Flemish Community of Belgium

The OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is a large-scale survey focusing on staff and leaders in early childhood education and care (ECEC). This note presents the main findings of the initial report on TALIS Starting Strong 2024 in three main areas: 1) strong ECEC for children and families; 2) strong ECEC to retain a high-quality workforce; and 3) strong foundations for ECEC. For each of these areas, an overview of the findings is followed by a discussion of how they apply to the Flemish Community of Belgium and comparisons with settings for children under age 3 and pre-primary settings (ISCED 02)[1] in other participating countries and subnational entities. TALIS Starting Strong 2024 included the following ECEC settings in the Flemish Community of Belgium: home-based and centre-based childcare settings (*kinderopvang*) for children under age 3 and pre-primary education settings (*kleuteronderwijs*) from age 2.5 until entry into primary school. To support the interpretation of the findings from TALIS Starting Strong 2024, Annex A of the report provides an overview of the Flemish Community of Belgium's ECEC system.

Highlights from the survey

The education levels of ECEC staff in the Flemish Community of Belgium differ sharply between settings for children under age 3 and pre-primary settings, and both standout from other countries and subnational entities. In the case of settings for children under age 3, 72% of staff report their highest level of education is upper secondary schooling (ISCED level 3) or below. This is among the highest across participating countries and subnational entities. In contrast, 90% of staff in pre-primary settings have a bachelor's degree or equivalent or higher (ISCED level 6 or above), which is again among the highest across participating countries and subnational entities.

Staff in the two levels of ECEC in the Flemish Community of Belgium are equally satisfied with their jobs but differ in the work-related stress they report. At both levels of ECEC, 95% of staff report they are satisfied with their jobs. However, half of pre-primary staff report they experience stress in their work while this is the case for only one-third of staff in settings for children under age 3.

Participation in job-embedded training and collaborative learning is comparatively high in the Flemish Community of Belgium. This type of ongoing professional development is associated with high-quality practices with children and can support career progression, helping retain staff. Two-thirds (67%) of staff in settings for children under age 3 and 80% of pre-primary staff report participation in job-embedded training and collaborative learning in the 12 months prior to the survey.

A lower share of leaders in settings for children under age 3 report staff shortages and staff absences as hindering the quality of provision compared to settings for children under age 3 other countries and subnational entities. In the Flemish Community of Belgium, leaders in centres

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[1] Education categories are based on the International Standard Classification of Education (ISCED 2011).

for children under age 3 report that having too few staff relative to the number of children enrolled (13%) and staff absences (27%) affect the quality of provision; this is lower than leader reports in centres for children under age 3 in many other countries and subnational entities. Somewhat larger shares of pre-primary leaders in the Flemish Community of Belgium report these concerns, at 29% and 33%, respectively. Nonetheless, staff absences are among the top hindrances to quality provision reported by leaders at both levels of ECEC in the Flemish Community of Belgium.

Strong early childhood education and care for children and families

A central goal of ECEC is to support children and families to thrive, closing opportunity gaps across different population groups in the process. The benefits of ECEC are contingent on its quality, and staff practices with children, particularly their interactions with children and families and the supports they provide for children to interact with one another, with materials and with their communities, are at the heart of quality. Findings from TALIS Starting Strong 2024 highlight the ways in which staff work with children and families, as well as the ways in which they are trained to deliver high-quality ECEC:

- ECEC staff spend most of their time in direct contact with children and often perform a range of other tasks in parallel, including planning and preparing activities. In the Flemish Community of Belgium, staff in settings for children under age 3 report spending 86% of their work time when they are at the setting with children. Staff in pre-primary settings report spending 79% of their work time in contact with children. Planning and preparing on their own accounts for 7% of staff's time in settings for children under age 3 and 22% for staff in pre-primary settings.

- Many countries and subnational entities employ both teachers and assistants in ECEC settings, while others rely primarily on teachers, with the two roles typically requiring different education and training. The Flemish Community of Belgium relies primarily on teachers in ECEC: in pre-primary settings, 83% of staff self-identify as teachers and 9% as assistants; in settings for children under age 3, 90% of staff self-identify as teachers and 1% as assistants. Importantly, the term "teacher" is used for international comparability of staff who have the most responsibility for a group of children, although staff in this role in settings for children under age 3 in the Flemish Community of Belgium may not typically use the word "teacher" to describe themselves.

- Having a post-secondary education among ECEC staff ensures broader coverage of topics relevant to work with children but is not guaranteed in most systems. The highest level of education among ECEC staff differs widely between settings for children under age 3 and pre-primary settings in the Flemish Community of Belgium. In settings for children under age 3, 72% of staff report their highest level of education is upper secondary schooling or below (ISCED level 3 or below). This is among the highest across participating countries and subnational entities. In contrast, in pre-primary settings, only 8% of staff report their highest level of education is upper secondary schooling or below. Whereas in settings for children under age 3 only 15% of staff have a bachelor's degree or equivalent or higher (ISCED level 6 or above), this is the case for 90% of staff in pre-primary settings, which is among the highest across participating countries and subnational entities.

- Staff need more support to work with children along different dimensions of diversity. In the Flemish Community of Belgium, 8% of staff in settings for children under age 3 and 16% of staff in pre-primary settings report high professional development needs in working with children whose home language is different from the main language used in the setting. Similarly, 13% of staff in settings for children under age 3 and 28% of staff in pre-primary settings report high professional development needs in working with children with special education needs. These are areas that generally rank high among the areas where staff report a need for training in most countries and

subnational entities but that were less covered in their initial education and recent professional development activities. In the Flemish Community of Belgium, among their recent training activities, 33% of staff in settings for children under age 3 and 36% of staff in pre-primary settings were trained in supporting children with a different home language than the setting, and 35% and 40%, respectively for the two levels of ECEC, in addressing special education needs.

- Engagement with families can be an important tool for promoting equity. This is common practice in pre-primary settings in the Flemish Community of Belgium, where 88% of staff report encouraging families to do play and learning activities at home. In settings for children under age 3 this is somewhat less common although still prevalent, with 69% of staff reporting they do this. In addition, 17% of leaders in settings for children under age 3 and 23% of leaders in pre-primary settings report offering workshops for parents regarding child rearing or development at least several times a year.

- Co-operation between ECEC settings and health and social services and with primary schools is another channel to support children, particularly vulnerable ones, but is limited in most ECEC systems. Compared to other countries and subnational entities, in the Flemish Community of Belgium, more leaders (63%) in pre-primary settings report consulting child development specialists (e.g. speech therapists, psychologists) at least monthly and more leaders (90%) say they are in contact with primary school principals or teachers with the same frequency. As pre-primary settings are often co-located with primary schools in the Flemish Community of Belgium, this strong connection between the two types of settings makes sense. In contrast, in settings for children under age 3, only 3% of leaders report consulting child development specialists at least monthly. As this level of ECEC works exclusively with children under age 3, leaders did not report on their contact with primary schools.

Strong early childhood education and care to retain a high-quality workforce

Strong ECEC systems attract and retain a highly qualified and motivated ECEC workforce. The connections children and families have with ECEC staff and leaders hinge on having a sufficient pool of skilled, motivated and consistent personnel in ECEC settings. Findings from TALIS Starting Strong 2024 highlight the aspects of working in ECEC that staff appreciate, their opportunities for career progression and skills development, and sources of work-related stress:

- ECEC staff shortages and staff absences are key hindrances to the quality of the ECEC environment. Considering only centre-based settings,[2] compared to other countries and subnational entities, a lower percentage of leaders in the Flemish Community of Belgium report that staff absences significantly hinder their ability to provide a quality environment for children. In centres for children under age 3, 27% of leaders report this is the case and 33% of pre-primary leaders report this is the case. Only 13% of leaders in centres for children under age 3 report having too few staff relative to the number of children enrolled undermines quality provision, whereas this is the case among 29% of pre-primary leaders.

- While job satisfaction is high, staff do not feel valued by society, which can contribute to staff shortages. In the Flemish Community of Belgium, a majority of staff are satisfied with their jobs (95% in both settings for children under age 3 and pre-primary settings) while a lower share feels valued in society (51% in settings for children under age 3 and 42% in pre-primary settings) or is satisfied with their salary (54% in settings for children under age 3 and 66% in pre-primary settings).

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[2] The indicators reported here cannot be quantified in the same way for home-based settings, where staff are often working alone. Home-based settings may close, temporarily or indefinitely, due to staff absences.

Although only about half to two-thirds of staff (depending on the level of ECEC) are satisfied with their salaries, this is still higher than in many other countries and subnational entities.

- Attending to family responsibilities and working in a job not in the ECEC sector are the most likely reasons for staff to leave their role in most countries and subnational entities. In settings for children under age 3 in the Flemish Community of Belgium, the main reasons staff give for potentially leaving their ECEC role in the next five years are working in a job not in the ECEC sector and resolving physical health-related issues. In pre-primary settings in the Flemish Community of Belgium, the main reasons are resolving mental or physical health-related issues.

- Job-embedded training and collaborative learning can support career progression and help retain staff, in addition to their positive link with practices for children, but are generally less common than traditional forms of learning (e.g. courses, seminars). Compared to other countries and subnational entities, a higher share of staff in pre-primary settings (80%) in the Flemish Community of Belgium report participation in job-embedded training and collaborative learning in the 12 months prior to the survey, and the share of staff (67%) in settings for children under age 3 is more similar to other countries and subnational entities. This type of ongoing professional development includes (among other formats) participation in coaching (34% of staff in settings for children under age 3 and 21% of pre-primary staff), induction (20% of staff settings for children under age 3 and 22% of pre-primary staff) or planned visits to other settings to inform their practices (33% of staff in settings for children under age 3 and 39% of pre-primary staff).

- Job-embedded training and collaborative learning require dedicated time and resources, even if they can be more flexibly integrated into staff's daily routines than more traditional formats. In the Flemish Community of Belgium, 29% of staff in settings for children under age 3 and 33% of staff in pre-primary settings report professional development conflicts with their schedule. Respectively at the two levels of ECEC, 59% and 69% of staff report that there are insufficient staff to fill in for absences so as to participate in professional development activities, and 33% and 51% report that professional development is too expensive.

- Staff who experience more stress are more likely to consider leaving the ECEC staff role for mental or physical health-related issues, but also for a job outside the ECEC sector. Compared to other countries and subnational entities, in the Flemish Community of Belgium, a higher percentage of staff in pre-primary settings (50%) report they experience stress in their work. This is lower in settings for children under age 3, where 33% of staff report they experience stress in their work. The main sources of stress for staff at both levels of ECEC include having too much administrative work to do and having too many tasks to do at the same time. Staff in settings for children under age 3 further indicate having extra duties due to absent ECEC staff as being a source of stress, whereas staff in pre-primary settings identify having too much work related to documenting children's development as a top source of stress.

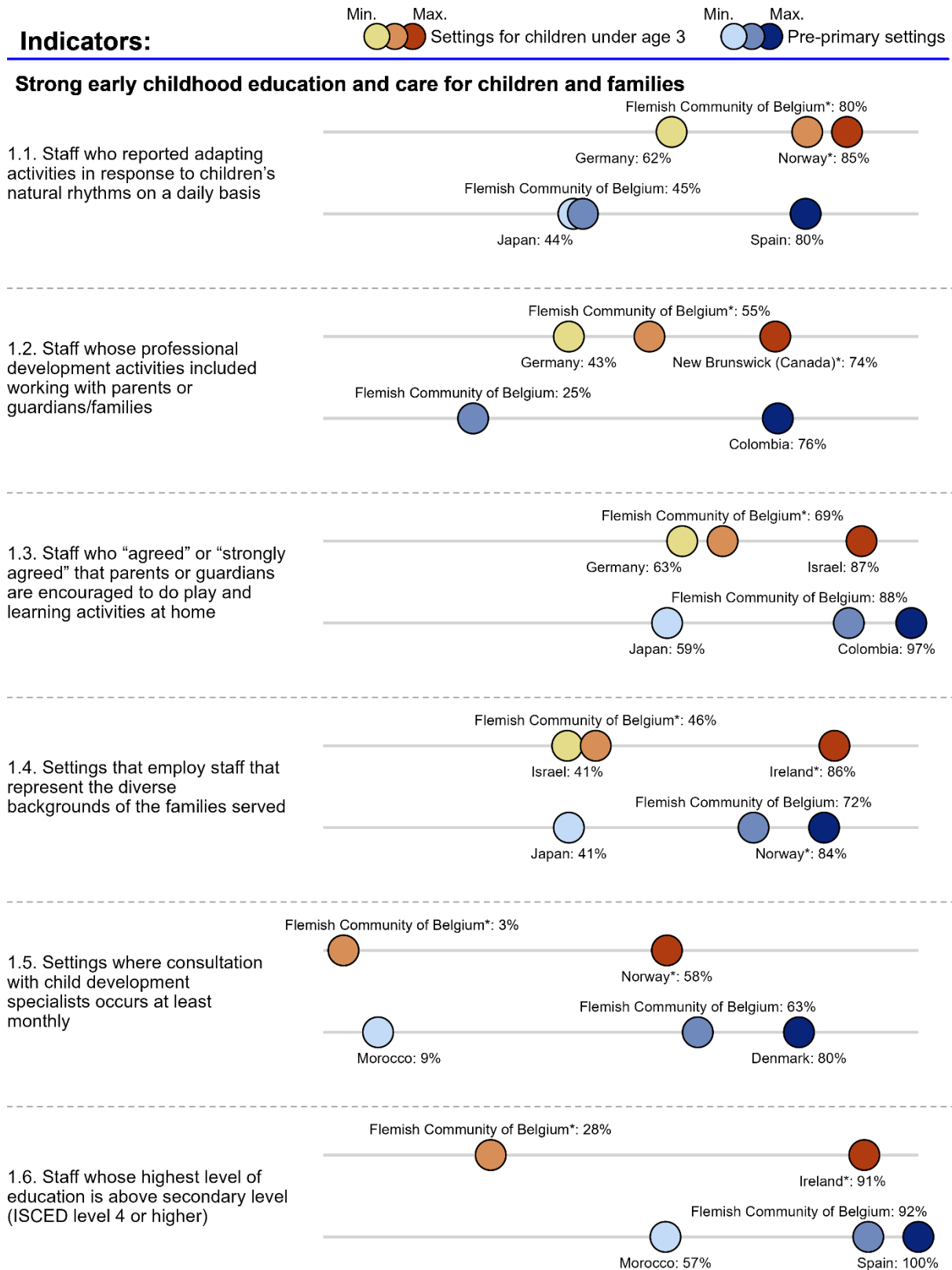## Strong foundations for early childhood education and care

ECEC takes place across a wide range of settings, with a mix of public and private management; various sources of funding; settings located in homes, schools and dedicated ECEC centres; and oversight from different levels of governance. These complexities require tailored approaches to monitor quality and support ongoing quality improvement and preparedness for the future. Findings from TALIS Starting Strong 2024 highlight the governance, oversight and structure of the ECEC sector that enable access to high-quality ECEC for all children and support adaptability in the face of global challenges:

- Public and private ECEC settings differ in the children and locations served, as well as in some aspects of quality. In most ECEC systems, leaders report a mix of public and private setting management. In the Flemish Community of Belgium, 62% of leaders in settings for children under

age 3 and 47% of leaders in pre-primary settings report their setting is privately managed. In many countries and subnational entities, a higher percentage of public ECEC settings serve more vulnerable children (e.g. those from socio-economically disadvantaged homes or whose home language is different from the language(s) used at the ECEC setting). However, this is not the case in the Flemish Community of Belgium, where there are no statistically significant differences in reports from leaders of publicly and privately managed settings on the prevalence of children with diverse characteristics. These disparities are seen elsewhere despite the fact that publicly and privately managed settings are equally likely to receive funding from the government in most countries and subnational entities. Likewise, leaders in a majority of private settings in the Flemish Community of Belgium, which operate predominantly on a non-profit basis, report receiving funding directly from the government.

- Leaders support staff's high-quality practices with children and mitigate their stress yet need more support themselves. Compared to other countries and subnational entities, the Flemish Community of Belgium has among the lowest proportion of leaders (20% in settings for children under age 3 and 13% in pre-primary settings) who regularly provide feedback to staff and the lowest proportion (14% in both levels of ECEC) who support staff collaboration to develop new pedagogical approaches. Promoting staff well-being and providing effective feedback are key reported professional development needs for leaders. In the Flemish Community of Belgium, 55% of leaders in settings for children under age 3 and 59% of pre-primary leaders report professional development needs in providing effective feedback to staff. Similarly, 62% and 54% of leaders, respectively for the two levels of ECEC, report needing professional development in promoting staff well-being.

- Streamlined administrative processes and regulations would equally support leaders. In most countries and subnational entities, administrative tasks and a need to adapt to changing regulatory requirements are leaders' primary sources of stress. In the Flemish Community of Belgium, leaders in both levels of ECEC report having too much administrative work and lacking human resources as their main sources of stress. In addition, leaders in settings for children under age 3 report that keeping up with changing requirements from authorities is among their top three sources of stress and leaders in pre-primary settings report high levels of stress from managing ECEC staff.

- The gendered structure of the workforce contributes to rates of staff absences that can be higher than in other sectors while part-time work enables some staff to balance work and family life. In the Flemish Community of Belgium, 98% and 96% of staff and 98% and 74% of leaders in settings for children under age 3 and pre-primary settings, respectively, are women. Compared to other countries and subnational entities, leaders in settings for children under age 3 in the Flemish Community of Belgium report some of the lowest short-term (1%) and long-term absence rates (3%) among their staff. In pre-primary settings, these absence rates are more similar to other systems, at 7% for short-term absences and 9% for long-term absences. Part-time work is prevalent and chosen in several ECEC systems as it can help balance employment with family care (or other) responsibilities. In the Flemish Community of Belgium, 44% of staff in settings for children under age 3 and 39% of staff in pre-primary settings work part time. At both levels of ECEC, a majority of staff working part-time report that this is the case because they were looking for part-time work (e.g. due to health reasons, family commitments or to further their education). This is the case for 74% of part-time staff in settings for children under age 3 and for 85% of part-time staff in pre-primary settings.
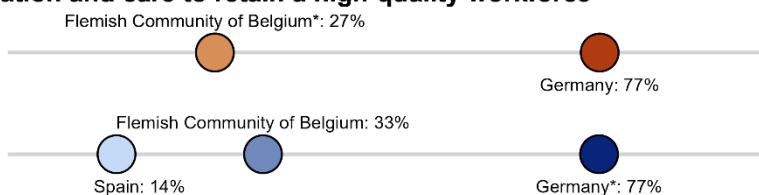
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Figure 1. How does the Flemish Community of Belgium compare in TALIS Starting Strong 2024?

Indicators:

Min.　Max. ● Settings for children under age 3　　　Min.　Max. ● Pre-primary settings

### Strong early childhood education and care to retain a high-quality workforce

2.1. Leaders that reported staff absences hinder provision of a quality environment for children "quite a bit" or "a lot"
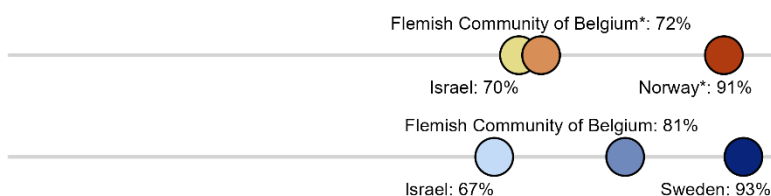
Flemish Community of Belgium*: 27%
Germany: 77%

Flemish Community of Belgium: 33%
Spain: 14%
Germany*: 77%

2.2. Staff who "agreed" or "strongly agreed" with: "All in all, I am satisfied with my job"

Flemish Community of Belgium*: 95%
Ireland*: 74%　New Brunswick (Canada)*: 96%

Flemish Community of Belgium: 95%
Japan: 76%
Spain: 97%

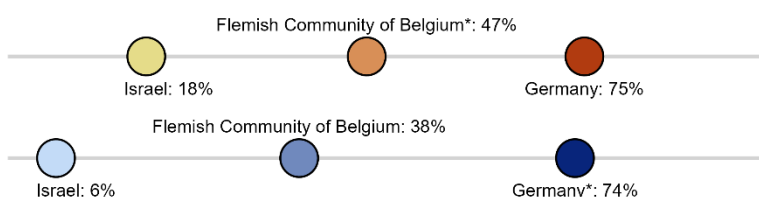**2.3. Staff who participated in job-embedded training and collaborative learning activities in the 12 months prior to the survey**

Flemish Community of Belgium*: 67%
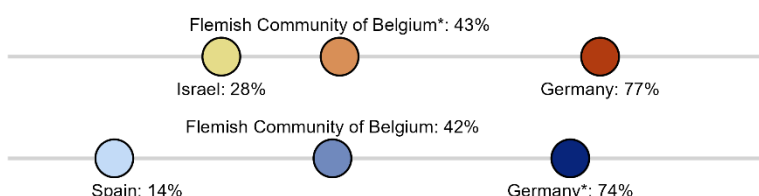Quebec (Canada)*: 46%
Israel: 76%

Flemish Community of Belgium: 80%
Ireland*: 51%
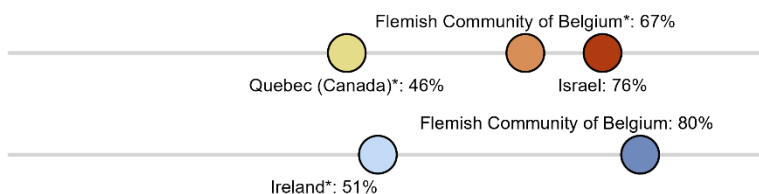
2.4. Staff who co-design content for children's development, well-being and learning with colleagues at least monthly

Flemish Community of Belgium*: 72%
Israel: 70%
Norway*: 91%

Flemish Community of Belgium: 81%
Israel: 67%
Sweden: 93%

2.5. Staff who receive release from work with children during working hours to participate in professional development

Flemish Community of Belgium*: 47%
Israel: 18%
Germany: 75%

Flemish Community of Belgium: 38%
Israel: 6%
Germany*: 74%

2.6. Staff who reported that "having extra duties due to absent staff" is a source of stress

Flemish Community of Belgium*: 43%
Israel: 28%
Germany: 77%

Flemish Community of Belgium: 42%
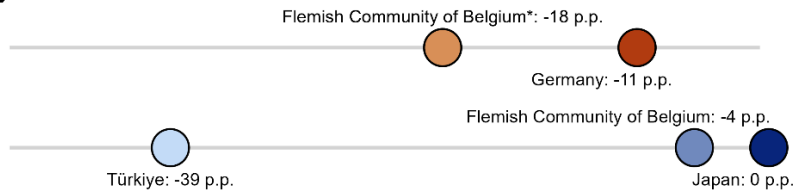Spain: 14%
Germany*: 74%

Indicators:

Min. Max. Settings for children under age 3   Min. Max. Pre-primary settings

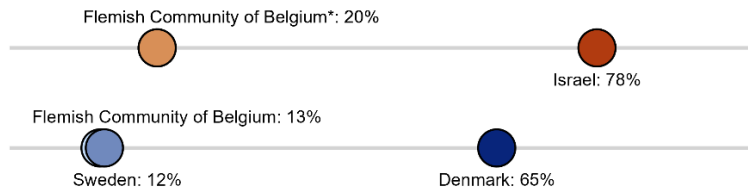## Strong foundations for early childhood education and care

3.1. Percentage point gap between private and public settings serving more than 10% socio-economically disadvantaged children
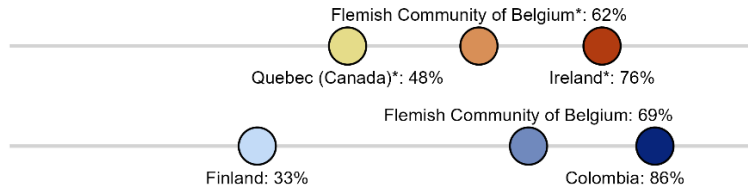
Flemish Community of Belgium*: -18 p.p.
Germany: -11 p.p.
Flemish Community of Belgium: -4 p.p.
Türkiye: -39 p.p.
Japan: 0 p.p.

3.2. Leaders who reported receiving external monitoring of staff practices by trained observers less than once every 2 years
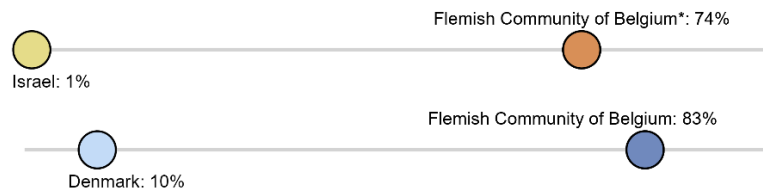
Flemish Community of Belgium*: 74%
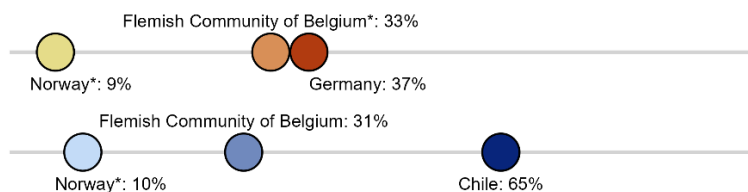Israel: 1%
Flemish Community of Belgium: 83%
Denmark: 10%

3.3. Percentage of leaders who provide feedback to staff based on their observations at least once a week

Flemish Community of Belgium*: 20%
Israel: 78%
Flemish Community of Belgium: 13%
Sweden: 12%
Denmark: 65%

3.4. Leaders who "agreed" or "strongly agreed" that they need more support from government authorities

Flemish Community of Belgium*: 62%
Quebec (Canada)*: 48%
Ireland*: 76%
Flemish Community of Belgium: 69%
Finland: 33%
Colombia: 86%

3.5. Leaders who received coaching in the 12 months prior to the survey

Flemish Community of Belgium*: 33%
Norway*: 9%
Germany: 37%
Flemish Community of Belgium: 31%
Norway*: 10%
Chile: 65%

3.6. Staff who reported they are "likely" or "very likely" to leave their role to attend to family responsibilities

Flemish Community of Belgium*: 30%
Norway*: 23%
Ireland*: 52%
Flemish Community of Belgium: 16%
Japan: 64%
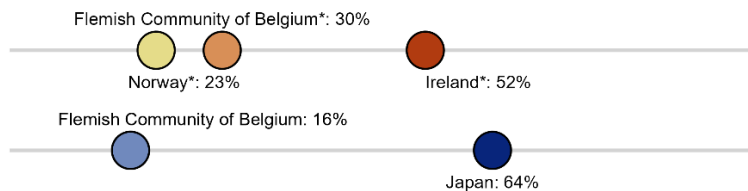
* Estimates should be interpreted with caution due to a higher risk of non-response bias.
Notes: Minimum values are indicated by the lightest shade, maximum values are indicated by the darkest shade and the moderate shade indicates the Flemish Community of Belgium. Depending on the indicator, maximum and minimum can both represent high performance.
p.p.: percentage point.
Source: OECD (2025), *TALIS Starting Strong 2024 Database*.

What is TALIS Starting Strong 2024 and how does it apply in the Flemish Community of Belgium?

TALIS Starting Strong 2024 uses questionnaires administered to staff and leaders to gather data about a variety of aspects related to their background, training and daily work. For example, TALIS Starting Strong 2024 collects data about staff and leader demographics (e.g. age, gender) and ECEC settings' characteristics (e.g. size, location). Staff also provide information about their working hours; professional development; contract modalities; practices with children and families; and their well-being, job satisfaction and career intentions. TALIS Starting Strong 2024 data are based exclusively on self-reports from ECEC staff and setting leaders and, therefore, represent their opinions, perceptions, beliefs and accounts of their activities. As with any self-reported data, this information is subjective and may, therefore, differ from data collected through other means (e.g. administrative data or observations). The same is true of leaders' reports about setting characteristics and practices, which may differ from descriptions provided by administrative data at a national, subnational, regional or local government level. More information about the data collected can be found in the TALIS Starting Strong 2024 Report.

Data collection first took place in 2018 and the survey was repeated and extended to more countries and subnational entities in 2024. TALIS Starting Strong 2024 includes 15 countries and subnational entities at the level of pre-primary settings (ISCED level 02): Chile, Colombia, Denmark, Finland, the Flemish Community of Belgium, Germany, Ireland, Israel, Japan, Morocco, New Zealand, Norway, Spain, Sweden and the Republic of Türkiye. In addition, eight countries and subnational entities are included at the level of settings for children under age 3: the Flemish Community of Belgium, Germany, Ireland, Israel, New Brunswick (Canada), New Zealand, Norway and Quebec (Canada).

The survey aims to obtain a representative sample in each participating country of staff and leaders for each level of ECEC in which the country or subnational entity participated. Low response rates are a potential source of non-response bias, therefore the resulting estimates should be interpreted with caution. Non-response bias can occur if non-respondents are systematically different (in terms of their level of education, for example) from those who agree to participate in the survey. Data for ECEC systems that did not meet technical standards with respect to response rates are annotated (*) in tables and figures: pre-primary settings (ISCED level 02): Germany, Ireland and Norway; settings for children under age 3: the Flemish Community of Belgium, Ireland, New Brunswick (Canada), Norway and Quebec (Canada).

In TALIS Starting Strong 2024, the term "staff" refers to the population of teachers, assistants, staff for individual children, staff for special tasks, interns and any other type of ECEC staff working regularly in a pedagogical way, providing learning opportunities or care, for children. The term "leader" refers to the person who was identified as having the most responsibility for administrative, managerial and/or pedagogical leadership in their ECEC setting.

Annex A. Sources for indicators

Table A.1. Sources for indicators used in the text of the participant note

Indicator	Source
Strong early childhood education and care for children and families	
Percentage of total number of hours staff spent in direct contact with children at the ECEC setting	Table D.4.2
Percentage of total time staff spent on planning or preparing and/or learning activities on their own at the ECEC setting during the most recent complete calendar week	Table D.4.3
Percentage of staff who reported "teacher" best represents their role at their ECEC setting	Table D.2.1
Percentage of staff who reported "assistant" best represents their role at their ECEC setting	Table D.2.1
Percentage of staff who reported ISCED level 3 or below is their highest level of formal education and percentage of staff who reported ISCED level 6 or above is their highest level of formal education	Table D.2.6
Percentage of staff who reported a "high level of need" of professional development for working with children whose home language(s) is/are different from the main language(s) used in the ECEC setting	Table Staff.19
Percentage of staff who reported a "high level of need" of professional development for working with children with special education needs	Table Staff.19
Percentage of staff who reported the topic "Working with children whose home language(s) is/are different from the main language(s) used in the ECEC setting" was included in the professional development activity they participated in in the 12 months prior to the survey	Table Staff.16
Percentage of staff who reported the topic "Working with children with special education needs" was included in the professional development activity they participated in in the 12 months prior to the survey	Table Staff.16
Percentage of staff who "agreed" or "strongly agreed" with the statement "Parents or guardians are encouraged by staff to do play and learning activities with their children at home"	Table D.5.13
Percentage of settings whose leaders reported providing workshops or courses for parents or guardians regarding child rearing or child development at least several times a year	Table Leader.36
Percentage of ECEC settings whose leaders reported consulting with child development specialists at least monthly	Table Leader.33
Percentage of ECEC settings whose leaders reported being in contact with primary school principals or teachers at least monthly	Table Leader.33
Strong early childhood education and care to retain a high-quality workforce	
Percentage of ECEC settings whose leaders reported that ECEC staff absences hinder their ECEC setting's capacity to provide a quality environment for children's development, well-being and learning "quite a bit" or "a lot"	Table D.8.1
Percentage of ECEC settings whose leaders reported that a shortage of staff for the number of enrolled children hinders their ECEC setting's capacity to provide a quality environment for development, well-being and learning of children "quite a bit" or "a lot"	Table D.8.1
Percentage of staff who "agreed" or "strongly agreed" with "All in all, I am satisfied with my job"	Table D.8.2
Indicator	Source
Percentage of staff who "agreed" or "strongly agreed" with "I am satisfied with the salary I receive from my work"	Table D.8.2

Indicator	Source
Percentage of staff who "agreed" or "strongly agreed" with "I think that ECEC staff are valued by society"	Table D.8.2
Percentage of staff who reported "likely" or "very likely" that attending to family responsibilities might cause them to leave their ECEC staff role in the next five years	Table D.8.14
Percentage of staff who reported "likely" or "very likely" that working a different job not in the ECEC sector might cause them to leave their ECEC staff role in the next five years, by staff role	Table D.8.14
Percentage of staff who participated in job-embedded professional development activities in the 12 months prior to the survey	Table D.6.3
Percentage of staff who participated in a coaching programme as part of a formal ECEC setting arrangement in the 12 months prior to the survey	Table D.6.3
Percentage of staff who participated in an induction/orientation programme in the 12 months prior to the survey	Table D.6.3
Percentage of staff who participated in planned visits to other ECEC settings to inform their practice in the 12 months prior to the survey	Table D.6.3
Percentage of staff who "agreed or "strongly agreed" with the statement "Professional development conflicts with my work schedule"	Table Staff.20
Percentage of staff who "agreed" or "strongly agreed" with the statement "There are insufficient staff to fill-in for my absence"	Table Staff.20
Percentage of staff who "agreed or "strongly agreed" with the statement "Professional development is too expensive"	Table Staff.20
Percentage of staff who reported "quite a bit" or "a lot" when responding to the statement "I experience stress in my work"	Table D.8.10
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having too much preparation work for children's activities a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having too much work related to documenting children's development a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having too much administrative work to do a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having extra duties due to absent ECEC staff a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is being held responsible for children's development, well-being and learning a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is managing classroom/playgroup/group behaviour a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is addressing parent or guardian concerns a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is accommodating children with special education needs a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having too many children in my classroom/playgroup/group a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having too many tasks to do at the same time a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is having to adapt your practices with children due to unexpected disruptions a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is lacking resources a source of stress in your work?"	Table D.8.12
Percentage of staff who reported "quite a bit" or "a lot" when answering "To what extent is lacking technical skills for the use of digital resources and tools a source of stress in your work?"	Table D.8.12
Strong foundations for early childhood education and care	
Percentage of ECEC settings that are publicly managed	Table D.3.2
Percentage of ECEC settings that are privately managed	Table D.3.2
Percentage of publicly managed ECEC settings with more than 10% of children from socio-economically disadvantaged homes	Table D.3.18

Indicator	Source
Percentage of privately managed ECEC settings with more than 10% of children from socio-economically disadvantaged homes	Table D.3.18
Percentage of publicly managed ECEC settings with more than 10% of children whose home language is different from the language used at the ECEC setting	Table D.3.18
Percentage of privately managed ECEC settings with more than 10% of children whose home language is different from the language used at the ECEC setting	Table D.3.18
Percentage of ECEC settings whose leaders reported providing feedback to ECEC staff based on their observations "weekly" or "daily"	Table Leader.32
Percentage of ECEC settings whose leaders reported taking action to support co-operation among ECEC staff to develop new approaches to ECEC practices "weekly" or "daily"	Table Leader.32
Percentage of ECEC settings whose leaders reported a "high" or "moderate level" of need for professional development in providing effective feedback to ECEC staff	Table D.7.3
Percentage of ECEC settings whose leaders reported a "high" or "moderate level" of need for professional development in promoting staff well-being	Table D.7.3
Percentage of ECEC settings whose leaders reported having too much administrative work as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported being held responsible for children's development, well-being and learning as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported keeping up with changing requirements from authorities as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported managing ECEC staff as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported addressing parents' or guardians' concerns as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported accommodating children with special education needs as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported lacking human resources as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported lacking technical skills as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of ECEC settings whose leaders reported adapting their practice due to unexpected disruptions as a source of stress in their work at the ECEC setting	Table Leader.45
Percentage of female leaders	Table D.2.3
Percentage of female staff	Table D.2.2
Percentage of staff who were absent due to sick leave on the most recent Tuesday the ECEC setting was in session	Table D.3.19
Percentage of staff who temporarily did not work at ECEC settings in the 12 months prior to the survey (e.g. staff on extended leave, sabbatical, parental leave)	Table D.3.19
Percentage of staff who reported working part-time (voluntarily and involuntarily) working hours as a staff member in their ECEC setting	Table D.2.14
Percentage of staff who reported voluntarily working part-time working hours as a staff member in their ECEC setting	Table Staff.7

Note: ECEC: early childhood education and care

Table A.2. Sources for indicators used in Figure 1

	Indicator	Source
	Strong early childhood and care for children and families	
1.1	Percentage of staff who adapted activities in response to children's natural rhythms on at least a daily basis in the last week	Table D.4.7
1.2	Percentage of staff whose professional development activities in the 12 months prior to the survey included working with parents or guardians/families	Table Staff.16
1.3	Percentage of staff who "agreed" or "strongly agreed" that "Parents or guardians are encouraged by ECEC staff to do play and learning activities with their children at home"	Table D.5.13
1.4	Percentage of ECEC settings that employ staff that are representative of the diverse backgrounds of the children and families served	Table D.5.7
1.5	Percentage of ECEC settings where consultation with child development specialists takes place at least monthly	Table D.9.1
1.6	Percentage of staff whose highest level of education is above secondary level (ISCED level 4 or higher)	Table D.2.6
	Strong early childhood and care to retain a high-quality workforce	
2.1	Percentage of leaders who reported that staff absences hinder the capacity to provide a quality environment for children "quite a bit" or "a lot"	Table D.8.1
2.2	Percentage of staff who "agreed" or "strongly agreed" with the statement "All in all, I am satisfied with my job"	Table D.8.2
2.3	Percentage of staff who participated in job-embedded professional development activities in the 12 months prior to the survey	Table D.6.3
2.4	Percentage of staff who co-design activities or content for children's development, well-being and learning with colleagues at least monthly	Table D.9.4
2.5	Percentage of staff who receive release from work with children during regular working hours to participate in professional development	Table D.6.10
2.6	Percentage of staff who reported that "having extra duties due to absent staff" is a source of stress "quite a bit" or "a lot"	Table D.8.12
	Strong foundations for early childhood education and care	
3.1	Percentage point difference in settings providing services to "more than 10% of children from socio-economically disadvantaged homes at the ECEC setting" between private and public settings	Table D.3.18
3.2	Percentage of leaders who reported receiving external inspection/monitoring of staff practices by trained observers less than every two years or never	Table Leader.34
3.3	Percentage of leaders who provide feedback to staff based on their observations at least once a week	Table Leader.32
3.4	Percentage of leaders who "agreed" or "strongly agreed" that they need more support from their local, municipality/regional, state or national/federal authorities	Table D.7.9
3.5	Percentage of leaders who received coaching in the 12 months prior to the survey	Table D.7.1
3.6	Percentage of staff who reported they are "likely" or "very likely" to leave their ECEC staff role to attend to family responsibilities	Table D.8.15

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The full book is available in English: OECD (2025), *Results from TALIS Starting Strong 2024: Strengthening early childhood education and care*, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/789306ff-en.