The Global Early Childhood Workforce Meeting

Washington, 4-6 November 2019

Co-hosted by the International Step by Step Association (ISSA) and Results for Development (R4D).
Challenges to Supporting Early Childhood Workforce

*Summary of small group discussions*

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Key Challenges

**Overall Policy Environment**
- Fragmentation across sectors and service areas
- Lack of frontline workers' voices/perspectives
- Change in political climate/leadership
- Limited funding
- Challenges related to multilingualism (finding workers who speak the same language as children and families)

**Training and Professional Development**
- Shortage of qualified workers
- Low quality and limited frequency of pre- and in-service training
  - Few practical training opportunities; difficulty changing attitudes to move away from rote techniques
  - Lack of qualified staff to provide training
  - Few mechanisms in place for quality assurance of training providers
  - Unsustainable training models
- Limited availability of pre- and in-service training
  - Few opportunities in hard to reach areas
  - Few peer learning opportunities

**Competences and Standards**
- Limited requirements/qualifications for the workforce
- Lack of regulation of the workforce in the private sector
- Difficulty balancing introduction of professional requirements which may inadvertently exclude diverse and experienced personnel
- Misalignment between expectations and capacity of workforce
- Fragmentation of workforce across sectors and service areas

**Monitoring and Mentoring**
- Low quality and limited availability of mentorship
  - Lack of qualified staff to provide mentorship
  - Difficulty shifting from approaches which prioritize monitoring for continuous quality improvement instead of monitoring for accountability

**Recognition of the Profession**
- Low status of the profession
- Poor working conditions
- Heavy workloads/High ratios of young children/families: workers
- Inadequate remuneration
- Unstable contractual arrangements
- Low retention of trained workers
- Low career progression
- Isolation/lack of opportunities for peer engagement
- Perceptions that only women should work with young children

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Promising Approaches to Supporting Early Childhood Workforce

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Competences and Standards

**Promising approaches/efforts**

- **Creating Competence Frameworks** (e.g. Early Childhood Care and Education (ECCE) Teacher Competences Framework for South-East Asia and Pacific (pre- and in-service training); ensuring broad participation in the development of standards (diverse stakeholders, including the community);
- **Creating standardized training** for the health sector workforce towards achieving competences defined for each level of workforce, accompanied by assessment of the level of competences achieved;
- Using pre-service and in-service **competence-based assessment**; pre-service ‘job-force’ training and additional training for those who do not meet the standards;
- Bridging health competences and early childhood programs: maintaining credentials of health workers working in education programs
- **Expanding the portfolio of competences** for the workforce (e.g. new pedagogies, cross-sectoral collaboration, soft skills, etc.); use the Nurturing Care Framework for revising training resources; use peer learning to strengthen specific competences.
- Using **standards as aspirations**: engaging practitioners in a transformative process through supportive competence-based training and mentoring

**Useful ideas**

- Have roles and responsibilities well defined at all levels in the system
- Connect assessment with supportive supervision, and training
- Use competences and standards to protect workers
- Develop global guidelines for standards and competences
- Include language/cultural competences in connection with communities needs / profile
- Advocating for teachers as mediators/enablers of learning, and against teachers as lecturers for children
# Training and Professional Development

<table>
<thead>
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<th>Promising approaches/efforts</th>
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| • Need to build off of existing structure, to enhance and integrate them  
  o Diverse professional development opportunities (e.g. learning events); creating Professional Learning Communities (PLCs) & Continuous Professional Development (CPD)  
• Revised training (updating curricula, considering changes to the pre- and in-service offerings)  
  o Ensuring the balance between theory and practice (more hands-on activities with role plays and scenarios) and creating resource packs for practitioners  
  o Ethiopia: revised Integrated Refresher Training Manual for Health Extension Workers to include nurturing care topics  
  o Ghana: rolling out new and hands-on training to reflect new kindergarten Frameworks  
• Clear strategy for training and support  
  o Ensuring flexibility in types of qualifications and competences  
  o Analyze the existing workforce situation and then develop plans for professional development  
  o South –Africa: use a bottom-up approach in designing the training  
  o Philippines: 3-tiered system - 1) center-based 2) institution-based 3) self-initiated  
  o Sri Lanka: development of curricula for teacher training for provinces; training master trainers  
  o Incentive for additional training & salary increase | • Cascading training – training of trainers  
• Providing opportunities for mentors to practice alongside practitioners  
• Adjusting job titles to better reflect responsibilities |
## Monitoring and Mentoring

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<tr>
<td><strong>Honduras</strong>: Training of supervisors in both soft skills and use of data</td>
<td><strong>Peru</strong>: Simplified checklists tied to standards</td>
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<td><strong>Peru</strong>: Commitment to low supervisor-home visitor ratio (8:1) in the Cuna Mas Program Using text messages for frontline workers</td>
<td><strong>Uruguay</strong>: Guidelines and Standards on training regarding inclusion (also developed/used in Brazil with outreach to families affected by Zika virus)</td>
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<td><strong>Sri Lanka</strong>: Opportunities to share good mentoring and monitoring practices across ECD centers</td>
<td><strong>Lean testing of various approaches to quickly see what works</strong></td>
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<td><strong>Siaya County, Kenya</strong>: Digitalization of home visits and annual accreditation based on performance</td>
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<td><strong>Chile</strong>: Aligned budget support</td>
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<td>Using administrative data for evaluation and monitoring</td>
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<td>Multi-lingual and mother tongue efforts</td>
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# Recognition of the Profession

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<td>• Capturing workers’ voices in multiple countries through consultations (e.g. Global Social Service Workforce Alliance)</td>
<td>• Diversifying the sources of funding (including private sector)</td>
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<td>• Grassroots efforts: frontline workers changing workforce conditions (Uganda and India)</td>
<td>• Diversifying strategies for the elevating the recognition the profession, such as awards, ceremonies, etc.</td>
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<td>• Political will and support (at national and local level e.g. mayors): Early Childhood Care and Development Council sitting in the Office of the President – multi-sectoral coordination (Philippines)</td>
<td>• Scholarships for workforce</td>
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<td>• Social franchising of childcare centers (informal, private providers)</td>
<td>• Collect feedback from frontline workers</td>
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<td>• Provide evidence on the benefits of participation in early childhood services – lobby for financing the sector.</td>
<td>• Media strategy to reach the general public</td>
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<td>• Integrating early childhood into sectoral planning</td>
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