Minutes of the Meeting of the Steering Committee of the International Task Force on Teachers for EFA

Nairobi Safari Club Hotel, 18th January 2011, 9 a.m. – 1 p.m.

Participants:

1. Steering Committee
1. Fasli Jalal, vice Minister of Education, Republic of Indonesia, co-Chair of the Task Force
2. Antonio Marquez-Camacho, European Commission, co-Chair of the Task Force
3. Marja Karjalainen, European Commission
4. Alessandro Ricoveri, European Commission
5. Dr Dagmar Fuchs-Schmitz, for the Federal Ministry for Economic Cooperation, Germany
6. Gert Hanne Fosen, Norway
7. Annaas Khalifa, Libya, representing Arab Member States
8. Dr Amarjit Singh, Ministry of Human Resource Development, India, representing Asian Member States
9. Purna Shrestha, Voluntary Service Overseas, UK
10. Bill Ratteree, ILO
11. Lucia Fry, Global Campaign for Education
12. Dennis Sinyolo, Education International
13. David Atchoarena, Director of the Division of Policy and Development of Education, UNESCO
14. Edem Adubra, Chief of the Teacher Education Dept, UNESCO

2. Task Force Secretariat
- Dr A. Osman, head or the Secretariat
- Ilse Voss-Lengnik, member
- Dr G. Suharwoto, member
- Aminatou Diagne, member

Agenda:

9.00-9.15   Welcome
9.15 – 10.00   Report of the Task Force Secretariat (period July 2010-January 2011)
     Proposed 2-11 Work Plan of Activities for the Task Force
10.00-10.45   Mid-term Strategic Plan and way Forward for the Task Force until 2015
11.00-12.00   Governance of the Task Force, including the renewal of the mandate of co-Chairs and Steering Committee
12.00-12.15   Wrap-up and remarks

Minutes:

1. Progress Report 2010
After the mutual introduction and welcome, the 2010 Progress Report of the Task Force secretariat is presented by Dr Amina Osman, head of the secretariat. The report focuses on the background and objectives of the Task Force on Teachers for EFA and its program of activities which includes four main areas, i.e. (1) broadening of the knowledge base, (2) collection and sharing of information, experience, and good practices through the website and the e-news brief, (3) advocacy in international events, and (4) demand-driven technical support to countries concerning the teacher gap. Achievements in the first area include four completed and ongoing studies and analyses. The Task Force website (second area) includes all basic documents of the Task Force, a clickable map showing UIS teacher data which will be updated as soon as possible, and the entire website be made more interactive including online discussions. The e-news brief will be published as regularly as possible, up to now two news briefs

have been published. For advocacy (area 3), a leaflet introducing the Task Force, and a poster have been developed which were distributed and put to use in international events in which the Task Force was represented to make itself known. For area 4, i.e. technical support to countries concerning the teacher gap, advice is sought from the Steering Committee. The full presented version of the Progress report is available in annex 1.

The Steering Committee wants the Task Force to be presented in international events through its secretariat as well as through its members. One example was the presentation of the Task Force contribution to the International Conference on Early Childhood Care and Education (ECCE) in Moscow in September 2010 through the German member of the Steering Committee, Dr D. Fuchs-Schmitz.

The Steering Committee suggested that activities should be reported on and assessed in relation to targets set and/or success criteria defined. It strongly expressed the need to monitor and describe the results of the activities conducted in spite of the difficulty to grasp effects of awareness and advocacy activities in a precise manner. A description and prove of achievements and their results is requested by the donors. Moreover, an analysis of the Task Force's achievements and their results would enable the Task Force to plan its activities in the most promising areas. Areas of activity stated in the Terms of Reference of the Task Force should be prioritized and narrowed down to ensure that the Task Force focuses on areas most needed and best to be covered by it.

A financial report was suggested by the members of the Steering Committee to make the use of resources transparent. For this, a regular annual audit was suggested, to be presented by the Steering Committee to the members of the Task Force. Additionally, financial reporting and accounting to the donors is needed. However, the donors among the Steering Committee members agreed not to require an individual report and accounting to each of them but to accept a common report in order to reduce the burden of reporting to the secretariat. These suggestions were welcomed and agreed upon by the Steering Committee and the Task Force secretariat. The secretariat will revise the Task Force Report according to the suggestions of the Steering Committee, attach the financial report, and communicate both to the Steering Committee approximately three weeks after the conference.

2. Annual Work Plan 2011
The secretariat presented the suggested Work Plan for 2011 and the log-frame prepared for the European Commission which defines targets and indicators for all activity areas. The Work Plan 2011 is available in annex 2. An alignment of any mismatches between the two documents was requested and agreed upon.

The Work Plan was found modest and light, but maybe realistic. A more in-depth analysis of the results achieved in 2010 would be necessary in order to guide the activities planned for the coming year. For example, in 2010, research and advocacy were in the centre of the Task Force activities. What are the lessons learnt of this, would the results suggest that more of this should be done?

The Steering Committee agreed that the Task Force should use its specific strengths, capacities and added values as efficiently as possible. It was discussed if this is already optimally achieved. Are there enough and the right linkages and partnerships, is experience shared sufficiently, are all capacities used efficiently? Does the Work Plan provide sufficient strategic orientation and encompass a long enough period, and does it correspond to the specific mandate of the Task Force? There appears some lack of deliberation why activities are defined like this – the strategic deliberations. It was suggested that a document explaining directions of work and the underlying targets and strategies for a longer-term period should be formulated.

Areas of activity in the Work Plan are formulated in a general manner, and no budget is defined, thus it does not define the concrete activities planned. Moreover the expected outcomes are not defined. The plan must be more detailed. It needs to define concretely which activities are planned to be conducted when and where, and these have to match the formulated strategy. It should define indicators for

expected outcomes, and must be budgeted. This allows assessing if the available funding and other resources are adequate to implement the suggested activities.

3. Country level support
One key element in the Work Plan is country level support. The question of the ILO whether or not the Task Force was receiving requests for country level support opened up an intense discussion on the relevance and feasibility of country support.

The Task Force secretariat has received requests for country support (from the Democratic Republic of Congo, Burkina Faso, Nigeria), but has not yet responded to them. There was insecurity about sending consultants to the requesting countries. It is remarked that a specific strength and added value of the Task Force is the ability to link the experience and expertise of its members and facilitate South-South and North-South-South exchange and cooperation. This specific strength should be put to use and highlighted in the Task Force Report.

There were critical voices forwarding that country support may not correspond to the Task Force's specific strengths and capacities. There might not be sufficient added value in country support through the Task Force. Country level activities are best owned by the country, and in most countries, donor communities are cooperating with the government so that an involvement of the Task Force could even be seen as contradicting to donor alignment. - Other voices opted in favor of country support, saying that this is how the Task Force can make a difference.

The Task Force has to make sure it reaches the teachers and schools and creates a tangible impact even at this level, but it should use ways and means for which its special mandate and structure are particularly suited. It should contribute and provide what it can provide best, and what did have an impact before. It has a set of rich and consistent activities in advocacy, partnerships, and knowledge sharing.

There is agreement that teachers are now much higher on the agenda. However, this would not mean the Task Force has done its job, but rather that the momentum has to be kept up. Teachers must be reached, but not necessarily through country support. An impact can be achieved by establishing the Task Force as an international coalition for teachers. Its role as a catalyst and a knowledge broker is underlined. It could also broker for support to countries from other sources and mobilize resources using other channels.

Different strategies are suggested, i.e.
- Country Review visits – independent experts would support a thorough analysis of the teacher situation in a country and provide feedback, which could be used as a basis for strategic planning regarding teacher policies
- Producing an annual (or bi-annual) major report on teachers. Alternatively, produce one comprehensive report on teachers for 2015 (secure a sufficient budget for this).
- Suggest teachers as the main topic for a future Global Monitoring Report.
- Setting benchmarks for teacher policies and teacher issues (in cooperation with the FTI)
- Facilitating analytical workshops regarding the teacher situation in interested countries, then identifying Task Force members who can offer assistance and guidance
- Map out the major capacities and experiences available in the Task Force, maybe with the help of a format. Make this available to all members to draw from for cooperation, mutual learning and assistance
- Produce an overview of means and modes of assistance regarding teacher issues, policies, qualification, etc or offered by different institutions.
- Brokering for support
- Involve the private sector (for example in teacher training), explore possibilities for utilizing own resources outside the government sector also as a means to motivate the government to raise its education budget
- Review experiences to integrate and use ITC in teacher training (experience from China)

- Review experiences to reach the marginalized

These suggestions should be integrated into the Task Force's strategy towards country support.

4. Governance issues

The paper on governance issues (see annex 3), prepared by the co-chairs of the Task Force, is introduced. Issues discussed include:

- The line of reporting should go from the secretariat to the Steering Committee, and from the Steering Committee to the donors and to the members of the Task Force, through the regional representatives. Such cascade of reporting would ensure transparency.
- Membership in the Task Force should be assured annually, and the focal point confirmed. No punitive approach should be taken towards non-active members, but an encouraging one.
- The list of members should be updated annually, and be part of the Annual Report of the Task Force.
- Members interested to participate in meeting should have to be invited.
- Recognition or awarding of member countries performing well regarding EFA is suggested but not accepted by the Steering Committee.
- Member institutions should be umbrella organizations. Member NGOs should be international NGOs.
- The number of members should be left open, not limited to 60 constituencies.
- The Steering Committee should meet once per year.
- The Task Force shall strive to reach its decisions by consensus.
- The Task Force should participate in EFA related meetings, represented through the regional representative member state.
- The Steering Committee elaborates the strategic goals and activities of the Task Force. They have to be approved by the Task Force members. The secretariat formulates the annual work program and the budgetary implications. They have to be approved by the Steering Committee. The Steering Committee presents them to the Task Force members for approval.
- The Steering Committee and the Secretariat should engage members throughout the year
- The Steering Committee is composed of appointed members of the Task Force. Regional representatives (for Asia, anglophone Africa, francophone Africa, Latin America, Caribbean, Arab States) are expected to represent their constituencies.
- In case of conflict regarding the activities of the Secretariat, the Steering Committee is to be consulted, through the co-chairs.
- Each region should have a selected representing country. A second country should be selected to replace the representing country if it cannot participate in meetings.

Autonomy of the Task Force secretariat vis-à-vis the host organization:
According to the Terms of Reference, the "dedicated secretariat will … be governed by the standard administrative and fiscal systems and employment/secondment rules of the organization UNESCO)." This means access to the Task Force funds, approval of missions for secretariat members, contracts to consultants and their travel and all other administrative processes have to comply with the UNESCO rules.

After the re-structuring of the UNESCO Education Sector, the Task Force secretariat is located in the Division of Policy and Development of Education (PDE) of the UNESCO and liaised with the Teacher Education section. The director of the Division of Policy and Development of Education explains that this was done to link the work regarding teachers, not to control the secretariat. However, when the placement of the Task Force secretariat was discussed in Oslo, the decision to place it in UNESCO was taken because its relation to EFA, not because of its relation to teacher education. Moreover, the liaison to the Teacher Education section makes the line of administration and the time required for administrative processes potentially longer and may reduce the secretariat's flexibility and originally

intended autonomy. However, it is also reminded that as a host organization, UNESCO has a special interest and responsibility to ensure smooth operations. This it can best do if provided with detailed work plans and time schedules in good time. A sensible balance between the interests of the host organization and the Task Force has to be found.

The governance by the standard rules of UNESCO was a timely compromise at the time of the Task Force's establishment in 2009. It might be necessary to reflect again in which way the originally intended autonomy of the Task Force secretariat can be secured. Maybe not all UNESCO rules have to be applied. A report on this issue is suggested. The Steering Committee recommends a tripartite agreement on suitable mechanisms to ensure the autonomy and smooth operation of the Task Force secretariat is recommended to be worked out by the co-chairs, the secretariat and UNESCO.

While the account holding the contribution of the European Commission is subject to special agreements with the UNESCO, the special account holding the contributions of the other donors to the Task Force [1] should be at free access and disposal to the Task Force secretariat. It is stressed that this is the particular purpose of a special account. The UNESCO representative ensures speedy handling of all financial matters of the task Force secretariat. There is no fundamental issue but only an issue of management and handling.

Norway stresses that it wants the Task Force to work with EFA and a visible link between the two. The tripartite meeting between the co-chairs, UNESCO, and the secretariat is recommended and authorized to look into this matter. - It is remarked that the Steering Committee Meeting might have taken place after the Task Force Meeting in order to take up the suggestions brought up by the Task Force members.

The Meeting was closed at 13.00

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[1] See paragraph 3.2. of the Terms of Reference: "A Special Account will be created by the Director General of UNESCO in order to accommodate voluntary contributions provided for the purpose of the functioning of the dedicated secretariat. - A Special Account is a multi-donor account by nature into which funds are "pooled" in order to be used for clearly-defined purposes and within the overall framework of the extra-budgetary strategy of UNESCO. - The amounts deposited in the Special Account shall be used to cover the funding of the dedicated secretariat (administrative and operational budget).

Annex 1: Progress Report January to December 2010

A. Background and objectives

- The International Task Force on Teachers for EFA was endorsed in Dec 2008 as a voluntary global alliance of EFA partners working together to enhance global efforts to address the EFA teacher gap

- Response to the gap of 9.1 millions teachers to be recruited globally between 2008 and 2015 to achieve UPE with the internationally agreed benchmark of a PTR not larger than 1:40 (7.2 million to balance attrition, 1.9 million additional teacher posts)

- Focus on Sub Saharan African countries, where an average of 306,000 new teachers should be employed per year to fill additional posts and compensate for attrition.

- Objective I: Address the policy gap : Support policymaking for national strategies and plans to fill the teacher gap, ensure that short-term provisions become long-term solutions with trained teachers recognized as professionals.

- Objective II: Address the capacity gap: Support the development of national capacities for data collection and processing, and policy-making, implementation and evaluation

- Objective III: Address the financing gap: Advocate for increased domestic and external resources to ensure a sufficient number of qualified teachers; explore the teacher dimension within EFA FTI funded sector plans; explore innovative funding strategies

- Objective IV: Strengthen coordination of efforts and advocacy to fill the teacher gap: Strengthen and create partnerships; scale-up advocacy activities (including for teacher training programmes); enhance South-South and triangular cooperation

B. Program of activities

Four main areas of activities, i.e.

1. Broadening the knowledge base through desk studies and literature review e.g.
   - GMR through a teacher lens
   - Teacher attrition
   - Stocktaking of ongoing activities related to teachers
   - Case studies on policies and practices to provide teachers for EFA.

2. Collection and sharing of information, experience and good practice and dissemination of policy-relevant analytical work on teacher issues through website and e-news brief

3. Advocacy and policy dialogue on teacher issues and increased resources for teachers, e.g.
   - policy dialogue forum
   - international conference
   - contribution to the EFA HLG meeting and international and regional meetings

4. Demand-driven technical support to countries concerning the teacher gap

C. Achievements regarding (1) Broadening the knowledge base

1. Study on Teacher Attrition
   Provides a broad picture of teacher attrition in African countries, reviews reasons of voluntary attrition and the profiles of teachers who are prone to leave the profession. Informs about effects of teacher attrition on schools and education systems, identifies key issues to be addressed to tackle the problem.

2. Database and Stocktaking of teacher-related activities undertaken by international partners
   Analysis of major teacher-related activities undertaken since 2000 by donors from the OECD/DAC as well as major international organizations (such as ADEA, UNESCO, EI, etc.) to promote enhanced collaboration, avoid duplication, and identify gaps.

3. <u>Study of policies and practices to address the EFA teacher gap in different contexts</u>
Summarizes and analyzes relevant policies and promising approaches to address the teacher gap from Asia (Bangladesh, Cambodia, Vietnam) and Anglophone Sub-Saharan Africa (South Africa, Ghana, Nigeria). Evaluates the impact on access, quality and equity in education. Further studies on francophone Sub Saharan Africa, Latin America, the Caribbean, and the Arab States are planned.

4. <u>Analysis of the "EFA Global Monitoring Report through a teacher lens"</u>
First version presented in the Addis Ababa Policy Dialogue Forum, final version was prepared to be distributed to all Task Force members after endorsement through the co-chairs and the Steering Committee.

D. Achievements regarding (2) collection and sharing of information, experience, good practice through website and e-news brief

1. Teachers for EFA website and e-Network
   - news and highlights regarding Task Force activities
   - basic documents and information regarding the Task Force
   - clickable map with data on teachers and the teacher gap for each country,
   - links to data from UIS, the EFA GMR, and the Education Policy Data Centre (EPDC),
   - resources and research
   - an on-line discussion forum,
   - calendar of major events related to teachers
   - news regarding education.

   The website was launched in July 2010 under http://www.teachersforefa.unesco.org.

2. Task Force E-news brief
   The E-News Brief to inform Task Force members of activities and events focusing on EFA was launched in Sep 2010. Two E-News Briefs were published and disseminated since as a part of the communication strategy. Task Force members are encouraged to contribute publications and information to be included in the E-News Briefs

3. Teacher-related advocacy material
   - Information leaflet containing basic information on the International Task Force on Teachers for EFA (English and French, available on the Task Force Website).
   - Poster on the teacher gap with slogans 'No Education for All without Teachers for All' and 'Assert the right of every learner to a teacher' (English and French). Distributed during the second Policy Dialogue Forum and on World Teacher Day in Paris

E. Achievements regarding (3) Advocacy and policy dialogue on teacher issues and increased resources for teachers

- <u>First Policy Dialogue Forum</u> on 22nd Feb 2010 in Addis Ababa, Ethiopia focussing on "Teachers, the financial crisis, and the EFA challenge of reaching the marginalized", sharing country experiences and practices in this regard.

- <u>Steering Committee Meeting</u> on 23rd Feb 2010 focussing on the Progress Report 01/09-02/10 and the calendar of activities for 2010.

- <u>Second Policy Dialogue Forum</u> from 6 to 7 July 2010 in Amman, Jordan, focussing on "Providing Teachers for EFA: Quality Matters" attended by 50 participants from 19 countries, particularly from Arab states, and several organisations

- <u>Steering Committee Meeting</u> on 7th July 2010 focussing on the Progress Report 03/10-06/10 and on the plan of activities for 2010/1. On this basis the secretariat submitted the Action Plan for the second half 2010 and 2011 to the co-chairs and the Steering Committee

- Planning and preparation of the International Conference "Teachers for EFA in Africa: collaborative action to address the teacher gap" Jan 2011 in Nairobi, Kenya

F. Achievements regarding (3) Advocacy in international events

- The Task Force and its progress were presented in the 2010 EFA HLG meeting in Addis Ababa February 2010

- Participation and advocacy in the UNGEI conference on "Engendering Empowerment for Education and Equity" in Dakar, Senegal,17 to 21 May 2010

- Participation and advocacy in the 2nd World Conference on Arts Education in Seoul, South Korea, 25 to 28 May 2010. Presentation in the Africa Regional Working Group.

- Participation and advocacy in the E9 Conference on Literacy in Abuja, Nigeria from 21 to 24 June 2010. Guidelines for the E9 countries to report on teacher-related progress, synthesis of national reports.

- Participation and advocacy in the Ministerial Conference of the Council of Europe on "Teachers for democratic sustainable societies" in Ljubljana, Slovenia, 4 to 5 June 2010. Contribution to the statement of the president of ECOSOC during the Forum.

- Participation and advocacy at the 33rd session of the ADEA meetings held in Tunis, 2 to 3 December 2010. Presentation of the objectives of the January 2011 Conference on Teachers for EFA in Africa.

- Participation in the 11th Regional Meeting of National EFA coordinators in Bangkok/Thailand, 18 to 20 December 2010. The Task Force objectives were presented and teacher related issues raised.

- Presentation at the Education International School Leadership Meeting in Paris from 19 to 20 October 2010.

- Presentation in World Teacher Day celebrations in the UNESCO HQ in Paris on 5th October 2010 with the theme 'No Recovery without Teachers'

G. Achievements regarding (4) demand-driven technical support to countries concerning the teacher gap

- The guidelines to identify priority countries for country support will be shared for discussion.

- Countries could be encouraged to apply for support. For manageability and pertinence, the proposed criteria for country-level support are :
  - *Countries identified as "priority" because of being furthest away from achieving UPE by 2015 and having the largest teacher gap.*
  - *Countries willing to collaboratively work to address the teacher gap, and submitting a relevant, feasible and realistic proposal for action.*

- Proposed action by the Task Force should relate to one of the following categories:
  - *Initiatives to address a policy gap that affects the development and/or reinforcement of relevant national policies, strategies and plans for the provision of teachers.*
  - *Initiatives to overcome a capacity gap regarding the collection, management and use of data and information for policy making, policy implementation and monitoring and evaluation of teacher policies or having regard to institutional or human capacity development*
  - *Initiatives to find solutions to a financing gap concerning necessary enhanced spending on teachers, including international support for recurrent expenditure for qualified teachers for EFA.*

- The specific focus of proposed action may include
  - *establishment of teacher data collection, management and analysis systems*
  - *evaluation of the existing situation and needs regarding teachers*
  - *planning of capacity development programmes*

- ➢ *formulation, evaluation or implementation of teacher policies*
- ➢ *analysis of opportunities for enhanced efficiency in public spending*
- ➢ *identification of fiscal space and possibilities of resource mobilisation at the national level for scaled-up support to teacher policies*
- ➢ *capacity development for teacher management and deployment.*

H. Membership, organisational structure and resources

Membership:
- ➢ *64 countries with designated national focal points*
- ➢ *24 international governmental and non-governmental organizations*

Donors:
- ➢ *European Commission, France, Germany, Indonesia, and Norway*

Steering Committee:
- ➢ *Representatives of the donors to the Task Force*
- ➢ *Representatives of member countries (one country per region)*
- ➢ *Representatives of member institutions.*

Steering Committee Meetings:
- ➢ *Take place whenever an occasion arises*
- ➢ *Steering Committee meeting 23rd Feb back-to-back with the EFA HLG meeting in Addis Ababa*
- ➢ *Steering Committee meeting on 7th July 2010 in Amman*
- ➢ *Chaired by the co chairs of the Task Force*

Co Chairs of the Task Force
- ➢ *European Commission*
- ➢ *Republic of Indonesia*

'Teachers for EFA' secretariat
- ➢ *Hosted as an autonomous entity within UNESCO's Division of Planning and Development of Education since 1st December 2010. It was previously under UNESCO's Division of Higher Education.*
- ➢ *The Secretariat presently consists of 4 professional staff including 2 staff seconded by Indonesia and Germany*
- ➢ *The Head of the Secretariat joined the Task Force end of June 2010.*
- ➢ *One staff whose post is covered by French funding, left the secretariat as of end 2010.*

I. Impacts and conclusion

- Task Force establishes itself as an active partner in the field of education through networking activities with local and international organizations

- Over 60 countries and over 20 international institutions are working together on teacher related issues to contribute to the achievement of providing sufficient well qualified teachers for all children worldwide.

- The Task Force is committed to further strive making teachers an international priority and becoming a global force for teacher advocacy.

Annex 2: Work Plan 2011

Proposed Activities: January 2011-December 2011				
Purpose 1 – Address the Policy Gap				
Objectives	**Activities**	**Performance indicators**	**Partnerships**	**Time**
Foster dialogue on teacher issues, most specifically teacher policy options	Cooperate with relevant institutions to facilitate or encourage the development within existing EMIS models of approximate indicators and mechanisms for data collection to better inform teacher policy making, measure effectiveness of policies and metrics to assess progress towards bridging the teacher gap (optional activity)	Proposal formulated by August 2011	UIS	Aug-11
Purpose 2 – Address the Capacity Gap				
Inprove effectiveness, robustness and resilience of education systems through country support to address the capacity gap	Provide or facilitate technical support, upon demand from targeted countries, relating to the capacity gap through: - Evaluation of existing situation and needs - Planning of capacity development programs, if relevant - Establishment of teacher data collection, management and analysis systems, if applicable	Technical support provided or facilitated (through partners) upon demand to two countries by mid-2011.	Partners	Jul-11
	Needs based simulation exercises and tools identified and selected to be made available to countries upon demand	Simulation tools made available to countries or countries made aware of existing tools to support their program planning by mid 2011.		
Purpose 3 – Address the Financing Gap				
Advocate for improved levels of long term predictable support to countries, including recurrent costs to meet the teacher gap and ensure an education of quality	Identify and provide countries (on demand) with options to improve utilization of resources e.g. through cost efficiency development or alternative funding mechanism.	Technical country level support provided or facilitated for two countries with financing gap by mid 2011.	World Bank Partners	Jul -11

Purpose 4 – Strengthen coordination of international efforts and advocacy to fill the teacher gap				
Links with EFA movement at global and national levels strengthened. Communication Strategy for participatory networking and partnership building to	Ensure that the concerns, actions and recommendations of the Task Force on Teachers for EFA are conveyed in EFA meetings, and that the Task Force recommendations and conclusions feed into the EFA Working Group Meeting and the EFA High Level Group Meeting.	Recommendation for teachers integrated into EFA documents or meetings including the EFA High level Group Mtg in February 2011.	Co-Chairs Partners	Feb-11 January-December 2011
Share teacher-related experience, information and analytical work	Further development of the website with links to key resources, studies, publications, etc.	Website used to disseminate experience, information and analytical work with regard to the three gaps, making use of work done by Task Force members throughout 2011.	Partners	
	Contribute to World Teacher Day 2011 Activities and other advocacy platforms (optional activity)		UNESCO Partners	Oct-11

**LIST OF GOVERNANCE POINTS TO BE ADDRESSED
AND POSSIBLE APPROACHES TO CLARIFY THEM**

Proposal by the co-chairs (for discussion in the Steering Committee of 18-01-2011)

This is a non-exhaustive list of some governance points in the current Terms of Reference which the co-chairs consider it might be useful to address, together with, for each of them, a possible approach/concrte suggestions. The is the first proposal for discussion, to which other governance issues (or other approaches to the points raised) may also be addressed if Steering Committee members consider it necessary.

-Membership of the Task Force:

Current situation: There are currently 88 members but many are inactive or silent. Should we allow new members beyond the "ideal" 60 constituencies to join while deeming those not coming to meetings nor responding to Secretariat as having left the Task Force?

Possible approach: Remove the limitation of 60 constituencies to allow new members and at the same time reinforce the need of active membership in a positive way. Secretariat may ask member countries and organisations to confirm every year the appointment of focal point. The Secretariat and Steering Committee have to be more active in encouraging participation of members via online consultations and other means beyond meetings.

-Functions of the Task Force:

Current situation: The mandate does not specify the functions of the Task Force as such, particularly in relation to the Steering Committee and Secretariat, beyond the designation of co-chairs and SC members.

Possible approach: Define more specifically some of the functions of the Task Force meetings in relation to Steering Committee and Secretariat such as approve the Task Force Action Plan (which is an annex to the mandate/terms of reference) as well as any modifications of the terms of Reference, or give overall strategic guidance to both SC and Secretariat as well as feedback on their reported activities and proposals.

-Membership of the Steering Committee:

Current situation: The Terms of Reference define the composition of the SC in particular providing for one member representing each region of the world plus members representing all donors and several global NGOs, international organisations and regional organisations. However, it does not define the exact procedure to designate them and to replace them. Also, if one member grom a given region does not attend a meeting that region is not represented at all.

Possible approach: The terms of reference define that each region should be represented by TWO members (for instance one for Latin America and one for the Caribbean, one for French-speaking and another for English-speaking African countries – plus alternation of Portuguese-speaking countries) etc. They would not have to attend both every meeting but would be encouraged to coordinate participation to ensure full representation.

A developing country holding to co-chairmanship of the Task Force would already count as representing its region, so that only one more member from the same region would have to be designated.

Steering Committee membership should be renewed by the Task Force, by analogy of the rule for co-chairs, every year, and should not last, for members of regional groups, more than two years in any case, to allow rotation (unless no candidate countries present themselves). Donors would all continue to be represented.

Standard procedure of designation could be by consensus of the regional members present in the yearly Task Force meeting, on the basis of candidates presenting or re-presenting themselves as candidates. If necessary a vote could be taken by consensus should be the preferred method of designation. Co-chairs and secretariat would

take note and communicate the designation to the SC and to the whole task Force, in particular those members from each regional group which had not attended the meeting.

-Functions of the Steering Committee:

<u>Current situation:</u> The functions currently indicated give a relatively weak mandate to the Steering Committee to fulfil its objectives.

<u>Possible approach:</u> As a reinforced SC (with additional members) takes shape, its functions may be rendered more operational. For instance:

-The SC approves the Annual Work Programme, on the basis of the Task Force Action Plan and after consulting Task Force members, and also oversees its implementation, including its budgetary implementation.

-The SC oversees the work of the secretariat to implement the Annual Work programme and give instructions and overall strategic guidance to the Secretariat on behalf of the Task Force.

-Objectives and functioning of the Secretariat:

<u>Current situation:</u> The objectives and functional definition of the secretariat are already defined in the Terms of reference, as well as its status (hosted by UNESCO).

<u>Possible approach:</u> The Terms of reference underlines the need for the secretariat to work with sufficient independence and autonomy under the guidance of the Steering Committee in order to fulfil its EFA mandate towards 2015. They also include the obligation to report systematically to the Steering Committee on its activities, as well as to the task Force, in line with the actual practice. This reporting would be in addition to the established obligation under the Terms of Reference to *"submit to the donors appropriate reports".*