



International
Task Force on Teachers
for Education 2030

2020 ANNUAL REPORT AND BUDGET UPDATE

Teacher Task Force 2020 – Highlights

The TTF members and Secretariat were mobilised as part of the response to the COVID-19 crisis in 2020, to ensure that teachers were supported, protected, and recognised. Here are some of the highlights of this year's achievements:

Advocacy

The TTF released the *Call for Action on Teachers* to draw attention on teachers and teaching issues, in particular amidst the global school closures and accompanied its dissemination by a social media campaign. The Call was downloaded nearly 3000 times and cited in some 20 publications by TTF member organisations and technical partners. In particular, the TTF advocated for social dialogue in a variety of different fora.

Knowledge creation and sharing

The new TTF Knowledge platform was released in 2020, in English, French, Spanish and Arabic with an official launch on 5 October. It has already registered a notable increase in traffic and about one third of TTF members have registered for the Members' Working Space. The TTF Secretariat also joined with partners this year to produce several knowledge products to further monitor and provide policy support on SDG 4.c, with a particular focus on the COVID-19 crisis.

Country support and engagement

The TTF membership was engaged at the regional level through two series of regional webinars held during the year, in which many members were mobilised. Moreover, the TPDG was completed in four languages in both the static and on-line course, paving the way for greater dissemination in 2021.

Governance and institutional strengthening

A survey was carried out to review and strengthen the coordination of the Thematic groups, as well as to revise the TTF Terms of Reference to clarify the status of private sector organisations who may wish to become members of the TTF. Work began in identifying the terms of reference for the external evaluation to take place next year, which will pave the way for a new 2022-2025 Strategic Plan.

I. Background and Introduction

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

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

Within the framework of the Sustainable Development Goal agenda (SDGs), in particular SDG 4.c. target on teachers and the [Education 2030 Incheon Declaration and Framework for Action](#), the TTF's [2018-2021 Strategic Plan](#) represents the third phase of its work since it was established in 2008.

The 2020 Annual Report is aligned to both the original TTF four-year Strategic Plan as well as the 2020-2021 Work Plan. It describes the activities and results based on the Strategic Plan's overall vision and theory of change.

The work of the TTF in 2020 is based on three main lines of action plus governance, as identified in the 2018-2021 Strategic Plan. Progress and challenges have been reported against each of those, where the TTF Steering Committee had identified work to be carried out in 2020 including the response to the COVID-19 crisis.

II. Progress towards Results

A. MLA 1 - ADVOCACY AND COORDINATION WITH GLOBAL AND REGIONAL INITIATIVES

MLA 1 Objective 1.1

Specific 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

Activity 1.1.1: Advocacy - Strengthen global teacher advocacy, with partners, via global and targeted advocacy and communications about teachers.

The year 2020 was marked by the onset of the COVID-19 crisis, with school closures affecting over 90% of learners and 63 million teachers worldwide. As a result, the TTF's advocacy was centred around the critical role of teachers and teaching amid the pandemic and to ensure learning continuity.

Activities during 2020 include:

COVID-19 Response



- **Call for Action on Teachers** - Working with an ad-Hoc group of Steering Committee members, the TTF released a [Call for Action on Teachers](#) which outlined six main principles for the support and protection of teachers through the COVID-19 crisis. The overall objective of the call was to influence policy responses to the crisis, to recognise the critical roles that teachers play in the COVID-19 response and recovery. The call was disseminated to TTF members, key policy makers and stakeholders, including the SDG 4 Steering Committee members, in Arabic, English, French, Russian and Spanish. The call has been downloaded 2,752 times, and discussed during webinars and regional meetings, as well as, cited in articles and documents by key global actors such as the World Bank, ILO, GPE, ADEA, INEE and some 20 other organisations.
- **Social media campaigns** – The Secretariat was part of following campaigns:
 - I. **Teachers in Covid-19** – The TTF ran a social media campaign, including a short animation film (see activity 1.1.3 below), accompanied the *Call for Action on Teachers* to advocate for the importance of teachers and their need to be supported and protected. The Call was supported by social media ‘influencers’ which increased the reach and impact of the campaign. The animation recorded 7,500 views on TTF and UNESCO YouTube channels and potentially reached around 1.5 million people.
 - II. **Save our Future campaign** – The TTF Secretariat was approached by the Education Commission team to run a consultation on the future [White Paper](#) to support their *Save our Future* Campaign. As a result, the Secretariat assembled a selection of country Focal Points and representatives from civil society (i.e. SEAMEO, EI, VVOB) to provide feedback and input on the critical issues for the background paper on the teacher workforce that would eventually feed into the White Paper. One of the key messages of the consultation was the need for teachers’ voices to be included in Covid-19 responses and the important role of social dialogue. It also gave a stronger voice to the need to pay attention to the psychological and socio-emotional issues faced by teachers and their need for training including ICTs.
- **World Teacher’s Day campaign** - As part of 2020 World Teacher’s Day celebrations under the theme, “*Teachers: Leading in crisis, reimagining the future*”, the TTF launched a communications campaign based on stories and articles shedding light on teacher leadership during COVID-19. The campaign aimed to source different stories and articles from TTF members, in particular the CSO constituency, who provided different communication pieces around the theme of teacher leadership. The campaign also promoted TTF joint knowledge products including the [Fact Sheet](#) and [Gender in Teaching Infographic](#) (see activity 2.1 below) along with the TTF virtual regional meetings held during the week (see activity 3.1.3 below).

The tangible products of this campaign were 13 blogs published on the TTF platform and 10 videos which were used in the Facebook and Twitter messaging. This generated an increase of 100% of the time spent on TTF content and translated into more than 400 interactions, which is 10 times more comparing to the previous period.

Activity 1.1.2: Coordination - Strengthen coordination of different teacher initiatives, by mapping existing efforts ensure greater communication between them.

The lion's share of events and activities organized in 2020 were in relation to COVID-19, with the Secretariat also organizing a series of regional events to coincide with World Teachers' Day celebrations (see activity 3.1.3 below). As part of these, efforts were made to ensure that the wider TTF membership was involved, as well as reaching out to non-member organisations, to increase the overall visibility and impact of the TTF and its key messages. For example, the ILO was involved in the publication and dissemination of the Guidance for Policy Makers and Toolkit for school leaders, and one of the ILO country officers has produced a version in Romanian. In the development of the first and second edition of the Toolkit, the Secretariat worked with many member and non-member organisations in both the consultation on its content, as well as the gathering of teacher experiences.

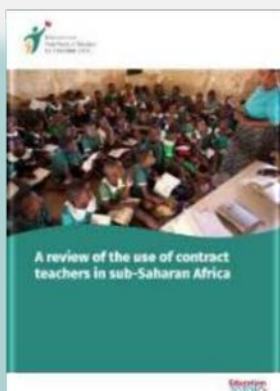
Some 27 country focal points and 17 TTF member organisations were contacted to make presentations during the different regional and thematic webinars hosted this year. Other TTF members made presentations as representatives of the network (eg. Norway and the Hamdan Foundation). Members of the CSO constituency were solicited to provide articles and stories published on the TTF platforms as part of the World Teacher's Day campaign.

The Secretariat also joined the BE2 (Building Evidence in Education) technical group on Teacher Professional Development in order to share the TTF's work and gain greater visibility in the work being carried out by other international funding organisations.

Activity 1.1.3: Outreach and events - Ensure the importance of teachers and teaching is present during global and regional education events

The TTF aimed to support teachers by ensuring teacher perspectives were included in policy development, in particular in relation to COVID-19 and school reopening responses. In particular, TTF representatives joined events to ensure that the TTF's advocacy messages were disseminated in different fora. Some examples are illustrated below.

COVID-19 Response



- **Teachers voices** – a call for contributions was released and disseminated in June to bring attention to the experiences of teachers and school leaders who have had to adapt to the school closures. 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 organisation in Pakistan took its inspiration from the series and also published a [similar Report based on teacher experiences](#) to inform policy.
- **Contract teachers** -in collaboration with partners and TTF members, the Secretariat reached out to contract teachers in particular in the private sector who had been affected by the Covid-19 crisis to share their situation. Contract teachers' experiences were published in the form of a [Covid-19 update article](#), to coincide with the publication of the [Review of the use of contract teachers in Sub-Saharan Africa](#) (see activity 2.1.1 below).
- **Webinars.** In order to disseminate the main messages of the *Call for Action on Teachers*, as well as enhance the dissemination of other knowledge products, members of the Secretariat and TTF members co-organised and made presentations during the following events:

- *Supporting teachers in crisis contexts during COVID-19* (April 2020) with the Inter-agency Network for Education in Emergencies (INEE) and Education International (EI).
- *Varkey Foundation Teacher Summit* (May 2020) with The Varkey Foundation.
- *Teachers and Teaching for Inclusion* (July 2020) with UNESCO, Education International and the GEM Report team.
- *Supporting teachers in back-to-school efforts; A Toolkit for school leaders*, (September 2020) with the Inter-American Teacher Education Network - Organization of American States (ITEN - OAS).

The TTF Secretariat and members also made presentations during the following webinars:

- *UNESCO/CARICOM webinar series No. 1: Supporting teachers and education personnel to ensure continuity of learning*. Organized by Santiago Office and CARICOM (May, 2020)
- *School Leadership and Governance amidst and post the COVID19 Pandemic Crisis in Africa* (June 2020) organized by UNESCO International Institute for Capacity Building in Africa (IICBA).
- *VSO Community of Practice: Inclusive Education Practice Area* (June 2020) organized by Voluntary Service Overseas (VSO).
- *Quality Assurance of Distance Learning workshop* (August 2020) organized by the Regional Center for Quality and Excellence in Education (RCQE).
- *Teacher Policies in Arab Countries: Realities and Aspirations* (October 2020) organized by the Regional Center for Educational Planning (RCEP), the Regional Center for Quality and Excellence in Education (RCQE), UNESCO Office in Beirut (UNESCO Beirut), Regional Bureau of Education in the Arab States and the Arab Bureau of Education for the Gulf States (ABEGS).

Activity 1.1.4: Partnerships and fundraising - Build strategic partnerships for both implementation of activities and financial support for TTF activities.

In 2020, the TTF Secretariat reached out to existing and new potential funding organisations (including bilateral funders and Foundations) to begin discussions about future funding for the Secretariat. With no major funding so far secured, more intense work will need to be carried out in this area in 2021 to meet the future funding gap.

Several in-kind contributions were secured from TTF members. The Arabic translation of the *Teacher Policy Development Guide (TPDG)* was funded by the Regional Center for Quality and Excellence in Education (RCQE). Further collaboration with the Arab League Educational, Cultural and Scientific Organization (ALECSO) for funding translation for the Arabic content of the knowledge platform was established, a partnership brokered by the Hamdan Foundation. Both the Indonesian government and that of Saudi Arabia have agreed to continue their support of TTF team members in 2021.

While the Secretariat joined the Global Education Coalition mid-year, no activities have yet been conducted as part of this. However, the Secretariat has been included to receive a small share of funding allocated by Germany-GIZ for the work of the Global Education Coalition in LAC.

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.

Activity 1.2.1: Social dialogue (see also Objective 1.1 and Objective 3.1)

While no activities had been planned for 2020, the TTF Secretariat contributed to several activities to enhance the importance of social dialogue in teacher policy development at national, regional and global levels. This included:

- **Social dialogue in support of teachers during the COVID-19 pandemic.** Language about the importance of social dialogue was included in the *Call for Action on Teachers*, and the Secretariat was able to ensure that this language was also included in the [outcome Declaration](#) of the [Global Education Meeting](#) in October 2020.
- **Filling knowledge gaps.** In September, the TTF Secretariat released a call for proposals to carry out research examining the role of social dialogue in developing, implementing and evaluating effective education responses during the COVID-19 crisis, including new policy measures and better practices. The research will be carried out in early 2021, and its results presented in different arenas in 2021, including during the 2021 PDF (see activity 2.1.1).
- **Teacher professionalism and curriculum in an age of disruption: The impact of pandemics and other crises on education system** - the TTF Secretariat joined as a convener of the third seminar in the series on *The Future of the Teaching Profession in Africa* with Education International (EI), Open Society Foundations (OSF), and UNESCO International Institute for Capacity Building in Africa (IICBA). The seminar series brought together representatives of both Ministries of education and teacher unions from eight African countries to discuss the responses to the COVID-19 crisis and the future of the profession. The seminar contributed to the realisation of the objectives of the Continental Education Strategy for Africa (CESA) and led to the adoption of a consensus document during WTD's celebration week. Further activities are underway to ensure the dissemination and use of the document, in particular at national and regional levels. (see also **COVID-19 response**)
- **Consultation on teachers and teaching** - the TTF Secretariat co-organised a consultation (November 2020) in collaboration with the GEM Report team and Education International, to ensure that the perspectives of teachers, teacher representative organisations and also international and regional organisations working to support teacher policy development are taken into consideration in the 2021/2 GEM Report on the theme of non-state actors in education.

MLA 1 – Lessons learnt, challenges and way forward

COVID-19 pandemic threw the spotlight on the situation of millions of teachers around the globe, and the TTF was able to contribute to advocacy efforts in support of teachers and education support personnel, notably

through the production of several key knowledge pieces (in particular, the *Call for Action on Teachers*). While there seems to be positive momentum in favour of teachers in the midst of the pandemic, it will be important to ensure this momentum leads to policy changes in favour of the teaching profession. In 2021, the TTF membership should aim to anchor its presence in major international policy arenas, in particular the global education architecture and beyond.

Moving forward, it will also be important to ensure the buy-in and support of a wider base of TTF membership, not only in identifying and formulating advocacy messages and objectives built on consensus, but also in their outreach and dissemination. While a core set of TTF members were actively participating in sharing TTF materials and messages, it is harder to capture or measure the extent of which this is having impact at the country level.

The TTF is still not present or influential in some of the bigger international policy arenas. In 2021, the TTF membership should aim to anchor its presence in major international policy arenas, in particular the global education architecture and beyond.

B. MLA 2 - KNOWLEDGE CREATION AND SHARING

MLA 2 Objective 2.1

Specific 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: Reviews

- 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

Activity 2.1.1: Conduct Desk & produce policy briefs

In 2020, work on the following research pieces was developed to help inform teacher policies, practices and governance:

- **Contract teachers.** A study on the [use of contract teachers in sub-Saharan Africa](#) was published in 2020. To situate the paper in the current COVID-19 crisis, the TTF commissioned a short [research paper on the impacts of the COVID-19 crisis on contract teachers](#) in particular. The report was disseminated through regular channels including the TTF newsletter, the Knowledge Platform and through partners. It was published in both English and French.
- **Regional reports.** Following the 2 series of regional meetings held this year, the findings were collated and published on the TTF Knowledge Platform. The first examined the different [aspects related to country responses](#) and solutions in dealing with the rapid transition to online learning and with planned returns to school across the different regional groups. The second on [distributed leadership responses including teachers and the wider education community](#) to ensure the continuation of quality education was based on the events held to mark World Teachers' Day. Reports have been published on the Knowledge Platform and social media as part of the TTF's mandate to disseminate evidence-based knowledge and best practices produced by its members.
- **Review on teacher policy development.** The Secretariat continued to work on the 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. While the work on this was put on hold due to the shift to the COVID-19 responses, the manuscript is currently being refined to focus on key elements, lessons learned and general

recommendations to ensure the published paper will best meet the needs of national policy-makers in developing effective comprehensive teacher policies. It will be finalized and published in 2021.

- During the **celebration** of World Teachers Day, the TTF also collaborated with the Global Education Monitoring (GEM) Report team on a [Policy paper on teacher preparedness for inclusive education](#) that discusses national policy, frameworks, and laws to support teacher training in inclusive education.

COVID-19 Response

The COVID-19 crisis also drove much work in the area of desk reviews and the production of policy briefs. Informed by the TTF [Call for Action on Teachers](#), the TTF Secretariat worked with partner institutions and members to provide short publications, which provide succinct recommendations to policy-makers and practitioners.

- [Guidance for policy-makers](#) on schools reopening, developed with UNESCO and the International Labour Organisation, included recommendations focused on a 7-point framework that provided guidance to governments on the following to support teachers on schools reopening. It covered: 1. social dialogue and communication, 2. safety and health, 3. teachers' psychological and socio-emotional well-being, 4. teacher preparation and learning, 5. teacher deployment, rights and conditions, 6. financial resources and investments, and 7. monitoring and evaluation. The Arabic version was developed by ABEGS and shared directly with the Ministry of Education in Jordan as their developed their policy response, working through the UNESCO Amman Office.



- [Toolkit for School leaders](#), based on the Guidance note and again in partnership with UNESCO and the International Labour Organization, the Toolkit provided practical guidance on supporting teachers on the successful return to school, based on practices recorded in the field. The toolkit included key guidance questions for school leaders to use, a list of additional resources and examples of practices and tips. The publication was released in two editions, with the 2nd edition including additional practices collected from TTF members. Based on the potential of the toolkit at the country level, VVOB produced a country specific tailored version for [Rwanda's School Leaders](#) to be used in professional learning communities. A contextualized version is being adapted for the Arab States by the UNESCO Beirut office to be used by school leaders, and the ILO office in Romania is also producing a local-language version. The Toolkit has been downloaded nearly 9,000 times from the Knowledge Platform.
- **Social dialogue study.** Following guidance by the ad-hoc group of the TTF Steering committee, and in line with the TTF's *Call for Action on Teachers*, the TTF is commissioning research to fill knowledge gaps surrounding the issue of social dialogue in developing effective responses to mitigate the COVID-19 crisis and ensure the continuity teaching and learning. The report will provide detailed information on the mechanisms, steps and practices required to support social dialogue as well as recommendations for countries, teachers' associations, CSOs and other stakeholders to review, adapt and implement in their own contexts. The research findings should inform improvement to the delivery of inclusive and equitable, quality education by unpacking the role played by effective social dialogue. A concept note and Request for Proposal has been disseminated. The selection will be made in late 2020 and work will take place during the first half of 2021.

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

No work was carried out in 2020 in relation to this activity.

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.

Activity 2.2.1: Monitoring and measurement of teacher and teaching issues

Several publications were co-produced to support the measurement and dissemination of key statistics on SDG target 4.c during 2020:

- As in 2019, the TTF Secretariat published a [Fact Sheet on monitoring SDG 4.c](#) to mark World Teachers' Day, with the UNESCO Institute for Statistics (UIS), the GEM Report team and UNESCO. The fact sheet monitors a number of critical policy-relevant areas for teachers including the key indicator SDG 4.c.1 on the proportion of teachers with the minimum required qualifications. Related to efforts in the development of the ISCED-T it also began to explore internationally comparable mappings of teacher training programmes based on the main proposed dimensions of the ISCED-T to shed further light on the notion of “qualified teachers” and facilitate an analysis of teacher and teaching quality in countries. It also covered some other relevant SDG thematic indicators with implications for teachers especially due to the current COVID-19 pandemic including proportions of schools with electricity and computers and internet for pedagogical purposes. Moreover, it covered several other areas with policy implications for quality teaching and learning including leadership (the theme of World Teachers Day in 2020), inclusivity, and available sanitation facilities in schools to meet COVID-19 requirements.
- The TTF also partnered with UNESCO to mark World Teachers' Day with an additional [Infographic on Gender Disparities in the teaching profession](#) including women's representation at different levels of education and by region, their access to training and their involvement in leadership positions.
- Working with a specialized digital communications company, the TTF produced 13 articles around various policy-relevant areas on teachers published regularly between September through to end of 2020. Several of the pieces were sourced through the TTF network, and it is hoped that this model (with TTF members providing stories and research findings to be published on the Knowledge Platform) will be further enhanced in 2021 and beyond.

Activity 2.2.2. The development of the taxonomy typology of teacher training

The UNESCO Institute for Statistics is leading the work on the development of the new taxonomy, with a current objective to present this new work in November 2021 during UNESCO's General Conference. The TTF Secretariat held several discussions with the UIS in relation to this work, and the UIS has hired a consultant who is working on the framework. The TTF has also offered to support this work as possible, including by contributing to any forthcoming consultations.

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

Activity 2.3.1 – Dissemination of the *Teacher Policy Development Guide*

While the dissemination of the *Guide* was put on hold during the first half of the year due to the COVID-19 crisis, work to complete the different language versions was on-going. During 2020, the full French, Spanish and Arabic versions were completed and published and a dissemination plan is being developed. This includes a presentation to UNESCO field offices, and a presentation of the Spanish version in an on-line forum organised by OAS-ITEN. Further outreach is planned to technical partners to alert them to the availability of the Guide. Training opportunities are also planned for 2021. A discussion with SC members on supporting dissemination should take place during the meeting in December 2020.

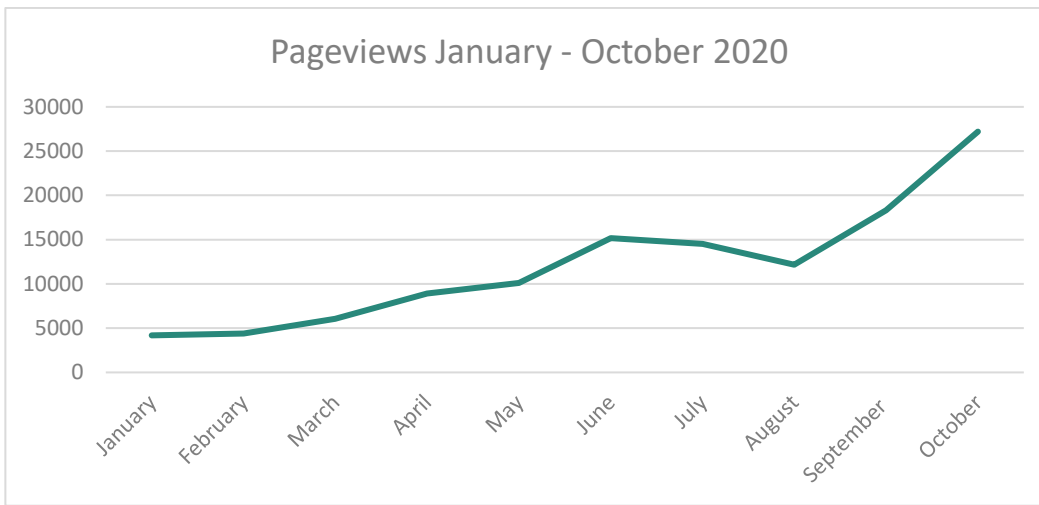
COVID-19 Response

- **Crisis preparedness in teacher policy development.** Initial scoping work has begun for the development of an addition module for the TPDG which will take into consideration crisis preparedness in teacher policy development, working with partner organisations.

Activity 2.3.2/3 Development of the TTF Knowledge Platform

The TTF Knowledge Platform was successfully developed in 2020, with a go-live in April and official launch on 5 October 2020. The Platform has three components in four languages: the public website, document database (Knowledge Hub) and Members' Working Space. Initial indicators suggest a strong start, with a successful communications campaign to drive more traffic to the website. Overall, the pageviews rose by over 300% in 2020 compared to the previous TTF website (see *Figure 1* below), and within the first month of being opened, the Member Space counts over 50 unique users, which represents nearly one-third of TTF members. *For more statistics see Table 2 and Figure 2.*

Figure 1. Website pageview increase between January and October 2020



- The Secretariat also convened a **Reference Group** to support the development of curation guidelines (see Annex) for the Knowledge Hub and Member space. The aim of the guidelines is to ensure the overall quality of the content of the Knowledge platform, so that clear processes are established for the choice and curation of the content. The Reference Group also supported the identification of clear roles and the need for human resources to support the on-going development and curation of the site. A beta version of the Guidelines was piloted over the June-August period and a full first version has now been completed. It is expected that these will be refined over the coming year. Several members of the reference group have agreed continue to support and guide this work in 2021.



- **Official launch on World Teacher’s Day** - a short film was developed to showcase the TTF and the Knowledge platform, and streamed to the audience of some 11,000 participants during the opening ceremony of the World Teacher’s Day as well during TTF regional meetings for the Arab States and the Latin America regions, reaching to a further audience of 400. A short version was diffused on the TTF’s social media accounts, potentially reaching its 5,000 or so followers.

- The **Knowledge Platform** contains nearly 500 documents and has been an important tool for the dissemination of TTF members’ work, in particular during the COVID-19 crisis. Download statistics are being fine-tuned to help measure user interaction, usability and pertinence of the material made available. Further development to the document database, including the search functions, are planned.
- Issues for **future development** include the need to identify further human and financial resources for the website to ensure continued growth of the Platform, in particular to improve the non-English

language content. In particular, the Knowledge Platform will require consistent, quality curation to ensure the relevance and effectiveness of its content, and the Member space will need moderation to ensure that it is useful and used by TTF members.

- **Outreach and communication.** One of the factors for the success of the Knowledge Platform will be its ability to generate new content, engage with members and also continuously attract users to its pages. To support this, in 2020 the Secretariat invested in stronger communications and dissemination with both TTF members and the wider public through:
 - Direct email blasts and communications with TTF members, divided by regional groups and constituencies;
 - A campaign to develop a series of new content (in the form of blogs and news articles) in particular in relation the COVID-19 crisis and World Teachers’ Day. Since the launch of the Platform, over 50 new articles and events have been posted;
 - An increase in social media activity, including in the development of short films and animations, to continue to publicise the content of the web platform, increase engagement and drive users back to the Platform.

COVID-19 Response

- **Sharing COVID-19 Resources from the TTF network.** The TTF Secretariat was able to leverage the release of the new Knowledge Platform to collect and publish different organisational responses to the COVID-19 pandemic. They are also encouraging members to publish their own documents via the new Member Space. In November, the Secretariat also joined with the OECD’s [Global Teaching InSights](#) platform to gather and publish teacher practices during the pandemic. More can be done in 2021 to build on this work.
- **Data dissemination.** TTF secretariat published [an Infographic on the digital divide entitled “COVID-19, A global crisis on teaching and learning”](#) to shed a critical light on the situation of teachers due to school closures, and the constraints as they transition to online learning. In particular, it shone a light on the numbers of teachers affected globally and the digital divide faced by students and teachers due to a lack of household internet, computers and access to mobile networks. It also introduced data on teachers’ lack of professional qualifications and high pupil-teacher ratios putting additional strain on education systems and teachers during the transition to distance education.
- **Knowledge creation.** The TTF Secretariat worked with the ad-Hoc group of the Steering Committee to identify a research piece to be carried out in relation to country responses to COVID-19. The piece identified will examine social dialogue during the pandemic (see activity 1.2.1)

Activity 2.3.4 – Policy Dialogue Forum

As part of the PDF Reform process which took place in 2019, the year 2020 was to mark the first year of the new biannual calendar. As such, a high-level event was planned to take place, to coincide with the G20 Presidency of the Kingdom of Saudi Arabia, and sponsored by the RCQE. However, due to the COVID-19 crisis, the planned events were cancelled in April. The TTF Secretariat and members were still active to ensure that the TTF gained visibility in other meetings and that its messages resonated with international policy processes, including during the Global Education Meeting which took place in October 2020.

While it is still planned to organise a face-to-face (or blended) Policy Dialogue Forum in December 2021, the

Secretariat is still waiting for official confirmation from the Host country to be received, and the COVID-19 situation will have to be monitored closely prior to making a final decision about the possibility to organize a face-to-face meeting.

MLA 2 - Lessons learnt, challenges and way forward

The release of the TTF's Knowledge Platform was a key achievement in 2020, along with the publication of several knowledge products. The dissemination of the TPDG and the on-line tool were however delayed due to the crisis, so this work will need to be accelerated in 2021.

While the Knowledge Platform is off to a strong start, it is in need of constant maintenance and development. Maintaining its relevance and quality in 2021 will require substantial human and financial resources, which so far have not been secured. This will be key to ensuring that the initial investment can be leveraged so that the Knowledge Hub can grow and reach its ambition to be an important resource for TTF members and beyond, to become a tool for TTF members to build a vibrant community of practice to serve the international community. Initial conversations have taken place between the Secretariat and the Hamdan Foundation to ascertain if further financial support can be envisaged.

The TTF Secretariat was able to co-create key knowledge products to contribute to monitoring SDG target 4.c. In 2021 and beyond, the aim will be to mobilise a greater number of TTF members to develop and share products which can be useful to the widest possible audience. It will in particular be important to be able to capture the usefulness and use of these products in a more systematic way, as currently the reporting is more anecdotal.

C. MLA 3 - COUNTRY SUPPORT AND ENGAGEMENT

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)

Activity 3.1.1 On-line dissemination of the *Teacher Policy Development Guide* (TPDG)

Working with the Open University, United Kingdom, the TPDG on-line course was updated to match the 2019 release of the Guide, launched in Dubai in December 2019. Work in relation to the on-line course continued in 2020, in particular for the completion of the other language version (French, Spanish, Arabic), which are on track for release in December 2020.

The TTF Secretariat is also scoping potential partnerships to ensure that the course is disseminated and used. One current potential partner is UNESCO's International Institute on Education Planning with which discussions are currently underway. Other discussions are planned with TTF technical partners. More work will need to be done in 2021 to ensure that the course is being made available to those who can benefit from it.

Activity 3.1.2 - Country-level support

The TTF provided a small financial contribution for a situational analysis to be conducted in Lao PDR regarding the current policy landscape in regards to teachers. Working with a local expert, a Steering Committee and technical committees drove the process coordinated by UNESCO Bangkok with technical advice from the TTF Secretariat and UNESCO HQ. A comprehensive analysis of the fragmented teacher policy context was conducted including a mapping exercise of existing policies, frameworks and other sector documents in relationship to the TTF/UNESCO *Teacher Policy Development Guide* and its nine key dimensions. A situational analysis report was developed and improved based on feedback from the local technical committee and TTF advice. The final draft was validated by the local country level Steering and Technical committees. This document will be used for policy development work expected to begin in 2021.

Initial scoping discussions took place between the TTF Secretariat, UNESCO Santiago and Quito offices and the Ministry of Education, Ecuador, on how to improve its national teacher policy based on the *Teacher Policy Development Guide*. It is expected that these discussions will be carried over to 2021.

The work that had begun in Lesotho and Guinea is at different stages of advancement, though the COVID-19 context has stalled overall progress. Moreover, the TTF Secretariat is no longer active in either of these countries, with other partners (notably UNESCO) taking over the country-level work.

Activity 3.1.3 - Consolidation of the Regional Groups

One of the aims of the current biennial workplan is the strengthening of the presence and relevance of the TTF at the regional and country level. The TTF Secretariat organised two rounds of virtual regional meetings in 2020, to support peer-to-peer learning across regional groups and create greater synergies between the TTF members at the regional level (see **Table 1** below for the full list of participating TTF members).

- **COVID-19 responses to support teachers (May-June 2020).** The TTF Secretariat, in coordination with UNESCO HQ and UNESCO Field Offices, organized a series of regional meetings as part of the larger Covid-19 education response of the TTF. Organized under the theme, "COVID 19 Education crisis-Supporting teachers in distance learning and on school reopening", the meetings served to identify challenges faced by countries in addressing issues related to teachers and teaching, sharing of promising practices to support teachers while developing education response to the pandemic.
- Broadly the themes covered included development of online and distance learning portals, access to devices and connectivity, teacher training and support, issues of assessment of learning, use of mixed ICT and media solutions, capacity development to deliver online education, social dialogue with teacher representatives, psycho-social support for teachers, advocating for teacher involvement in decision making, among other themes. While examples of initiatives and national responses were shared, the meetings also highlighted the need to address certain prevailing challenges as based on the TTF's Call for Action on Teachers and existing issues of inequity (TTF's Factsheet on the Digital Divide) while developing national education responses.
- **World Teachers' Day – Teacher Leadership (5-9 October 2020).** The Secretariat co-organised a series of meetings organized to coincide with the celebration of World Teachers' Day, 2020 under the theme "Teachers: Leading in crisis, reimagining the future". Along with UNESCO Regional Offices, TTF members and partners, the regional meetings explored different types of teacher leadership in diverse national contexts and their roles in achieving quality education and developing effective solutions to tackle

challenges posed by the Covid-19 pandemic. The meetings highlighted the member countries' and organizations' experiences related to teacher leadership at various levels in times of crises. The meetings endeavored to highlight the experiences of teachers and teacher leaders while shining a light on good practices, challenges and enabling and constraining factors for the holistic development of teacher leadership to build crisis-resilient education systems. The meetings saw wide participation of teachers, teacher educators and policy stakeholders directly involved in aspects related to teachers' work and teaching. They also served to highlight the policy and systemic challenges which needed to be met to better support teachers in different national contexts.

“It was my privilege to share a few best practices with you all. In fact, I got to learn that there are many more to learn from others. I would like to thank you and your team for organizing such forums. Please continue to provide such platforms where we can interact and learn from each other.”

TTF national Focal Point participating in the Asia-Pacific regional webinar

- The regional meetings provided a platform for the TTF member countries, organizations and other education stakeholders of the region to discuss and share experiences of developing appropriate/robust education policy responses, while addressing the challenges faced by teachers in ensuring continuity of education. They also provided an opportunity to bring together the work of the TTF on its 3 MLA's of advocacy, knowledge creation and sharing and country engagement, by providing an interactive platform to share and discuss the different knowledge products of the TTF and the crucial role envisaged for the Knowledge Platform in

strengthening this collaborative knowledge-sharing experience. Additionally, the regional meetings helped to meet the goal of providing avenues for cooperation and increased collaboration and knowledge sharing on teacher issues, in light of the current pandemic.

- While the meetings serve an important purpose in energising the TTF membership, more can be done to increase the relevance and impact of the network at the regional and country level. Moving forward, it is envisaged that the Member Space of the Knowledge Platform will serve to deepen and strengthen the collaboration among members in different thematic and regional spaces.

Table 1. TTF members contributing to regional meetings in 2020 (speakers or moderators)

TTF Member organization/CSO/IGO	TTF Member countries
1. Association for the Development of Education in Africa	1. Barbados
2. CARICOM	2. Botswana
3. Education International	3. Benin
4. Global Campaign for Education, Director and Founder of Teacher Creativity Centre	4. Bhutan
5. Hamdan Bin Rashid Al Maktoum Foundation	5. Burkina Faso
6. IICBA	6. Cambodia
7. ILO	7. China
8. LEGO Foundation (partner)	8. Côte D'ivoire
9. Mastercard Foundation	9. Democratic Republic of Congo
10. Regional Committee of Education International in Latin America	10. Ecuador
11. SEAMEO	11. Egypt
	12. Indonesia
	13. Lebanon
	14. Maldives

- | | |
|--|---|
| <ul style="list-style-type: none"> 12. UNESCO Regional/Cluster offices (Beirut, Bangkok, Kingston, New Delhi, Santiago) 13. UNICEF East Asia and Pacific Regional Office 14. UNICEF MENARO, REG ED Advisor 15. UNRWA 16. Teach for All 17. Varkey Foundation (laureates) | <ul style="list-style-type: none"> 15. Madagascar 16. Morocco 17. Paraguay 18. Rwanda 19. Saudi Arabia 20. Sénégal 21. South Africa 22. St. Kitts and Nevis 23. Thailand 24. The Gambia 25. Uganda 26. United Arab Emirates |
|--|---|

MLA 3 - Lessons learnt, challenges and way forward

With the completion of the *Teacher Policy Development Guide* in four languages in both the full publication and on-line training course in 2020, more work can be carried out in 2021 for the dissemination of these tools to TTF members and beyond. It will also be important to see the Guide as a living document, with additional modules being developed to enrich it and support its usefulness at the national level. The TTF will continue to broker support between countries wishing to further develop their national teacher policies, and the relevant technical partners. This will involve needing to develop closer ties with countries working in this area, so the tools that the TTF develops are relevant and useful.

The TTF Secretariat needs to further explore its regional and country level engagement, with a stronger focus on reaching out to the country Focal points to ensure that the work of the TTF is relevant at the national level. Different models of engagement should be trialled in 2021. For example, it is not clear whether the regional webinars, while increasing the visibility of the TTF, actually support the TTF network, or help the focal points develop teacher policies at the national level. More work needs to be done to

While it was beneficial for the TTF Secretariat to work with the UNESCO field network for the organisation of the regional meetings in 2020, it will be important in 2021 and beyond to reach beyond this and work more closely with TTF members in the future. Successful models of this were trialled in 2020 (notably with OAS-ITEN in LAC and RCQE and UNICEF MENA in the Arab States).

D. 4 – GOVERNANCE AND INSTITUTIONAL STRENGTHENING

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 groups
- 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.

Activity 4.1.1. Redefining the role of focal points

The Secretariat would like to build the engagements of all members, and as part of this, work began in 2020 to build a model to measure membership engagement. This work is in early stages, and will be presented to the Steering Committee during 2021.

Moreover, following discussions during the 2019 Steering Committee meetings in Dubai, the TTF Secretariat worked with SC members to better define the TTF membership criteria for private sector companies and non-governmental organisations. The TTF Terms of Reference were modified and evaluation criteria developed for new membership applications. These will be presented for discussion and validation during the Steering Committee meetings in December 2020. *See objective 3.1.3 for more information on work to strengthen the regional and country focal point networks.*

Activity 4.1.2. Consolidation of the Thematic groups

During the first half of 2020, a survey of thematic group coordinators, as well as a review of their functioning was carried out. As a result, the Secretariat submitted for the consideration of the Steering Committee three changes to the organisation of the thematic groups:

- i. That the coordination should be assured by two TTF member organisations for each group, with one clearly defined lead and for a limited time;
- ii. That the coordination should be submitted for an open Call for Expressions of Interest;
- iii. That TTF members should feel free to propose new themes should there be interest.

The call was released in November and it is hoped that by early 2021 the new coordinating organisations will be identified for validation by the Steering Committee.

Activity 4.1.3. Monitoring and Reporting

Three virtual meetings of the Steering Committee were organised in 2020 (in March, April and December). An ad-hoc group was also established to support the Secretariat in its response to the COVID-19 pandemic which also met twice. The 2020-2021 Work plan was revised and submitted to the Steering Committee in May, reflecting the changes and updates as a response to the pandemic. A light-touch report was shared in October. The Secretariat also shared final narrative and financial reporting in relation to three Funds-in-Trust projects (two for the 2019 PDF and one for the Knowledge Platform) and organized five separate meetings with the co-Chairs to discuss progress on the Work Plan and other issues.

Activity 4.1.4. External evaluation

An external evaluation of the TTF network will take place during the first half of 2021, to lay the groundwork for the formulation of a new Strategic Plan for 2022-2025 by end 2021. The main purpose of this evaluation is to take stock and assess the key achievements, implementation, strategies, resources and challenges of the TTF's work against its 2018-2021 Strategic Plan. It will also identify future opportunities and recommend, as appropriate, enhanced strategies for effective engagement of TTF members and pathways to impact on SDG 4, and in particular target 4.c. The evaluation should provide evidence-based and future-oriented recommendations to the TTF Steering Committee and other stakeholders that aim at clearly positioning the TTF in the field of teachers and education as well as determining how to optimize and coordinate the TTF's work internally.

The Secretariat has prepared a draft Terms of Reference to set the scope and objectives of the evaluation, and these will be presented and discussed during the Steering Committee meetings in December 2020. The procurement process will be carried out in early 2021.

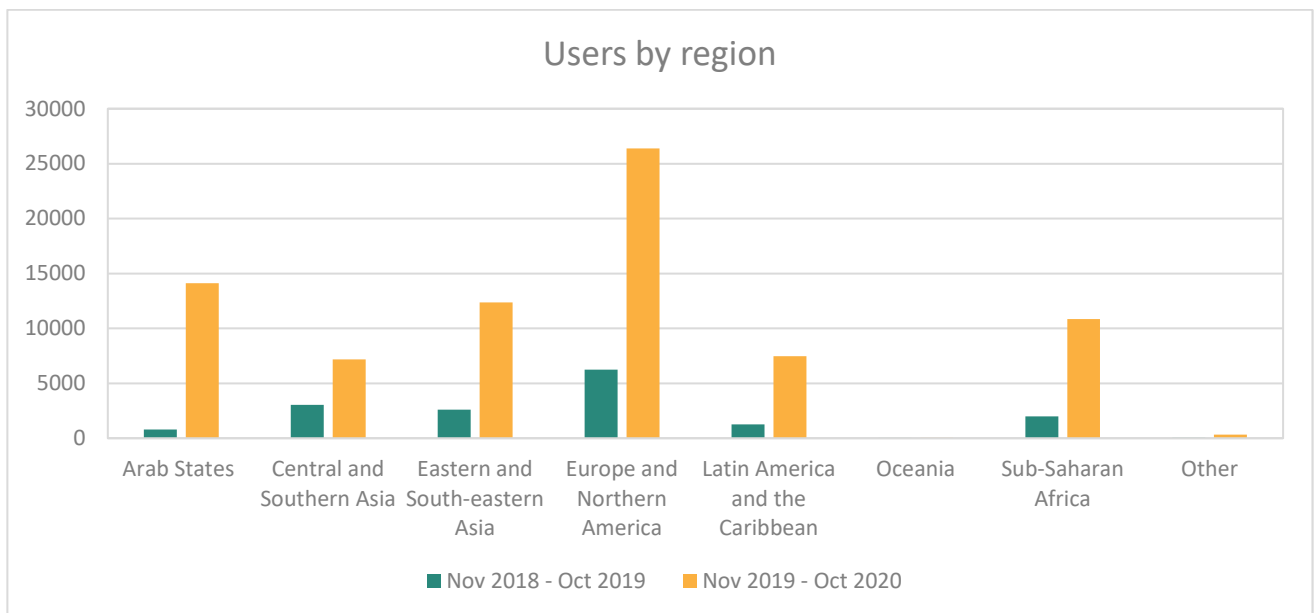
Activity 4.1.5. Implementation of a communications strategy

The TTF’s overall outreach and visibility was strengthened in 2020 due to i) the launch of the new Knowledge Platform, ii) the release of new knowledge products and iii) the development of two social media campaigns, on both the COVID-19 response and *Call for Action on Teachers* and the World Teachers’ Day themes. As a result, the web and social media metrics recorded overall growth (with the exception of Facebook impressions and engagements).

Table 2 - TTF web & social media metrics

	Activity	Nov 2018-Oct 2019	Nov 2019-Oct 2020	Percentage increase/decrease
<i>Knowledge platform overview</i>				
KPI 1	Unique users	16,874	79,948	+374%
KPI 2	New Users	15,683	78,195	+399%
KPI 3	Website – page views	44,204	132,907	+201%
<i>Social media</i>				
	Twitter – followers	1,830	2,680	+ 46%
	Twitter – impressions	485,600	693,900	+ 43%
	Facebook – followers	1,197	1,560	+ 30%
	Facebook – impressions	135,298	79,712	-41%
	Facebook - engagements	5,973	3,953	-34%

Figure 2 – Website users by region



Within the development of the new curation guidelines, a complete set of 16 new performance indicators for the Knowledge Platform were also developed. The aim of these is to provide much stronger monitoring of overall TTF outreach, but also member engagement and use of the document database and members’ Working Space.

Governance – Lessons learnt, challenges and way forward

Several important activities took place in 2020 in terms of governance, including the revision of the TTF’s Terms of Reference, the definition of new membership criteria and the review of the working modalities of the Thematic Groups. It is hoped that the Call for Expressions of Interest leads to stronger thematic groups, with more members engaged and contributing, with the goal of creating communities of interest within the members’ Working Space.

While the work on the private sector criteria is important, questions still remain as to the direction the TTF membership should take, and how to ensure that members are engaged. It is hoped that the year 2021 will allow a space for meaningful discussions in this area. It will also be important to continue to invite the key international and regional actors to become members and engaged.

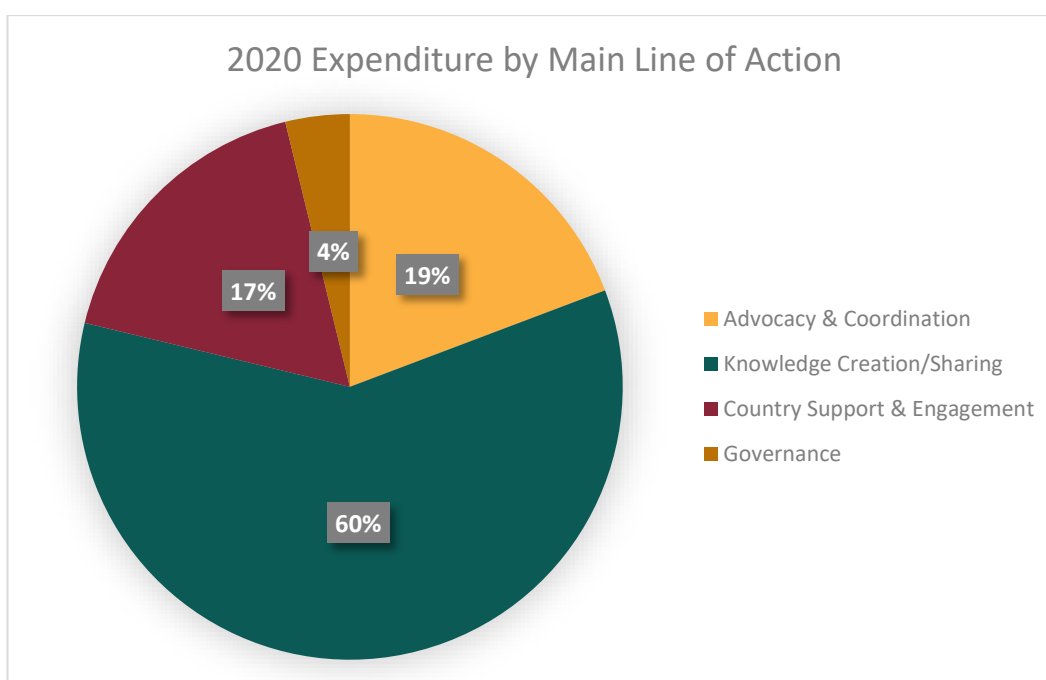
The External evaluation will also provide an opportunity to review other governance structures and modalities and provide recommendations for further improvements, laying the ground work for the development of a new Strategic Plan. In particular, the TTF needs to continue to improve member engagement and also to identify better ways to monitor and measure this.

III. Budget and Expenditure

The TTF Secretariat’s total working budget for 2020 was **US\$1,473,253**, and by end December the 2020 the expenditure had reached US\$1,218,054 which represents an expenditure rate of 83%. This was based on contributions received from Norway (NORAD), the Hamdan Foundation and Germany (GIZ/BMZ). Further in-kind contributions were received from Indonesia and Saudi Arabia (including RCQE).

Over half the expenditure went towards MLA 2 (Knowledge Creation and Sharing) which corresponds to the work on the Knowledge Platform, the follow-up to the 2019 PDF and the COVID-19 response.

Figure3 – 2020 Expenditure by Main Line of Action



Further fundraising will need to be carried out in 2021 to secure core funding for the TTF Secretariat from a broader range of donors.

IV. Conclusions and Way Forward

With the onset of the COVID-19 crisis, the year 2020 was an important one for teachers, in particular drawing attention to the situation and working conditions of millions of teachers around the world. It also reinforced the idea that building consensus, and working in coordination and partnership, will continue to be important to further the teacher agenda. While much more remains to be done, the TTF network is well placed to play an active role in this work.

Lessons learnt 2020

- 1) The TTF Secretariat worked in 2020 to involve many different members within the network in its response to the COVID-19 crisis, through different activities, including the organisation of events, the development of the knowledge platform and consultations around the development of publications and knowledge products. While there was already strong engagement from some members, it is more difficult to have a deeper engagement from a wider cross section of members.
- 2) With the COVID-19 crisis, the TTF was able to quickly convene its members to develop the *Call for Action on Teachers* and disseminate a set of clear messages on the need to recognize, support and protect teachers. This demonstrates the potential of the TTF to carry out its clear leadership role in advocacy for teachers. However, more needs to be done to ensure that teacher issues are placed in a meaningful way on the global agenda. The success of the *Toolkit for School leaders* also illustrates that the TTF, working within its membership, can also develop useful tools and clear policy recommendations as part of its mandate.
- 3) The new TTF Knowledge Platform can provide an excellent tool to support the TTF network and build communities of practice. However, constant maintenance, updating and moderating will be needed to further ensure that it becomes a useful platform for the TTF membership and broader community.
- 4) While the Knowledge Platform is now operational, there are still challenges in coordinating and convening a wide range of actors and operating as a platform for exchange of information, knowledge, and best practices, leading to improved coordination.

Way forward

- 1) The TTF needs to continue to engage its members, so that not just the Secretariat, but the whole membership is mobilized to further the strategic agenda of the TTF in 2021 and beyond. This will mean reaching out to encourage active engagement across all members in the network. Work at the regional and national level needs to be continually reinforced, and new means of engagement should also be explored, in particular with country focal points.
- 2) The TTF Knowledge Platform needs to be further developed, with strong curation and moderation ensuring the quality of the content and the mobilization of members, supported by outreach and communication. As part of its growth, members should be encouraged to share research, policy and practice, so that innovations on teachers and teaching can be disseminated amongst members, across different regions and language groups. The Knowledge Platform should aim to build strong communities of practice across different thematic spaces and areas of work.
- 3) The TTF should work towards establishing a stronger voice for teachers and teaching in the international community, in particular within the global education architecture. This will mean ensuring that it is represented in key events and discussions, including the re-vamped SDG 4 global coordination mechanisms.

The external evaluation should provide an excellent opportunity to discuss and identify a clear strategic vision for the TTF, and provide a strong grounding for the development of the new 2022-2025 Strategic Plan. It will be important to ensure that the evaluation process is as inclusive as possible of all members, to build the greatest consensus possible on the future vision and work of the TTF.

ANNEX 1- Detailed Results Framework

The Results Framework below is presented to give a simple overview of the achievements as per performance indicators in 2020 (see the final column “Update on Indicators”).

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	2020 Budget	Performance Indicators	Target 2020	Update on indicators
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	1 campaign for Teachers on Covid-19 WTD Campaign
		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	3 webinars (INEE, IICBA, Varkey Global Summit, EI-GEM)
		1.1.3. Multimedia supports created	\$12,500	N° video/social media pack/year	2 Multimedia support	2 multimedia campaigns completed

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Update on indicators	
		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					Research on social dialogue begun
		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	Update on indicators
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	1.Call for Action on teachers 2. Guidance note for school reopening 3. Toolkit for school leaders for school reopening 4.Report on Contract Teachers with Covid-19 update 5. 2 Nd Edition Toolkit 6. Inclusion Policy brief/paper (WTD)
		2.1.2. Global guidelines on professional teaching standards are developed	\$30,000	N° policy papers / year	1 policy brief 1 research piece	

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)	(UIS - tbc) 1. Infographic on Digital Divide in context of Covid-19 2. Fact sheet for World Teachers' Day 3. Gender Infographic for WTD
	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	TPDG published (ARB/RUS/CHI) 2 workshops/ year	Full Guide in FR, SP, Arabic 1 internal session & 1 LAC presentation
		\$10,000	Develop one add-on module	1 module developed	Module planned for 2021
	2.3.2. Development of the TTF Knowledge Platform	\$75,000	Page views (baseline in 2020) & % increase N° User accounts created	Baseline established	Analytics developed Member space completed with 50 users
	2.3.3. Multimedia support materials and an online platform are established		Website page views (baseline and % increase)	Website page views 10% increase	Analytics developed and April 2020 baseline established

		2.3.4. Global and regional policy dialogue forums convened	\$75,000 ¹	N° events held	1 High-level event on teachers	High-Level event (G20) cancelled Planning for 2021 PDF
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Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Update on indicators
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	On-line training course in French, Spanish & Arabic completed User statistics- <i>coordinate with Open University</i>
		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	Lao PDR – Situational Analysis proposal reviewed and the activity to commence Lesotho, Guinee, Saint Kitts – on hold
		3.1.3. Platforms, events and networking facilitated to promote South–South, North–North and North–South cooperation ²	\$40,000	N° regional meetings held per year	4 virtual regional meetings	8 Webinars at AS-PAC, SSA Anglophone & Francophone, Arab States, LAC regions.
		3.1.4. Institutionalized social dialogue mechanisms are facilitated				

¹ Funds had been originally earmarked as provided by the in-kind support of the host country for the G20 events.

² Previously this point was under “Governance”

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

Main Line of Action	Specific Objectives	Expected Results	2020 Budget	Performance Indicators	Target 2020	Update on indicators
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)		Private Sector membership criteria developed
		4.1.2 Thematic group meetings				Coordination & TOR being reviewed and Call for expressions of Interest launched
		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	2019 Annual Report, 2020-2021 Work Plan adopted and updated & 3 Steering Committee meetings held
			\$60,000	External evaluation	1 External Evaluation (TOR developed)	TOR developed
		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			

