

International Task Force on  
Teachers for Education 2030

# Strategic Plan

## 2018–2021

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# A. TTF Strategic Plan 2018–2021 at a glance

## Vision

Teaching is a valued profession and every learner is taught by qualified, motivated and empowered teachers within well-resourced, efficient and effectively governed systems to achieve inclusive and equitable quality education for all.

## Mission

To mobilize governments and other stakeholders for the advancement of teachers and quality teaching, acting as a catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support and engagement.

## Goals



Improved teacher quantity



Improved teacher quality

## Objectives



**Main line of action 1**  
ADVOCACY



1

Advocate on the critical role of teachers

2

Foster social dialogue for comprehensive teacher policies



**Main line of action 2**  
KNOWLEDGE CREATION  
AND SHARING



3

Reduce the knowledge gap on teachers

4

Strengthen the monitoring of the SDG 4.c target on teachers

5

Exchange knowledge on the teaching profession



**Main line of action 3**  
COUNTRY SUPPORT  
AND ENGAGEMENT



6

Facilitate the support of countries

## Operational objective



7

Strengthen TTF governance

## B. Introduction and background

Education is a fundamental human right and public good. For children, youths and adults all over the world, learning is the path to engage actively in society, make informed choices and use opportunities in a better way. Getting the right knowledge, skills and values allows them to be respected by others and to enjoy healthy and fulfilling lives. Qualified, motivated and empowered teachers play a central role in providing this education. On account of this, the 8th Meeting of the High Level Group on Education for All (EFA) held in Oslo, Norway, in 2008 endorsed the creation of the International Task Force on Teachers for Education for All (TTF).

The TTF is an alliance of committed partners and its outcome is the sum of all its members' efforts. The Steering Committee provides strategic guidance. It is composed of countries, intergovernmental organizations, international non-governmental organizations, private foundations and actors interested in issues on teachers and teaching. The TTF Secretariat, hosted by and established within UNESCO Paris, is mandated to undertake and coordinate a series of catalysing activities that reflect the aspirations of its members.

During the first (2009–2013) and second (2014–2017) phases of its existence, the TTF supported its members to address policy, capacity and financing gaps on teachers and teaching. With the end of the EFA era, the TTF has decided to articulate its activities around the newly adopted international education goals. The Strategic Plan 2018–2021 builds on the Sustainable Development Goals (SDGs), especially the SDG 4.c target on teachers, and the Education 2030 Incheon Declaration and Framework for Action adopted in 2015. Consequently, the official name of the TTF has been changed to the "International Task Force on Teachers for Education 2030".

This new phase of the TTF is also informed by an external evaluation<sup>1</sup> conducted in 2016–2017. The conclusions and recommendations of the evaluation were discussed by the TTF Steering Committee in May 2017 and drive some of the strategic directions of this Strategic Plan. A more detailed account of the implementation of those recommendations is presented in chapter F. Governance and institutional strengthening.

## C. Vision

Teaching is a valued profession and every learner is taught by qualified, motivated and empowered teachers within well-resourced, efficient and effectively governed systems to achieve inclusive and equitable quality education for all.

## D. Mission

TTF's mission is aligned with the SDG4-Education 2030 framework and other international teacher-related normative instruments.

To realize its vision, the TTF mission is:



***To mobilize governments and other stakeholders for the advancement of teachers and quality teaching, acting as a catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support.***



<sup>1</sup> Ockham – Institute for Policy Support. 2017. Evaluation of the International Task Force on Teachers 2014–2016

# E. Theory of change

Figure 1: Theory of change



## 1. Scope

The TTF will serve as a catalyst at all levels of formal and non-formal education, including in crisis and emergency situations, in the framework of SDG4-Education 2030.

The TTF aims to be the international reference point about teacher issues and offer a “one-stop shop” for teacher and teaching-related advocacy, knowledge and support.

The TTF considers that a holistic teacher policy that includes the widest range of interlocking dimensions affecting teachers is the most efficient approach. Nine “dimensions” of a teacher policy are detailed in the *Teacher Policy Development Guide*: recruitment and retention; teacher initial and continuing education; deployment; career path; employment and working conditions; reward and remuneration; teacher standards; accountability; and school governance.<sup>2</sup>

## 2. Impact levels and agents of change

As a worldwide alliance, the TTF’s purpose is to have global impact on teachers and teaching. The TTF will provide expert information and data to the SDG4-Education 2030 Steering Committee, particularly on the implementation of the teacher target. Most of its activities link up with networks and groups of practitioners of international reach. In this sense, the main impulses for change are derived from advocacy and communication, knowledge sharing on the SDG 4.c target on teachers and contribution to its monitoring.

At the regional level, the TTF will inform SDG4-Education 2030 committees and support regional consultations of TTF members and their articulation with regional authorities and processes.

The TTF also ultimately seeks to trigger change at the national level. For that purpose, the TTF focal points in each member country or organization are the main agents of change. The TTF objective is to facilitate national change by equipping the focal points with state-of-the-art knowledge and tools. Insofar as the TTF as a global alliance is concerned, the change process occurs at the level of teacher policies; national focal points together with other stakeholders at country level are responsible for its implementation.

## 3. Goals

Among the numerous determinants of education quality and learning outcomes, getting a qualified and motivated teacher into the classroom is the single-most important school-based factor. The ambitious SDG4-Education 2030 framework cannot

afford not to make considerable progress on teacher and teaching issues to meet the wider challenges of education systems.

The TTF’s vision is clear: it takes a system-wide approach to gear up to the task. Teachers and teaching challenges are both quantitative and qualitative and cut across the whole system. Some examples: reducing the teacher shortage is not enough, teachers need to be attracted to, and maintained in the profession; giving teachers high-level training should go together with professional support and development throughout their career; and resorting temporarily to contractual teachers cannot be done at the expense of quality and lower professional standards. This is why the TTF believes that teacher gaps are both quantitative and qualitative. The TTF considers the most efficient approach to close the gaps is to adopt holistic teacher policies that include the widest range of interlocking dimensions affecting teachers.

Improving teacher quantity and quality are the two goals pursued by the TTF. The goals will drive the activities for each main line of action: advocacy; knowledge creation and sharing; and country support and engagement.



### Goal 1: Improved teacher quantity

The TTF vision’s refers to the three main dimensions of the teacher quantitative gaps: 1) The “supply” of teachers; 2) The “financing” gap where inadequate financing of education systems often leads to teacher shortages; and 3) The “management” gap responsible for imbalances in teacher deployment and lack of inclusiveness in teacher policies.

An increase in access to primary education have marked the past few decades in many countries. It results from a growing demand for education and puts pressure on post-primary levels. On top of that, 263 million out-of-school children and adolescents are still denied their right to education.<sup>3</sup> Consequently, getting teachers into classrooms remains an urgent need. The UNESCO Institute for Statistics (UIS) estimates that 69 million teachers must be recruited until 2030 to achieve SDG 4 goals for primary and secondary education.<sup>4</sup> This estimate covers the two facets of the teacher gap: the need to replace the teachers leaving the workforce to maintain the current level of education provision, often under demographic pressure, and the need for additional teachers to expand access to education in classes of a manageable size.

The teacher shortage is more acute in some regions: Southern Asia and sub-Saharan Africa account for 76 percent of the new

2 International Task Force on Teachers for Education 2030. 2015. Teacher policy development guide – summary.

3 Global Education Monitoring Report. 2016. Education for people and planet: creating sustainable futures for all. UNESCO.

4 UNESCO Institute for Statistics. 2016. The world needs almost 69 million new teachers to reach the 2030 Education goals. UIS factsheet No. 39.

teachers needed in developing countries to reach universal primary and secondary education according to the UIS. In sub-Saharan Africa, the situation is particularly severe as 70 percent of countries are facing an acute shortage at primary level and 90 percent at secondary level.

Behind the purely numeric analysis of teacher shortages, budgetary constraints and teacher management issues play a central role and directly impact responses to the teacher gap.

Teacher salaries are usually the main expenditure item in education budgets. Investing in teachers is instrumental to make sure that the biggest share of the education budget is yielding quality education. Insufficient education spending has critical consequences on teachers: a rising teacher/pupil ratio rising results in deterioration of the learning environment; in many countries, salaries are kept well below standards for a highly qualified profession, leading to the perception of a low status profession; or in the worst case, children are denied any education service. When salaries absorb most of the education budget, expenditures for activities supporting teaching and learning, such as pedagogical materials, are forsaken (see below – Goal 2: Improved teacher quality).

Teacher management also directly impacts the teacher gap. Inadequate recruitment and imbalances in teacher deployment lead to an undersupply of teachers in rural or underserved areas and the concentration of the most qualified and experienced teachers in urban settings. Gender representation should be balanced in the teacher workforce as female teachers can serve as important role models in getting girls to school and retaining them. Teacher career management can also have a direct impact on attrition. In some countries, a lack of career opportunities and demotivation can result in teachers leaving the profession before retirement.



## Goal 2: Improved teacher quality

The TTF's vision refers explicitly to several dimensions of teacher quality: 1) Teachers should be "qualified" in order to become skilled professionals; and 2) "Empowered" and "motivated" teachers contribute to improve the learning environment and improve student performance. In addition, "financing" and "management" gaps have an impact on teacher quality.

Improving the quality of education and learning outcomes will require more than getting teachers into the classroom: those teachers need to be qualified according to high-level professional standards, and trained and supported throughout their career. Although estimating the proportion of qualified teachers in the world is difficult given the diversity of national standards and training programmes, the UIS considers that "in 31 of the 96 countries with data after 2012, less than 80% of primary school teachers were reportedly trained according to national standards in 2014".<sup>4</sup> Filling the teacher gap with qualified

teachers will also be a challenge when the need for new teachers is not being matched by cohorts of students with the necessary academic qualifications.

The continuum of the training-recruitment process has to deliver good teachers but should be extended so that teachers receive continuing education and pedagogical support in their schools. Building appropriate professional development and support structures is of particular importance when countries have a large cohort of untrained teachers. In-service training is essential to equip teachers with new skills when they face new and difficult working conditions and learning environments. This type of support is often more efficient when it occurs at the school-level through pedagogical leaders and communities of practice that tackle challenges directly linked to concrete classroom situations.

The second facet of teacher quality relates to how teacher management is organized in an efficient system. The quality of teacher management is as important as ensuring fair teacher deployment. Autonomy, feelings of competence, a career structure, good working conditions, and a high social status of teachers are examples of factors that can increase teacher motivation. Motivated teachers are more likely to motivate learners and will have more impact on students' academic achievements.<sup>5</sup>

## 4. Main lines of action

The 2018–2021 Strategic Plan is articulated around the three main lines of action that are at the core of the TTF's work: advocacy; knowledge creation and sharing; and country support and engagement. The TTF aims to deliver results in these three areas to achieve its two main goals of improving teacher quantity and quality.

The logic is that by (1) creating or maintaining an awareness of the priority of teachers in the policy sphere and (2) providing state-of-the-art knowledge, stakeholders will be equipped for tackling teacher gaps in their respective countries and contexts. For countries seeking assistance on those topics, the TTF (3) facilitates the provision of country-specific support.

Following these main lines of action, flagship initiatives will be developed and will contribute to results in several areas. The initiatives are complex activities, serving the main purpose of the TTF, and will be the cornerstone of the Secretariat's deliverables during the 2018–2021 period.

Thematic groups will be institutionalized as a way to provide expert guidance. Their work will cut across each main line of action (see below chapter F. Governance and institutional strengthening).

<sup>5</sup> International Task Force on Teachers for Education 2030. 2016. Teacher motivation: What do we know and what do we need to achieve Education 2030 agenda? Report on the 9<sup>th</sup> Policy Dialogue Forum, Siem Reap, Cambodia.



## FLAGSHIP INITIATIVES 2018–2021

The TTF flagship initiatives cut across the objectives of the three main lines of action. Flagship initiatives 1 and 3 are based on previous activities and will be further strengthened to increase their impact. Flagship initiative 2 aims at developing a new product to bring together all the quality knowledge on teachers and teaching.



### Flagship initiative 1: Reinforcing the Policy Dialogue Forum

The Policy Dialogue Forum aims at raising awareness among members and partners of the TTF on crucial issues for the implementation of the Teacher Target in the SDG and Education 2030 agenda. By revisiting teacher issues and sharing experiences related to teacher gaps, the Policy Dialogue Forum fosters more effective collaboration, communication and resource mobilization towards the achievement of the Teacher Target of the SDG 4 among TTF members.

The Policy Dialogue Forum is organized annually to keep a strong connection between the members. New features could be implemented by organizing regional events linked to the Policy Dialogue Forum and connecting other TTF activities to it to create synergies.

The Policy Dialogue Forum seeks to yield impact on country policies, reflections and debates. Strengthening this country level impact is the main aim of the Policy Dialogue Forum during the Strategic Plan 2018–2021. It will require a structured engagement of all TTF focal points and sound communication of the Forum's outcomes and by-products.



### Flagship initiative 2: Building an online knowledge platform on teachers and teaching

The TTF Steering Committee decided in May 2017 to produce a dynamic web-based portal to channel relevant publications, tools and information on teacher policies. Building on a recommendation from the TTF External Evaluation (see chapter F), the TTF aims at capturing knowledge on teacher policies from countries and regions, with a view of facilitating information exchange between members of the TTF and increasing information relevant to the monitoring of SDG target 4.c and wider teacher policies within the framework of Education 2030.

This online knowledge platform will promote the work of the TTF; give access to a database of quality, curated publications, laws, policies, tools, reports and online courses, with annotations and metadata; and provide a space for TTF members to report on their activities, communicate, share tools, seek technical assistance and facilitate knowledge sharing.

The platform will share both TTF members' and external publications and will seek collaboration with all kinds of partners such as governments, donors, academia, civil society organizations (CSOs), teacher organizations and the private sector.



### Flagship initiative 3: Piloting the Teacher Policy Development Guide

The Teacher Policy Development Guide was developed through a participatory and inclusive approach during the Strategic Plan 2014–2016 period. The objective of this tool is to facilitate the development of the review of evidence-based national teacher policies. The guide frames teacher policies within the education sector plan and national development priorities and examines the interlocking dimensions for a teacher policy, and their correlations.

It also describes the phases in the process of developing a teacher policy and outlines the steps and issues to address when implementing a national teacher policy.

During the 2018–2021 period, the guide will be piloted in a number of countries and evaluated. It will then be disseminated to a large range of stakeholders and packaged as a learning tool to allow capacity development at the country level.



## 1. Advocacy

### Problem analysis

In the framework of SDG4-Education 2030, teachers are acknowledged as a vital element of an education system. The SDG target 4.c is also the expression of a relentless advocacy effort of the education community to which the TTF has strongly contributed during phase 2 of its mandate, as acknowledged in the “Evaluation of the International Task Force on Teachers 2014–2016”.

Although the international momentum for supporting teachers is strong, there is an equally strong need to maintain and translate this momentum into regional and national comprehensive and sustainable policies and strategies. As the focus moves towards implementing the SDGs, the advocacy focus of the TTF in this Strategic Plan 2018–2021 will be reinforced towards governments and stakeholders, and their role in implementing teacher policies at all levels of formal and non-formal education. Resource mobilization, as well as equitable and inclusive teacher policies and practices, will be of particular relevance. Bringing awareness of the different teacher dimensions at country level is the ambition of this Strategic Plan.

The TTF believes that the efficient implementation of teacher policies requires dialogue and extensive participation of all stakeholders – starting with teachers themselves. However, dialogue among stakeholders remains much needed to lessen the tension between teachers and their employers that affects learning. Social dialogue will then be one of the key drivers of the teacher-related SDG target.

### Objectives

#### Objective 1

**The recognition of the critical roles of teachers and teaching in achieving SDG4-Education 2030 targets at international, regional and country levels is increased**

In order to maintain momentum on teachers, it is essential that all the dimensions of a teacher policy, including those reflected in SDG target 4.c, are integrated in various reference documents on education (**expected result 1.1**), such as the Global Education Monitoring Report or Global Partnership for Education documentation, as well as in relevant political and technical events and platforms (**expected result 1.2**).

TTF advocacy work will be disseminated through various multimedia support materials (**expected result 1.3**) but should also be amplified and transmitted through other channels and players. This is why strategic partnerships are needed to extend TTF’s outreach (**expected result 1.4**).

#### Objective 2

**Governments, as well as other stakeholders, are urged and enabled to engage in social dialogue in order to formulate and implement effective and comprehensive teacher policies and strategies within national education plans**

Social dialogue is often not institutionalized and is limited to selected areas of teacher policy, such as remuneration or working conditions. The TTF will promote an inclusive dialogue among stakeholders, including government, unions, CSOs and teachers that would adequately cover all dimensions of a teacher policy (expected result 2.1).

The outcome of social dialogue should be reflected in actual education sector plans, local education groups (where they exist), decisions, and national policies and legislation (expected result 2.2).

Finally, a reporting system on social dialogue processes at international, regional and national levels will be established (**expected result 2.3**) and TTF focal points will be supported to contribute to it.



## 2. Knowledge creation and sharing

### Problem analysis

The survey conducted among TTF members during the “Evaluation of the International Task Force on Teachers 2014–2016” showed that making knowledge and good practices available was the main added value of the TTF. The TTF’s Policy Dialogue Forum is notably acknowledged as a significant contribution to global knowledge on education.

The prominence of teachers in the SDG4-Education 2030 framework reinforces the need for sound knowledge about the situation of teachers. Detailed and regular monitoring of the progress of countries relating to teachers will be needed, now more than ever before, and should go hand in hand with bridging knowledge gaps on teachers and teaching. The TTF will build on its expertise and network of partners to continue providing such knowledge and experience sharing and will play a supporting role in the monitoring of SDG target 4.c. The contribution of the TTF in producing and sharing research and information about the teacher workforce is acknowledged by the International Commission on Financing Global Education Opportunity.<sup>6</sup>

This Strategic Plan also confirms the annual Policy Dialogue Forum as one of its flagship activities. Better use of the Policy Dialogue Forum should be promoted at regional and country levels to provide feedback to national stakeholders and

<sup>6</sup> International Commission on Financing Global Education Opportunity. 2016. The Learning Generation, Investing in education for a changing world, Recommendation 4, see pp. 70–76

policymakers. The forums should also be a venue to share the outcome of other TTF activities and facilitate synergies.

Another flagship activity at the centre of TTF work during the 2018–2021 period will be the development of an information and knowledge management platform on teachers. This is one of the building blocks to positioning the TTF as a “one-stop shop” on teachers and teaching at the global level.

## Objectives

### Objective 3

#### Key knowledge gaps are identified and research commissioned to inform teacher policies, legislation, practices and governance

TTF knowledge creation will aim at filling knowledge gaps with a number of studies and research reports (**expected result 3.1**) on topics such as teacher education, teaching and learning, financing teaching, professional standards, teacher governance and management, teacher autonomy and accountability, working conditions and teacher development.

In close collaboration with the Global Partnership for Education, in line with the International Commission on Financing Global Education Opportunity, and relying on reflections from within professional networks, global guidelines on professional teaching standards and teacher appraisal will be developed (**expected result 3.2**). This work will be pursued in conjunction with normative guidelines including the 1966 ILO/UNESCO Recommendations concerning Teaching Personnel, the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel, the ILO Policy Guidelines on the promotion of decent work for early childhood education personnel, and relevant material from the International Commission on Financing Global Education Opportunity and Education International.

### Objective 4

#### Monitoring of the status of teachers and teaching in achieving SDG target 4.c and Education 2030 targets are strengthened

Data gaps need to be closed in order to properly monitor SDG target 4.c on teachers. Collaboration with the UNESCO Institute for Statistics and other relevant institutions will be developed to establish the first step for better monitoring of teachers at the global level (**expected result 4.1**).

Equally important is to strengthen the teacher monitoring in member countries. At policy level, the TTF will develop a matrix to monitor the implementation of teacher policies (**expected result 4.2**).

### Objective 5

#### Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated

Knowledge sharing will first build on existing tools, such as the ILO Policy Guidelines on the promotion of decent work for early childhood education personnel. The experience of using these documents will be shared and will provide input for their revision and lessons to be integrated into the development of ongoing publications (**expected result 5.1**).

One of the flagship activities of the TTF will be the development, update and maintenance of a professional information and knowledge management platform (**expected result 5.2**). It will be accessible from the TTF website and gather research papers, expert advice, guides, tools, and a variety of multimedia support materials. The online platform will serve to disseminate both TTF and external knowledge production and to communicate practices between TTF members (**expected result 5.3**).

The other flagship initiative will be the Policy Dialogue Forum (**expected result 5.4**). Global and regional forums are envisaged to address relevant topics and needs of member countries. South–South, North–North and South–North cooperation are the modalities that will facilitate the exchange of knowledge, expertise and experiences on key dimensions of the teaching profession.



## 3. Country support and engagement

### Problem analysis

Teacher policies are specific to context. This means that there is no one-size-fits-all approach. Countries might therefore request tailored support from the TTF. Being able to offer concrete advice and guidance on policy and implementation issues is essential for the TTF's legitimacy and relevance.

Individual countries could benefit from TTF support depending on the availability of resources and expertise, but the Secretariat cannot respond to the individual needs of all countries. However, as a global alliance, members should collectively produce knowledge and tools that can foster change at the national level.

The challenge of the Strategic Plan 2018–2021 will be to create synergies between different TTF stakeholders and different TTF publications and projects. Ways to facilitate synergies include the online information and knowledge management platform, events and mechanisms for coordination and collaboration on teacher issues.

## Objectives

### Objective 6

#### Support to countries requesting technical assistance on teachers and teaching is facilitated

The online information and knowledge management platform is one of the new initiatives of the TTF during this Strategic Plan period. It will serve as a repository of knowledge and good practices that all TTF members can utilize whenever they need support (**expected result 6.1**).

The Teacher Policy Development Guide is a tool that countries can use to strengthen more comprehensive and sustainable teacher strategies and policies, and will continue to be used to provide support in this area (**expected result 6.2**).

This will be complemented by platforms, events and networking to promote South–South, North–North and North–South cooperation (**expected result 6.3**), as part of the Policy Dialogue Forum which is the flagship activity of the TTF.

Institutionalized social dialogue mechanisms will be facilitated to advance the teaching profession (**expected result 6.4**). Expected result 6.4 echoes expected result 2.1 but emphasizes the importance of facilitating social dialogue at the country level.

TTF members will use the knowledge and information gained from the TTF to enrich discussions on teacher and teaching within coordination and collaboration mechanisms (**expected result 6.5**). Members will provide feedback through the online knowledge-sharing platform.



## F. Governance and institutional strengthening

An external evaluation process was initiated in November 2016 to review the mandate of the Teacher Task Force and the execution of its Strategic Plan 2014–2016. Activities, organizational structure and processes were analysed in light of the implementation of the TTF programme. This evaluation confirmed and complemented an earlier one undertaken at the end of the first phase in 2012.

The external evaluation reaffirmed the relevance of the TTF and emphasized the opportunity of the current international momentum on teachers to strengthen it. The evaluation also concluded that the organization should clarify roles and responsibilities of TTF stakeholders and improve operational planning, reporting and monitoring.

The evaluation's conclusions and recommendations informed the entirety of the new Strategic Plan. Recommendations on strategic directions are particularly reflected in the TTF theory of change. The subsequent chapters are a response to the operational recommendations of the external evaluation. The 2018–2021 Strategic Plan particularly aims to reinforce the role of national focal points so change can be brought about through their expertise and capacity. Specific strategies will be developed to improve communication, advocacy and resource mobilization.

These institutional changes are embedded into an overarching operational objective that complements the six strategic objectives laid out in the theory of change:

### Objective 7

#### TTF governance is strengthened

### 1. Role of focal points

Members' focal points are at the centre of TTF's theory of change. They represent teacher stakeholders from their country or organization. They are the interface between their country or organization and the TTF network. They support the work of the TTF and benefit from the collective experience. They are essential for what they have to offer to the broader group as well as for conveying the policy messages, knowledge and know-how developed by the TTF as a whole.

Some existing principles on focal points should continue for the Strategic Plan period:

- The role of the focal point is to represent their country or organization but also to commit to improving the whole work of the TTF.
- To meet those expectations, focal points are nominated by designated authorities of their countries or organizations.
- Focal points' profiles may differ from one country to another and include government officials, teacher union representative and, teacher training institute professionals. This diversity can be harnessed to the benefit of the TTF.

Members from a region may nominate a peer for election at the TTF annual meeting to represent their constituency in the TTF Steering Committee. The regional focal point is then responsible for coordinating TTF activities in the region, consulting the other focal points and teacher stakeholders in the region, seeking to

contribute to SDG 4 monitoring mechanisms and reporting to the Steering Committee and the Secretariat. As a Steering Committee member, the regional focal point plays a critical role in two-way communication between TTF members and the Steering Committee. After two terms, focal points rotate within their constituency, provided that there are other members from the constituency willing to be candidates. This rotation system facilitates renewing leadership, maintaining a global commitment and tapping into the diversity of profiles.

However, the implementation of the 2014–2016 Strategic Plan showed some recurrent challenges for focal points:

- Insufficient communication between focal points.
- High turnover of focal points.
- *Ad hoc* contributions – if any at all – to TTF's activities.

The 2018–2021 Strategic Plan has the objective to position country focal points as agents of change. A description of roles and responsibilities of focal points is presented in Annex 2. The Strategic Plan calls for “responsive and dynamic focal points for a mature, effective and efficient TTF”.

The focal points:

- Act as the interface between the member country or organization and the TTF Secretariat and other structures.
- Communicate and share information with their relevant departments at their headquarters and in decentralized structures.
- Communicate with the Education 2030 Steering Committee through their constituencies and coalitions.
- Provide information to the Secretariat using dedicated templates, including on TTF activities, and collect any other information on the country or organization of interest for dissemination through the TTF Knowledge Platform.
- Participate and contribute to TTF activities (e.g. TTF annual meeting, Policy Dialogue Forum, and regional and thematic groups) and facilitate implementation and follow-up actions at the country level.
- Contribute to TTF resource mobilization efforts by identifying potential sources of funding.

For a full description of the focal point's role, please refer to Annex 2.

## 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.

## 3. Strengthening of reporting mechanisms

The TTF carries out multiple activities in its yearly plan for a wide range of stakeholders. This demands much reporting. An overall rationalization of yearly plans, annual reports and other reporting procedures would be beneficial to reduce any reporting efforts that appear redundant or scattered.

The TTF Steering Committee has decided to develop tools and processes to streamline reporting. A number of templates will be adopted by the Steering Committee as the main reporting documents to be used consistently throughout the period of the Strategic Plan for all types of activities.

## 4. Administrative issues

Since 2009, an operational team constitutes the Secretariat and is established within UNESCO. The current administrative arrangement will be maintained during the 2018–2021 phase of the TTF's existence.

The TTF will continue to rely on UNESCO's role in SDG coordination, its field presence, and administrative and legal framework to facilitate synergies.

However, it is equally important that the TTF maintain its status as an initiative with multiple partners with a shared decision-making system, including in relation to resource allocation and use.

For an operational and effective secretariat to carry out its tasks, some elements are essential:

- Core funding should be available for the TTF to recruit and maintain adequate personnel profiles on a sustainable basis.
- The Secretariat team should have clear roles and responsibilities for the regular and timely delivery of tasks, including reporting and preparation of working documents.

## 5. Communication and advocacy strategy

Building on the successful contributions of the TTF to advocate for a teacher target within the SDG4-Education 2030 framework, a communication and advocacy strategy will be designed for the 2018–2021 phase.

This strategy will develop what type of communication and advocacy work is needed and how it should be conducted at the international, regional and national levels. At the international level, TTF members could use their political leverage in SDG4-Education 2030 committees. At the national level, the visibility of the TTF should be enhanced through linkages with national education coordination structures (e.g. local education groups and SDG contact groups) and better two-way communication between focal points and the TTF Secretariat.

This strategy will also be linked with the clarification of the role of focal points (see section 2 above) and the development of the online knowledge platform.

## 6. Resource mobilization strategy

The broad acknowledgement of the relevance and central role of teachers for the achievement of the SDGs and the Education 2030 Agenda framework is globally recognized. The TTF is broadly acknowledged as relevant in advocating for and promoting the role of teachers. Adequate resourcing is required, therefore, and the main rationale for developing a resource mobilization strategy is to improve the predictability and sustainability of TTF's funding.

While membership to the TTF is voluntary and free, the network needs to raise enough resources for the unique mandate of the Teacher Task Force that has “matured”, which the external evaluation calls for. But very few members provide core funding to the TTF programme in the global context of competing priorities and initiatives. Other members, on an *ad hoc* basis, make occasional contributions but the timing and the level of these contributions do not always allow for resources to be used appropriately.

This strategy will seek to: 1) Align the resource mobilization to the Strategic Plan and activities; 2) Advocate for a more stable financing structure over time by showing how donors can contribute and what they can expect in return; and 3) Establish a mechanism to decide on the TTF's involvement on open calls for proposals and ad hoc financing requests.

## G. Risks and assumptions

The 2018–2021 Strategic Plan benefits from favourable momentum for the TTF at the international level: the SDG 4 and the target dedicated to teachers, SDG target 4.c, offer a global vision that is in line with the TTF's mandate. However, this opportunity and conducive environment might turn into a risk: a mushrooming of international initiatives on teachers could fragment the landscape and duplicate efforts instead of promoting synergies.

The main strategic assumption in the TTF's theory of change relies on the ability to achieve change and transformation in teacher and teaching policies at the national level. The number of stakeholders, the complexity of national teacher policies, and the context of individual political economies all make it difficult to link global advocacy and knowledge to change at the national level in such a short timeframe (2018–2021).

This is why the TTF defines itself as a facilitator and envisions the TTF focal points as agents of change at national level. The challenge of influencing international policies and implementing local change through national policies is taken into account in several operational goals in this Strategic Plan: 1) Revision of the roles and responsibilities of focal points; 2) Improved reporting on countries' activities on teachers; 3) A focus on the national level for the communication and advocacy strategy; and 4) Documentation of the national impact of TTF flagship activities such as the Policy Dialogue Forum.

At a more operational level, UNESCO's role as host is a guarantee of stability. However, limited human resources in the Secretariat and the scarce current financing of the 2018–2021 period pose a risk to the TTF's effectiveness and sustainability.





Most targets indicated in the results framework are annual with the exception of indicators 6, 7, 8 and 16 where targets are cumulative (as mentioned in the last column).

Indicators in *italics* are directly or indirectly linked to the TTF flagship activities:

- Flagship initiative 1 “Reinforcing the Policy Dialogue Forum”: **Indicators 13 and 14**

- Flagship initiative 2 “Building an online knowledge platform on teachers and teaching”: **Indicators 12 and 15**
- Flagship initiative 3 “Piloting the Teacher Policy Development Guide”: **Indicators 7 and 16**

The reporting on the 20 indicators will be done on a yearly basis to the Steering Committee. Yearly action plans and Steering Committee meetings will allow for more detailed and qualitative monitoring of the expected results.

IMPACT LEVEL				
GOAL 1: Improved teacher quantity				
<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>1.</b> Pupil/qualified teacher ratio, by education level	tbd	tbd	UIS database	Thematic indicator 38 for SDG target 4.c. Availability of data will improve over time through the process led by the UIS.
<b>2.</b> Teacher attrition rate, by education level	tbd	tbd	UIS database	Thematic indicator 42 for SDG target 4.c. Disaggregation by sex will be reported when available. Availability of data will improve over time through the process led by the UIS.
GOAL 2: Improved teacher quality				
<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>3.</b> Proportion of teachers in: (a) pre-primary, (b) primary, (c) lower secondary, and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical) pre-service or in-service required for teaching at the relevant level in a given country	tbd	tbd	UIS database	Global indicator 4.c.1 for SDG 4. Disaggregation by sex will be reported when available. Availability of data will improve over time through the process led by the UIS.
<b>4.</b> Percentage of teachers qualified according to national standards, by education level and type of institution	tbd	tbd	UIS database	Thematic indicator 37 for SDG target 4.c. Disaggregation by sex will be reported when available. Availability of data will improve over time through the process led by the UIS.

## OUTCOME LEVEL

### ADVOCACY

#### OBJECTIVE 1: The recognition of the critical roles of teachers and teaching in achieving SDG4-Education 2030 targets at international, regional and country levels is increased

Expected results:

- 1.1. The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents
- 1.2. The dimensions of teacher policy including SDG target 4.c on teachers are adequately covered at relevant political and technical forums, events and platforms
- 1.3. Multimedia support materials and an online platform on the dimensions of teacher policy are established and used
- 1.4. Strategic partnerships are identified and created to extend TTF outreach

Indicators	Baseline	Target	Means of verification	Comments and assumptions
<b>5.</b> Number of publications with global or regional relevance to SDG4-Education 2030 agendas that reflect one or more dimensions of teacher policy	2 (2017)	3 per year	The publications are shared by the TTF on its website and online knowledge platform	Relevant documents for global advocacy include the Global Education Monitoring Report and background papers, the World Development report, and GPE strategic documents and reports. Institutions responsible for those publications are willing to cooperate with the TTF and make use of its contribution.
<b>6.</b> Number of strategic partnerships adopted with a formal agreement	1	2018: 2 2021: 5	The document describing the conditions of the strategic partnership is adopted by the Steering Committee	Targets are cumulative. The TTF is increasingly recognized as the international reference point for teacher issues. New international initiatives create synergies with the TTF.

#### OBJECTIVE 2: Governments, as well as other stakeholders, are urged and enabled to engage in social dialogue in order to formulate and implement effective and comprehensive teacher policies and strategies within national education plans

Expected results:

- 2.1. The dimensions of teacher policy are adequately addressed in social dialogue among stakeholders, including government, unions, CSOs and teachers, and in decision-making processes
- 2.2. The dimensions of teacher policy are prominently featured in the development, implementation and review of national education plans, notably among the local education groups (LEGs) or similar mechanisms, and reflected in national policies and legislation
- 2.3. A reporting system on social dialogue processes at the international, regional and national level is established and focal points are facilitated to contribute to it

Indicators	Baseline	Target	Means of verification	Comments and assumptions
<b>7.</b> Number of new countries engaged in the process of a comprehensive revision of teacher policy	4 (2017)	2018–2021: 2	TTF reporting mechanism: data are compiled by the Secretariat based on the reporting of focal points	Targets are annual. For a revision to be comprehensive, at least 7 out of 9 dimensions of the teacher policy should be tackled. A specific reporting mechanism is developed in line with the strategic direction of the Strategic Plan 2018–2021 (see chapter F).
<b>8.</b> Number of countries where teacher organizations and other relevant stakeholders participate in a structured social dialogue	Baseline to be researched	2018: Baseline to be researched 2019: tbd 2020: tbd 2021: tbd	TTF reporting mechanism: data are compiled by the Secretariat based on the reporting of focal points	Targets are cumulative. Targets will be developed after the baseline analysis. A specific reporting mechanism is developed in line with the strategic direction of the Strategic Plan 2018–2021 (see chapter F).

<b>KNOWLEDGE CREATION AND SHARING</b>				
<b>OBJECTIVE 3: Key knowledge gaps are identified, and research commissioned to inform teacher policies, legislation, practices and governance</b>				
Expected results: 3.1. A number of studies and research reports on identified knowledge gaps are produced and available 3.2. Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations				
<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>9.</b> Number of new studies and research reports disseminated through the TTF website and the online knowledge platform and presented at the Policy Dialogue Forum based on identified research gaps	0	2018: Identifying research gaps 2019: 1 2020: 2 2021: 2	Publication of the studies and reports on the TTF website and online knowledge platform	Funding and experts are available to produce new research pieces that will be overseen by the TTF.
<b>10.</b> Development of guidelines on professional teaching standards	-	2019: Guidelines developed	Publication of the guidelines on the TTF website and online knowledge platform	An expert group is created to develop guidelines through a collaborative process.
<b>OBJECTIVE 4: Monitoring of the status of teachers and teaching in achieving SDG target 4.c and Education 2030 targets is strengthened</b>				
Expected results: 4.1. Dialogue with the UNESCO Institute for Statistics and other relevant institutions on the monitoring of SDG target 4.c on teachers is facilitated 4.2. A matrix to monitor the implementation of teacher policies is developed, made accessible to and used by member countries and relevant organizations				
<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>11.</b> Publication of a matrix to monitor the implementation of teacher policies	-	2018: Development of the matrix 2019–2021: Yearly update	Publication of the matrix on the TTF website and online knowledge platform	Collaboration with other organizations in charge of SDG 4 monitoring is effective.
<b>OBJECTIVE 5: Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated</b>				
Expected results: 5.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised 5.2. A professional information and knowledge management platform on the TTF website (including research, experts, guides and tools) is developed, updated and maintained 5.3. Multimedia support materials and an online platform are established and used for exchange of knowledge, expertise and experiences on key dimensions of the teaching profession 5.4. Global and regional policy dialogue forums addressing topics and needs of countries are convened				
<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>12.</b> Number of relevant publications available on the online knowledge platform	-	tbd	Publications are accessible on the online knowledge platform	Criteria for “relevant” publications will be developed. Targets will be developed within the first year after the development of the platform. The online knowledge platform is developed and tested successfully during the first phase of the Strategic Plan.
<b>13.</b> Number of Policy Dialogue Forums and related regional or national events organised per year	1 (2017)	2018: 2 2019: 2 2020: 3 2021: 3	Reports of the Policy Dialogue Forum and TTF reporting mechanism including focal points’ contributions	The TTF focal points are committed to strengthening the impact of the Policy Dialogue Forums at national and regional levels by sharing information and organizing events. A specific reporting mechanism is developed in line with the strategic direction of the Strategic Plan 2018–2021 (see chapter F).
<b>14.</b> Number of publications and/or events organized by thematic working groups in connection with the Policy Dialogue Forum	1 per thematic working group (2016)	2018: 2 2019: 2 2020: 3 2021: 3	Publication reports or minutes of events on the TTF website and online knowledge platform	Thematic working groups are institutionalized and structured with terms of reference.

## COUNTRY SUPPORT AND ENGAGEMENT

**OBJECTIVE 6: Support to countries requesting technical assistance on teachers and teaching is facilitated**

Expected results:

- 6.1. Multimedia support materials and an online platform are established and used to facilitate country support
- 6.2. The teacher component of national education sector plans is supported with reference to the Education 2030 Framework for Action and the use of the Teacher Policy Development Guide and other tools
- 6.3. Platforms, events and networking are facilitated to promote South–South, North–North and North–South cooperation
- 6.4. Institutionalized social dialogue mechanisms are facilitated to advance the teaching profession
- 6.5. TTF members actively contribute to consultation, coordination and collaboration mechanisms including local education groups (LEGs)

<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>15.</b> Number of single connections from TTF member countries on the online knowledge platform	-	tbd	TTF reporting mechanism	The online knowledge platform is developed and tested successfully during the first phase of the Strategic Plan. A specific reporting mechanism is developed in line with the strategic direction of the Strategic Plan 2018–2021 (see chapter F).
<b>16.</b> Number of countries piloting the Teacher Policy Development Guide	4	2018: 6 2019: 8 2020: 10 2021: 12	TTF reporting mechanism: data are compiled by the Secretariat based on the reporting of focal points	Targets are cumulative. A specific reporting mechanism is developed in line with the strategic direction of the Strategic Plan 2018–2021 (see chapter F).

## OPERATIONAL LEVEL

**OBJECTIVE 7: TTF governance is strengthened**

Expected results:

- 7.1. The role of focal points is redefined
- 7.2. Reporting mechanisms are strengthened
- 7.3. The TTF Secretariat is fully operational
- 7.4. A strategy for communication and advocacy is adopted
- 7.5. A strategy for resource mobilization is adopted

<i>Indicators</i>	<i>Baseline</i>	<i>Target</i>	<i>Means of verification</i>	<i>Comments and assumptions</i>
<b>17.</b> Adoption by all members of new terms of reference including detailed roles and responsibilities of focal points	-	2018: Adoption by the Steering Committee	Steering Committee minutes	Commitment of focal points remains consistent over time.
<b>18.</b> Development of reporting template and processes	0	2018: Adoption by the Steering Committee	Steering Committee minutes	Commitment of all TTF members to improve reporting systems.
<b>19.</b> Adoption by the Steering Committee of a communication and advocacy strategy	0	2018: Adoption by the Steering Committee	Steering Committee minutes	Commitment of all TTF members to improve communication and advocacy.
<b>20.</b> Adoption by the Steering Committee of a resource mobilization strategy	0	2018: Adoption by the Steering Committee	Steering Committee minutes	Commitment of all TTF members to improve resource mobilization.

# Annex 2. Draft description of the roles and responsibilities of focal points

Responsive and dynamic focal points for a mature, effective and efficient Teacher Task Force

1. Each member of the TTF – country or organization – is represented in the TTF by a principal focal point and two deputies,<sup>7</sup> all three nominated by a dedicated authority.<sup>8</sup> The nominating authority informs the Secretariat of the names and contact details of the focal points. As much as possible, gender representation must be observed in the nomination of the three focal points.
2. The nominating authority communicates to the Secretariat any change in the composition of the country or organization's representation and in the status of the focal points. Once a year, the Secretariat updates the list and contact details of the focal points.
3. The focal points are the interface between the member country or organization and the TTF Secretariat and other structures. As such, they must be familiar and interact with main teachers stakeholders in the country or organization including Ministry of Education departments, other government sectors, teachers' organizations, teacher training and research networks, civil society organizations, the UNESCO Field Office covering the country, development partners groups (local education groups as appropriate), and national SDG4-Education 2030 implementation structures.
4. The focal points establish and maintain a close relationship with national and regional representatives to the SDG4-Education 2030 Steering Committee and working groups, and notify the TTF network of any teacher-related priorities, initiatives, events and issues that TTF needs to take on board.
5. In addition, focal points of organizations must share TTF information with their relevant departments at their headquarters and in decentralized structures. They also liaise with their constituencies and coalitions represented in the SDG4-Education 2030 Steering Committee and working groups for two-way information sharing on teacher-related matters and the promotion of TTF.
6. The focal points complete and update member information on templates provided by the Secretariat. They collect any other information on the country or organization that is of interest for dissemination through the TTF Knowledge Platform. They prepare regular reports on TTF activities to share with the nominating authority and teacher stakeholders as appropriate.
7. They participate in the TTF annual meeting and policy dialogue forums, and make advance administrative arrangements to secure budgetary provisions to this end. They participate in, or mobilize national actors to participate in online forums organized by the TTF and/or its partners.
8. They contribute to the activities of regional groups and participate or mobilize relevant national stakeholders to participate in thematic working groups as appropriate. They share decisions of the TTF Steering Committee and TTF meetings, as well as recommendations of policy dialogue forums with their superiors, peers and other national stakeholders. They facilitate implementation and follow-up actions at country level, and support the Regional Focal Points and the Secretariat to do the same at the regional and global levels.
9. They volunteer to assume responsibilities, including positioning their country or organization for nomination to relevant constituency seats in the TTF Steering Committee.
10. They contribute to TTF resource mobilization efforts by identifying potential sources of funding (both public and private) at the national level and other partnership opportunities for the advancement of TTF programmes.

<sup>7</sup> As much as possible, the three focal points should be selected from a diverse set of entities for broad institutional ownership by key official stakeholders.

<sup>8</sup> It is important that focal points are not self-nominated. For countries, it is desirable that the National Commissions for UNESCO send the nominations, as they are directly connected to relevant Ministries and have proven to be efficient in communication between the Secretariat and the countries. For organizations, a process should be in place to choose focal points who will represent the official position of the organization and not their own views.

- 11.** Once a TTF member is elected to the Steering Committee, its focal points assume the following additional responsibilities as representatives of their constituency in the Steering Committee (refer to Steering Committee composition in the TTF Terms of reference):
- a.** Consult the TTF members of the constituency on matters to be discussed by the Steering Committee, collect input for the Steering Committee's collective decision-making; and share decisions and documents from the Steering Committee with all constituency members.
  - b.** Actively contribute to the review of strategic documents, declarations and reports. Provide feedback to Co-chairs and Secretariat in a timely manner.
  - c.** For regional focal points, coordinate the regional groups' activities between two annual meetings and policy dialogue forums, and report to peer Steering Committee members on responses and follow-up actions undertaken within the constituency.
  - d.** Establish and maintain a close relationship with national and regional representatives to the SDG4-Education 2030 Steering Committee and working groups, and notify the TTF network of any regional teacher-related priorities, initiatives and events. Participate in or mobilize TTF expertise to contribute to regional consultations on SDG 4-related or other regional teacher-related platforms.
  - e.** Assist the Co-chairs and the Secretariat in any representational role at regional and global levels.

## Strategic Plan 2018–2021

The International Task Force on Teachers for Education 2030, also called the Teacher Task Force (TTF), was created in 2008. It was previously known as the International Task Force on Teachers for Education for all. Its new name reflects the alignment of the Teacher Task Force’s work with the new Sustainable Development Goals (SDGs) adopted by the United Nations in September 2015, and more particularly SDG 4, the goal dedicated to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The Teacher Task Force is a voluntary global alliance. As such, it is an independent partnership including national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies working together on teacher-related subjects and issues.

The Teacher Task works essentially to address the ‘teacher gap’. Indeed, according to 2016 research from the UNESCO Institute for Statistics, 69 Million teachers are needed to achieve the targets set out in SDG4. Providing an adequate number of effectively trained teachers is the cornerstone of achieving SDG4. This was further reinforced by the dedicated target on teachers for SDG4, 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 Teacher Task Force now focuses on helping its Member States and the global education community to implement target 4.c and monitor their progress.