


UNESCO Addis Ababa



***STEPP: Towards a  
high quality  
ECEC workforce***

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# CoRe recommendations towards lower qualified assistants ( CoRe, 2011, 2016)

Rethink professional development

- Pedagogical mentoring
- Learning from practice
- PD as important as pre-service training

Increase job mobility

- Credits for learning in practice
- No dead end jobs

Include non qualified workers in qualifying training

- Need for a ten years strategy

# CoRe recommendations on high quality workforce

Equal and reciprocal relation theory/practice

- Initial and continuous training must link theory /practice
- Development of new practices

Build leadership capacity

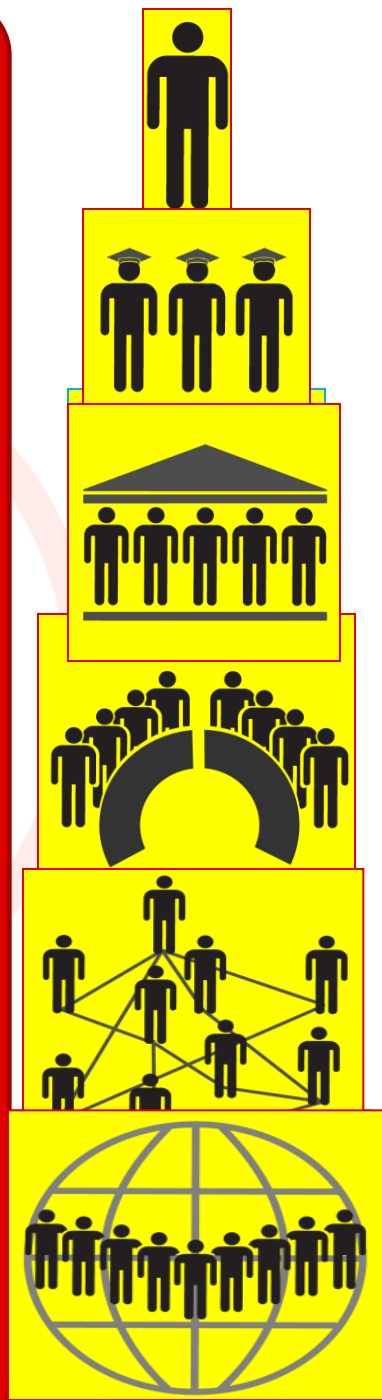
- Training of directors

High quality workforce needs competent system

- Policies that address entire ECEC system
- Professionalisation is multi-layered

# The competent ECEC system

(CoRe, 2011; Vandebroek, Urban, Peeters, 2016)



INDIVIDUAL TEACHER



TEAM / INSTITUTION



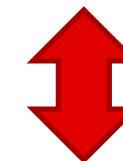
INTERAGENCY / TRAINING CENTRES/  
LOCAL GOVERNMENT



NATIONAL MINISTRY OF EDUCATION

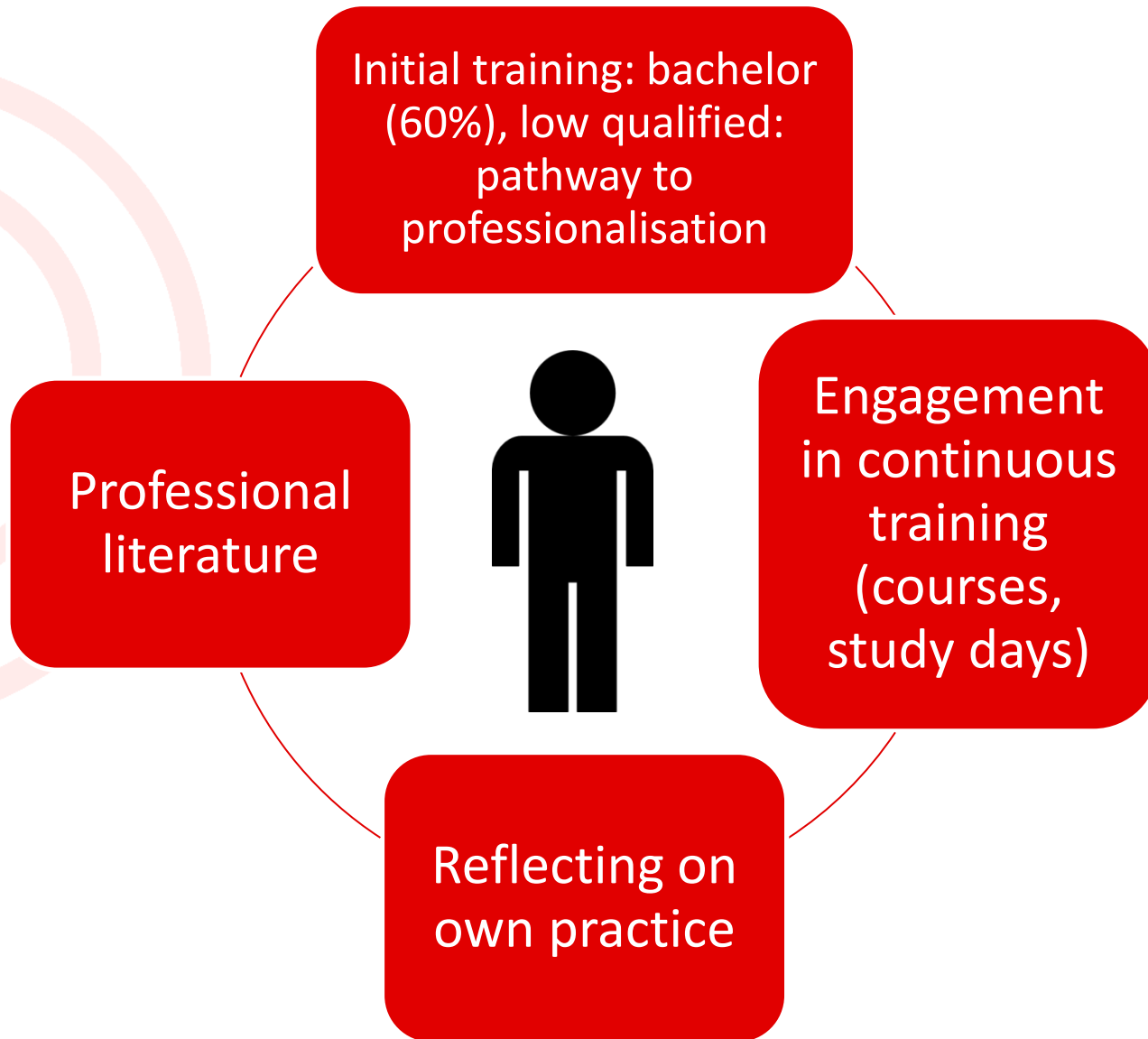


INTERNATIONAL NETWORKS

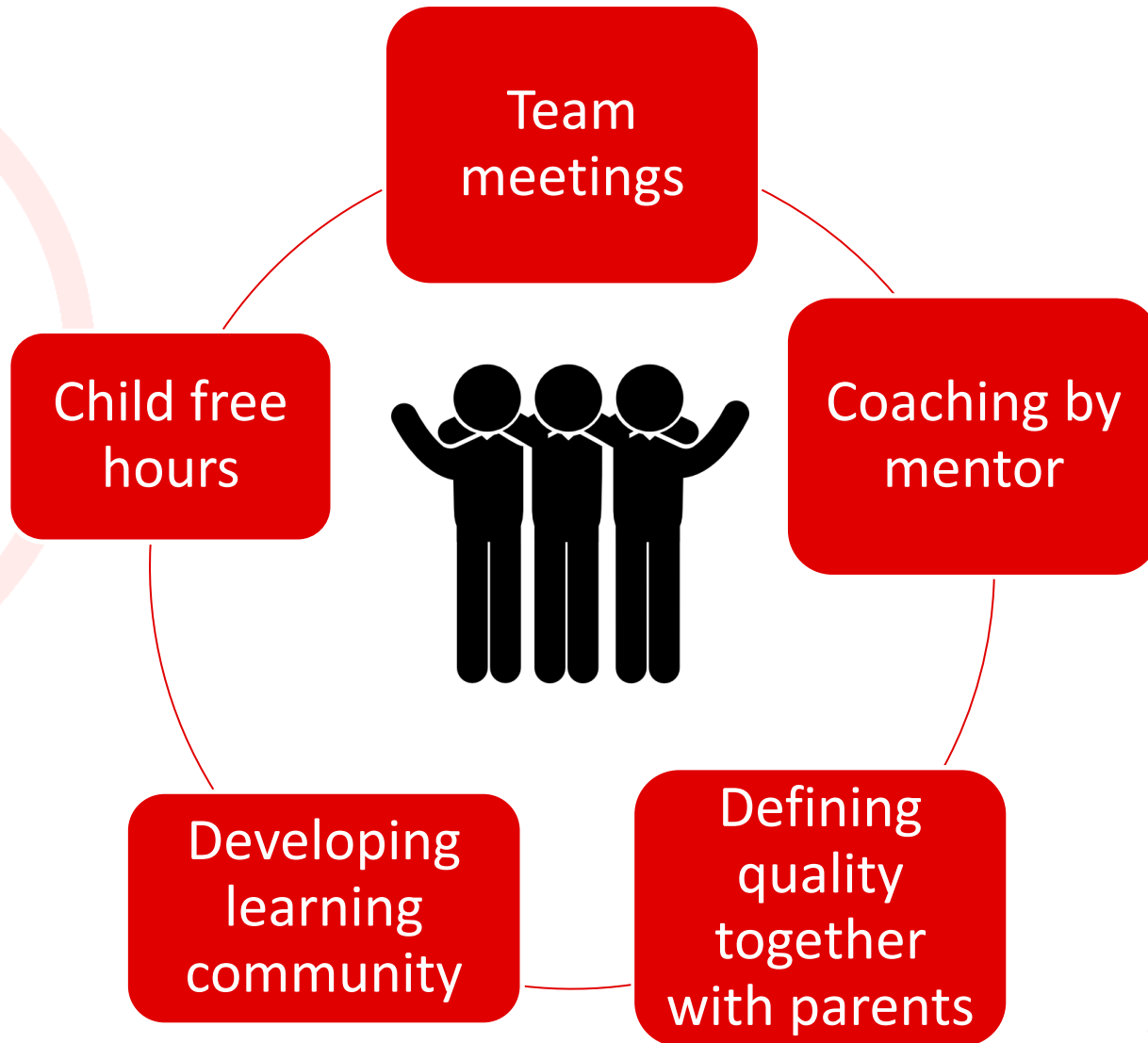


INTERNATIONAL ORGANISATIONS

# INDIVIDUAL TEACHER: active actor in proces of professionalisation



# TEAM / INSTITUTION: common pedagogical approach



# INTERAGENCY / TRAINING CENTERS / LOCAL GOVERNMENT: diversified PD policy



# Eurofound systematic review: CPD interventions are effective? (Peeters, et al., 2015)

Intensive CPD programmes of at least two years

- with an **active involvement of practitioners** in the transformative process for the improvement of educational practices within ECEC settings

- focused on practitioners **learning in practice**, in dialogue with colleagues and parents

- where a mentor or **coach** is available during ECEC staff **non-contact hours**.

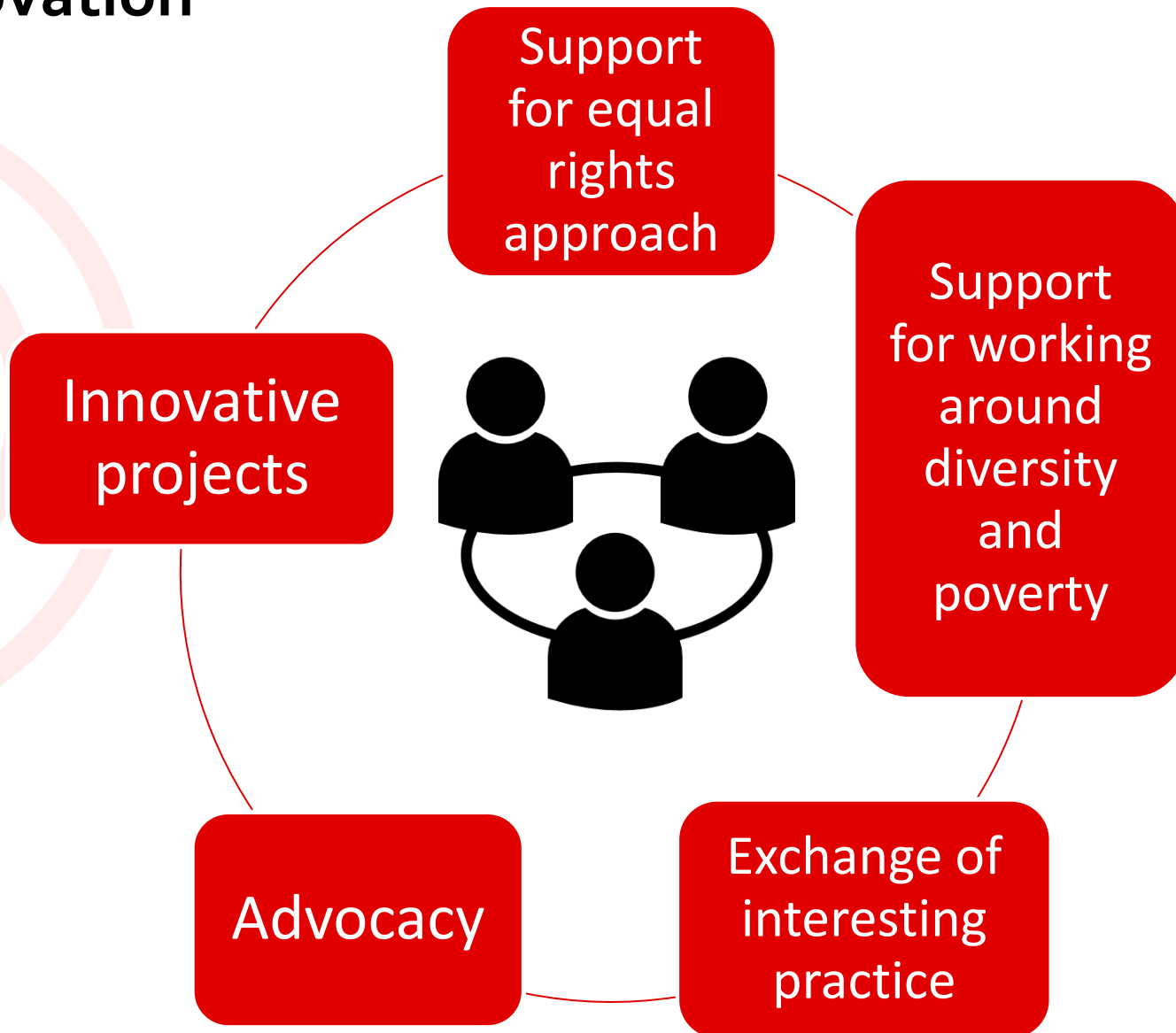
- have to be embedded in a coherent **pedagogical framework or curriculum** that builds upon **research** and addresses **local needs**



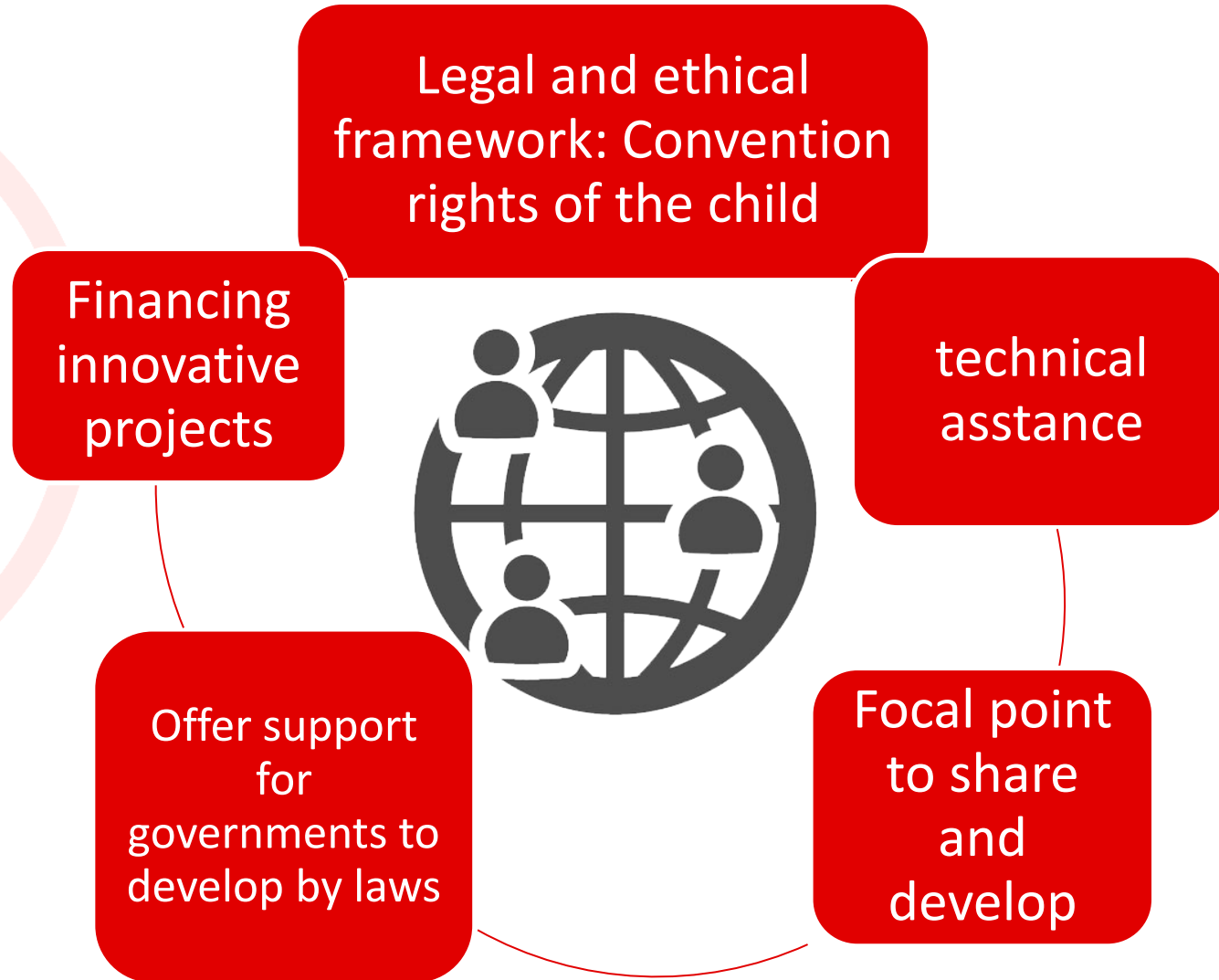
# MINISTRY OF EDUCATION: coherent policy



# INTERNATIONAL NETWORKS AND DONORS: innovation



# INTERNATIONAL ORGANISATIONS



# High quality workforce: challenges for many countries

- **Financing: costs of workforce preparation and PD**
- **More focus on reflective competences**
- **Recognition of earlier acquired competences**
- **Large parts of workforce ECEC is unqualified**
- **Investing in a coherent PD approach with focus on coaching**
- **Recurrent preconditions not met:**
  - Staff/child ratios
  - Group size
  - Working conditions
  - Continuity of staff
  - Child free hours

## 2. Workforce preparation and curriculum innovations

- Workforce preparation must focus on reflective competences
- Importance of link between training and profiles and professional profiles (CoRe)
- Balance between theory and practice

# Documents on high quality workforce

- Peeters, Budginaite, Cameron, Hauari, Lazzari, Peleman, Siarova (in press) . Impact of continuous professional development and working conditions of early childhood education and care practitioners on quality, staff-child interactions and children's outcomes: a systematic synthesis of research evidence. Eurofound Dublin.
- Lazarri, A. , Peeters, J., Vandebroek, M. (2013). The early years workforce: A review of European research and good practices on working with children from poor and migrant families. Background paper for the Transatlantic Forum on Inclusive Early Years in New York, 10-12th of July 2013
- Urban, M, Vandebroek, M., Peeters, J., Lazzari, A., Van Laere, K. (2011) *CoRe Competence requirements in Early Childhood Education and Care. Final Report for European Commission, DG Education and Culture. Research Documents.*
- *Van Laere, Peeters, Vandebroek ( 2012). The education and Care Divide: the role of the early childhood workforce in 15 European countries. European Journal of Education, Vol. 47, No 4.*
- Peeters, Buric, Lundt *Children in Europe (2011)Valuing the workforce .*
- *DECET, ISSA Diversity and Social Inclusion: Exploring Competences for Professional practice in ECEC.*
- Peeters, J. (2008). *The Construction of a new Profession. SWP Amsterdam*

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