



International Task Force on Teachers for Education 2030

2018–2021 Results Report: Empowering teachers through advocacy, knowledge and country support

Contents

Foreword	4
Key achievements 2018–2021	5
The Teacher Task Force at a glance	6
About the Teacher Task Force	7
An overview of the 2018–2021 Strategic Plan	8
Advocating for teachers and teaching	10
Producing and sharing knowledge on teachers and teaching	16
Supporting countries to develop holistic teacher policies	20
Structure, governance and funding	25
Membership	28

Foreword

Education is a fundamental human right and the cornerstone for the achievement of all the other goals in the 2030 Agenda for Sustainable Development. Within this, qualified, motivated and empowered teachers are essential to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – the focus of SDG 4. Since its creation in 2008, this has remained the conviction of the International Task Force on Teachers for Education 2030 (or Teacher Task Force, TTF), hosted by UNESCO, and its membership.

In developing the TTF's 2018–2021 Strategic Plan, the members of this unique international teachers' network recognized that there are significant challenges to ensuring that every person is taught by a qualified, motivated, and well-supported teacher. Across the world, countries face severe teacher shortages, and many millions of teachers do not receive sufficient training or hold adequate qualifications to ensure quality education. Moreover, there are important data and knowledge gaps in relation to the teaching profession, and funding for teacher support and professional development is lacking.

During the past four years, the TTF centred its actions around advocacy, knowledge creation and sharing, and country support and engagement to contribute to tackling these global challenges. This report presents some of the key achievements of the network during this period to achieve SDG 4, particularly target 4.c.

Through its advocacy work, the TTF came together as a global platform to call for support for the teaching profession at the outset of the COVID-19 crisis, and then continued to draw attention to the critical need for greater investment in teachers and teaching. The network promotes policy dialogue as one of the cornerstones of improving the teaching profession, as witnessed through the three Policy Dialogue Fora organised during this period. It has also developed a new, comprehensive global tool in the TTF Knowledge Hub, to help reduce the knowledge gap on teachers and ensure that relevant and up-to-date information is available to all key stakeholders. Lastly, this quadrennium saw the release of another important global public good to support national governments in developing holistic teacher policies, the Teacher Policy Development Guide.

We are very proud to present some of the key achievements of the TTF during this period in this Results Report. There is still much more work to be done to ensure that every child is in school and learning, taught by qualified and supported teachers. The past two years, marked by the COVID-19 pandemic, have introduced new challenges, and have put the critical need of quality teachers under the microscope more than ever. Yet, as the TTF embarks on a new four-year strategic period, we remain confident that, starting from the solid base described in the following pages, the network will continue to play an important role at the global, regional and national levels in support of all teachers, everywhere.

Gerd-Hanne Fosen

Co-Chair of the Teacher Task Force 2018-2021
Policy Director
Norwegian Agency for Development Cooperation

Stefania Giannini

Assistant Director-General for Education United Nations Educational, Scientific and Cultural Organization

Abdulrahman Almedaires

Co-Chair of the Teacher Task Force 2018-2021
Director-General for Regional Center of Quality and Excellence in Education
Kingdom of Saudi Arabia

Key achievements 2018–2021



Fully developed Knowledge Platform in Arabic, English, French and Spanish, with over

300

curated, quality resources, and a member space used by over

140

member representatives



A growth in TTF's membership to

157

members in 2021, with

20

new members over the quadrennium



Ensuring that teachers are supported, protected and heard during the COVID-19 pandemic through:



The Call for Action on Teachers, downloaded globally over

2,700
times



Three advocacy campaigns reaching

1.5 million
on social media



Guidance for policy-makers, accompanied by a toolkit for school leaders, downloaded over

9,000
times



Increasing knowledge, monitoring and data on teachers, with over

40

new knowledge products on teachers and teaching produced by the TTF Secretariat



3

Three Policy Dialogue Forums, with participation

4

times greater in 2021 than in 2018

The Teacher Task Force at a glance

Our members include:

98 national governments represented by designated officials:

Five regional groups

1. Arab States
2. Asia-Pacific
3. Europe and North America
4. Latin America and the Caribbean
5. Sub-Saharan Africa



9
global private sector organizations and foundations

4
bilateral and multilateral international development agencies

20
intergovernmental organizations at global, regional and subregional levels, including Specialized Agencies of the United Nations

26
international non-governmental organizations, civil society organizations and global teachers' organizations, including **1** associate member

We work to promote wholistic teacher policies, which include:



TEACHER RECRUITMENT AND RETENTION



TEACHER EDUCATION (INITIAL AND CONTINUING)



DEPLOYMENT



CAREER STRUCTURES/ PATHS



TEACHER EMPLOYMENT AND WORKING CONDITIONS



TEACHER REWARD AND REMUNERATION



TEACHER STANDARDS



TEACHER ACCOUNTABILITY



SCHOOL GOVERNANCE



SOCIAL DIALOGUE

The TTF has grown to a global network of

157
members



About the Teacher Task Force

Created on the endorsement of the eighth Meeting of the High-Level Group on Education for All in Oslo, Norway in 2008, the International Task Force on Teachers for Education 2030 or Teacher Task Force (TTF) is an independent global alliance dedicated to advocating for teachers and teaching, disseminating knowledge, and supporting countries in policy-making towards achieving target 4.c. of SDG 4, “to substantially increase the supply of qualified teachers”.

Since its creation, the TTF’s activities have been carried out in three strategic periods. The 2018–2021 strategic period represents the third phase of activity, which was built on the SDGs, in particular target 4.c, and the [Education 2030 Incheon Declaration and Framework for Action](#) adopted in 2015. The [2018–2021 Strategic Plan](#) aimed to contribute to enhancing the quality of education by improving teacher quantity and quality, which translated into three pillars at the core of the TTF’s

work: advocacy, knowledge creation and sharing, and country support and engagement.

This report showcases the key results of the 2018–2021 period, including the TTF’s responses to the COVID-19 crisis, when school closures affected learners and teachers worldwide.



“We value the work done by the TTF, which helps us to access research and to know the best practices from around the world, and to share these among different countries. We would like to thank you for your constant support.” TTF Focal Point



Photo credit: Shutterstock.com/Olga Kuzmina

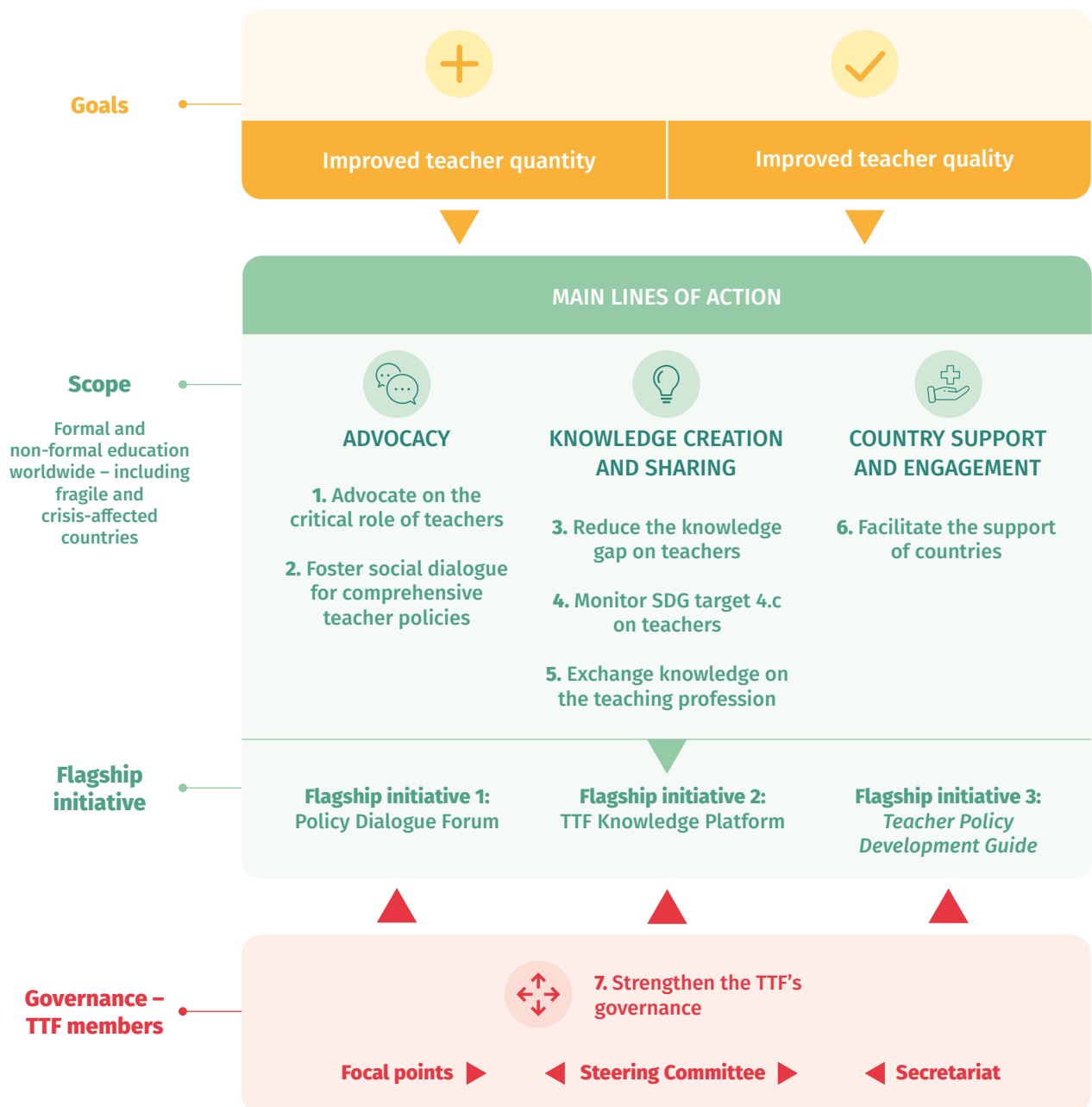
An overview of the 2018–2021 Strategic Plan

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.





Advocating for teachers and teaching

The background consists of several overlapping, organic, teardrop-like shapes in various shades of teal and green. The colors range from a very dark, almost blackish-green to a bright, light green. The shapes are layered, creating a sense of depth and movement. The overall aesthetic is modern and clean.

Main line of action 1 – Advocacy

The TTF has sought to ensure that the critical roles of teachers and teaching remain at the top of the education agenda, and has advocated for adequate policies and increased financing to achieve target 4.c. In particular, the TTF advocated for the importance of social dialogue – that teachers' voices are heard during policy processes. The strength of the network's advocacy work lies in the cooperation between different types of TTF members, including international and regional organizations, civil society organizations, foundations, and other networks, all instrumental in advocating for teacher development in their different areas of work.

The TTF's advocacy activities have involved members such as the Arab Bureau of Education for the Gulf States, the Carey Institute for Global Good, Education International, the Global Partnership for Education, the Hamdan Foundation, the Inter-agency Network for Education in Emergencies, the Knowledge and Innovation Exchange Latin America and the Caribbean (KIX LAC) regional hub, the LEGO Foundation, the Southeast Asian Ministers of Education Organization (SEAMEO), UNESCO

International Institute for Capacity Building in Africa (IICBA), VVOB – education for development, and others.

Outreach and events

The TTF has ensured that the importance of teachers and teaching were recognized during global and regional education events, and that teacher perspectives were included in policy development, including in relation to COVID-19 responses and recovery. The move to online events provided the TTF with an opportunity to reach new, wider audiences, and just under 6,000 people, both TTF members and non-members, came together to attend TTF events and celebrate teachers globally and in their respective regions. Activities also included providing input and contributions to important documents and communiqués, and participation in panels and side events during major events to ensure that the TTF's advocacy messages and knowledge products were disseminated in different forums. Examples include:



Side events during high-level meetings

such as the European Development Days (2019), the fiftieth SEAMEO Council Conference (2019), the UNESCO General Conference (2019) and the Global Partnership for Education (GPE) Global Education Summit (2021).



Thematic and regional webinars

supporting teachers and school leaders during the COVID-19 crisis, on topics such as teacher professional development, ICT and the digital turn, crisis-sensitive teacher policy and practice, and innovation and the future(s) of teaching.



COVID-19 response

Teacher voices

Testimonies by teachers and school leaders were collected and shared in series of 15 [articles](#) and a [synthesis](#) published on the TTF Knowledge Platform. One organization in Pakistan drew inspiration from the series and published a similar [report on teacher experiences](#) to inform policy.

Global Teaching InSights

The TTF and the Organisation for Economic Co-operation and Development (OECD) collected over 100 teacher experiences during COVID-19 and hosted three interactive virtual [Conversations on Teaching during COVID-19](#) and a [closing webinar](#), which showcased promising practices presented by 12 teachers from all regions. The conversations and final event were attended by over 1,500 teachers, school leaders and stakeholders.



Photo credit: POP-THAILAND/Shutterstock.com

Advocacy campaigns

As part of the TTF's ongoing efforts to contribute to achieving global recognition and support for teachers and teaching issues, the TTF launched the following campaigns:



COVID-19 response

Advocating for teacher support, protection and recognition during COVID-19: the *Call for Action on Teachers*

In March 2020, the TTF released the [Call for Action on Teachers](#), outlining six main principles for the support and protection of teachers during the COVID-19 crisis. The overall objective of the *Call* was to influence policy responses to the crisis, towards recognizing the critical roles that teachers play in the COVID-19 response and recovery. The *Call* was disseminated widely in Arabic, English, French, Russian and Spanish, has been downloaded over 2,700 times, and has been discussed during webinars and regional meetings, and cited in articles and documents by key global actors such as the World Bank, the International Labour Organization (ILO), GPE, the Association for the Development of Education in Africa, the Inter-agency Network for Education in Emergencies and some 20 other organizations. The campaign resources (including the [web page](#), [news article](#) and [toolkit](#) in all languages) reached up to 1.5 million people on social media, and were viewed 13,720 times.

The *Call* has been downloaded over
2,700 times



The campaign resources reached up to
1.5 million people
and gained
13,270 views



The #InvestInTeachers campaign video was
watched
377,000 times



and the campaign was
mentioned over
2,200 times
on social media and
digital outlets



#InvestInTeachers campaign

Launched in 2021, the #InvestInTeachers campaign advocated for increased funding for teachers and the teaching profession to help education systems recover from the COVID-19 crisis and build their resilience. The campaign on social media included a video and messaging in four languages, promoted the TTF *Call for Action*, featured editorial pieces, and provided updated projected teacher needs in sub-Saharan Africa by 2030. Some 51 million people were potentially reached through #InvestInTeachers content; the campaign video alone was watched 377,000 times, and the campaign was mentioned over 2,200 times on social media and on digital outlets. The #InvestInTeachers campaign culminated with a side event at the 2021 Global Education Summit.

World Teachers' Day

Celebrated annually on 5 October, World Teachers' Day commemorates the adoption of the [1966 ILO/UNESCO Recommendation concerning the Status of Teachers](#) and the [1997 Recommendation concerning the Status of Higher-Education Teaching Personnel](#). It aims to shed light on the teaching profession and teachers' accomplishments, needs and voices.

World Teachers' Day provides an excellent opportunity to shine the spotlight on teachers, to disseminate research and facts to support advocacy and promote evidence-based policy-making, and to bring together a multitude of stakeholders, including policy-makers and teachers themselves, to discuss issues around teaching.

As part of the celebrations, the TTF came together with key partners such as Education International, the *Global Education Monitoring Report* team, SEAMEO, UNESCO and the UNESCO Institute for Statistics to coordinate joint knowledge products and events, including:

- Three fact sheets featuring data and analysis on [the state of teachers and teaching conditions](#), [teachers leading in crisis and reimagining the](#)

[future](#), and the place of [teachers at the heart of education recovery](#)

- A [policy paper on teacher preparedness for inclusive education](#)
- An [infographic on gender in teaching](#)
- Webinars on [financing teachers and teaching in the post-pandemic recovery](#), [unlocking teachers' innovation to drive educational recovery](#), and the place of teachers at the heart of education recovery, together attended by approximately 250 stakeholders
- The [Experts Forum & SEAMEO World Teachers' Day](#) in 2021, streamed by some 10,000 people live on YouTube

In 2020, the TTF also launched a communications campaign on the theme "Teachers: leading in crisis, reimagining the future", based on stories and articles shedding light on teacher leadership during COVID-19. The campaign included 13 blogs and 10 videos, which achieved just under 5,500 interactions on Facebook and Twitter.



Photo credit: Zurijeta/GoGraph.com



Producing and sharing knowledge on teachers and teaching

Main line of action 2 – Knowledge creation and sharing

An important goal of the TTF is to identify and bridge knowledge gaps on teachers and teaching, share knowledge produced by its members and other experts, and disseminate this information to relevant audiences in a format that is best adapted and most useful to policy-makers. Activities during the quadrennium included:

including different language hubs, to foster peer collaboration between TTF member countries and organizations, create links with other platforms and partners, and further engage the TTF membership. The Working Space has gained 141 users since its launch in 2020. A second phase of development has also been finalized, for an improved user experience and increased interactivity.

New Knowledge Platform

Requested by TTF members, the Knowledge Platform was created to capture and share information on teacher policies from different countries and regions, in order to support teacher development at global, regional and national levels through improved policies based on increased access to knowledge and evidence. During the 2018–2021 strategic period, the Platform was fully developed to support the TTF’s three main lines of action, and to host blogs and other content in Arabic, English, French and Spanish.

The Platform’s Knowledge Hub is curated and updated with over 330 up-to-date, quality resources and research pieces available to policy-makers and stakeholders globally. The members’ Working Space facilitates the sharing of knowledge and resources, and the creation of regional and thematic communities of practice



“Forums such as the Policy Dialogue Forum are vital to create an opportunity for national, regional and global actors to come together to share experiences and lessons learned, and ultimately gather practical examples of what works, to positively influence teacher policies and practices.” *Tonje Brenna, Minister of Education, Norway*

Since the official launch in October 2020, the Knowledge Platform has had over 380,000 views, and recorded a regular page view increase of 36 per cent in 2021 compared to 2020.



Photo credit: Phil Roeder/Flickr

Fostering policy dialogue on the teaching profession

The TTF's Policy Dialogue Forum is an important mechanism that contributes towards positive outcomes related to all the main lines of action defined in the 2018–2021 Strategic Plan: advocacy for teachers, knowledge creation and sharing, and country support. It brings together key education stakeholders, TTF members and non-members, to raise the agenda on teachers, examine teacher issues, share promising practice and challenges, and foster effective collaboration and communication.



“The Policy Dialogue Forum is a unique opportunity for considering the questions which are repeatedly asked about teachers and their profession.”

Dr Valentine Uwamariya, Minister of Education, Rwanda



Strengthening Teacher Education: A Prerequisite for Quality Teaching, Training and Learning

Montego Bay, Jamaica, from 5 to 9 November 2018

Over 250 international participants came together to discuss the theme of teacher education, giving particular attention to knowledge, skills and competences for teacher development; teacher training, skills and competencies for work; promoting equal learning opportunities for all through teacher education; digital learning; and continuing professional development.

Outcome document: [Preparing Teachers for the Future We Want](#)



The Futures of Teaching

Dubai, United Arab Emirates, from 8 to 11 December 2019

Attended by over 250 international participants from over 100 countries and 80 national participants, the Forum welcomed seven ministers of education from different regions to discuss the future of the teaching profession and provide key input in the global discussions on the futures of education. Discussions were articulated around three subthemes: teacher training, addressing inequalities and introducing innovation.

Outcome document: [Dubai Declaration on The Futures of Teaching](#)



Innovation in Teacher Policy and Practice for Educational Recovery

Kigali, Rwanda and online, from 1 to 3 December 2021

This was the TTF's first fully hybrid Policy Dialogue Forum. More than 1,230 online and in-person attendees discussed the theme of innovation in teacher policy and practice, in particular in the following areas: innovation in teaching and learning led by teachers and by systems; initial and in-service teacher education development; and education policy.

Outcome document: [Innovation in Teacher Policy and Practice in Education Recovery - Final Report](#)

Building and disseminating knowledge on teachers and teaching

Beside producing and publishing over 100 blogs and news articles in Arabic, English, French and Spanish on the TTF Knowledge Hub, the TTF released and disseminated over 40 knowledge products including desk reviews, policy briefs, research pieces, toolkits and fact sheets. The following are some examples:

1. [Closing the gap: ensuring there are enough qualified and supported teachers in sub-Saharan Africa](#) examines financing needs to ensure that there are sufficient numbers of qualified and well-paid teachers in the post-pandemic period in sub-Saharan Africa.
2. [Qualified teachers urgently needed: what TIMSS data reveal about teacher qualifications and student learning](#) explores the relationship between teacher qualifications and student outcomes, based on 2019 data from the Trends in International Mathematics and Science Study (TIMSS).
3. A study on the [use of contract teachers in sub-Saharan Africa](#) was published, and then accompanied by a commissioned short [research paper on the impacts of the COVID-19 crisis on contract teachers](#).
4. The [Teacher Policy Development Guide](#), developed during the 2014–2016 strategic period, was finalized and translated into Arabic, French and Spanish. A [summary](#) of the guide is also available in seven languages: Arabic, Chinese, English, French, Portuguese, Russian and Spanish (see main line of action 3).



COVID-19 response

Guidance for policy-makers

Along with UNESCO and ILO, the TTF developed [guidance for policy-makers](#) on reopening schools, with a seven-point framework providing guidance to governments on supporting teachers.

Teacher responses to the COVID-19 crisis

Based on the first and second iterations of the joint global UNESCO, UNICEF, World Bank and OECD Survey on National Education Responses to COVID-19 School Closures, a fact sheet [Teaching on the front line: national teacher responses to the COVID-19 crisis](#) containing recommendations was published in Arabic, English, French and Spanish.

Toolkit for school leaders

Based on the guidance for policy-makers and developed in partnership with UNESCO and ILO, the [toolkit](#) was released in two editions offering key guidance for school leaders, a list of additional resources, and examples of practices and tips. VVOB – *education for development* produced a country-specific version for Rwanda's school leaders, the UNESCO Regional Bureau in Beirut produced a version for school leaders in the Arab States and the ILO office in Romania produced a local-language version. The toolkit has been downloaded 9,000 times from the Knowledge Platform.

Monitoring teacher COVID-19 vaccination efforts

The TTF and UNESCO mapped areas where teachers were prioritized in national COVID-19 vaccination roll out plans, to support global advocacy efforts calling for teacher vaccination. This was also supplemented through data collection of percentages of teachers vaccinated over time. A selection of [maps and a blog](#) are regularly updated.

The background consists of several overlapping, semi-transparent shapes in various shades of red and pink. A large, light pink shape is on the right side, while darker red shapes are on the left and bottom. The overall effect is a modern, layered geometric design.

Supporting countries to develop holistic teacher policies

Main line of action 3 – Country support and engagement

The TTF aims to ensure that countries develop comprehensive, holistic teacher policies to provide a framework for their teacher workforce. During the quadrennium, work under this main line of action has included the development of the [Teacher Policy Development Guide](#) (TPDG) as a global public good, and ensuring it is available to countries as an essential tool in the development of national teacher policies. The TTF has also continued to broker support to countries, helping national authorities gain access to both technical and financial support through the network of members and experts.



“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 necessary adjustments to various officials at ministry level.” Country delegate participating in the twelfth Policy Dialogue Forum

Teacher Policy Development Guide

The development of the TPDG began during the 2014–2016 strategic period to assist national decision-makers and education stakeholders to develop national teacher policies as integrated components of national education sector plans or policies. During this strategic period, the TPDG was revised and finalized to include new national case studies, and capacity-development workshops were organized to present it to national authorities. It was translated into Arabic, French and Spanish, and has so far been viewed just under 2,500 times on the TTF’s Knowledge Platform. A short, animated film was developed to support both the TPDG and the dissemination of the online course.

Capacity-building workshops



Africa: UNESCO-IICBA and the TTF co-organized a regional virtual capacity-building workshop on teacher policy development in Africa in Arabic, English and French, inviting TTF members and non-members. IICBA’s regionally contextualized guide [Teaching policies and learning outcomes in sub-Saharan Africa: issues and options](#) and the TPDG were presented before participants had the opportunity to discuss country cases by language in three separate breakout rooms. Some 150 education stakeholders participated in the workshop, with representatives from across the African region.



Latin America and the Caribbean: KIX LAC and the TTF, in partnership with the Organisation of Eastern Caribbean States, co-organized a virtual capacity-building workshop on teacher policy development in Latin America and the Caribbean for regional countries. The workshop focused on the TPDG, with a special emphasis on the need for initial and continuing teacher education. The workshop was conducted in English, French and Spanish, with interpretation. About 70 experts and government representatives participated in the workshop from the KIX LAC countries: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Saint Lucia, and Saint Vincent and the Grenadines.

Online course

An online course based on the *TPDG* was developed by the Open University, in collaboration with the TTF and UNESCO. The course is available in Arabic, English, French and Spanish.

Supporting teachers through policy development: lessons from sub-Saharan Africa

The TTF began a review of the use of the *TPDG*, focusing on sub-Saharan African countries to draw lessons on the relevance of the *TPDG*. The review included nine countries in sub-Saharan Africa (Benin, Burkina Faso, Ghana, Guinea, Lesotho, Madagascar, Malawi, Togo and Uganda). The review will be finalized and published in 2022, and its lessons used to inform future policy-making.



Photo credit: Ekaterina Dvoryaninova/Shutterstock



COVID-19 response

In response to the COVID-19 crisis, the TTF began the development of two additional modules to accompany the *TPDG*, which are to be finalized and published in 2022:

1

Module on crisis-sensitive teacher policy and planning

In collaboration with the Norwegian Teacher Initiative (NTI) and in close collaboration with the United Nations High Commissioner for Refugees and the UNESCO International Institute on Educational Planning, a new module will support countries by providing more in-depth information on teacher policy development, especially regarding crisis preparedness.

2

Module on costing teacher policies

Produced under the leadership of NTI, a module on costing teacher policies will include a short policy section advocating for the importance of costing teacher policies, and a technical module on how teacher policy costing can be carried out and what tools are available to countries as an addendum to the *TPDG*.



“We know teachers are at the heart of the education system, but also that they are still short in supply, and all too often lack the proper training, motivation and continuous professional development needed to provide effective teaching and learning.” Martin Seychell, Deputy Director-General, European Commission

Country-level support

Based on requests from ministries of education of UNESCO Member States, the TTF, in collaboration with different entities, including UNESCO Headquarters and regional offices, and NTI, have supported teacher policy development efforts in different countries.



Benin: In close collaboration with the UNESCO Regional Office in Abuja, the TTF provided technical and financial assistance through international experts to enhance the capacity of the national drafting team through training workshops with national stakeholders and the Local Education Group.



Lao People's Democratic Republic: Jointly with UNESCO Headquarters and UNESCO Bangkok, the TTF provided financial and technical assistance for ongoing consultative meetings, supporting the development and review of the draft teacher policy based on a situational analysis report and policy mapping exercise from 2020 to 2022.



Madagascar: In 2018, the TTF organized a formal meeting in collaboration with the Regional Office in Nairobi to validate its teacher policy as endorsed by the Ministry of Education. This follows the TTF's contributions and technical assistance to the review of the draft policy since 2016.



Malawi: In collaboration with UNESCO and NTI, the TTF provided technical assistance on the national teacher policy.



Saint Kitts and Nevis: In collaboration with UNESCO, the TTF participated in a joint scoping mission that identified gaps and established a road map, draft work plan and timelines for planned activities. In 2020, a joint workshop to discuss the establishment of a national teaching council was conducted. It included a paper from an international expert, while participants from different countries were invited to share experiences and perspectives of how national teaching councils can be structured and operated to meet different national needs.



Togo: The TTF collaborated with the UNESCO Regional Office in Abuja to monitor the process on the ground and mobilize Local Education Group partners for the review and validation of the policy document and to ensure its alignment with the national sector plan.



United Arab Emirates: The TTF mobilized its network of experts to conduct a scoping mission that helped identify priorities for national policy, namely the establishment of standards for teachers and the development of a policy on teachers' career structure.



COVID-19 response

Supporting distance teaching and learning

The TTF provided technical support to the Distance Learning and Teacher Training Strategies in the Caribbean SIDS project which aimed to improve teacher training in digital skills, providing high-quality distance and blended learning training to 10,000 teachers in 20 Caribbean Small Island Developing States (SIDS), funded by Germany (GIZ) in partnership with Blackboard. TTF members in the region were invited to be part of the reference group to guide the work of the project. Based on the project and the webinar, the TTF will produce a report with the lessons learned which will be applied in other contexts in 2022, especially sub-Saharan Africa.

Strengthening collaboration and peer exchange between TTF members

At the outbreak of the COVID-19 pandemic, with the subsequent worldwide school closures, four regional meetings were organized virtually with country focal points, and representative of other TTF members from the intergovernmental organizations and non-governmental organizations working in the respective regions to gather information about country responses, advocate for teachers and teacher issues, share experiences and resources, ascertain needs, and broker relationships between organizations which could potentially support countries.

Overall, during the quadrennium, the TTF organized 40 regional and constituency meetings to share knowledge and promising practices, create greater synergies between TTF members at the regional level, and consult with members on TTF activities and future development.

TTF members provided advice and guidance to a project which offered distance and blended learning training to

10,000 teachers
in 20 Caribbean Small Island Developing States (SIDS)



During the quadrennium, the TTF organized

40 regional and constituency meetings

to share knowledge and promising practices



Photo credit: WOB - education for development

Structure, governance and funding

Strengthening the network

The TTF engaged in different activities during the period to enhance member engagement and strengthen the network, including through more regular communication, feedback, monitoring and reporting. To fulfil its mandate, the structure of the TTF includes:

27
steering committee members
under the leadership of
two co-chairs
(a member country and a donor representative)



Five regional groups

(Arab States, Asia-Pacific, Europe and North America, Latin America and the Caribbean, Sub-Saharan Africa)



Constituency groups for intergovernmental organizations and Specialized Agencies of the United Nations, international non-governmental organizations and civil society organizations, bilateral and multilateral international development agencies, and the global private sector including foundations

Five thematic groups



The Secretariat, hosted by UNESCO in its Headquarters in Paris

Governance meetings were held regularly during the 2018–2021 strategic period, including regional and constituency meetings, steering committee meetings, and TTF annual meetings which bring together the whole network. The Secretariat also organized regular meetings with the co-chairs to discuss progress on the 2018–2021 Strategic Plan and other issues.

during this period to review, validate and provide feedback on the direction and the activities of the TTF. The steering committee continued to support the Secretariat via ad hoc groups working on specific projects, for example the reference group that oversaw the process of the TTF's external evaluation for its 2018–2021 Strategic Plan, and others established to support the development of the Knowledge Platform.

Steering committee

The TTF steering committee comprises representatives of the different TTF members and supports and guides the work of the network. The steering committee held regular meetings

Thematic groups

The TTF has five thematic groups, each with a different focus and approach, which allow members to come together and focus on specific topics and areas of work. During the strategic period, the following groups were developed, under the coordination of different TTF members on rotational basis:¹



The Inclusion and Equity in Teacher Policies and Practices group draws attention to policies and practices promoting inclusion and equity for teachers across educational contexts and relevant variables. The group organized a side event [Creating equitable and inclusive schools](#) at the European Development Days in 2019 in Brussels, and an online webinar [Building back better: ensuring education systems become resilient and inclusive](#) in 2021, which were each attended by 70 people. The group also conducted three global case study interviews on equity and inclusion policies and partnerships in Cambodia, Jamaica and Rwanda.



The Information and Communication Technology and Distance Education for Teacher Development group supports teachers in acquiring ICT skills and an understanding of the uses of ICT in the classroom, and the use of distance education formats in pre-service, in-service and continuing professional development. In 2021, the group organized a [High-Level Forum on Teacher Competencies in the Digital Revolution: Reaching the Unreached](#) with 22,000 registered participants and a [strategy lab on using artificial intelligence \(AI\)](#) to support teachers and teacher development during UNESCO's Mobile Learning Week in 2019. Following the event, the TTF Secretariat published the [proceedings and recommendations from the discussion on AI](#).



The Early Childhood Care and Education (ECCE) Teachers and Facilitators group carries out advocacy on early child educators and pre-primary teachers to ensure that quality early childhood education is free and accessible to all children by qualified, well-trained and supported teachers. The group organized a conference in Morocco on ECCE teachers which was attended by 280 participants from 18 countries and resulted in the [Casablanca Declaration and Call for Action](#).



The School Leadership group aims to reinforce educators' voices within the academic and policy communities as well as other interested stakeholders, and brings together a strong network of school principals and experts to understand the main challenges related to leadership and promoting innovative solutions and opportunities. The group has reached 421 school leaders across 51 countries in 5 continents, and 135 experts from 36 countries. The group conducted 11 events, including six [meetings with school leaders](#), two [meetings with experts](#) and three satellite meetings on different subjects.



The Supporting STEM Teachers group supports a global initiative focused on the special disciplinary needs of science, technology, engineering and mathematics (STEM) teachers, and those of related fields, including technical vocational education and computer and digital literacy. The group organized an Inter-American Teacher Education Network virtual seminar on STEM teacher education.

¹ We extend special thanks to the thematic groups' coordinators, including representatives from Eritrea, Finn Church Aid, the Futures Collaboration Charity, the Global e-Schools and Communities Initiative, Global School Leaders, ILO, the Inter-American Teacher Education Network, the International Centre of Excellence For Innovative Learning, the International Council on Education for Teaching, Le Moyne College, SEAMEO, UNESCO, the UNESCO Institute for Information Technologies in Education, the Varkey Foundation, Voluntary Service Overseas, and VVOB – education for development.

The TTF is also a member of the organizing committee of the Inter-agency Network for Education in Emergencies' collaborative group [Teachers in Crisis Contexts](#), which has launched an events series and has been active in promoting discussions on teachers in emergencies.

key findings and nine strategic and operational recommendations which have fed into shaping the strategic direction of the next phase of the TTF's activities.

External evaluation

An external evaluation of the TTF network was made during the first half of 2021 to take stock and assess the key achievements, implementation, strategies, resources and challenges of the work done on the TTF's 2018–2021 Strategic Plan, and to identify future opportunities and recommend enhanced strategies for improved engagement of TTF members and pathways to make an impact on SDG 4, and in particular target 4.c. The [final published report](#) found that the TTF was a relevant, unique organization, and included a series of



“The results of this analysis show that in the landscape of international actors that focus on teachers, the TTF offers a unique value proposition because of its ‘one-stop-shop’ and holistic approach to teacher development.” Technopolis Group, External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018–2021 Strategic Plan

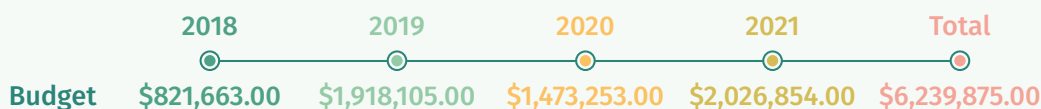
Funding

For the 2018–2021 strategic period, the TTF's total working budget was **US\$6,239,875**

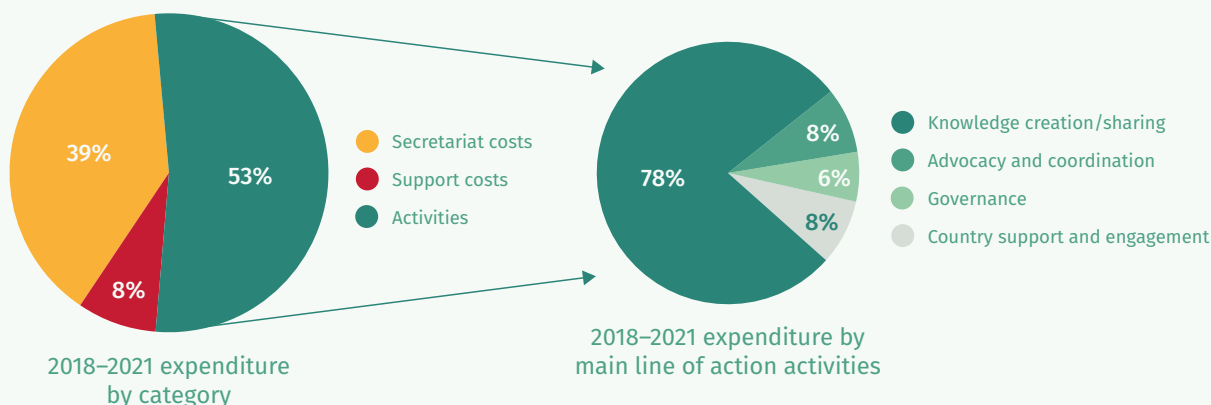


The network's activities were funded based on core contributions received from France, Germany (BMZ/GIZ), Norway (NORAD) and the Hamdan Foundation, and other contributions were received from GPE, the International Council on Education for Teaching, the LEGO Foundation, the Network for International Policies and Cooperation in Education and Training, and UNESCO. Further contributions in kind in the form of ongoing staff secondments were received from the governments of Indonesia and Saudi Arabia.

Growth of annual working budget during the 2018–2021 strategic period



2018–2021 expenditure



Membership

Countries (98)					
Arab States (9)	Asia-Pacific (17)	Europe and North America (17)	Latin America and the Caribbean (16)	Sub-Saharan Africa (39)	
Egypt	Afghanistan	Austria	Argentina	Angola	Liberia
Jordan	Bangladesh	Azerbaijan	Barbados	Benin	Madagascar
Lebanon	Bhutan	Belgium (Belgian Development Agency – Enabel)	Belize	Botswana	Malawi
Mauritania	Cambodia	Bulgaria	Brazil	Burkina Faso	Mali
Morocco	China	Croatia	British Virgin Islands	Burundi	Mauritius
Oman	India	Denmark	Dominican Republic	Cameroon	Mozambique
Saudi Arabia	Indonesia	Estonia	Ecuador	Central African Republic	Namibia
Tunisia	Japan	Finland	Haiti	Côte d'Ivoire	Niger
United Arab Emirates	Lao People's Democratic Republic	France	Jamaica	Democratic Republic of Congo	Nigeria
	Malaysia	Germany	Mexico	Djibouti	Rwanda
	Maldives	Israel	Panama	Eritrea	Republic of Congo
	Nepal	North Macedonia	Paraguay	Eswatini	Senegal
	Philippines	Norway	Saint Kitts and Nevis	Ethiopia	Sierra Leone
	Republic of Korea	Russian Federation	Suriname	Gabon	South Africa
	Singapore	Slovenia	Trinidad and Tobago	Gambia	South Sudan
	Thailand	Spain	Venezuela (Bolivarian Republic of)	Ghana	Togo
	Viet Nam	Turkey		Guinea	Uganda
				Kenya	United Republic of Tanzania
				Lesotho	Zambia
					Zimbabwe

Organizations (59)

Bilateral and multilateral international development agencies (4)	Global private sector organizations and foundations (9)	Intergovernmental organizations at global, regional and subregional levels, and United Nations agencies (20)	International non-governmental organizations, civil society organizations and global teachers' organizations (26)
<p>Association for the Development of Education in Africa (ADEA)</p> <p>Global Partnership for Education (GPE)</p> <p>Inter-American Development Bank (IDB)</p> <p>World Bank</p>	<p>Dubai Cares</p> <p>Edu-Consulting International</p> <p>Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance</p> <p>Mastercard Foundation</p> <p>Orange S.A.</p> <p>ProFuturo</p> <p>The LEGO Foundation</p> <p>The Open Society Foundations</p> <p>Varkey Foundation</p>	<p>Africa Federation of Teaching Regulatory Authorities (AFTRA)</p> <p>African Union Commission</p> <p>Arab Bureau of Education for the Gulf States (ABEGS)</p> <p>Caribbean Community (CARICOM)</p> <p>Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)</p> <p>Commonwealth of Learning</p> <p>Commonwealth Secretariat</p> <p>Conference of Francophone Education Ministers (CONFEMEN)</p> <p>European Commission</p> <p>Inter-American Teacher Education Network - Organization of American States (ITEN - OAS)</p> <p>International Labour Organization (ILO)</p> <p>Mano River Union</p> <p>Organisation for Economic Co-operation and Development (OECD)</p> <p>Organisation internationale de la Francophonie (OIF)</p> <p>Organization of Ibero-American States for Education, Science and Culture (OEI)</p> <p>Southeast Asian Ministers of Education Organization (SEAMEO)</p> <p>United Nations Children's Fund (UNICEF)</p> <p>United Nations Educational, Scientific and Cultural Organization (UNESCO)</p> <p>United Nations High Commissioner for Refugees (UNHCR)</p> <p>United Nations Relief and Works Agency for Palestine Refugees (UNRWA)</p>	<p>Action Aid</p> <p>Africa Network Campaign on Education for All (ANCEFA)</p> <p>African Council for Distance Education (ACDE)</p> <p>African Deans of Education Forum (ADEF)</p> <p>Association française pour la lecture (ELSA)</p> <p>Camara Education</p> <p>Childhood Education International</p> <p>Commonwealth Education Trust [associate member]</p> <p>Education International (EI)</p> <p>Finn Church Aid</p> <p>Futures Collaboration Charity (MESH Guides)</p> <p>Global Campaign for Education (GCE)</p> <p>Global e-Schools and Communities Initiative (GESCI)</p> <p>Global School Leaders</p> <p>Inter-Agency Network for Education in Emergencies (INEE)</p> <p>International Council for Open and Distance Education (ICDE)</p> <p>International Council on Education for Teaching (ICET)</p> <p>NORRAG - Network for international policies and cooperation in education and training</p> <p>Right to Play</p> <p>Save the Children</p> <p>STIR Education</p> <p>Teach for All</p> <p>Teacher Education in Sub-Saharan Africa (TESSA)</p> <p>The Education Commission</p> <p>Voluntary Service Overseas (VSO) International</p> <p>WOB - <i>education for development</i></p>



Photo credit: Drazen Zigic/Shutterstock.com

Qualified, motivated and empowered teachers are the centrepiece of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Since its creation in 2008, this has remained the conviction of the International Task Force on Teachers for Education 2030.

This report presents the key achievements of the network during the 2018-2021 period. During this time, the Teacher Task Force focused its actions around advocacy, knowledge creation and sharing, and country support and engagement, to help ensure that teaching is a valued profession and that every learner is taught by a qualified and supported teacher.

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 United Nations agencies that work together to promote teacher-related issues.

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

Cover: © Basma Algaidi / Save the Children



www.teachertaskforce.org



@TeachersFor2030



@TeachersTaskForce



Teacher Task Force



International
Task Force on Teachers
for Education 2030

Education
2030 