Sessions of the thematic group on pre-primary teachers and facilitators

Summary report
The 10th Policy Dialogue Forum of the International Taskforce on Teachers for Education 2030
18 and 20 September 2017
Lomé, Togo
Introduction

During the 10th Policy Dialogue Forum, ILO and UNESCO organized and facilitated a pre-forum session on pre-primary teachers and facilitators on 18 September 2017, and a follow-up session on 20 September 2017 (see Annex 1 for the agenda). Following-up on the pre-primary teachers and facilitators thematic group session held at the 8th Policy Dialogue Forum (Mexico City, March 2016), the Lomé sessions built on the recommendations put forward by the participants in Mexico.

Attended by 27 participants (see Annex 2), the pre-forum session opened with a brief introduction by UNESCO on the background and objectives of the session (powerpoint in Annex 3). Having referred to the Mexico recommendations, the introduction highlighted the Secretariat’s decision to formalise the 4 thematic groups (i.e. pre-primary teachers, inclusion, emergency and conflict situations, and ICT) at the present Policy Dialogue Forum. According to the Secretariat, the thematic groups are to serve as “implementation partners” for achieving the objectives of the Task Force Strategic Plan 2018-2021 by fostering discussion, actions and collaboration with regard to the respective themes, in support of the SDG target 4.c on teachers. A specific mandate of the pre-primary teacher thematic group is to contribute meaningfully to SDG target 4.2 on early childhood care and education (ECCE).

Against this background, the objectives of the pre-forum session were to: (1) allow participants to familiarize themselves with each other and each other’s work; (2) highlight key issues regarding the professionalization of pre-primary teachers; and (3) identify 3-5 possible actions for the group to work on together. The aim of the follow-up session1 was to further the discussion and refine the recommendations proposed at the pre-forum session.

Presentations

The introduction was followed by presentations from the ILO and sector experts from Togo and New Zealand in relation to the issue of professionalization of early childhood care and education (ECCE) personnel.

- Nikolina Postic, ILO, spoke about the Organisation’s care economy initiative, which includes, as a key focus, the provision of ECCE. The care economy has been identified as one of the main sources of future job growth. Despite the growing demand for ECCE institutions and programmes and the positive impact of quality ECCE services, the sector continues to be characterized by low status and poor working conditions, and limited or no opportunities for training and professional development. The presentation highlighted the gender dimensions of ECCE work, and linked the undervaluing of the profession to social assumptions about women’s work. It also emphasized the importance of social dialogue in ensuring decent working conditions and improving the status of the profession and the overall quality of ECCE. As part of the care economy initiative, an upcoming ILO report will contribute to the area of professionalization in ECCE through the generation of relevant data on the current size of the workforce and its anticipated growth, and the identification of innovative policies and practices that address job quality deficits. The ILO ECE Policy Guidelines provide guidance for stakeholders on how to promote decent work in the sector (powerpoint in Annex 4).

- Baolima Samah Tinka, Ministry of National Education of Togo, presented the country’s efforts in professionalizing preschool personnel. Preschool education for ages 2-5 has been recognised as the foundation of the education system in Togo since 1975. Noting that quality education requires

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1 The follow-up session was attended by 7 participants. Some of the pre-forum session participants were not able to attend the follow-up session as they were participating in other parallel meetings.
personnel that exist in sufficient numbers and that enjoy good professional status and material conditions of work, she emphasised the importance of having a national strategy for preschool teaching personnel. A Baccalaureat or CAP (certificate d’aptitude professionnelle) is the pre-requisite qualification for entry into a 9-month pre-service teacher training course and practicum. In-service training is provided by inspectors and pedagogical counsellors who may or may not be specialised in preschool education. Training for untrained preschool personnel, and refresher training for preschool animators, have also been provided by the government, sometimes with the support of international partners. Ways forward in the area of professionalization include working toward needs-based recruitment and deployment system and the revision of the teacher education curriculum to reinforce preschool specialisation (powerpoint in Annex 5).

- Carmen Dalli, University of Wellington, New Zealand, spoke of the case of New Zealand. The ECCE sector (ages 0-5) has been integrated under education since 1986, and has high participation rates (96% of children entering primary school attended ECCE; 42% of 0-2 year olds). The integrated policy structure aided the professionalization of the workforce: about 75% of teachers working in teacher-led ECCE are qualified with a 3-year diploma or degree; and many ECCE teachers have pay parity with primary school teachers. Two key turning points in the journey to professionalization included: (1) the integration of childcare and kindergarten training beginning in 1987, which established the benchmark qualification, developed pathways from different trainings to the benchmark qualification, and established a core curriculum for training courses; (2) the 10-year strategic plan initiated in 2002, which brought about funding and regulatory policies in favour of quality improvement, a systematic programme of professional learning opportunities to reinforce teachers’ work, and a merging of unions for childcare and kindergarten sector professionals that helped consolidate the ECCE profession (powerpoint in Annex 6).

All the presentations highlighted ECCE as a growing sector in both developing and industrialised countries, although areas of expansion and priorities differ from country to country. They pointed out that professionalization of ECCE personnel is not simply a matter of individual professional development, but a systemic endeavour requiring the building of supportive policy environments, including funding. They also noted the importance of evidence-based advocacy, collaboration and social dialogue among different stakeholders for improving access and quality of early childhood education, as well as the status of the profession.

**Outcomes of group discussions and recommendations**

Following the presentations, pre-forum session participants were organized into two working groups, and asked to discuss the relevance of the Mexico recommendations and suggest further actions for the thematic group for 2018-19. The group discussions produced six recommendations. Consistent with the actions proposed in Mexico, both groups identified the need for a knowledge exchange platform to promote collaboration and learning, not only through new technologies but also face-to-face meetings. In terms of actions, ILO and UNESCO committed to working closely with the TTF on their knowledge exchange platform, with an interest in ensuring the inclusion of pre-primary education. Other proposals included organizing webinars or creating a listserv to allow for the sharing of resources and experiences.

The organization of a regional meeting on pre-primary teachers and facilitators was also raised as a potential activity, with participants recommending that existing networks, platforms, and partnerships be utilized in the coordination of such a meeting. The possible meeting could address issues related to training, professionalization, working conditions, and the status of pre-primary teachers, as well as promote the exchange of good practices and the drafting of national action plans. The potential meeting could also involve visits to pre-primary schools and early childhood education centres. ILO and
UNESCO committed to exploring the possibility of such a meeting for early-to-mid 2018, with the support of and under the banner of TTF.

Other recommendations addressed good governance, monitoring and evaluation for the design and systemic implementation of appropriate actions that effectively support pre-primary teacher development and management. It was also determined that there was a need to develop an implementation framework that defines the roles and responsibilities of the concerned stakeholders with a view of promoting harmonised actions in pre-primary/early childhood education. The recommendations emphasized the importance of establishing mechanisms to monitor the implementation of compulsory pre-primary education with benchmarks to attain within well-defined timelines, and indicated the need for further research on attracting and retaining skilled and qualified preschool teachers.

In consultation with TTF Secretariat, ILO and UNESCO will explore ways to continue communication with interested session participants on potential follow-up actions between October 2017 and November 2018, in addition to exploring the possibility of recruiting new members to the thematic group.

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Annex 1: Agenda

10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030

Thematic Group:
Pre-primary teachers and facilitators

Pre-forum session: 18 September 2017, 11:00-13:00
Follow-up session: 20 September 2017, 15:30-17:00
Co-organized by ILO and UNESCO

Background

The 8th Policy Dialogue Forum of the Teacher Task Force for Education (TTF), held in Mexico City in March 2016, convened for the first time a thematic discussion on pre-primary teachers and facilitators in the context of Sustainable Development Goal (SDG) 4 on quality education. During the discussion, co-hosted by ILO and UNESCO, participants identified four main teacher-related challenges to delivering SDG target 4.2 on quality early childhood development, care and pre-primary education:

- Qualifications and training
- Professional status and professionalization
- Equity and inclusion
- Governance and funding

Drawing from this discussion, participants recommended four actions to the TTF:

1. **Consider establishing a pre-primary teachers group within the TTF**, with the capacity to:
   - promote networking and partnership, and sharing of learning and experiences;
   - initiate collaboration between national and regional organizations, civil society, research institutions, the private sector, and inter-governmental and international organizations, including ILO, UNESCO, World Bank, GPE, and UNICEF.

2. Through this group, **look into modalities to disseminate/use the ILO guidelines on early childhood education personnel, Education 2030 and other relevant international frameworks and guidelines** to:
   - provide guidance to states on how to improve teaching and learning conditions in pre-primary education;
   - address such issues as equity, appropriate curricula, free pre-primary access, teacher training, professional standards, financing and governance.

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2 The TTF Forum in 2017 held in Cambodia did not provide for thematic group sessions.
3. **Carry out a study on factors that could attract men and youth into the pre-primary education workforce.**

4. **Set up a platform to promote South-South and South-North collaboration and learning** on pre-primary teaching and learning, teacher development and management.

In line with Recommendation 1, the TTF established a formal thematic group on pre-primary teachers and facilitators. According to the Terms of Reference on the work of thematic groups provided by the TTF Secretariat, the group is charged with:

1. Serving as TTF implementation partners for the achievement of the objectives encapsulated in the strategic plan 2018-2021 and annual work plans;
2. Fostering discussion amongst members, encouraging collaboration and facilitating national, regional and international activities to which group members can contribute;
3. Supporting the Secretariat resource mobilization efforts in the development of proposals;
4. Contributing to the identification of indicators that will help monitor the teacher target 4c; and
5. Contributing to efforts for reporting on the implementation of SDG 4.

**Purpose**

The purpose of the current sessions is to identify members, priorities and activities of the Thematic Group, and to share relevant initiatives that seek to address the main challenges. Session discussions should produce elements of a workplan for 2018-2019, with clear deliverables and commitments from persons and institutions to take the lead⁴. Through this work, the TTF Thematic Group aims to meaningfully contribute to SDG target 4.2:

*By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.*

The sessions will be facilitated by Yoshie Kaga, Programme Specialist in early childhood care and education (UNESCO), and Nikolina Postic, Education Sector Specialist (ILO). The proposed structure for the sessions is as follows:

**Pre-forum session: 18 September 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
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<tbody>
<tr>
<td>11:00-11:30</td>
<td>Introduction of participants</td>
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<td>Election of chair and rapporteur</td>
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<td>Approval of agenda</td>
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<td></td>
<td>Presentation of Thematic Group mandate, follow-up from Mexico, and recent developments (Yoshie Kaga, UNESCO)</td>
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<td>11:30-12:00</td>
<td>Sharing of relevant national and international initiatives</td>
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<td></td>
<td>• Early Childhood care and education and the care economy (Nikolina Postic, ILO)</td>
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<td></td>
<td>• Professionalization of pre-primary teachers and facilitators in Togo (Baolima Samah Tinka, Ministry of Education)</td>
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<td></td>
<td>• Professionalization of pre-primary teachers and facilitators in New Zealand (Carmen Dalli, Victoria University of Wellington)</td>
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<tr>
<td>12:00-12:40</td>
<td>Working groups: identification of possible work items for the Thematic Group</td>
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⁴ The TTF Secretariat is to provide seed funding of 50,000 USD to each thematic group to support the implementation of its activities.
Guiding questions:
1. Are the Mexico recommendations still valid? Do you have any other actions to suggest for the group? Are there new challenges to be addressed?
2. Are there any regional or national initiatives or programmes that can inspire or guide the group’s actions?

Examples of policy challenges:
1. Pre-primary teacher preparation (including pre-service, in-service, continuous professional development)
2. Teaching and learning in pre-primary education (including working conditions, motivation, innovation and pedagogy)
3. Equity and inclusion in pre-primary teaching and teacher development
4. Governing and financing pre-primary teaching and learning and teacher development (private/public, national/local, across ministry mandates)
5. Monitoring and evaluation of pre-primary teaching & learning and teacher development

12:40-13:00 Sharing the results of the working groups

Follow-up session: 20 September 2017

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<thead>
<tr>
<th>Time</th>
<th>Subject</th>
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<tbody>
<tr>
<td>15:30-15:45</td>
<td>Presentation of a draft strategic plan of the Thematic Group</td>
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<td>15:45-16:30</td>
<td>Working groups:</td>
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<tr>
<td></td>
<td>1. Outcome 1: concrete workplan, outputs, activities, leaders, resources</td>
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<td>2. Outcome 2: concrete workplan, outputs, activities, leaders, resources</td>
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<td></td>
<td>3. Outcome 3: concrete workplan, outputs, activities, leaders, resources</td>
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<td>4. etc....</td>
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<tr>
<td>16:30-16:50</td>
<td>Presentation of workplans</td>
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<td>Election of the Thematic Group coordinators</td>
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<tr>
<td>16:50-17:00</td>
<td>Wrap-up</td>
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Annex 2: List of participants

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Pre-primary teachers and facilitators thematic group

Yoshie Kaga, UNESCO
18 September 2017
TTF Policy Dialogue Forum, Lomé, Togo
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Table of content

• Background to this thematic group

• Roles of the thematic group

• Objectives of the pre-forum and follow-up sessions
Back in 2015, in Mexico, at the 8th TTF Policy Dialogue Forum...

In the pre-form session on pre-primary teachers in Mexico, we:

• Benefited from presentations from the Dominican Republic and Morocco
• Identified main challenges
  – Qualifications and training
  – Professional status and professionalization
  – Equity and inclusion
  – Governance and funding
• Put forward 4 recommendations to TTF
Recommendations from Mexico

✓ Recommendation 1

Establishing a pre-primary teachers group within the TTF with the capacity to promote networking, partnership and collaboration, learning and experience-sharing

e.g. National and regional organizations, civil society, research institutions, the private sector, intergovernmental and international organisations including ILO, UNESCO, World Bank, Global Partnership for Education (GPE), UNICEF

Recommendations from Mexico (cont’d)

✓ Recommendation 2

Through this group, look into modalities to disseminate and use relevant international frameworks and guidelines to:

• Provide guidance to states on how to improve teaching and learning conditions in pre-primary education
• Address such issues as equity, appropriate curricula, free pre-primary access, teacher training, professional standards, financing and governance

Examples of guidelines/frameworks: ILO ECE teachers guidelines, Education 2030 Framework, UNESCO-SEAMEO Southeast Asia teacher development and management guidelines, etc.
**Recommendations from Mexico (cont’d)**

- **Recommendation 3**

  Carry out a study on factors that could attract youth and men into pre-primary education workforce

- **Recommendation 4**

  Set up a platform to promote south-south and south-north collaboration and learning on pre-primary teaching and learning, teacher development and management

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**Since 2015... pre-primary enrolment trends**

Source: UIS database
Since 2015... international examples

- ECD Workforce Initiative (ISSA & R4D, 2015-)
- Survey of Teachers in Pre-primary Education (STEPP) (UNESCO in collaboration with OECD, ILO, EI, UNICEF, OMEP, IICBA, UIS, 2015-)
- ECCE teacher competency framework development and piloting in Southeast Asia and the Pacific SIDS (SEAMEO, Pacific Regional Council for ECCE, UNESCO, ARNEC, 2016-)
- ECD Workforce Taskforce within the global Early Childhood Development Action Network (2016-)
- Innovative pedagogical approaches in ECCE in the Asia-Pacific region (UNESCO & ARNEC in collaboration with UNICEF and OMEP, 2016)
- Etc. etc...

In the 10th TTF Forum in Lomé...

The pre-primary teachers and facilitators thematic group is formally established (in addition to 3 others) i.e. adoption of Recommendation 1!

- This thematic group will contributed to achieving SDG target 4.2
  
  *By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary school*

- Being focused on pre-primary/ECE and being part of a wider teacher network as value-add of this group
Roles of the thematic groups

1. Serve as TTF implementation partners for achieving the objectives of TTF strategic plan 2018-2021 and annual work plans
2. Foster discussion and collaboration; facilitating national, regional and international activities to which group members can contribute
3. Support the TTF Secretariat resource mobilization efforts in developing proposals
4. Contribute to identifying indicators that help monitor the SDG teacher target 4.c
5. Contribute to efforts for reporting on the implementation of SDG4

Objectives of the thematic groups sessions

1. Identify and discuss key policy issues to improve the professionalization of teachers
2. Identify existing initiatives and programmes for further collaboration
3. Identify technical and financial partners to reach out to and include in follow-up actions
4. Identify lead organizations and countries on specific areas of joint actions (seed funding from TTF Secretariat)
5. Suggest means of follow-up after the session
Summary

In this session:
• Get to know each other, each other’s work
• Highlight key issues regarding the professionalisation of pre-primary teachers
• Identify 3-4 possible actions for the group to work jointly from now till the next Forum (2017-2018) – ideas about who take lead/involved, where, when, how to follow-up

In the session on 20 Sept:
• Review an initial draft thematic group workplan, to be prepared based on inputs from the earlier session
• Elaborate and refine the workplan

Thank you! Merci! Gracias!

Any questions?
Annex 4: ILO presentation

Early childhood care and education (ECCE) and the care economy

Nikolina Postic
International Labour Organization (ILO)

Trends and issues

- Rising demand for ECCE
- ECCE sector characterized by poor working conditions
  - Inadequate benefits and protections
  - Low wages
  - Low working hours
  - Limited or no opportunities for professional development
  - Low status of workforce
- High turnover rates and qualified staff shortages
Women’s work

- Approx. 94% of those in the profession are women
- Work seen as extension of traditional childcare and mothering roles
- Contributes to undervaluation of the sector
- Discourages qualified and committed candidates
- Reflective of larger trends in female-dominated occupations
  - Part-time and contractual working arrangements
  - Largely non-unionized

Job creation & women’s work

- Identified as one of two areas of future job growth
- Important step for gender equality
  - Enables maternal employment
  - Supports access to formal employment
ILO care economy initiative

- Care jobs and the care economy in a changing world
  - Current and future supply and demand trends
  - Implications for the creation of quality jobs
  - Innovative policies that address job quality deficits

Decent work & ECCE

- Care economy initiative committed to promoting decent work in ECCE
- Key to decent work is social dialogue
  - Enables ECCE personnel to have a voice in decisions affecting them and their work
- ILO Policy Guidelines on the promotion of decent work for early childhood education personnel (2014)
- International standards and recommendations to guide practice
Merci! Thank you!

For more information:

http://www.ilo.org/education

postic@iloguest.org
RÉUNION ANNUELLE ET 10e FORUM DE DIALOGUE

Thème
“ENSEIGNER : UNE PROFESSION”
Baolima Samah Tinka
18-21 septembre 2017
Lomé, Togo

PLAN DE PRESENTATION

• INTRODUCTION
  • 1- SITUATION ACTUELLE
  • 2- LE RECRUTEMENT DES EDUCATRICES
    ➢ AVANT L’indépendance
    ➢ à partir de la reforme
    ➢ A partir du PSE
    ➢ PERSPECTIVES
• CONCLUSION
Note introductive

• Une éducation de qualité au préscolaire suppose un personnel hommes et femmes jouissant d’un bon statut professionnel, d’une bonne condition matériel pour le travail et en nombre suffisant.

• il est impératif d’élaborer une stratégie nationale de recrutement et de formation de ce personnel;

• A cet effet, le Togo a expérimenté plusieurs stratégies de professionnalisation du corps enseignants du préscolaire

1- HISTORIQUE ET ETAT DES LIEUX

La prise en charge de la petite enfance au Togo, en général et l’éducation préscolaire en particulier remonte à l’époque coloniale avec la Création des garderies (missionnaires allemands) et des clos d’enfants (époque française).

A l’indépendance, l’Etat prend en charge le développement de la petite enfance et crée plusieurs structures appelées «jardins d’enfants »

Avec la Réforme de 1975, l’éducation de la petite enfance (2 à 5 ans) est reconnue comme un droit et constitue la base du système éducatif, d’où la création en 1976 de l’Ecole Normale des Institutrices de Jardin d’Enfants (ENIJE)
Dispositif actuel de formation des éducateurs/trices et animateurs/trices du préscolaire

La formation initiale

- Formation initiale à l’ENI-JE pour une durée de trois ans avec comme niveau d’entrée le Brevet d’Étude du premier cycle, 1976 à 1985
- Formation initiale à l’ENI-JE pour une durée de deux ans avec comme niveau d’entrée le baccalauréat,
- Au total 455 éducatrices et 10 éducateurs ont été formés
- Aujourd’hui la formation initiale des enseignants du préscolaire (éducateurs) se fait dans les écoles normales des instituteurs (ENI) pour une durée de 9 mois avec comme niveau d’entrée le BAC ou le CAP
- Pour les animateurs/trices la politique nationale du développement de la petite enfance a prévu l’entrée sur concours avec le niveau BEPC ou CAP

Le curriculum de la formation initiale est élaboré selon l’approche par les compétences dans un cadre modulaire et un parcours en alternance :
- Centre de formation (ENI) et
- Mise en situation à travers les stages dans les classes

L’élève-maître qui choisisit d’enseigner dans le préscolaire va passer plus de temps pour son stage dans une préscolaire et moins de temps dans une classe primaire
Dispositif actuel de formation des éducateurs/trices et animateurs/trices du préscolaire

Trois structures privées à Lomé forment des éducateurs/trices
- Institut de formation aux métiers de la petite enfance
  Elle forme les éducatrices, les puéricultrices et avec le niveau BAC2
- Centre de formation des éducateurs/trices du préscolaire
  Cette institution forme les éducatrices du préscolaire avec le niveau BEPC
- Le Centre Protestant à l’Education Préscolaire et Primaire KPALIME (CPEPP)
  Les personnes formées dans ces institutions enseignent généralement dans les structures préscolaires privées

Dispositif actuel de formation des éducateurs/trices et animateurs/trices du préscolaire

La formation continue

- La formation continue des éducateurs/trices du préscolaire est assurée par les inspecteurs/trices et conseillers pédagogiques des IEPP qui ne sont pas forcément des spécialistes du préscolaire.
- Elle est souvent organisée avec l’appui des partenaires techniques et financiers (Banque mondiale, AFD, UNICEF, Plan International Togo, Bornefonden, etc.)
- En 2010-2011 et 2011-2012 les éducateurs/trices sans formation initiale ont bénéficié de la formation initiale de rattrapage (FIR) mise en œuvre par le gouvernement togolais.
- Les animatrice reçoivent un renforcement de capacité de vingt jours avec un module élaboré à cet effet
RECOMMANDATIONS ET PERSPECTIVES

A- Mettre en place un système de quota pendant le concours de recrutement dans les ENI pour le préscolaire en fonction des besoins du terrain ;
B- Réviser le curriculum de formation dans les ENI en développant davantage le préscolaire ;

MERCI VOTRE AIMABLE ATTENTION
The New Zealand ECCE context

- A diverse ECCE sector for 0-6 yrs olds classified as either “teacher-led” or “parent-led”
- High participation in ECCE: 96.2% of all new school entrants in 2016 had participated in ECCE
- Highest growth in participation is for 0-2yr olds (42% of age group)
- School is compulsory from 6 years but most start at 5 years

Distinctive features

- Integrated care and education system since 1986
- A highly qualified workforce: 74.6% of ECCE workforce in teacher-led service hold a 3-yr diploma or degree
- ECCE teachers in some services have pay parity with primary school teachers
1. Integration of childcare and kindergarten training

**Context behind the initiative**
- Transfer of Childcare to Education in 1986
- Advocacy by women’s groups
- Scholarly literature on benefits of quality ECEC.
- Reports in the 1980s on need:
  - to rationalise training for EC workforce
  - To develop training pathways to a benchmark qualification
  - For a core training curriculum
  - Equitable funding for training providers
  - Equal pay for same qualifications

**The initiative**
- 3-year Diploma of EC teaching introduced over 3 years across Colleges of Education from 1987
- Implementation committees in each institution
- Consequences:
  - Shift of terminology
  - New sense of sector unity
- Point system implemented to assess diverse training backgrounds and pathways developed to upgrade qualifications
- Childcare and kindergarten unions combined in 1990s; in the longer term this created basis for pay parity negotiations

2. Ten-year strategic plan policies (from 2002)

**Workforce goals**
1. All staff in teacher-led ECCE services to hold a benchmark qualification by 2012
2. All ECCE teachers to be registered through the NZ Teachers Council

**Initiatives**
- 3-year Diploma or Degree as benchmark qualification; other qualifications approved for registration
- Financial incentives:
  - Staff scholarships
  - Higher funding for centres employing higher qualified staff
  - Loans and grants to students
- Systemic professional development
- Centre of Innovation (COI) action research programme

**Results:**
- ECEC workforce policy in line with other sectors
- Growth in numbers of training providers
- Striking improvements in pay
- Models of good practice through COI programme
- A more reflective ECCE workforce
- 67% qualified staff in ECCE teacher-led services by 2009; 74.6% by 2016.
Selected references


