



TTF Annual Work Plan 2020-2021

International Task Force on Teachers for Education 2030

(Revised May 2020)

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I. Background and introduction

The 2018-2021 Strategic Plan, which launched the third phase of the International Task Force on Teachers for Education 2030 (TTF), aspires to reinforce the alignment of the Task Force's mandate and mission with the Sustainable Development Goals (SDGs), especially the target on teachers in SDG 4 and the Framework for Action of the Education 2030 Agenda.

In particular, the Plan underscores the ambition of the TTF to play a catalytic role in the implementation and monitoring of the teacher-related targets and serve as the dedicated platform for global dialogue and knowledge sharing on teacher and teaching issues.

Against this background, the following work plan has been developed. It covers the biennium (2020-2021). Each planned activity under the Main Lines of Action (MLAs) is briefly described in the narrative part of this plan, and key performance indicators are presented in the Results Framework in the Annex.

The main activities in 2020-2021 will concentrate on making progress according to the priorities defined in the 2018-2021 Strategic Plan's three MLAs and building on the progress achieved in 2018-2019:

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

MLA 2 - Knowledge Creation and sharing; and

MLA 3 - Country support and Engagement.

The three MLAs are based on two overarching strategic approaches:

- The overall vision that the TTF is a global network, and its strength lies in the force and engagement of its different partners. Each of the above MLAs will be achieved in collaboration with TTF members.
- The understanding that a balanced top-down versus bottom-up approach is needed. That the Task Force, coordinated by the Secretariat, needs to provide support and knowledge products to its members, and its members therefore are more empowered to support the Task Force as a whole and to act, in particular, at national and regional levels.

It is important to note that the proposed work plan introduces some alterations in relation to the original presentation of activities and outcomes as set out in the 2018-2021 Strategic Plan. These suggested modifications are based on the experience of implementation during the past two years.

The coordination and monitoring of the activities will continue to be facilitated by a core team in the Secretariat at UNESCO. The full implementation of activities and achievements of results will depend on available funding during the 2020-2021 biennium.

II. Results Framework – Overview

Results Framework – Overview

<p>Overarching goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>		
<p>Intermediate goal: Teaching is a valued profession and every learner is taught by qualified, motivated and empowered teachers within well-resourced, efficient and effectively governed education systems to achieve inclusive and equitable quality education and lifelong learning opportunities for all</p>		
<p>Overall objective: To mobilize governments and other stakeholders for the advancement of teachers and quality teaching acting as catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support</p>		
<p>Objective (MLA) 1:</p> <p>Advocacy and coordination with global and regional initiatives</p>	<p>Objective (MLA) 2:</p> <p>Knowledge creation and sharing</p>	<p>Objective (MLA) 3:</p> <p>Country support and engagement</p>
<p>Outcome 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 through advocacy efforts and engagement in social dialogue.</p>	<p>Outcome 2. Research, knowledge-sharing and monitoring of the status of teachers has informed teacher policies, legislation, practices and governance.</p>	<p>Outcome 3. Countries are supported in developing comprehensive evidence-based teacher policy through normative guidance, tools and cooperation mechanisms, fostering peer-to-peer learning.</p>

III. Budget

The work of the TTF secretariat is supported by different funding sources. In 2019, TTF secretariat was supported by:

- Contributions from the Government of Norway, the Hamdan Foundation and Germany (BMZ/GIZ);
- In kind contributions, in the form of two loaned experts, seconded from the Governments of Indonesia and Saudi Arabia;
- Other in-kind contributions in particular for the funding of participants during the Annual Meetings of the TTF and 12th Policy Dialogue Forum in Dubai, 8-11 December.

The Secretariat is actively developing a fundraising strategy which situates the TTF within the global public goods for teachers and includes recommendations such as the need to better articulate the case for support and to better deliver and demonstrate results. It will also include a donor mapping to develop a fuller scope of the donor community and help identify funding opportunities.

The adoption of the two-year work plan will help the Secretariat carry out fundraising and engage with new and potential partners. The estimated conservative budget for 2020 is **US\$1.47 million**, with a funding gap of under US\$100k. For 2021, the estimated budget is **US\$2.28 million**, and so far no funds have been secured for this period. See **Annex 2** for more details and a draft budget estimate for 2020 and 2021.

IV. Work Plan Implementation

MLA 1 - ADVOCACY AND COORDINATION WITH GLOBAL AND REGIONAL INITIATIVES

The aim of the advocacy and coordination work of the TTF will be to ensure that the critical role of teachers and teaching remains at the top of the education agenda, and to advocate for adequate policies and increased financing. The main targets are the Sustainable Development Goals, in general SDG 4 on education, and in particular SDG 4.c, which focuses on increasing the supply of qualified teachers.

MLA 1 Objective 1.1

Objective 1.1: 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:

- 1.1.1 The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents
- 1.1.2 The dimensions of teacher policy including SDG target 4.c on teachers are adequately covered at relevant political and technical fora, events and platforms
- 1.1.3 Multimedia support materials and an online platform on the dimensions of teacher policy are established and used
- 1.1.4 Strategic partnerships are identified and created to extend TTF outreach

Past Achievements:

The TTF and partners advocated for teachers during key education meetings and events in 2019, while also giving visibility to the TTF. This included UNESCO's General Conference, the Francophone Agency of Universities' Research Seminar on Teachers / Teaching (APPRENDRE), and the SDG 4 Steering Committee. TTF national focal points made interventions during regional and national fora including the 50th Southeast Asian Ministers of Education Organization (SEAMEO), the Southern African Development Community (SADC) Ministerial meeting, and during the Réseau Suisse Education et Coopération Internationale meeting, "Teacher Training for Quality Education".

The TTF Secretariat was represented in 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 OECD – Teaching and Learning International Survey (OECD-TALIS) governing board. The TTF Secretariat provided expertise to international initiatives including the [SDG-Education 2030 background document](#) prepared for the HLPF in New York which covered SDG 4, and by providing an article for the [2019 Commonwealth Education Report](#).

Activities for the 2020-2021 Biennium:

The TTF Secretariat will continue to aim to build effective partnerships with TTF members and technical partners for greater advocacy and coordination (e.g. GPE, GEM Report, regional networks, unions). It will also aim to expand its reach to link to SDG 4 partners in general, to ensure that teachers and teaching are prominent in broader SDG 4 discussions. The activities during the final 2 years of the Strategic Plan will be organised around four main axes:

- Activity 1.1.1: Advocacy
- Activity 1.1.2: Coordination

- Activity 1.1.3: Outreach and events
- Activity 1.1.4: Partnerships and fundraising

Activity 1.1.1: Advocacy – Strengthen global teacher advocacy, with partners, via global and targeted advocacy and communications about teachers. In particular, campaigns will be created for World Teachers Day (WTD) and around other important events in the global and regional calendar (e.g. HLPF, Global Action Week, etc.). Global advocacy efforts will also support work at the national level, in particular to support teachers and increase social dialogue. Greater use of multimedia products will further support the campaigns. Messaging will be developed along the principles of:

- Overarching messaging: There is a need for additional qualified, trained and supported teachers to reach the SDG 4 targets;
- Targeted messaging on teachers and teaching, to coincide with major events such as World Teachers Day, the Beijing+25, the GEM Report launch, etc.; and
- TTF specific messaging to accompany the rollout of the *Teacher Policy Development Guide* and the Knowledge Platform.

COVID-19 Response

- a. **Advocacy for teachers** – the TTF network will develop and disseminate key messages around the support and protection of the teaching profession during the COVID-19 crisis, in order to ensure that COVID-19 responses include explicit teacher and teaching components:
 - I. **Call for Action on Teachers** – The call outlines six main principles to follow for the support and protection of teachers through the COVID-19 crisis. The Call is released (in 5 languages) and disseminated to TTF members and key policy makers and stakeholders, including the SDG 4 Steering Committee members. The call would also be discussed during regional webinars (see point 3.1 below). The overall objective would be to influence policy responses being developed for COVID-19.
 - II. **Social media campaign** – a social media campaign will accompany the call to advocate for the importance of teachers and their need to be supported and protected. The TTF will develop a short animation and images to share the messages widely, including to “influencers”.

Activity 1.1.2: Coordination – Strengthen coordination of different teacher initiatives, by mapping existing efforts ensure greater communication between them. This work cuts across all three MLAs (advocacy, knowledge sharing and country engagement) and should, within the first part of the biennium, concentrate in particular on creating greater links with partners working at the global and regional levels and carrying out a membership drive to coincide with the launch of the knowledge platform.

Activity 1.1.3: Outreach and events – Ensure the importance of teachers and teaching is present during global and regional education events (i.e. Global Action Week, Mobile Learning Week). This may take the form of panels or side events during major events, or providing inputs and contributions to important documents and communiqués. Every two years, the TTF will also work with partners to ensure that high-level events on teacher issues are organised (such as events to coincide with the G20) and that effective communication is carried out around them. This should also include outreach to teacher networks, youth forums and relevant organisations.

COVID-19 Response

- a. **Ensure teacher perspectives are included in COVID-19 responses** – It is critical that teacher perspectives are included in COVID-19 responses, to ensure that responses developed by policy-makers are effective, including the experience and knowledge of the front-line educators. Teachers’ perspectives will also be important when schools reopen, as they work to identify learning gaps and minimise the impact of the crisis on learning. The TTF will collate and share experiences to influence the global understanding of the problem, and encourage Ministries and other stakeholders to take into consideration this evidence. In making this information available to the entire TTF network and beyond, the TTF aims to support national level social dialogue processes.
- I. **Teachers voices**- the TTF will collate and share testimonials by teachers & school leaders who have had to adapt to the school closures. This will include also working with members of the network who are also collecting and publishing these stories. The Secretariat will collate main messages and publish a synthesis.
 - II. **Contract teachers** – Using some of the findings from the Contract teachers Report (to be released in May 2020), the Secretariat will also reach out to contract teachers or others in the private sector who have lost their income to share their situation (working with partners & TTF members). This will serve to draw attention to those teachers whose wages and working conditions have deteriorated within the crisis.
 - III. **Webinar** – organise at least one joint webinar with EI-INEE-TTF to examine what practical and programmatic interventions are supporting teachers in crisis contexts. This will aim to bring together both practitioners and policy-makers, reach a wider audience with the key messages from the TTF Call to Action (in particular the INEE network members who are from humanitarian sectors) and include a discussion on the EI survey results.

Activity 1.1.4: Partnerships and fundraising – Build strategic partnerships for both implementation of activities and financial support for TTF activities. A mapping exercise will be conducted of current and potential partners in order to better understand the full scope of the donor community for building organisational synergies and general cooperation. New potential sources of funding will include those at the regional level (including foundations and other private sector actors). Other types of strategic partnerships will also be explored (cutting across all MLAs).

MLA 1 Expected Results

Expected Results ¹	2020 Budget	Performance Indicators	Target 2020	Timeline
1.1.1. Integration into documents	\$30,000	N° global campaign/year	Strengthened global advocacy & 1 campaigns carried out	Sept/Oct
1.1.2. Coverage in events and fora	\$12,500	N° global events /year (participation)	Input to 3 global/regional events 1/2 joint webinar	April - May

¹ Please note that the numbering has been modified from the original 2018-2021 Strategic Plan

Expected Results ¹	2020 Budget	Performance Indicators	Target 2020	Timeline
1.1.3. Multimedia supports created	\$12,320	N° video/social media pack/year	2 Multimedia support	April - May
1.1.4. Resource mobilization & partnerships		N° new partnership signed/year	1 New partnership established	

MLA 1 Objective 1.2

Objective 1.2: 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:

1.2.1. 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.

1.2.2. 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.

1.2.3. 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.

Past Achievements:

This outcome and related activities were not prioritized 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 the 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.

Activities for the 2020-2021 Biennium:

Activity 1.2.1: Social dialogue – During the implementation phase in the first half of the current Strategic Plan, work was completed to identify enabling factors on social dialogue in the development of national teacher policies. During this new phase of the Strategic Plan, the TTF will continue to advocate for the importance of social dialogue in teacher policy development at national, regional and global levels (*see also Objective 1.1 and Objective 3.1*).

MLA 2 - KNOWLEDGE CREATION AND SHARING

An important goal of the TTF is to identify and bridge knowledge gaps in relation to teachers and teaching, share knowledge produced by its members and technical partners, and disseminate this information to relevant audiences in a format that is best adapted and useful to policy-makers. In particular, the TTF recognises the importance of monitoring SDG target 4.c. and building robust statistics and internationally comparable indicators, which are not only critical to monitoring progress, but are also the cornerstone to advocate for teachers at the national, regional and global levels.

MLA 2 Objective 2.1

Objective 2.1: Key knowledge gaps are identified and research commissioned to inform teacher policies, legislation, practices and governance.

Strategic Plan 2018-2021 Expected results:

2.1.1 A number of studies and research reports on identified knowledge gaps are produced and available

2.1.2 Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations

Past Achievements:

In 2019 the Secretariat began a review of the use of the *Teacher Policy Development Guide (TPDG)* in national contexts, to inform engagement with partner countries, to support them in the development of teacher policies, and draw lessons on the relevance and use of the TPDG. The review will be finalized and published in 2020. Additionally, a study on the use of contract teachers in sub-Saharan Africa was completed in 2019 for publication in early 2020. All publications are to be disseminated through regular channels including the TTF newsletter, the Knowledge Platform and through partners.

The TTF contributed to the development of the [International Framework for Teaching Standards](#), adopted by the Education International congress in 2019. Aligned to this, the TTF was involved in regional consultations organized by UNESCO to develop guidelines and enhance implementation modalities.

Activities for the 2020-2021 Biennium:

TTF will continue to support the generation and dissemination of knowledge on key teacher and teaching issues, acting as a global platform to disseminate evidence-based knowledge and best practices produced by its members, including through regional networks (*see Objectives 2.2 and 3.2 below*), for a wide-audience including policymakers, teacher educators and researchers in particular. The main activities will include:

Activity 2.1.1: Conduct Desk Reviews & produce policy briefs - Reviews will be undertaken by TTF members, partner research institutions and the Secretariat to map the knowledge gaps on different dimensions of teacher policy and practice. The TTF will not aim for more than one long publication per year, concentrating more on shorter, policy briefs, working in collaboration with TTF members and other UNESCO entities where appropriate.² This would include creating stronger synergies with NORRAG, Innocenti, IIEP, GPE, UNICEF, as well as representatives from regional research institutes and networks, including institutions based in the global south. In 2020, a review on the development of national teacher policy, as well as a paper on contract teachers, will be published; in 2021 a joint UNESCO report on teacher motivation is planned.

The Secretariat will work with partner institutions and members to provide short publications, which provide

² In late 2019 several pending publications will be released, for which the bulk of the dissemination and communication will take place in 2020, notably a report on i) *Contract Teachers* and ii) *a Review of the use of the TPDG at the country level yielding Case Studied, lessons learnt and Recommendations for Best Practices*.

succinct recommendations to policy-makers based on international publications, research and best practices. This could include, for example, a policy brief for World Teacher’s Day published with the GEM Report or other short texts developed through the lens of the themes of other major education reports.

MLA 2 Expected Results

Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
2.1.1 A number of studies and research reports on identified knowledge gaps are produced and available	\$25,000	N° Reports/ year	1 Report	May - October
	\$30,000	N° policy papers / year	1 policy brief 1 research piece	
2.1.2. Global guidelines on professional teaching standards are developed				

MLA 2 Objective 2.2

Specific Objective 2.2: 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:

2.2.1. Dialogue with the UNESCO Institute for Statistics and other relevant institutes on the monitoring of SDG target 4.c on teachers is facilitated

2.2.2. A matrix to monitor the implementation of teacher policies is developed, made accessible to and used by member countries and relevant organizations.

Past achievements:

In 2019 the UIS began work on a classification framework for trained and qualified teachers based on a concept note that was jointly developed by the TTF, 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 12th PDF in Dubai. The UIS in collaboration with the TTF also produced a Fact sheet on teacher statistics for World Teachers Day 2019.

Activities for the 2020-2021 Biennium:

Activity 2.2.1: Monitoring and measurement of teacher and teaching issues - A taxonomy of teacher training programmes (ISCED-T) will inform on current practices by introducing a new international standardization mechanism to contribute to developing better indicators yielding internationally comparable statistics on teacher training to inform policymaking related to the quality of teacher education and setting and maintaining norms for qualifications and training. This initiative began two years ago with the UNESCO Institute for Statistics (UIS) in the lead. The TTF will contribute to the work of the UIS and the relevant partners in the development of this taxonomy over the coming biennium, through awareness raising and supporting implementation. TTF will also work with UIS and GEM on a data brief/fact sheet produced in collaboration for

the WTD event.

MLA 2 Expected Results

Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
2.2.1. Monitoring of SDG target 4.c on teachers is facilitated	\$5,000	Taxonomy developed (ISCED-T) N° fact sheet/year	ISCED-T development supported (phase 1) 1 Fact sheet on teachers (infographic)	(tbc) April
2.2.2. A matrix to monitor the implementation of teacher policies				

MLA 2 Objective 2.3

Specific Objective 2.3: Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated

Strategic Plan 2018-2021 Expected results:

2.3.1 The experiences of using the *Teacher Policy Development Guide* and other relevant tools are shared, and the guide is reviewed and revised

2.3.2 A professional information and knowledge management platform on the TTF website (including research, experts, guides and tools) is developed, updated and maintained

2.3.3 Multimedia support materials and an online platform are established and used for exchange of knowledge, expertise and experiences on key dimensions of the teaching profession

2.3.4 Global and regional policy dialogue forums addressing topics and needs of countries are convened

Past Achievements:

The revised, printed full English-language version of the *Teacher Policy Development Guide* (TPDG) was released to coincide with the 2019 World Teacher’s Day celebrations. Work also began on the translation of the full Guide into the other UN languages, as well as the translation of the Summary into French.

The TTF Secretariat developed a comprehensive concept note for the TTF Knowledge Platform ("Knowledge Platform on Teacher Policies, Practices and Research") to be established as a repository for information on teachers. First results of that work were presented in Dubai in December 2019.

The 12th Policy Dialogue Forum (PDF) was held in Dubai, 8-11 December 2019, on the theme of “The Futures of Teaching. The PDF was attended by some 250 international and 80 national participants, which included seven Ministers of Education. In an evaluation survey following the meeting, nine out of ten respondents stated the PDF provided them with actionable information to help them in their policy work, research, practice.

Activities for the 2020-2021 Biennium:

Based on the TTF’s role in the dissemination of knowledge on key teacher and teaching issues, the TTF will operationalise various platforms to disseminate evidence-based knowledge and best practices produced by its members. This will include the use of online platforms, dialogue fora including global and regional networks

(See Objective 3.2 below). The main activities will include:

- Activity 2.3.1: Dissemination of the *Teacher Policy Development Guide*
- Activity 2.3.2/3: Develop and disseminate the TTF Knowledge Platform
- Activity 2.3.4: Convene Policy Dialogue Fora

Activity 2.3.1: Dissemination of the *Teacher Policy Development Guide* – Piggy-backing on existing global, regional and national meetings and mechanisms, the TTF Secretariat will organise information and training sessions on the TPDG. Summary versions in all six UN languages and Portuguese will be more broadly disseminated in 2020/2021. Meanwhile, the full version of the TPDG, published in 2019, will also be published and disseminated in other UN languages (i.e. French, Spanish and Arabic) in 2020. The Secretariat will work with technical partners (such as UNESCO, GPE, UNICEF, etc.) for wider promotion and use of the TPDG.

COVID-19 Response

- a. **Teacher Policy Development Guide** – the Secretariat will develop one additional module with partners (e.g. IIEP, EI, INEE, UNESCO) to ensure that the Teacher Policy Development Guide takes into consideration crisis preparedness in teacher policy development.

Activity 2.3.2/3: Knowledge Platform – The TTF knowledge platform is one of the flagship activities of this biennium and will be completed and rolled out in 2020 and further developed in 2021. A web-based portal to channel relevant publications, tools and information on teacher policies, the portal will provide access to i) a database of quality, curated publications, laws, policies, tools, reports and online courses; and ii) a common space for TTF members to report on their activities, communicate, share tools, seek technical assistance and facilitate knowledge sharing. The portal will also aim to reach audiences beyond the TTF membership, in particular to policymakers and teacher educators, to become a key global resource on national, regional and global teacher issues.

COVID-19 Response

- a. **Sharing Covid-19 Resources from the TTF network** – the TTF will collect, collate and disseminate different resources on teachers and teaching on the new TTF knowledge platform. This will aim to link to the six key elements from the Call for Action on Teachers, working in coordination with other efforts such as the Global Education Coalition, GPE, etc. It will also aim to coordinate inputs across the network to build resources in different languages around regional and thematic areas.
- b. **Data dissemination** – the TTF will support the collation, development and communication around key statistics on teachers and the COVID-19 crisis. This will include data on the scope of the crisis in relation to the number of teachers affected, connectivity data, and teacher professional capacity (number of trained teachers). One infographic will be produced. The TTF will also explore other areas for coordination and collaboration with partners to ensure that relevant teacher data are being collected, to inform decision-making on the COVID-19 crisis in relation to teachers and teaching.
- c. **Knowledge creation** – The TTF will carry out one short research piece in relation to teachers and teaching in the crisis. The research should aim to address at least one of the main points in the Call for Action, and be participatory in nature, inclusive of the TTF members (both at the country and institutional level). The Secretariat needs to take into consideration work being done by other organisations and pay particular attention to not duplicating existing efforts. Two potential research proposals are found in the Annex, pertaining to teachers' inclusion in COVID-19 responses and providing support and training for teachers to deliver distance education.

The 2020-2021 biennium will concentrate on the completion of the portal, the creation of mechanisms for its use and curation, and its dissemination to relevant stakeholders. The TTF secretariat will also ensure that

synergies are created with other relevant existing platforms. It will also convene a reference group in 2020 to establish clear moderation and curation guidelines to ensure the quality and longevity of the knowledge platform.

Activity 2.3.4: Policy Dialogue Fora (PDF) - The PDF gathers teacher stakeholders from all regions and takes stock of what we know and what needs to be done to bridge the knowledge gap on specific teacher issues (to be selected) and forge new partnerships. Based on discussions with the Steering Committee, a new calendar will be developed, with (larger) technical and (smaller) high-level gatherings being held on alternate years. The TTF Secretariat will continue to work with members to identify host countries and funding partners for this event. The next large Policy Dialogue Forum will be held in 2021 with a smaller event to coincide a high-level political event in 2020.

MLA 2 Expected Results

Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
2.3.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised (if necessary)	\$30,000	Publication & dissemination	Review published (ARB/RUS/CHI)	(tbc) May-December
	\$10,000	Training workshops	2 workshops/ year	
		Develop one add-on module	1 module developed	
2.3.2. Development of the TTF Knowledge Platform	\$75,000	Page views (baseline in 2020) & % increase N° User accounts created	Baseline established	20% increase in page views and user accounts created
2.3.3. Multimedia support materials and an online platform are established		Website page views (baseline and % increase)	Website page views 10% increase	10% increase
2.3.4. Global and regional policy dialogue forums convened	\$75,000 ³	N° events held	1 High-level event on teachers	(tbc)

MLA 3 - COUNTRY SUPPORT AND ENGAGEMENT

The Strategic Plan will build its approach to country support and engagement around the use of the *Teacher Policy Development Guide (TPDG)*. In the past three years, the number of demands from countries to the Secretariat seeking this support provides evidence of national policymakers' increasing adherence to an holistic approach to developing comprehensive policies. The choice of country interventions should be based on criteria developed by the Secretariat to be approved by the Steering Committee. Moreover, the TTF's main role is to broker support to countries, while the technical support is to be provided by various partnering

³ Funds had been originally earmarked as provided by the in-kind support of the host country for the G20 events.

entities with the relevant technical expertise.

MLA 3 Objective 3.1

Specific Objective 3.1: Support to countries requesting technical assistance on teachers and teaching is facilitated

Strategic Plan 2018-2021 Expected results:

3.1.1 Multimedia support materials and an online platform are established and used to facilitate country support

3.1.2 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

3.1.3 Platforms, events and networking are facilitated to promote South–South, North–North and North–South cooperation

3.1.4 Institutionalized social dialogue mechanisms are facilitated to advance the teaching profession

3.1.5 TTF members actively contribute to consultation, coordination and collaboration mechanisms including local education groups (LEGs)

Past Achievements:

Working with the Open University UK, the updated English version of the online *Teacher Policy Development Guide* (TPDG) on-line training course was finalised and launched in Dubai in December 2019.

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 was held in 2019, resulted in a report mapping the way forward. Further to the report, a timeline was set for the completion of the national comprehensive teacher policy and other priorities for longer-terms interventions.

Support for Guinea and Lao PDR began 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. Lao PDR reiterated its request for TTF support to develop a comprehensive teacher policy. In consultation with UNESCO Bangkok and SEAMEO, work began for inception of the policy development in September 2019.

In order to strengthen peer learning and south-south cooperation related to teacher and teaching issues, the TTF has organized regional group meetings that contribute to building networks and creating regional synergies in regards to teachers and teaching issues. The TTF organised four regional meetings in 2019 to coincide with in regional consultations on the development of a guidance framework on national teacher standards in Latin America and the Caribbean, Arab States, Asia-Pacific and sub-Saharan Africa. Further meetings for each of the four groups were held in Dubai 2019 to plan next steps and potential synergies.

Activities for the 2020-2021 Biennium:

The TTF will act as a catalyst/broker to mobilise support for country-level policy development, with a strong focus on the nine dimensions from the TPDG and social dialogue. While several countries have been engaged by TTF in terms of developing a comprehensive teacher policy, the focus in 2020 will be on the completion of work carried over from previous years). The main activities will include:

- Activity 3.1.1: On-line dissemination of the *Teacher Policy Development Guide*
- Activity 3.1.2: Country Level Support
- Activity 3.1.3: Peer learning and south-south cooperation is enhanced through regional networks⁴

⁴ Please note that this Objective was previously presented under “Governance”

Activity 3.1.1: On-line dissemination of the TPDG - The on-line modular version of the *Guide*, developed with the Open University UK, and released in late 2019, will also be disseminated in 2020, including with other language versions to follow. Opportunities for training will be developed to coincide with the increased work at the regional level, notably by working with regional partner organisations.

COVID-19 Response

- a. **Teacher Policy Development Guide** – develop a new module for crisis response (*see above*).

Activity 3.1.2: Country Level Support – TTF will focus will be on the completion of work carried over from previous years (i.e. Lesotho, St Kitts, Lao PDR and Guinea). Moreover, the TTF will also continue to broker support between countries which request support and appropriate technical expertise existing within the TTF network (technical partners such as UNESCO and UNICEF) and beyond. Working to define criteria with the Steering Committee, the TTF Secretariat will aim to broker support for two new countries in the biennium. Synergies will be sought with GPE countries, in particular those who are in the process of developing education sector plans.

Activity 3.1.3: Consolidation of the Regional Groups - The TTF Secretariat will support regional focal points to engage with existing regional mechanisms and TTF member organisations to create opportunities for more peer learning and south-south cooperation (e.g. UNESCO regional offices, the Regional Centre for Quality in Education (RCQE) in Riyadh and Hamdan Foundation for the Arab States; SEAMEO for Asia; the Organisation of American States – OAS/ITEN, the Inter-American Development Bank, and CARICOM and OAS for LAC; as well as the new KIX regional hubs). It is also expected that a greater concentration at the regional level will strengthen the TTF membership and overall impact of its work at the national level through synergies, information sharing and new types of collaboration and awareness raising (*see Objective 3.2*).

Two dedicated regional meetings will be held during the biennium (on a rotational basis for sub-Saharan Africa, Arab States, Asia-Pacific and Latin America & the Caribbean). Where possible, the TTF will aim to work with existing SDG 4 regional mechanisms and events. The TTF Secretariat will also aim to mitigate any risks associated with the turnover of focal points, working through existing structures and member organisations.

COVID-19 Response

- a. **Regional meetings:** Organise virtual meetings with country focal points, grouped by region and language group, as well as representative of other TTF members from the IGO and NGO groups working in the respective regions. The aim of the virtual meetings would be to gather information about country responses, advocate for the key points in the Call to Action, share experiences and resources and ascertain needs, and broker relationships between organisations who could potentially support countries. The discussions could also potentially feed into any potential research pieces.

MLA 3 Expected Results

Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
3.1.1 Multimedia support materials and an online platform are established and used to facilitate country support	\$20,000	Usage statistics (increase 10%/year) for the on-line teacher policy development guide	Baseline	10% increase

Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
3.1.2. The teacher component of national education sector plans is supported with reference to the Education 2030 agenda and the use of the TPDG and other tools to develop teacher policy	\$20,000	N° countries supported/year	4 countries finalised	1 or 2 new countries supported
3.1.3. Platforms, events and networking facilitated to promote South–South, North–North and North–South cooperation ⁵	\$40,000	N° regional meetings held per year	4 virtual regional meetings	May
3.1.4. Institutionalized social dialogue mechanisms are facilitated				
3.1.5. TTF members actively contribute to consultation, coordination and collaboration mechanisms including LEGs				

4. GOVERNANCE AND INSTITUTIONAL STRENGTHENING

GOVERNANCE Objective 4.1

Specific Objective 4.1: TTF governance is strengthened

Strategic Plan 2018-2021 Expected results:

- 4.1.1 The role of focal points is redefined
- 4.1.2 Thematic group meetings
- 4.1.3 Reporting mechanisms are strengthened
- 4.1.4 The TTF Secretariat is fully operational
- 4.1.5 A strategy for communication and advocacy is adopted
- 4.1.6 A strategy for resource mobilization is adopted.

Past Achievements:

Thematic Groups were also created to build knowledge related to teachers in a number of key areas that were identified including i) Inclusion and equity in teacher policies and practices, ii) Information and communications technology and distance education for teacher development , iii) Teacher management in crisis and emergency situations , and iv) Early Childhood Care and Education (ECCE) teachers and facilitators. The TTF thematic groups organised a total of three events in 2019. Each of the thematic groups sought to continue to strengthen their work in 2019 and organised a dedicated session during the 12th PDF in Dubai.

Activities for the 2020-2021 Biennium:

In the preamble of the TTF Terms of Reference, it is stipulated: *“The International Task Force on Teachers for Education 2030 (Teacher Task Force) is a multi-stakeholder partnership of an entirely voluntary nature... As all participation and contributions to the Teacher Task Force are on a voluntary basis, achievements will only*

⁵ Previously this point was under “Governance”

happen if the Teacher Task Force members themselves decide priorities and take actions on them.”

There is a strong willingness to increase the engagement of national focal points, via regional groups and various fora. Strengthening the work at the national and regional level should be led by the Secretariat, working in partnerships with other TTF members also present at the national and regional level. The main activities will include:

- Activity 4.1.1: Redefining the role of focal points
- Activity 4.1.2: Consolidation of the Thematic Groups
- Activity 4.1.3 Monitoring and Reporting
- Activity 4.1.4 External Evaluation
- Activity 4.1.5 Implementation of a communication strategy

Activity 4.1.1: Redefining the role of focal points. Greater engagement with national focal points will be built through building stronger regional TTF networks. *(See Objective 3.1.3 for more information).*

Activity 4.1.2: Consolidation of the Thematic groups. A review of the working modalities of the thematic groups will take place in early 2020, including of their coordination mechanisms. One idea may be to keep these as advisory groups, helping the TTF identify events and fora where they could/ should be present. Another would be to support the knowledge creation and knowledge sharing work of the TTF, by suggesting priority topics for more focused work, identifying knowledge gaps, identifying best practices and making recommendations for implementation at the national level, etc. Lastly, the groups could be responsible for providing input into the knowledge platform and disseminating its use, as well as using the Knowledge platform to facilitate exchange in each of the thematic areas.

Activity 4.1.3: Monitoring and Reporting. The Secretariat will adopt six-month narrative and financial reporting to the Steering Committee members, and develop new key performance indicators to monitor its work plan implementation. This should support the mobilisation of core funding for the TTF Secretariat’s Special Account. Greater attention will also be given to developing indicators of impact for key flagship activities, such as the Policy Dialogue Fora.

Activity 4.1.4: An external evaluation will take place during the biennium to be commenced in late 2020, followed by the development of a new strategic plan to be adopted in late 2021. The TTF will continue to consult on a regular basis with the Steering Committee, including through at least one face-to-face and one virtual meeting per year.

Activity 4.1.5: Implementation of a communication strategy – The TTF will strengthen its overall communication and outreach about its activities, through, for example, more regular news items, expanding access to its newsletter, developing listservs for member caucus groups, and strengthening the use of social media in particular using Twitter, Facebook, Youtube and LinkedIn, etc. Through a stronger coordination at the regional level, it will strengthen communication channels with its focal points and members, so that more visibility is also given to member activities. This will be further enhanced by the TTF’s work on global advocacy for teachers *(Objective 1.1)* and the development of the knowledge platform *(Objective 2.2 above)*.

GOVERNANCE Expected Results

Expected Results	2020 Budget	Performance Indicators	Target 2020	Target 2021
4.1.1. The role of focal points is redefined		N° regional meetings/year <i>(see 3.1.3 above)</i>	1 Regional meeting	1 Regional meeting
4.1.2 Thematic group meetings				
4.1.3. Reporting				

mechanisms are strengthened				
4.1.4. The TTF Secretariat is fully operational ⁶	\$20,000	N° management Reports/year & face-to-face SC meetings	2 Management Reports & 2 SC meetings	2 Management Reports & 2 SC meetings
	\$60,000	External evaluation	1 External Evaluation (TOR developed)	1 External Evaluation completed
4.1.5. A strategy for communication and advocacy is adopted & implemented		<i>See point 1.1.1 above</i>	<i>See point 1.1.1 above</i>	
4.1.6. A strategy for resource mobilization is adopted and implemented		<i>See point 1.1.4 above</i>	<i>See point 1.1.4 above</i>	

⁶ The cost includes preparation of SC documents and interpretation during face to face meetings.

Annex I – Detailed Results Framework (with planned activities 2020-2021)⁷

Overarching goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
Intermediate goal: 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		
Overall objective: To mobilize governments and other stakeholders for the advancement of teachers and quality teaching acting as catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support		
Objective (MLA) 1: Advocacy and coordination with global and regional initiatives	Objective (MLA) 2: Knowledge Creation and sharing	Objective (MLA) 3: Country Support and engagement
Outcome 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 through advocacy efforts and engagement in social dialogue	Outcome 2. Research, knowledge-sharing and monitoring of the status of teachers has informed teacher policies, legislation, practices and governance	Outcome 3. Countries are supported in developing comprehensive evidence-based teacher policy through normative guidance, tools and cooperation mechanisms fostering peer-to-peer learning.

Main Line of Action	Specific Objectives	Expected Results ⁸	2020 Budget	Performance Indicators	Target 2020	Timeline
1. Advocacy and coordination with global and regional initiatives	Objective 1.1. The recognition of the critical roles of teachers and teaching in achieving SDG4-Education 2030 targets at international, regional and country levels is increased.	1.1.1. Integration into documents	\$30,000	N° global campaign/year	Strengthened global advocacy & 1 campaigns carried out	Sept/Oct
		1.1.2. Coverage in events and fora	\$12,500	N° global events /year (participation)	Input to 3 global/regional events 1/2 joint webinar	April - May

⁷ Please note that, while keeping with the overall spirit of the Strategic Plan, some modifications have been made to the above Results Framework to enhance its readability and better align with the planned activities for the biennium.

⁸ Please note that the numbering has been modified from the original strategic plan

Main Line of Action	Specific Objectives	Expected Results ⁸	2020 Budget	Performance Indicators	Target 2020	Timeline	
		1.1.3. Multimedia supports created	\$12,320	N° video/social media pack/year	2 Multimedia support	April - May	
		1.1.4. Resource mobilization & partnerships		N° new partnership signed/year	1 New partnership established		
	Objective 1.2. 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.	1.2.1. The dimensions of teacher policy are adequately addressed in social dialogue among stakeholders					
		1.2.2. The dimensions of teacher policy are prominently featured in national education plans					
		1.2.3. A reporting system on social dialogue processes is established and focal points are facilitated to contribute to it					

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
2. Knowledge Creation and sharing	Objective 2.1 Key knowledge gaps are identified and research commissioned to inform teacher policies, legislation, practices and governance.	2.1.1 A number of studies and research reports on identified knowledge gaps are produced and available	\$25,000	N° Reports/ year	1 Report	May - October
			\$30,000	N° policy papers / year	1 policy brief 1 research piece	
		2.1.2. Global guidelines on professional teaching standards are developed				

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
	Objective 2.2. Monitoring of the status of teachers and teaching	2.2.1. Monitoring of SDG target 4.c on teachers is facilitated	\$5,000	Taxonomy developed (ISCED-T) N° fact sheet/year	ISCED-T development supported (phase 1) 1 Fact sheet on teachers (infographic)	(tbc) April
		2.2.2. A matrix to monitor the implementation of teacher policies				
	Objective 2.3. Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated.	2.3.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised (if necessary)	\$30,000	Publication & dissemination Training workshops	Review published (ARB/RUS/CHI) 2 workshops/ year	(tbc)
			\$10,000	Develop one add-on module	1 module developed	May-December
		2.3.2. Development of the TTF Knowledge Platform	\$75,000	Page views (baseline in 2020) & % increase N° User accounts created	Baseline established	20% increase in page views and user accounts created
		2.3.3. Multimedia support materials and an online platform are established		Website page views (baseline and % increase)	Website page views 10% increase	10% increase

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
		2.3.4. Global and regional policy dialogue forums convened	\$75,000 ⁹	N° events held	1 High-level event on teachers	(tbc)

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
3. Country support and Engagement	Objective 3.1. Support to countries requesting technical assistance on teachers and teaching is facilitated	3.1.1 Multimedia support materials and an online platform are established and used to facilitate country support	\$20,000	Usage statistics (increase 10%/year) for the on-line teacher policy development guide	Baseline	10% increase
		3.1.2. The teacher component of national education sector plans is supported with reference to the Education 2030 agenda and the use of the TPDG and other tools to develop teacher policy	\$20,000	N° countries supported/year	4 countries finalised	1 or 2 new countries supported
		3.1.3. Platforms, events and networking facilitated to promote South–South, North–North and North–South cooperation ¹⁰	\$40,000	N° regional meetings held per year	4 virtual regional meetings	May
		3.1.4. Institutionalized social dialogue mechanisms are facilitated				

⁹ Funds had been originally earmarked as provided by the in-kind support of the host country for the G20 events.

¹⁰ Previously this point was under “Governance”

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Timeline
		3.1.5. TTF members actively contribute to consultation, coordination and collaboration mechanisms including LEGs				

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Target 2021
4. Governance and institutional strengthening	Objective 4.1. TTF governance is strengthened	4.1.1. The role of focal points is redefined		(see 3.1.3 above)		
		4.1.2 Thematic group meetings				
		4.1.3. Reporting mechanisms are strengthened				
		4.1.4. The TTF Secretariat is fully operational	\$20,000	N° management Reports/year & SC meetings	2 Management Reports & 2 SC meetings	2 Management Reports & 2 SC meetings
			\$60,000	External evaluation	1 External Evaluation (TOR developed)	1 External Evaluation completed
		4.1.5. A strategy for communication and advocacy is adopted & implemented		See point 1.1.1 above	See point 1.1.1 above	
4.1.6. A strategy for resource mobilization is adopted and implemented		See point 1.1.4 above	See point 1.1.4 above			

Annex II – Implementation timeline

Main Line of Action	Expected Results ¹¹ / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
1. Advocacy and coordination with global and regional initiatives	1.1.1. Integration into documents	World Teachers Day Campaign (2020 & 2021)																
	1.1.2. Coverage in events and fora	Input into 3 events/year (tbc)																
	1.1.3. Multimedia supports created	Video produced																
	1.1.4. Partnerships	New partnership																

Main Line of Action	Expected Results / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
2. Knowledge Creation and sharing	2.1.1 A number of studies and research reports on identified knowledge gaps are produced and available	Contract teachers Report																
		Review of policy devt																
		Policy paper (WTD)																
	2.1.3 Organization of Policy Dialogue Fora (high-level or technical)	G20 High-level event																
		1 Policy Dialogue Forum 2021 (technical)																
		<i>Negotiations/HCA</i>																
		<i>Logistical preparation</i>																
		<i>Call for proposals</i>																
	<i>Programme finalization</i>																	

¹¹ Please note that the numbering has been modified from the original strategic plan

Main Line of Action	Expected Results / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
	2.2.1. Monitoring of SDG target 4.c on teachers is facilitated	ISCED-T development supported (phase 2)																
		1 Fact sheet on teachers																
	2.3.1. The experiences of using the Teacher Policy Development Guide and other relevant tools are shared, and the guide is reviewed and revised (if necessary)	TPDG language versions finalized (FR, ESP, ARB)																
		2 training workshops/year																
		Dissemination																
	2.3.2. Development of the TTF Knowledge Platform	Knowledge Platform																
		<i>Development & translation</i>																
		<i>Curation + guidelines</i>																
		<i>Piloting & roll out</i>																
		<i>Launch (tbc)</i>																
		<i>Moderation</i>																
		2.3.3. Multimedia support materials and an online platform are established	New website developed															
			Website updates															

Main Line of Action	Expected Results / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
3. Country support and Engagement	3.1.1 Multimedia support materials and an online platform are established and used to facilitate country support	On-line TPDG course (English)																

Main Line of Action	Expected Results / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
		Dissemination																
		On-line TPDG course (other languages)																
		Dissemination																
	3.1.2. The teacher component of national education sector plans is supported with reference to the Education 2030 agenda and the use of the TPDG and other tools to develop teacher policy	Finalise country support and reporting (4 countries)																
		New country support (2)																
	3.1.3. Platforms, events and networking facilitated to promote South–South, North–North and North–South cooperation ¹²	1 Regional meeting/year																

Main Line of Action	Expected Results / Outputs	Activities 2020-2021	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4
	4.1.4. The TTF Secretariat is fully operational	2 Management Reports/year																
		External Evaluation																
		<i>TOR & RWP</i>																
		<i>Evaluation carried out</i>																
		<i>New strategy developed</i>																

¹² Previously this point was under “Governance”

Annex III - Draft budget 2020-2021

2020-2021 Draft Budget (expressed in USD \$) - With Staff costs integrated*								
Source of funding 2020								
	2020	2021	Norway	Hamdan	Al Maktum	Germany	Funding Gap	
Advocacy & Coordination	322,967.00	449,645.00	309,967.00		13,000.00		0.00	
Objective 1.1	54,820.00	55,000.00	54,820.00					
1.1.1 1 global campaign/year	30,000.00	30,000.00	30,000.00					
1.1.2 3 global events/year (participation)	12,500.00	15,000.00	12,500.00					
1.1.3 1 video/social media pack/year	12,320.00	10,000.00	12,320.00					
1.1.4 1 new partnership signed/year	0.00	0.00						
Objective 1.2								
1.2.1 Social dialogue (see Objective 2.3)								
Personnel & missions	268,147.00	394,645.00	255,147.00		13,000.00			
Knowledge Creation/Sharing	567,149.00	928,149.00	305,649.00	15,000.00	146,500.00	25,000.00	75,000.00	
Objective 2.1	55,000.00	30,000.00	40,000.00	15,000.00	0.00	0.00	0.00	
2.1.1 1 Report /year	25,000.00	50,000.00	25,000.00					
2.1.1 1/2 working papers /year	30,000.00	30,000.00	15,000.00	15,000.00				
2.1.1 Teaching standards								
Objective 2.2	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00	0.00	
2.2.1 Teacher monitoring	5,000.00	5,000.00	5,000.00					
Objective 2.3	190,000.00	475,000.00	40,000.00	0.00	75,000.00	25,000.00		
2.3.1 TPDG publication	30,000.00	0.00	30,000.00					
2.3.1 TPDG training workshops (see Regional meetings)	10,000.00	0.00	10,000.00					
2.3.2 TTF knowledge platform developed	75,000.00	10,000.00			75,000.00			
2.3.3 Website developed		15,000.00						
2.3.4 1 PDF per year (alternate high level)	75,000.00	450,000.00						
Personnel & missions**	317,149.00	418,149.00	220,649.00		71,500.00	25,000.00		

Country Support & Engagement		299,312.00	100,000.00	299,312.00	0.00			0.00
	Objective 3.1	80,000.00	100,000.00	80,000.00				
	3.1.1 On-line TPDG	20,000.00	0.00	20,000.00				
	3.1.2 Country support (1-2)	20,000.00	60,000.00	20,000.00				
	3.1.3 Regional meetings (1)	40,000.00	40,000.00	40,000.00				
	Personnel & missions	219,312.00	219,312.00	219,312.00				
Governance		152,000.00	72,000.00	152,000.00				0.00
	Objective 4.1	80,000.00	0.00	80,000.00				
	4.1.1 Regional meetings (see above)	0.00	0.00					
	4.1.2 Thematic groups	0.00	0.00					
	4.1.3 Reporting mechanisms	0.00	0.00					
	4.1.4 SC & External Evaluation(see also staff costs)	80,000.00	0.00	80,000.00				
	4.1.5 Comms strategy	0.00	0.00					
	4.1.6 Fundraising strategy (see 1.1.4)	0.00	0.00	0.00				
	Personnel & missions	72,000.00	72,000.00	72,000.00				
Equipment/Misc		10,000.00	10,000.00	10,000.00				0.00
	Equipment/misc (translation)	10,000.00	10,000.00					
SUB TOTAL		1,351,428.00	2,265,894.00	1,076,928.00	15,000.00	159,500.00	25,000.00	75,000.00
Support costs		121,628.52	203,930.46	75,384.96	1,350.00	14,355.00	2,250.00	6,750.00
TOTAL		1,473,056.52	2,469,824.46	1,152,312.96	16,350.00	173,855.00	27,250.00	81,750.00
Received								
* Please note that the staff costs for 2019 have been distributed per MLA on a pro-rata basis (In the original 2019 budget, they were not integrated into each MLA).								
** Includes a dedicated staff member at 80% for the knowledge platform curation								

Annex IV – Research Proposals: COVID-19 education responses

Proposal 1 - The inclusion of teachers in developing COVID-19 education responses.

Aligned to the Call for Action, this potential area of research responds to item three within the TTF's Call for Action on Teachers. Focusing on the importance of including teachers in developing COVID-19 education responses, it includes research in related to three periods of a crisis including: i) teachers' responses during crises; ii) teachers' responses immediately after crises; and iii) teachers' longer term responses for future planning. Focusing on both developed and developing countries and looking at a variety of different crises including refugee situations, conflict, pandemics and natural disasters, the research will examine relevant issues in relationship to the current COVID-19 situation. While examining the need for teachers to be included as partners in developing COVID-19 education responses and why it is important for learning outcomes, the research should unpack both successful and unsuccessful examples of responses used in countries during past crises, and summarise lessons learned for the promotion of better practices related to emergency and crisis situations, in particular related to COVID-19 and pandemic situations.

Responses during the crisis: The research takes stock of past examples of teachers' active participation and leadership in formulating, preparing and implementing rapid and creative responses so that teaching and learning continue while taking into account their knowledge, skills and past experiences. It examines the role of flexible decision-making capacity of teachers to deal with the crisis and select the most appropriate content, tools, and evaluation criteria for the continuation of learning. In their role to ensure the continuation of learning, the research should also examine teachers' role to actively inform decisions regarding upgrading of new skills including ICTs and other and no-tech solutions. It also examines teachers' decision role in responding to decision about assessment to inform system level issues including grade progression and transition to higher levels of education.

Responses following the crisis: Beyond the crisis, the research will focus on teachers' response role during the recovery and post-crisis period. It will examine examples of how teachers have been consulted in the period immediately following to ensure students receive the entire curriculum and or how to ensure pupils are not held back academically in terms of grade progression if possible, or worse drop out of school altogether. Related to this, the research will examine how teachers can be involved to recognise gaps in pupil's knowledge and devise means to address these. It will also examine teachers' role to identify trauma and psychological distress in order to refer pupils to the specialty care needed.

Responses planning for future crises: Finally, the research will examine evidence related to teachers' voices in planning medium to long-term approaches for future crises to mitigate harm when schools could again close. Emergency policies and plans related to the rapid transition of face-to-face learning to online or other forms of distance education need to happen with few disruptions and therefore teachers' inclusion in this transition is key; where possible the research should consider the role of teachers in deployment of learning content, devices and connectivity where available to students. Research can lastly explore teachers' role in responses related to the development of communication plans, monitoring and assessment of learning.

Proposal 2 – Teachers' support and training to deliver distance education in crisis situations

This potential area of research responds to item four within the TTF's Call for Action on Teachers, namely the need for teachers to receive the necessary initial training to adapt curricula to various forms of distance learning, as well as the on-going support to be able to share experiences and lessons learnt. This has relevance for all types of contexts including as it relates to online learning in high tech, radio and television in low-tech, and print-based methods in no-tech contexts. This research will explore different policy interventions and identify what tools and skills have had the most positive impact on learning, in particular in low- to no-tech contexts as eLearning has received much attention elsewhere as well as the large number of learners where online learning is very limited or unavailable. The research will provide a synthesis of both the existing literature, but also draw upon quantitative and qualitative data from the COVID-19 and other crises.



Policy interventions and lessons learnt. The research will take distance education case studies from different regions and contexts to ascertain what pre-service, in-service, and any ad-hoc teacher training and professional development was carried out as a response to crises, what worked and what did not. It will aim to provide policy makers and teacher educators with clear and actionable examples of teacher capacity-building interventions which effectively supported teachers during crises, and maintained quality teaching and learning as defined by positive educational outcomes and how these can be mainstreamed in the future.

Defining the teacher toolkit. There is a plethora of distance education tools available for teachers to deliver learning. More systematic information is needed, however, in terms of the various tools used in different contexts for which age groups, how the curricula should be adapted and by whom, and how to delineate the roles of the state, the schools and the teacher themselves. Moreover, while in the COVID-19 crisis, many education departments and schools have had to provide rapid training in using distance education tools, the research will examine the extent to which they also provided training on teachers' providing socio-emotional support, and what are the implications for learning.