

The International Task Force on Teachers for Education 2030

Member Engagement Meeting

PRE-PRIMARY TEACHERS AND FACILITATORS



Introduction

This group is led by UNESCO and VVOB.

UNESCO is represented by **Rokhaya Diawara, Education Programme Specialist and Global Early Childhood Care and Education (ECCE) adviser at UNESCO Headquarters in Paris.** She has extensive expertise in supporting government with ECCE policy development and implementation.

VVOB is represented by **Anna Murru, Global Strategic Advisor for Partnerships, based in Zambia.** She has extensive experience supporting Ministry of education to build the capacity of teachers and educational leaders; overseeing the roll out of multiple projects on foundational learning, both at ECCE and in early grades.

The focus of the working group is:

Advocacy for the improvement of the pre-primary sector (including improved teachers and personnel training and quality environments), through participating in networks (ARNEC; AfECN etc); **Knowledge sharing** (Fora such as UKFIET, international Symposia, webinars etc, members' communities of practice) and the Teacher Task Force Knowledge Hub and; **identification of areas for potential research interest.**

Work plan

MLA1: Knowledge production and dissemination

Activities

- Together with the members produce and disseminate a policy brief focusing on the ECCE subsector, drawing from the findings of the [Global Report on Teachers](#), the [Global Report on ECCE - the right to a Strong Foundation](#) and [its key highlights](#).

MLA2: Advocacy

Activities

- Participate in advocacy Fora (GPE KIX, AFeCN, TTF, UKFIET) to disseminate the findings from the global above reports, and lobby for improved working conditions of ECCE teachers and personnel; improve the professionalization of ECCE teachers and personnel, looking particularly at Play Based Learning.

MLA3: National and regional policy learning

Activities

- Organize 3 partner sharing events per year, for partners to share their interventions on professionalization of teachers and personnel, and good practices on improving working conditions, and include them in the [Compendium of promising good practices](#)

Engage with the PRE-PRIMARY TEACHERS and FACILITATORS thematic Group

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