



2019 Workplan

International Task Force on Teachers for Education 2030

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 consists of an operational team, hosted by UNESCO's Headquarter in Paris.

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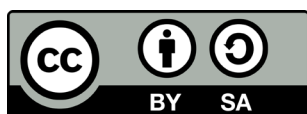
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2019 Workplan

The 2019 workplan describes the activities foreseen for this year as linked to the new vision and the theory of change in the Strategic Plan. It is structured in line with the result framework of the Strategic Plan.

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Background and rationale

2018-2021 Strategic Plan 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

The **2018-2021 Strategic Plan**, which launched the third phase of the International Task Force on Teachers for Education 2030 (TTF), aspires to reinforce the alignment of the Task Force's mandate and mission with the Sustainable Development Goals (SDGs), especially the target on teachers in SDG 4 and the Framework for Action of the Education 2030 Agenda. The Plan marks the ambition of the Task Force to play a catalytic role in the implementation and monitoring of the teacher-related targets in SDGs and serve as the dedicated platform for global dialogue and knowledge sharing on teacher issues.

2019 is **the second year of the Strategic Plan**. The main goal will be to further strengthen TTF as a platform for exchange of knowledge and best practice, and as a dynamic network where members are empowered, and partners mobilized for dialogue and advocacy for teacher issues, in national, regional and global settings. In order to achieve this goal, TTF will endeavour to pay a balanced attention to the three main lines of actions in the Strategic Plan¹, while focusing on priority activities likely to sustain evidence-based teacher policies and strategies.

In this sense, there were some promising developments in 2018 that 2019 activities could build on:

- a. The 11th policy dialogue forum in Jamaica featured the first ever ministerial panel at a forum. The Outcome statement of the Forum also inspired provisions on Teachers in the Declaration of the SDG4 GEM in Brussels in December 2018.
- b. TTF members and partners took responsibility for parts of the technical preparation of the 2018 policy dialogue forum.
- c. Propositions were made by an ad hoc group on resource mobilization to map out global and regional traditional donors (public and private or philanthropic organizations). An informal donors meeting was organized during the PDF in Jamaica; it suggested that prioritization of activities within the framework of the Strategic Plan could attract specific and diversified funding.
- d. Reaching out to academic and research institutions has resulted in high-level international teacher experts availing themselves for TTF activities, including reviews and technical support to countries *pro bono*².
- e. A first virtual meeting of the whole Steering Committee (SC) between face-to-face meetings was organized.
- f. Some important projects implemented by UNESCO reinforced the synergy/complementarity between TTF and UNESCO (including its field network and institutes); they have also facilitated the sharing of expertise within the Section.
- g. Last but not least, the Steering Committee in its annual meeting in Jamaica undertook a keen prioritization exercise of strategic activities to be included in the 2019 work plan.

The 2019 activities are also planned against the financial resources available to the Secretariat at UNESCO as on 31 December 2018 and confirmed contributions of donors, a total of \$ 1 604 127. These include:

- The balance on 2018 budget, mainly Norway's 2018 contribution \$ 767 481);
- The confirmed contributions from Hamdan Foundation (\$632 646), including \$290 703 for the development of the TTF knowledge platform, \$42 000 for the translation of a study report and \$290 000 for the 12th PDF;
- The confirmed contribution of Germany (GIZ) for the organization of the 12th PDF in the amount of 180 000 euros i.e. \$ 204 000 (at January 2019 exchange rate).

Against the above background, the following workplan has been developed. Each activity under the MLAs is briefly described, followed by a box showing the objectives and expected results they are linked to, as described in the Strategic Plan.

1 The three mainlines of action are: Advocacy and Coordination; Knowledge creation and sharing; and Facilitation of country support and engagement

2 An Australian member of the International Forum of Teacher Regulatory Authorities (IFTRA) supported Lesotho in initiating Professional Teaching Standards, 5 experts from South Africa, Australia, Finland, New Zealand and Shanghai provided technical assistance to the Ministry of Education of the UAE to initiate a National Teacher Policy; and a French professor will spend 6 months of her sabbatical in the secretariat on a volunteer contract.

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I. Description of proposed activities

The main activities in 2019 revolve around the three flagship initiatives of the Strategic Plan: (1) the Development of the Knowledge Platform, (2) the Policy Dialogue Forum and (3) the Teacher Policy Development Guide for countries and partners' use. All three require more effective engagement of TTF members and focal points. Therefore, specific activities are planned to help Regional Groups and Thematic Groups develop ways of contributing to the Strategic Plan. Finally, the coordination and monitoring of the activities will be facilitated by a core team in the Secretariat at UNESCO³.

1. MLA 1 - Advocacy and coordination with global and regional initiatives

In 2019 the advocacy activities will target policy makers and other stakeholders participating in selected high-visibility events. They will take the form of technical inputs on dimensions of teacher policy (based on the Teacher Policy Development Guide), dissemination of materials or side events on teacher policy issues. The aim will be to ensure that the critical role of teachers remains on high top of the education agenda, and to advocate for adequate policies and increased financing of teaching.

1.1. Contributions to the global and regional consultations on SDG4.c and side events at major global and regional events

In 2019, these will primarily/particularly be: (i) the UNESCO General Conference to be held in Paris in the fall. (Side event will be in partnership with the Hamdan Foundation); (ii) the High Level political forum on SDG4 to be held between 9-18 July 2019 at United Nations Headquarters in New York; (iii) Education International's Congress to be held in Bangkok in 2019 and (iv) World Teachers Day 2019. The co-chairs, SC members or the Secretariat will be representing TTF at these fora.

1.2. Operationalization of resource mobilisation activities and identification of new partners

With the help of regional focal points and thematic group coordinators, the Secretariat will map government donors, philanthropic and private sector organizations active in education and other potential donors, and prepare targeted proposals for funding linked to the priority areas of TTF programme. Based on the mapping, new partners and donors will be identified and approached for collaborative ventures or financial support. High-profile figures will also be approached to be goodwill ambassadors, champions or advocates on specific teacher themes, or for TTF as a whole.

[Summary presentation of MLA1 Activities against the Strategic Plan Provisions.](#)

³ The Secretariat is working with UNESCO administration to develop a budget template whereby personnel costs will be tied to activities in the MLAs. It will however be still possible to pull out the overall personnel costs as compared with programme cost. The template will be shared with the SC for use in future planning and reporting

2018 – 2021 Strategic Plan Provisions			2019	
MLA 1	Objectives	Expected results	Activities	Performance indicators
Advocacy and coordination with global and regional initiatives	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.	1.1. The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents	1.1. Contributions to the global and regional consultations on SDG 4.c and side events at major global and regional events.	a. TTF co-chairs, SC members or Secretariat staff contributed to at least one Global SDG4 event b. A side event is organized on Teachers at a regional SDG4 consultation with inputs from TTF SC members or focal point
		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.		
	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.	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	1.2. Operationalization of resource mobilization activities and identification of new partners.	a. A mapping of traditional donors and potential public and private donors is developed b. At least 2 new donors contributed to filling the funding gap for 2019 planned activities c. A partnership agreement is signed with at least two institutions d. Evidence is collected from at least two countries that stakeholders have participated in social dialogue around teacher policy development/review
		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		

2. MLA 2 - Knowledge Creation and sharing

Two of the three flagships – the Knowledge Platform and the Policy Dialogue Forum – fall under this MLA. While prioritizing the flagship programmes, the Secretariat will also facilitate other activities aiming at bridging the knowledge gaps.

2.1. Desk reviews

The reviews will be undertaken by thematic groups, the secretariat and partner research institutions to map the knowledge gaps on different dimensions of Teacher policy and practice. Although no funds are earmarked besides staff time and voluntary inputs from TTF experts, these reviews are essential: they will analyse published reports, information and data on existing knowledge or emerging issues related to teachers and teaching. Future knowledge production by the TTF will be guided by the mapping.

2.2. A report on the state of Teacher motivation in two regions (Africa and Asia)

The report will be commissioned jointly with UNESCO. The regional reports will serve as a background paper to be shared at the PDF. They are part of a more extensive research on the key knowledge gaps linked to teacher motivation. The work on Teacher Motivation started in 2018 as a recommendation of the 9th PDF (Cambodia, 2016) on the theme. It was interrupted for shortage of funds. The purpose of this project is to draw from existing studies to develop a more comprehensive framework of teacher motivation in order to support the development of new indicators that could elicit more precise insights on underlying factors leading to difficulties in attracting the best to teaching, teacher attrition, etc., and the types of policy interventions that can be implemented to support a sustainable supply of quality teachers. The work will culminate in a new joint publication series with UNESCO on “The State of the World’s Teachers” by the end of 2020.

2.3. Organisation of the 12th Policy Dialogue Forum

The PDF gathers various teacher stakeholders from all regions and takes stock of what we know and what needs to be done to bridge the knowledge gap on a specific teacher issue (to be selected) and forge new partnerships. The TTF Annual Meeting and face-to-face SC-meetings are also organized back-to-back with the PDF. A host country, United Arab Emirates (Dubai)⁴ has committed funds along with Germany for the organization of the forum. An ad hoc group is revisiting the frequency and format of PDF for future editions starting in 2020, but with some guidance also for the 2019 edition.

2.4. The development of the taxonomy/typology of teacher training

The teacher target in SDGs puts an emphasis on “the supply of trained teachers”. For the monitoring of the target and global comparability of data, it is important to document the nature of the training and the qualifications requirements countries apply in their national systems. A taxonomy of teacher training will inform on current practices and contribute to devising better indicators and enhancing the quality of teacher education. This initiative started two years ago with UIS in the lead. The concept note for framing the nature and scope of follow up work is still under discussions with GPE and UIS. This will lead to the definition of roles and responsibilities as well as resources available, including for TTF and UNESCO. One possible role for TTF could be to coordinate input from the TTF-membership. The activity was ranked by the Steering Committee as of high priority in informing the implementation of the SDG4 Teacher Target.

⁴ The Steering Committee will confirm this by February 2019

2.5. Development of the TTF Knowledge Platform

In 2019 the technical work for developing the Platform will start with the initial funding from a TTF member. Tasks will include exploration of existing similar platforms for possible alignment; administrative procedures, as per UNESCO rules for procuring services; selection of service providers, monitoring and quality assurance of deliverables jointly with SC members. Regular progress report will be shared with SC, and mobilization of additional resources for launching, updating and maintenance the Platform will be carried out. An ad hoc group led by SC-member (ILO) will be working closely with the Secretariat and provide input throughout the process.

2.6. Development of Communication materials

Pending the completion of the Knowledge Platform, the current TTF website will remain the window for TTF communication and advocacy actions. It will be maintained and updated regularly by the communications officer and her network of peers in TTF membership. There will also be social media management and the creation of brochures, PDF materials, carton plume and kake-mono.

[Summary presentation of MLA2 Activities against the Strategic Plan Provisions](#)

2018 – 2021 Strategic Plan Provisions			2019	
MLA 2	Objectives	Expected results	Activities	Performance indicators
Knowledge Creation and sharing	3. Key knowledge gaps are identified and research commissioned to inform teacher policies, legislation, practices and governance.	3.1. A number of studies and research reports on identified knowledge gaps are produced and available	2.1. Desk reviews	At least two reviews are undertaken and published on the TTF website
		3.2. Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations		
	4. Monitoring of the status of teachers and teaching in achieving SDG target 4.c and Education 2030 targets are strengthened.	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	2.2. A report on the state of Teacher motivation in two regions (Africa and Asia)	Two regional reports on the literature review on Teacher motivation are produced
		2.3 Organization of the 12th Policy Dialogue Forum	The 12 PDF is organized with participation of various constituencies and stakeholders	
		2.4 The development of the taxonomy typology of teacher training	Collaborative work is undertaken with UIS on the typology of teacher training	

2018 – 2021 Strategic Plan Provisions			2019	
MLA 2	Objectives	Expected results	Activities	Performance indicators
	5. Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated	5.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised	2.5 Development of the TTF Knowledge Platform	The framework of the knowledge platform is developed and tested
		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	2.6 Development of Communication materials	At least 5 newsletters and 2 data sheets are produced and used by TTF focal points
		5.4. Global and regional policy dialogue forums addressing topics and needs of countries are convened		

3. MLA 3 - Country support and Engagement

The Strategic Plan builds its approach to country support and engagement around its third flagship Programme: The use of the Teacher Policy Development Guide. The Plan stipulates: “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”. In the past three years, the number of demands from countries to the Secretariat seeking this support proves national policymakers’ adherence to the holistic approach. At the same time, their expectations in terms of funding largely exceed the TTF budget.

In 2019, TTF will focus on a limited number of interventions. The countries included and the rationale for this are:

3.1. Completion of work initiated in past years

- In Lesotho the process was launched in 2017 but interrupted in 2018 because of turnover in government and in national teams. A new team leader and a TTF-recruited international expert have resumed the development of the policy.
- In the United Arab Emirates - UAE (at no cost): the work will be pursued and completed with the technical backstopping of international experts mobilized by the Secretariat in 2018. In coordination with the UNESCO Regional Bureau for Education in the Arab States (Beirut), the Secretariat will monitor the work of the experts for quality assurance and accountability to

the Ministry.

3.2. Support two new countries for developing their national teacher policy

- Lao PDR and Guinea. Their requests have been pending for the past three years and their Ministries have demonstrated high political commitment for reforming their teaching force. Furthermore, a TTF member (SEAMEO) for Lao PDR, and for both countries, UNESCO Regional Bureaus (Bangkok and Abuja respectively) are committed to coordinating and monitoring the policy development processes on behalf of the Secretariat, ensuring articulation with on-going Sectoral reforms and LEGs activities.

For the TTF-funded countries and future ones, the TTF will explore articulation with GPE in-country funding modalities and clear synergies with Sector plans development, as was the case for Madagascar and Togo who completed their Teacher Policies in 2018. The end goal is not to have well-elaborated stand-alone Teacher Policies, but robust and comprehensive provisions on teachers, teaching and learning in national education Sector Plans, with effective participation and ownership of government and all stakeholders. The Secretariat will monitor the processes through national focal points, TTF member organizations active locally and UNESCO offices for the analysis of lessons learnt to share with TTF network. Expertise in the SC or TTF at large will be involved in the review of the draft policies.

3.3. Completion of the on-line modular version of the Teacher Policy Development Guide

Alongside the direct support and engagement with countries, in 2019, TTF will complete the modular online version of the *Teacher Policy Development Guide*. Open University of UK developed and tested the template in 2017 with the text of the full version of the Guide⁵. The online modular format will enable direct access to Ministries, Organizations and Research/training institutions for capacity development of staff and use for policy development. It includes an interactive space allowing several users to share experiences. This will reduce Member States' dependence on technical backstopping from the Secretariat. Cost for the finalization of the online version will be limited to staff time and collaboration with Open University of UK for updating the text.

The full version of the *Teacher Policy Development Guide* will also published in 2019.

[Summary presentation of MLA3 Activities against the Strategic Plan Provisions](#)

⁵ The Open University presented the template at the 9th TTF PDF in Cambodia. But the platform did not go live because of pending copyrights authorization on materials quoted by the Guide authors. The Secretariat has now cleared all materials and the full version of the Guide could be produced by April 2019. Open University will be contracted to update the text and launch the modules on-line. This will be presented again at the 12th PDF.

2018 – 2021 Strategic Plan Provisions			2019	
MLA 3	Objectives	Expected results	Activities	Performance indicators
Country support and Engagement	6. Support to countries requesting technical assistance on teachers and teaching is facilitated.	6.1. Multimedia support materials and an online platform are established and used to facilitate country support	3.1 Completion of work initiated in past years	Lesotho and the UAE pursued the development of their national teacher policy
		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	3.2 Support two new countries for developing their national teacher policy	Lao PDR and Guinea initiated the development of their teacher policy
		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)	3.3 Completion of the on-line modular version of the Teacher Policy Development Guide and publication of the full version of the Guide	The Online version of the Teacher Policy Development Guide is completed and launched and the English version of the full Guide is published

II. Governance

In the preamble of the TTF Terms of Reference, it is stipulated: “The International Task Force on Teachers for Education 2030 (Teacher Task Force) is a multi-stakeholder partnership of an entirely voluntary nature... As all participation and contributions to the Teacher Task Force are on a voluntary basis, achievements will only happen if the Teacher Task Force members themselves decide priorities and take actions on them.” The Strategic Plan has built on this principle to include provisions that spell out the roles and responsibilities of focal points, with a greater responsibility for Regional coordinators and other constituencies’ representatives in the Steering Committee. Besides, four thematic groups are institutionalized as mechanisms in TTF structure that could reinforce technical expertise.

The 2019 activities will support the operationalization of the above-mentioned provisions and aim at reinforcing communication among the focal points, their awareness of other regional SDG4 and Education structures to engage with, and collective accountability and reporting on follow up to annual meetings and PDF recommendations.

1. Consolidation of the Regional Groups

- Africa: With the largest number of TTF Member States and the most acute teacher gaps, Africa is chosen as pilot in 2019. UNESCO will organize a meeting with ten beneficiary countries of the UNESCO-Chinese-funds project on the use of ICT for teacher training in March. The Secretariat will use the opportunity of this meeting in Addis-Ababa, headquarters of the two TTF continental focal points (African Union Commission and IICBA), to organize a back-to-back consultation of TTF sub-regional coordinators of the Africa Region (South Africa, Uganda, Togo and Cameroon) including Egypt. The aim is for the focal points to reflect and develop guidelines for sharing information, reporting country activities, participating in in-country processes such as the Local Education Groups (LEGs), build articulations with the African Union’s Continental Strategy for Education in Africa (CESA), ADEA and other regional frameworks. The Secretariat will further work with the SC to elicit SC-members’ technical support for some focal points in Africa.
- For 3 other regions (Arab States, Asia and Latin America & the Caribbean – LAC), through the UNESCO Regional Bureaus (respectively, Beirut, Bangkok and Santiago), appropriate platforms will be identified for a similar consultation among the regional focal points. This will be done with the engagement of other TTF member organizations in the regions, such as the Regional Centre for Quality in Education (RCQE) in Riyadh and Hamdan Foundation for the Arab States, SEAMEO for Asia, the Organisation of American States – OAS/ITEN, the Inter-American Development Bank, and CARICOM for LAC.

Europe and North America

For Europe and North America, in 2019, the regional coordinators will be encouraged to work with the focal points in the region and report on activities at the PDF.

2. Consolidation of the Thematic groups

- For the thematic group on Inclusion and equity in teacher policies and practices, the coordinators plan to organize a panel at the International Forum on Inclusion and Equity in Columbia (June 2019);
- For the thematic group on Information and Communication Technology and distance education for teacher development, the coordinators plan to organize a session at the Mobile Learning Week in Paris in March 2019
- For the thematic group on Teacher management in crisis and emergency situations, the coordinators will contribute to the

meeting of the International Network on Education in Emergencies (INEE) to be held in Helsinki in the fall.

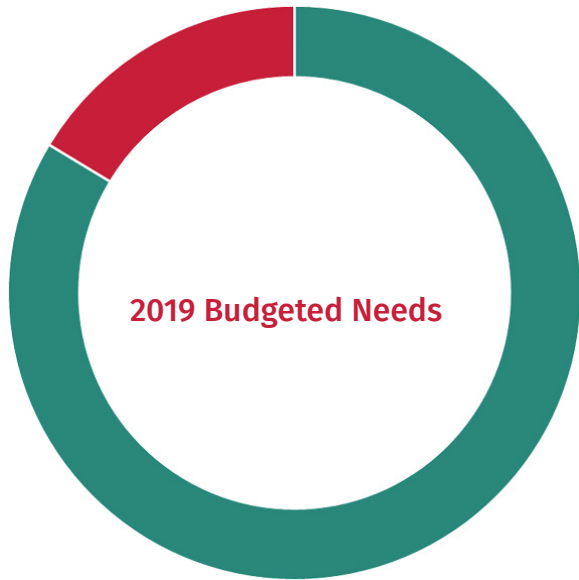
- For the thematic group on Early Childhood Care and Education teachers and facilitators, the coordinators have planned an International Conference on the Quality on Early Childhood in Morocco by the summer.

For both regional and thematic groups, the planned activities may appear as one-time events. But the joint preparation processes, interaction at the event and follow up actions for reporting to the whole TTF network could be an effective way of stimulating engagement and ownership, creating opportunities for new partnerships, collecting insights on knowledge gaps in relation to teachers/teaching and promoting TTF mandate.

2018 – 2021 Strategic Plan Provisions			2019	
Governance	Objectives	Expected results	Activities	Performance indicators
Governance and institutional strengthening	7. TTF governance is strengthened.	7.1. The role of focal points is redefined	1. Consolidation of the Regional Groups	Regional groups in Arab States, Africa, Asia and LAC developed mechanisms for enhancing intra-regional collaboration and synergy with UNESCO and SDG4 structures
		7.2. Reporting mechanisms are strengthened		
		7.3. The TTF Secretariat is fully operational	2. Consolidation of the Thematic groups	The 4 thematic groups contributed to TTF strategic plan through at least an event per group
		7.4. A strategy for communication and advocacy is adopted	(Also see Secretariat staffing and provisions in MLAs 1 and 2 on advocacy and communication)	TTF Secretariat current staff contracts are renewed and a senior programme specialist (P4) is recruited
		7.5. A strategy for resource mobilization is adopted.		
			Regional and thematic groups report at the annual meeting	

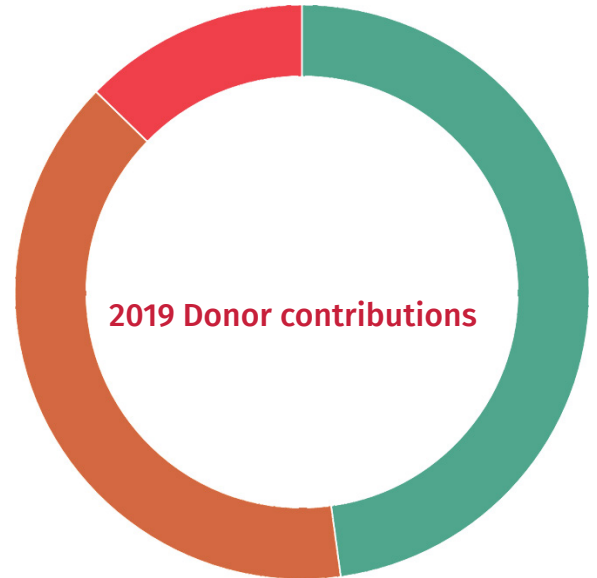
III. Estimated budget

Estimated budget for the 2019 Workplan



■ Budget available ■ Funding gap

Budget available	1 604 127 US\$
Funding gap	313 978 US\$
Total budget needed	1 842 802 US\$



■ Norway ■ Hamdan Foundation
■ Germany/GIZ

Norway	767 481 US\$
Hamdan Foundation	632 646 US\$
Germany/GIZ	204 000 US\$
Total contributions 2019	1 604 127 US\$

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Conclusion

The 2019 work plan is characterized by the decision to prioritize activities along the three MLAs of the Strategic Plan and strengthen the governance structures of the TTF for an enhanced engagement of the members in implementation, communication and articulation with partners in SDG4 and Teacher target monitoring. Although activities are developed under specific MLAs, it is important to note that their realization is mutually supportive. For instance, advocacy interventions (MLA1) are substantiated by evidence collected in knowledge creation activities (MLA2), which in turn should inform country support and engagement (MLA3). In the same vein, the strengthening of the governance structures is not an end in itself, but a means for a collective engagement in the substantive activities under the MLAs.

On budgeting, availability of some funding before the beginning of the year allows for realistic and strategic planning. There are obvious gaps, which do not take into account the expected renewal of Norway's annual contribution and any outcomes of the resource mobilization efforts and new partnerships to develop. When these materialize, priority should be given to filling critical staffing post in the Secretariat, ensuring the completion of the knowledge platform and its continuous maintenance, and making substantial contributions to the monitoring of teacher targets and SDG4 structures.

Lastly, quality planning, monitoring and reporting will be fostered for documenting the relevance and effectiveness of the activities against the Strategic plan, and for credibility vis-à-vis members, donors and partners.

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 global independent alliance. Its members include 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 Force worked essentially to address the ‘teacher gap’. Indeed, according to 2016 research from the UNESCO Institutes 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 focuses on helping its Member States and the global education community to implement target 4.c and monitor (their) progress.

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