



Organized jointly by:



Professionalization of early childhood care and education personnel: the missing piece for strong leadership?

Thursday 8th October from 11h00 to 12h30 (Paris, GMT +2)

English and French interpretation available

Registration

Context

Quality early childhood care and education (ECCE) lays the foundation for good health, socio-emotional development, educational success in subsequent schooling and lifelong learning, and future labour market participation. As a key determinant of quality, teacher capacities and working conditions must be paid increased attention in efforts to promote the achievement of the second target of United Nations Sustainable Development Goal 4 “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”.

A critical aspect in the professionalization of all education personnel, including ECCE personnel, is the reinforcement of leadership. Early childhood teachers and educators are in a position to take leadership in determining and adjusting curriculum and pedagogical practices and reaching out to parents and other stakeholders for the wellbeing and learning of young children. This capacity has been called upon particularly at times of crisis, such as crises arising from natural disaster or conflicts or health crises including the COVID-19 pandemic that we are still facing today.

However, is leadership an integral part of pre-service and in-service training of early childhood teachers and centre directors? Is leadership a notion that teachers and centre directors are aware of as part of their professional identity as well as pedagogical and professional practices? Early childhood personnel may not consider that leadership is a quality that everyone can nurture, as they lack societal recognition of the importance and value of their work due to their inadequate working conditions and status. What can be done concretely to motivate early childhood teachers to constantly improve their leadership competencies?

The World Teachers' Day of 2020 is an excellent opportunity to raise these issues in relation to ECCE, to celebrate the tireless efforts and dedication of ECCE personnel in supporting young children and their families in uncertain and difficult times, and to reflect upon and learn from others' experiences to enrich our own perspectives and practices. The webinar is jointly organised by the Ministry of General Education of Zambia, VSO International, VVOB and the Thematic Group on ECCE Teachers of the International Task Force on Teachers for Education 2030 (TTF).

Objectives and expected outcomes

The aim of the session is to raise awareness of the importance of teacher leadership in relation to ECCE, to discuss key issues around teacher leadership in the context of ECCE, and to point to innovations and recommendations on how to strengthen teacher leadership in ECCE. This will be accomplished by reviewing a set of international guidelines developed on the promotion of decent work of early childhood educators from the perspective of teacher leadership; discussing two concrete national studies from Africa and Asia; and highlighting lessons and experiences from an early childhood education centre leader working in a refugee camp and an education ministry department in charge of early childhood education. Some of the key questions to be raised during the webinar are:

- Why is teacher leadership important in the context of ECCE?
- How does leadership at different levels (i.e. classroom-, school/centre-, and community-level) affect factors of teacher motivation?
- What kinds of pre-service and in-service training and other mechanisms are needed for nurturing strong teacher leadership?
- How can early childhood centre managers and education authorities facilitate teacher leadership in early childhood education, thus increasing their motivation?
- What experiences can we find in teachers taking leadership, notably in curriculum and pedagogical innovations in times of crisis, including in emergency situations and during the COVID-19 pandemic?

The session is intended for all those concerned with the development of and investment in ECCE and the education sector. This includes teachers and directors of early childhood centres,

professionals from policymakers, teachers and directors of early childhood centres, professionals from teacher training institutions, civil society, private sector and international organisations supporting ECCE and education sector development.

How to register

Click on : https://unesco-org.zoom.us/webinar/register/WN_u6Zf5htRgWtC0ID5q-n7Q

Provisional agenda

Thursday, 8 October 2020	
11h00 – 11h10	<p>Opening remarks Borhene Chakroun, Director, UNESCO Ydo Yao, Director a.i., International Bureau of Education (IBE), UNESCO</p>
11h10 – 12h10	<p>Presentations Moderator: Gwang-Chol Chang, Chief, UNESCO</p> <p>Nikolina Postic, Technical Officer, ILO What do the ILO Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel say about teacher leadership? (10 min)</p> <p>Daniel Nelson Ngota, ECCE Caregiver, New Generation ECCE centre in village 11, Uganda Insights and reflections on teacher leadership from experiences in an ECCE centre in a refugee camp in Uganda (10 min)</p> <p>Purna Kumar Shrestha, Education Lead Advisor, VSO International Factors of teacher motivation and equitable participation in ECCE: Insights and recommendations from a participatory study in Cambodia (10 min)</p> <p>Anna Murru, Partnership Manager, VVOB Factors of teacher motivation and teacher leadership in ECCE: Insights and recommendations from research in Zambia (10 min)</p> <p>Susan Kalumba, Principal Education Officer, Directorate of Early Childhood Education, Ministry of General Education, Zambia Supporting teacher leadership to increase the motivation of early education teachers: Experiences from Zambia (10 min)</p>
12h10 – 12h25	<p>Q&A session following the panel discussion Chat moderator on zoom: Yoshie Kaga, Programme specialist, UNESCO</p> <p>Questions to be sent in via the chat function</p>
12h25 – 12h30	<p>Summary and closing remarks Rokhaya Diawara, Programme Specialist, UNESCO</p>

Speakers' bios

Borhene Chakroun, UNESCO



He is the Director of the Division of Policies and Lifelong Learning Systems at UNESCO. His work focuses on global trends in reforming education and training systems for skills development in the context of the 2030 Sustainable Development Agenda. He has conducted a range of policy reviews and skills systems diagnosis and authored various articles and books on skills development and lifelong learning. Previously he worked as a consultant for the EU, the World Bank and other international organizations and the European Training Foundation (ETF).

Yao Ydo, UNESCO-IBE



Currentely Director a.i. of UNESCO International Bureau of Education in Geneva. Prior to joining the IBE, Mr. ydo Yao served as the Regional Director UNESCO Multisectoral Regional Office in Abuja. He worked over 23 years of wide experience within the UN system. His extensive hands-on experience in education includes a variety of education posts at UNESCO Field Offices in Mali, Cameroon, Congo (DRC), and Senegal. In his various functions, Mr. Ydo acquired experience in the development of partnerships and resource mobilization from development banks, private sector, UN agencies, and Governments (self-benefiting funds). He moves up from programme specialist to managerial functions, including the UNESCO Representative to Côte d'Ivoire.

Gwang-Chol Chang



He is the Chief of Section of Education Policy at UNESCO. He worked at various positions within UNESCO such as Chief of Education Section at the Regional Office in Dakar, Senior Programme Specialist at Asia-Pacific Regional Bureau for Education, as well as at various units of the Education Sector in Paris, supporting and leading diverse programmes of education policy analysis, planning and management. Before 1996, he worked at the Ministry of Education of his country.

Anna Carmen Murru, VVOB



Zambian by birth, Anna Carmen Murru holds a Masters' Degree in Political Sciences, with a focus on International development and Africa. She is currently the Partnership Manager at VVOB, working out of Zambia, but covering all VVOB partner countries. With VVOB, Anna has also previously served as Zambia Country Programme Manager, working with the Ministry of General education to build the capacity of teachers and educational leaders through existing educational structures, which is VVOB's core work and approach. Her current role in the organization is to support networks, partnerships and programmes that cut across VVOB country specific engagements.

Susan Kalumba, Ministry of General Education



Currently the Principal Education Officer in charge of Early Education in the Directorate of Early Childhood Education, Susan Kalumba holds a Masters' degree in Education Administration and Management from DMI University, a Bachelor of Arts in Secondary Education in Social Sciences from the University of Zambia, a Diploma in Business Studies from the Technical and Vocational Teachers' College, and a Primary School Teachers' Certificate from Kasama Teachers Training College. Susan started her career in the Ministry of Education as a class teacher and served as a Boarding Master at St Mary's Girls Secondary School and later at Chongwe Boys Secondary school. She has held various positions such as primary school head teacher, education standards officer of general inspection, district education board secretary, and senior education officer under the Directorate of Teacher Education and Specialised Services.

Daniel Nelson Ngota, New Generation ECCE Centre in Village 11, Bidibidi Refugee Settlement, Yumbe District, Uganda



Daniel Nelson Ngota was a schoolteacher in South Sudan. He fled from his home in 2016 due to the outbreak of war, and when he found that his home became occupied by others upon his return, he decided to seek refuge in Uganda. Daniel registered as a refugee with UNHCR and was transported to Zone 3, Bidibidi. Life was hard. Then, when VSO launched the ECCE project in the community in 2019, he successfully became a caregiver to support young children's learning at an ECCE centre at Bidibidi. Daniel was promoted to Assistant Lead Caregiver at New Generation ECCE Centre in Village 11 and is working with refugee and host community children. When his centre became closed due to the outbreak of COVID-19, he had to stop working. However, when VSO introduced home-based learning sessions to support education continuity, Daniel started working again, engaging parents and other caregivers in storytelling, rhymes, modelling of different objects using clay, counting, singing and traditional dance with young children.

Nikolina Postic, ILO



Nikolina Postic is a Technical Officer in the Sectoral Policies Department of the International Labour Organization. Her work primarily focuses on working conditions and labour rights in the teaching profession, with emphasis on social dialogue and the future of work in the education sector. She is currently managing a project on digitalisation, the future of work and the teaching profession in East Africa. Nikolina co-chairs the thematic group on ECE teachers and educators of the International Task Force on Teachers for Education 2030.

Purna Kumar Shrestha, VSO International



Purna Kumar Shrestha is an expert in education and development with 30 years of experience in classroom teaching, education leadership, teacher training, project management of grass roots-development works, research, advocacy, and participatory facilitation skills. He started his teaching career as a pre-primary teacher in 1990, and worked for Room to Read in Nepal. He is currently Education Lead Advisor at VSO International. He led an innovative home-based early childhood education programme for Rohingya children in Jamtoli camp, Cox's Bazar, and developed a mobile application [VSO School app](#) to empower ECE teachers and caregivers. He contributed to the development of [MESHGUIDES on Early Childhood Care and Education in Emergencies](#). Purna is a member of the steering committee of the International Task Force on Teacher for Education 2030 and a member of United Nation Girls' Education Initiative International Advisory Committee. Father of two young children, he founded the Early Years Education Society – UK (www.eyes-uk.org) in the UK in 2017.

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