



International Task Force on
Teachers for Education 2030

2022 – 2025 Strategic Plan

Introduction

Education is a fundamental human right that enables access to other rights. It is essential to exercise citizenship; improve health; find decent employment and face the challenges of climate change. A pivotal sustainable development goal (SDG), “quality and equitable education for all” (SDG 4) is closely interconnected to the realization of all aspects of the 2030 Agenda.

A large body of research points to the centrality of teacher quality in learning outcomes: indeed, access to quality teachers and teaching leads to improvements in learning and greater access to quality, equitable and inclusive education. This is why achieving target 4c of the Sustainable Development Goals, which aims to “increase substantially the supply of qualified teachers,” is so crucial to the realization of SDG 4.

However, much needs to be done to ensure that every learner is taught by a qualified teacher. There is a global shortage of teachers, and particularly qualified ones. In sub-Saharan Africa alone, where teacher shortages are the most acute, countries will need to recruit 15 million teachers to reach the education goals by 2030. Moreover, teacher preparation in the region is an immense challenge — 35 per cent of deployed primary teachers do not meet minimum qualification requirements, and this number reaches 50 per cent for secondary education according to recent data.¹ In many of the world’s poorest countries, governance structures are lacking and there are simply not enough financial resources to ensure that teachers receive the necessary pre- and in-service professional development needed for today’s learners.

The COVID-19 pandemic highlighted many of the pre-existing issues that education systems are facing and which challenge the realization of SDG 4. It also revealed teachers’ dedication, creativity, and potential for innovation. The discussions it sparked on the issues of pedagogical continuity and learning losses provides further rationale to promote — and enact — the notion that teaching must be a well-trained, well-resourced profession with adequate institutional and professional support. In places where education was not shut down completely, learning continued because teachers knew how to maintain contact with their students; embrace alternative education delivery modes; and innovate in their teaching.

The pandemic has also served as a reminder that teachers must be considered and valued in a way that recognizes their fundamental mission: as mediators and facilitators of knowledge, teachers educate the next generations of citizens, thinkers, scientists and leaders who will shape how humankind deals with its current and future challenges, including climate change and its social, political, and economical consequences.

As attention focuses on building back better, education policy formulation must pay particular attention to strengthening systems (legal frameworks, infrastructure, financing, tools and procedures) alongside teacher support (education and further development, pedagogical tools and approaches, socio-emotional support mechanisms, peer networking, ensuring teacher participation in education policy formulation, etc.). The future resilience of education systems hinges precisely on articulating these two dimensions.

¹International Task Force on Teachers for Education 2030 (2021). *Closing the gap — Ensuring there are enough qualified and supported teachers*, 2021. Paris: UNESCO.

The Teacher Task Force and the Realization of SDG 4.c

The International Task Force on Teachers for Education 2030, also known as the Teacher Task Force (TTF), is a unique partnership created in 2008 to advocate for teachers and the teaching profession around the world. TTF aims to ensure that the critical role of teachers and teaching remains on the top of the education agenda, to advocate for adequate policies and increased financing. It is dedicated to disseminating knowledge, advocating for teachers and teaching and supporting policy-making towards achieving target 4.c of SDG 4.

The TTF has over 150 members (including national governments, international organizations, international non-governmental and civil society organizations [NGOs and CSOs] and foundations) working together to ensure there is a qualified, motivated and empowered teacher in every classroom.

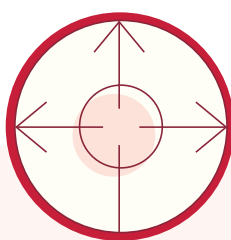
The TTF seeks to make key contributions to the global education architecture: to ensure that teachers and quality teaching issues are treated as a priority and adequately financed within the global agenda, and to contribute to the creation of evidence to guide the policy orientations of global mechanisms. In parallel, the TTF is striving to trigger policy change at the regional and national levels through increased policy learning.

This Strategic Plan presents the fourth phase in the network's existence, informed by an External Evaluation conducted in early 2021 as well as input from all its members. It seeks to set out how the network will aim to achieve its vision and mission based on three pillars of work and a strengthened governance system.



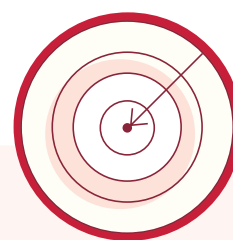
Vision

The vision of the TTF is that 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 foster learning and achieve inclusive and equitable quality education for all.



Mission

The TTF's mission is to mobilize governments and other stakeholders for the advancement of teachers and quality learning, acting as a catalyst of global, regional, and national efforts through knowledge creation, curation and dissemination, advocacy and policy learning.



Goal and outcomes

The TTF is a global alliance of partners whose goal is to ensure that teachers and teaching remain at the top of the education agenda, to enable discussions, agendas and standards and to mobilize governments and other stakeholders for the advancement of teachers and quality learning.

This overall goal of the TTF aligns with SDG 4.c and the Incheon Declaration and Framework for Action: that “teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, (...) and supported within well-resourced, efficient and effectively governed systems”²

The TTF also aims to elevate the status of the profession so that their voice, agency and status is globally recognized and upheld.

To achieve its goal, the TTF will pursue the following three outcomes, or main lines of action (MLA):



Main Line of Action 1 Knowledge production and dissemination

Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies (through **Knowledge production and dissemination** – MLA 1);



Main Line of Action 2 Advocacy

The critical role of teachers and quality teaching is advocated for, and key messages are adopted and amplified by TTF members and beyond (through **Advocacy** – MLA 2); and



Main Line of Action 3 National and regional policy learning

Regional and national policy learning is fostered in support of holistic teacher policy development, based on members’ needs (through **National and regional policy learning** – MLA 3).

²UNESCO et al, 2016. *Education 2030: Incheon Declaration and Framework for Action*, para. 22.

These outcomes build on the findings of the 2021 External Evaluation³ which recognizes the value added of the TTF’s “work and capacity to provide support in the fields of advocacy and knowledge exchange.” They also reflect an adjustment, brought about by evaluation recommendation that the TTF modifies its work on policy change at country level.

The TTF aims to work towards supporting teachers at all levels of formal and non-formal education within a lifelong learning perspective. It is in particular mindful of key cross-cutting areas including: the gendered dimension of teachers’ work, supporting teachers in the digital turn, accelerating progress in the areas of inclusion and equity in education, ensuring the

provision of trained, motivated, and well-supported teachers in all contexts, including in crisis and emergency situations.

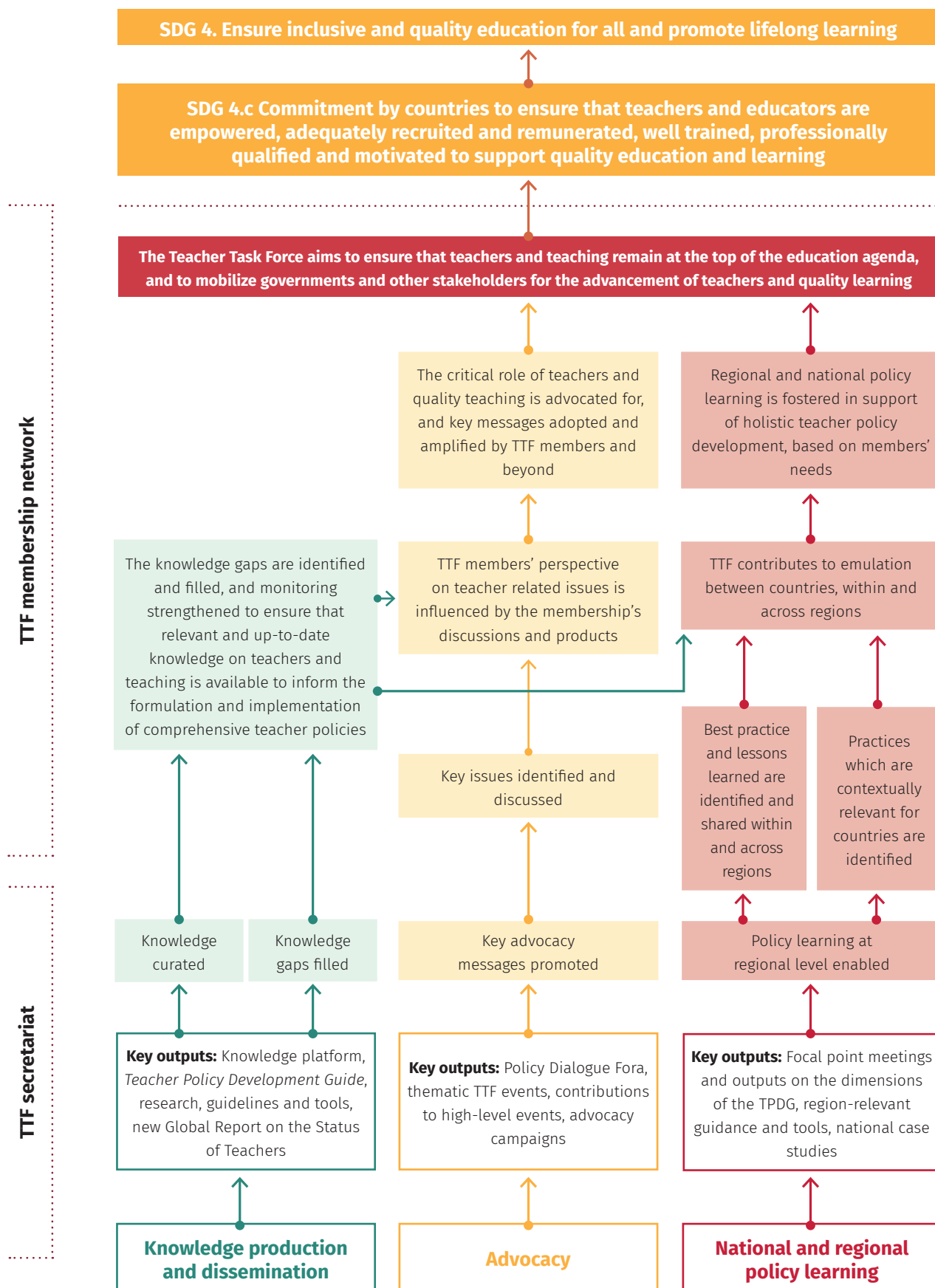
As in the previous strategic plan, the importance of social dialogue will remain a key priority area which will also cut across all areas of work. The lynchpin of this work is the formulation of holistic teacher policies as detailed in the *Teacher Policy Development Guide*, in particular its nine dimensions: recruitment and retention; teacher initial and continuing education; deployment; career path; employment and working conditions; reward and remuneration; teacher standards; accountability and school governance.

Table 1. Overview of the Results Framework

<p>Overarching goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>		
<p>INTERMEDIATE GOAL: SDG 4.c. Commitment by countries to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified and motivated to support quality education and learning</p>		
<p>OVERALL OBJECTIVE: The TTF aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning</p>		
<p>OBJECTIVE (MLA) 1: Knowledge production and dissemination</p>	<p>OBJECTIVE (MLA) 2: Advocacy</p>	<p>OBJECTIVE (MLA) 3: National and regional policy learning</p>
<p>Outcome 1. Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies</p>	<p>Outcome 2. The critical role of teachers and quality teaching is advocated for, and key messages adopted and amplified by TTF members and beyond</p>	<p>Outcome 3. Regional and national policy learning is fostered in support of holistic teacher policy development, based on members’ needs</p>

³Technopolis (2021). *External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018–2021 Strategic Plan. Final Report.*

Figure 1. Theory of Change Underlying the Strategic Plan for 2022-2025



Main Lines of Action

The 2021 External Evaluation underscores the validity of the TTF's main lines of actions regarding **knowledge production and dissemination** and **advocacy** to inform and influence the global agenda on issues related to teachers and teaching. The TTF will pursue its work in these areas to influence and inform global discussions and to advocate for the need to increase the supply of qualified, well-resourced, and motivated teachers. It will also seek to advance the discussions on teacher-related norms and standards as an essential dimension of the quality of education and learning.

Bearing in mind the evaluation recommendations regarding the need to recalibrate the TTF's engagement at country level, the TTF will reinforce **regional and national policy learning**. In this new Strategic Plan, the objective is to foster exchange between members, create dynamics at the international and regional levels, with the TTF acting as a champion of change. The regional and national partners will receive special attention, with the assumption that this exchange between members will lead to them adopting and implementing the policy lessons leveraged by the membership (Figure 1).

This will build on a strengthened relationship between the Focal Points, the thematic groups, and the TTF network members with regional remits. As with the other two main lines of actions, the ultimate objective remains to induce change in teacher policy formulation and implementation at the country level. The aspirational role of the **TTF however shifts from being a change agent to being a change champion**, one that seeks to obtain commitment for improved teacher policy formulation, financing and implementation.

TTF network members will have a strategic role in linking the work of the TTF with their own work and networks at regional level to create a dynamic for change in countries.



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Main line of action 1: **Knowledge production and dissemination**

OUTCOME 1

Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies.

Rationale and intent

There is a significant and increasing volume of literature on teachers, teacher policy, financing and practice. This knowledge is key to construct dialogue and advocacy messages that are grounded in the most pertinent, up-to-date information and knowledge (including monitoring on progress towards SGD 4.c). However, this information is not always readily available to decision and policy-makers in a user-friendly or useful format.

Therefore, the TTF needs to continue building on the work begun over the past four years with the production, curation and dissemination of relevant knowledge products on teacher issues and holistic teacher policies. In addition, to ensure that knowledge and evidence influence policy learning and formulation, the TTF's work will provide information and knowledge in formats that are adapted to the various levels at which TTF members interact: the international, regional, and national levels.

Particularly where the national level is concerned, it should be recognized that a significant share of the knowledge produced does not match what policy-makers need to trigger policy change. Consequently, their needs must be better identified, and specific knowledge products must be made available to support their decision-making.

Implementation

The TTF Secretariat will continue developing its knowledge platform and encourage its use as an avenue for interaction between members (**Output 1.1**). There will be an emphasis on drawing on the strength of the whole TTF partnership to identify existing resources, co-create new ones and build partnerships and synergies for knowledge-sharing. The TTF will contribute to the monitoring of SDG 4.c. through the collation and dissemination of relevant statistics and indicators. Depending on availability of funding it will also produce a dedicated flagship report on a two- to four-year cycle (see Box 1).

Drawing on the feedback of its members, the Secretariat will seek to document good practices and produce think pieces on under-researched areas from a policy perspective. On the same basis, and as it curates and repackages existing knowledge in formats suitable to its varied membership, the TTF will pay attention to the opportunity of further developing tools such as the *Teacher Policy Development Guide* (TPDG) including with further modules and guidelines (**Output 1.2**) to support holistic teacher policy development.

Box 1. New proposed Flagship Activity – Global Report on the State of the World's Teachers

Among the growing body of research in teachers and teaching issues, there is still currently no dedicated flagship report which aims to examine and monitor global progress towards SDG Goal 4.c. The TTF will produce, **every two to four years**, a global report which would monitor progress on teacher-related indicators and targets and aim to provide an in-depth study on certain teacher issues based on independent research. The Report would aim to support the overall goals of the TTF as outlined in this strategy: through knowledge creation and sharing, advocacy and national and regional policy learning.

The value added of the Report would come from its ability to draw from and build upon the wealth of knowledge and information already available within the TTF network. The TTF membership would therefore be called upon to provide input and contribute to the thematic sections of the Report. National members could provide case studies, best practices and lessons learned, while international and regional organizations would also provide any relevant data and research from their respective networks.

The Secretariat would aim to work in close collaboration and synergy with TTF members and partners who already produce global studies on teachers to avoid duplication and overlap. This would include notably the Global Education Monitoring Report team, Education International, UNICEF and the World Bank.

(this activity is pending funding)



Main line of action 2:

Advocacy

OUTCOME 2

The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond.

Rationale and intent

The TTF seeks to ensure that teacher issues remain at the top of the education agenda, and prominent at the national, regional and international levels. International and regional **agenda setting** is essential to advocate for adequate policies and increased financing to solve the “teacher crisis”.

The ambition of the TTF is to continue to play a strategic role within the global education architecture and provide evidence-driven advocacy messages in favour of teachers, to influence the members of the global bodies, including the Sherpa group and High-Level Steering Committee.

Members of the TTF can also leverage change at the national level and influence national policy agendas. Moreover, as advocacy messages have an impact on programme formulation and funding mechanisms, this creates a further incentive for countries to consider specific issues related to teachers.

In addition to advocating on the importance of increasing the numbers of qualified, well-resourced, and motivated teachers across education systems, the TTF will promote existing norms and agreements on teachers such as the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997).

The success of the TTF’s advocacy will depend on the relevance and quality of the messages promoted, and on the level of engagement and commitment of the broader TTF membership to support, relay, multiply and contextualize the messages.

Implementation

The TTF members will work together to identify key advocacy messages and opportunities for campaigns to influence the global agenda at both the political and the technical levels (**Output 2.1**). These will be supported by targeted research to ensure that the key messages are grounded in evidence.

The membership will have various opportunities to interact at different moments, the most important being the biennial Policy Dialogue Forum, as well as other webinars and other topical events (**Output 2.2**). These events will provide opportunities to discuss issues and build consensus on key messages to relay and amplify through the membership’s own networks. The TTF will also aim to influence other key external events and processes (both political and technical), not only through targeted advocacy campaigns, but also seeking visibility through the global education architecture, member United Nations agencies and Least Developed Countries Export Group (LEGs). Bearing in mind the importance of ensuring education continuity in emergency situations, the TTF will seek to advocate on holistic teacher policies also through education clusters (global and country) and other such mechanisms pertaining to education in emergency situations.

The success of the advocacy will also depend on the engagement of the TTF members to adopt and adapt key advocacy messages and relay them in their respective audiences, where appropriate in a contextualized format (**Output 2.3**). The TTF will pursue strategic partnerships with key actors in the global education architecture to advance advocacy on multiple fronts, including on the need for: social dialogue; pre and in-service teacher preparation; holistic national teacher policies and governance systems; recruitment, appointment and deployment policies; robust international data to monitor progress towards SDG target 4.c; and accountability systems to take stock of the collective progress made towards addressing teacher gaps.

A new **communication and advocacy strategy** will be developed at the beginning of the quadrennium to accompany the implementation of this Strategic Plan. It will aim to create links between the external communication of the Secretariat, the work of the knowledge platform and the advocacy goals and activities, including those of the TTF’s Members. The TTF’s communication strategy will rely on a two-tiered approach: within and outside the membership. In addition to the publicization of the TTF’s messages and outputs through representation and printed material, the Secretariat will ensure the network’s active engagement in social media to foster the visibility and reach of its messages and events.



Main line of action 3: National and regional policy learning

OUTCOME 3

Regional and national policy learning is fostered in support of holistic teacher policy development, based on members' needs.

Rationale and intent

With the underlying assumption that an approach which is closer to the realities on the ground is more likely to promote evidence-based policy formulation, the TTF will increase its focus on the regional and national level and with existing regional mechanisms as an essential link between policy learning and policy change. While large fora such as the Policy Dialogue Forum are well suited to create a dynamic at the global level, the TTF will concentrate its efforts on fostering policy learning through more regional channels. This will give additional impetus to emulation between countries to introduce policy changes in the spirit of south-south cooperation and appropriation of good practices and common standards through improved contextualization.

This approach comes as a response to the 2021 External Evaluation finding that “the TTF — as it is currently set up and resourced — is not geared to be a change agent at country level”. It is, however, well placed to be a champion of change. This approach will allow the TTF to bring the combined advocacy and knowledge creation and dissemination to bear on policy learning at the regional level with the intention of strengthening national teacher-related policy formulation and implementation.

Implementation

During the four-year period, the TTF will increase the interactions between TTF members, member states, thematic groups, and regional groups and organizations. The membership will hold regional meetings of Focal Points to exchange on best practices, discuss emerging issues and trends, and contextualize them to regional and national specificities (**Output 3.1**). Focal point meetings will be guided by the holistic approach promoted through the *TPDG* and its nine dimensions. This will further allow members from regional clusters to promote a holistic approach to teacher policy formulation and implementation. The TTF will also analyse, document and share these effective practices in formats that will enable adaptation and scaling-up. The Secretariat will feed the knowledge and information gathered through the regional meetings of Focal Points back through the knowledge platform and use it to further develop tools and modules to accompany the *TPDG* (**see Output 1.2**). Learning more from the national and regional realities and needs will help further guide the TTF's areas of work and future orientations.

To support this, TTF Member organizations with a regional remit will be solicited to help raise the profile of the work of the TTF and reach policy-makers (**Output 3.2**). In addition, the TTF will seek to better synchronize its regional events with those of individual members to expand its reach further, particularly towards policy-makers. To do so, it will work in close partnership with organisations such as the African Union, CONFEMEN, and the Association for the Development of Education in Africa (ADEA) in Africa, the Southeast Asian Ministers of Education Organization (SEAMEO) in Asia or the Organization of Ibero-American States for Education, Science and Culture (OEI) in Latin America and the Caribbean.



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Box 2. Teacher Task Force flagships

During the quadrennium, several Flagship activities will be prioritized to lead the work of the TTF (see also Box 1):

→ The **TTF Knowledge Platform** will continue to be a flagship activity in the work of the Teacher Task Force and aims to make a unique contribution to the advancement of the teaching profession worldwide. The overall goal of the knowledge platform is to capture and share information on teacher policies from countries and regions, to support teacher development at the global, regional and national levels through improved policies based on increased access to knowledge and evidence. During the period, curated, quality information will continue to be made available to policy-makers and the international community. This will be achieved through knowledge curation and sharing, knowledge generation, and network strengthening through communities of practice. A new teacher resource centre, based on the resources already produced within the TTF membership, will be built during this period.

→ The **Policy Dialogue Forum** will bring together key education stakeholders, TTF members and non-members, to raise the agenda on teachers, examine teacher issues, share practice and challenges and foster effective collaboration and communication. Following a review process in the 2018-2021 period, the Forum will be organized on a biennial cycle, and continue to foster progress towards teacher policy and practice by contributing to knowledge creation and dissemination, advocacy and national and regional peer learning. Greater attention will be paid to ensuring that the discussions during the Forums produce clear outcomes which can lead to tangible change and impact, in particular at the national level.

→ The TTF will continue to be the champion of **wholistic teacher policy development** at the country level through the *Teacher Policy Development Guide*, and its operationalisation through new guides, modules and tools. This will be based on needs assessments, building in particular on input from the TTF membership, through a new regional dynamic and national and regional policy learning.



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Method of Work

As outlined, the TTF works at all levels of formal and non-formal education within the framework of the SDG 4 – Education 2030 Agenda and a lifelong learning perspective. Its work is grounded in key cross-cutting notions, in particular gender, equity and inclusion, taking into consideration teachers who are working with marginalized populations and in crisis and emergency settings.

Building on diversity

The TTF membership represents a rich diversity of policy actors. International organizations and entities with international remit bring a global remit and footprint; they have strong convening power; and carry an authoritative voice. TTF members with a regional remit have the added advantage of having a more contextualized approach and understanding of the dynamics at that level. They are also closer to country level realities.

TTF country representatives are ideally placed not only to describe on the ground realities and needs so they can be brought back into the wider TTF membership work; they are ideally placed to help create and sustain demand for change and improvement in the supply of qualified, well-resourced, and motivated teachers.

Synergizing the strengths of the membership

This Strategic Plan aims to build on the synergies between these various and complementary profiles of the membership. Based on these complementary profiles, and with the support of its Secretariat, the TTF will be able to identify needs, share good practices and systematize knowledge with a view to feed into the policy cycle.

The Secretariat facilitates exchange and knowledge transfer within the Membership. It organizes dialogue on key issues and topics to improve the quality and quantity of teachers; it provides input for that dialogue, and organizes, finds, or creates channels for advocacy to support them. The TTF members themselves play a central role in creating and disseminating knowledge, amplifying and contextualizing advocacy messages and helping capture and share knowledge. In particular, TTF Member countries potentially play a dual role in the network. On the one hand, they feedback their perspective and share their experiences on teacher issues in the various network interactions. On the other, they are, ultimately, the only category of members with the authority and legitimacy to formulate teacher policies and action them. As such, they are instrumental in finding and promoting practical options for policy change.

The implementation of this Strategic Plan will emphasize the co-construction and co-ownership of the various activities initiated through the collaboration and joint work of the Secretariat and the TTF membership.

The TTF will work towards consolidating its presence in national, regional and international bodies through a strengthened governance structure.

Governance and Sustainability

OUTCOME

TTF Governance strengthened via enhanced Member engagement, resource mobilization, and visibility.

Steering Committee

The Steering committee will continue to orient the strategic and thematic directions of the TTF as well as provide oversight on the implementation of the biannual workplans and budget.

In addition to its biannual meetings, Steering Committee members will be an essential communication channel with the wider TTF membership to keep them informed of, and committed to, the TTF's work. This will help them, as well as the Secretariat, in soliciting the active contributions and engagement of the wider network membership. As the main oversight and deliberative body in the TTF, the Steering Committee is in a privileged position to ensure the engagement of all network members. It will also strive to ensure there are links between the work of the TTF and other global mechanisms, including in particular the SDG 4 Global Education Meeting.

Focal points

The Focal Points remain a central element in facilitating experience and knowledge-sharing, promoting dialogue on possible ways to improve the quantity and quality of teachers, and contributing to policy learning.

Based on the lessons of the past and as reflected in the External Evaluation, the TTF Secretariat and Steering Committee will work together to strengthen the membership mechanisms, ensuring that Focal Points represent, and have the endorsement of, the Ministries and organizations in which they should sit (**Output 4.1**).

In order to reinforce policy learning, the TTF Secretariat will, together with network members, intensify the potential of regional meetings. To the extent possible,

TTF regional meetings will contribute to teacher-related discussions led by regional network members (e.g., CONFEMEN, SEAMEO, ADEA, Organization of American States) with the aim of strengthening the linkages between policy learning and policy change.

New terms of reference will be established to clarify the desired profile, role, and rules of engagement of Focal Points. New communication and onboarding materials will also be developed.

Thematic groups

The TTF thematic groups offer the opportunity to deepen the exchange and understanding on a variety of issues as well as increasing the TTF's outreach and visibility. The TTF will ensure that they represent the voice of the TTF in a coherent and consistent manner, acting on the principles and priorities of this Strategic Plan. There will also be a greater focus creating stronger links between the themes covered in the thematic groups and wholistic teacher policy, in particular the nine dimensions identified in the TPDG.

Thematic groups, because of their very focus and the fact that they are closely owned by the membership, offer the potential of adding thematic depth to the interactions within the network. As the TTF increases its focus on the regional level during this Strategic Plan, it is expected that the thematic groups devote some of their work to making regionally specific and relevant contributions. These outputs will help nourish the debates and discussions of the Regional meetings of Focal Points on examined matters related to, for example, the use of Information and Communication Technology (ICT), hybrid teaching and learning, gender, and teachers working at other levels of education beyond K-12.

Reporting systems

As previously noted, the Steering Committee is the TTF's main oversight body. As such it receives regular progress and performance reports from the TTF Secretariat.

Reporting and assessment will be guided by the set of performance indicators defined in the Results Framework appended to this Strategic Plan. From 2022 to 2025, in addition to presenting evidence in relation to the planned trajectory for activity implementation and results realization, the Secretariat will seek to collect evidence of the activities within the network to gauge better the engagement of network members along the three main lines of action described in this document.

Administrative matters

The hosting arrangements established in 2008, upon the creation of the TTF, will be continued, including its administrative and legal framework. This will allow the TTF to continue to “leverage the institutional capacity and expertise within UNESCO to drive its agenda and the delivery of its work programme.”⁴

The hosting arrangements between the TTF Secretariat and UNESCO will continue to be mutually beneficial. The TTF will continue to gain from UNESCO's work in teacher development and broader leadership role in SDG 4 coordination to facilitate synergies, while maintaining functional independence and concentrating on the wider membership. UNESCO benefits from the strength of the partnerships and network, the knowledge generated and the visibility which the TTF brings to teacher and teaching issues.

Resource mobilization

TTF financing remains tributary of a small number of core donors. The objective remains to diversify the pool of contributors. The resource mobilization activities during 2022-2025 will require the TTF to advocate in favour of financially supporting its work, whether through unearmarked contributions or more targeted funding. The Secretariat will work together with the Steering Committee to continue to support fundraising efforts and identify potential funding sources (**Output 4.2**). To this end, a fundraising pack will be developed that the membership will be able to use when approaching potential partners to diversify the TTF's funding base and help fund the implementation of this Strategic Plan.

TTF members will also be encouraged to help the Secretariat secure additional expertise through in-kind support, including staff secondments, to strengthen the capacities of the TTF Secretariat.

Finally, with a view to resource optimization, the TTF membership will help the TTF Secretariat find efficiency gains by working on options to better integrate the activities of the TTF with those of individual members.

During the four-year period of this Strategic Plan, the TTF will operate based on several assumptions concerning its positioning, network dynamics and reach, resource levels, and governance matters.

⁴Technopolis Group (2021). *External evaluation of the External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018-2021 Strategic Plan. Final Report.*

Assumptions and Risks

Positioning

The TTF is an expression of the recognition of the key role that teachers play towards SDG 4 and its targets. Its work relies on continued political support for the goals of the TTF at country and regional levels. Competing priorities, or other disruptions could potentially erode this perception and political recognition of the importance of teachers.

Network dynamics and reach

In order to augment the likelihood of achieving its expected results, the TTF Steering Committee and Secretariat will aim at creating a new dynamic in the network, so network members are better informed, engaged, and active in the TTF's work and its outreach. This is premised on the assumption that the more network members, whether individually or in varying configurations, work together, the more likely it becomes that they adopt common positions built on consensus regarding such matters as teacher training and development or teacher participation in decision-making.

Equally important is the dynamic around the network. The underlying assumption is that the membership will both relay and amplify the TTF's work through their own work and their own networks as well as contribute to creating bridges at regional and national levels between the TTF's Focal Points and regional and national events and initiatives on the one hand, and key regional and national actors (including elected officials, other ministries, etc.) on the other.

Governance matters

Beyond the Secretariat, the TTF's work and results depend on the engagement of the whole membership. This engagement is largely premised on the commitment and involvement of the Steering Committee and the Focal Points. It is further assumed that the mutually beneficial relationship with the host organization will endure.

Resource levels

This Plan assumes, as a worst case scenario, that resource levels will be similar to those made available over the 2018–2021 period. It also assumes that the pool of skills available to the Secretariat will be carried forward. However, the 2021 External Evaluation did note that the current Secretariat is overstretched in relation to the ambition of its workplan and the resources available to achieve them.

The narrow funding base of the TTF remains a risk as it means that the work is highly reliant on a small pool of contributors. This poses a threat to the sustainability of the TTF network and its work. The resource mobilization activities described in this Strategic Plan represents a first response to this. The extent to which the membership will be able to work collectively in positioning the TTF as a change champion and leading facilitator on teacher related matters will contribute to attracting visibility and support to the work it conducts.

Annex 1. Results Framework

Overview

Overarching goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
INTERMEDIATE GOAL: SDG 4.c. Commitment by countries to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified and motivated to support quality education and learning		
OVERALL OBJECTIVE: The Teacher Task Force aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning		
OBJECTIVE (MLA) 1: Knowledge production and dissemination	OBJECTIVE (MLA) 2: Advocacy	OBJECTIVE (MLA) 3: National and regional policy learning
Outcome 1. Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies	Outcome 2. The critical role of teachers and quality teaching is advocated for, and key messages adopted and amplified by TTF members and beyond	Outcome 3. Regional and national policy learning is fostered in support of holistic teacher policy development, based on members' needs



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Results Framework – Outcomes, Outputs and Activities

Goal: The Teacher Task Force aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning

KPI *International and regional instruments/publications reflecting TTF's position on teacher development and SDG 4.c.*

Outcome N° 1: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching are available to inform holistic teacher policy development.

MLA 1 - Knowledge creation and dissemination

Key performance indicators (KPIs)

Volume of quality, curated material available to the TTF and wider community on the Knowledge Hub

Number of research/publications produced and disseminated per year

Report on the State of the World's Teachers (2023) published and disseminated

Increase in the size of the readership reached through the Knowledge Platform

Number of countries and organizations using the Teacher Policy Development Guide and its modules, tools and guidelines

Output N° 1.1: Key knowledge on current teacher and teaching issues is disseminated at global, regional and national levels to inform policy and practice

Activities

1. Maintain and promote the TTF Knowledge Platform with relevant high quality teacher related publications and events
2. Produce a biennial Global Status of Teachers Report and support the monitoring of SDG 4.c
3. Convert existing knowledge into audience-relevant formats, in particular for policy-makers
4. Build a new teachers' resource centre on the Knowledge Platform
5. Commission new research or publications based on policy learning and the systematization of the use of the TPDG

Output N° 1.2: Holistic teacher policies are promoted

Activities

1. Disseminate and promote and use of the TPDG, including through policy learning at regional level
2. Further develop the TPDG with guidelines, modules and tools

MLA 2 - Advocacy

Outcome N°2: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond

KPIs

Number of advocacy messages and campaigns designed and implemented

Number of Position Papers produced and disseminated

Number of Fora and meetings organized

Demonstrated buy-in from the membership, including how the key messages have been adopted for each partner

Output N°2.1: Advocacy messages in support of teachers and teaching identified and campaigns developed

- Activities*
1. Identify important and topical teacher issues based on input/ consultations with membership
 2. Coordinate relevant research and partnerships to inform messages
 3. Produce advocacy pieces and campaigns
 4. Develop a communications and advocacy strategy

Output N°2.2: Advocacy messages disseminated and consensus built to influence the global agenda and promote the teaching profession

- Activities*
1. Organize Policy Dialogue Fora every 2 years
 2. Organize thematic and topical meetings and participate in other events
 3. Build consensus on teacher issues and topics within TTF membership and influence other global events

Output N°2.3: Membership contextualize and disseminate key advocacy messages on teachers and teaching

- Activities*
1. Work with members to identify opportunities to disseminate advocacy messages
 2. Support members to contextualize advocacy messages and campaigns

MLA 3 - National and regional policy learning

Outcome N°3: Regional and national policy learning is fostered in support of holistic teacher policy development, based on members needs

KPIs

Frequency of interaction between national focal points through TTF regional meetings (technical)

Number of events organized by regional bodies involving TTF members on teacher policy issues

Frequency of interaction with policy-makers

Output N°3.1: Regional interaction and policy-learning is fostered

- Activities*
1. Identify national and regional needs for teacher and teaching issues
 2. Organize regional meetings of focal points on relevant dimensions of teacher policy and practice
 3. Support peer-learning and lesson-sharing within TTF membership about holistic teacher policies

Output N°3.2: Regional and national decision-makers are reached for policy learning

- Activities*
1. Build partnerships with members with regional remit
 2. Secure intervention opportunities at regional events involving policy-makers

Objective N°4: TTF Governance strengthened via enhanced member engagement, oversight and resource mobilization

KPIs

Share of focal points who are active and engaged

TOR revised and induction materials for Focal Points created and meetings held

Number of Steering Committee and other ad hoc working groups organized

Share of the work plan that is funded

Output N°4.1: Governance is strengthened through the TTF membership

- Activities*
1. Revise focal point Terms of Reference as appropriate
 2. Design induction/training resources for Focal Points
 3. Organize Steering Committee meetings and convene ad hoc working groups to oversee different areas of the TTF's activities

Output N°4.2: TTF partnerships nurtured and expanded

- Activities*
1. Enhance resource mobilization to ensure that the work plan is fully funded
 2. Expand the membership of the TTF and diversify its partnerships

Annex 2. Key Performance Indicators

Goal: The Teacher Task Force influences discussions, agendas and standards and mobilizes governments and other stakeholders for the advancement of teachers and quality teaching		Baseline	Target 2022	Target 2025	Method	Source	Target
KPI	<i>International and regional instruments/publications reflecting TTF's position on teacher development and SDG 4.c.</i>	N/A	tbd	tbd	Documentary analysis of reports and statements issued by selected TTF members, by type (declarations, norms, and standards, etc.)	Annual review of instruments adopted by major UN entities and regional integration bodies.	
	Outcome N° 1: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies						
MLA 1 - Knowledge creation and dissemination	<i>Volume of quality, curated material available to the TTF and wider community on the Knowledge Hub</i>	360 entries in Knowledge Hub	400 entries in knowledge hub	530	Compilation of documents available on the Knowledge Hub	Retrieved on an annual basis from the catalogue of the Knowledge platform.	10% annual increase
	<i>Number of research/publications produced and disseminated per year</i>	2 policy briefs 1 fact sheet 1 research paper	2 policy briefs 1 fact sheet 1 research paper	8 policy briefs 4 fact sheets 4 research papers	Publications available on the Knowledge Hub	Annual Reporting	
	<i>Report on the State of the World's Teachers (2023) published and disseminated</i>	0	0	2	Publication available on the Knowledge Hub	Annual Reporting	Every 2 years
	<i>Increase in the size of the readership reached through the Knowledge Platform</i>	avg 15,000 webviews/mth	avg 16,500 / month	21,000	Compilation of unique profiles downloading knowledge products available on the knowledge platform	Retrieved annually from log analysis to the TTF platform.	10% annual increase
	<i>Social media impressions (twitter + facebook)</i>	1164.423	1.280.865	1.704.000	Web analytics	Annual Reporting	10% increase/year
	<i>Number of countries and organisations using the Teacher Policy Development Guide and its modules, tools and guidelines</i>	5 countries/orgs	7 countries/orgs	15	Item analysis	Annual survey of the membership	30% increase/year
	Outcome N° 2: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond						
MLA 2 - Advocacy	<i>Number of advocacy messages and campaigns designed and implemented</i>	2 / year	1 / year	8 over the quadriennium	Compilation of advocacy packs produced with indication of thematic coverage (general/biennial special themes).	Retrieved annually from the TTF's record of publications.	2 per year
	<i>Number of Position Papers produced and disseminated</i>	N/A	3 / year	8 over the quadriennium	Compilation of position papers	Retrieved annually from the TTF's record of publications.	
	<i>Number of Fora and meetings organised</i>	1 PDF/biennium 4 webinar/year	1 high level 4 webinar/year	2 PDF 16 webinars	Compilation of meetings organized	Retrieved annually from TTF records.	1 PDF/biennium 4 webinar/year
	<i>Demonstrated buy-in from the membership, including how the key message have been adopted for each partner</i>	N/A	20% increase	tbd	Documentary analysis of key membership documents (e.g. PDF outcome documents, common statements).	Retrieved annually from TTF records.	20% increase / year

Goal: The Teacher Task Force influences discussions, agendas and standards and mobilizes governments and other stakeholders for the advancement of teachers and quality teaching		Baseline	Target 2022	Target 2025	Method	Source	Target
MLA 3 - National and regional policy learning	Outcome N° 3: Regional and national policy learning is fostered in support of holistic teacher policy development, based on members needs						
	<i>Frequency of interaction between national focal points through TTF regional meetings</i>	8 meetings/ quadriennium	2 meetings	8 meetings/ quadriennium	Compilation of TTF meetings by region	Retrieved annually from TTF records.	2 meetings/ year
	<i>Number of events organised by regional bodies involving TTF members on teacher policy issues</i>	8 meetings/ quadriennium	2 meetings	8 meetings/ quadriennium	Item analysis	Annual survey of the membership	2 meetings/ year
	<i>Frequency of interaction with policy-makers</i>	8 meetings/ quadriennium	2 meetings	8 meetings/ quadriennium	Compilation of meetings with participation of policymakers (ministerial/minister advisor/ SecGen level)	Retrieved annually from TTF records	2 meetings/ year
	Outcome N° 4: TTF Governance strengthened via enhanced member engagement, resource mobilization and visibility						
Governance and sustainability	<i>Share of Focal Points who are active and engaged</i>	20%	24%	42%	TTF internal calculation based on the analysis of engagement criteria.	Calculated annually from TTF data	20% increase/ year
	<i>TOR revised and training materials developed and shared</i>	N/A	1 TOR revised & 1 induction kit developed	1 TOR revised & 1 induction kit developed	Publications available on the Knowledge Hub	Retrieved annually from the TTF's record of publications.	
	<i>Number of Steering Committee and ad hoc working groups organised</i>	3 / year	3 / year	9 meetings/ quadriennium	Governance documents	Retrieved annually from TTF records.	Stable (no increase)
	<i>Share of the workplan that is funded</i>	90%	100%	100%	Comparison between the budget approved for year n in year n-1 with financial records for year n in year n	TTF budgets and accounts	100%





International Task Force on Teachers for Education 2030

2022-2025 Strategic Plan

Every learner deserves a qualified teacher. Access to quality teachers and teaching leads to improvements in learning and to quality, equitable and inclusive education. This is why achieving target 4.c of the Sustainable Development Goals, which aims to “increase substantially the supply of qualified teachers,” is so crucial to the realization of the global education goals and targets.

The International Task Force on Teachers for Education 2030 (TTF) is a unique partnership created in 2008 to advocate for teachers and the teaching profession around the world. The TTF has over 150 members who work together to ensure that the critical role of teachers and teaching remains on the top of the education agenda, to advocate for adequate policies and increased financing.

This *2022-2025 Strategic Plan* presents the fourth phase in the network’s activities. It sets out how this global alliance will support the achievement of the global teacher goal: through knowledge production and dissemination, advocacy and national and regional policy learning.

The International Task Force on Teachers for Education 2030 (also known as Teacher Task Force) is a global and independent alliance. Members are national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies that work together to promote teacher-related issues.

The Teacher Task Force Secretariat is hosted by UNESCO at its Headquarters in Paris.

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