



5 - 9 November | Montego Bay, Jamaica

Session of the thematic group on early childhood care and education (ECCE) teachers and facilitators

Summary report

11th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030

7 November 2018
Montego Bay, Jamaica

Introduction

During the 11th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 (TTF), ILO and UNESCO co-organized and facilitated a session on early childhood care and education (ECCE) teachers and facilitators on 7 November 2018 (see Annex 1 for the agenda). The overall objective of the session was to: i) enable members of the thematic group to get to know one another; ii) share experience, research and initiatives related to ECCE teachers and facilitators; and iii) revisit the recommendations developed in Mexico City and Lomé to establish priorities and activities for 2018-19.

The session was attended by 18 participants from a range of institutions and with interests dealing with early learning and pre-primary education, including academia, education ministries, non-governmental organizations, and international agencies (see Annex 2 for list of participants). The session opened with an overview of the development and work of the thematic group on ECCE teachers and facilitators (TG-ECCE), noting that the group first convened in Mexico City, Mexico in March 2016, with the overall aim of contributing to the achievement of 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 pre-primary education.

Working toward achieving this target, participants at the Mexico City session identified four areas of action to the TTF: i) consider establishing a pre-primary teachers group; ii) use this group to disseminate and use international frameworks and guidelines, such as the ILO Policy Guidelines on the promotion of decent work for early childhood care personnel; iii) carry out a study on factors that could attract men and youth into the pre-primary education workforce; and iv) set up a platform to promote South-South and South-North collaboration and learning on pre-primary teaching and learning.

In line with the first recommendation, TG-ECCE was formally established in Lomé, Togo in September 2017 at the 10th Policy Dialogue Forum. In Togo, in addition to expert presentations, TG-ECCE members and participants were asked to discuss the relevance of the Mexico recommendations and suggest further actions. From this discussion, some of the priorities identified included: i) developing a knowledge exchange platform to promote learning and collaboration; ii) organizing a regional meeting on topics such as training, professionalization, working conditions and status of ECCE personnel; and iii) convening of discussions on good governance, monitoring and evaluation to support ECCE teacher development (see Annex 3 for a complete list of recommendations).

In light of these recommendations, ILO and UNESCO have committed to supporting the TTF's development of a knowledge exchange platform, including by sharing examples of successful platforms. ILO and UNESCO have also been regularly meeting (virtually and in-person) to plan a regional meeting for North and West African countries in mid-to-late 2019. To date, an agenda for the potential meeting has been developed, preliminary consultations with the country host have been held, and partial funding for the meeting has been secured. Additional efforts are being

undertaken to generate further funding, and new means are being explored to facilitate collaboration and exchange of information, including by organizing webinars.

Expert presentation: Dr Jan Peeters, University of Ghent, “What does evidence say about features of effective teacher pre- and in-service training in ECCE?”

Dr Jan Peeters noted the importance of developing and maintaining a competent system where teachers themselves are not solely responsible for the quality of ECCE provision; rather, the system as a whole must be designed so that all – institutions, training centers, local governments, ministries of education, and international networks and organizations – play a role in ensuring quality ECCE programmes. As part of this, teachers need to have reflective competence, meaning that they have to be provided with opportunities to think and talk about their own practice. Establishing professional communities enables a collaborative environment that will foster reflective practice, in-depth dialogue and collective responsibility for quality provision.

To strengthen the supply and quality of ECCE personnel, countries have to establish competence profiles that are broad enough to allow teachers autonomy in meeting their professional obligations. In countries with low qualification requirements, investing in continuous professional development (CPD), especially systematic coaching and mentoring for longer periods of time, has shown to have a positive impact on quality. It is vital that coaches are appropriately trained and that teachers receive training during non-contact hours. Research indicates that CPD and in-service training are just as important as pre-service training to the development of a quality ECCE sector. CPD and in-service training can produce positive outcomes in countries that do not have initial training. For unqualified teachers, it is important to have adapted career pathways.

Attracting and retaining a qualified workforce is proving difficult in many countries due to low professional status, inadequate salaries, poor working conditions, and large student-to-teacher ratios. Women make up the majority of the ECCE workforce. To create greater gender balance, it is important to attract more men to the profession. Interestingly, countries such as Namibia, Tanzania, Ghana and Liberia have more male personnel than the United States and some European countries. Active involvement of practitioners in the transformative process for the improvement of educational practices is essential. Governments have to play an active role in the monitoring of ECCE programmes and institutions, including by establishing accreditation systems (see Annex 4 for presentation slides).

Expert presentation: Dr Karlene Deslandes, Jamaica Early Childhood Commission, “Early Childhood Development Services in Jamaica”

Dr Karlene Deslandes provided a summary of the strategies used to develop an effective early childhood system in Jamaica. Following an overview of the sector in 2002, which revealed that the system was fragmented and lacking coordination, the Early Childhood Commission was established in 2003. The Commission acts both as a regulatory body and multi-sectoral institution that brings together different government agencies and departments that deal with children. The first five-year national strategic plan was developed in 2008.

Prior to 2003, standards were linked to government subsidies and were not supported by any legal or regulatory framework. Furthermore, there was no collection or circulation of data on early childhood institutions. Since then, efforts have been made to develop standards to promote quality provision, and the Commission engaged in the collection and sharing of information. Other developments between 2003 and 2013 included: employment and training of early childhood inspectors and development officers – inspectors assess the schools and produce an instruction report, which is used by development officers to improve practices; improving health and safety within institutions by ensuring, for example, that infrastructure is sound; and developing and implementing a classroom observation tool that enables development officers to assess situations in classrooms and design individual training for teachers, as necessary. Since 2013, the focus has been on increasing the number of institutions receiving certificates of operation (130 are fully certified to operate) and reviewing the functions of development officers, among other things.

Between 2003 and 2013, the Commission also focused its efforts on ensuring that teachers were highly trained in early childhood development and were using appropriate curricula. Achievements during that time included: developing a 0-3 curriculum and revising the outdated 3-5 curriculum; implementing curriculum training programmes; requiring practitioners to have police background checks; developing a human resources strategy to ensure quality teachers at all institutions; and revising training programmes. Since 2013, the focus has been on developing and implementing staffing strategies to ensure more effective deployment of trained teachers, standardizing training methodologies across teacher training colleges, and providing teaching and learning materials to institutions to support curriculum delivery. The number of trained teachers increased to 25 per cent by 2013. In 2018, 45 per cent of teachers were trained.

Beyond 2018, the Commission is looking to: engage in capacity building within early childhood institutions by designing a master teacher programme geared towards developing professional learning communities; increasing mentorship opportunities for new teachers; developing the leadership skills of principals; and increasing the use of technologies to enhance teaching and learning (see Annex 5 for presentation slides).

Discussion: Key questions raised

In terms of improving quality, would it be effective to have more than one teacher per classroom?

- Research on student-to-teacher ratios in relation to quality has not produced conclusive results. A study in Sweden revealed that a smaller student-to-teacher ratio had no effect on learning outcomes. However, student-to-teacher ratios cannot be considered in isolation. It is important to also look at the training received by teachers.
- Nevertheless, it is also important to consider the impact of large classrooms on the work-life balance of teachers. In Nairobi, for example, there are instances involving 75 students to one teacher. An extreme example can be found in Tanzania, with 300 students to one teacher.

Are most of the early childhood institutions in Jamaica private?

- Jamaica has both publicly-funded and privately-funded schools. The majority of early childhood institutions are private community schools that receive government subsidies.

How does the remuneration of early childhood teachers compare to that of other educators?

- Remuneration is very low for early childhood teachers in Jamaica. Once trained, many of the teachers leave early childhood for primary-level teaching due to low salaries.

What does research say about attracting men into the early childhood profession?

- In most countries, the number of men in the early childhood profession is generally less than three per cent. In some Scandinavian countries, such as Denmark and Norway, focusing on outdoor activities and sports has worked to attract more men into early childhood. In addition to changing the conception of the profession, providing high salaries has also offered success. However, even in Scandinavian countries, no more than 10 per cent of the workforce is male. The Māori in New Zealand provide an exception, with 33 per cent of those in the profession being male. This is primarily due to the importance of teaching gender roles in their culture, with men playing a key role in teaching these differences.
- In The Gambia, men comprise 45 per cent of the pre-primary education workforce; however, a follow-up study is required to understand this high proportion. Disciplinary measures and the use of retired teachers are also factors contributing to a larger proportion of men in pre-primary education, including in Ghana and Tanzania, respectively. Gender stereotypes that impact the composition of professions are often reinforced in the classrooms.

Review of online questionnaire

Prior to convening in Montego Bay, an online questionnaire was sent to members of the TG-ECCE and other stakeholders working on issues in early childhood education on 5 October 2018. The overall objective of the questionnaire was to get a better sense of the activities and topics that members and stakeholders would like to see the TG-ECCE undertake at and between Policy Dialogue Fora, as well as to compile a knowledge repository of ECCE initiatives, events, networks and publications to support work in this area. Thirty individuals from 25 countries and institutions responded to the questionnaire.

In terms of the activities that individuals would like to see as part of the annual TG-ECCE sessions, respondents identified, in order of priority: expert presentations; small group discussions; formulation of policy recommendations; visits to early childhood and pre-primary centres; discussions and information exchange with other thematic groups; designated time for networking; information exchange with professionals from host countries; sharing of country experiences; and reviewing existing research on early learning facilitators. Teacher education (initial and continuing), pedagogy and assessment, competencies and professional ethics, and monitoring and quality assurance for performance appraisal were some of the key topics of interest identified by respondents.

Respondents also identified key activities that they would like to see between TG-ECCE sessions, which included, in order of priority: organizing policy seminars; designing workshops for practitioners and teachers; providing technical advice to countries; undertaking joint research and report production, developing toolkits and guidelines; engaging in information and knowledge exchange, including by developing an online knowledge platform; and organizing webinars on relevant issues and topics in early childhood. Questionnaire participants also indicated a number of joint activities to undertake

with the TG-ECCE, including documenting play-based learning approaches and compiling country profiles on ECCE teacher education and terms and conditions of employment.

The questionnaire also compiled a list of relevant initiatives and events, networks and working groups, and publications and resources, which are detailed in the presentation slides in Annex 6.

In response to the presentation on the results of the online questionnaire, the participants provided the following comments and suggestions:

- TG-ECCE may prioritise advocacy and knowledge creation and sharing as its main lines of action. The group pools relevant expertise and resources and is therefore well equipped to address knowledge gaps to advance work in the area, including through joint advocacy and collaborative production and sharing of needed knowledge and tools.
- It may be most productive and strategic to identify potential TG-ECCE joint actions by building on existing and planned activities of TG-ECCE member organizations and countries. For example, as a joint activity, TG-ECCE can provide inputs to the global teacher standards being developed by the TTF Secretariat; or TG-ECCE could consider supporting the ongoing relevant projects being implemented by ILO and UNESCO.
- TG-ECCE members could consider replicating in other countries a recent study conducted in Cambodia by VSO International in cooperation with UNESCO on teacher motivation in ECCE.
- LEGO Foundation and UNICEF have collaborated to develop an advocacy brief on the importance of play and how to strengthen learning through play in ECCE, which was identified as one of the topics of interest for joint activity in the online questionnaire. The brief will be shared once made available.
- VVOB will launch a toolkit on gender sensitive pedagogy to support improved practices in ECCE programmes in February 2019. Further information will be shared by VVOB in due course.
- The plan to organise a regional meeting in 2019 on ECCE teachers for North and West African countries, which is being planned by some TG-ECCE members, was well received. Education International (EI) requested that the meeting not be held at the end of March 2019 to avoid a conflict with EI's planned international meeting on ECCE.
- Given that all TG-ECCE members are busy and therefore have limited time to dedicate to the work of TG-ECCE, joint activities should be limited in number, focused and feasible.

In conclusion, it was decided that the coordinators of TG-ECCE would organize follow-up virtual discussions with group members to define joint activities and develop a workplan for 2018-19.

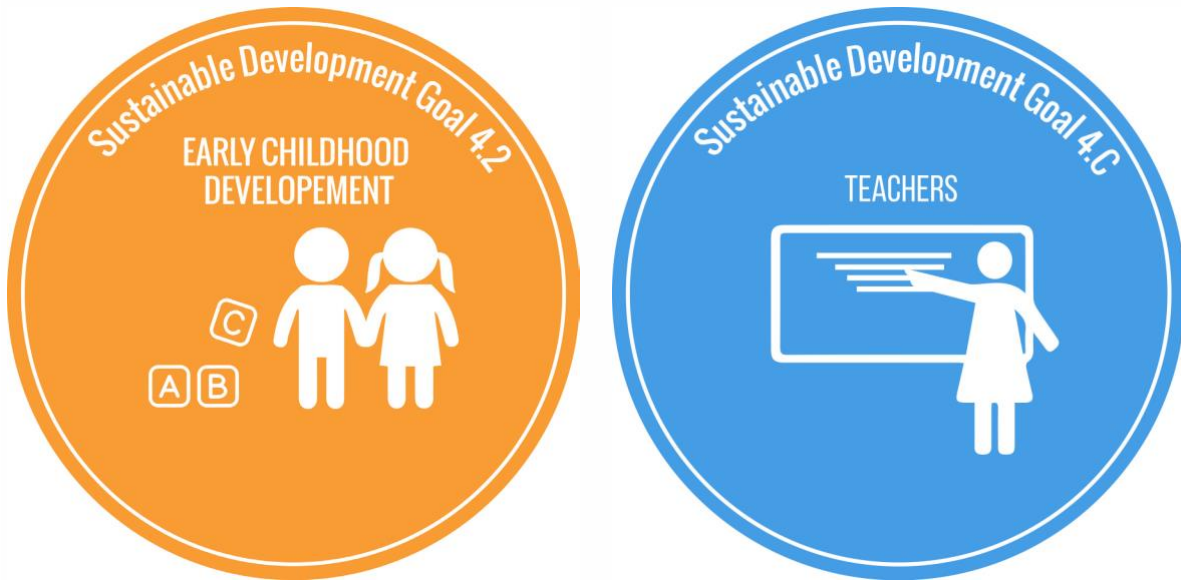
Annex 1: TG-ECCE Agenda



**Annual Meeting and
11th Policy Dialogue Forum**

*International Task Force on
Teachers for Education 2030*

7 November 2018 | Montego Bay, Jamaica



**Thematic Group meeting agenda:
ECCE teachers and facilitators**





Thematic Group: ECCE teachers and facilitators

**Wednesday 7 November 2018, 17:00-19:00,
Co-organized by ILO and UNESCO**

BACKGROUND

To harness the potentials and strengthen the impact of the International Taskforce on Teachers for Education 2030 (TTF), the TTF formalized four thematic groups – Early Childhood Care and Education (ECCE) teachers and facilitators, inclusion and equity in teacher policy and practice, teachers in emergency and conflict situations, and teachers and ICT – in 2017. The thematic groups are to act as implementation partners to promote the achievement of the TTF's goals and objectives – as established in its Strategic Plan 2018-2021 – through advocacy, knowledge sharing and creation, and country support and engagement.

The thematic group on ECCE teachers and facilitators (hereafter TG-ECCE) was created to promote efforts towards developing and strengthening the ECCE profession. ECCE teachers and facilitators have a critical role to play in setting a strong foundation for learning in young children that leads to significant learning and developmental gains in primary education and beyond. To fulfill their role properly, ECCE teachers and facilitators should be equipped with specialized knowledge and skills, benefit from continuous professional development opportunities and support, and experience decent working conditions. These conditions, however, are often overlooked or neglected, resulting in weak foundations for learning in young children.

To this effect, TG-ECCE aims to meaningfully contribute to two targets of SDG 4 on quality education:

- *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.*
- *SDG target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.*

The 10th Policy Dialogue Forum of the International Taskforce on Teachers for Education 2030 (TTF), held in Lomé, Togo in September 2017, convened for the second time a thematic group session on ECCE teachers and facilitators. During this session, co-organized by ILO and UNESCO, participants recom-

mended six areas of potential action for TG-ECCE:

1. Development of a knowledge exchange platform to promote learning and collaboration
2. Organization of a regional meeting on topics such as training, professionalization, working conditions and status of ECCE personnel, with potential visits to ECCE centres
3. Research on attracting and retaining skilled and qualified ECCE teachers
4. Convening of discussions on good governance, monitoring and evaluation that support ECCE teacher development and management
5. Development of an implementation framework defining the roles and responsibilities of stakeholders to harmonize actions in ECCE
6. Establishment of mechanisms to monitor the implementation of compulsory ECCE with benchmarks and well-defined timelines

PURPOSE

The purpose of this year's session is threefold:

1. To enable TG-ECCE members to get to know each other;
2. To share experiences, research and initiatives related to ECCE teachers and facilitators; and,
3. To revisit the recommendations of the previous session and to agree on priorities and activities of TG-ECCE, including developing a TG-ECCE workplan for 2018-2019 with both clear deliverables and commitments from persons and institutions to take the lead.

The main working language of the session is English. Support will be provided for translation into French.

The session will be facilitated by Yoshie Kaga (UNESCO) and Nikolina Postic (ILO).



Programme

● TG-ECCE session: 7 November 2018 (17:00 – 19:00)

- 17:00-17:10** (People moving from the previous session and settling down in the meeting room)
- 17:10-17:30** Introduction to the session and participants
Election of chair and rapporteur
Follow-up from Lomé session and recent developments (20 min)
- 17:30-17:50**
- What does evidence say about features of effective teacher education and professional development for early childhood educators? Jan Peeters, University of Ghent (10 min)
 - What lessons does Jamaica offer on designing and implementing effective teacher education and professional development? Karlene Deslandes, Jamaica Early Childhood Commission (10 min)
- 17:50-18:20** Question and answer period (30 min)
- 18:20-18:40** Presentation on the results of the online survey for TG-ECCE (20 min)
- 18:40-19:00** Discussion and identification of elements for TG-ECCE workplan 2018-2019 / Conclusion and way forward (20 min)
- Designate (co-)leads for specific follow-up activities
 - Establish a small group to elaborate TG-ECCE workplan 2018-9
 - Check who would be interested to be part of developing the agenda of the TG-ECCE session at the next TTF Forum

Annex 2: List of participants

Name	Institution	Position	Country	Email
Dr. SINYOLO, Dennis	Education International	Senior Coordinator	Belgium	dennis.sinyolo@ei-ie.org
PEETERS, Jan	Ghent University, Innovation on ECCE	Senior researcher consultant	Belgium	jan.peeters@ugent.be ; peetersjanjozef@gmail.com ; jan.peeters@vbjk.be
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DIEBEL, Erfan	GIZ/Germany	Senior Education policy Advisor	Germany	erfan.diebel@giz.de
Dr. DEGRASSE-DESLANDES, Karlene	Early Childhood Commission (ECC)	Executive Director	Jamaica	kdeslandes@ecc.gov.jm
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KAGA, Yoshie	UNESCO	ECCE Programme Specialist	France	y.kaga@unesco.org
POSTIC, Nikolina	ILO	Junior Project / Program Officer	Switzerland	postic@ilo.org

Annex 3: TG-ECCE overview and recommendations presentation



Early childhood care and education (ECCE) teachers and facilitators

11th International Policy Dialogue Forum

Yoshie Kaga (UNESCO) and Nikolina Postic (ILO)

7 Nov 2018, 17:00-19:00
Montego Bay, Jamaica



International Task Force on Teachers for Education 2030

Session Overview •

- Introductions
- Review of progress since Mexico City (March 2016)
- Expert presentations
 - Jan Peeters, University of Ghent
 - Karlene Deslandes, Jamaica Early Childhood Commission
- Presentation of member survey results
- Development of 2018-19 work plan

Mexico City, Mexico, 14 March 2016

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 pre-primary school*

Identified four teacher-related challenges:

- qualifications and training
- professional status and professionalization
- equity and inclusion
- governance and funding

ECCE teachers and facilitators 3

Mexico City, Mexico, 14 March 2016

Recommended actions to the TTF:

- Establish a pre-primary teachers group within the TTF to promote networking, partnership and collaboration, sharing of experiences
- Through this group, disseminate and use international frameworks and guidelines to provide states with guidance on improving teaching and learning conditions in ECCE services
- Carry out a study on factors that could attract men and youth into the pre-primary education workforce
- Set up a platform to promote South-South and South-North collaboration and learning on pre-primary teaching and learning, teacher development and management

ECCE teachers and facilitators 4

Lomé, Togo, 18 September 2017

Formally established thematic group on ECCE teachers and facilitators

Recommended actions for ECCE thematic group:

- Develop a knowledge exchange platform to promote learning and collaboration
- Organize a regional meeting on topics such as training, professionalization, working conditions and status of ECCE personnel
- Conduct research on attracting and retaining skilled and qualified ECCE teachers
- Assist with convening discussions on good governance, monitoring and evaluation that support ECCE teacher development and management
- Assist with developing an implementation framework defining the roles and responsibilities of stakeholders to harmonize actions in ECCE
- Assist with establishing mechanisms to monitor the implementation of compulsory ECCE with benchmarks and well-defined timelines

ECCE Teachers and Facilitators

Thank you!
Merci! Gracias!

Learn more:

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Annex 4: Dr Jan Peeters, University of Ghent, presentation



FACULTY OF PSYCHOLOGY
AND EDUCATIONAL SCIENCES

11th Policy Dialogue Forum
Montego Bay , Jamaica , 5-9
November 2018



What does evidence say about features of effective teacher pre-and in-service training in ECEC?



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What can we broadly learn from literature? Qualifications matter, but so do people and systems

- staff qualifications matter, higher levels of pre-service qualifications contribute to better staff-child interactions
- content of the training is crucial
 - reflective capacities are most important .
 - pre- and in-service training: balance between theory/practice.
- competent system' is needed,
- career pathways for the nonqualified workforce.

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UNICEF: Conceptual Framework to strengthen the supply and the quality of pre-primary personnel

1. Establish appropriate pre-primary job profiles and associated qualifications requirements
2. Attract and retain pre-primary workforce
3. Implement equitable, responsive opportunities for potential and current pre-primary personnel to gain essential qualifications and competencies
4. Promote continuous improvement through monitoring of pre-primary workforce development programs

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1 Establish appropriate pre-primary job profiles and associated qualifications requirements.

- Competence profiles (professional standards) are crucial
 - Need for broad definition of 'competences'
 - alignment between curriculum, professional competence profile, and training competence profile for the initial training
- Countries with low qualifications requirements : investing in **systematic coaching and mentoring for longer periods of time**

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2 Attract and retain pre-primary workforce.

- social status of the profession and the salaries is crucial
- attractive competence requirements: play and outdoor activities, creativity (other profile than primary school teacher)
- rapid expansion of places: negative effect on professionalization
- gender balance: attract male workers: Namibia, Ghana, Tanzania, Liberia
- ECEC: secure job in some countries
- low status & low pay: high turnover
- support by coaches and special teacher
- adapted pathways for career development for low qualified
- link with community (Madrassa, East Africa)

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3 Implement equitable and effective training programs for potential and current pre-primary personnel

- **Pre-service:** essential to develop a ECEC sector
a combination of coursework and field training, balance practice/ theory
- **In-service (CPD):**
 - positively linked to staff-child interactions when: useful ECEC content; mentoring, coaching of an appropriate length.
 - involvement of practitioners, focused on practitioners learning in practice, embedded in a coherent pedagogical framework that builds upon research and addresses local needs.
- professional learning communities: learning from each other practice, collective responsibility, shared values

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Eurofound systematic review: which CPD interventions are effective, effect on quality and child outcomes? (Peeters, et al., 2015, Peleman, et al, 2018)

- Intensive CPD programs
- -with an active **involvement of practitioners** in the transformative process for the improvement of educational practices within ECEC settings
- -focused on practitioners **learning in practice**, in dialogue with colleagues and parents
- -where a **coach** is available during **non-contact hours**.
- - have to be **embedded in a coherent pedagogical framework** or curriculum that builds upon **research** and addresses **needs of migrant and refugee families**

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Professional Learning Community: more team collaboration and cohesion makes job attractive

NESET II study for EC :Transforming schools into professional learning communities (Sharmahd, Peeters, Van Laere, Vonta, De Kimpe, Brajković, Contini, Giovannini , 2017)

- *Reflective and indepht dialogue*
- *Deprivatisation of practice*
- *Collective reponsibility*
- *Shared values and vision*
- *Leadership*

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3 Implement equitable and effective training programs for potential and current pre-primary personnel

- Pathways to professionalization for unqualified workers or for workers with degrees that have no link with ECEC.
- Invest in limited capacity of LMIC's and resources to train the teachers)
- Primary school teachers: six-month qualified program Pakistan
- Invest in formal procedures for evaluating of work placement.

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3 Implement equitable and effective training programs for potential and current pre-primary personnel: inspiring practices

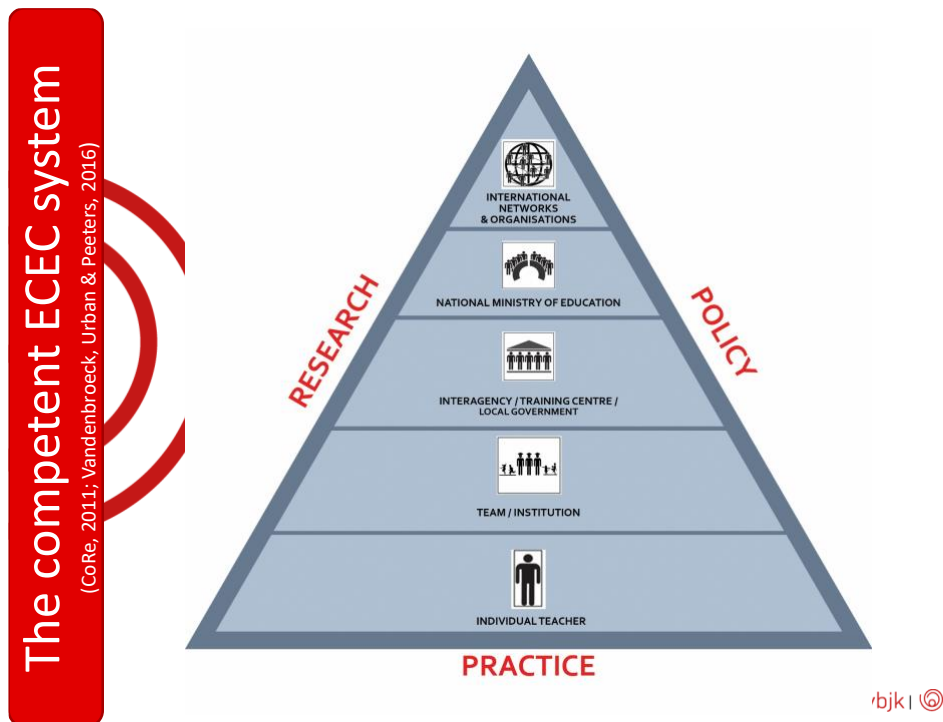
- Madrassa two-year training program: orientation, 78 weeks of work-based training, ongoing support and mentoring
- P.L.A.Y. (South Africa) online in-service training: learning through play, 150.000 participants,
- Coaching and mentoring tool: Wanda , system P.L.A.Y.
- Training local communities/mothers Ghana
- two year training: Chile, video interaction as coaching
- Georgia: methodologist as coach
- New tertiary initial training in Morocco

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4 Promote continuous improvement through monitoring of pre-primary workforce development programs

- Monitoring: improvements in the quality of workforce policies, the quality of implementation of policies and training, and the quality of practices
- In many LMICs training requirements are not met
- accreditation system: increases the quality of the initial and in-service training.

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- The construction of a new profession (Peeters, 2008)
- CoRe: Competences requirement in ECEC, DG Education and Culture (Urban, Vandenbroeck, Peeters, Lazzari & Van Laere, 2011; Vandenbroeck, Urban & Peeters, 2016)
- ISSA DECET: Exploring Competences for professional practice in ECEC (Van Laere, Del Barrio, Malleval, Trikić, Murray, Peeters, Spence, Tanckersley & Urban, 2012)
- Eurofound study on Continuous professional development (Peeters, Lazzari, Cameron, Budginaite, Hauari, Peleman & Siarova, 2015)
- NESET II (Network of researchers for EC DG E&C)
 - Professionalisation of childcare assistants in ECEC (Peeters, Sharmahd & Budginaité, 2016)
 - Transforming European ECEC services and schools into professional learning communities (Sharmahd, Peeters, Van Laere, Vonta, De Kimpe, Brajković, Contini, Giovannini & Vanblaere, in press)
- Peleman, B., Jensen, B., Peeters, J. (2018) Editors of Special Issue on Innovative Approaches towards Continuous Professional Development in ECEC. European Journal for Education

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Early Childhood Development Services in Jamaica

Karlene DeGrasse-Deslandes
Executive Director
Early Childhood Commission



Presentation Overview

- ECD Prior to 2003
 - Overview and Establishment of the ECC
- ECC: 2003 – 2018
 - Development of the National Strategic Plan (NSP) for Early Childhood Development 2008 – 2013 & 2013 - 2018
 - Parenting
 - Child Health & Nutrition
 - Family & Children At Risk
 - Quality Schools
 - Qualified Teachers & Relevant Curricula
- Toward Vision 2030



ECD Prior to 2003:



Early Childhood Commission

- In 2003 the Early Child Commission was established by an act of parliament - **THE EARLY CHILDHOOD COMMISSION ACT**.
- In recognition of the need for a comprehensive and integrated delivery of early childhood programmes and services to facilitate optimal child outcomes



Early Childhood Commission

- The Commission has a two-fold mandate:
 - Regulatory Powers
 - Inter-sectoral responsibility for national policy formulation and compliance with international agreements.



ECC's Legislated Functions

- Advise Minister of Education on ECD Policy
- Convene consultations with stakeholders
- Co-ordinate and monitor ECD Programmes
- Identify sources of funding for EC sector
- Regulate EC Centres
- Conduct Research on ECD
- Provide information to public on ECD status



ECC 2003 - 2018



Development of National Strategic Plan for ECD



EARLY CHILDHOOD DEVELOPMENT SECTOR STRATEGY MAP – OCTOBER 2007	
National impact	<p>11. Critical thinking, socially competent, healthy children ready for life</p> <p>12. Parents are informed, educated, involved and supported in meeting early childhood development needs</p>
Customer satisfaction	<p>11. Our children's special needs are taken care of</p> <p>12. Fathers, mothers, guardians are involved and satisfied with services provided to their children</p>
Key processes	<p>IP1: Effective parenting education and support</p> <p>IP2: Effective preventive health care</p> <p>IP3: Effective screening, diagnosis and intervention for "at risk"</p> <p>IP4: Safe learner centred well-maintained EC facilities</p> <p>IP5: Effective curriculum delivery by trained early childhood practitioners</p>
Working environment	<p>LG1: The sector and sector agencies are achieving targets and are governed by frameworks that promote achieving results in a consultative environment</p> <p>LG2: Timely clear and current information to support evidence based decision making</p>



QUALITY SCHOOLS



Quality Schools Status in 2003

- Over 3,000 ECIs
- Establishment of Standards in some areas linked to receipt of GOJ subsidy
- Standards not supported by a Legal and Regulatory Framework
- Absence of a system for recording and reporting on status of ECIs
- Significant variations in quality



Quality Schools Goal

To improve the quality of programmes and services offered by early childhood institutions through a process support by set Standards for better child outcomes.



Quality ECIs Achievements 2003-2013

- Development of standards for ECIs
- Employment and training of EC Inspectors and Development Officers.
- Development of a regulatory system for ECIs, including legislation, application and inspection systems
- ECI staff trained in areas of Inspection 2007 and Development 2010
- Improvement in ECI health and safety status, as indicated by increasing proportion of Permits to Operate issued with time
- ECI reports publicly available on ECC website.
- Development and Implementation of the Classroom Observation Tool (COT).



Quality ECIs Achievements 2013-2018

- Effective Standards and Inspection System
 - Increased number of ECIs receiving a Permit to Operate
 - 130 ECIs Receiving Certificate of Registration
 - Increased partnerships with the private sector in the area of Standards achievement and maintenance
- Support ECIs to meet standards
 - Review Development Officer Functions
 - Development and Implementation of ECI Development Plans
 - Development and implementation of a national training plan to meet ECI needs



Quality ECIs Achievements 2013-2018

- Development and Implementation of the ECC's Modernization Programme (creation Infant Schools and Departments)
 - Update geo-mapping of ECIs
 - Identify ideal location of ECIs based on population distribution
 - Identify ideal distribution of teachers to ensure access to trained teachers
- Generally looking at community resources and distribution
- Increased emphasis on the 12 Operating Standards
- Developing and implementing targeted strategies for Certification of ECIs



QUALIFIED TEACHERS and RELEVANT CURRICULA



Qualified Teachers and Appropriate Curricula Status in 2003

- Research Evidence: International research indicates quality of teacher training and ratios the most important factors impacting child development at pre-schools
- Lack of Information:
Information on teacher training only available for infant schools and departments.
- Children's Curriculum
 - Absence of 0-2 year old curriculum
 - Outdated 3-5 year old curriculum



Quality Teachers and Appropriate Curricula Goal

To ensure that teachers are highly trained in early childhood development, and using an appropriate early childhood curricula



Quality Teachers and Appropriate Curricula Achievements 2003-2013

- Requirement for Practitioners to have Police Records.
- Administrative advancements
 - Development of an EC HR Strategy
 - Development and implementation of a registration system for EC teachers and practitioners (collaboration with MOE)
- Employment and training of development officers to provide curriculum support to ECIs
 - Development of Classroom Observation Tool to monitor classroom quality
- Revision of NCTVET programmes
 - Revision of Level II competence standards and curriculum to include new legislative requirements and new developments in the EC field
 - Development of Level III competence standards and curriculum and delivery of Level III programme for EC practitioners



Quality Teachers and Appropriate Curricula Achievements 2003-2013

- Increase in proportion of Trained ECI Staff
 - Increase in the number of trained teachers in 2008 to 25% in 2013
- Children's Curriculum Development
 - New Curriculum for children 0-2 years
 - Revised Curriculum for children 3-5 years
 - Development and implementation of curricula training programmes



Quality Teachers & Appropriate Curricula Achievements 2013-2018

- Effective Staffing Strategy for ECIs
 - Development and implementation of staffing strategy for more efficient deployment of trained teachers,
 - Development and implementation of EC training programmes
 - Development and implementation of NCTVET Level III in EC on-line
 - Increase of 20% in the number of qualified teachers at NCTVET Level III and above



Quality Teachers & Appropriate Curricula Achievements 2013-2018

- Ensure quality teaching of approved curriculum
 - Standardization of training methodologies across teacher training colleges and ECC's Development Officers.
 - Revision of COT and COT results to guide curriculum seminars.
 - Provision of teaching and learning materials to ECIs to support curriculum delivery
 - More targeted use of the material grants to community schools.



Towards Vision 2030



Towards Vision 2030

- Building Capacity within the ECIs
 - Development of a master teacher programme geared towards developing professional learning communities in ECI Clusters to promote student achievement
 - Development of a leadership program for principals
- Increased mentorship for new teachers and coaching for experienced one especially in the use of technology to enhance teaching and learning
- Increased use of ICT in ECD
- Increased media presence – use of social media



THANK YOU

“It is easier to build strong children than to repair broken men”

Frederick Douglass



Results of the online survey for the TG-ECCE

Thematic Group on ECCE Teachers and Facilitators (TG-ECCE) Session
11th Policy Dialogue Forum of the TTF
7 November 2018, Montego Bay, Jamaica

Purpose

- Receive your feedback on the previous TG-ECCE session
- Understand your expectations and interests regarding the work of TG-ECCE
- Gather information about initiatives, networks, resource knowledge bases and events that may be of interest to TG-ECCE members

Respondents

71 people from 41 countries/institutions invited to participate

30 people from 25 countries/institutions responded (thank you!)

- 67% (20 out of 30 respondents) are TTF member countries/institutions
- 37% (11 out of 30 respondents) participated at the previous TG-ECCE session in Lomé in September 2017

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Respondent countries/institutions (n = 25)

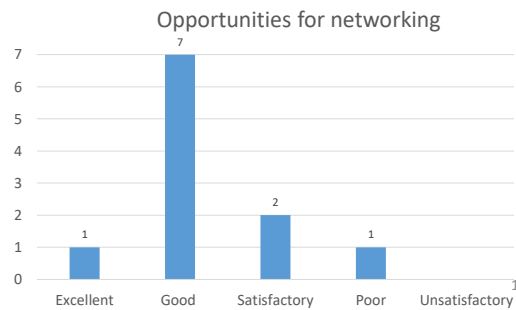
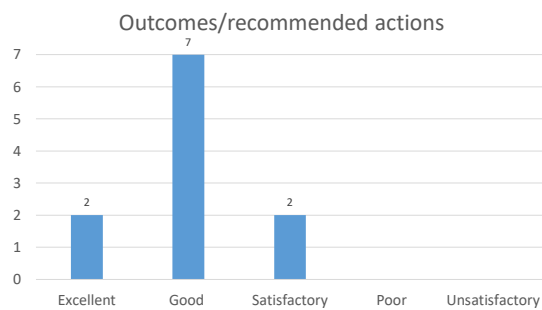
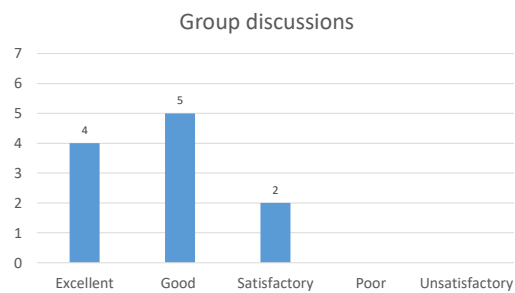
Category	Respondent countries/institutions	# (%)
Countries	Teachers Registration Board South Australia, The Ministry of Education and Culture of The Republic of Indonesia, Ministère des enseignement primaire, Secondaire et de la Formation Professionnelle du Togo, Early Childhood Care and Development Council of the Philippines, Commission Nationale de l'UNESCO de la République démocratique du Congo, Early Childhood Commission of Jamaica, Instituto Dominicano de Evaluación e Investigación de la Calidad Educativa (IDEICE) of the Dominican Republic	7 (28%)
NGOs/Foundations	Education International, Results for Development, Right to Play, VVOB, Sabre Education, VSO International, Fondation Marocaine pour l'enseignement du préscolaire (FMPS), LEGO Foundation	8 (32%)
Universities	University of Hong Kong, University of Ghent	2 (8%)
Teacher unions	The Danish Union of Early Childhood and Youth Education/ BUPL, Ghana National Association of Teachers	2 (8%)
Intergovernmental organisations	OECD, Southeast Asian Ministers of Education Organization (SEAMEO), SEAMEO INNOTECH, ILO, UNESCO, UNESCO-IICBA	6 (24%)
Total		25
* 2 respondents were independent		

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How do you rate the TG-ECCE session in Lomé?

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Lomé assessment (total response: n = 11)



What types of activities would you like to see included as part of annual TG-ECCE sessions?

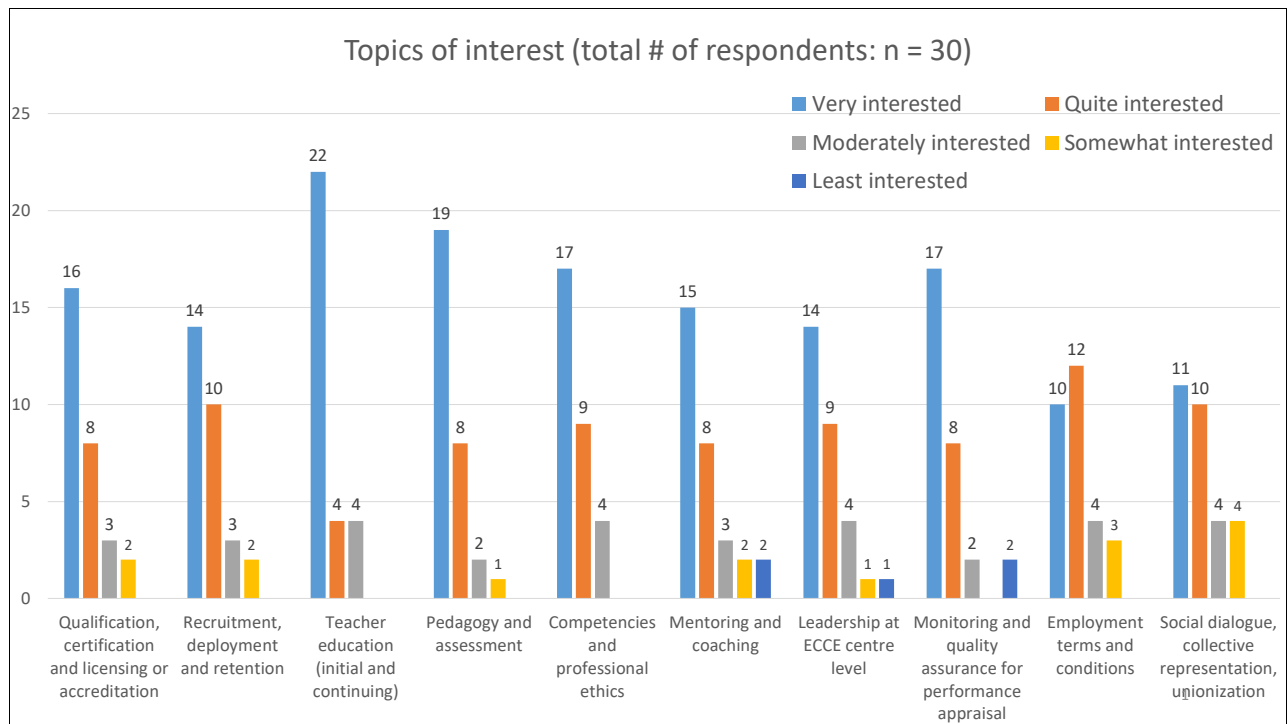
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Ranking	Type of activity during TG-ECCE session	Total # of responses (30)
1 st	Expert presentations	22
1 st	Small group discussions	22
3 rd	Formulation of policy recommendations	21
4 th	Visits to early childhood/pre-primary centres	20
4 th	Discussion/information exchange with other thematic groups	20
6 th	Designated time for networking	17
Other (specify)	Exchange with professionals of host country (Ministry of Education of Togo)	1
Other (specify)	Sharing of country experiences in the areas of curriculum, HRD, research, monitoring and assessment (ECCD Council of the Philippines)	1
Other (specify)	Exploration of research on early learning facilitators (UNESCO-IICBA)	1

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What topics are you interested in learning more about through opportunities created by TG-ECCE?

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Key findings: topics of interest

Topics of highest interest

- Teacher education (22 very interested / 4 quite interested)
- Pedagogy and assessment (19 very interested / 8 quite interested)
- Competencies and professional ethics (17 very interested / 9 quite interested)
- Monitoring and quality assurance for performance appraisal (17 very interested / 8 quite interested)

Other topic/comment

- Gender (VVBO)
- Leadership in ECCE as an important topic (Teachers Registration Board South Australia)

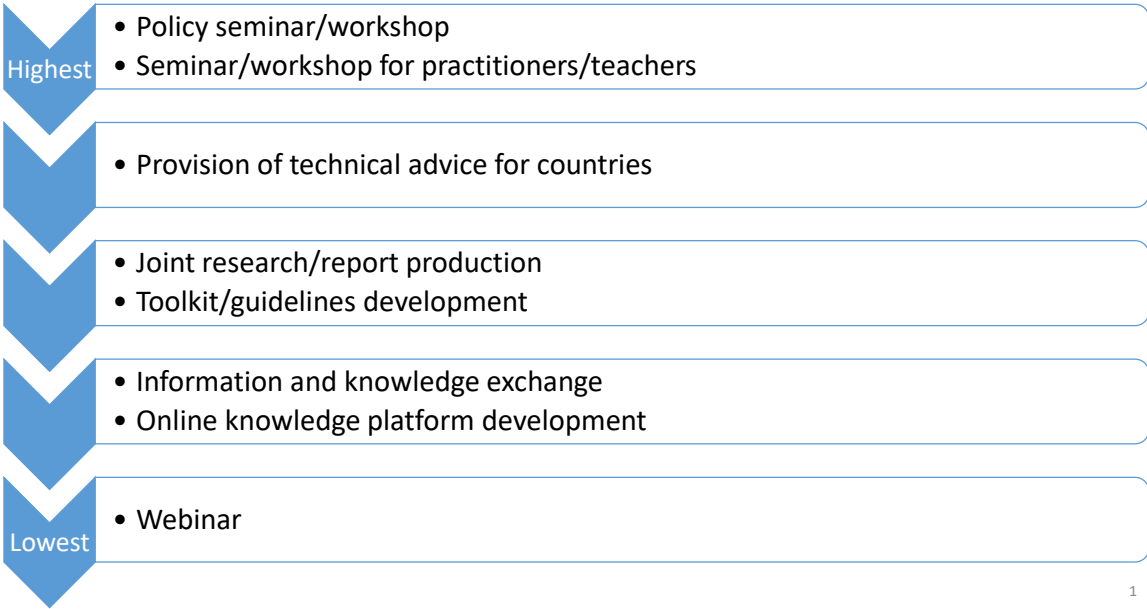
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How should TG-ECCE prioritize its activities between annual TG-ECCE sessions?

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Type of activity between TG-ECCE sessions (Total # of responses: n = 29)	Highest priority	High priority	Medium priority	Low priority	Lowest priority
Organisation of policy seminar	8	15	5	1	0
Organisation of seminar for practitioners/teachers	13	9	5	2	0
Provision of technical advice to countries	6	17	6	0	0
Joint research/report production	11	10	5	3	0
Toolkit/guideline development	11	10	6	1	1
Information and knowledge exchange	10	10	6	3	0
Online knowledge platform development	5	15	7	1	1
Webinars	1	12	10	6	0 ₁

Key findings: Type of activities between TG-ECCE sessions



Is there any concrete activity that you would recommend as a joint TG-ECCE activity?

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Category	Recommended joint TG-ECCE activities
Countries	<ul style="list-style-type: none"> • Documentation of play-based learning approaches (MOE Togo) • Documentation of practice in a large group (MOE Togo) • Implementation of SDG4 in the practices at preschools (DRC National Commission for UNESCO) • Research on initiatives to determine HRD needs of ECCD teachers and managers from the national to the local levels (ECCD Council Philippines) • Country profiles on ECCE (Teachers Registration Board South Australia) • Lack of staff training in the criteria required by this specific population (IDEICE Dominican Republic)
NGOs/ Foundations	<ul style="list-style-type: none"> • Research on the development of ECCE teacher competences (FMPS) • Compilation of country profiles on ECCE teacher education, pre-service training and their terms of employment (VSO International) • Profiling of global organizations working on ECCE (Right to Play Ghana) • Joint participation/presentations/panels at international conferences (VVOB) • Joint webinars/events on relevant topics (Results for Development) • Documentation of play-based learning approaches (LEGO Foundation) • Promotion of ILO Policy Guidelines on ECE Teachers (EI) • Collection of data on specific issues related to the CPD, working conditions and pedagogic approaches in order to propose policy recommendations (EI)

16

Category	Recommended joint TG-ECCE activities
Universities	<ul style="list-style-type: none"> • Compilation of country profiles on ECCE access, quality and teacher education – See the Nurturing Care example (University of Hong Kong) • Interesting examples of how professionalization of non-qualified practitioners can be increased in LMICs (University of Ghent)
Teacher unions	<ul style="list-style-type: none"> • ECCE teacher education and working conditions (Ghana National Association of Teachers)
Intergovernmental organizations	<ul style="list-style-type: none"> • ECCE teacher education, CPD and the SES of ECCE teachers/facilitators (UNESCO-IICBA) • Documentation of play-based learning approaches (UNESCO-IICBA) • Seeking perspectives on teachers' experience in certain country contexts (SEAMEO INNOTECH) • Pathways for accreditation for informal ECCE workers (ILO) • Peer learning about approaches to organising effective CPD (UNESCO) • Compilation of country profiles on ECCE teacher development and management (UNESCO) • Brief for policymakers on play and play-based learning in ECCE (UNESCO) • Video documentation of play-based learning (UNESCO)

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Key findings: Recommended joint activities

Topics

- Play-based learning
 - (video) documentation, brief for policymakers
- Professionalization of non-qualified practitioners in LMICs / accreditation of informal ECCE workers
 - good practice examples
- Teachers' SES, teacher competences (requirements), teacher education, CPD, pedagogical practices, working conditions, ECCE access and quality
 - Country profiles, data collection/research, good practice examples, promotion of ILO policy guidelines
- Pedagogical practice and class management in large-group context
 - documentation
- Assessment of human resource development needs at national/local levels
 - research on relevant initiatives

Modalities

- Compilation of country profiles
- Research/documentation/data collection
- Joint conference presentations/events/webinars
- Brief for policymakers

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Relevant initiatives and events that your country/institution is undertaking or will soon undertake

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Relevant initiatives & events: **Countries**

- **Ministry of Primary and Secondary Education and Professional Development of Togo:** (1) Disseminating the National ECD Policy, (2) Providing pedagogical materials in public kindergartens (3) Reinforcing kindergartens' capacity through initial teacher education
- **DRC National Commission for UNESCO:** Training of preschool teachers and managers by the Congolese Centre for Education for All (CCEPT)
- **ECCD Council, Philippines:** (1) Research on the profiles of community engagement in ECCD, specifically the commitment of local government executives considered the backbone of ECCD at the community level (2) Advocacy and social mobilization to enrich awareness on the significance of ECCD as a national investment
- **Teachers Registration Board South Australia:** (1) Inclusion of ECCE in Australian Professional Standards for Teachers (2) Induction & mentoring of newly qualified ECCE teachers
- **Early Childhood Commission, Jamaica:** In the process of launching a Master Teacher programme for Early Childhood Practitioners
- **IDEICE, Dominican Republic:** Extension and dissemination of support programs for families and the community in healthy parenting practices

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Relevant initiatives & events: NGOs and foundations

- **VSO International:** Conducted a study on ECCE teacher motivation in Cambodia with UNESCO/TTF
- **Right To Play:** In-service Teacher Training in Play Based Learning Methodology, Coaching and Mentoring for ECCE School Supervisors. Logistic Support to ECCE Teacher Networks (Gender-Responsive and Education and Transformation (GREAT)) Project
- **VVOB:** An overview of VVOB's projects and programmes in early education can be found [here](#)
- **Results for Development:** Under the Early Childhood Workforce Initiative, Results for Development and the International Step by Step Association are:
 - preparing a series of country briefs which highlight promising practices related to the early childhood workforce
 - working to develop a needs assessment tool that countries can utilize to diagnose gaps and prioritize actions around supporting the early childhood workforce
- **The LEGO Foundation:**
 - ECCE/Play Lab model for 3-5 year olds and Research on holistic child development (focus on socio-emotional skills, executive function) in partnership with BRAC in Bangladesh, Uganda and Tanzania
 - Supporting Play Conference in South Africa/Pretoria February 27-28, 2018
- **Education International (EI):**
 - Has global and regional working groups on ECE, especially in Africa
 - Undertakes a number of seminars/workshops targeted specifically to ECE educators and support personnel
 - EI affiliates in Zambia, Kenya, Nigeria are working towards adopting the ILO policy guidelines on ECE teachers to their national context

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Relevant initiatives & events: Universities & teacher unions

- **University Ghent:**
 - Involved in UNICEF HQ project on strengthening the workforce in LMICs
 - Involved in UNICEF projects in Albania, Bosnia-Herzegovina, Kosovo, Montenegro, Georgia, Ukraine and Armenia
- **University of Hong Kong:** Offering a [combined degree](#) in ECE and Special Education
- **Ghana National Association of Teachers:** Implementing the Survey of Teachers in Pre-primary Education (STEPP) project in Ghana
- **The Danish Union of Early Childhood and Youth Education/BUPL:** Promoting ILOs' guidelines for ECCE personnel

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Relevant initiatives & events: [Intergovernmental org's](#)

- **OECD:**
 - [TALIS Starting Strong Survey](#) (dissemination of instruments and conceptual framework planned for first half of 2019; first international report planned for October 2019)
 - OECD ECEC Policy Review on [Quality beyond Regulations](#)
- **SEAMEO INNOTECH:** Currently conducting research on teachers' motivation in the Philippines
- **UNESCO-IICBA:** Implementing the '[Play and Resilience](#)' project in three African countries
- **UNESCO:**
 - UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers – 2 out of 3 laureates of the [2018 edition](#) work on ECCE teachers (Indonesia and UK organisation working with Ghana)
 - Implementing the [OECD-UNESCO Joint Initiative STEPP](#) in the Dominican Republic, Ghana, Indonesia, Namibia, Philippines, Togo, Viet Nam (field trial in 2018, main study in 2019 (tbc))
 - Preparing a regional meeting with ILO on ECCE teachers in the Maghreb and Francophone Africa

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Networks/working groups related to ECCE teachers and facilitators that TG-ECCE members should be aware of and could potentially connect with

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Relevant networks/working groups

National

- National Association for the Education of Young Children (NAEYC)
- [Australian Institute of Teaching & School Leadership](#)

Regional

- International Step by Step Association (ISSA) – in Central and Eastern Europe
- Asia-Pacific Regional Network for Early Childhood (ARNEC) – Asia and the Pacific network for ECD
- Africa Early Childhood Network ([AfECN](#))
- EI Africa Regional taskforce independent from the Africa Union Cluster / The African EI ECCE Network (the same?)

International/global

- [OECD ECEC Network](#)
- [Right To Play](#)
- EI Global Working Group
- OMEP (World Organization of Preschool Education)
- Early Childhood Development Action Network (ECDAN)'s [taskforce](#) on the workforce

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Publications, resources and knowledge
platforms of potential interest to TG-ECCE

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Relevant publications & resources

- Dominican Republic IDEICE – [Informe de progreso educativo: Decididos a mejorar!](#)
- VSO's Report of ECCE teachers
- Philippines ECCD Council: Shaping a Sustainable Future: A Compendium of National Child Development Centers in Action; The ECCD Story: To See the Many Hands; Standards and Accreditation of Child Development Centers; Competency Standards of Child Development Teachers and Workers; Standards and Guidelines for Home-Based ECCD Programs
- [ILO Policy Guidelines on ECE teachers](#)
- Education International (EI): Research on privatisation of ECE; Infographics on ECE; ECE Survey on SDG Target 4.2; EI's ECE Policy
- OECD: [Engaging young children](#) (2018); [Starting Strong V](#) (2017)
- UNESCO Bangkok & SEAMEO: [Southeast Asian Guidelines for Early Childhood Teacher Development and Management](#) (2016); [ECCE Teacher Competency Framework for Southeast Asia](#) (2018)
- UNESCO Bangkok & ARNEC: [Innovative Pedagogical Approaches in ECCE in the Asia-Pacific Region](#) (2016)
- UNESCO Santiago: [State of the Art and Policy Guidelines](#) on the Training and Professional Development of Early Childhood Teachers in Latin America and the Caribbean (2016)
- UNESCO-IICBA: Indigenous ECCE Model (high quality, low cost, culturally relevant)
- UNESCO: [A Review of the Literature: ECCE Personnel in Low- and Middle-Income Countries](#), UNESCO (2015) (exist in [French](#) and [Spanish](#) also); [A Review of International and National Surveys relevant to ECCE Provision and the Teaching Profession](#) (2015); [Teacher training in support of ECE in Pakistan: a case study of the Teachers' Resource Centre](#) (2014)

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Relevant knowledge platforms

- University Ghent [VBJK](#)
- [Right To Play](#)
- [Asia Pacific Regional Network for Early Childhood \(ARNEC\)](#)
- [Early Childhood Workforce Initiative](#)
- Research publications, white papers, briefs on learning through play in early childhood in [LEGO Foundation website](#)
- [PlayFutures](#): online network/platform for research and learning and offline collaboration events managed by LEGO Foundation
- [UNESCO ECCE webpage](#)

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TG-ECCE: Value added

- Focus on pre-primary/ECCE teacher development
- Involvement of diverse stakeholders as members – governments, NGOs, foundations, universities, intergovernmental organisations, independent stakeholders
- Opportunity to mainstream ECCE in wider efforts and debates related to teacher policies and strategies, to learn from and influence other levels/areas of education (e.g. primary and secondary)
- Opportunity to meet face-to-face annually, to share, exchange, learn from each other, network, build partnerships and collaboration, at TTF forum
- Opportunity to learn from host country's experiences and observe its practices
- Potential to be an international hub of knowledge on ECCE teachers
- Anything else?

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Discussion Questions

- What are your thoughts on the results?
- What activities would you like the TG-ECCE to undertake?
 - Advocacy
 - Knowledge creation and sharing
 - Country support
- Would you like to lead any of the activities?
- Would you like to be part of developing the TG-ECCE workplan 2018-2019?
- Would you like to be part of designing the next TG-ECCE session agenda (and/or to be coordinators/facilitators)?

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Extract from the TTF Strategic Plan 2018-2019 (p. 13)

2. Thematic groups

Thematic groups are a working modality to share knowledge and ideas and advance technical work on particular topics. They foster discussion among members, encourage collaboration and facilitate national, regional and international activities to which group members can contribute. Their activities are aligned with the main lines of actions of the Strategic Plan. The potential topics of interest are not restricted. In the first phase, four groups will be piloted based on the collaboration developed between several TTF members since 2014:

1. Inclusion and equity in teacher policies and practices.
2. Information and Communication Technology and distance education for teacher development.
3. Teacher management in crisis and emergency situations.
4. Early Childhood Care and Education teachers and facilitators.

Thematic groups are institutionalized and endorsed by the Steering Committee. They are formed on a voluntary basis: there is no restriction on the number of members, and all TTF members are encouraged to participate in activities of the thematic group. Each thematic group is coordinated by lead organizations and countries, and identifies key policy issues to be tackled and existing initiatives and partners to collaborate with. The groups are structured with terms of reference and will contribute to TTF resource mobilization, annual report activities and feedback to the overall TTF knowledge mechanisms.

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