechwood Childcare
19	Patricia Pleass	Glenalbyn Montessori School
20	Ann	preschool
21	Sarah Traynor	Louth Leader Partnership
22	Caitriona O'Regan	West Limerick Early Intervention Service
23	Mary Moloney	Mary Immaculate College
24	Gillian Darrer	Bros. of Charity Services South East
25	Laura Doran	DIT/BH
26	Mairéad Mac Con Iomaire	Cuileán, An Cheathrú Rua
27	Anne Geraghty	Brothers of Charity Services
28	Frances Clerkin	private
29	Cathy McCarthy	Little Seashells Playschool
30	Cherrie B	naionra
31	Angela Walsh	Jigsaw Creche
32	Caroline	Kentstown Montessori School
33	Jillian van Turnhout	Children's Rights Alliance
34	Breda Kenny	Tolka Area Partnershp
35	Michelle Bowes	Kiddiecare Pre-school
36	Linda Kiernan	Clever Clogs Montessori
37	Tracey Maguire	montessori school
38	Sharon O'Neil	b.beavers
39	Aileen Kelleher	Fás registered trainer
40	Janice Thompson	rowlagh women's group creche
41	Margaret Kennedy	
42	Catherine Tyrrell	Blossoms Pre-school

ID	Name	Organisation/Current Role
43	Ernest Willis	
44	Jim Power	Mayo CCC
45	Majella McBride	Letterkenny Institute of Technology
46	Aisling McCafferty	Central College Limerick
47	Claire Tuohy	Lifford Childcare Centre
48	Jean Kelly	Leapfrog
49	Jean Melia	Anchor Childcare
50	Therese Breslin	Researcher
51	Fiona McCarthy	Happy Hands Mont. Pre-School
52	Dental Health Foundation	Dental Health Foundation
53	Second-year ECCE degree students, IT Sligo	IT Sligo
54	Dr. Edel Healy	Dundalk Institute of Technology
55	Joy O'Driscoll & Jillian White	Wexford CCC
56	David Little	Community Afterschools Project (CASPr)
57	Dr. Kevin Lalor	Dublin Institute of Technology
58	Jackie Maguire	LYCS
59	Teresa Heeney	National Children's Nurseries Association
60	Chris Coffey	kdys childcare
61	Nicola McDonagh	NCNA Childcare Skillnet
62	Moira King-Fitzgerald	Brothers of Charity Southern Services
63	Gerardine Neylon	Dept. Politics & Public Administration U.L.
64	Sean Murphy	NPCP
65	Zoe O'Brien	Midleton Community Forum Ltd
66	Aine Murphy	Hopscotch childcare
67	Patricia Murphy	HighScope Trainers Network
68	Hilary Lantzoz	Early Childhood Care and Education Provider
69	Erika Chambers	Erika's Montessori Playschool
70	Glynis Stephenson	Rainbow Montessori
71	Deirdre Doyle	IMEB
72	Mary O'Reilly	Early Years, the organisation for young children/ HighScope Ireland
73	Nuala Roche (on behalf of Clare CCC)	Clare CCC
74	Naionra Naithi	Forbairt Naionrai Teo
75	Audrey Flynn	Irish Steiner Kindergarten Association
76	Órlagh McCrory	IPPA
77	Treasa Quigley	Cavan County Childcare Committee Ltd
78	Geraldine Carr	Kilmacanogue Playgroup Ltd
79	Breda MC Kenna	Monaghan CCC
80	Grainne Duffy	Darndale/Belcamp ICCS
81	M Conway-Kenny	IPPA
82	Fionnuala Neville	Butterflies Community Playgroup Limited
83	Anne Joyce	IPPA
84	Denise Monahan	College of Progressive Education

ID	Name	Organisation/Current Role
85	Lorraine Gordon	Parent/Guardian
86	Martina McGovern	Service Provider
87	Brid Ní Mhaoildhia	Comhar Naíonraí na Gaeltachta Teo
88	Breege Uí Mhurchadha	Comhar Naíonraí na Gaeltachta Teo
89	Ciara O'Connor	Dublin City Childcare Committee
90	Saffron Marriott	Rainbows Pre-School Playgroup Ltd
91	Sonia Sinnott	St Mogue's Community Childcare
92	Ann Hare	St Anne's Day Nursery
93	Maria Dunne	Kinderland Montessori
94	Carrie McCracken	Moreswood Community Childcare
95	Catherine O'Connor	Kilmuckridge Community and Family Resource Enterprise
96	Suzanne Rea	Presentation Playschool
97	Bernie Costello	Presentation Playschool
98	Carmel Coleman	Presentation Playschool
99	Abigail Wall	Playschool
100	Kay Stafford	FAB Huggie Bears
101	June Hamill/Mary Barry	Before 5 Nursery and Family Centre
102	Anne Conroy	Barnardos
103	Noirin Healy-Magwa	On behalf of Waterford City Childcare Sector
104	Ann Stellenberg	CDI, PFL, youngballymun
105	Edel Conlon	North Tipperary County Childcare Committee
106	Mary Cleary	Heronswood Childcare Centre
107	Gobnait Burke	None
108	Mary Murphy	Eager Beavers Montessori
109	Marie Murphy	Sugradh Childcare
110	Mary Kerr/Ann McKey	Louth VEC O'Fiaich Institute
111	Co Waterford Professional Development Steering Group	Waterford County Childcare Committee
112	Susan Power	Waterford County Childcare Committee
113	Andrew Doherty	Men in Childcare Network Irl
114	Tony Gillings	Mellow Spring Childcare
115	Darragh O'Connor	SIPTU
116	Rose McDonegan	Ban-An-Cnoic Montessori Preschool
117	Marion Ó Murchú	Naíonra Thig Wilton
118	Liz Arnold	Mahon CDP Community Creche
119	Nora Anne Luck	Coiste Naíonra an Teaghlaigh Naofa
120	Laura O'Flaherty	Stepping Stones Montessori
121	Brid Booker	Rockboro Pre-School
122	Heike Chlebosz	Sonas Health and Fitness Centre Creche
123	Bronagh Cleland	Education and Training Provider
124	David Joyce	ICTU
125	Jeremy Kynaston	Wicklow County Childcare Committee
126	Fiona Lucey	The Association of Childcare Professionals

ID	Name	Organisation/Current Role
127	Mary Daly	National Council for Curriculum and Assessment (NCCA)
128	Margaret Donohoe	Louth VEC DIFE
129	Peter Smith	Daddy Daycare
130	Patrick Travers	St Patricks College
131	Áine Uí Ghiollagáin	Cúram
132	Patricia Murray	Childminding Ireland
133	Deborah Dempsey	
134	Ciairín de Buis	ICPN/Starting Strong
135	John Carr	INTO
136	Audrey Flynn	Irish Steiner Kindergarten Association
137	Conor McHugh	Irish Aid, Department of Foreign Affairs
138	Ruth Shortall	South Dublin CCC
139	Susan Brocklesby	CPLN Area Partnership
140	Irene Gunning	IPPA
141	Denise McCormilla	BCCN

## Appendix 2: Agreement with Core Questions by Category of Respondent

<b>Changing Practice Environments</b>	<b>Number of Respondents</b>	<b>% agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	100%	0%
Service Provider (owner/manager)	58	95%	0%
Practitioner/childminder	7	100%	0%
Education and training provider	20	100%	0%
Researcher	2	100%	0%
Student	7	100%	0%
Policy maker	2	100%	0%
Other	41	100%	0%
No response provided	1	100%	0%

<b>The Demand for Education and Training</b>	<b>Number of Respondents</b>	<b>% Agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	100%	0%
Service Provider (owner/manager)	58	86%	0%
Practitioner/childminder	7	86%	14%
Education and training provider	20	100%	0%
Researcher	2	100%	0%
Student	7	100%	0%
Policy maker	2	100%	0%
Other	41	100%	0%
No response provided	1	0%	100%

<b>Sectoral Standards for Awards in ECCE</b>	<b>Number of Respondents</b>	<b>% Agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	100%	0%
Service Provider (owner/manager)	58	79%	3%
Practitioner/childminder	7	100%	0%
Education and training provider	20	95%	0%
Researcher	2	100%	0%
Student	7	86%	0%
Policy maker	2	100%	0%
Other	41	98%	0%
No response provided	1	100%	0%



<b>Access and Effective Participation in Education and Training Programmes</b>	<b>Number of Respondents</b>	<b>% Agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	100%	0%
Service Provider (owner/manager)	58	97%	2%
Practitioner/childminder	7	100%	0%
Education and training provider	20	100%	0%
Researcher	2	100%	0%
Student	7	100%	0%
Policy maker	2	100%	0%
Other	41	98%	2%
No response provided	1	0%	100%

<b>Supply of Education and Training Places</b>	<b>Number of Respondents</b>	<b>% Agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	100%	0%
Service Provider (owner/manager)	58	98%	0%
Practitioner/childminder	7	71%	29%
Education and training provider	20	90%	0%
Researcher	2	100%	0%
Student	7	86%	0%
Policy maker	2	100%	0%
Other	41	98%	0%
No response provided	1	100%	0%

<b>Retention of Qualified Staff</b>	<b>Number of Respondents</b>	<b>% Agreement with Core Question</b>	<b>% No Response</b>
Parent/Guardian	3	67%	0%
Service Provider (owner/manager)	58	98%	0%
Practitioner/childminder	7	100%	0%
Education and training provider	20	100%	0%
Researcher	2	100%	0%
Student	7	100%	0%
Policy maker	2	100%	0%
Other	41	100%	0%
No response provided	1	0%	100%

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## Bibliography

Organisation for Economic Co-operation and Development, 2006. *Starting Strong II Early Childhood Education and Care*. OECD Publications, Paris.

Education, Audiovisual & Culture Executive Agency (EACEA), 2009. *Tackling Social and Cultural Inequalities through Early Childhood Education and Care in Europe*. EACEA, Brussels.