

**Insights on the Early Childhood Workforce:
A Synthesis of Findings from Key Informant
Interviews across 15 Countries**

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Outline

- Background on the Early Childhood Workforce Initiative (ECWI)
- Key Informant Interviews (KIIs) - Background and Objectives
- Findings from KIIs
- Next steps



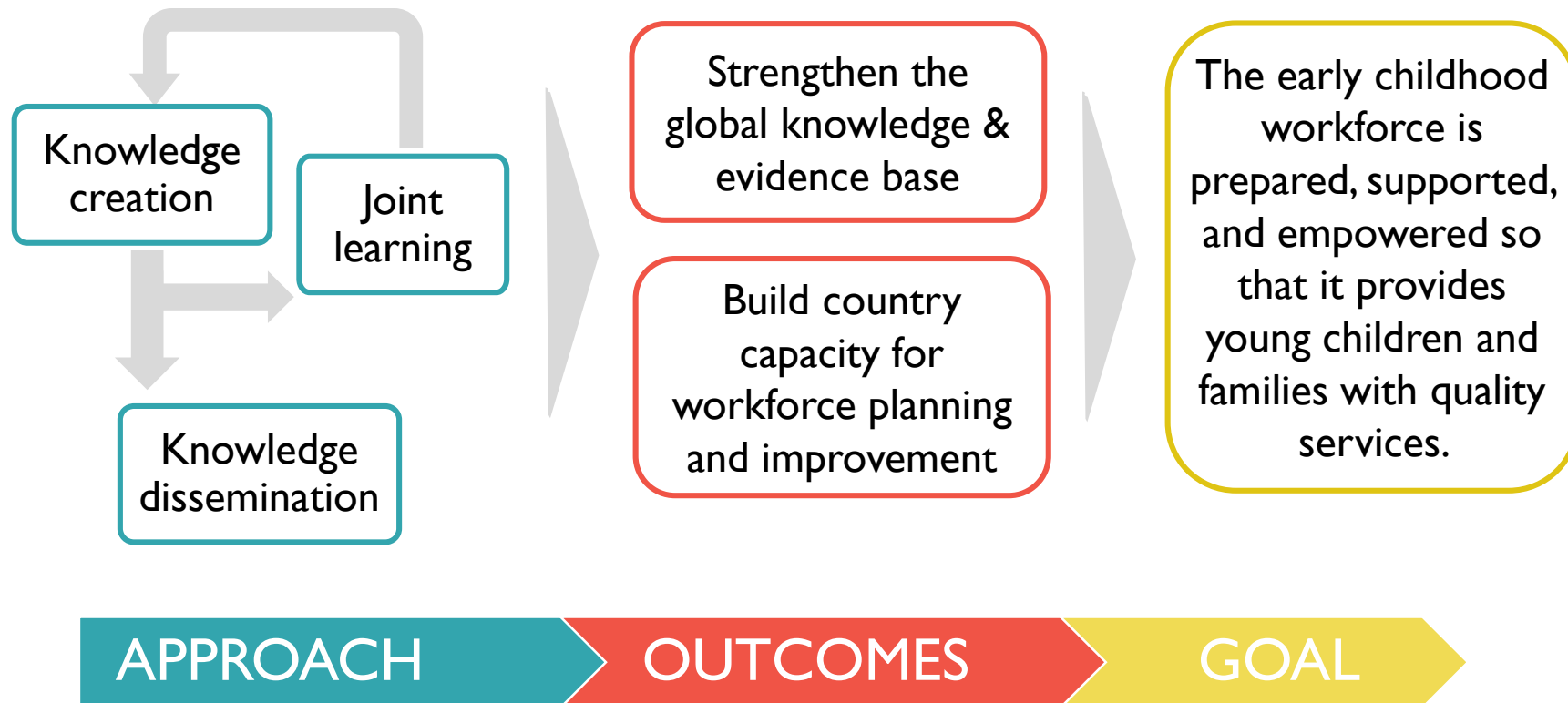
Background on the Early Childhood Workforce Initiative (ECWI)

The Early Childhood Workforce Initiative (ECWI)

- The Early Childhood Workforce Initiative (ECWI) is a global, multi-stakeholder effort which promotes high-quality, equitable early childhood services through a focus on **those who work with families and young children**, as well as **those who supervise and mentor practitioners**.
- The initiative seeks to:
 - (1) Strengthen the **global knowledge and evidence base**
 - (2) Build **country capacity for workforce planning and improvement** by conducting rigorous analytical work, developing new tools and resources, and sharing best practices through an online knowledge hub and webinars, and learning activities.

The ECWI – Framework

Multi-sectoral Approach ❖ Global in Scope ❖ Demand-driven ❖ Action-oriented





Key Informant Interviews (KIIs) - Background and Objectives

Key informant interviews

43 KIIs in total were completed, across 15 countries¹

- **15** policy makers and government officials
 - Ministries of health, education, social protection/inclusion
 - Inter-sectoral ECD councils and coordinating bodies
- **28** country experts
 - Implementing NGOs (PATH, Save the Children, RTI, BRAC)
 - Local experts from multilaterals (UNICEF, IDB)
 - Researchers from local universities and research institutions

¹ Additional interviews were also carried out with representatives from regional ECD networks.

Objectives for KIIs

The main objectives of these KIIs were to identify:

- 1 Country priorities around the workforce
- 2 Promising approaches to support the workforce
- 3 Interest in a diagnostic or planning tool, and what potential topics it should cover

Country selection for KIIs

Criteria for selection

Within countries, presence of:

- Recent efforts to support the workforce by state or non-state actors
- Interest among policymakers to further support and strengthen workforce

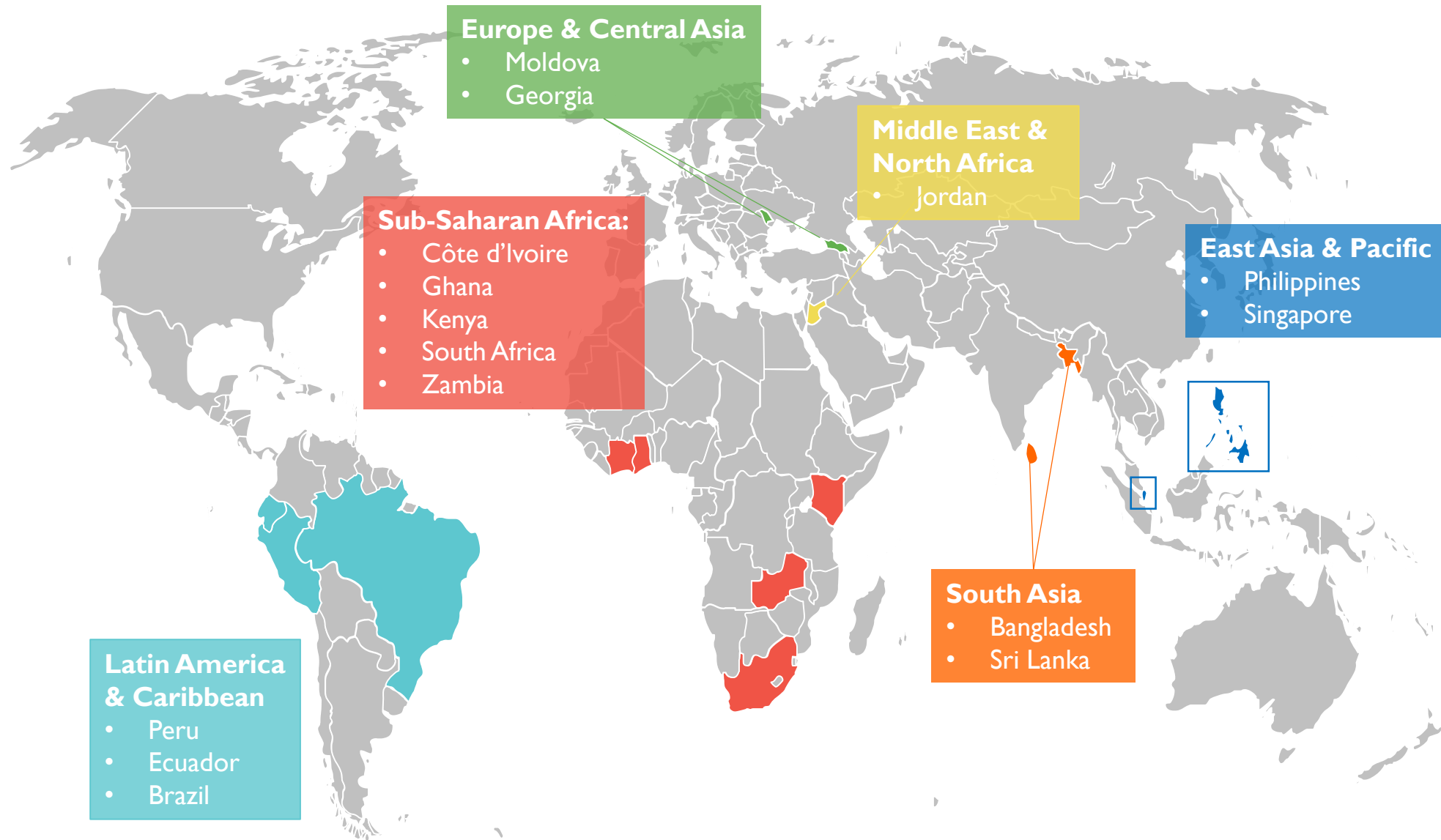
Across countries, diversity among:

- Regions
- Income levels
- Approaches led by government vs. non-state actors
- Sectors highlighted
- Services highlighted (parenting support, child care, preschool)

Process for selection

- Desk review drawing on Phase I research
- Consultations with global and regional networks and organizations:
 - ARNEC
 - AfECN
 - ANECD
 - ECDAN
 - IDB
 - ISSA
 - World Bank
 - Save the Children
 - Parenting in Africa Network
 - UNICEF
 - UNESCO Bangkok

Country selection for KIIs





Findings from KIIs and Next Steps for ECWI

Country priorities in ECD

- Several countries continue to focus on **expanding access to services and scaling up existing programs**, both for children 0-4 (e.g. Brazil, Kenya, Philippines) as well as in the pre-primary years (e.g. Bangladesh, Jordan).
- Several national governments are **expanding access in collaboration with NGOs** (such as Côte d'Ivoire, Zambia, Ghana, Bangladesh, Georgia, Jordan) or are working to **improve coordination among government actors**, whether **different sectors** (as in Côte d'Ivoire, Peru) or **decentralized levels of government** (including Kenya, Philippines, Sri Lanka).
- Many countries have also recently developed, or are currently in the process of **developing, holistic ECD policies and frameworks** (e.g. Jordan, Bangladesh, Brazil, Kenya) and are now thinking about how to implement them.

Progress and challenges

- Countries see **Training** for frontline workers as both a core issue and one they can reasonably tackle
- **Recruitment and retention** as well as **Working Conditions** are major challenges, but countries aren't yet implementing strategies to address these areas
- Fewer countries identify **Ongoing Support** and **Career Pathways** as issues and are not currently focusing on how to better provide them for the workforce

Recent efforts to support the workforce (1/4)

- Across the Klls, we surfaced a number of **recent efforts to support the workforce**
- These **efforts** largely fell in the following categories:
 - New pre- and in-service training programs
 - Upskilling/professionalization
 - Developing competences and standards
 - Certification and licensing
 - Compensation and pay
 - Other: Recruitment and retention, career pathways, mentoring
- Efforts varied in terms of **stage of development/implementation** as well as **level of success achieved**

Recent efforts to support workforce (2/4)

New pre- and in-service training programs

- Child care workers, home visitors (Peru)
- Home visitors (Brazil)
- Early intervention personnel (Georgia)
- Preschool educators (Georgia, Ghana, Sri Lanka)
- Health care workers (Kenya)
- Community health volunteers/workers (Kenya, Zambia)
- ECD workers (South Africa)
- Child development workers/teachers (Philippines)

Upskilling/professionalization

- Upskilling/professionalization of ECD workers through raising qualifications, creating new degrees/training opportunities, raising pay/benefits (Ecuador)
- Professionalizing early childhood practitioners through introduction of career pathways and professional development opportunities (Singapore)
- Raising qualifications of preschool educators (Georgia)
- Upgrading requirements for kindergarten teachers, and initiatives to qualify currently unqualified teachers (Ghana)

Recent efforts to support workforce (3/4)

Developing competences and standards

- Defining standards for parenting programs, including workers' profiles (Côte d'Ivoire)
- Developing national professional standards for preschool educators (Georgia, Moldova)
- Developing standards for early intervention personnel, by NGOs to be institutionalized by government (Georgia)
- Development of child development teacher competences (Philippines)
- Aligning content/developing standards for preschool training institutes (Ghana, Sri Lanka)

Certification and licensing

- Introducing a new licensing requirement for all kindergarten teachers (Ghana)
- Ensuring kindergarten teachers are qualified (Jordan)
- Certification of child care workers' skills/competencies (Peru)
- Certification for community parenting facilitators (Kenya)

Recent efforts to support workforce (4/4)

Compensation and pay

- Developing national regulations to align pay across municipalities for preschool educators (Georgia)
- Move to single salary pay structure for formal education teachers nationally, including kindergarten teachers (Ghana)
- Developing a standardized national rate of pay for ECE teachers (Kenya, ECE)
- Increased stipends for community-level volunteers (Peru)
- Formally recognizing and paying community health volunteers (Kenya)

Other

- Developing comprehensive professional development pathways for teachers (Jordan)
- Increasing access to training in collaboration with private colleges (Kenya, ECE)
- New mentoring approach (Moldova)
- Developing policies to protect ECCD workers from dismissal (Philippines)
- Rewarding early childhood practitioners with excellence awards (Singapore)

Potential for a diagnostic/planning tool

- We learned that **policymakers lack basic data on the workforce** which would be helpful for their efforts. These include:
 - Number, qualifications, training levels, availability of support staff for, and pay experiences of personnel
 - Data from across different sectors, and from sub-national levels
 - Database to identify available, qualified professionals for recruitment
- In addition, we heard **interest in a diagnostic or planning tool**, which would assist countries in documenting workforce activities and diagnosing gaps.

Next steps – Country briefs and Tool development

- Developing country briefs on **6** of the efforts identified through KIIs which are advanced enough in their implementation to yield lessons for other countries. Although there were many, we will focus on those listed below in our next phase of work. They reflect diverse programs/services, geographies, and approaches:
 - **Ghana:** Preschool teacher training approaches (both pre- and in-service)
 - **Ecuador:** Professionalization of child care/home visiting workers
 - **Philippines:** Recruitment/retention of ECCD workers
 - **Kenya:** Improving the status of community health volunteers
 - **Georgia:** Creating a specialized workforce for ECI
 - **Singapore:** Developing career pathways for child care/preschool workers
- Based on KIIs and background research carried out on existing tools, the team is determining the scope of a diagnostic/planning tool for the early childhood workforce. We will be piloting the tool in late Fall/early Spring.

Questions/Comments?

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