OPPORTUNITIES & CHALLENGES
FACING CUNA MÁS HOME VISITORS
IN PERU

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**Rationale**

- Substantial coverage
- Positive effects on child development
- High turnover at multiple levels of the program
- Program expected to scale substantially over the next 5-10 years

**Research aims and methods**

- What are perceived successes of the program according to these workers? What are challenges to implementation, regarding workforce development?
- Mix of qualitative and quantitative methods
PERU’S CUNA MÁS PROGRAM

• 2012: Established by Ministry of Social Development and Inclusion
• Targets children 0-3 living in poverty to:
  1. Improve cognitive, language, physical, & socioemotional development
  2. Improve families’ childrearing knowledge & practices
  3. Strengthen attachments between caregivers & children

Home visiting
84,491 families

Daycare
64,554 children

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CUNA MÁS HOME VISITING SERVICE & WORKFORCE

Activities:
- 1-hour, weekly visits to families (pregnant women, caregivers and children)
- Group sessions with families every 1-3 months

Program headquarters
- Regional office directors
- Service coordinators
- Trainers
- Field supervisors
- Facilitators
- Management committees
- Community volunteers

Central staff
Regional staff

“Motherhood” by Gan Khoon Lay from the Noun Project.
WHO ARE FACILITATORS?

• Volunteers, nominated by community
• Mostly women
• At least a primary education
• Conduct home visits and assist in monthly group sessions
• Assigned approx. 10 families
• Supported by field supervisor
• Receive monthly stipend (about US $116)

Photo credit: Programa Nacional Cuna Más
SELECTED FINDINGS

Motivation & satisfaction

• Interviewed facilitators are motivated to do their job because they see value and direct impact from their work on the lives of young children and families.

“Sometimes we lack materials. For example, some things we make ourselves, we do it with the little money we make, it’s minimal, you know? It’s not enough.”

-Facilitator

Workload & resources

• Facilitators work twice the number of hours set by the program.

• Insufficient education materials and other resources create challenges for facilitators.

“The children wait for you and look forward to working with you... they’re waiting for you outside their doors... they see you from afar and welcome you.”

-Facilitator
SELECTED FINDINGS

Training & support

• Training sessions are **useful** and the program emphasizes **continuous support/supervision**
  ✓ Initial training (2-3 days)
  ✓ 2 in-service trainings/year
  ✓ 2 group planning meetings/month with supervisor
  ✓ Accompanied by supervisor on 2 visits/month

“We’re continually polishing our craft.”

- Facilitator

• Facilitators need more support to onboard distrustful or reluctant families

Career advancement

• No facilitator in either region studied had advanced within the program, and developing career pathways for them is not a current priority of the program.
LESSONS

Education materials are key tools for a volunteer workforce.

Pay should reflect actual workload and be competitive with alternate employment options.

Supervision in the field is critical, especially in rural contexts where many have limited training or experience and work independently.

Career ladders can reward workers for their dedication, retain high-performers, and encourage them to see working in ECD as a viable career path, rather than temporary employment.

What does this look like?
Cuna Más should increase facilitators’ stipends to match their peers who volunteer in non-formal preschools.

What does this look like?
Cuna Más should offer scholarships to outstanding facilitators each year to study an ECD-related field.
THANK YOU FOR YOUR TIME!

The complete report will be ready in early July on: www.earlychildhoodworkforce.org

For videos on the Cuna Más home visiting service, check out:

http://www.cunamas.gob.pe/?page_id=95

https://www.youtube.com/watch?v=5U0Y1bP2oaY

https://www.youtube.com/watch?v=ZiwWHcJx-Ak

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