ECD/E Workforce Development

David Woods Baysah

East and Southern Africa Region

WORKFORCE DEVELOPMENT

ECD center in Maban refugee camp, Upper Nile State. @UNICEF/Margaret Manoah/2012

The ECCD/**E** Workforce comprises of:

1. **Center/school directors**
2. Community Health Workers
3. **Caregivers**
4. **Teachers**
5. **Supervisors**
6. Social protection officers
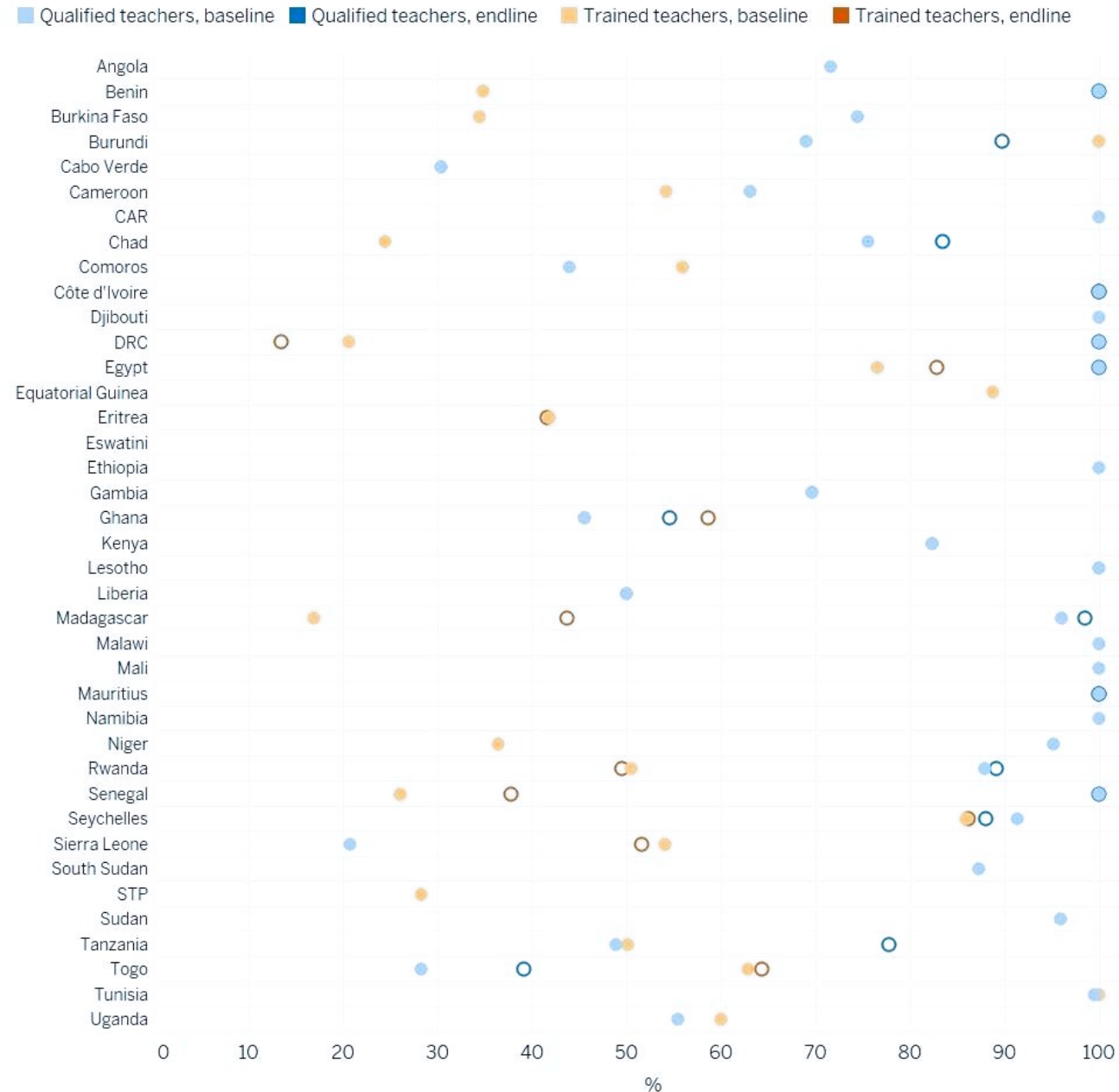7. Child protection officers
8. Nutrition caregivers
9. Etc.

Progress towards trained & Qualified ECD/E Workforce in ESAR

Proportion of teachers who have received at least the minimum organized pedagogical teacher training and percentage of teachers academically qualified according to national standards, pre-primary level
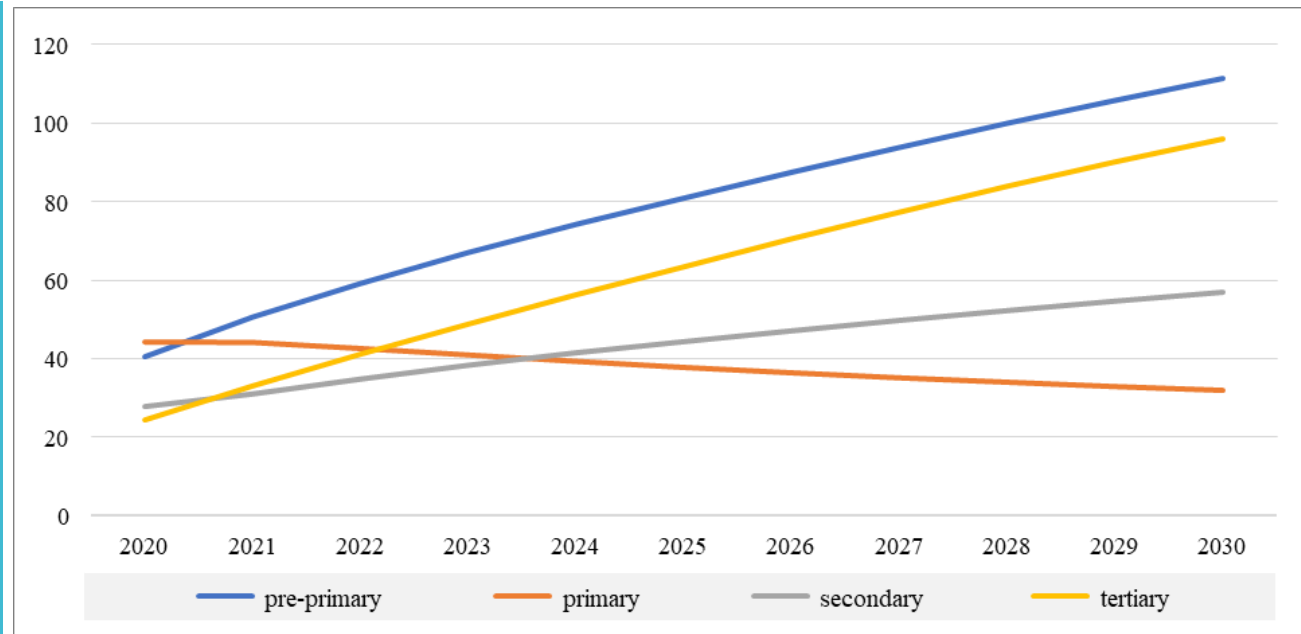
Data Source: UIS. SDG 4.C.1 http://data.uis.unesco.org/

Reality of ECD/E Workforce in ESA

Average P-T ratios in ESA by level of education if workforce financing trends remain constant, 2020-30

1. **Two million teachers and caregivers** are needed for ECD/E to reach the SDG target of universal coverage in ESA by 2030.
2. Based on available expenditure estimates, **ESA will be able to pay for around 0.58 million** teachers and caregivers at the ECD/E level by 2030.
3. The average P-T ratio in **ESA would balloon to 110:1 in 2030** from around 40:1 in 2020 if actions are not taken.

ECD/E Workforce Reality in ESAR

The Issues from about 15 Countries diagnostic and \Desk Review in ESA

1. There are **insufficiently qualified** ECD/E personnel
2. **Mismatch** in **skills demand** and **supply**
3. There exists issues of **Low motivation**, low attraction and low levels of retention among ECD/E workforce
4. There are limited **ECD/E training programs or opportunities, and teacher training has been pegged largely as vocational and occupational, with little academic involvement from higher education institutions (HEIs)**
5. ECD/E workforce often are associated with low status and little or no defined career path
6. Trained professionals are **not equitably distributed** across national and sub-national levels.
7. Status and pay for the ECD/E workforce are far lower compared to primary teachers, leading to low satisfaction and high turnover.

Examples of Workforce Development Initiatives

United Republic of Tanzania – Systems Approach

In an effort to address the limited availability of qualified teachers following a decision to make one year of pre-primary compulsory, the **United Republic of Tanzania in 2014** initiated:

1. A '**massive employment exercise**' involving a new three-year-long diploma programme in six teacher training colleges.[53]

2. Organized **nationwide training for one teacher from every primary school** that was already providing pre-primary education in a bid to build their skills and knowledge around the pre-primary curriculum and pedagogy.[54]

Examples of Workforce Development Initiatives

South Africa – Programmatic Approach

Data Source: UIS. SDG 4.c.1
http://data.uis.unesco.org

South Africa provides:

1. Conditional grants to local governments to support the training of ECE practitioners

2. Financial assistance to public and private schools and registered community-based centres.[57]

Examples of Workforce Development Initiatives

Kenya – Systems Approach

Data Source: UIS. SDG 4.c.1
http://data.uis.unesco.org

The **expansion of ECE services and the upward number of trained ECE teachers in Kenya** has continued despite some challenges related to decentralization since 2010. Factors that helped over this challenging period were**:**

1. The **central government's** success in taking on a **new role** as **standard setter** and **guidance provider**

2. The Ministry of Education **intensified efforts** to provide **county governments** and ECDE centres with **clear policy** and **curriculum guidance**

3. **Investment** in **teacher training** by **strengthening** the **National Centre for Early Childhood Education** (NACECE) which is mandated with developing the ECE curriculum and **coordinating** national ECE teacher training programmes.

Examples of Workforce Development Initiatives

Ghana

Despite government attempts to support training efforts, about 17,000 KG teachers from public and private KGs remain untrained according to government estimates (R4D 2018). **A robust workforce development program through a systems approach was launched to enhance overall effectiveness**
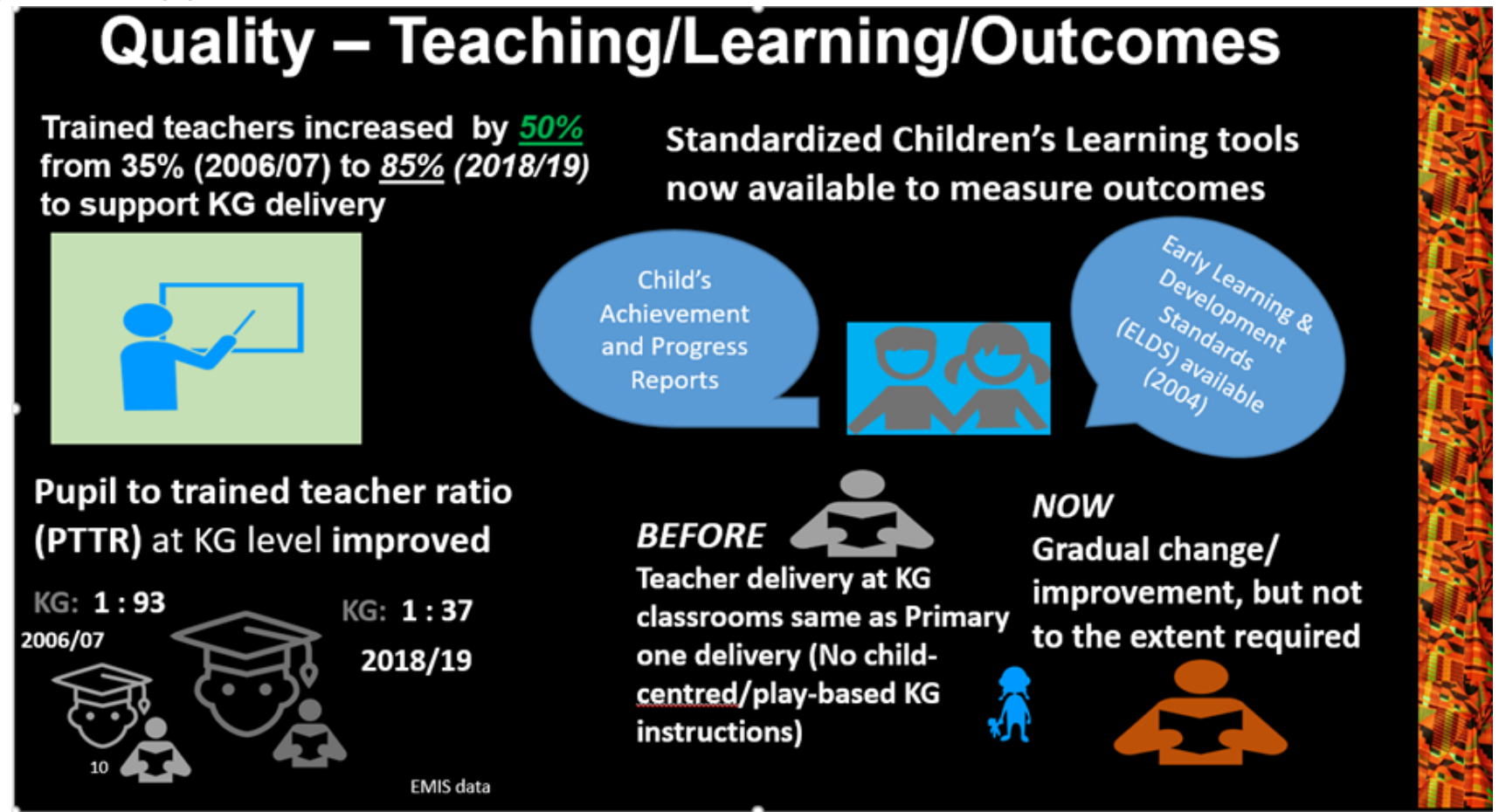
Source: **ECE in Ghana (May, 2021): The Journey so far (focus on pre-primary education)**
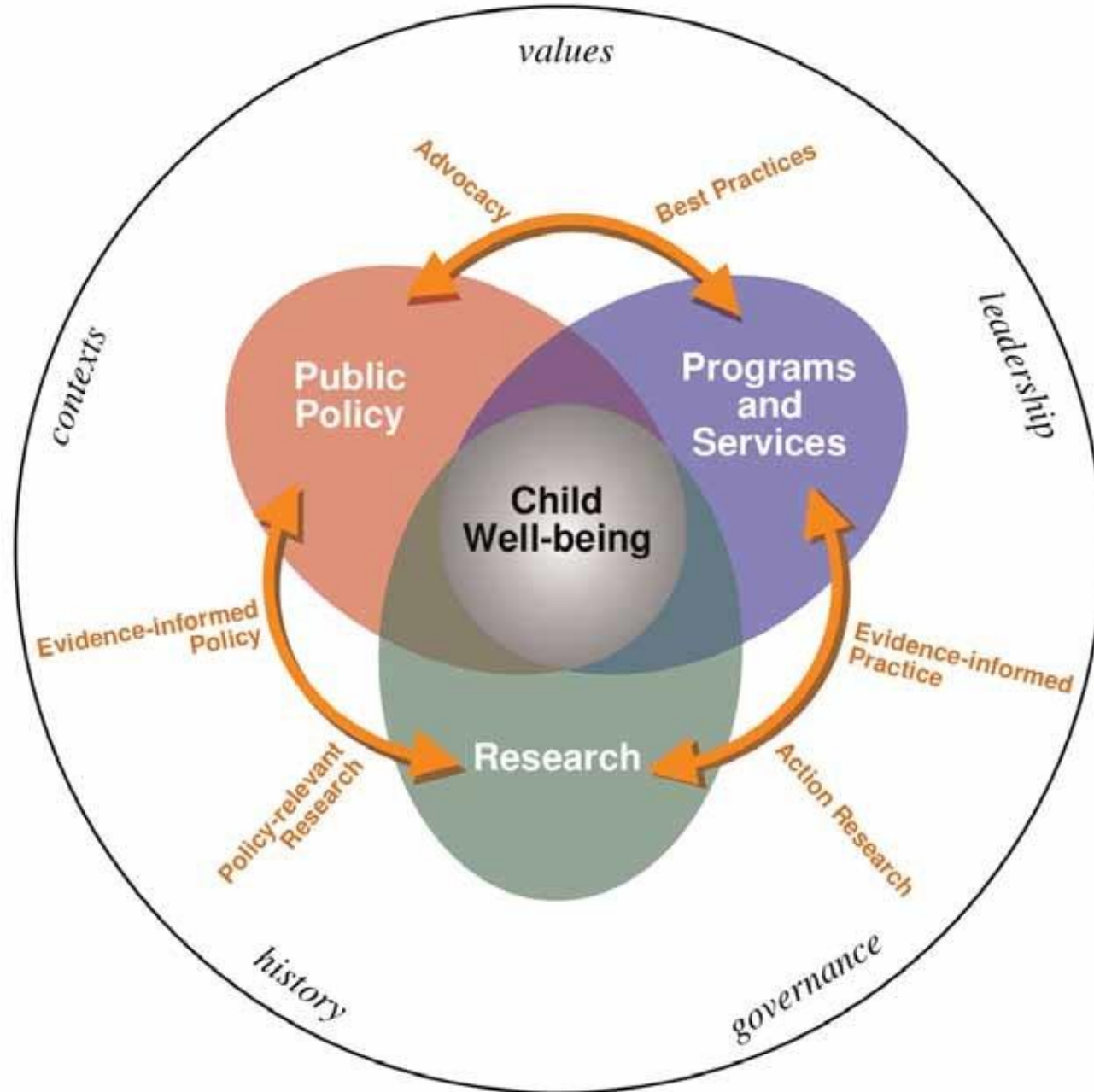
Recommended Actions for Policy Makers

Attract	Systems of recruitment, training, deployment, retention, and exit
Ensure	Systems of a core set of professional competencies and standards
Establish	Systems of flexible in-service and pre-service training including alternative pathways to qualification
Facilitate	Systems for recognition and accreditation (licensing) of pre-service programmes
Strengthen	Systems for Continuous Professional Development
Improve	Systems for monitoring workforce development, and performance
Explore	Innovative approaches to increase workforce numbers, quality and capacity

Systems Consideration

Model showing research, practice and policy sectors and functions created at the intersections of their engagement to improve child well-being.
Source: Social contexts and children's health outcomes: Researching across the boundaries (2006)

Thank You!