



## **TTF Annual Report and Expenditure 2019**

*International Task Force on Teachers for Education 2030*

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## TTF Annual Report and Expenditure 2019

### Teacher Task Force 2019 – Highlights

Realising inclusive and equitable education for all will not be possible without teachers who are supported, empowered and provided adequate training. This is why, throughout 2019, the Teacher Task Force (TTF) Secretariat and its members worked to advance teacher and teaching issues, as well as supporting countries to develop robust teacher policies in line with the 2018-2021 Strategic Plan. This Annual Report gives an overview of what was achieved in 2019 and explains deviations as compared to the plan for 2019.

#### Advocacy

The TTF continued its advocacy work to increase the recognition of the critical roles of teachers and teaching in achieving SDG4-Education 2030 targets at international, regional and country levels. This included through participation in key global and regional events, as well as providing input into important policy documents such as the [High Level Political Forum](#) background document, or the report of the [Education Workforce Initiative](#). The Secretariat also developed a draft resource mobilisation strategy to help identify bottlenecks in providing funding for teacher initiatives.

#### Knowledge creation and sharing

The main activity for knowledge sharing in 2019 was the [12th Policy Dialogue Forum](#) held in Dubai, in December 2019. The Policy Dialogue Fora is both a flagship initiative for advocacy purposes, but also serves as an important arena for sharing of recent research, studies, best practices and discussions. The Forum was attended by some 250 international and 80 national participants, which included seven Ministers of Education. In an evaluation following the meeting, nine out of ten of respondents stated that the Forum provided them with actionable information that would help them in their policy work, research and practice.

The TTF Secretariat also continued the development work on the new knowledge platform on teachers and teaching, which is a flagship initiative in the current strategy. The platform, to be released in 2020, will support knowledge creation and sharing, and inform teacher policies, legislation and practice.

#### Country support and engagement

The TTF's full version of the [Teacher Policy Development Guide](#) was released in 2019. The Guide, which is one of the three flagship initiatives defined in the current strategic plan, sets out comprehensive processes which overview nine key dimensions in teacher policy. Through this, the TTF aims to strengthen teachers and the teaching profession through the development of holistic national teacher policies. The Guide will also be available as a free on-line course, through the Open University UK. The TTF also continued to broker support for national teacher policy development, including in two new countries (Lao PDR and Guinea).

#### Governance and institutional strengthening

In 2019, the TTF strengthened its membership at the regional level and working through its thematic groups. For the first time, a series of regional meetings were held, to identify better avenues for cooperation and increase south-south cooperation and knowledge sharing on teacher issues. Thematic events, held in different fora, helped create spaces for meaningful discussions on teachers and teaching, and the TTF supported the dissemination of their findings. Working with both national focal points and thematic experts helped create meaningful spaces for TTF members to engage and work together in 2019.

## I. Background and Introduction

The International Task Force on Teachers for Education 2030's (TTF) overall objective is to contribute to increasing access to and enhancing quality education through appropriate teacher policies. In its Strategic Plan for 2018-2021, the TTF has put emphasis on three main lines of action (MLAs), with three corresponding flagship initiatives as well as on the governance of the partnership. The three main lines of action are:

- 1: Advocacy
- 2: Knowledge creation and sharing
- 3: Country support and engagement

Within the framework of the Sustainable Development Goal agenda (SDGs), in particular SDG 4.c. target on teachers and the [Education 2030 Incheon Declaration and Framework for Action](#), the TTF's [2018-2021 Strategic Plan](#) represents the third phase of its work,

The 2019 Annual Report is aligned to both the original four-year Strategic Plan as well as the 2019 Work Plan. It describes the activities and results based on the Strategic Plan's overall vision and theory of change.

The work of the TTF in 2019 is based on seven core objectives as identified in the 2018-2021 Strategic Plan. Progress and challenges have been reported against each of those, where the TTF Steering Committee had identified work to be carried out in 2019.

## II. Progress towards Results

### MLA 1 -ADVOCACY AND COORDINATION WITH GLOBAL AND REGIONAL INITIATIVES

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

**Strategic Plan 2018-2021 Expected results:**

- 1.1. The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents
- 1.2. The dimensions of teacher policy including SDG target 4.c on teachers are adequately covered at relevant political and technical fora, 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

**Activity 1.1.** Contributions to the global and regional consultations on SDG 4.c and side events at major global and regional events.

The TTF and its members continued to contribute towards having teacher issues adequately covered during meetings and events in 2019, as part of its overarching goal to advocate for the critical role of teachers. This also served to give visibility to the work of the Teacher Task Force. Some examples include:

- The Head of Secretariat made a [video presentation](#) to Global Network of Deans of Education in April 2019. Following this, the Network committed to contribute to the 12<sup>th</sup> PDF and a roundtable was organised, leading to a joint Deans-UNESCO Chair outcome document;
- The TTF Secretariat participated at two side events during UNESCO's General Conference involving TTF members to strengthen the discussion about the pivotal role of teachers; this included one with Education International (*EI, Belgium*) on the Global Framework for Teaching Standards, and the other with the Hamdan Foundation (*United Arab Emirates*) on the UNESCO-Hamdan Prize on Teachers. Both events also supported the visibility of the Teacher Task Force;
- The Head of Secretariat participated in the Francophone Agency of Universities' Research Seminar on Teachers / Teaching (APPRENDRE) in Cotonou, Benin (June, 2019) with follow-up discussions planned for linking APPRENDRE and TTF knowledge gap initiatives;
- Several TTF Steering Committee members were present during the SDG 4 Steering Committee meetings in Paris (March and November 2019), and made contributions to ensure that teacher issues were prominent in the debates;
- Japan's Deputy Focal Point represented TTF at the 50th Southeast Asian Ministers of Education Organization (SEAMEO) Council Conference in Kuala Lumpur, Malaysia (July, 2019) and drew attention to the work of the TTF in the regional context;
- South Africa's focal point reported on his participation in the Southern African Development Community (SADC) Ministerial meeting in Dar es Salaam, Tanzania (September, 2019); and
- A Focal Point from VVOB (Education for Development, Belgium) represented the TTF during the Réseau Suisse Education et Coopération Internationale "Teacher Training for Quality Education" in Geneva, Switzerland (November, 2019) and was part of the introductory panel outlining the importance of teacher training. One of the key messages of her intervention was featured in the main recommendations of the workshop, namely the importance of long-term planning for teacher professional development, both before and in-service.

The TTF Secretariat has also been active in providing input and expertise to several international initiatives. It provided key input into the SDG4-[Education 2030 background document](#) prepared for the High Level Political Forum (HLPF) in New York which covered SDG 4 (July, 2019). The Head of Secretariat also signed an article in the [2019 Commonwealth Education Report](#), calling for greater investment in the development of national teacher policies.

The TTF Secretariat is represented in several advisory bodies, such as the SDG 4 Steering Committee Working Group on *Quality Teachers, Teaching and Learning*, the Global Partnership for Education's *Teaching and Learning Resource Group* and the Education Commission's Workforce Initiative's Advisory Group. The TTF Secretariat is also a member of the Organisation for Economic Co-operation and Development-Teaching and Learning International Survey (OECD-TALIS) governing board.

The TTF also organised four regional meetings in 2019 and participated in regional consultations on the development of a guidance framework on national teacher standards (*see under Objective 7.1 for a description of the activities*). The thematic groups also organised three events (*see under Objective 7.2*).

Moving forward, the Secretariat should aim to carry out more activities in partnership with its members, to

ensure greater overall advocacy for teachers. It should also aim to strengthen its systems to measure the outcomes and impact of such activities.

**Activity 1.2.** Operationalisation of resource mobilisation activities and identification of new partners.

The TTF Secretariat developed a first draft of a resource mobilisation strategy on teachers, which was discussed during the donor lunch in Dubai in December 2019. The strategy aimed to identify the main issues and actions to be taken in order to provide more funding for teachers, looking both at global public goods for teachers, and also at the national level. It was decided not to move forward with an overall strategy for resource mobilisation for teachers at this point, but rather look at certain aspects of it. The TTF has also discussed resource mobilisation during its Regional Workshops (sub-Saharan Africa, Latin America and the Caribbean, Arab States, and Asia and the Pacific) to get feedback from national focal points on potential national and regional funding mechanisms. TTF focal points were tasked to compile fund mobilisation recommendations and share with members. The work will be further delineated and parts of it continue in 2020 based on the discussions and recommendations from the donor lunch in Dubai.

Some of the TTF members also committed to sponsor the organisation of the Policy Dialogue Forum, in particular the participation of members from the global south. This included the Network for International Policies and Cooperation in Education and Training (NORRAG) and the International Council on Education for Teaching (ICET). Looking forward, the Secretariat should look to invest more time in building partnerships, in particular with technical partners, to strengthen its overall implementation.

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

**Strategic Plan 2018-2021 Expected results:**

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

**Activity 2.1.** Technical inputs to regional political fora through Regional focal points (detailed costs are reported under MLA 3 country support)

The work stream outlined in Specific Objective 2 had not been identified as a priority in 2019. Nevertheless, teacher unions' delegates and Ministry of Education representatives from the four target countries of the Norwegian Teacher initiative (NTI) (Burkina Faso, Ghana, Malawi and Uganda) participated in the social dialogue forum in Accra with inputs from International Labour Organization (ILO), Education International (EI) and other NTI partners. The TTF Secretariat reviewed working documents, and guided the focal points to build on materials produced from past projects to prepare their country inputs.

## **MLA 1 – Lessons learnt and way forward**

The 2018-2021 Strategic Plan refers to the need for the TTF to advocate for the importance of teachers in the policy sphere. By participating in meetings, providing input into key policy documents, the TTF Secretariat and members have ensured that teacher issues remain high on the Education 2030 and SDG agendas. For the SDG 4 Steering Committee, besides the Secretariat, about a dozen members of TTF SC and a few other TTF members were represented in the meeting. Moving forward, the TTF SC representatives should strive to consult and serve as a bridge for reinforcing the TTF visibility and facilitating synergies, during other high-level events or initiatives.

Similarly, the side events during UNESCO's General Conference co-organized with TTF members, EI (on the Global Framework for Teaching Standards) and Hamdan Foundation (on the UNESCO-Hamdan Prize on Teachers) drew a lot of interest about teachers and provided opportunities to the Secretariat to interact with delegates, including several Ministers. As a result, two Ministers of Education confirmed participation in the Dubai PDF Ministerial roundtable. Furthermore, several participants requested copies of the *Teacher Policy Development Guide* allowing the TTF to more broadly disseminate the guide and support future potential interventions in national level policy development.

With a growing interest in and recognition of the importance of teachers and teaching in meeting global learning objectives, as seen, for example, in the recent [Education Workforce Report](#), there is a real opportunity for the TTF to assume a greater advocacy role in 2020. This will mean not only reinforcing activities to be carried out by the Secretariat, but also mobilising the TTF focal points and providing them with the tools to carry out advocacy work at the regional and national levels, through more effective communication at the regional level.

## **MLA 2 - KNOWLEDGE CREATION AND SHARING**

**Specific Objective 3:** Key knowledge gaps are identified and research commissioned to inform teacher policies, legislation, practices and governance.

**Strategic Plan 2018-2021 Expected results:**

- 3.1. A number of studies and research reports on identified knowledge gaps are produced and available
- 3.2. Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations
- 3.3 Organization of the 12th Policy Dialogue Forum

### **Activity 3.1. Desk reviews**

The TTF Secretariat began a review of the use of the *Teacher Policy Development Guide* (TPDG) in national contexts, covering a total of nine sub-Saharan African countries (Benin, Burkina Faso, Ghana, Guinea, Lesotho, Madagascar, Malawi, Togo and Uganda) as well as two countries from the global north (Norway and Singapore). The review will inform the TTF's engagement with partner countries, to support them in the development of their teacher policies, and draw lessons on the relevance and use of the TPDG. The preliminary outcomes were presented during the PDF in Dubai in December 2019, and the final review published in 2020.

A study on the use of contract teachers in sub-Saharan Africa had been developed during previous years but its release had been put on hold due to human resources constraints within the Secretariat. The manuscript was completed in 2019 and will be published in early 2020.

**Activity 3.2.** A report on the state of teacher motivation in two regions (Africa and Asia)

A literature review on teacher motivation in Europe and North America was conducted in 2019. Other regional reviews are initiated with a draft concept note and request for proposal (RFP) jointly developed with UNESCO. The aim is to produce an authoritative global report on Teacher Motivation cutting across motivation (1) to enter the profession (recruitment); (2) to stay in the profession (retention); and (3) to improve practice and grow professionally (i.e., to engage in professional development). This comprehensive approach to the topic will also contribute to better monitor teacher motivation as a key concept in SDG4.c.

The TTF also contributed to the development of the *International Framework for Teaching Standards*, which was adopted by the Education International congress in July 2019. To accompany this, the TTF has also been involved in regional consultations organized by UNESCO to develop guidelines and enhance implementation modalities. Regional meetings took place in Sub-Saharan Africa, Latin America and the Caribbean and Asia and the Pacific in 2019. As part of this, the TTF worked with UNESCO to organize back-to-back regional focal point meetings (see Objective 7.1 below). The 4<sup>th</sup> consultation planned for Arab States in November 2019 (Beirut, Lebanon) was postponed to early 2020 due to civil unrest in the host country.

**Activity 3.3.** Organization of the 12th Policy Dialogue Forum

The Policy Dialogue Forum continues to be an important mechanism which cuts across all of the main lines of action defined in the Strategic Plan, with positive outcomes for advocacy for teachers, knowledge sharing and country support. The 12<sup>th</sup> Policy Dialogue Forum (PDF) was organized in Dubai, taking place 8-11 December 2019. Funding for the organization of the event was secured by the Hamdan Foundation and Germany (BMZ/GIZ) and the host country agreement signed with the United Arab Emirates. The concept note developed the theme of the Forum which is “The Futures of Teaching” to be articulated around three areas:

- (1) Teacher training;
- (2) Addressing inequalities; and
- (3) Introducing innovation.

The structure of the meeting included roundtables for (1) Ministers, (2) Deans of education, (3) principals and teachers, and (4) civil society organizations, as well as regional and thematic groups meetings and multiple constituency panels.

The Secretariat undertook preparatory work with each of the groups to ensure that each collated case studies and examples to present during the Forum. Some selected case studies and recommendations from the forum will be compiled and published in early 2020 in a final report from the Forum, and TTF members will be encouraged to develop further reviews and studies based on newly identified knowledge gaps during the PDF. Many of the TTF members and partners have been solicited in the organization of the Forum: the Commonwealth Secretariat, Network for international policies and cooperation in education and training



(NORRAG), International Council on Education for Teaching, VVOB, UNESCO (Regional Bureaux, Institutes, programmes and networks such as the Associated Schools Project Network), the Global Network of Deans of Education, the Education Workforce Initiative, and other partners.

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*“The Forum workshop came at the right time, (...) it allowed me to identify the various gaps that exist in the management of our teachers and even in the development of our teaching policy and to propose to the various officials at the Ministry level the necessary adjustments”*

Country Delegate participating in the 12th PDF

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The PDF was attended by some 250 international and 80 national participants, which included seven Ministers of Education from different regions, and has received positive feedback. In an evaluation survey following the meeting, nine out of ten of respondents stated that the PDF provided them with actionable information that would help them in their policy work, research, practice.

## PDF Reform

As part of on-going discussions on how to maximise the impact of the PDF, an ad-hoc working group on PDF reform was created, comprised of the TTF Steering Committee members. The group’s work was led by the co-Chairs and two virtual meetings were held in 2019. A document comprised of key decision points and a position paper has been developed by the ad-hoc group’s members, and was presented to the Steering Committee meeting in Dubai in December 2019. The decision was taken to hold the large Policy Dialogue Forum every two years, with a smaller event organized in the alternate years – preferably by piggybacking on a larger global forum or event such as UNGA, the UNESCO General Conference or the G20.

Overall, while work on several large reports began in 2018 and 2019, the high workload that they represent has meant that the Secretariat has been unable to finalise these products during the defined time frame. Discussions during the December 2019 Steering Committee point to the need for the Secretariat to invest less time in producing knowledge products, and more time in: disseminating the work of others; producing smaller, succinct pieces; or making existing products available to policy-makers in user-friendly formats.

The PDF reform process is also key in ensuring that lessons learned from past PDFs are carried forward to future Forums. The new calendar should create the opportunity for the Secretariat to ensure that the Forum is meeting its objectives as defined in the Strategic Plan.

**Specific Objective 4:** Monitoring of the status of teachers and teaching in achieving SDG target 4.c and Education 2030 targets are strengthened.

**Strategic Plan 2018-2021 Expected results:**

- 4.1. Dialogue with the UNESCO Institute for Statistics and other relevant institutes on the monitoring of SDG target 4.c on teachers is facilitated
- 4.2. A matrix to monitor the implementation of teacher policies is developed, made accessible to and used by member countries and relevant organizations.

#### **Activity 4.1** The development of the taxonomy typology of teacher training

In 2019, work began on a classification framework for trained and qualified teachers. A concept note was jointly developed by the TTF, the UNESCO Institute for Statistics (UIS) and UNESCO. A product of this work is the initiative *Towards a global classification framework for teacher policy dialogue – Developing an International Standard Classification for teacher training programmes, ISCED-T*, which was discussed during the UNESCO General Conference and was shared during the PDF in Dubai. The UIS is leading this work, and it is expected that work on this area will be ongoing in 2020 with the contribution of teacher experts from the TTF network.

The development of this taxonomy, and monitoring SDG target 4.c overall, was identified by TTF members as a high priority in this Strategic Plan.

**Specific Objective 5:** Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated

#### **Strategic Plan 2018-2021 Expected results:**

- 5.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised
- 5.2. A professional information and knowledge management platform on the TTF website (including research, experts, guides and tools) is developed, updated and maintained
- 5.3. Multimedia support materials and an online platform are established and used for exchange of knowledge, expertise and experiences on key dimensions of the teaching profession
- 5.4. Global and regional policy dialogue forums addressing topics and needs of countries are convened

#### **Activity 5.1** Development of the TTF Knowledge Platform

In 2019, the TTF Secretariat developed a comprehensive concept note for the TTF Knowledge Platform ("Knowledge Platform on Teacher Policies, Practices and Research") which became the basis of the international call for tender issued mid-year, following UNESCO's rules and procedures. Expressions of interest from over 35 companies worldwide were received, and finally a successful bidder was identified by an evaluation committee in September 2019 (colleagues from ILO and the UNESCO Institute for Information Technologies in Education IITE also provided input into the selection). The contract was established with a Danish development company, and work began in November 2019.

First results of that work were presented in Dubai in December 2019, with the English version of the platform due to be on-line in the first quarter of 2020, with the French, Spanish and Arabic versions to follow by mid-2020.

#### **Activity 5.2** Development of Communication materials

The TTF continued to issue monthly newsletters to TTF members and be present on social media. All communication efforts are undertaken which highlight the work of the Secretariat but also that of partner organizations.

As of end October 2019, the TTF social media account metrics continue to grow in reach (see Table 1 below). With the introduction of a new website to accompany the Knowledge platform in 2020, we should continue to see an exponential rise in the TTF web and social media metrics.

*Table 1 - TTF web & social media metrics*

Activity	January-December 2018	January-December 2019	Percentage increase/decrease
Website – page views	42,412	47,769	+13%
Twitter – followers	1,830	2,680	+ 46%
Twitter – impressions	348,494	445,600	+ 28%
Facebook – followers	1,197	1,560	+ 30%
Facebook – impressions	76,685	97,059	+ 27%
Facebook - engagements	2,661	5,031	+ 89%

The Secretariat supported the organisation of the thematic group meetings during the European Development Days (Brussels, 18-19 June 2019?) and Mobile Learning Week (UNESCO HQ, 4-8 March 2019), and ensured that the outcomes of both events were disseminated widely (for more information, see *Activity 7.2* below). A series of news articles were published during the year to showcase both important global events and the work of the Task Force.

As part of the World Teacher’s Day celebrations, the TTF coordinated the release of a joint [Fact Sheet](#), produced with the UNESCO Institute for Statistics and the Global Education Monitoring Report team. The Fact Sheet, featuring the latest data and indicators on the state of teachers and teaching conditions, was released in English and French. While it was a modest endeavor in 2019, the TTF secretariat plans to build on this type of joint activity in 2020 and beyond to enhance communication and advocacy.

### **MLA 2 - Lessons learnt and way forward**

Work on knowledge creation and sharing represented the lion’s share of the TTF’s Secretariat’s work and expenditure in 2019, though much of the work carried out this year will come to full fruition in 2020. An enabling factor was the availability of financial resources at the time of the planning of the activities (Germany [BMZ/GIZ], Hamdan Foundation and Norway).

However, important discussions in 2019 will also lead to a slight shift in implementation in the coming biennium. Firstly, the Secretariat will scale down its activities in knowledge creation (in particular in producing large Reports) to concentrate more on smaller briefs and the dissemination of existing work. Secondly, moving the PDF to a biennial calendar should allow the Secretariat and TTF members to frame the Forum so that it better meets the overall strategic objectives of the TTF.

Looking ahead, the overall work of the TTF in knowledge creation and sharing could be strengthened with a further concentration on working in partnership with other TTF members, in particular to ensure that the knowledge generated is reaching those who need it the most and in the most relevant format. The Secretariat should also continue its focus on improving its overall communications, to help ensure that knowledge on teachers and teaching is shared effectively.

## MLA 3 - COUNTRY SUPPORT AND ENGAGEMENT

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

**Strategic Plan 2018-2021 Expected results:**

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

As part of an increased engagement with national focal points, and to strengthen south-south cooperation and peer learning, the TTF organised a series of regional meetings with national focal points in 2019 (see *Activity 7.1 below*). Moving forward, these regional networks will aim to be reinforced as a vector to provide support to countries.

**Activity 6.1** Multimedia support materials and an online platform are established and used to facilitate country support

The revised, printed full version of the *Teacher Policy Development Guide* (TPDG) was launched on 5 October 2019 to coincide with World Teacher’s Day.

Working with the Open University, United Kingdom, the TPDG on-line course was updated to match the 2019 release of the Guide, and was launched in Dubai in December 2019. Following this, the on-line course will be developed and released in the other UN languages (French, Spanish, Arabic, Russian and Chinese) as well as Portuguese. One of the activities in 2020 will be for the TTF to disseminate and promote the use of the on-line course in the different regions.

**Activity 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

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*“I cannot stress enough the importance of the work of the Teacher Task Force at the regional and country level. Many countries, in our region in particular, still count on their support for the development of comprehensive teacher policies, which are so important to reach education goals”*

TTF Steering Committee representative from sub-Saharan Africa

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Little work was carried out in Lesotho and the United Arab Emirates (UAE) in 2019. The TTF will be working with UNESCO and other stakeholders in 2020 for the completion of this work.

With UNESCO’s funding and expertise from the TTF network, further work was carried out in St Kitts and Nevis following a

request from the national authorities. An inception phase including a multi-stakeholder consultation meeting held in November 2019, resulted in a report mapping the way forward. The report reflects a broad consultation process in which teachers and communities were also invited to provide input into the policy process. Further to the report, a timeline was set for the completion of the national comprehensive teacher policy and other priorities for longer-term interventions (e.g. the creation of a teaching council, a reform of the teacher training system, a strengthening of the Teacher Management and Information System (TIMS), the establishment of a principals' academy, etc.). The Organization of American States (OAS) provides financial contributions for some of these priorities while the Ministry is encouraged to mobilize additional resources.

### **Activity 6.3** Support two new countries for developing their national teacher policy

Support for Guinea and Lao PDR took place in 2019. For Guinea, the TTF worked with the UNESCO Abuja Office to provide technical and financial support for the inception of the policy development. Further discussions will take place in 2020 between all stakeholders to determine a way forward, including whether the support required is technical, financial or both, and what the role of the TTF might be.

Lao PDR strongly reiterated its request for TTF support to develop a comprehensive teacher policy following its Minister of Education's attendance at the Policy Dialogue Forum in Jamaica in 2018. In consultation with UNESCO Bangkok and SEAMEO, work began for inception of the policy development in September 2019. An initial grant was provided by the TTF to begin work in late 2019, with matching funding from UNESCO's CapED programme. The country work is being coordinated by the UNESCO Bangkok office, working closely with UNICEF and the Ministry of Education, which will continue in 2020.

### **MLA 3 - Lessons learnt and way forward**

The release of the updated [Teacher Policy Development Guide](#) in 2019 provides an opportunity for the TTF to disseminate this important work to its members, in particular to national level Focal Points. The Secretariat should work in consultation with its members to ascertain targeted needs and develop a dissemination strategy for this publication in 2020. In addition, the on-line training modules also will provide an opportunity to reach new audiences. Through the use of the on-line training modules, Ministries of Education and development partners could enhance the capacity of their staff on the rationale, issues and process for developing, implementing and monitoring a national teacher policy.

It must be stressed that TTF Secretariat does not undertake the country-level work. Its role is to broker support between the countries seeking help and the relevant partners for monitoring, quality assurance and accountability to government for implementation. While the interest from TTF members in support at the country level remains strong, the TTF Secretariat will reach out more to expertise in its membership to this end. In doing so, it will need to define clear criteria in relation to the countries for which it is able to broker support, and those in which it is not. It will also aim to strengthen reporting mechanisms in this area in the coming biennium.

## GOVERNANCE AND INSTITUTIONAL STRENGTHENING

### **Specific Objective 7:** TTF governance is strengthened

#### **Strategic Plan 2018-2021 Expected results:**

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

### **Activity 7.1.** Consolidation of the Regional Groups

Based on input from TTF members, and in line with the current Strategic Plan, it was felt that the TTF network of national focal points should be reinforced through greater concentration of work at the regional level in 2019. As part of this, four regional meetings for national focal points were organised in 2019, mostly to coincide with other meetings taking place at the regional level in relation to teacher development.

During these meetings, the work of the TTF was introduced to the wider group of participants, and dedicated meetings were held with the TTF focal points. For the TTF focal points meetings, three questions were developed to guide the discussions of each group, to ascertain the best future working modalities and opportunities for future networking and funding.

- Sub-Saharan Africa (Addis Ababa, 18-22 March): A plenary session was held with a presentation of the overview of TTF, its 2018-2021 Strategic Plan and 2019 annual work plan. This was followed by a discussion by participants in 4 sub-regional groups (Central Africa, East Africa, Southern Africa and West Africa) on how they could work together to implement SDG4.c, CESA Teacher Strategic objective, and TTF strategy and annual plans. The group formulated recommendations on communication and information-sharing; identification of regional expertise, potential funding sources, contributions to bridging teacher/teaching knowledge gaps, advocating for teachers and mobilizing political support, contribution to TTF annual meetings and the Policy Dialogue Forum. Finally a continent-wide approach was developed and shared with all members for follow up during the PDF in Dubai. These documents will feed into the Secretariat's work to strengthen the regional networks in 2020.
- Arab States (Beirut, 17-19 June): Held as part of the Aligning Curriculum/Learning, Teacher Policies and Practices, and Assessment (ED-ALIGN) regional meeting organized by the UNESCO Regional Office in Beirut, during this first TTF meeting members underscored the need for greater communication between national focal points and the desire to develop regional projects. Following this, a scoping document was prepared, with concrete recommendations for regional work, which was presented in Dubai. This will be the basis of continuing work in 2020.
- Latin America and the Caribbean (Guyana, 15-17 July) co-organized with The Caribbean Community (CARICOM) the meeting was attended by six national focal points and one representative from CARICOM. Key issues discussed included the high rate of turnover of national focal points, the need to improve communication in-between annual Policy Dialogue Fora and the suggestion to clarify the function of the TTF at a global, regional and country level. This feedback will be used to identify



points to strengthen in relation to the TTF national focal points, both in LAC and beyond, for further improvement in 2020.

- Asia-Pacific (New Delhi, 9-10 October) piggy-backed with consultations on UNESCO's Guidance Framework on the International Teaching Standards. Some fifteen TTF focal points met and were provided with a general presentation of both the TTF overall strategic plan and plans for 2020. The meeting also served as a platform for each country to share experiences and feedback in relation to their teaching standards. The general consensus was that there was a desire to maintain communication and knowledge sharing in the coming biennium.

A second round of regional meetings were held as part of the 12<sup>th</sup> PDF in Dubai in December. The exchange of experiences and identification of needs at the regional level was overall deemed to be positive, and work will continue to increase the communication and cooperation between the national and regional focal points in 2020.

### **Activity 7.2. Consolidation of the Thematic groups**

Each of the thematic groups sought to continue to strengthen their work in 2019. Notably, a series of events during other relevant conferences helped bring the spotlight on their respective issues:

- Group 1- Inclusion and equity in teacher policies and practices. With support from the TTF secretariat, the Group organized a panel on the topic "[Creating equitable and inclusive schools](#)" at the European Development Days (EDD) (Brussels, 18-19 June 201) with VVOB, Education International and Dr Robert White, the coordinator of the Thematic Group. Overall, the debate was a success with the audience nearing 70 people (the room was at full capacity), which also included European commission staff, researchers, and representatives from civil society organisations.
- Group 2 – Information and communications technology and distance education for teacher development. During UNESCO's Mobile Learning Week (UNESCO HQ, 4-8 March 2019) TTF thematic group organised a [Strategy Lab](#): "Using AI to support teachers and teacher development". Following the event, TTF Secretariat published the [proceedings and recommendations from the discussion](#).
- Group 3 – Teacher management in crisis and emergency situations. It was planned that members of this thematic group take part in a "Teacher Management in Crisis Contexts" meeting in Beirut as part of the Inter-Agency Network for Education in Emergencies (INEE) annual meetings. Unfortunately, the meetings were cancelled due to political unrest, and expected to be held during in the first quarter of 2020.
- Group 4 – Early Childhood Care and Education (ECCE) teachers and facilitators. The thematic group coordinators, with the support of the TTF and Germany (BMZ/GIZ) organized a conference on ECCE teachers held in Morocco from 4-6 December 2019. The Conference included over 200 participants at the opening and over 80 international participants attended and contributed to the technical part of the event, including representatives of governments and social partners from 18 countries. The Conference resulted in the [Casablanca Declaration and Call for Action](#), which called on governments to establish legal, institutional and policy frameworks to make quality ECE free and accessible to all children and to progressively universalize access to quality ECE, working in partnership with all stakeholders. A technical meeting is planned for early 2020 to develop an action plan for the biennium.

Each of the thematic groups held a dedicated session during the 12<sup>th</sup> PDF in Dubai. As part of the preparations for this, a series of virtual meetings were held with the thematic coordinators and a set of specific guidelines developed to help ensure that each group produces clear recommendations in relation to the theme of the Forum. The recommendations were presented during the plenary discussions, and will feature in the final outcome report from the 12<sup>th</sup> PDF.

### **Activity 7.3.** The TTF Secretariat is fully operational

A senior programme specialist joined the TTF Secretariat in mid-2019 and a programme specialist arrived in early 2020. It is also to be noted that the Head of Secretariat retired at the end of 2019, and the new UNESCO Teacher Development Chief will take over the responsibility following recruitment in 2020.

The TTF also benefitted from the support of a long-term loaned expert from Indonesia and a sponsored trainee from Saudi Arabia, as well as two shorter-term internships from the University of Sussex. A French volunteer spent her Sabbatical till April 2019 and a South African scholar joined on the same scheme from October to December 2019.

### **The Steering Committee**

Two virtual meetings of the Steering Committee were organised in 2019 (in February and September) which provided an opportunity to obtain final approval of the Annual Report for the previous year and work plan for the new year early in the year (rather than in a face-to-face-meeting at the end of the year) and to gain feedback on certain aspects of the work of the TTF from its governing board. However, the “virtual” nature of the meeting did create difficulties for some of the members to join the discussion. In addition to the annual face-to-face SC meeting, a second meeting around a major event at which most SC-members participate could be an option. Regular monthly meetings with the co-Chairs (Norway and Saudi Arabia) continued in 2019.

Approximately half of the members of the Steering Committee were eligible for re-election or rotation at the end of 2019, with voting held during the annual meetings in Dubai. Following the vote, the Steering Committee was pleased to welcome the Arab Bureau of Education for the Gulf States (ABEGS), Saint Kitts and Nevis and the MasterCard Foundation to the Committee.

### **Governance - Lessons learnt and way forward**

In early 2019, the regional and thematic groups were identified as important mechanisms to support the TTF in reaching its overall strategic goals.

For the regional groups, there is an overall consensus about the importance of working at this level, and it is suggested to continue with regular regional meetings in 2020 and beyond. It will be important to also develop more regular communication channels, and work in synergy with existing or new regional mechanisms (including the new regional GPE knowledge exchange-KIX- hubs). The TTF needs to also consider how to best work with the national focal points, in particular as the problem of high turnover has been identified.

For the thematic groups, further discussions within the Steering Committee and coordinators should be held as to how to leverage the most impact from the work of these groups, or potentially link them to the regional work. As part of this, SC members have requested to review the overall activities and effectiveness of the thematic groups in early in 2020. The creation of dedicated spaces as part of the new knowledge hub in 2020



should also provide an important mechanism to strengthen the interaction of the different members, whether by regional or thematic interest, or both.

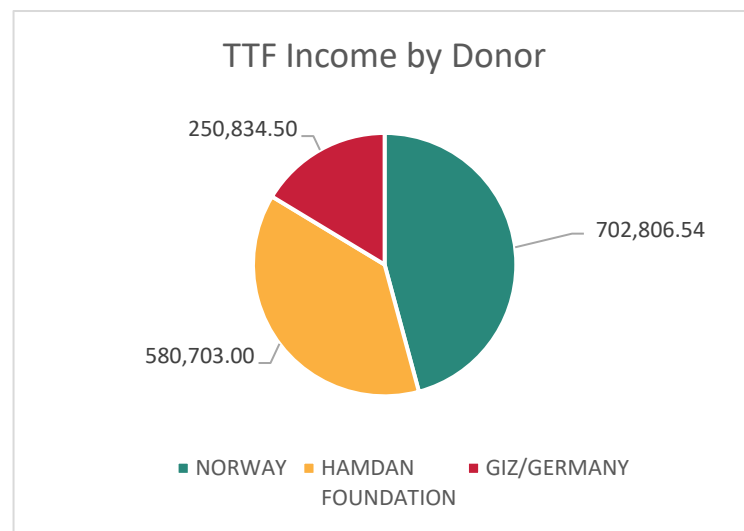
The 2018-2021 Strategic Plan presents a holistic vision of the work of the TTF. However, as the Secretariat is quite small, certain activities were not identified as priorities in 2019. For 2020 and 2021, it is hoped that the new work plan will provide further opportunity for alignment between the human and financial resources of the Secretariat on one hand, and the expected work to be carried out on the other.

### III. Budget and Expenditure

The income of the TTF Secretariat is presented in the graph below. The lion's share of contributions to the work of the Secretariat was provided by three funders (Germany [BMZ/GIZ], the Hamdan Foundation and Norway), for a total of **US\$1.56 million in 2019**. Further in-kind contributions were received from Indonesia and Saudi Arabia.

Further fundraising will be carried out in 2020 to secure core funding for the TTF Secretariat from a broader range of donors.

*Figure - 2019 Income by Donor*



The expenditure for 2019 was approximately **US\$1,079 million** (see Annex II) for an overall expenditure (vs income) rate of about 70%.

### IV. Conclusions and Way Forward

Progress was made in 2019 against all of the Teacher Task Force's main lines of action as defined in its work plan. The groundwork laid (release of the TPDG, building the knowledge platform and the PDF reform) will become a strong basis for growth in 2020 and 2021. In particular, key lessons learnt in 2019 will support the work of the TTF Secretariat and members in 2020 and beyond:

#### Lessons learnt 2019

- 1) The TTF is well placed to carry out advocacy for teachers and teaching at the global and regional level, to support the Task Force's overall mission and vision for teachers. While the monitoring of target 4.c remains a critical factor for global progress for teachers and teaching, the TTF needs to clarify its role

in this area.

- 2) The *Teacher Policy Development Guide* will be an important resource for TTF members in developing holistic, inclusive teacher policies. The TTF's role as a mechanism for brokering country support will need further clarifying, with clear criteria and reporting mechanisms to be developed moving forward.

Having different spaces for TTF members to engage is important (especially regional and thematic areas) and communication and collaboration in particular the regional level should be reinforced.

### **Way forward**

- 1) The strength of the TTF lies in its network, and the TTF should continue to identify avenues to carry out advocacy for teachers and teaching working in partnership with other TTF members. It should also continue to look for ways to engage with existing mechanisms, such as the SDG 4 Steering Committee, regional networks, and other important global and regional partners;
- 2) The TTF plays a key role in policy dialogue for teachers and knowledge sharing. The success of the 2019 Policy Dialogue Forum, and the outcomes of its reform process, should allow it to strengthen this role in 2020 and 2021. The completion of the knowledge platform should also provide a unique resource to TTF members to support teachers and teaching;
- 3) The *Teacher Policy Development Guide* is an important tool to support countries in developing holistic teacher policies, and in promoting social dialogue in national policy development processes. The TTF should continue to make this tool available to its members in 2020 and beyond, and promote the use of the *Guide* at the national level through its partners;
- 4) Through the organisation of regional meetings in 2019, the TTF Secretariat was able to identify key challenges and opportunities to engage more meaningfully with national TTF focal points to achieve more impact at the national level. During the coming biennium, these regional networks will be strengthened, through the dissemination of the *Teacher Policy Development Guide* and the new knowledge platform, to ensure that teachers and teaching is supported at the country level.

## ANNEX 1-Results Framework

The Results Framework below is presented to give a simple overview of the achievements as per performance indicators in 2019 (see the final column “Update on Indicators”).

2018 – 2021 Strategic Plan Provisions			2019		
Main Line of Action	Objectives	Expected Results	(Proposed) Activities	Performance Indicators	Update on Indicators
<b>MLA1</b>					
<b>1. Advocacy and coordination with global and regional initiatives</b>	Objective 1. The recognition of the critical roles of teachers and teaching in achieving SDG4-Education 2030 targets at international, regional and country levels is increased.	1.1. The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents	Contributions to the global and regional consultations on SDG 4.c and side events at major global and regional events.	TTF co-chairs, SC members or Secretariat staff contributed to at least one Global SDG4 event  A side event is organized on Teachers at a regional SDG 4 consultation, with inputs from TTF SC members or focal point	2 members participated in global events
		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			2 TTF members at regional events (Japan at SEAMEO; South Africa at SADC)
		1.3. Multimedia support materials and an online platform on the dimensions of teacher policy are established and used			1 on-line report and 1 video presentation
		1.4. Strategic partnerships are identified and created to extend TTF outreach.	Operationalization of resource mobilization activities and identification of new partners.	A mapping of traditional donors and potential public and private donors is developed	1 draft resource mobilisation strategy developed

				At least 2 new donors contributed to filling the funding gap for 2019 planned activities	0
				A partnership agreement is signed with at least two institutions	2 (NORRAG & ICET)
	Objective 2. Governments, as well as other stakeholders, are urged and enabled to engage in social dialogue in order to formulate and implement effective and comprehensive teacher policies and strategies within national education plans.	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	Technical inputs to regional political fora through Regional focal points (detailed costs are reported under MLA 3 country support)	Evidence is collected from at least two countries that stakeholders have participated in social dialogue around teacher policy development/review	4 countries participated ( Burkina Faso, Ghana, Malawi and Uganda)
		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		<i>No activity planned for 2019</i>	
		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		<i>No activity planned for 2019</i>	

**MLA 2**

<b>2. Knowledge Creation and sharing</b>	Objective 3. Key knowledge gaps are	3.1. A number of studies and research reports on identified	Desk reviews	At least two reviews are undertaken and	1 Review on the TPDG drafted
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identified and research commissioned to inform teacher policies, legislation, practices and governance.	knowledge gaps are produced and available		published on the TTF website	1 Review on Contract Teachers drafted	
	3.2. Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations	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		
	3.3 Organization of the 12 <sup>th</sup> Policy Dialogue Forum	Organization of the 12 <sup>th</sup> Policy Dialogue Forum	The 12 PDF is organized with participation of various constituencies and stakeholders	1 PDF organised	
	Objective 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	The development of the taxonomy typology of teacher training	Collaborative work is undertaken with UIS on the typology of teacher training	Consultancy work began; draft concept presented to UNESCO Gen Conference
		4.2. A matrix to monitor the implementation of teacher policies is developed, made accessible to and used by member countries and relevant organizations.		<i>No activities foreseen in 2019</i>	
	Objective 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			1 review underway

	5.2. A professional information and knowledge management platform on the TTF website (including research, experts, guides and tools) is developed, updated and maintained	Development of the TTF Knowledge Platform	The framework of the knowledge platform is developed and tested	Beta site developed and presented to TTF members
	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	Development of Communication materials	At least 5 newsletters and 2 data sheets are produced and used by TTF focal points	9 newsletters produced 1 Fact sheet for World Teacher's Day
	5.4. Global and regional policy dialogue forums addressing topics and needs of countries are convened		<i>No activities foreseen in in 2019</i>	

MLA 3					
<b>3. Country support and Engagement</b>	Objective 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	Completion of the on-line modular version of the Teacher Policy Development Guide	The Online version of the Teacher Policy Development Guide is completed and launched and the English version of the full Guide is published	1 on-line version completed 1 full guide of the TPDG published (English, French and Spanish in pre-print form)
		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	Completion of work initiated in past years	Lesotho and the UAE pursued the development of their national teacher policy	Both countries on hold
			Support two new countries for developing their national	Lao PDR and Guinea initiated the development of	Guinea: produced a draft for internal review by MoE

			teacher policy	their teacher policy	Lao PDR: Initiated
		6.3. Platforms, events and networking are facilitated to promote South–South, North–North and North–South cooperation		<i>No activities foreseen in in 2019</i>	
		6.4. Institutionalized social dialogue mechanisms are facilitated to advance the teaching profession		<i>No activities foreseen in in 2019</i>	
		6.5. TTF members actively contribute to consultation, coordination and collaboration mechanisms including local education groups (LEGs)		<i>No activities foreseen in in 2019</i>	

Governance					
Governance and institutional strengthening	Objective 7. TTF governance is strengthened	7.1. The role of focal points is redefined	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	4 regional meetings organized during 2019
		7.2. Reporting mechanisms are strengthened			4 regional meetings held during the PDF
			Consolidation of the Thematic groups	The 4 thematic groups contributed to TTF strategic plan through at least an event per group	3 thematic events during 2019 (ICT, ECCE & Inclusion)
		7.3. The TTF Secretariat is fully operational		TTF Secretariat current staff contracts are renewed and a senior programme specialist (P4) is recruited	4 thematic events during the PDF All staff contracts renewed and P4 recruited

		7.4. A strategy for communication and advocacy is adopted			1 Draft strategy adopted in February 2019
		7.5. A strategy for resource mobilization is adopted.			1 draft developed



ANNEX 2-2019 Budget & Expenditure

A summary of contributions and expenditures for 2019 is presented below.

	NORWAY	HAMDAN FOUNDATION	GERMANY (BMZ/GIZ)	TOTAL	2019 BUDGET	2019 EXPENDITURE
<b>1. Consolidation of the Secretariat (Staff costs, missions and consultancies)</b>	361,805.18	277,199.00	80,123.40	<b>719,127.58</b>	777,099.00	376,603.36
<b>2. MLA 1 - Advocacy and coordination with global and regional initiatives</b>	40,000.00	0.00	0.00	<b>40,000.00</b>	50,000.00	10,000.00
<b>3. MLA 2 - Knowledge Creation and sharing</b>	0.00	222,556.00	150,000.00	<b>372,556.00</b>	639,703.00	533,444.73
<b>4. MLA 3 - Country support and Engagement*</b>	130,000.00	0.00	0.00	<b>130,000.00</b>	170,000.00	3,28.00
<b>5. Governance</b>	140,000.00	0.00	0.00	<b>140,000.00</b>	140,000.00	66,925.56
<b>6. Other Expenditures</b>	14,000.00	33,000.00	0.00	<b>47,000.00</b>	66,000.00	1,932.00
<b>Support costs by UNESCO</b>	48,006.36	47,948.00	20,711.11	<b>116,665.47</b>	75,303.27	90,580.10
<b>TOTAL</b>	<b>733,811.54</b>	<b>580,703.00</b>	<b>250,834.51</b>	<b>1,565,349.05</b>	<b>1,918,105.27</b>	<b>1,079,498.03</b>