TRAINING YOUNG WOMEN TO BE ECD PROVIDERS IN LIBERIA

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The Liberian Context – Lack of ECD Access

- 45% children have not been fully vaccinated by the age of 24 months
- 32% children are stunted
- Pervasive overage enrollment at the ECD level
  - 82% ECD students are overage
  - 59% are 6 years or older – should be in primary school
  - ECE enrollment – approximately 500,000
- There is no government recognized certification system for ECD teachers.
Result: Current School Attendance
The Liberian Context – Vulnerabilities

- Poor educational background and low literacy level
- Lack of skills / opportunities
- Physical violence and unplanned / early pregnancy
The EPAG Project

Objective: To increase employment and incomes among Liberian adolescent girls and young women aged 16 to 27.

Components:

- **Job skills** training for wage employment, with placement assistance
- **Business development skills** training and micro-enterprise advisory services
- **Life skills** training
- **Literacy training**
Round 4 – ECD Market Assessment Questions

- Is there demand for ECD teachers and caregivers in the two project counties?
- What skills, experiences and attitudes are demanded of teachers and caregivers by local ECD employers?
- Is the EPAG job skills training track an appropriate insertion point for a childcare giver training line?
- Is there potential to improve access to ECD services within the EPAG project itself?
Round 4 – ECE Market Assessment Findings

- Greater demand from parents for quality ECCE services than supply – long waitlists for ECE enrollments
- Undersupply of teachers and caregivers
- High level of interest among EPAG trainees in ECE training
- Clear value of childcare services to EPAG trainees
EPAG ECD Design

- Careful targeting
  - ECD teacher training
    - At least 22 years of age
    - Literacy and numeracy proficiency
  - ECD caregiver training
    - At least 18 years of age

- Comprehensive Training
  - Home-grown ECD curriculum training, including training on child health, nutrition, and social-emotional skills
EPAG ECD Design

- Entrepreneurial skills to start and run ECD centers
- Extensive Internship placement
- Combine skills training with parental skills
Monitoring and Evaluation

- Randomized Controlled Trials
- Data collection on attendance, employment rates, weekly earnings, and amount of savings
- Round 4 (under planning)
  - Pre-program and post-program assessment on ECD knowledge and skills
  - Data on income generating activities post-program
Keys to Success

- Intergovernmental cooperation:
  - Ministry of Gender to apply the EPAG model,
  - Ministry of Education to supply the pedagogy and
  - Joint work on targeting, selection and monitoring

- Running community and school-based models in parallel

- Develop an in-depth understanding of the beneficiary group and incorporate gender-specific elements in the design
Keys to Success continued

- Address literacy/numeracy capacity issues
- Careful sequencing including labor market (demand) assessment, baseline, monitoring and adjust model
- Start small and scale up gradually
- Government-non government relationship
Thank you!

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Short video on EPAG: https://www.youtube.com/watch?v=8TL5V08kqj8