

JN FOUNDATION
UWI SCHOOL OF EDUCATION
DUDLEY GRANT EARLY CHILDHOOD EDUCATION
RESOURCE CENTRE
COLLOQUIUM



The JN Foundation &
UWI School of Education
Dudley Grant Early Childhood
Resource Centre

COLLOQUIUM | 2025



Event Report

DATE: Thursday, November 27 and Friday, November 28, 2025

LOCATION: The UWI Regional Headquarters, Kingston 7

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Acronyms

- AI – Artificial Intelligence
- ASQ-J – Ages and Stages Questionnaire Jamaica
- CHDP – Child Health & Development Passport
- CCOP – Classroom Competency Oriented Programme
- DGMT – Dudley Grant Memorial Trust
- ECC – Early Childhood Commission
- ECCD – Early Childhood Care and Development
- ECCE – Early Childhood Care and Education
- ECE – Early Childhood Education
- ECD – Early Childhood Development
- JN – Jamaica National
- JSRA – Jamaica School Readiness Assessment
- MoESY&I – Ministry of Education, Skills, Youth and Information
- NSP – National Strategic Plan
- ODPEM – Office of Disaster Preparedness and Emergency Management
- PACE – Project for the Advancement of Childhood Education
- PECE – Project for Early Childhood Education
- SoE – School of Education
- SDGs – Sustainable Development Goals
- The UWI – The University of the West Indies
- UNCRC – United Nations Convention on the Rights of the Child
- UNICEF – United Nations Children's Fund

Background

The JN Foundation, in collaboration with the Dudley Grant Early Childhood Resource Centre at The University of the West Indies (UWI), Mona, School of Education, hosted the Dudley Grant Memorial Trust Early Childhood Education (ECE) Colloquium on November 27–28, 2025, at the UWI Regional Headquarters. The colloquium showcased the work and legacy of the Dudley Grant Memorial Trust and convened educators, policymakers, researchers and advocates to examine how ECE shapes and is shaped by national and regional development. Sessions emphasised policy, practice and partnerships, with special focus on preparedness, resilience, recovery and sustainability following the impact of Category 5 Hurricane Melissa on Jamaica and the Caribbean's shared vulnerability to natural hazards. Keynotes and panels addressed, among other topics, early screening and special education, sustainable financing and regulation, curriculum and teacher development, disaster preparedness, and the role of technology and artificial intelligence in learning.

Day 1 – Thursday, November 27, 2025

OPENING REMARKS



Professor Reid framed ECE as foundational to national development and described the early years as an 'emergency' because of rapid brain development. He highlighted evidence that children benefit from an early return to predictable routines after trauma and urged swift re-engagement in schooling following Hurricane Melissa. He noted that quality ECE supports equity, reduces poverty, strengthens social and emotional resilience, and that fostering safe, stimulating environments led by quality educators is non-negotiable.

Prof. Marvin Reid

Principal Director, Office of Research, Innovation, & Partnerships, UWI Mona

Mr Jarrett deemed the colloquium as timely given the national distress following Hurricane Melissa. He highlighted the long-term social and educational risks to children experiencing displacement, disrupted learning and limited access to basic services and encouraged regional solidarity and practical support to minimise learning loss and 'build back better'.

Hon Earl Jarrett, OJ

Chief Executive Officer, The JN Group



He reaffirmed that investments in ECE yield strong long-term returns, strengthening social adjustment and reducing antisocial behaviours. He emphasised a continuum of early childhood beginning before birth, and advocated for strengthened prenatal support, including workplace flexibility for expectant mothers to access clinic care.

Mr Jarrett also acknowledged community-based early childhood institutions as anchors of local accountability and partnership.

In reflecting on Dudley Grant's legacy, he highlighted Grant's play-based approach, teacher training, curriculum development, research orientation, community mobilisation, and resourcefulness (e.g., 'trashables to teachables'). He urged participants to identify gaps and propose practical strategies, especially around resilience and the implications of technology for young children.

THE MINISTER'S ADDRESS



The minister commended the JN Foundation's development focus and recognised Hurricane Melissa as a defining national shock, while affirming that the early years cannot be paused. She reiterated that early experiences, from conception to age eight, shape cognitive, social, emotional and physical development and outlined Jamaica's regulatory and standards framework for early childhood institutions.

Senator the Honourable Dr Dana Morris-Dixon

Minister of Education, Skills, Youth & Information

Preparedness

She committed to working with ODPEM and partners to update emergency guidelines for early childhood institutions, integrate disaster risk reduction into pre-service and in-service training, and normalise routine testing of emergency plans - positioning preparedness as an ongoing 'way of thinking and operating'.

Resilience

She stressed that rapid restoration of safe routines supports recovery, noting that many children rely on school as their primary structured and protective environment. She outlined ministry responses, including flexible arrangements such as host-school models and temporary learning spaces (e.g., field tents with UNICEF support) and emphasised expanding psychosocial services and destigmatising access to counselling.



[Minister the Honorable Dana Morris Dixon (centre) being presented with a token by Earl Jarrett and Claudine Allen]

Sustainability

She called for rebuilding and retrofitting early childhood facilities to climate-resilient standards (e.g., stronger roofs, drainage, safe water storage and, where feasible, renewable energy), while also fostering behavioural sustainability through early environmental stewardship and public education for parents and caregivers.

Equity priorities

She highlighted the need for earlier identification and intervention for special needs (including the planned diagnostic centre in Portland), improved staffing and uptake of special education scholarships, and renewed attention to how boys are taught and supported from the early years. She encouraged Caribbean-specific research (including disaster impacts and effective interventions) and requested that the Colloquium report inform policy.

OPENING PLENARY: WE CANNOT CONTINUE – THE CASE FOR CHANGE IN APPROACH TO EARLY CHILDHOOD EDUCATION



Professor Zoyah Kinkead-Clark

Professor, Early Childhood Care & Education, The University of the West Indies, Mona

Professor Kinkead-Clark traced the evolution of ECE in Jamaica from early community-based custodial care to the PECE era, highlighting Dudley Grant's role in professionalising teacher training, curriculum development and facilities improvement with strong support from the Bernard van Leer Foundation.

She argued that despite progress, ECE remains underfunded and vulnerable to shocks and is too often treated as separate from the wider education system. She stressed the importance of the first 1,000 days and supportive linkages with health services, including care for pregnant women.

She presented key figures for Jamaica's early childhood sector, noting that there are over 2,400 ECIs, approximately 120,000 children, about 11,000 practitioners. Persistent challenges that plagued the sector were identified as uneven access and infrastructure gaps, variable

teacher training and compensation, weak data systems, limited post-screening interventions for special needs, and misalignment between ECE and primary school expectations.

She called for transforming pedagogy and curriculum towards play-based, child-centred learning that builds creativity, empathy, problem-solving and critical thinking, while strengthening professional development, equitable financing, partnerships with families and communities, and resilience and sustainability education in the early years.

KEYNOTE 1: NURTURING WELL-BEING AND BUILDING RESILIENCE – REIMAGINING ECE FOR A CHANGING CARIBBEAN



Dr Sharline Cole (left) and Professor Loraine Cook, *Lecturers and Educational Psychologists, The University of the West Indies, Mona*

The psychologists stressed that children's emotional well-being underpins learning, health and lifelong productivity. They noted that extreme weather and displacement can trigger physical, psychological and social harms, including respiratory illness and trauma symptoms, and highlighted the scale of disruption affecting families and learning continuity.

They emphasised that resilience requires more than curriculum statements: it must be practised through child-friendly disaster management, structured play for recovery, and educator capacity to provide psychosocial support. They highlighted the importance of monitoring and evaluation to understand outcomes and improve implementation.

Regional examples illustrated transferable practices: psychosocial recovery programmes that support children's self-expression and peer healing, and curriculum approaches that normalise prevention through drills, games and practical risk awareness. The speakers recommended empowering children as active participants in preparedness, strengthening remote-learning capability, including offline strategies, and expanding partnerships to deploy counselling and psychological support through structured placements and internships.

PANEL 1: TOWARDS EFFECTIVE ECE POLICY FOR LATIN AMERICA AND THE CARIBBEAN (LAC)



Moderator: Mr Najae Murray, Chevening JN Oliver F Clarke Scholar

Panellists provided regional policy perspectives on governance, financing, screening and inclusion, and system resilience, highlighting the need for Caribbean-generated evidence, robust monitoring and evaluation, and practical implementation frameworks.

Professor Zoyah Kinkead-Clark,
Professor of Early Childhood Care and Education, The University of the West Indies (UWI), Mona

Professor Kinkead-Clark emphasised the urgent need for Caribbean-generated research to inform early childhood education (ECE) policy that reflects the region's unique social and cultural realities. She underscored the importance of robust monitoring and evaluation frameworks to address long-standing systemic gaps in ECE, including chronic underfunding, weak post-screening interventions, and mismatches between enrolment and attendance. Drawing on regional examples, including Cuba's integrated, cross-sectoral approach to early childhood development, she highlighted the value of sustained investment in the early years, family engagement, and high-quality teacher training to drive meaningful and equitable outcomes across the sector.



Dr Emre Ozaltin,
Programme Leader, Human Development Practice Group, World Bank

Dr Ozaltin described early childhood development as both a foundation for resilience and a driver of long-term human capital outcomes. He outlined four key pillars shaping ECE in Latin America and the Caribbean, with particular emphasis on sustainable financing, noting that early childhood investments yield high economic returns but remain underfunded in the region. He advocated for diversified, context-specific financing models that combine public



funding, targeted subsidies, and innovative mechanisms, supported by strong partnerships with development partners. Dr Ozaltin also highlighted the importance of flexible financing arrangements, robust data systems, and practical indicators to strengthen system resilience, equity, and quality, particularly in disaster-prone contexts.

Dr Rebecca Tortello,
Education Specialist, UNICEF (Early Screening Pathway)

Dr Tortello focused on the critical role of early identification, screening, and referral systems in promoting inclusive early childhood education. She highlighted gaps in access to screening and intervention services, particularly for children with disabilities, and called for the decentralisation of specialised facilities such as sensory rooms to reduce inequities. Drawing on UNICEF data, she noted persistent challenges related to unmet healthcare needs, discrimination, and limited human resources within regulatory bodies. Dr Tortello outlined priority actions, including the digitisation of national screening pathways, expansion of inclusive infrastructure and teaching resources, strengthened monitoring systems, and targeted public education campaigns to reduce stigma and improve outcomes for children with special needs.



Dr Tracy-Ann Morgan-Smith,
Senior Director, Regulations and Monitoring, Early Childhood Commission (ECC)

Dr Morgan-Smith outlined the Government of Jamaica's strategic approach to early childhood development, highlighting the role of the Early Childhood Commission as the central coordinating and regulatory body for the sector. She detailed the ECC's multisectoral mandate, guided by its fourth National Strategic Plan (2023–2028), which prioritises parenting support, preventive healthcare, early screening and intervention, quality assurance, and evidence-based decision-making. Dr Morgan-Smith also highlighted key achievements, including the Brain Builders Programme, strengthened monitoring and inspection systems, and the use of tools such as the Jamaica School Readiness Assessment to inform planning and crisis response. She emphasised Jamaica's leadership in ECD in the Caribbean, while noting the continued need for climate-resilient infrastructure, system strengthening, and sustained investment to ensure equitable, high-quality outcomes for all children.



Panel 1 Summary

Key Points from Panellists



1 Evidence & Accountability
Strengthen research-policy linkages, implement monitoring and evaluation frameworks.



2 Financing
Adopt diversified, context-sensitive financing models with flexibility for emergencies.



3 Inclusion & Screening
Expand decentralized screening supports, address staffing and stigma barriers.



4 System Governance
Build on Jamaica's standards-based quality assurance and readiness assessment tools.



5 Human Development
Invest in nutrition and early support, improve parenting education through community hubs.

Figure 1. Represents key points and recommendations from Panel 1’s discussion.



Panel 1 (From left): Drs. Emre Ozaltin, Rebecca Tortello and Tracy-Ann Morgan-Smith

MESSAGE: STUDENT OF DRB GRANT



Ms. Alma Panton
Early Childhood Educator, Student of Dudley Grant

Ms Panton shared her experience in teaching at the EC level, noting that when she migrated to Venezuela, she used the knowledge gleaned from DRB. Grant in her practice, and today at almost age 80 she still avails the same skills as she teaches young children. Her account reinforced the phenomenal legacy of Grant.

VIDEO TRIBUTE: (Add screenshot from video caption, quote and Youtube link)

SPOTLIGHT SESSION: INSTRUCTIONAL DESIGN FOR RESILIENCE – DIGITAL TOOLS AND STRATEGIES

Dr Dawn Lee DiPeri

Interdisciplinary Global Design Leader & Faculty Trainer, UNICEF

Dr DiPeri presented the use of instructional design and digital tools to strengthen preparedness, resilience, and sustainability in early childhood education. She emphasised climate action pedagogy, which integrates climate education across subjects, and highlighted the importance of blended and flexible learning models to ensure continuity during disruptions. Dr DiPeri underscored the role of digital literacy, play-based learning, and age-appropriate use of artificial intelligence to support disaster preparedness, noting evidence that education significantly reduces climate-related disaster impacts. She shared practical, low-resource digital tools and platforms that support interactive, integrated learning for children, teachers, and parents, while encouraging educators to use AI thoughtfully, balancing its instructional benefits with considerations around critical thinking, environmental impact, and responsible use.



KEYNOTE 2: TEACHERS AS NATION BUILDERS: ADVANCING DUDLEY GRANT'S VISION THROUGH PROFESSIONAL DEVELOPMENT AND RESEARCH



Professor Emerita the Hon Elsa Leo-Rhynie, former chair of the Dudley Grant Memorial Trust

Professor Leo-Rhynie highlighted Dudley Grant's transformational role in formalising basic schools; advancing EduCare through community partnerships; and professionalising early childhood teaching via structured training, including paraprofessional pathways, and resource centres.

She noted that Grant championed research as a guide for policy and practice, producing studies on children's living conditions and supporting Caribbean lifestyle research. She also highlighted the replication of Grant-inspired models regionally and internationally, including initiatives supporting teenage mothers and the Roving Caregivers' Project.

She reaffirmed that early intervention costs less than later remediation and urged continued investment in whole-child programmes, balancing measurable outcomes with socioemotional development, self-esteem and curiosity.

KEY TAKEAWAYS – DAY 1

- Use observation and documentation to inform long-term research and continuous improvement.
- Strengthen networks and partnerships, including regional/international collaboration for recovery and resilience.
- Communicate and share best practices to reduce duplication and accelerate scaling of what works.
- Promote pre-natal care and parenting support as foundational to early childhood development.
- Invest in teacher quality and professional development; debunk the myth that ECE is 'cheap'.
- Embed preparedness and climate resilience into policy, training, and practice; prioritise swift return to safe routines after crises.
- Maintain play-based learning and resourcefulness in low-resource contexts.



DAY 2 – FRIDAY, NOVEMBER 28, 2025

Opening Remarks

Professor Zoyah Kinkead-Clark

School of Education, University of the West Indies, Mona

Professor Kinkead-Clark recapped Day 1's focus on Dudley Grant's legacy and the Colloquium's tripartite purpose: sustained advocacy for ECCE, policy influence in Jamaica and the region, and convening stakeholders to expand and strengthen ECE. She highlighted recurring themes, funding, implementation gaps, resilience, safeguarding safe learning spaces after disasters, and the need to prepare children as future environmental stewards.



Remarks – School of Education

Professor Carmel Roofe

Director, School of Education, University of the West Indies, Mona

Professor Roofe emphasised the School of Education's regional mandate and linked Dudley Grant's grassroots, partnership-driven approach to contemporary efforts. She called for research that captures and elevates voices and best practices of practitioners who may lack visibility and resources.

She highlighted School of Education initiatives that support early learning and practitioner research (e.g., projects on everyday mathematics, children's temperament, and classroom-based research and publication mentorship).

She noted that while the region has produced policies, standards and curricula, implementation of mechanisms and leadership capacity often lag. She recommended targeted training in implementation leadership and encouraged practitioners to see themselves as leaders within their spheres of influence.



Remarks – JN Foundation

Parris A Lyew-Ayee, CD

Chairman, JN Foundation

Mr Lyew-Ayee framed the colloquium as movement-building and reaffirmed ECE as a strategic investment that advances economic development, social protection and crime prevention. He urged a shift away from equating ECE with 'daycare' and called for a coordinated Caribbean-wide action plan grounded in evidence and partnership.



He called on educators, policymakers, researchers and media to sustain attention on ECE and emphasised collaboration across sectors. He also announced that the JN Foundation would allocate 40 per cent of relief donations to early childhood institutions to support recovery and continuity.

Jamaican Case Study: The State of Play – Reality of ECE in LAC



Professor Maureen Samms-Vaughn, CD

Retired Professor, Child Health, Child Development and Behaviour, The University of the West Indies, Mona

Professor Samms-Vaughn defined play as intrinsically motivated activity central to children's well-being and development and noted play as a protected right under UNCRC Article 31.

She summarised evidence that play supports brain development, stress reduction, resilience, language and early mathematics, pro-social behaviour, physical health and executive function. She identified barriers to play in Jamaica including cultural undervaluing of play, time constraints, cost of toys, and lack of safe community spaces.

Drawing lessons from Hurricane Katrina, she highlighted that disasters can produce prolonged instability and significant physical and mental health impacts on families and children, underscoring the urgency of stabilising living conditions and restoring learning routines following Hurricane Melissa.

ECC Perspective



Andrea Edwards Brown

Senior Director, Cross-Sectoral Coordination, Early Childhood Commission

Mrs Edwards-Brown highlighted the post-hurricane opportunity to rebuild safer and more resilient early childhood spaces. She linked the colloquium to international commitments (including SDG4) and honoured Dudley Grant's contribution to equity, access and developmental excellence.

Case Study: First-Year Teaching Experiences of Early Childhood Teachers



Dr Jacqueline Chen

Vice Principal of Administration, St Joseph's Teachers' College

Dr Chen presented findings pointing to the need for structured induction for new teachers, including orientation, mentorship, peer learning communities and wellness circles -especially in post-crisis contexts.

She recommended updating induction and mentorship to include emergency protocols, trauma-informed support, and preparedness for remote/hybrid learning using digital tools and AI-supported lesson planning. She suggested that the ECC refresh its workshop suite accordingly.

Panel 2: Opportunity or Distraction – Technology and Early Childhood Education



Moderator: Ms Ava Marie Reid

This panel explored how educational technology innovations can support learning continuity and digital literacy for educator preparedness. High-quality, interactive programming is essential, while passive consumption is discouraged due to its association with negative outcomes.

Panelists:



Dr Ricardo Anderson (left), *Lead – Technology and Education, One on One*
Dr Tiou Clarke, Lecturer (centre), *School of Business and Administration, UTECH*
Dr Dawn DiPeri (right), *Interdisciplinary Global Design Leader & Faculty Trainer, UNICEF*

- The technology must be used in such a way that it does not cripple the critical thinking of students but enhances their learning.
- Assistive technology can be used to facilitate the inclusion of children who are affected by impairments, such that they have equal access to the same curriculum as their able-bodied peers.
- The development of digital resilience is important in the teaching and learning environment: it means a shift from protection to empowerment.
- It is important to reduce algorithmic bias in education technology.
- The learning passport performs a key role in continuity of education in emergencies. It is designed to support children on the move and those whose education has been disrupted by one crisis or another.

Panel 3: Diversity in Practice – Addressing the unique abilities and cultural differences in early childhood education delivery

Moderator: Ms Benita Aiken

This panel addressed the range of developmental and physical challenges young children with special needs face and the need for inclusion, early diagnosis and intervention. Employment of digital and low-resilience strategies, such as mobile micro-lessons, radio storytelling, and printable play kits in relatable language enhances the education experience. The matter of teacher well-being also arose and the recommendation was given that emotional wellness be embedded in policies and curriculum.

Panelists and moderator:



Ms Benita Aiken, Moderator

Dr Pauline Watson-Campbell, Executive Director, McCam Child Development Centre

Dr Rebecca Tortello, Education Specialist, UNICEF, Early Screening Pathway

Mrs Lurleen Gamboa, Education Officer, Ministry of Education, Science and Technology, Belize

Mrs Venice Iving, Chief Executive Officer, Happy Teachers, Jamaica

KEY IDEAS FROM PANEL 3 DISCUSSION

- A supportive and stimulating environment is needed for children who have special needs, enabling them to participate as far as is possible, thrive and succeed academically and socially
- Accessible digital textbooks (ADTs) help to improve access to crucial learning material
- When culture is deeply central to a curriculum, the benefits yielded are significant
- Strong support is needed to secure the emotional well-being of teachers
- Teachers should be given support for accessing ongoing professional development opportunities on inclusive teaching strategies

Panel 4: Building Resilient and Sustainable Early Childhood Curriculum Frameworks

Moderator: Ms Olivia Wilmot

The conversation homed in on the need to intentionally formulate learning experiences grounded in cultural diversity, emotional well-being, family and community connection, where flexibility and sustainability are always considered. The concerns of fair teacher remuneration

and retention were also addressed, citing compensation of teachers based on qualifications as a best practice used in other Caribbean countries. It was also posited that teachers are key to sustainability in post-disaster environments - vital in preparedness, response and recovery.

Panelists and moderator:



Ms Olivia Wilmot, (left) *Moderator*

Ms Nadera Ross , *Education Officer, Ministry of Education, Science and Technology, Belize*

Ms Ember Spencer, *Education Officer, Early Childhood Education, Antigua and Barbuda*

Dr Elizabeth Jaeger, *Associate Professor of Social Sciences, University of the US Virgin Islands*

Dr Winsome Gordon, *Chief Executive Officer, Jamaica Teaching Council*

KEY IDEAS FROM PANEL 4 DISCUSSION

- The intentional embracing of unique cultural diversity is useful for effective teaching and learning experiences.
- Teachers are key to sustainability in post-disaster environments
- Resilient and flexible curricula promote sustainability and adaptability
- Compensating teachers according to their qualifications is a useful strategy for retaining teachers at all levels of the education sector.
- ECE systems should be transformative

- Mastery of the English language is important in the early years because it is the language of the education system

Panel 5: Fit for Purpose? Reimagining Teacher Training to Build a Resilient Caribbean – Competence vs Certification; Cultural Relevance; Equity and Inclusion

Moderator: Sharlene Kinkead-Cope

Panellists posited that cultural relevance and experiences must be considered in teaching and learning. Teachers are encouraged to advocate for improved working conditions and wages to improve the standards of education systems, up to the policy level. ECE educators are more than just caregivers; they are specialised professionals. They are schooled in neuroscience, play-based teaching, cultural knowledge, and other key skills that are pertinent for engaging early learners. Pedagogy for trainee teachers must promote enquiry-driven learners who will become reflective practitioners.

Panelists:



Mrs Sharlene Kinkead-Cope (left), Moderator
Ms Julene McLaughlin, Lecturer, Shortwood Teachers' College
Dr Tashane Haynes-Brown, Lecturer, The UWI, Mona
Dr Dian McCallum, Lecturer, The UWI, Mona

KEY IDEAS FROM PANEL 5 DISCUSSION

- Quality ECE experiences lead to better outcomes later in life
- Equity and inclusion must be incorporated in teacher training
- Trainee teachers should be prepared to be advocates and agents of change
- Effective technology integration should be encouraged among trainee-teachers
- Continuous support for professional development is necessary

Key Issues

- Chronic financial constraints and underfunding in the early childhood sector.
- Insufficient numbers of trained teachers and challenges with remuneration and retention.
- Weak data systems and limited use of evidence to guide planning and crisis response.
- Gaps between screening/diagnosis and availability of interventions for children with special needs.
- High cost and limited access to continuous professional development.
- Parenting support gaps and uneven home-learning environments.
- Implementation gaps: strong policies/standards exist but require stronger leadership and accountability to achieve outcomes.

Policy Recommendations

- Prioritise quality alongside access: strengthen curriculum delivery, learning environments and teacher capability.
- Invest in personnel: expand training and certification, improve working conditions and compensation to attract and retain ECE professionals.
- Formal recognition and planning: include ECIs in official counts and disaster planning to ensure equitable support.
- Strengthen screening-to-intervention pathways: digitise, decentralise and resource referral systems and therapeutic supports.
- Build robust data systems: track enrolment, attendance, teacher qualification, compliance, socioemotional outcomes and readiness to inform policy and resource allocation.
- Strengthen implementation leadership: translate standards and curricula into consistent classroom practice through coaching, mentoring and accountability.
- Embed preparedness, resilience and climate education across training and curricula; routinely test emergency plans.
- Leverage age-appropriate technology for continuity (including offline approaches), while safeguarding privacy and equity.

CALL TO ACTION

- Create a sense of urgency about the needs of ECE and the critical importance of getting it right.
- Consider ECE as an emergency service; time is of the essence since the early years are so few, rapid brain development happens in short spans of time.
- Rethink or reimagine much of what we know, given shifting contexts; be open to new knowledge, which must inform our behaviours.
- Maintain tenacity, persistence and flexibility in the discharge of duty in the ECE sector.



Pursue renewed commitment to achieve the following:

COLLABORATION, MULTI-SECTORAL PARTNERSHIPS

- Deepen existing partnerships, building new solid ones, establishing multi- sectoral linkages, insisting on agility and responsiveness and circumventing bureaucracy
- Increased advocacy

NEW APPROACHES TO FUNDING

- Explore unique funding models to access resources for ECE that suit our context
- The ECE is hampered by a lack of funding, low wages, and brain drain is affecting the effective implementation of interventions for children with special needs, contemplate how to retain human resources for special needs personnel

IMPROVING TEACHER QUALITY

- Develop strategic teacher training...improved teacher quality
- Seek to improve the image of the EC educator

KNOWLEDGE GENERATION + SHARING

- Conducting relevant research, making decisions using evidence-based research, using this to inform policy
- make disaster preparedness a way of life, centering it in the curriculum as we adapt to climate change
- Document lessons, learn from them, forge sustainability and adaptability
- Deepen our understanding of technology with a view to embracing it for developing culturally relevant content that suits our unique context
- Promote continuous learning, not just among children but also among practitioners

- Centre plays as a part of the learning experience for young learners
- Promote knowledge sharing and disseminate knowledge in multiple spaces, targeting varying audiences, using multiple means, including social and traditional media

EMPHASIS ON PSYCHOSOCIAL SUPPORT

- Strengthen psychosocial support for young children and other stakeholders
- Develop mechanisms for supporting teachers via deliberate and structured support, implementing strategies to improve their well-being
- Create multiple resiliences
- Foster equity and inclusion

All this, as efforts are made to:

- enhance educational outcomes
- create well-rounded, confident, empathetic human beings and
- advance policy and practice as we continue to build on the phenomenal legacy of Dudley Grant

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