

July 2021

External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018-2021 Strategic Plan



Final report



Version 1

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List of abbreviations

Acronym	Detail
MLA	Main Line of Action
OECD	Organisation for Economic Cooperation and Development
PDF	Policy Dialogue Forum
SDG	Sustainable development goal
ToC	Theory of Change
ToR	Terms of Reference
TTF	Teacher Task Force



Executive Summary

In March 2021, Technopolis Group was commissioned to conduct the External Evaluation of the 2018-2021 Strategic Plan of the International Task Force on Teachers for Education 2030. The International Task Force on Teachers for Education 2030 (henceforth, the TTF) was set up as a global multi-stakeholder alliance aimed at improving teacher's quality and quantity worldwide. The TTF objectives are now anchored in the goal 4 of the Agenda for Sustainable Development (SDG's), with a focus on the SDG4.c, as well as in the 2015 Education 2030 Incheon Declaration and Framework for Action.

The aim of this evaluation was to "assess progress of the Teacher Task Force network on its strategic objectives, taking into account outputs/deliverables and expected/unexpected outcomes". As such, the evaluation took stock of the level of achievement of the initial objectives the TTF set out to pursue, as defined in its 2018-2021 Strategic Plan; and provides recommendations based on the lessons learned during this period. These recommendations are expected to directly feed into the development of the TTF's next Strategic Plan (2022-2025). These shall be used by the TTF Steering Committee and Secretariat and other immediate TTF stakeholders in order to strengthen the TTF's role and contribution to the field of teachers and teaching, and education more broadly.

The evaluation found that the TTF and the network's mission are highly relevant in the current context and given the range of issues facing teachers / challenges to meeting SDG 4.c. The approach and the value proposition of the TTF are unique, in comparison to other incumbent organisations / initiatives. The uniqueness of the TTF stems from the composition of its membership base, considered to be highly representative of the teacher stakeholder community worldwide, as well as its holistic approach to teacher policy development.

The TTF is highly recognised (within the network, and to some extent, outside) for its work and capacity to provide support in the fields of advocacy and knowledge exchange. The value proposition / additionality of the TTF in the field of country support is less explicit (despite the high recognition of the importance of the Teacher Policy Development Guide).

During the 2018-2021 period, the TTF was successful in delivering the great majority of the activities and outputs planned in the Strategic Plan and corresponding work programmes. During this time, the TTF offered a space for teacher development stakeholders to discuss and share common concerns / challenges and views on how to best address these. The TTF also successfully advocated for teachers and teacher-related issues at the global level. In this process, the TTF acted as an enabler and broker of knowledge exchange and partnerships/collaborations that are deemed beneficial and useful by the great majority of those who engaged in them.

However, there is limited evidence regarding TTF's contributions to the introduction of tangible policy changes at the country level. However, given the nature of the TTF, the focus/scope of its activities, and the resources at its disposal; the TTF cannot single-handedly be responsible and directly contribute to widespread policy changes at the country level.

The TTF should continue to capitalise on its flagship initiatives (e.g., Knowledge Platform, Policy Dialogue Forum) to support its overarching goals. These have proven to be very successful and have generated many results which can be further built upon. However, there is a need to re-



think and further develop some of these initiatives to increase the potential for impact during the next quadrennium.

The evaluation has shown that the TTF brings together a very diverse and rich group of organisations and individuals under a unique umbrella. However, the work of the TTF seems to be driven by a core group of these members / individuals, with a significant number of others acting more as passive or casual members. As such, there is a need to reinvigorate the TTF membership base and ensure the TTF works as a collective venture (rather than as a group of individual initiatives driven by a handful of members). This can be facilitated by re-thinking the membership engagement modalities and increasing support and buy-in for the TTF by policy/decision makers. TTF should further leverage its membership base in the delivery of its agenda.

The governance of the TTF is adequate and has considerably improved in recent years. However, there is a need to re-think the regional groups which are meant to facilitate interactions and knowledge exchanges within members from similar regions. The support provided by UNESCO as a host of the TTF, as well as one of its more prominent members / donors, has greatly contributed to the work of the TTF. The 'win-win' relationship which currently exists between the TTF and UNESCO should be further supported and nurtured.

The TTF secretariat is being run and managed with a high degree of professionalism and commitment. However, the TTF and the TTF secretariat is under-resourced, given the breadth and scope of its ambitions. Remedial actions are required to increase its resource base for it to continue to legitimately pursue its current goals and further increase the effectiveness of its key MLAs.

The outreach and communications of the TTF have significantly improved over the 2018-2021 period. This includes a significant increase in website traffic over the period. However, there is a need for more fine-grained data to better understand how the website is being used and by whom. The website could represent a valuable tool to further drive the transformation of the TTF into a more interactive platform.

The lack of resources and the need for further engagement from its membership base represent the TTF's main sustainability threats. Action should be taken on both points in the short term.

The evaluation also found that the TTF Theory of Change (ToC) and focus require additional fine-tuning around a more limited and clear-cut group of areas/issues, which run across all of the TTFs lines of action (and related activities) and across time. The need for the adoption of a narrower and well-defined thematic focus, should be combined with the flexibility to address emerging issues, and different proposals made by its membership base. In addition, the ToC should be further 'fleshed-out' to fully articulate expected impact pathways and the different channels through which country-level impacts are meant to happen, as a result of its support for the more 'upstream' phases of policy development (i.e. knowledge and advocacy).

In light of the key findings of the evaluation, a set of strategic and operations-related recommendations have been formulated.

The most important of these is for the TTF to review its member engagement strategy and membership scheme moving forward, ensuring higher levels of commitment and participation by a wider number of TTF members. In addition, it is recommended that the TTF develops and updates a full-fledged TTF Theory of Change (ToC) for the next quadrennium, including a clearly defined thematic focus and impact pathways for country-level changes. Gender should be fully streamlined into the ToC.



Finally addressing the financial and resource shortages faced by the TTF will be key to ensuring the sustainability of the network, as well as implementing many of the recommendations set forth in this evaluation. The extent to which TTF is able to increase and diversify its resource base will also determine to a significant extent, the scope of the next Strategic Plan – in terms of the types of activities implemented, and the priority thematic areas.



1 The objectives, scope and methodology of the evaluation

In March 2021, Technopolis Group was commissioned to conduct the External Evaluation of the 2018-2021 Strategic Plan of the International Task Force on Teachers for Education 2030. The International Task Force on Teachers for Education (henceforth, the TTF) was set up as a global multi-stakeholder alliance aimed at improving teacher's quality and quantity worldwide. Drawing on the Global Education Agenda, the TTF objectives are now anchored in the goal 4 of the Agenda for Sustainable Development (SDGs), with a focus on the SDG4.c; as well as in the 2015 Education 2030 Incheon Declaration and Framework for Action.

During the period under review, the TTF conducted its work on the basis of three Major Lines of Action (MLA):

- Raise awareness by advocating for the importance of quality teachers and comprehensive teacher policies. To this end, the TTF organises the Policy Dialogue forum, that brings education specialist and stakeholder together to tackle issues related to teachers and teacher education worldwide
- Share and generate knowledge on the teaching profession, to reduce the knowledge gap and improve the monitoring of SDG4. To do so, the TTF created the TTF Knowledge Hub, which gathers resources and insights on a variety of topics related to education, training and teacher policies. The Knowledge Hub is also enriched by the work of thematic groups which gather members of the TTF
- Support countries by building on the TTF position of global multi-stakeholder alliance. The TTF offers Teacher Policy Development Guides that help countries to identify the dimensions of teacher's issues and recommendations on national teacher policy building. The TTF also provides a platform of intra-regional discussion and exchange within the regional groups of the TTF members

The aim of this evaluation was to “assess progress of the Teacher Task Force network on its strategic objectives, taking into account outputs/deliverables and expected/unexpected outcomes”. The evaluation has investigated the TTF's contribution to the implementation of SDG 4 / Education 2030 Agenda, with a special focus on the teacher target (target 4.c). As such, the evaluation took stock of the level of achievement of the objectives the TTF set out to pursue, as defined in its 2018-2021 Strategic Plan; and provide recommendations based on the lessons learned during this period.

These recommendations stemming from this evaluation are expected to directly feed into the development of the next Strategic Plan (2022-2025). They shall be used by the TTF Steering Committee and Secretariat and other immediate TTF stakeholders in order to strengthen the TTF's role and contribution to the field of teachers and education. Other expected users of the evaluation are the TTF members, donors/funders and UNESCO which hosts the TTF Secretariat.

The scope of this evaluation is reflected in the list of evaluation objectives and related questions presented in the evaluation matrix (see Appendix B). As can be seen in the table, the evaluation has addressed a number of evaluation criteria (e.g., relevance, effectiveness, etc.). In addition, the evaluation has covered activities and work implemented in the context of the 2018-2021 Strategic Plan, under all three Major Lines of Action of the TTF.

This evaluation has been conducted based on a non-experimental approach. As such, the methodology is largely based on a theory-based evaluation approach, guided by the definition of a clear Theory of Change (ToC) for the 2018-2021 Strategic Plan. This ToC has been used as the framework against which the performance of the TTF has been assessed. As will be seen in the following sections of the report, findings focus on the extent to which the ToC has

succeeded in generating the intended results. Further, the proposed recommendations will focus on how the ToC can be further improved to enhance results.

The evaluation methodology was structured around four key phases, as illustrated by the following figure. The subsequent table presents a brief overview of the individual data collection and analysis activities performed in the framework of the evaluation, and key observations on the results achieved.

Figure 1 Overview of the methodology used to conduct the evaluation of the TTF 2018-2021

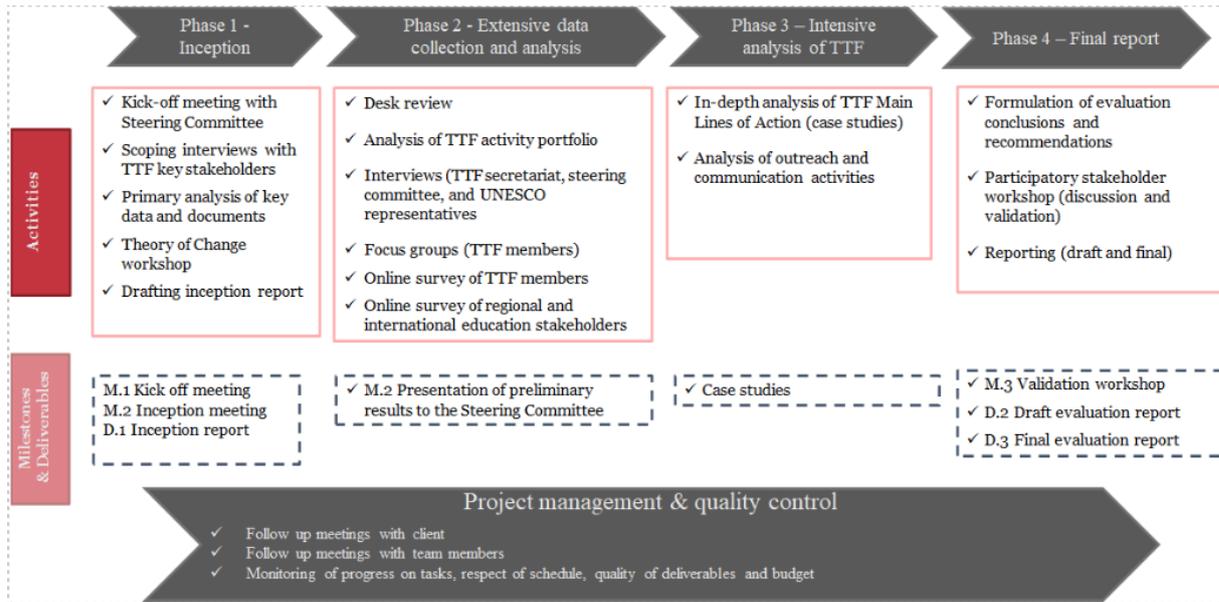


Table 1 Overview of the evaluation methodological tasks used to conduct the evaluation of the TTF 2018-2021, and related results

Methodological tool	Outputs	Observations
Individual interviews with TTF stakeholders (e.g., Secretariat, Steering Committee members, external partners, international teacher development organisations)	30+ qualitative interviews (see Appendix C)	Challenges identifying organisations who are not part of the TTF, with sufficient knowledge of the TTF
Desk research of key corporate documentation	All documents analysed (see Appendix A)	No observation
Focus groups with a sample of TTF members	2 focus groups (c.a. 7 participants) (see Appendix D)	Mobilising members was challenging, only 2 out of 4 focus groups conducted
On-line survey of TTF members	77 full responses from TTF member organisations (see Appendix G)	About 50% participation rate (in all likelihood from most active members)
Outreach and communications analysis	Analysis of outreach on social media, news channels, website performance; annual reports of the TTF; 2 focused interviews +	Social media analysis could be conducted only for 2020; analysis of outreach on news channels for 2018-

Methodological tool	Outputs	Observations
	other interview data (see section 3.4)	2021; website performance for 2017-2021
Individual case studies of a sample of TTF activities	6 case studies (see Appendix F)	No observation

Overall, the planned evaluation methodology – as defined in the Inception Report of this consultancy – was successfully implemented and did not undergo significant changes during the consultancy. However, there are two specific points which deserve further attention, given their potential relevance to the broader evaluation findings:

- The evaluation team encountered difficulties mobilising the TTF membership base to participate in the focus groups organised as part of the evaluation. A total of 54 invitations were sent to TTF members, for a total of 12 replies and of 9 effective participations. Given the limited number of confirmations, the evaluation team proceeded to cancel two of the foreseen focus groups, and bundle participants into two focus groups
- The participation rate for the on-line survey of TTF members is approximately 50%. While his participation rate has allowed the evaluation team to generate robust messages on the relevance and performance of the TTF during this period, a higher participation rate would have certainly illustrated broader engagement from the TTF membership base. It is safe to assume that members who have not participated in the TTF are comparatively less engaged in the TTF, than their counterparts having done so

The issue of TTF member engagement is further explored in section 3.3.1 of this report.

This report contains the findings and recommendations drawn from the evaluation exercise. It is the third formal deliverable produced in the framework of the external consultancy conducted by Technopolis Group. The report begins by presenting key findings for each of the evaluation criteria analysed. The final chapter is dedicated to the presentation of the recommendations for the TTF. A draft final evaluation report and findings was shared and presented to the TTF Steering Committee on the 16th of June 2021. This allowed the Steering Committee members to share thoughts on the preliminary findings and recommendations. A subsequent recommendations workshop was conducted with the Evaluation Reference Group (ERG) on the 8th of July 2021. The goal of this workshop was to prioritise recommendations and further develop key recommendations.

2 A brief overview of the TTF and its 2018-2021 Strategic Plan

This chapter of the report provides a brief overview of the TTF and its 2018-2021 Strategic Plan (i.e., the 'evaluand' of this evaluation). The goal is to provide the reader of the report with a basic understanding of the TTF, how it works, the goals pursued, and the types of activities it implemented during the period. The TTF's Strategic Plan for the 2018-2021 can also be accessed [here](#).

The Teacher Task Force (TTF) is a global multistakeholder alliance launched in the wake of the 2008 Oslo Declaration. The task force was created by the High-Level Group on Education for All (EFA) to improve teacher's quality and quantity worldwide. It was created to promote access to quality education for all, as a key element for poverty alleviation and socioeconomic mobility.

The work of the TTF was originally defined within the framework of the Education for All Agenda (2000-2015) and its objectives are now firmly anchored in Goal 4 of the Agenda for Sustainable Development (SDGs), with a focus on the SDG4.c; as well as in the 2015 Education 2030 Incheon Declaration and Framework for Action. The high-level objective of SDG4 is to "ensure an inclusive and equitable quality education and promote lifelong opportunities for all". The SDG 4.c particularly stresses the importance of international cooperation to increase teacher supply and training in developing countries.

The TTF has evolved through three successive work phases:

- The first phase, between 2009 and 2012 allowed the TTF to develop a broad action plan addressing three major gaps in teacher related subjects: policy reinforcement and building, capacity to inform policymaking and investment at various levels
- The second phase, between 2014 and 2017 was built as a continuum of the previous period, featuring activities that had been recognised as useful by the external evaluation
- The third phase, the focus of this evaluation, is from 2018 to 2021. This workplan focuses on the role of TTF members as agents of change and builders new impact pathways

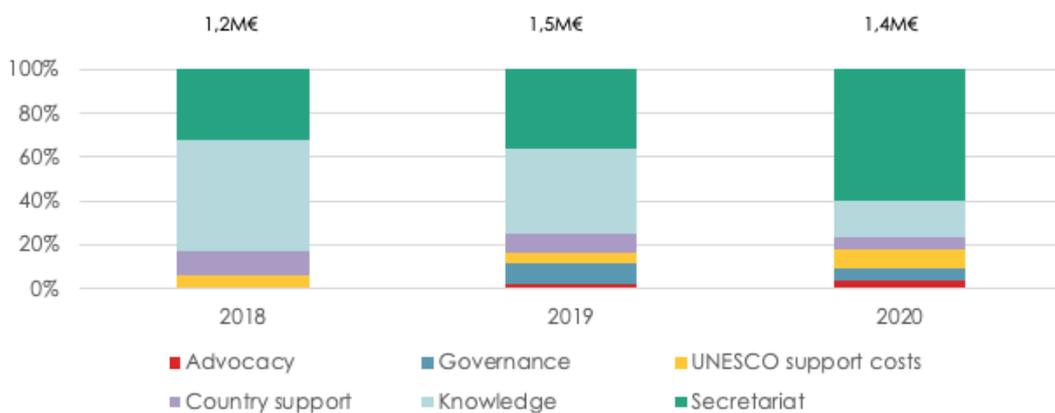
Today the TTF is structured as follows:

- **A large membership base** of more than 150 actors. Each institution that joins the TTF nominates a focal point who represents the institution within the TTF. The focal points are designed to be the "agents of change". The bulk of the members are National Governments (97), predominantly from Africa, followed by UN agencies or intergovernmental and regional organisations (20) and international NGOs, civil society or global teacher organisations (24). Some multilateral and bilateral international organisations and international development agencies (5) are involved in the task force. Finally, global private sector organisations and foundations (10) are also part of the TTF. This membership base is also divided in sub-groups to work on specific issues:
 - Regional groups: Europe and North America, Arab States, Sub-Saharan Africa, Asia and the Pacific, Latin America and the Caribbean (LAC). These meet to discuss regional specific thematic and work to enhance intra-regional synergies.
 - Thematic groups: Inclusion and Equity in Teacher Policies and Practices, Information and Communication Technology (ICT) and Distance Education for Teacher Development, Teacher Management in Crisis and Emergency Situations, Early Childhood Care, School Leadership, Supporting STEM Teachers and Education Teachers and Facilitators. Thematic groups build and share knowledge on particular, or technical, issues.

- **A Steering Committee**, composed of 25 seats. This committee provides strategic guidance to the TTF through its elected members that represent the major constituencies of its membership, such as regional clusters, NGO's, donors, etc. It is coordinated by two elected co-chairs, one representing the funding members and the other representing the member countries. It provides guidance to the Secretariat, follows up on the implementation of the TTF agenda and work programme, promotes the TTF work on the international scene, reviews reports, and Annual Work plans prepared by the Secretariat
- **A Secretariat**, which is the operational working unit of the TTF. The team is in the UNESCO headquarters in Paris. This unit of 4.5 full-time equivalent (FTE) staff members develops and implements the annual work plan and objectives reviewed by the Steering Committee, with the assistance of members
- The TTF is supported by **donors** such as GiZ, Norway, the Hamdan Foundation. The TTF also receives in-kind support and other ad-hoc donations

In terms of financial resources, the TTF has an average budget of around US\$1.2 million per year for the period of 2018-2021. A major share of the budget (43%) is spent on TTF secretariat staff costs. Knowledge creation and sharing (MLA2) accounts for 35% of total budget distribution.

Figure 2 Yearly budget break-down 2018-2020



The activities undertaken by the TTF to achieve its goals are divided along the three Main Lines of Action (MLA) set out in the 2018-2021 work plan. The MLAs and related activities are the following.

- MLA 1: Raising awareness by advocating for the importance of quality teachers and comprehensive teacher policies
 - Participation in high-level events to raise awareness on teachers' issues
 - Networking building and achieving synergies
- MLA 2: Knowledge creation and sharing on the teaching profession
 - Research studies and policy-relevant analytical work.
 - Data collection
 - Organising the Policy Dialogue Forums (PDF)
- MLA 3: Supporting countries by building on the TTF position of global multi-stakeholder alliance
 - Facilitating technical assistance to countries requesting support
 - Coordination of initiatives at the (sub)-regional level



3 Key evaluation findings

This chapter of the report presents the detailed findings of the evaluation of the TTF. Findings have been developed based on the triangulation of different data and evidence collected during the evaluation. They are presented according to the different evaluation criteria addressed as part of the exercise.¹

3.1 Relevance of the TTF and its Theory of Change (ToC)

The notion of relevance assesses the extent to which the support provided by TTF and the goals are pursued, responding to the needs and challenges² of the teaching profession in the context of the Agenda 2030 and SDG4.c. In addition, as part of the assessment of relevance, the evaluation team has reviewed the uniqueness of the approach and the value proposition of the TTF with regard to other international organisations working in the same policy field.

3.1.1 *A range of longstanding and emerging issues regarding the teacher profession globally*

The issues facing the teaching profession in the context of the 2030 Agenda are not seen to have fundamentally changed as compared to 2018 – the year of approval of the 2018-2021 Strategy. Through the different activities conducted in the framework of the evaluation, TTF members have identified a wide range of challenges for their countries and organisations related to the teaching profession, from a policy perspective. Some of the most frequently cited challenges related to initial and continuing professional development and training of teachers, teacher attrition and motivation, the social status of teachers, the use of ICT in teaching and the capacity to handle remote learning, teacher licensing and accreditation. Interviewees have also identified some challenges arising from high-level shifts in the teaching profession over the last 10 to 15 years, stemming from the use of new/more strict accountability standards which have direct implications for teaching. The diversity of needs identified by TTF members is a reflection of the diversity of members themselves, not only in terms of their geography, but also in terms of the type of organisation.

The COVID-19 health and sanitary crisis has drastically highlighted some of these issues and challenges. School closures and the need to implement remote learning has shed new light on challenges such as the development of new remote learning curricula, developing ICT skills for teachers and learners and reinforcing teacher capacity to address crisis contexts through lifelong learning. COVID has also in many cases deepened existing educational gaps, such as the access to quality education and teachers. COVID also highlighted the significant expectations put upon teachers and the lack of support for their initial and continuous development. Although not arising from the results of the consultations, an additional impact of COVID-19 is on the supply of qualified and trained teachers, as teacher training institutions

¹ Further details on the results of the survey to TTF members can be found in Appendix G. This includes a breakdown of survey respondents. A large majority of the respondents consisted of national governments, followed by INGOs, CSOs and global teacher organisations, and IOs at global, regional or sub-regional levels and UN agencies (see the figure below). The data that was available indicates that about 30% of the national governments are African countries, 26% Europe and North America, 21% from Asia-Pacific, 14% are Arab States, and 9% is from Latin America and Caribbean.

² OECD. Better criteria for better evaluation.

<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

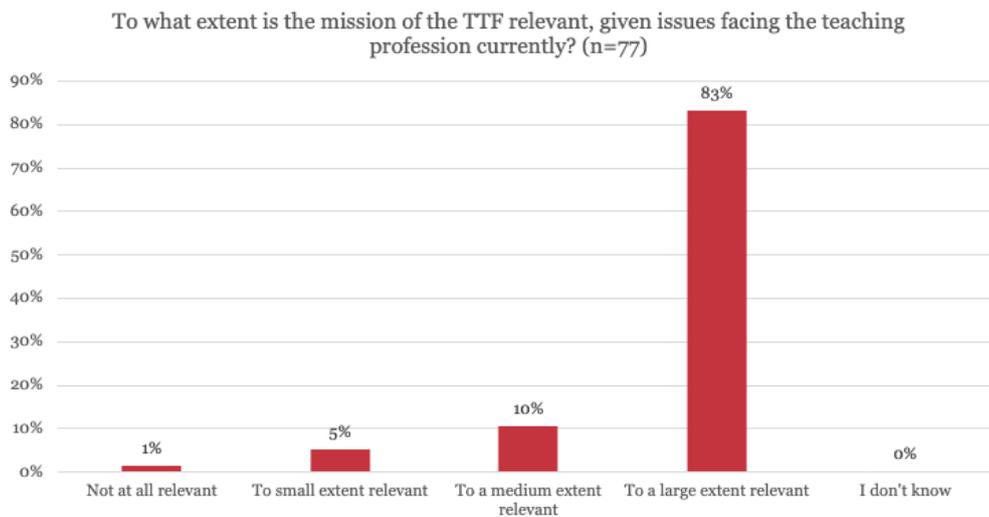
have been closed and once reopened and up and running will have to make adjustments to the way in which they approach the curriculum and teaching methods.

The needs and challenges identified by TTF stakeholders also vary across regions and countries. For instance, for some countries, increasing demographics and the implications on educational systems represent important challenges; whilst for others, there are structural changes being brought about by decreasing student bodies. The socio-economic level of development of countries can also lead to very different types of needs and policy challenges.

3.1.2 A broad, yet highly relevant mission

The evaluation has shown that in terms of goals and thematic areas addressed, the TTF is viewed as highly relevant, with 83% of the member on-line survey respondents indicating that the mission of the TTF is relevant to a large extent. There is a good fit between the current challenges of the teaching profession and TTF's work. Increasing teacher quality is often considered to be of higher relevance by TTF stakeholders, compared to the issue of teacher quantity.

Figure 3 Summary of replies from the TTF evaluation survey: To what extent is the mission of the TTF relevant, given issues facing the teaching profession currently? (N=7)



Source: Technopolis Group (2021)

On the issue of addressing the gender gap in the teaching profession, only 25% (n=77) of respondents find that the issue of increasing the number of female teachers is of high relevance. The issue of the improvement of conditions for female teachers seems to be more relevant, with 49% of respondents finding it relevant.

This said, the evaluation has also revealed the broad nature of the scope of action and the mandate of the TTF. According to the 2018-2020 Strategic Plan, the goal of the TTF is to support the development of more and better teachers. The Strategic Plan does not set a particular emphasis on a specific set of areas or topics considered as being important/priorities in achieving this broad goal. The need to further narrow down the thematic scope of the TTF to focus on a more limited number of thematic areas and policy challenges has been expressed by a number of interviewees, as part of the evaluation.



The evaluation team agrees that the 2018-2021 Strategic Plan would have benefitted from a narrower set of thematic priorities, which would have allowed the TTF to better structure and streamline its work programme. In principle, the TTF did not conduct a thorough situational analysis or needs assessment in the framework of the design of the 2018 Strategic Plan, that would have allowed for the identification of a set of well-defined areas to focus its action on during the quadrennium. As a result, there is a level of thematic dispersion in the work and activities conducted during the 2018-2021 period.

The need to focus on a set of well-defined areas is important in light of generating internal coherence within the TTF, but also in order to reach sufficient levels of support and resources to generate meaningful change in these areas. However, given the high diversity of organisations which make up the TTF membership base, the TTF must also be mindful of the need to integrate a wide range/diversity into its scope of action. In addition, and as mentioned in the following sub-section, one of the reasons why the TTF is considered to be unique in comparison to other organisations working on teacher development issues, is its capacity to address teacher development through a holistic approach (i.e., addressing the issue from several angles). As such, the TTF thematic scope needs to be broad enough to respond to the specific needs and concerns of its diverse membership base; and maintain its holistic approach which makes its value proposition unique. At the same time, the TTF needs to allow for the possibility to address emerging issues (as has been the case with the COVID crisis), as well as allow for its members to suggest new areas of work they would like to explore. This however should be done while focusing on a key set of thematic areas which are considered to be a priority.

3.1.3 *A unique value proposition, despite an increasingly crowded policy space*

The number of organisations tackling teacher-related issues is growing, with international organisations such as the World Bank and the OECD having developed new workstreams and activities in this area. Interviewees agree that, in recent years, the teacher policy development field has become increasingly crowded at the international level. According to a number of those consulted, this has come as a result of the increased importance given to teacher-related issues in domestic and international policy agendas in recent years, as well as an increased recognition of the importance of the role of teachers in developing stronger educational systems and in improving learning outcomes. To a large extent, this reinforces the global relevance and legitimacy of the TTF and its mandate.

However, the emergence of additional policy actors also requires the TTF to have a clear view of the type of value it provides in comparison to the work conducted by other peers and incumbents. This is necessary to ensure adequate external coherence, as well as avoid the emergence of duplications in efforts and resources invested into the teacher development cause.

This issue has been explored by the evaluation team, particularly in relation to the uniqueness of the value proposition of the TTF as compared to other organisations. The results of this analysis show that in the landscape of international actors that focus on teachers, the TTF offers a unique value proposition because of its “one-stop-shop” and holistic approach to teacher development. The approach stems from:

- The diversity of its membership base: the TTF is diverse in terms of countries and regions, but also in terms of types of organisations (from teacher’s union to private sector organisations). The TTF membership and composition is viewed as being highly representative of the stakeholder groups related to the teacher profession
- The TTF is also one of the few international actors on teacher education that is driven by its own constituency, in contrast to other international organisations that are driven by

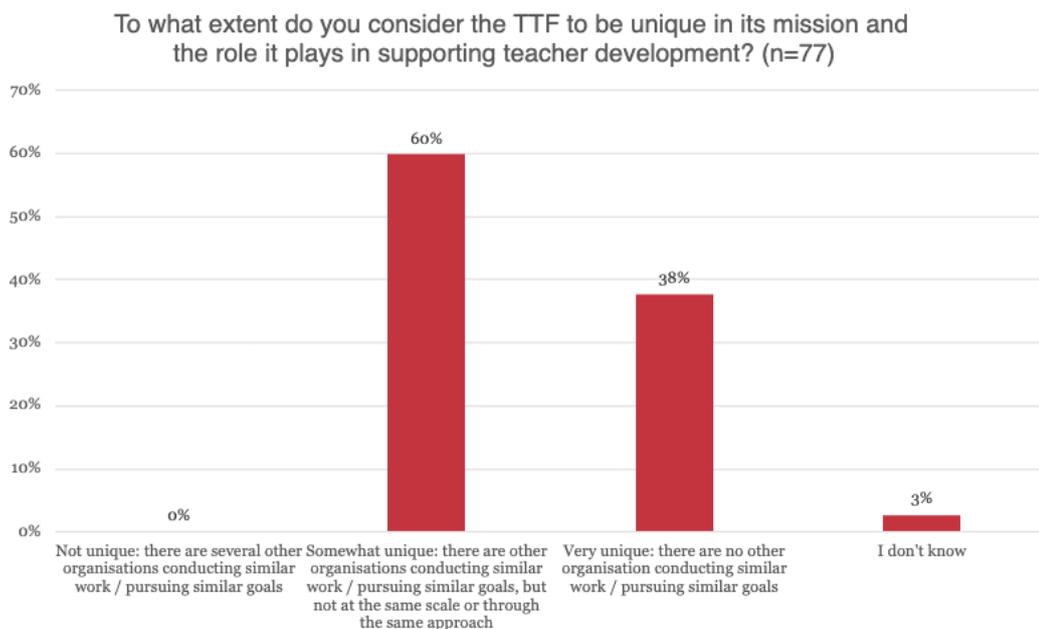


Member states and their political agenda (e.g., World Bank). This allows the TTF to be closely anchored to the current challenges of day-to-day teacher development

- The TTF addresses teacher development challenges through the application of a number of different and complementary policy tools (e.g., dissemination work, networking), and promotes the use of holistic approaches to the development of teacher policy. This is clearly reflected for instance in the content of the Teacher Policy Development Guide (see the case study in Appendix F.6)

The following figures presents the views of the TTF members who participated in the on-line survey, regarding the uniqueness of the TTF mission and role in supporting teacher development. As can be seen, 60% of respondents view the TTF mission as being somewhat unique, and an additional 38% view it as highly unique. Members find the TTF particularly valuable as a knowledge and networking platform. Knowledge exchange and feedback is a key value for the network, as it allows to build a rich and grounded body of knowledge on various aspects that relate to the teaching profession. The ability of the network to provide expertise and best practice in terms of teacher policy is an asset of the TTF, and it is recognised as a knowledge broker in this area. The TTF acquired, through the execution of its mandate, a wide recognition of its capacity to advocate for the teaching profession and to keep SDG4.c high on the global agenda.

Figure 4 Summary of replies from the TTF evaluation survey: to what extent do you consider the TTF to be unique in its mission and the role it plays in supporting teacher development? (N=77)



Source: Technopolis Group (2021)

The uniqueness and the specificity of the TTF also stems from the range of actions it carries out which include a knowledge, advocacy and country support component.

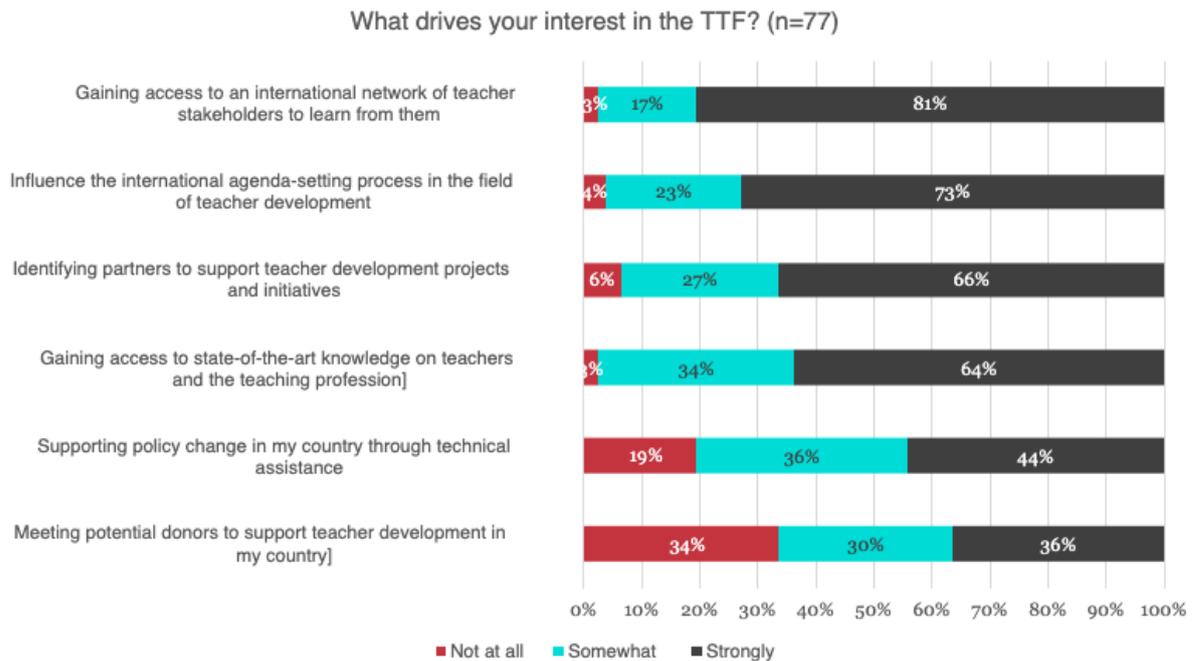
The combination and synergies between the three MLAs are often viewed as a key strength of the TTF and adds uniqueness to its value proposition.

The evaluation has also assessed the extent to which these lines of action are considered relevant. This is reflected in the following figure, whereby most aspects of TTF are supported strongly, or somewhat drive, the members' interest in the TTF. Three quarters of members



indicate that their interest in the TTF is strongly driven by influencing the international agenda on teacher development (i.e., advocacy), 64% by gaining access to knowledge on teacher policy (i.e., knowledge generation and sharing). According to the survey, accessing technical assistance to drive policy change at the country level is not a priority driver for members engagement in the TTF, and neither is the interest in meeting donors who could provide in-country teacher development support. From a relevance perspective, it is thus clear that country support (i.e., MLA three) is viewed as being less relevant by members, as compared to the knowledge and advocacy dimensions of the TTF.

Figure 5 Summary of replies from the TTF evaluation survey: What drives your interest in the TTF? (N=7)



Source: Technopolis Group (2021)

TTF's challenge is to define an adequate level of support and investment across all three lines of action, in light of the challenges it seeks to pursue, but also in light of the resources at its disposal. The TTF will need to strike this balance while being mindful of its increased legitimacy and relevance in the more 'upstream' types of policy support (i.e., knowledge and advocacy); and clear interest in generating policy change at the local level.

3.1.4 A need to further polish and fine-tune the TTF Theory of Change

In light of the issues discussed in the previous sections regarding the scope of areas/challenges and activities addressed by the TTF, the evaluation has shed light on the need to develop a better-defined and fine-tuned Theory of Change (ToC) for the next quadrennium. The definition of such a ToC is vital for the TTF to have a clear view of the types of changes it intends to bring about through its actions, the specific areas where these changes shall be generated, as well as the specific means through which these changes should take place (i.e., the types of activities). Finally, the ToC is also key in clearly defining if and how the TTF is intended to generate changes at the country level, including on gender-related teaching issues. As will be explored in further sections of this report, these are two areas for which there is still a need for further clarity in terms of TTF ambitions and expectations.



The 2018-2021 Strategic Plan includes a Theory of Change for the TTF. This ToC was designed to guide the TTF in the delivery of its activities and the achievement of related goals. Upon launching of this evaluation, the evaluation team took stock of the existing ToC and then took additional steps to further ‘flesh-out’ the ToC contained in the Strategic Plan. This involved further detailing the specific activities, expected results, and pre-conditions necessary for the achievement of impact pathways. The goal of this exercise was to develop a more detailed overview of the TTF's ambitions in terms of outputs, outcomes and impact; as well as the causal links among them. This framework would then serve as the basis of the delivery of the evaluation.

Although the evaluation did not test the relevance of the ToC per se, the findings regarding the general relevance of the TTF mandate and goals (see sections above) also apply to the ToC. Indeed, the general goal and ambitions of the TTF are generally viewed as highly relevant by the stakeholders interviewed and surveyed in the framework of this evaluation.

In the same manner, similar observations regarding the broad nature of the ambitions pursued by the TTF also apply to the ToC. As such, upon further analysis of the ToC, the evaluation considers that the ToC used to guide the work of the TTF during the 2018-2021 period lacks additional detail and focus, in order to make it more realistic, better adapted to the TTF means, and more explicit in the way the TTF is meant to reach its intended impacts. As will be further described in the recommendations (see section 4 of the report), the ToC should include better identified and described impact pathways, especially those leading to potential impacts at the country level (e.g., policy learning). The ToC could also better describe and capture the role of focal points and other key preconditions and risks in enabling impact pathways. Of equal importance is the need to focus the ToC on a narrower and well-defined set of key challenges / areas related to teacher policies, based on a formal needs' analysis. The TTF could use the ToC developed in the framework of this evaluation (see Appendix D) as a starting point to develop a more fine-tuned ToC for its next quadrennium.

3.2 Effectiveness of the TTF and the 2018-2021 Strategic Plan

Effectiveness refers largely to the extent to which the intervention's objectives were achieved, or are expected to be achieved,³ whether the results achieved are in line with original planned goals, and the relative importance of these results.⁴ The Terms of Reference for the current evaluation focused on questions relating mainly to the execution of the TTFs' Strategic Plan and its specific activities on gender equality and inclusion. However, the evaluation has also explored other issues relating to the broader outcomes and missed opportunities of the TTF during the period, and the main factors hampering the achievement of the key goals.

3.2.1 *The 2018-2021 strategic plan: a complete – yet adjusted – execution*

The analysis of the effectiveness of the TTF begins by exploring the extent to which the targets established in its results framework have been achieved. The TTF adopted a rigorous results framework to measure the implementation of the 2018-2021 Strategic Plan, and the related

⁴ OECD. Better criteria for better evaluation.

<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>



work programmes. The framework, as presented in the Strategic Plan, includes 20 key indicators, which are divided into three levels:

- the impact level (4 indicators)
- the outcome level (12 indicators)
- the operational level (4 indicators)

The TTF Work Plan is agreed with the Steering Committee and there has been regular follow up on its implementation, in particular since 2019, with bi-annual Steering Committee meetings and regular meetings with the co-Chairs. In light of the ambition of the results framework defined in the Strategic Plan, the Steering Committee also guides the Secretariat by prioritizing certain activities, and identifying certain work plan items for which no activity is defined. For example, in 2020, certain items on the work plan were flagged for non-implementation in order to focus the work on other areas.

Based on our analysis of the data provided by TTF on the level of achievement of the different KPIs, it appears that:

- Overall, the TTF has managed to achieve or is on track to achieving / implementing the majority of the activities planned under the work programmes and related results. This is reflected in Table 1 below which presents an overview of the level of progress for the different TTF key performance indicators. For instance, all flagship activities for the 2018-2021 period – which represent the bulk of TTF resources – were successfully implemented:
 - Organising two Policy Dialogue Forum and leading its reform process (bi-annual since 2019)
 - Building an online knowledge platform on teachers
 - Disseminating and Piloting the Teacher Policy Development Guide
- There are some areas within which the TTF has fallen behind in the production of scheduled results, such as 'the number of countries piloting the Teacher Policy Development Guide'. The majority of 'results gaps' identified in the results table will be discussed in the further sections of this report
- The annual progress report for 2021 is not yet available, so it is not possible to say whether all indicators have been reached or not for the period. Overall, in 2020, not all target objectives were reached. Targets that have been reached (and sometimes exceeded) relate to those below:
 - Number of new countries engaged in the process of a comprehensive revision of teacher policy
 - Number of new studies and research reports disseminated through the TTF website and the online knowledge and presented at the Policy Dialogue Forum; it is unclear whether these studies were based on identified research gaps
 - Number of relevant publications available on the online knowledge platform
 - Number of Policy Dialogue Forums and related regional or national events organised per year
 - Indicator relating to the governance structure (adoption of a communication and advocacy strategy)

This said, several important barriers limit an effective appraisal of the monitoring indicators for the period. In 2019, there was a slight shift in the focus of the reporting structure with a focus on the expected results rather than the original indicator structure which is set out in the 2018-2021 Strategic Plan. This means that not all indicators were consistently measured across the

period. The Steering Committee also decided to pause certain activities and their associated indicators (marked with "N/A in Table 1 below). It appears that the original indicator framework was perhaps overambitious in the light of the size of the Secretariat's team, coupled with the fact that the focal points have played a less catalytic role than originally foreseen in the 2018-2020 strategy. It must also be noted that the COVID-19 crisis in early 2020 marked a shift in the work plan for the Secretariat, in agreement with the Steering Committee. This was reported in the 2020 Annual Report. These changes introduced in the TTF strategy reflect its capacity adjust its work programme based on emerging needs, as well as to shift resources based on their availability. However, it is important for the TTF to keep in mind the importance of consistently using and reporting on indicators and target values adopted in the framework of its Strategic Plan. This does not mean of course that these indicators and target values cannot undergo adjustments during the implementation phase.

Table 1 Indicator development - progress for the period 2018-2020

Objective	Indicator	Baseline (2017)	Target	Progress for 2018-2020
1	Number of publications with global or regional relevance to SDG4-Education 2030 agendas that reflect one or more dimensions of teacher policy	2	3 per year Total: 12	2018: 1; 2019: 2; 2020: 6; Total: 9
1	Number of strategic partnerships adopted with a formal agreement	1	2018: 2; 2021: 5 Total: 6	2018: 3; 2019: 2; 2020: - Total: 5
2	Number of new countries engaged in the process of a comprehensive revision of teacher policy	4	2018-2021:2 Total: 2	2018: 3; 2019: -; 2020: 1 Total: 4
2	Number of countries where teacher organisations and other relevant stakeholders participate in a structured social dialogue	Not readily available	2018-2021: N/A	2018: No activity; 2019: 4; 2020: N/A ⁵ Total: 4
3	Number of new studies and research reports disseminated through the TTF website and the online knowledge and presented at the Policy Dialogue Forum based on identified research gaps ⁶	0	2018: Identifying research gaps; 2019: 1; 2020: 2; 2021: 2 Total: 5	2018: 6; 2019: -; 2020: 2 Total: 8
3	Development of guidelines on professional teaching standards	-	2019: Guidelines developed	2018: 0; 2019: -; 2020: N/A

⁵ The indicator was charged for non-implementation in 2020 although the Secretariat co-organised a seminar series which reached 8 countries.

⁶ Please note that in December 2019 it was decided by the Steering Committee that the PDF would move from an annual to biannual cycle, so no PDF was held in 2020.

Objective	Indicator	Baseline (2017)	Target	Progress for 2018-2020
				Total: Guidelines were not developed⁷
4	Publication of a matrix to monitor the implementation of teacher policies	-	2018: Development of the matrix 2019–2021: Yearly update	2018: 0; 2019: -; 2020: N/A Total: Matrix was not developed
5	Number of relevant publications available on the online knowledge platform	-	2020: 500	2018: 0; 2019: 12; 2020: Over 500 Total: Over 500
5	Number of Policy Dialogue Forums and related regional or national events organised per year	1	2018: 2; 2019: 2; 2020: 3; 2021: 3 Total: 10	2018: 7; 2019: 5; 2020: 10 Total: 22
5	Number of publications and/or events organised by thematic working groups in connection with the Policy Dialogue Forum	1 per thematic working group (2016)	2018: 2; 2019: 2; 2020: 3; 2021: 3 Total: 10	2018: 4; 2019: 4; 2020: N/A (no PDF held) Total: 8
6	Number of single connections from TTF member countries on the online knowledge platform	-	2020: 50	2018: 0; 2019: -; 2020: 50 Total: 50
6	Number of countries piloting the Teacher Policy Development Guide	4	2018: 6; 2019: 8; 2020: 10; 2021: 12 Total: 36	2018: 6; 2019: -; 2020: 1 Total: 7
7	Adoption by all members of new terms of reference including detailed roles and responsibilities of focal points	-	2018: Adoption by the Steering Committee	2018: 1 Total: New TOR adopted
7	Development of reporting template and processes	0	2018: Adoption by the Steering Committee	2018: No activity; 2019: - Total: No development of reporting template and processes
7	Adoption by the Steering Committee of a communication and advocacy strategy	0	2018: Adoption by the Steering Committee	2018: 0 (Initial consultations among Communication Strategy Members and draft of the communication strategy is ready) 2019: Draft strategy adopted Total: Strategy adopted

⁷ Joint project with UNESCO which UNESCO discontinued in 2020.



Objective	Indicator	Baseline (2017)	Target	Progress for 2018-2020
7	Adoption by the Steering Committee of a resource mobilisation strategy	0	2018: Adoption by the Steering Committee	2018: 0 (Teleconferences and consultations of the Ad hoc Group organised) 2019: Draft resource mobilisation strategy developed Total: DRAFT Strategy developed but SC decided not to adopt

Source: Technopolis Group (2021)

3.2.2 TTF successes and opportunities for improvement

Overall, the evaluation found **positive views among stakeholders** regarding the work of the TTF. In addition, significant improvements have been made in the organisation, focus and dynamism of the TTF over the period. Through the qualitative interviews and other interactions with the TTF stakeholder group, it has become clear to the evaluation team that:

- Through its **advocacy measures** (MLA 1), the TTF has helped bring teachers and the teaching profession into focus, increasing an understanding and recognition of the importance of teachers
- Its **knowledge creation and dissemination line of work** (MLA 2) has led to the development of a space where people can learn, see what is being done elsewhere, draw inspiration from and compare to other countries. Much of this has been enabled by the development of the Knowledge Platform, which has undergone significant renewal or modernisation during the 2018-2021 period, with the support of the Hamdan Foundation
- The **Policy Dialogue Forum plays a key role** in the successful dissemination of knowledge, acting as a true cornerstone of the programme, enabling stakeholders to share information, build networks and engage with stakeholders. The forum is often-times the first point of entry to the TTF, which then leads to subsequent engagement with the network in other activities. These results and achievements have been regularly identified and recognised by the stakeholders interviewed in the framework of this evaluation
- The Teacher policy development guide is seminal and has facilitated the implementation of a group of country support activities aimed at developing and updating teacher policy frameworks

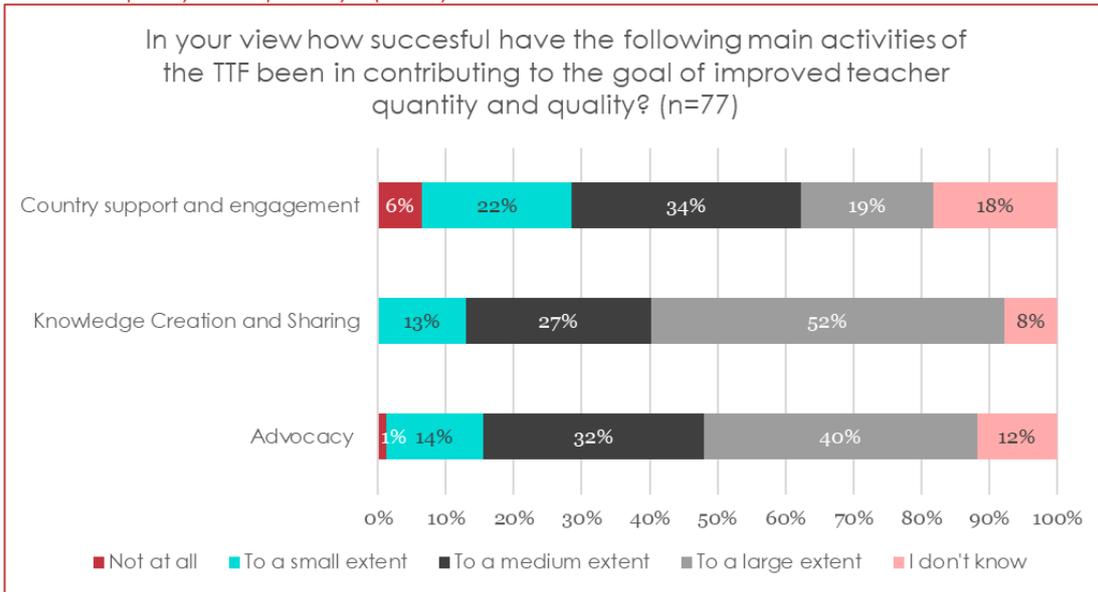
These results are further detailed, illustrated and explained in the set of activity case studies conducted in the framework of this evaluation, which can be found in Appendix F of this report.

More globally, there is ample evidence that the TTF has enabled contacts, conversations and touch points among stakeholders that would not have taken place otherwise, confirming the role of the TTF as an active and trusted intermediary among members of the teacher development community worldwide. Interviewed organisations also underlined the swift and significant response of the TTF to the COVID challenge. A Call for Action on Teachers as a response to the COVID-19 outbreak was published in 2020. The TTF is also part of the Covid-19 Global Education Coalition launched by UNESCO.

Yet, the evaluation did find differences in the level of performance and perceived level of impact of the TTF activities. Overall, **MLAs on knowledge and advocacy are seen as more effective than the MLA on country support in achieving overarching TTF goals**, as illustrated in

the replies of respondents in the survey in the figure below. Only 19% of respondents consider that MLA 3 on country support was successful to a large extent. In context, the support to countries was less intense (see below).

Figure 6 Summary of replies from the TTF evaluation survey: in your view, how successful have the following main activities of the TTF been in contributing to the goal of improved teacher quality and quantity? (N=77)

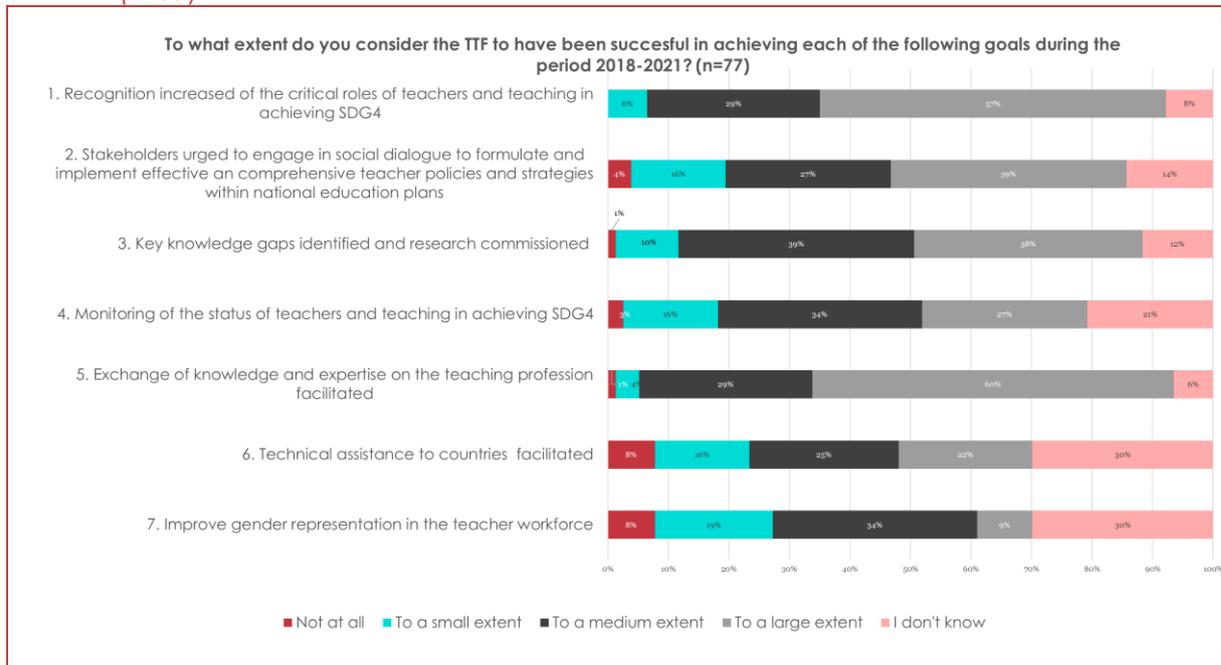


Source: Technopolis Group (2021)

The respondents of the on-line survey were also asked to rank in more detail the sub-goals of the TTF per main line of activity. In line with the results above, the highest additionality is perceived for the goals relating to knowledge creation and sharing, as well as to advocacy:

- A majority finds that the recognition of the critical roles of teachers and teaching in achieving SDG has been successful to a large extent (57%)
- A majority finds that the “exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated” was successful to a large extent (60%)
- A minority of respondent indicates success in the field of country support to a medium or large extent (47% combined)
- A minority of respondents indicates success to a medium or large extent (43% combined) in the achievement of improved gender representation in the workforce

Figure 7 Summary of replies from the TTF evaluation survey: to what extent do you consider the TTF to have been successful in achieving each of the following goals during the period 2018-2021? (N=77)



Source: Technopolis Group (2021)

It will be important for the TTF to further define and adjust its future strategy, based on the differences in the perceived added value of the three MLAs. The challenge for the TTF is in ensuring that it focuses its work on the areas for which its additionality is considered the highest (i.e., knowledge and advocacy), while ensure that change is generated at the country level (e.g., through tangible policy changes). As such the future strategy and related ToC could:

- Reflect the fact for instance, that advocacy and knowledge activities can pave the way for other development partners in providing country support
- Clearly identify the impact pathways that can be developed from the knowledge and advocacy level to the country level
- Clearly explain if and how the TTF will continue to support country support directly, including the use and promotion of the use of the Teacher Policy Development Guide

Despite the important recognition of the value of the activities implemented by TTF during the period and their contributions to TTF's broader goals, stakeholders also pointed out some of opportunities for further improvement in the future. For instance:

- Stakeholders mentioned a difficulty in generating tangible changes or commitments in the framework of some the TTF's activities. This is in part due to the one-shot nature of certain activities, which are often perceived as not including any follow-up actions or being part of a broader scheme of work pursuing mid-to-long term outcomes
- Related to the above, a lack of further coherence and an absence of continuity in the thematic focus and work conducted by the TTF and across MLAs was also highlighted in some cases. This point also relates to some of the aspects highlighted in section 3.1 of the report, with regard to the thematic focus of the TTF
- Another aspect mentioned is the need to enhance the role of the TTF as a thought-leader, to support the development of new knowledge on issues at the cutting-edge. This could be

achieved by engaging in more research-related work on areas considered to be of high priority, as well as by further enhancing the dissemination of cutting-edge knowledge through the TTF's knowledge platform. Currently, the platform acts as a quite unique convenor of information on teacher policy, which can be further promoted as part of the TTF value proposition

- Finally, while the quality and comprehensive nature of the Teacher Policy Development Guide is widely recognised, stakeholders also regretted the lack of a wider dissemination and use of the Guide in the context of specific projects at the country level

3.2.3 *Generating country-level impact: a persisting challenge*

The key intended impacts of the TTF are more and better qualified teachers worldwide, resulting from more and better policies at the country level, framing the teacher profession. As such, the activities implemented by the TTF, are expected to generate a 'trickle-down' effect to the country level, leading to the TTF's intended impact of more and better teachers. However, the evaluation reveals that tangible policy changes at the country-level, as a direct/indirect result of work carried out by the TTF are limited. The reasons for this are three-fold:

- First and most importantly, the amount of direct support the TTF is providing to member countries through its country support Major Line of Action, is limited, in part due to a strategy shift in 2019. The bulk of TTF resources have been invested in delivering knowledge exchange and advocacy activities. As such, the TTF – given the nature of the activities it performs – has no direct influence over the introduction of policy changes. Policy changes can only occur as a result of the actions taken by third parties (e.g., TTF members, other donors, etc.), on the basis of TTF outputs and in particular using the Teacher Policy Development Guide
- Related to the first point is the fact that the additionality of the TTF with regard to country support is generally viewed as less important, as compared to the other lines of action of the network. As has already been mentioned in previous sections, supporting policy change at the country level through technical assistance is not among the main drivers of participation in the TTF. In addition, TTF is often viewed as less successful in achieving country-support related goals by its key constituents, as compared to the knowledge exchange and advocacy-related activities
- Finally, the limited body of evidence regarding the influence TTF work and activities have on policy frameworks at the country level may also be the result of a lack of better monitoring and performance assessment indicators, on behalf of the TTF. The evaluation has found that currently the TTF does little to better understand and track how the members (and other beneficiaries of its activities) go on to use the knowledge, partnerships, and information they access through the TTF, in the context of their day-to-day responsibilities and in the broader policy agendas in their home countries/organisations. As such, there may well be some policy changes which have been enabled (directly or indirectly) by the TTF, that are currently 'off-the-radar' and could be further captured through the use of more regular and standard monitoring techniques (e.g., yearly member survey)

In light of the above, it is clear that translating of policy learning (formal and informal) into practical changes / improvements in policy frameworks remains a challenge for the TTF. However, this challenge is by no means specific to the TTF, as most global and policy-oriented initiatives which are similar in nature, face similar challenges delivering on the 'last mile' effort at the country level. The reasons for this may include for instance, the fact that conditions for policy change are not always ensured / are beyond the control of the network; the continuously changing circumstances and policy conditions, as well as the fact that



generating policy change is a long-term and resource intensive endeavour which requires a high-level of commitment from the agent providing support, as well as the beneficiary. Long term engagement and partnerships are key for policy change.

The broader question for the TTF at this point relates to where it should draw its 'line in the sand' when it comes to its expected contribution to the generation of policy changes at the country level. The TTF needs to define high level goals which reflect its intention to improve the number and quality of teachers, while clearly defining the types of outcomes which it can realistically generate, given its current composition and level of available resources.

As such, rather than using yardsticks and / or goals illustrating actual policy changes taking place at the country level, the TTF could make more use of other metrics including the creation of better conditions for policy making, increased capacities of key agents, as well as policy learning; to capture and illustrate its true added value. This would allow to better embody the nature of the TTF as an enabler for change rather than an actual agent of change; as well as its capacity to act as an honest broker of solutions/knowledge for those who are in search / need of these.

At the same time, the TTF should take additional measures to ensure that the conditions for policy changes to take place, as a result of its work, are being met. This relates mainly to the need to further fine tune its Theory of Change (see section 3.1.4); and review its member engagement approach (e.g., by reviewing for instance the role of the focal points). In addition to engaging with technical representatives of member organisations/governments, the TTF could benefit from stronger involvement and visibility among elected representatives and policy makers. The issue of the role of focal points and the broader issue of TTF member engagement are further explored in section 3.3.2 of the report, as well as in the conclusions and recommendations in chapter 4. Finally, the TTF should further enhance its internal capacity to capture and identify policy changes (even the most modest of these) enabled (directly or indirectly) by the work it carries out.

The evaluation has never-the-less identified some instances whereby the work of the TTF has led to the improvement of policy conditions at the country level. The following table presents the main examples of policy changes which can be attributed to the TTF during the 2018-2021 period. Most of these examples related to the country support MLA of the TTF.

Table 2 Examples of country-level policy changes generated by the TTF during the 2018-2021 period

Example	Brief overview
Laos	The national teacher policy development in Lao PDR is supported by the TTF, which provides a financial contribution to the MoES, methodological resources (the Teacher Policy Development Guide) and a quality review of the final document. The final document is not yet ready, but the TTF has provided a significant methodological support in its development. A case study has been conducted in the framework of this evaluation on the country support provided to Laos, which is presented in appendix 0.
Madagascar	Madagascar was supported by the TTF to develop its teacher policy, which was endorsed by the Ministry of Education in 2018 during a validation meeting with the TTF and the UNESCO Regional Bureau in Nairobi.
St. Kitts and Nevis	St Kitts and Nevis had a scoping mission that was conducted by Dr Adubra from the TTF, on the professionalisation of the teaching force, with evidence of further sharing.
Survey results	The survey results mentioned the implementation of teaching standards at regional and country level (3), national teacher policy development (2), and response to COVID (2). Only 20 respondents provided an answer to the survey questions asking to provide examples of

Example	Brief overview
	teacher policy, regulatory or institutional changes at the international, regional or country level which could be directly or indirectly linked to their participation in the TTF. Many of these respondents indicated not knowing whether this had been the case in their countries/organisations.

A considerable number of respondents to the on-line survey also addressed Country Support and Engagement in their recommendations (12). Most of the respondents argue that more can be done to support capacity-building and support on a country level, or that not enough has been done by the TTF so far on this issue. One respondent argues that the TTF should not do work on country level directly, instead emphasising that it should “develop policy advice and tools that can be useful, try to broker support for country level”. Respondents provide various clarifications of how to increase country support and engagement, amongst others through giving support to focal points to reach national impacts, by mobilising countries, by identifying partners that can help TTF member countries, or by providing direct, in-country support and identifying country needs.

3.2.4 *An opportunity to further address gender and inclusion through the TTF*

Gender equality is mentioned twice in the TTF's Strategic Plan but does not necessarily represent a core focus of the Plan. While Agenda 2030 states the principal value of 'leave no one behind', which provides an overall framework for inclusion, this has not been defined explicitly in the context of the TTF's work.

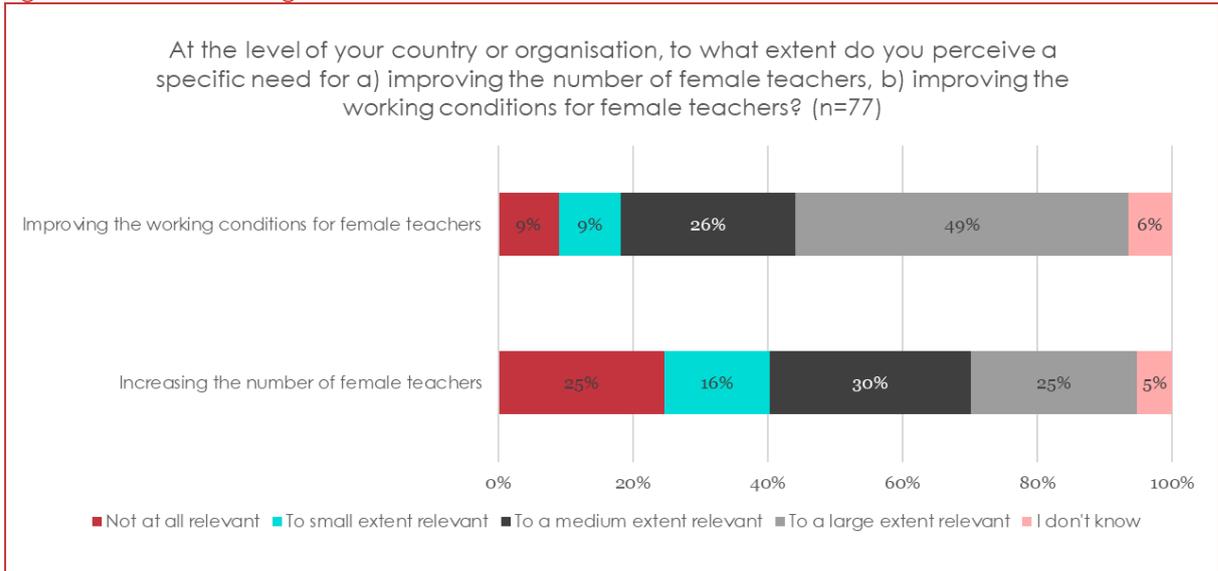
According to the Strategic Plan, “gender representation should be balanced in the teacher workforce” and “as much as possible, gender representation must be observed in the nomination of the focal points.” Inclusion on the other hand is only mentioned once. There are no specific indicators for gender equality and inclusion, which means that there is no tangible data to illustrate the effects of the TTF on this particular issue.

Interviewees overall did not identify gender equality as an outcome of TTF's work or a specific priority. It is considered one of the outcomes where TTF is considered to have made less of a difference. In the stakeholder survey, respondents were also asked to rank in more detail the sub-goals of the TTF per main line of activity. A minority of respondents indicates success to a medium or large extent (43% combined) in the achievement of improved gender representation in the workforce.

This is not to say that gender equality and inclusion issues are not a priority for stakeholders involved in the TTF. In fact, our research found that gender inequality and improving gender representation in the teacher workforce is considered to be an important issue facing the teaching profession, although the challenges vary by region and needs are country specific and context specific. Other issues may refer to gender equality and inclusion being mainstreamed; from policy preparation through to the teacher workforce representation and having gender perspectives incorporated in teacher training (e.g., to what extent are teacher prepared to teach in a gender balanced and inclusive education system).

In the stakeholder survey, respondents indicate that improving working conditions of female teachers is more relevant than increasing the number of female teachers (see Figure 5).

Figure 8 Relevance of gender



Source: Technopolis 2021

When looking at all TTF activities overall, few focused specifically on gender equality. Those that did were advocacy measures, such as one debate organised on “Female Teachers and Gender Equality in Education” during the European Development Days (EDD) in 2018, as well as two infographics published in 2020 on Gender in Teaching as well as Gender Disparities in the teaching profession. The Teacher Policy Development Guide addresses gender equality and inclusion to a limited extent.

Several TTF activities looked at inclusion:

- In 2018, the TTF organised and participated in several workshops. The International Symposium on “Early Childhood Care and Education: Cradle for Social Cohesion” focused on building more equal and inclusive societies by providing opportunities for excluded and disadvantaged children and the workshop on “Teacher skills in a connected world” included discussions on the digital divide and inclusion in the digital education environment
- In 2020, the TTF contributed to a policy paper on teacher preparedness for inclusive education with the Global Education Monitoring (GEM) team

3.3 The governance, member engagement, and management of the TTF

This section of the report explores issues relating to the governance and management of the TTF, as well as member engagement. We have decided to purposefully include the issue of the member engagement in this section given that the TTF is a member-driven organisation by design. As such, members are key to steering, governing, and implementing the work of the TTF. This section thus analyses the extent to which the current management and governance model of the TTF are fit for purpose, the level of engagement and participation of members in the TTF, as well as the key issue of the role and contribution of TTF focal points to the work of the TTF.

3.3.1 Overall level of member engagement in the TTF

The approach of the TTF to member engagement has changed since its launch, recognising the need for a step wise approach to achieving its goals. As expected, in the initial years, the TTF sought to expand its membership base to make it as representative of the global teacher



development community as possible. Today, with more than 150 members, the TTF is looking to consolidate that membership base, and make sure that it successfully leverages the pool of resource, knowledge, skills and talent which exist within the network.

The evaluation had shed light on the existence of a very committed and dynamic group of TTF members, as illustrated by the very pro-active and meaningful contributions made by a group of members to the different tasks performed by our team. This included for instance the participation in the on-line survey whereby c.a. half of the membership base participated, as well as the interviews, focus groups and discussions within the Steering Committee and the Evaluation Reference Group. This was put on display as well as through the active contributions made by many members to the governance of the TTF (e.g., involvement in the Steering Committee – see section 3.3.5).

At the same time, the evaluation has also shown that broader member engagement in the TTF remains a key challenge for the network. Overall, the lack of, or limited level of, member participation in the network is generally viewed as one of the key limiting factors in the achievement of broader and more impactful results by the TTF. Generally, the evaluation has shed light on the need to:

- Make a broader assessment of the membership base more regularly engaged in TTF activities and stimulate ownership of the network and its work programme
- Change and / or diversify the type of member representatives designated by members, including the need to further involve/engage policy-makers to the TTF

Some of the challenges encountered by the evaluation team in mobilising a broader cross section of the membership base in some of the evaluation activities illustrates the existence of a 'dormant' or 'disconnected' share of TTF members. For instance, the evaluation team experienced difficulties ensuring higher levels of participation in the focus groups targeting different member groups.⁸

The on-line survey conducted in the context of this evaluation shows that for the evaluation period, 2018 – 2021 (with a response rate of 50%), roughly half of the TTF members who responded to the survey indicate that they had a very limited (10%) or modest participation (39%). However, an almost equally large group sees its participation as strong (32%) or very strong (14%), see the figure below. A positive sign regarding the participation however is that 53% of respondents mentions that their current level of participation is up from the level of 2018, while for only 12% it has decreased (see Figure 10 and Figure 9). As indicated, only around 50% of the members participated in the survey and it is highly probable that the level of participation of the non-respondents is also low, adding to the overall share of TTF network members with modest or limited involvement.

⁸ Given low response rates to our invitations, the evaluation team conducted only two focus groups, instead of four.

Figure 9 Level of participation of TTF members

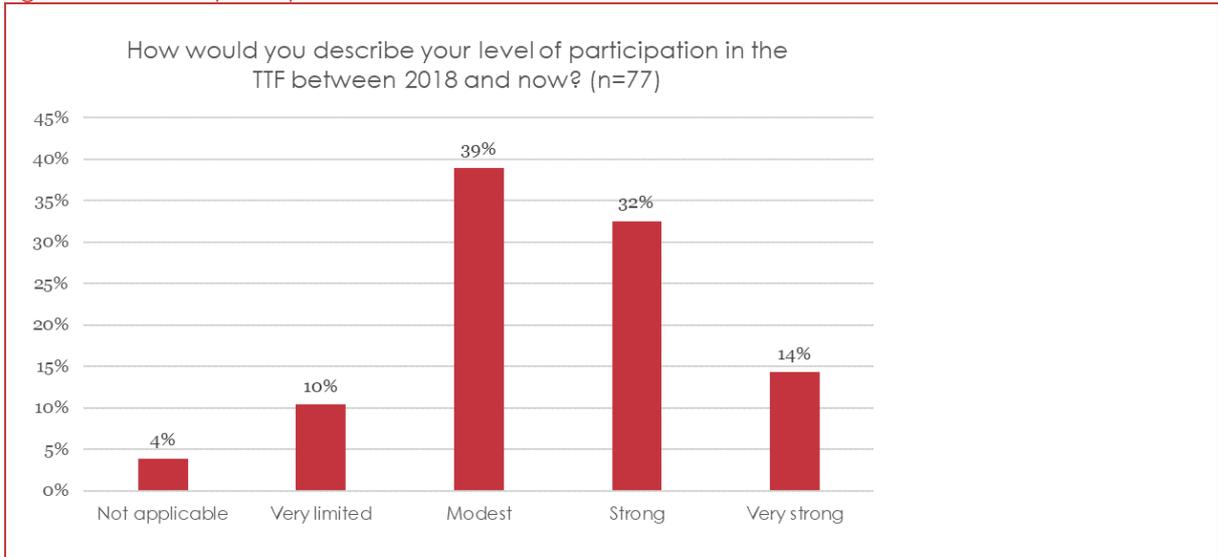
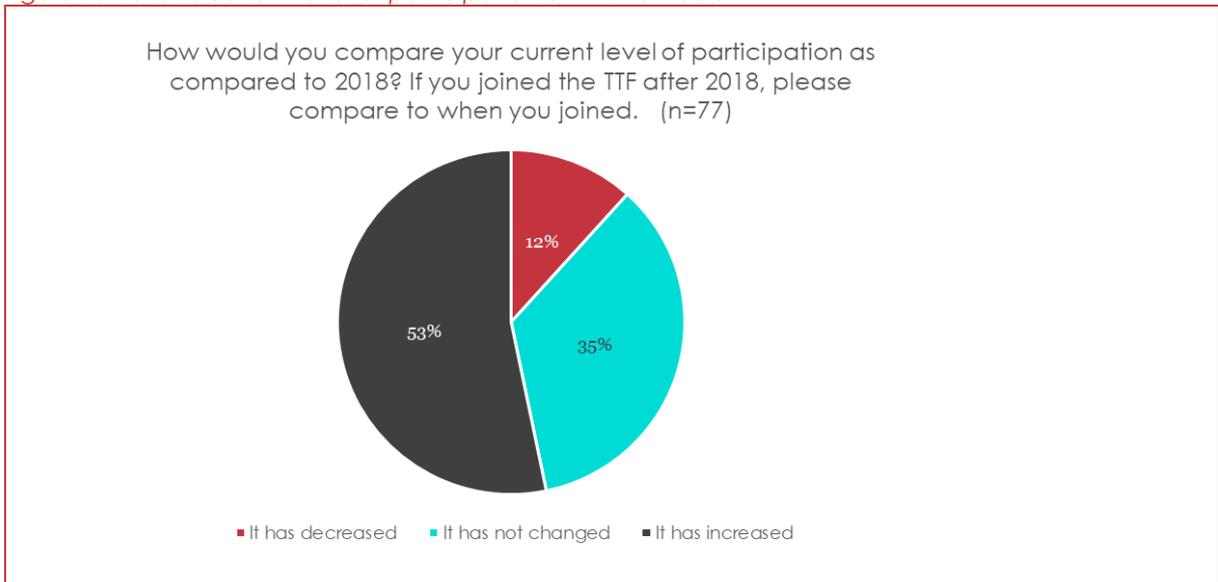


Figure 10 2018 vs current level of participation of TTF members

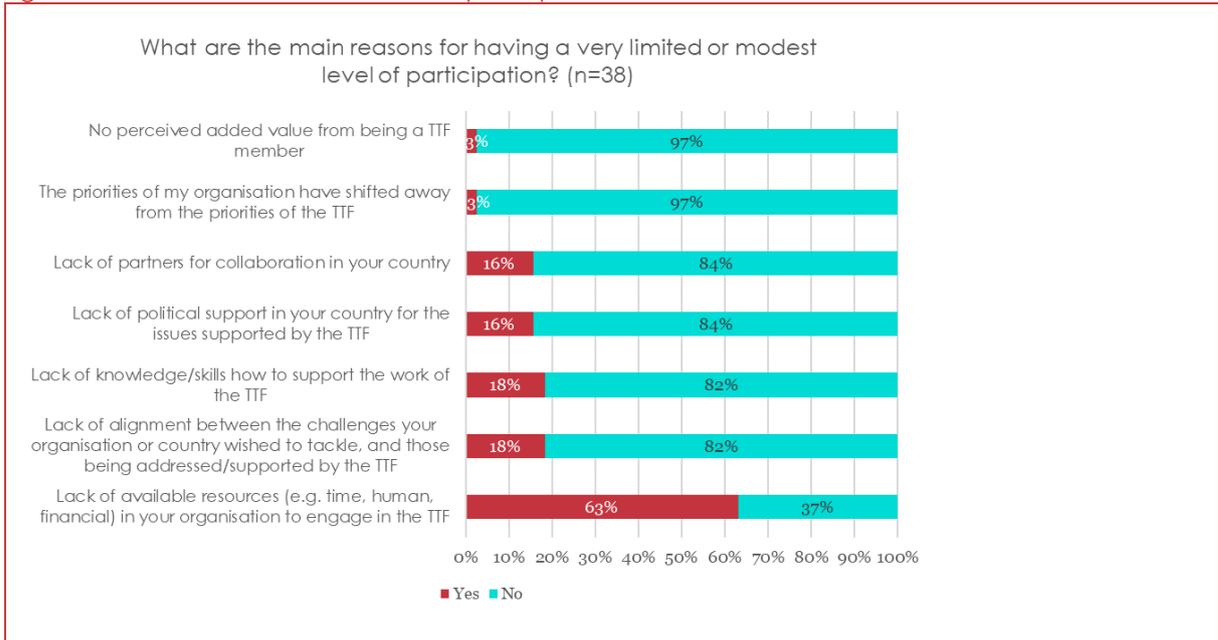


Source: Technopolis Group (2021)

The group of focal points who indicated having a very limited or modest participation, was asked to clarify their reasons for this. Lack of available resources (time, funding) stood out with 63% indicating that this is a factor (see Figure 11). Some of the members that indicated a very limited or modest participation clarified that this is due to lack of resources or in several cases due to being a new member. The very high levels of turnover in local administrations and the resulting focal point turnover were also mentioned as reasons for limited involvement in the TTF.

Similarly, those who indicated an increased level of participation were asked to clarify their reasons and some respondents mentioned that the move from face-to-face meetings to online meetings due to the pandemic has allowed for increased participation and communication.

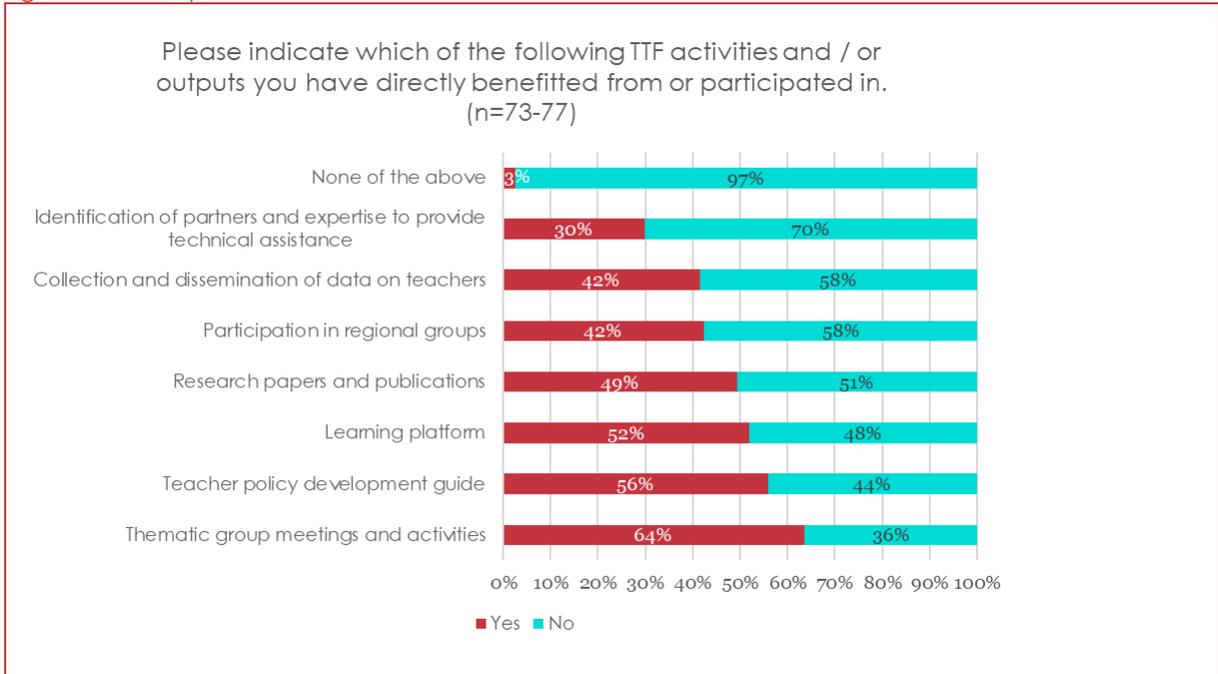
Figure 11 Reasons for limited or modest participation levels



Source: Technopolis Group (2021)

In addition to the varying levels of involvement of the membership based in the network as described above, the participation by activity group / MLA also shows considerable differences. The figure below illustrates which of the activities or outputs the TTF members have benefited from or participated in, based on the results of the on-line survey. As can be seen, a majority of members were involved in thematic groups meetings and activities (64%), illustrating the importance of these groups and activities in mobilising the network. The Teacher Policy Development Guide (56%) and the knowledge platform (52%) also represent important sources of activity and engagement within the members. Participation in the identification of partners and expertise to provide technical assistance, the collection and dissemination of data on teachers and participation in regional groups is comparatively more modest overall.

Figure 12 Participation in TTF activities



Source: Technopolis Group (2021)

In light of the above, in its future Strategic Plan, the TTF could reflect on ways to further inject dynamism into its existing membership base, as well as to enhance its capacity to leverage the resources which exist within the network, to broaden its influence and impact.

3.3.2 The TTF Focal points: key asset or Achilles' heel?

Findings regarding the role and contributions made by focal points to the network are in line with the findings regarding the overall level of participation on members in the TTF and in the delivery of the TTF work programme (see previous section 3.3.1). Focal points are the individuals designated by the members to represent them within the TTF. As such, they represent the members' ambassadors to the TTF, as well as the key liaisons for the TTF as a whole. Given the member-driven nature of the TTF, the focal points are considered to play a key role in the achievement of TTF ambitions, and specifically, in ensuring that TTF-generated knowledge and support is translated into policy changes at the country level (or at the level of the member organisations which are not national governments). As such, the focal points and the deputy focal point(s) are considered the "agents of change" in reaching the TTF's objectives, ensuring implementation and follow-up of actions and promoting the TTF with stakeholders at various levels.

The TTF has sought to define the role of the focal points in a way which is conducive to ensuring active participation in the network, as well as for facilitating broader dissemination of TTF results in their host organisations and countries. However, the evaluation shows that these efforts have not systematically paid off. This has been confirmed by the individual interviews which have frequently pointed out challenges related to the focal points, as well as by the results of the on-line survey. When it comes to the level of satisfaction of members with the key organisational and functional aspects of the TTF, the most varied relate to the roles and responsibilities of the TTF Focal Points: 31% of respondents are satisfied to a large extent, 25% to a medium extent and 22% to a small extent.



The need to review and update the roles of the focal points stems from the fact that under current conditions, the role is not fully conducive to ensuring consistent and high levels of participation, as well as to generating the intended 'trickle-down' effect of the TTF towards the country level (see section 3.2.3). As such, one of the key recommendations of the evaluation is for the TTF to review and update the role of focal points, capitalising on the experience acquired during the 2018-2021. In Figure 49, a framework for reflection on the future member engagement strategy of the TTF is presented which can be used to guide future discussion.

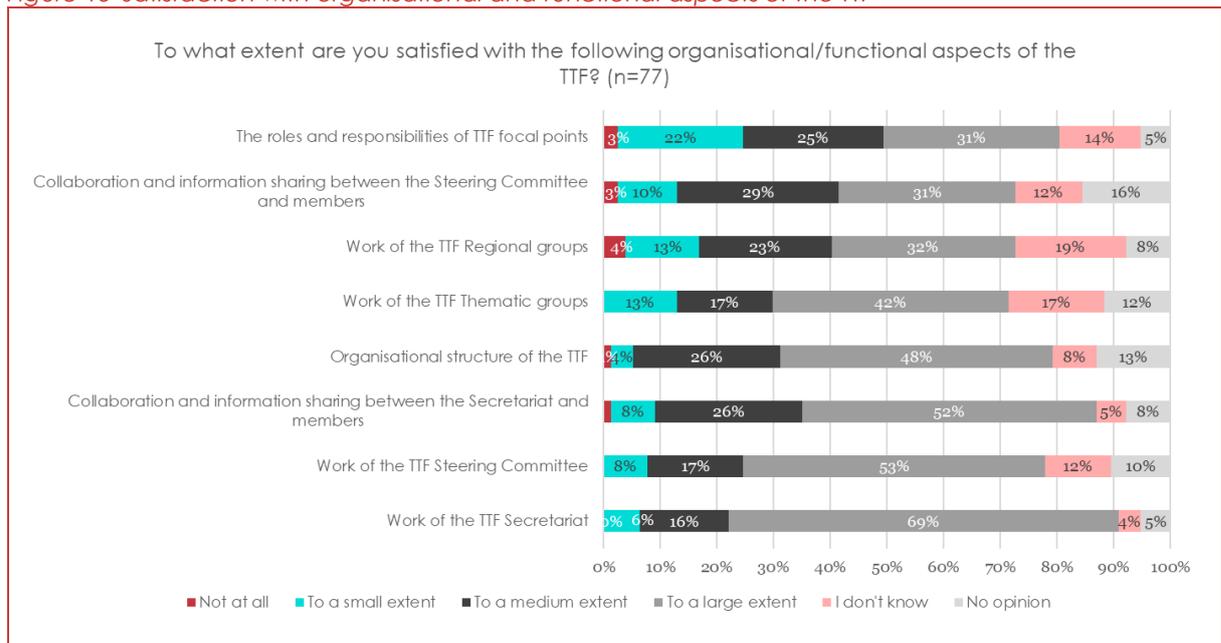
3.3.3 TTF secretariat: well-run but overstretched

The evaluation found that the TTF Secretariat is well-run and organised, with a high degree of professionalism. Out of the TTF's governance bodies, the TTF members indicate being most satisfied with the work of the TTF Steering Secretariat; 69% of the survey respondents are to a large extent satisfied with their work, 16% to a medium extent, and 6% to a small extent, while 4% indicate that they do not know and 5% have no opinion.

The interviews also point out that the TTF is highly appreciated and seen as a driving force of the activities and of the teacher agenda in general. The TTF Secretariat has demonstrated a strong dedication to the success of the TTF and its ambitions. This is also illustrated in the case studies of activities under the three Main Lines of Action, where the TTF Secretariat has been pivotal in their development, coordination and implementation. In particular, the TTF Secretariat dedicates a lot of resources to the implementation of its flagship activities, which have been highly appreciated by the TTF members, such as the annual Policy Dialogue Forum and the TTF Knowledge Platform.

A major challenge for the Secretariat, mentioned in the interviews, is its lack of human resources. The TTF Secretariat, hosted by UNESCO in Paris is run by a small number of people. These resources do not appear to match the TTF's ambitions, particularly in light of the lower level of anticipated engagement of the focal points. For instance, it was suggested that ideally there would be at least one person dedicated to each of the Main Lines of Action (Advocacy, Knowledge Creation and Sharing, and Country Support).

Figure 13 Satisfaction with organisational and functional aspects of the TTF



Source: Technopolis Group (2021)

3.3.4 *A possibility to further exploit the potential of the thematic groups*

The work of the thematic groups has been reviewed during the evaluation period, which led to a number of changes such as the appointment of two coordinators per group from the TTF member body based on a call for expressions of interest. The evaluation indicates that this new setup shows early promise. Interviews with the coordinators of the thematic groups have shown that there is a high level of dedication to drive the agenda on the thematic issues forward. However, interviews with TTF members indicate that not everyone is aware of the work of the thematic groups or on how to join them. The survey similarly illustrates this point, although a large number is satisfied to a large extent with the work of the Thematic Groups (42%) a relatively large number of TTF members does not know (17%) or has no opinion (12%). This will be a persistent issue considering the capacities which are dependent on the priority to the TTF given by TTF member organisations and changes in staff.

3.3.5 *An improved and representative TTF Steering Committee*

The TTF Steering Committee has seen considerable improvements during the evaluation period. The Steering committee is composed of 25 seats, divided over the various constituencies of the TTF. The evaluation found that the Steering Committee is regarded generally positively by TTF members and stakeholders, but a number of challenges were raised by Steering Committee members and TTF members that could be addressed to further improve. As the survey of TTF members indicate, the general feeling about the TTF Steering Committee is positive; 53% of respondents are satisfied with their work to a large extent, 17% are to a medium extent satisfied and 8% to a small extent.

A relatively large group of respondents, however, indicated that they did not know (12%) or had no opinion (10%), which may tie in with some of the issues mentioned in the interviews. For instance, an SC member indicated that it would be important to share more information regarding the decisions made by the SC with the members, as well as information on how to take part in the SC. Regarding the organisation of the Steering Committee, the interviews show that participants are satisfied, indicating that the meetings are well-structured and organised efficiently. Similar, however, to the TTF membership as a whole, there is a variety in levels of activity, with some very active SC members and some members that are less active. That could also impact the degree to which the constituencies that the SC members represent (NGOs, regional organisations, etc.) are involved actively through the SC.

While the Steering Committee has been functioning well, the outreach and communication between the TTF and different regional groups has encountered challenges. Originally, the members of the Steering Committee were also meant to act as liaisons between TTF and different regional committees. In practice however, it is not entirely clear to the evaluation team if these regional committees have been active or not, and what the role of the Steering Committee members has been in moderating them. The regional dimension of TTF work is very important and ensuring that TTF work is not only adapted to regional needs, but also disseminated at the regional level, is extremely important. As such, ensuring that regional 'chapter' and sub-groups of TTF members are active and operate well, should also be seen as a priority for the next quadrennium.

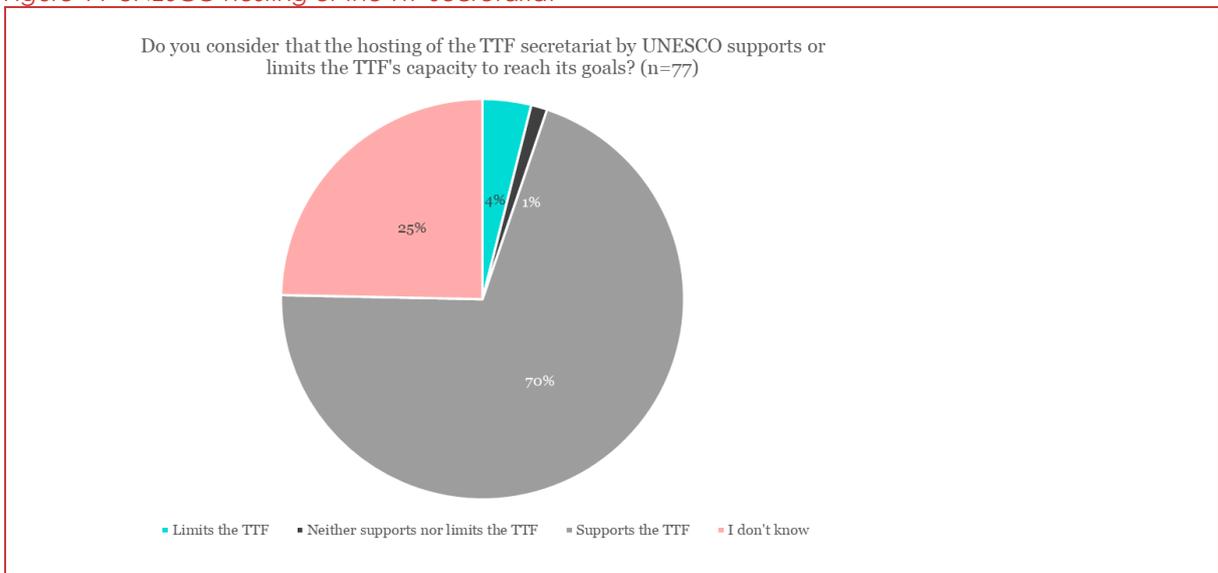
3.3.6 *The role of UNESCO as a member, host and donor of the TTF*

One of the issues explored by the evaluation is the adequacy of the existing relationship between the TTF and UNESCO. As explained in section 2 of the report, UNESCO plays a distinct role within the TTF given its status as a: a) member of the TTF and b) host of the TTF. The Head of

Secretariat of the TTF is also a part time staff member of UNESCO, using this time to oversee activities which are not related to the TTF. The TTF is highly complementary to the work conducted by UNESCO as “teachers” are one of the key priorities for UNESCO to ensure progress towards SDG4.

The evaluation has shown that the existing ‘symbiotic’ model allows UNESCO to work with the TTF as a platform to deliver its work, and the TTF can leverage the institutional capacity and expertise within UNESCO to drive its agenda and the delivery of its work programme. For instance, the role of UNESCO and its field offices have been key to contributing to the presence and visibility of the TTF at the regional level. The benefits of the existing model are confirmed by the views of a large majority of on-line survey respondents who believe that the hosting of the TTF Secretariat by UNESCO supports the TTF (70%) while only 4% believes it limits the TTF.

Figure 14 UNESCO hosting of the TTF Secretariat



Source: Technopolis Group (2021)

In the view of the evaluation team, the well-established presence and contribution of UNESCO to the activities of the TTF is an added value, creating a win-win situation from which further potential synergies and complementarities can be explored. A cause for concern is the comparatively less well-established participation of other members (which may be exacerbated by the easy access to the UNESCO-network).

This said the existing model has given way to some confusion regarding who does what in the relationship between the TTF and UNESCO. This reinforces the above point regarding further exploring the synergies and complementarities between the TTF and UNESCO, clarifying their roles as part of the process. In addition, while they don't represent the majority of the stakeholders interviewed in the framework of the evaluation, certain voices within the TTF network are keen to see the TTF become affiliated to, but more independent from UNESCO (e.g., it was suggested through the creation of a Cat I or Cat II Institute, however this would need careful consideration with regard to the costs and benefits).

3.3.7 The financial and resource constraints of the TTF: big ambitions, but limited resources

The evaluation found that the TTF is very stretched financially speaking; time and funding are not sufficient to affect change corresponding to the levels of ambition. Limited resources impact the number of activities that can be implemented and the support that can be



provided, notably through the TTF Secretariat, to the TTF members (as already highlighted, further input from the focal points could support the work of the Secretariat, however the focal points are also time pressured and have indicated their challenges for engaging more fully in the TTF). Attracting funding from donor organisations remains a challenge, and more could be done by the TTF to leverage resources within the network, through raising awareness of its work and increasing engagement from other partners.

The availability of additional resources, or engendering further engagement of the membership, to pursue the work of the TTF is going to be a key issue for the TTF moving forward. This is not only going to determine the future breadth and scope of TTF ambitions but is also likely to strongly influence the types and level of activities to be implemented during the next quadrennium. It is clear from the evaluators' perspective, that there is currently a mismatch between the level of ambitions of the TTF mission and the level of resources (in the wide sense) available at its disposal to achieve these goals. As such, the future Strategic Plan should introduce adjustment to a) narrow down the scope and level of ambition of the TTF, and b) include a clear partnership strategy and plan to increase the level of resources mobilised to reach its goals. Finally, it is also important to note that many of the recommendations set-forth by this evaluation (see section 4 of the report) have important financial and human resource implications for the TTF. As such, their feasibility will be strongly reliant on the availability of resources to carry them out.

3.4 Branding and communication

This section on branding and communication provides a synthesis of the data captured through the survey, social media and media analysis, and information on the emerging trends.

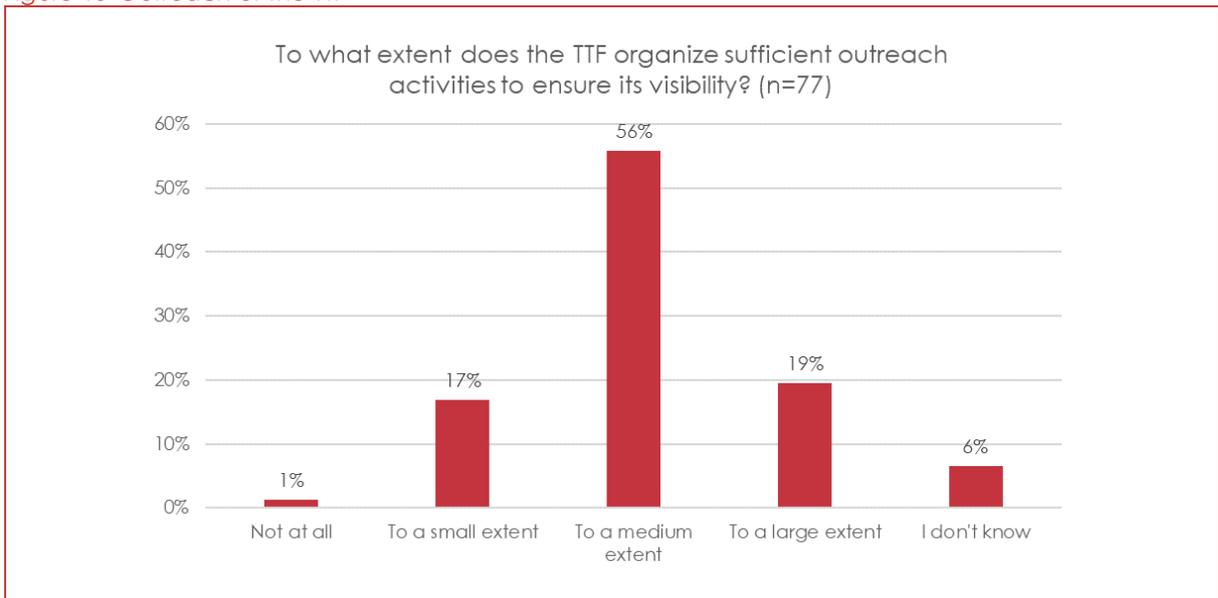
A fuller version of this analysis can be found in Appendix H, and a full overview of methodological considerations for the communications analysis is found in Appendix J.

3.4.1 *A remarkable improvement in TTF branding and communication*

The communication activities of the TTF have significantly improved in the last 2 years – both with its community and with the general public. However, TTF outreach activities could be improved to ensure greater visibility, according to the survey results (Figure 15). Thus, many view there is a large potential for improving branding and visibility of the TTF.

In the last 2 years, the level of engagement with the TTF community has increased, leading to stronger collaboration between members in some cases. The effectiveness and efficiency of organised meetings and events has significantly improved according to the members. However, despite that, a few interviewees argue that the TTF has a very broad thematic focus and diverse membership that makes some meetings and events too long or less relevant for some actors. The TTF has been actively communicating with the TTF members, Steering Committee and regional groups via email, the Knowledge Platform, social media, events and meetings.

Figure 15 Outreach of the TTF



Source: Technopolis Group (2021). Survey results.

According to interviewees, the branding of the TTF is strong. The TTF is recognised as an important actor in the area of teacher advocacy, the quality of teaching and learning. However, in comparison to other established global organisations, such as UNESCO, UNICEF, the TTF does not have such a demonstrable presence. The prompt response to COVID-19 by the TTF, which included a Call for Action on Teachers and social media campaign, has drawn significant attention and made the TTF more known. Thus, it is advisable to the TTF to continue positioning itself as a global leader in supporting teachers during the pandemic.

To further improve the TTF branding it is advisable to select one, preferably compact, name for the TTF.⁹ Selecting one brand could facilitate outreach and reduce any possible confusion among members/partners regarding correct naming.

The evidence of the overall improvement in TTF communication and branding are the results of the social media analysis and external media coverage of the TTF. The activity of the TTF on social media has intensified following a hiring of the Communications Officer. In 2020, the number of Twitter followers almost doubled and there have been nearly 3000 mentions on Twitter in the same period. The number of subscribers on Facebook also increased in 2020, but the number of impressions and engagements declined compare to the previous year. Thus, Twitter has been used as the main social media channel for the TTF.¹⁰

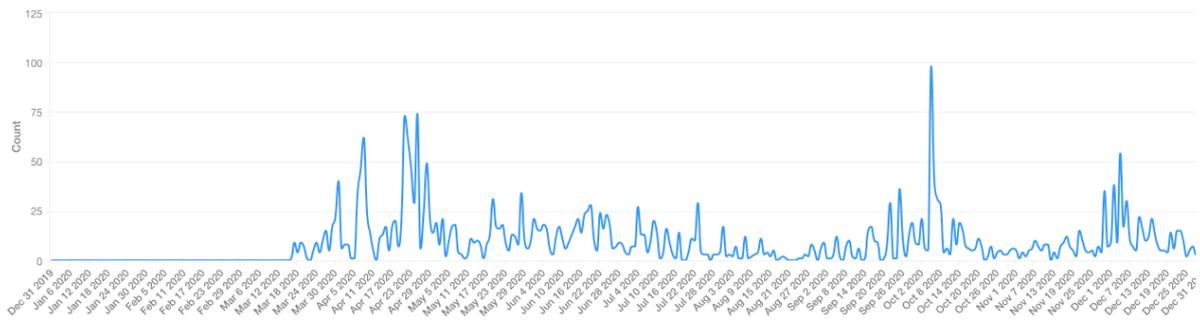
Media exposure in 2020, calculated by the number of posts on social media on a specific date, reveals a few peaks in the end of March and in April, beginning of October and December of 2020 (Figure 16). Apart from these peaks, the number of posts that feature TTF on social media

⁹ Currently, it has several interchangeable names even in one language (English), such as "Teacher Task Force", "International Task Force on Teachers for Education 2030", "UNESCO Teacher Task Force", as well as the short abbreviation "TTF"

¹⁰ See Appendix H for a more detailed breakdown of the figures on social media coverage

channels is relatively stable – up to 25 posts per week. This indicates that the TTF maintained a stable presence on social media in 2020. The posts in March and April are related to the TTF Call for Action on Teachers, a social media campaign to support teachers in the Covid-19 pandemic. Several of these posts referred to the figures that the TTF had compiled on disparities in digital studying. In addition, the TTF has been mentioned in relation to the Council for Subject Associations. The peak in October (98 posts that contain a reference to the TTF) has been linked to the World Teachers Day and some activities of the TTF in that period (e.g., the publishing of a policy paper “Inclusive teaching: preparing all teachers to teach all students”). In December, the highest peak (54 posts) could be explained by the enthusiasm of followers as the OECD, UNESCO and the TTF joined forces to crowdsource school innovations during the Covid-19 pandemic.

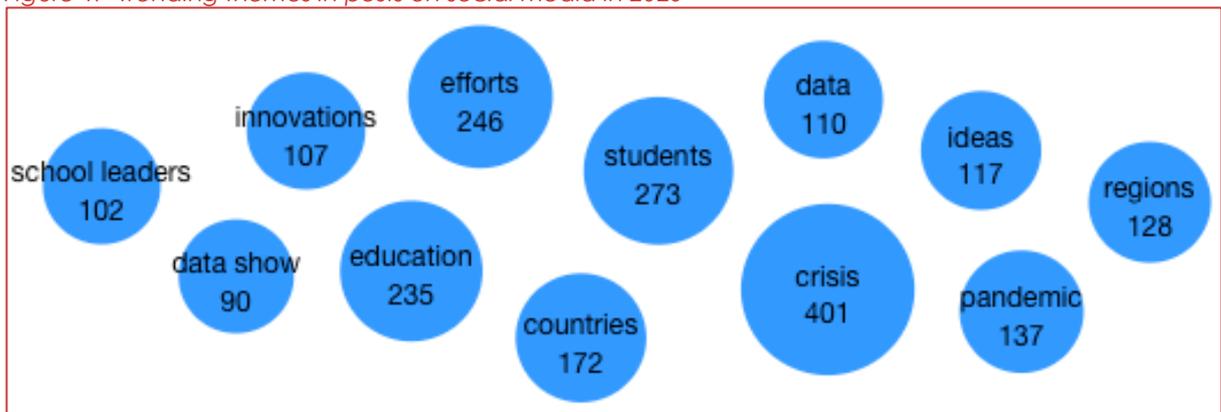
Figure 16 Media exposure of TTF in 2020



Source: Technopolis Group (2021). Meltwater results.

The text analysis of key phrases/words that are most frequently associated with the TTF in 2020 confirms that the TTF has been regularly discussed in relation to the pandemic. Figure 17 shows that the words “crisis”, “students”, “efforts”, “education” are included a greater number of times in TTF-related posts in 2020.

Figure 17 Trending themes in posts on social media in 2020¹¹



Source: Technopolis Group (2021). Meltwater results.

¹¹ Excluding the word “teachers”.

In 2020, among the top publishers about the TTF by volume on Twitter are listed UNESCO Institute for Statistics (60 posts), Tom Vandenbosch (52 posts), who is a Global Director of Programmes at VVOB – education for development, the Association for the Development of Education in Africa (40 posts), Rajni Goswami (35 posts) – who is a Punjabi teacher at DCM Presidency school, Walaa Hassan (34 posts), UNESCO Pacific (32 posts), UNESCO Bangkok (24 posts), Education International Africa Region (23 posts), OECD Education (23 posts), Christopher Henderson (22 posts) – who is a doctor fellow at Columbia University and a consultant at UNICEF, Ghana Commission for UNESCO (22 posts) and Transformative Learning Society (14 posts). On Facebook, the organisations/individuals posting a high number of messages about the TTF are the Inter-agency Network for Education in Emergencies (8 posts), UNESCO Bangkok (8 posts), Global Partnership for Education (7 posts), UNESCO International Institute for Capacity Building in Africa (5 posts) and VVOB vzw (4 posts). Overall, the number of messages posted about the TTF by external actors on Facebook is significantly lower than on Twitter.

The main influencers (organisations/individuals that have been sharing posts with a greatest reach)¹² for the TTF include UNICEF, UNESCO, Teach for India, Global Partnership for Education, CISCO, India Today Education, Maria Sarungi Tsehαι, UNESCO Bangkok, TES and Carol Ndosι. The TTF members, particularly the intergovernmental organisations at global level, such as UNESCO and its departments/branches, Education International, OECD, UNICEF, appear to be the major promoters of the TTF. In addition, several active followers in India and Africa are drawing significant attention to the TTF. The reach of members and partners of the TTF at times is much higher than that of the TTF itself. Thus, it is advisable for the TTF to develop a dissemination strategy which focuses on collaboration with external actors in spreading the word on key TTF activities.

Most posts about the TTF have been written in English (2,943 posts). This applies to all social media channels – Twitter, Facebook, YouTube and blogs/forums. Among other languages are listed Spanish (73 posts), Arabic (70 posts), French (61 posts), Hindi (61 posts), Dutch (11 posts), Japanese (10 posts). All YouTube videos (Table 3) and blogs were in English, with the exception of 3 blogs (1 in Spanish, German and Chinese). This implies that the published posts will predominantly attract the English-speaking viewers/followers on social media channels.

Table 3 Videos on YouTube that mention the TTF in 2020

Name of the post and a weblink	Date of publishing	Publisher	Reached audience
Call for action on teachers in the COVID-19 Crisis	9 April 2020	UNESCO	2,092 views
Teacher Task Force Inspired by UNESCO	15 September 2020	Teachers Upload	20 views
WORLD TEACHERS' DAY 2020 WTD PINOY CHILLVIBE	7 October 2020	Pinoy ChillVibes	723 views

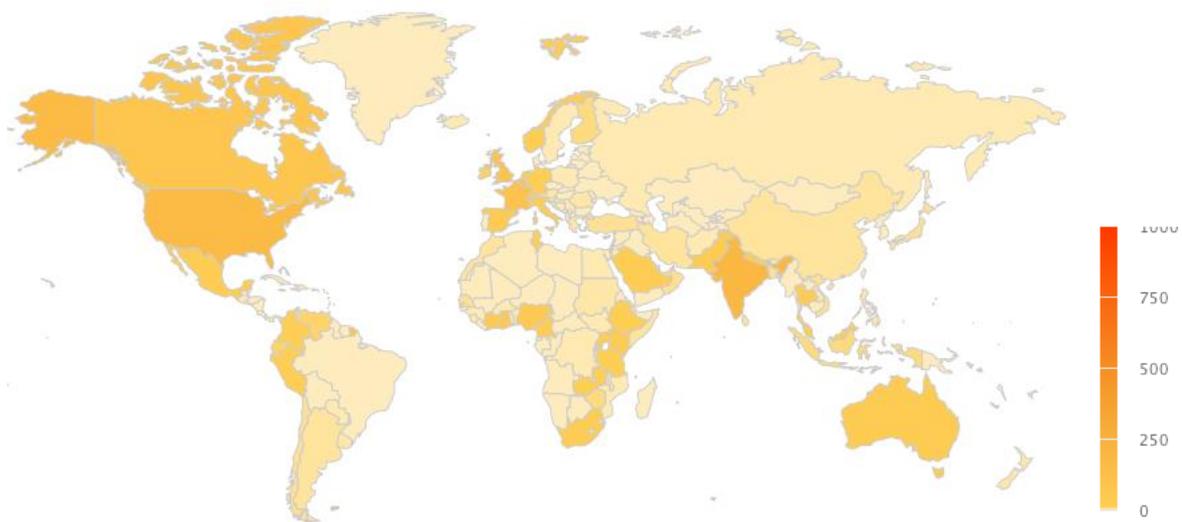
Technopolis Group. (2021). Meltwater results.

The heat map below illustrates coverage by a geographic location (Figure 18). The colour saturation indicates a country in which a higher/lower number of posts that mention TTF have

¹² Reach is calculated by the size of the potential audience that has been exposed to the article/document/post.

been published. The United States (236 posts), India (227 posts), United Kingdom (174 posts), Belgium (144 posts), France (124 posts), Canada (107 posts), Nigeria (76 posts), Ghana (72 posts), Kenya (54 posts), Cote D'Ivoire (48 posts) and Pakistan (46 posts) publish a greater number of posts that mention the TTF. With the exception of India, Pakistan and Thailand (32 posts), the TTF does not have many active followers in Asia. Similarly, in Latin America, with the exception of Colombia (17 posts), Peru (13 posts), Ecuador (11 posts) and Venezuela (9 posts). A lower number of posts that feature the TTF could be attributed to several factors – access to social media or digital technology in a specific location, lack of habit/culture of active engagement on social media, or ineffective communication by the TTF. The latter could imply both the content of messages and their language. In any case, if the TTF aims to have a more balanced engagement on social media across the globe it is advisable to target areas with a lower number of posts.

Figure 18 Heat map on the number of posts that mention TTF per country



Source: Technopolis Group (2021). Meltwater results.

3.4.2 Sustained media coverage, with a strong focus on English content

During the investigated period of 2018-2021, the TTF has been mentioned in different external news channels. In 2018, 33 news articles contained a reference to the TTF; in 2019 – 148 news articles, and in 2020 – 155 new articles. This reflects a clear increase in the visibility and reach of the TTF since 2019, pointing to its growing recognition in the field of education. In 2019, several Arabic news channels started to report about the TTF. The number of news channels that report on the TTF has been growing since 2018. Thus, a more diverse audience has been getting acquainted with the TTF.¹³

The number of published articles that feature the TTF is not stable across 2018, 2019 and 2020 (Figure 19). During the peak moments, up to 3 articles were posted in 2018, around 40 in 2019 and in 2020. Across the three years, the last quarter of the year is typically associated with a greater number of articles about the TTF. This is likely to be connected to events that the TTF

¹³ For more detailed information on the news channels see Table 11 in Appendix H



organises, end-of-the-year publications and important announcements, such as World Teacher's Day. If the TTF aims to maintain a consistent presence on external news channels, then it should develop a strategy/action plan on how to stimulate interest in TTF throughout the year.

The total reach through all published articles has grown tremendously since 2018. In 2018, the total reach was 5,5m; in 2019 it was 46,8m; in 2020 it was 378,4m. This indicates that the articles published on news channels have a very large audience. Thus, they are an excellent tool for the TTF promotion.

Based on a text analysis of key phrases mentioned in TTF-related articles in 2018, most of them were focusing on teacher development, teacher education, education workforce, Sustainable Development Goals, UNESCO assistance and the Policy Dialogue Forum. In 2019, the focus was on the 12th Policy Dialogue Forum, national education systems, education technology, culture and knowledge development and scholarships. In 2020, most common words/phrases mentioned in articles that reference the TTF are Internet access, virtual or distance learning, students, global education system, educational inequality or inequality gap, infrastructure and household connectivity, household computers, COVID, pandemic, virtual summit, schools, critical contribution teachers and mental health. The shift in focus of articles is noticeable – from teacher development pre-pandemic (between 2018 – November 2019) to distance learning, inequality, and digital infrastructure during the pandemic (December 2019 – January 2021). As stated above, the TTF has an opportunity to capitalise on its expertise and reputation in developing a COVID-19 response to build a stronger brand.

Figure 19 Number of articles on news channels by week in 2018, 2019 and 2020



Source: Technopolis Group (2021). Meltwater results.

The number of countries in which TTF-related news articles were published has been growing every year since 2018. Specifically, in 2018 the articles that mentioned the TTF were published in 13 countries, in 2019 in 22 countries, while in 2020 in 32 countries. Thus, the TTF has been increasing its international exposure on media.

The analysis of articles that feature the TTF by country shows that the United Arab Emirates, United States, India, Egypt, Saudi Arabia, Ghana, Malaysia, Nigeria, China, South Africa and United Kingdom have been most active publishers about the TTF (Table 4). The interest of countries in the TTF has not been static in most cases, with the exception of Ghana and Nigeria. Some countries, like Jamaica and Saint Kitts and Nevis, mentioned the TTF more frequently in 2018 than in the following years. Since 2019 the TTF appeared in articles in Egypt, Saudi Arabia, Jordan, Qatar, United Kingdom, Belgium and Pakistan. In 2020, the news channels of China, South Africa, Germany, Australia, Austria, Morocco and Switzerland started to report about the TTF.

Between 2018-2021, English has been the dominant language in which the articles were published, followed by Arabic.¹⁴ If the TTF wants to capture non-English speaking populations, it should consider approaching foreign news channels and involve them in coverage of events that the TTF is organising. Alternatively, the TTF could translate and share some key materials with the foreign press. In 2020, 11 articles were published in German and Chinese. This indicates a recent increasing interest in the German-speaking countries, such as Germany and Austria, and of China in the work of the TTF.

Table 4 Countries in which several news articles were published about the TTF in 2018, 2019 and 2020

Country	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
United Arab Emirates	14	58	3	75
United States	3	6	31	40
India	3		23	26
Egypt		23	1	24
Saudi Arabia		17	2	19
Ghana	5	5	7	17
Malaysia	8	8	1	17
Nigeria	4	1	7	12
China			12	12
South Africa	1		10	11
United Kingdom		4	6	10
Jamaica	7			7
Belgium		1	5	6
Venezuela	1		5	6
Jordan		3	3	6
Qatar		5		5
Saint Kitts And Nevis	5			5
Pakistan		3	2	5
Saudi Arabia		3	2	5
Germany			5	5
Australia			4	4
Austria			4	4
Morocco			4	4
Switzerland			3	3

¹⁴ See Table 13 in Appendix H for a full overview of language coverage



Country	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
Brazil	2		1	3
Mexico	2			2
Cyprus			2	2
Dominican Republic			2	2
Italy			2	2
Kenya			2	2
Sri Lanka			2	2

Source: Technopolis Group (2021). Meltwater results.

3.4.3 A steady influx of traffic to the TTF website, but limited understanding of its use

The Communications Strategy 2018-2021, developed by the Secretariat of the TTF, indicated that the website of the TTF should undergo considerable improvement to support communication and advocacy actions. In 2020, the restructuring took place, and the Knowledge Platform/Hub was created to facilitate access, search and sharing of relevant documents. Installed search filters enable a search by topic/subject, type of document, region, country, language, year and author. Following a restructuring of the TTF website, a launch of the Knowledge Platform, and a continuous updating of the website, its usefulness has increased in the eyes of TTF members. In the view of the interviewees, the visual identity of the TTF also has improved on the website. The number of newsletter subscribers has been growing, and at present has reached 1,700 subscribers.

In addition, the TTF's Working Space was established on the TTF website to give members a way to exchange information, communicate with each other and provide resources to the Knowledge Hub. Considering that both elements (Knowledge Platform/Hub and Working Space) were recently added to the website they have not been in focus of the current evaluation. Instead, this evaluation assessed website performance based on quantitative indicators, such as the number of homepage page views, existing and new users, webpage visits and bounce rate. To capture the difference prior and during the investigated period (2018-2021), the analysis has been performed for the period 2017 - 2021.

The total number of webpage views, users, new users and webpage visits has been growing since 2017 across all variables. Between 2017 and 2019 a slow growth is observed, while in 2020 a sudden increase across all variables is noticeable. A significant increase occurred in the second quarter of 2020, followed by an even larger growth of views in October 2020. This indicates that, on average, the TTF website had a stable level of activity until 2020. The restructuring of the website in 2020 had a large, positive impact on website performance.

It is not possible to ascertain an in-depth understanding of website use by the audience. The detailed data on the website traffic was not available at the time of the evaluation. However TTF can monitor this data to collect information on the most downloaded content, most frequently returned to webpages and time spent on specific webpages.

3.5 Sustainability of the TTF

As already explored in previous sections of this report, the evaluation has revealed the existence to two main threats to the sustainability of the TTF:

- Limited financial capacities and overdependence on a small group of donors (see section 3.3.7) and
- Lack of further involvement and commitment from the member base in the delivery of TTF activities (see section 3.3.1)

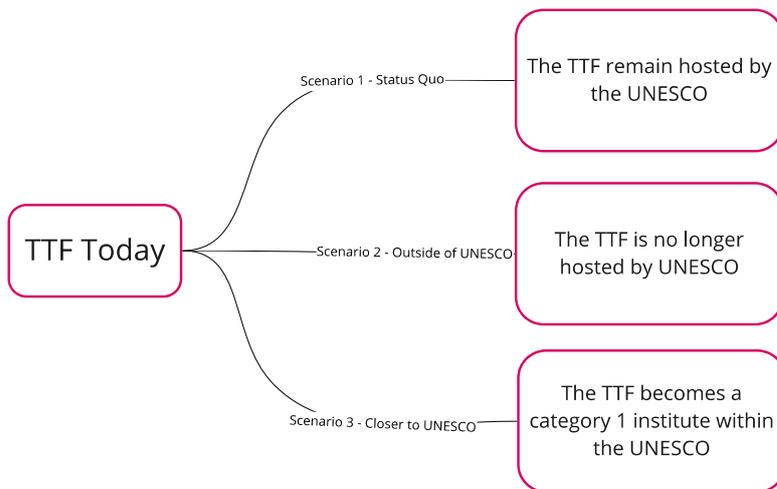
As a result of this, the recommendations set-forth by the evaluation focus strongly on potential measures to be taken by the TTF to address the member mobilisation, as well as the resource gap it currently faces.

A broader discussion was had within the framework of the evaluation regarding the potential alternatives or options the TTF has to ensure institutional sustainability. As part of this discussion, stakeholders were asked if they believed there was a need to modify the existing institutional status of the TTF, in terms of its legal status, relationship to UNESCO, and even, its name. To facilitate this discussion the evaluation team prepared the following figure exploring potential alternative scenarios for the TTF moving forward. These scenarios were notably discussed in the framework of the two focus groups organised as part of the evaluation. However, elements were also discussed during the individual interviews.

Figure 20 Screenshot of the collaborative board used to discuss potential alternatives for the institutional set-up of the TTF in the future

4. TTF SUSTAINABILITY - Status of the TTF

What would be the most desirable scenario for the TTF?



Source: Technopolis Group, developed as part of the focus groups conducted during the evaluation of the TTF 2018-2021

The results of both exercises (focus groups and interviews) made it clear that in light of TTF’s current situation, the best alternative is to maintain the current status of the TTF in terms of its institutional set-up, while making adjustments to its Theory of Change, member engagement approach, and the scope of its ambition and goals. The possibility of extracting the TTF from UNESCO as a host organisation does not only appear to be unfeasible but could also be counterproductive. The evaluation has shown that the existing ‘symbiotic’ model between UNESCO allows UNESCO to work with the TTF as a platform to deliver its work, and the TTF can leverage the institutional capacity and expertise within UNESCO to drive its agenda and the delivery of its work programme, as already explored in section 3.3.6 of this report. In addition, moving towards the development of the TTF as a Category I institute would also have major



implications on the TTF, and would require a very high volume of resources even just at the exploratory phase. As such, this option does not appear to be relevant/feasible at this point in time either.

As for TTF's name, the evaluation has also shown that there is no immediate need to change it.¹⁵ TTF has gained recognition and the name is now commonly identified. The TTF could consider updating its name in the middle-to-long in order to reflect a) a more 'institutional' and 'long-term' nature of its goals and mandate (as opposed to the term 'task-force' which may appear as characterising a more 'short-term' initiative). The term 'policy' could be included in the new name, and the new name should also reflect the 'action-oriented' nature of the platform. However, the evaluation team does not view this as a priority action point for the TTF and has thus not included it in the list of key recommendations of the evaluation.

¹⁵ The report has discussed the issue of the use of multiple names for the TTF in communication.

4 Conclusions and recommendations

4.1 Conclusions on the overall success of the TTF ToC for the 2018-2021 period

Overall, the evaluation has revealed that the TTF has made significant strides in its role as the main global network supporting teachers and teaching, in line with SDG 4.c. Not only has the network's membership base been expanded, but also, measures have been taken to improve the way in which the network is run, resulting in a more professional and robust organisation. During the 2018-2021, the TTF has undoubtedly reached a higher level of visibility and legitimacy in its quest to support countries in developing stronger and better policies in support for more and better teachers. In the current context, this mission has not only become increasingly relevant, but the value proposition of the TTF as a global organisation focused on addressing teacher-related issues has been confirmed.

While the Theory of Change developed as part of its 2018-2021 Strategic Document has proven to be successful in general, the evaluation has also revealed some gaps and weaknesses relating some of the key assumptions and pre-conditions underpinning the TTF's ToC. It is important to highlight that while many of these have been articulated within the ToC included in the Strategic Plan, others have been identified as part of the ToC development process carried out in the framework of this evaluation (see section 1 for more information on the ToC development process). The following table intends to summarise the aspects of the 2018-2021 ToC which have effectively materialised, vs. those which have not. These conclusions have been reached by the evaluation team, on the basis of the information and evidence gathered as part of the evaluation.

Table 5 Summary of conclusions on the level of materialisation of key TTF ToC assumptions and pre-conditions

Pre-condition of the Theory of Change	Materialisation during the 2018-2021 period	Comments
Time and funding are sufficient to affect policy change	No	The TTF is stretched very thinly financially speaking, policy changes generally happen in the mid-to-long term
TTF has resources to implement the activities under the three MLAs	Partially	Most of the work of the TTF has relied on the capable yet limited work of the TTF secretariat. More should be done to leverage the pool of talent and resources within the network.
There is sufficient awareness, interest and willingness to participate	Partially	The limited levels of engagement and participation of the members indicate that this could be improved.
The role and involvement of UNESCO in the TTF is conducive to achieving TTF goals	Yes	UNESCO has been a key driver in delivering TTF activities and bringing life to the TTF, despite the sometimes-confusing nature of the role of UNESCO in the TTF.
There is clear additionality stemming from TTF MLAs	Partially	There is a further need to enhance coherence and cross-linkages across the different MLAs, and re-define the TTF's ambitions when it comes to country support.

Pre-condition of the Theory of Change	Materialisation during the 2018-2021 period	Comments
TTF is addressing issues which are of importance and interesting to its constituents	Yes	Yes globally, but further refinement of the thematic scope of the TTF would be warranted
The TTF value proposition for developed and less developed countries is clear and well-articulated	Yes	No comment
Focal points play an active role in TTF activities and in sharing knowledge in their countries	Partially	The implication and participation of members is often generally limited to the focal points
TTF member network involvement goes beyond the focal point / TTF manages to influence agents of change at the country level	No	The implication and participation of members is often generally limited to the focal points
Focal point changes and turnover are not disruptive to the engagement in TTF	No	This has been highlighted regularly as being a major challenge to the work of the TTF
Partnerships are developed with sister organisations and initiatives working on teacher issues	Partially	Some collaborations have taken place, but there may be future opportunities for collaboration with third parties
TTF governance mechanisms are effective and efficient	Yes	Governance is working well, and recent improvements have been beneficial to the work of the network
TTF demonstrates an ability to effectively adapt to evolving and changing contexts	Yes	The work done on COVID illustrates the capacity to focus on emerging / unexpected issues
TTF network is representative of the international teacher stakeholder community	Yes	This is identified as one of the key TTF attributes
Gender equality, cultural sensitiveness and inclusion are mainstreamed across all activities	Partially	Further work could be done to fully mainstream these cross-cutting dimensions into the TTF itself and its work
The use and existence of a clear and targeted dissemination and communication strategy	Partially	While the TTF has considerably improved its communication and dissemination work, the adoption of a clear strategy for the next quadrennium could potentially further boost its visibility, recognition as a thought leader, and support its knowledge dissemination ambitions
Knowledge reaches relevant and targeted stakeholders	Partially	Outreach and branding have improved significantly, there is evidence of dissemination, but there is need for more regular/robust monitoring of dissemination

4.2 Recommendations for the next quadrennium

Given the work carried out by the TTF during the 2018-2021 period, there are many opportunities for the network to further capitalise on the existing results and reach new levels of impact during the next four years. However, in light of some of the gaps identified in the previous table, as well as in the previous sections of the report, it is recommended that the TTF introduces some changes to the way in which it operates. As will be seen in the recommendations, many of these reflect the observations made in the previous table summarising the materialisation of the different components of the 2018-2021 Theory of Change.

The recommendations presented in the following sections have been developed by the evaluation team and have been discussed with the members of the TTF Steering Committee and the Evaluation Reference Group for feedback. Specifically, the recommendations have undergone the following iterations:

- A first draft of the preliminary recommendations was included in the draft final report, which was shared and discussed with the members of the TTF Steering Committee. The draft final report was also shared with the members of the Evaluation Reference Group. The Steering Committee members provided oral feedback during a meeting held in the final phase of the evaluation, and additional written feedback was also provided subsequently
- An updated set of recommendations was presented and shared with the Evaluation Reference Group during a recommendations workshop held on-line in July 2021. During this workshop the evaluation team presented the recommendations, and the Reference Group has the opportunity to share their views on the relevance of the recommendations, as well as the specific content and relation action items. The results of the workshop voting on each recommendation are presented in Appendix H.

The recommendations presented below have been organised in order of importance. It is important to note that there are of course dependencies and links across them. The first set of recommendations are mostly strategic in nature, while the remaining ones, are mostly operational. Each recommendation is accompanied by a set of possible action points.

4.2.1 Strategic recommendations

Recommendation 1: Review and update the member engagement strategy, including the development of new partnering strategy and plan

Given the importance of ensuring higher levels of commitment and participation by a wider number of TTF members, it will be important for the TTF to review its member engagement strategy and membership scheme moving forward. While this evaluation exercise has not been designed to develop a new membership scheme, it has identified some elements which could be included in it:

- Introduce an element of commitment as well as potential for exclusion in the existing membership scheme
- The Terms of Reference for the focal points should be reviewed and updated in order to address some of the shortcomings in ensuring sustained and pro-active participation
- Define different membership status depending on the type of organisation
- In addition to engaging with technical representatives of member organisations/governments, the TTF would highly benefit from stronger involvement and visibility among elected representatives and policy makers

In order to facilitate the work by the TTF to review and update the member engagement approach and scheme, the evaluation team has developed an outline which identifies the



key criteria to be included and defined in such a scheme. This is further presented and explained in Appendix K of the report.

Recommendation 2: Develop and update a full-fledged TTF Theory of Change (ToC) for the next quadrennium, including clearly defined thematic areas to focus on and impact pathways for country-level changes. Gender should be fully streamlined into the ToC.

It is recommended that the TTF Steering Committee develops an updated Theory of Change for the next quadrennium which explicitly articulates how and what type of change the TTF intends to generate, and the necessary conditions for that to happen. As part of this process, the ToC should clearly identify and define the thematic areas which will be addressed as a priority by the TTF during the next Strategic Plan. Specifically, this process should include:

- Review the existing ToC as part of the Strategic Plan development group for the next quadrennium. The ToC developed as part of this evaluation could serve as a starting point for this process, including the use of pre-conditions and risks
- Focus the work and activities of the TTF around thematic areas which are broad enough to generate a sense of belonging / ownership across its broad constituency, while allowing the network to focus on a limited and sustained number of policy areas. In order to define the key thematic areas to support in the future, the TTF could:
 - Conduct a needs assessment among its membership base or a situational analysis to identify priority areas to support
 - Develop a thematic 'totem structure' which could provide an overall architecture for the organisation of future activities and work
 - Adopt a yearly or bi-yearly thematic focus on priority topics or issues
 - Streamline the thematic focus into the work programme and individual activities / MLAs
 - Define a set of performance indicators to be used to report on TTF activities and progress towards impacts in reporting and evaluation activities

Regarding the need to further refine the thematic focus of the TTF, it is important to keep in mind that an element of flexibility must be included in the future Strategic Plan. Specifically, this should include the possibility for the TTF to work on emerging thematic issues which may fall outside of the thematic scope defined by the Strategic Plan, as well as allow room for members to propose thematic areas they would like to pursue.

Recommendation 3: Increase and diversify sources of funding

Addressing the financial and resource shortages faced by the TTF will be key to ensuring the sustainability of the network, as well as implementing many of the recommendations set forth in this evaluation. The extent to which TTF is able to increase and diversify its resource base will also determine to a significant extent, the scope of the next Strategic Plan – in terms of the types of activities implemented, and the priority thematic areas. In order to achieve this goal, the TTF could consider the following actions:

- Develop a partnership and resource mobilisation strategy – strengthen resource mobilisation capacities within the Secretariat and develop a resource mobilisation guide for members
- Establish a membership renewal mechanism which encourages investment in TTF activities
- Implement activities which generate revenue for the TTF
- Leverage additional in-kind support provided by members to conduct activities, or support the work of the Secretariat (e.g., secondments from national governments)



It is important to mention that generating additional resources will inevitably require making an up-front investment by the TTF itself, and would need to take into consideration that revenue generating activities are subject to a high level of administrative and bureaucratic investment. As such, this recommendation is closely related to the recommendation on enhancing and expanding the capacities of the TTF secretariat.

4.2.2 Operational recommendations

As opposed to the three key strategic recommendations presented above, the remaining recommendations focus mainly on more operational aspects of the TTF work.

4.2.2.1 Strengthening TTF governance and management

Recommendation 4: The TTF secretariat should be expanded and strengthened.

- Increase the budget and staff capacities of the Secretariat
- Some degree of skill specialisation across the different MLA would also enhance the secretariat's capacity to further capitalise on the achievements reached during the 2018-2021 period (e.g. hiring or training a specialist in the curation of knowledge platforms and communication, strengthening resource mobilisation capacity)
- In order to increase autonomy and prevent potential overlap with UNESCO functions, the role of the TTF director could become a full-time position within the TTF Secretariat only (this would require additional financial resources)

There are alternatives to expanding and strengthening the secretariat which could be explored. For example, looking into the feasibility of members dedicating more of their time to the TTF. This would have the benefit of strengthening the link to member organisations rather than solely concentrating on the professionalisation of the secretariat. However, achieving this level of buy-in may be ambitious.

Recommendation 5: In addition to reviewing its member engagement strategy and membership scheme (see recommendation 1), the TTF should review its approach to regional group engagement.

The regional groups, in their current form, have not proved to be an effective forum or interface for the TTF to disseminate information and gain a stronger foothold at the regional level. Yet, given the importance of the regional contexts in as a key bridge between the global and national levels, it will be important for the network to review the structure and roles of existing regional groups, as well as their connection to a) the representatives and representation of regions within the Steering Committee, and b) the regional contributions to thematic working groups.

4.2.2.2 Enhancing TTF relevance and enhancing the existing Major Lines of Action

Recommendation 6: The TTF could enhance its relevance, thought leadership and visibility by more pro-actively exploring certain teacher-related issues through a research perspective.

Specifically, this would entail:

- Identifying key areas, based on the thematic scope defined for the next Strategic Plan (see recommendation 2)
- Identify key partners (research organisations, International Institute for Educational Planning *IIEP*, UNESCO chairs) / TTF members, with whom to conduct the research and knowledge generation activities
- Launch one or two projects and disseminate results within the TTF network

Recommendation 7: The TTF should capitalise on the flagship initiatives developed until today, while introducing some further adjustments and enhancements to its MLAs and flagship initiatives. Specifically, this would entail:

- Further development of the Knowledge Platform including further efforts to curate, update and organise content
- Organisation of the Policy Dialogue Forum on a biennial basis which focus on a specific policy area and the development of actionable outcomes (e.g., informing professional development courses for policy makers)
- Continued promotion of the use of the Teacher Policy Guide in the context of country support
- Continued support to the development of thematic groups under the leadership of specific TTF members and promote them as key tools in the delivery of the next Strategic Plan

4.2.2.3 Strengthening TTF communications and outreach

Recommendation 8: Develop a communication strategy that will discuss the long-term, strategic vision and role of communication activities in the delivery of TTF goals.

In this communication strategy, the key goal should be the communication within the network of TTF members, rather than outwards facing communication for the public at large. However, for specific elements of TTF work, communications should also pro-actively target third parties and external organisations. Communications should capitalise on the wealth of knowledge and information available on the TTF knowledge platform, as well as on the unique role of the TTF as an aggregator of relevant information on teacher development policy. Specifically, this could include:

- Defining the position TTF as a thought and action leader
- Strengthening the engagement of members through joint communications activities and coordinate efforts more strongly
- Mechanisms to analyse challenges that relate to communication activities and actions to tackle those challenges
- Analyse needs/interests of different target audiences for tailoring of communication materials and activities (including linguistic needs)

Recommendation 9: In order to promote the TTF as a platform, rather than as a static network, the website function should be strengthened to ensure it fulfils its functions: as a communication tool for the platform and work of the secretariat and members; a database on teacher issues; and a member's space to encourage interaction.

- Make the website and knowledge platform more interactive
- Streamline website structure with thematic focus
- Embed social media into the website
- Strengthen the knowledge repository
- Use the website to collect data on use and expectations
- Use monitoring and metrics, and in particular monitor traffic and collect data on the most downloaded content, most frequently returned webpages and time spent
- Consider the use of website visitor surveys



Appendix A References

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- UNESCO, Incheon Declaration, 2015

Appendix B Evaluation matrix

Evaluation objectives	Evaluation questions	Data sources and instruments
<p>1. Provide a brief analysis of the current global situation of the teaching profession, the global architecture of organisations working to support teachers and the TTFs positioning within this.</p>	<p>a. What are the current issues facing the teaching profession at the global, regional and national levels within the context of the 2030 Agenda?</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders
	<p>b. What is the current landscape of international actors working on teachers and teaching in their programs?</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders
	<p>c. What is the positioning of the TTF within the global landscape of entities/actors working in the field of teachers and how can it be strengthened?</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • Development of recommendations
	<p>d. Building on its current scope of activities and leveraging the TTF as a platform, how can the TTF be more supportive, participatory, and active in this global landscape?</p>	<ul style="list-style-type: none"> • Development of recommendations
	<p>e. What global public goods might be needed in the context of this evolving area of the teaching profession?</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • Development of recommendations
	<p>f. In light of the global, regional, and national level situation related to the teaching profession, what gaps could the TTF fill?</p>	<ul style="list-style-type: none"> • Development of recommendations
<p>2. Review the relevance and effectiveness of:</p>	<p>a. the mandate of the Teacher Task Force;</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities

Evaluation objectives	Evaluation questions	Data sources and instruments
	<p>b. the work of the Teacher Task Force, in particular how both the Secretariat and the members are working as a network to achieve its goals;</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>c. its theory of change (see page 6 of the 2018-2021 Strategic Plan);</p>	<ul style="list-style-type: none"> • Literature review • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>d. the execution of its Strategic Plan (2018-2021) and annual/biannual work plans;</p>	<ul style="list-style-type: none"> • Literature review & and analysis of internal M&E data • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>e. its activities under the 2018-2021 Strategic Plan related to gender equality and inclusion.</p>	<ul style="list-style-type: none"> • Literature review & and analysis of internal M&E data • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
<p>3. Based on achievements, undertake an analysis of signs of impact of the TTF's work. Identify underlying enabling factors, obstacles and remedial actions undertaken or required, in line with the Education 2030 Agenda and SDGs.</p>	<p>a. Undertake an assessment of the activities and expected results of the Teacher Task Force in order to determine to what extent it contributed to progress towards the objectives for which it was created, notably, by informing policies for closing the teacher quality, quantity, and finance gaps.</p>	<ul style="list-style-type: none"> • Literature review & and analysis of internal M&E data • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities • Analysis of outreach and communications
	<p>b. This assessment shall include how output deliverables are used and how they have informed relevant TTF Member interventions of national, regional, or global scope (e.g. the UNESCO/TTF Teacher Policy Development Guide).</p>	<ul style="list-style-type: none"> • Literature review & and analysis of internal M&E data • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders

Evaluation objectives	Evaluation questions	Data sources and instruments
		<ul style="list-style-type: none"> • In depth analysis of TTF activities • Analysis of outreach and communications
<p>4. Analyze the structure and governance processes (e.g. Secretariat, Steering Committee, thematic working groups and general membership).</p>	<p>a. How and by whom activities were achieved?</p>	<ul style="list-style-type: none"> • Literature review & analysis of internal governance documents • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>b. To what degree were TTF members' capacities harnessed to achieve these outcomes?</p>	<ul style="list-style-type: none"> • Literature review & analysis of internal governance documents • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>c. How can the TTF as a platform become more active engaging all its members, including but not limited to, through the commitment and incentives of their membership? How can the Focal Points be strengthened, and their roles clarified to best serve the network?</p>	<ul style="list-style-type: none"> • Development of recommendations
	<p>d. How can the governance structures, including the regional and thematic groups, be further leveraged to support the work of the TTF Secretariat and members?</p>	<ul style="list-style-type: none"> • Development of recommendations
	<p>e. As UNESCO hosts the Secretariat of the TTF, how does this relationship work (in relation to the TTF's independence) and what improvements could be made?</p>	<ul style="list-style-type: none"> • Literature review & analysis of internal governance documents • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Interview with UNESCO representatives • Survey of TTF members and education stakeholders • In depth analysis of TTF activities
	<p>f. To what extent is the TTF seen as independent of UNESCO and to what extent is it cooperating outside of the UNESCO family to reach its objectives?</p>	<ul style="list-style-type: none"> • Literature review & analysis of internal governance documents • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders • In depth analysis of TTF activities

Evaluation objectives	Evaluation questions	Data sources and instruments
5. Analyse and assess the branding and communication of the Teacher Task Force, including its positioning in relation to UNESCO and other members and technical partners.	a. Analyse the visibility and outreach of the TTF and its different communication channels;	<ul style="list-style-type: none"> • Literature review & analysis of internal governance documents • Analysis of outreach and communications • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Survey of TTF members and education stakeholders
	b. Develop recommendations to strengthen branding and communication to ensure the visibility and outreach of the TTF at the national, regional and global levels as well as supporting the TTF's overall mandate and goals.	<ul style="list-style-type: none"> • Development of recommendations
6. Analysis of the sustainability of the TTF.	a. How are its financial management, financial outlook, and funding modalities serving or falling short?	<ul style="list-style-type: none"> • Literature review & analysis of internal financial records • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Interview with UNESCO representatives
	b. How is the TTF leveraging partnerships and fundraising, and what could be improved?	<ul style="list-style-type: none"> • Literature review & analysis of internal financial records • Interviews with TTF secretariat, steering committee and UNESCO • Focus groups with TTF members • Interview with UNESCO representatives
	c. What new funding partners could be pursued to ensure sustainability?	<ul style="list-style-type: none"> • Interviews with TTF secretariat, steering committee and UNESCO • Development of recommendations
7. Recommendations should be developed that address each of the main objectives above and will include which measures should be taken to strengthen the Teacher Task Force.		



Appendix C List of interviews conducted

Name	Organisation
Amina Osman	Commonwealth Secretariat, UK
Amy Bellinger	Education Workforce Initiative, UK
Anna Ewa Ruszkiewicz	The TTF Secretariat (Communication specialist), France
Bruno Mesquita Valle	UNESCO Education sector, CapED programme, France
Carla Diamond	Education Officer, SC, Saint Kitts and Nevis
Carlos Vargas Tamez	The TTF Secretariat
Chakroun Borhene	UNESCO, France
Dr Abdelrahman Almedaires	UNESCO, Saudi Arabia
Dr Abdusalam Al-Joufi	Arab Bureau of Education for Gulf States (ABEGS), Saudi Arabia
Dr. Iwan Syahrill	Ministry of Education, Indonesia
Enoch Rabotapi	Chief Director for Education Human Resources Development and Curriculum and Professional Development, South Africa
Enrique Pinilla	UNESCO Education sector, CapED programme
Erfan Diebel	GiZ, Germany
Ethel Agnes P Valenzuela	ICT and Distance Education for Teacher Development, SEAMEO, Thailand
Ezekiel Molina	World Bank, US
Gerd Hanne Fosen	NORAD, Norwegian Agency for Development Cooperation, Norway
Gert Janssens	ENABEL, Belgium
Guillaume Husson	UNESCO Dakar, Senegal
Helena Reutersward	Swedish International Development Cooperation Agency (SIDA), Sweden
Hinds, Nantawan (goes by Gade)+ Nyi Nyi Thuang	UNESCO Bangkok, Thailand
Hiromichi Katayama	UNESCO, France
James McIntyre	Mastercard Foundation, Ghana



Name	Organisation
James O'Meara (ICET) and Mr Purna Shrestha (VSO) (joint interview)	Inclusion and Equity in Teacher Policies and Practices, Thematic group coordinators, US and UK
Khalifa Al-Suwaidi	Hamdan Foundation, UAE
Leila Loupis	TTF secretariat, France
Libing Wang	UNESCO Bangkok, Thailand
Line Kuppens	VVOB, Belgium
Maram Algohani	TTF secretariat, France
Margarita Ballesteros	Department of Education, Philippines
Mariana Kitsiona	UNESCO (EO), France
Michel Mvogo	UNESCO, Cameroon
Oliver Liang	ILO, Switzerland
Phae Mariti	Ministry of Education, Lesotho
Ramya Vivekanandan	Global Partnership for Education, US
Rokhaya Diawara	ECCE Teachers and Facilitators (early childhood) thematic group coordinator, Senegal
Tom Vandenbosch	VVOB - Education for development, Belgium
Kath Phanlack	Vice Chair of the Advisory Committee, and the Head of the Content Committee, Director-General, Department of Teacher Education, Laos
Vongdeuan Osay	The Content Committee, Deputy Director-General, Department of Teacher Education, Laos
Sameer Sampat	Global School Leaders, US
Sisamone Sithirajvongsa	Retired government official of MoES, Laos
Vila Sengsavong	Dongkhamxang Teacher Training College, member of the Content Committee, Laos



Appendix D Focus groups participants

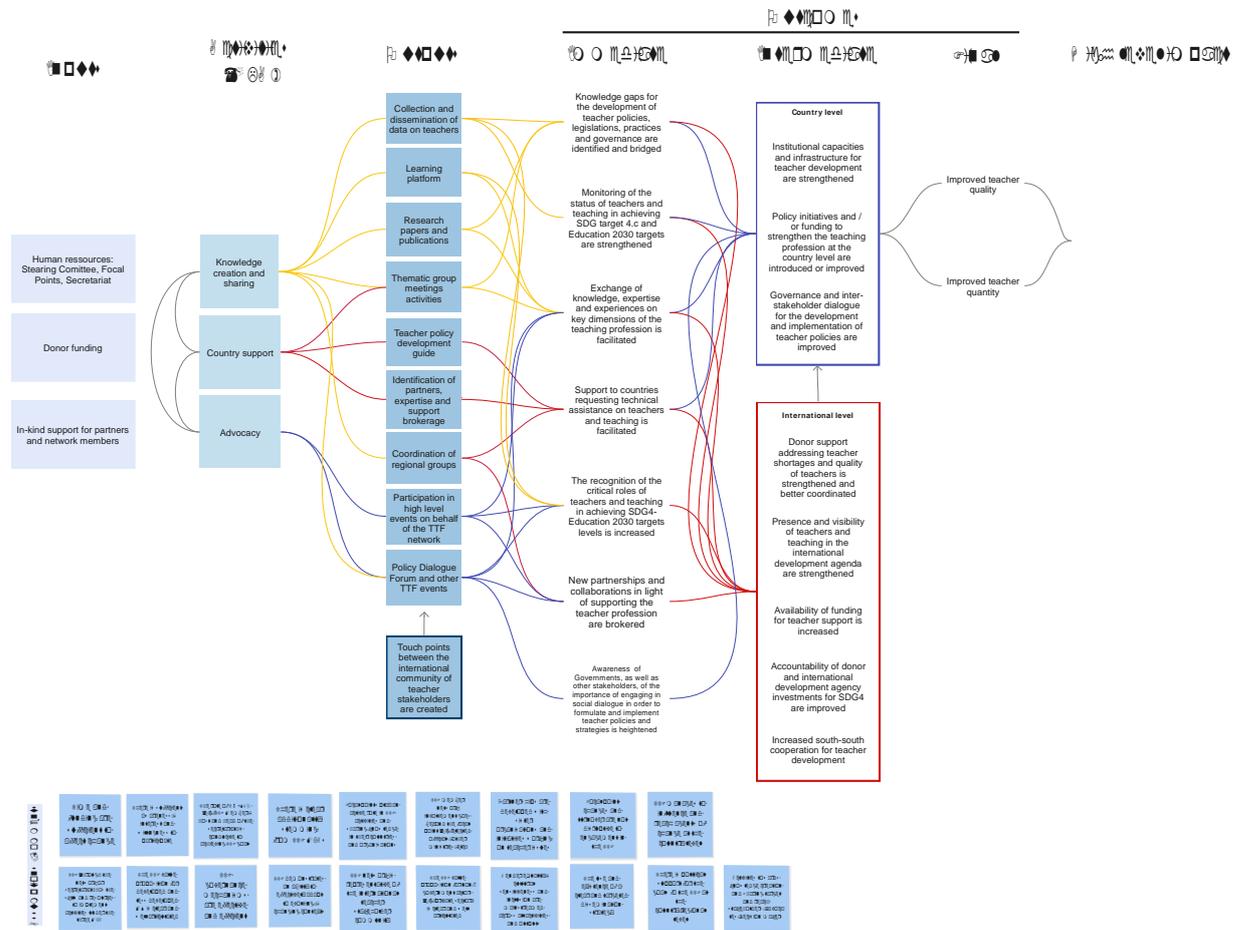
D.1 Focus Group with national governments focal points, June 1st 2021

Name	Organisation
Katarina Grgec	Ministry of Science and Education, Croatia
Kati Anttala	Ministry of Education, Finland
Marjo Vesalainen	Ministry of Education, Finland
Sanna Vahtivuori	Ministry of Education, Finland

D.2 Focus groups with other stakeholders, June 3rd

Name	Organisation
James O'Meara	ICET
Khalifa Al Suweidi	Hamdan Foundation
Tom Van den Bosch	VVOB
Augustin Porres	Varkey Foundation
Ethel Agnes Pasca-Valenzuela	SEAMEO

Appendix E Theory of Change of the TTF 2018-2021¹⁶



¹⁶ Based on the reference group discussions



Appendix F Case studies of TTF activities

This appendix includes the six reports of the in-depth analysis of the Main Lines of Action (MLA) of the TTF. Per MLA, two activities have been studied, taking into account years of implementation and with a focus on including flagship initiatives.

F.1 MLA1 - Launch of a Communication campaign for World Teacher's Day (2020)

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
Name of project activity	Launch of a Communication campaign for World Teacher's Day (2020)
Activity leader / Partner involved	<p>The work has been co-led by Leila Loupis and Anna Ewa Ruszkiewicz at TTF.</p> <p>Partners involved – all civil society organisations (CSOs) that are members of the TTF.</p> <p>Anna contacted all partners, members and requested to submit blogs and cases/stories. In total, the TTF received contribution from 4-5 partners.</p> <p>The Global School Leaders (GSL) was one of the partners in the event that supported the TTF. GSL improves school leadership in different countries, promotes teaching profession. Recently, GSL joined the CSO group within the TTF and took on a campaign role for World Teacher's Day.</p> <p>During the campaign the role of the GSL was to promote the event, to discuss with other non-profit organisations how they can support other members, and to help in organisation of the school leadership session. The GSL invited school principals to join the event, so they could explore school leadership issues during the COVID-19 pandemic, how innovation can support teachers.</p>
Activity objectives	<p>The campaign falls under Activity 1 Advocacy, which aims to strengthen global teacher advocacy, with partners, via global and targeted advocacy and communications about teachers.</p> <p>The campaign aimed to source different stories and articles from the TTF members, in particular the CSO constituency, who provided different communication pieces around the theme of teacher leadership. In addition, the event also aimed to strengthen the TTF network, give resonance and visibility to members of the platform. In view of the GLS, the event has been an important anchoring point for communication of the TTF, as more members were aware of what TTF is doing, what developments are taking place.</p>
Description of the activity being analysed, objectives & target populations	<p>The TTF followed the theme adopted by UNESCO for World Teachers' Day. 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 also promoted TTF joint knowledge products including the Fact Sheet and Gender in Teaching Infographic along with the TTF virtual regional meetings held during the week.</p> <p>TTF organised regional meetings, collaborated for the production of a policy paper on teachers and inclusion with the Global Evaluation Monitoring Report team. It was released during the World Teachers' Day campaign.</p> <p>Target audience – the TTF membership and broad audience.</p> <p>The TTF membership has been reached through the CSO, communication campaigns, regional meetings, which helped to reach regional focal points, governments, other international organisations, stakeholders, teachers. Broad audience – general audience and press were reached through dissemination</p>

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
	activities on social media. The TTF tried to make information as user-friendly as possible to reach the public.
Targeted countries and / or region (s)	The geographic targeting was broad, but the TTF had a special focus on the Global South (Latin America, Caribbean, Asia). Specifically, the TTF wanted to make governments, ministries aware of the issues that teachers face.
Start and end date	End of August/Beginning of September the TTF started posting messages about the event. The articles were published later, at about 12-15 October.
Total activity budget	Over \$30,000 \$25,000 for stories and collateral \$5,000 – translation of materials to 4 languages
Resources mobilised to conduct the activity (Human and Financial)	<p>The whole TTF team (7-8 people) was involved in different aspects of the campaign, particularly those who were working on communications and for the regional events. Organisation of events is a labour-intensive exercise.</p> <p>Knowledge products (research and writing) have been done by the TTF. Some co-products were made with other sections/departments of UNESCO, UNESCO field offices.</p> <p>For the partners, such as GSL, support to the TTF was not a burden. For the promotion of the event, GSL had to think how to align communication messaging with what was happening. In terms of support to the school leadership and thematic group, it was more demanding. However, GSL was happy to be involved.</p>
Rationale for activity implementation	<p>The TTF wanted to put teachers in the focus.</p> <p>The event supported all lines of action (especially knowledge creation and dissemination), building partnerships through CSOs, providing value added for country members, and supported dissemination of a fact sheet on teachers.</p>
Description of activity implementation	<p>The TTF has been partnering with the UNESCO event. For the TTF, this was one of the first large events. TTF has been influenced by UNESCO's organisation where there is of overlap in activities. In general, UNESCO had a very ambitious programme of the event.</p> <p>TTF independence from UNESCO allowed to communicate about the event earlier than UNESCO could do it. In view of GLS, the social media campaign for this event was effectively run.</p> <p>Organisation of the event has mobilised a team of communications colleagues at the TTF, helping to build relations. The TTF worked in close collaboration with several UNESCO regional offices for the organisation of regional events</p> <p>Organisation of the event required a combination of different skills – administrative support, research support. All activities were labour intensive.</p>
Activity outputs	<p>Four regional events were organised. Other 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.</p> <p>In addition, 3 knowledge products were made - one video for the launch of knowledge platform, gender and policy paper, as well as a fact sheet.</p>
Evidence of activity outcomes	<p>Due to significant attendance at the event (the overall Day), the TTF increased concentration on school leadership and now there is a new thematic group on school leadership as part of the TTF. This is not a sole credit of the TTF, as this theme is also new at UNESCO.</p>

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
	<p>The number of the TTF website visitors increased. Overall, increasing engagement with members and general public is noticeable. This is measurable through web analytics, social media, registration attendance in meetings, downloads of the publications, thematic shift in school leadership.</p> <p>Other outcomes of the event - it strengthened partnership. GLS has been impressed by the platform that the TTF has and manages to run.</p>
<p>General assessment of the activity and efficacy of impact pathways</p>	<p>The overall assessment of the events were positive. There is always a question on quantity and quality related to the use of fully online events. Many people started to hold more meetings, as it was possible to hold them online. But the quality can be affected, and the impact is not likely be the same.</p> <p>The event has certainly increased the visibility of the TTF and of its members, as well as put teachers in the spotlight.</p> <p>Main Lines of Action 1 (advocacy and coordination with global and regional initiatives) and Action 3 (country support and engagement) have been affected the most by such events.</p> <p>The TTF received a lot of positive feedback from the Steering Committee, members. There was a level of satisfaction with what the TTF has done last year.</p> <p>Several TTF registered organisations started a call for action, using the work done. This shows a direct impact of the events.</p> <p>In view of the GSL, the World Teacher's Day was a useful event. In general, the TTF provides a lot of good materials for teachers.</p>
<p>Enabling factors and/or obstacles to reach objectives</p>	<p>Enabling factors:</p> <p>The TTF had just enough people to get the job done. The team had strong skills, especially language skills. There was no budgetary constraint, as virtual events are cheaper.</p> <p>Another enabling factor is that the TTF is part of the UNESCO. Thus, it has high impact and high profile.</p> <p>The TTF worked closely with other organisations and reach greater audiences. Experience of collaboration definitely helped the team.</p> <p>The TTF members were also helpful. They helped to provide contacts and reach audience, amplifying messages.</p> <p>Obstacles:</p> <p>Some delays with UNESCO, a lack of clarity between roles and responsibilities, challenges in collaboration on visibility and outreach, but benefits outweighed the negative side of things.</p> <p>With many organisations that have been involved in the event there is an overlap in terms of programmes and members. This created some competition with the TTF and created some tension. Sometimes, TTF members want to do things alone. TTF tries to make organisations work together and to have a coalition.</p>
<p>Lessons learned and recommendations</p>	<p>World Teachers Day is important for the community.</p> <p>It is important to find a balance between a large international event and an event that will have most impact.</p>

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
	<p>There was a significant stretch in human resources to organise the event. Next time, the TTF should ensure that they have enough resources.</p> <p>Coherence of messages with UNESCO is one of important elements for future events.</p> <p>Giving voice to members of TTF could push forward their objectives (increase visibility and give impact). TTF should have a close collaboration with members.</p> <p>Getting stakeholders outside of education to be involved in the event should be considered. For example, ministries of finance, political representatives. They are important actors, but not directly linked to education.</p>
Sources of information and interviews conducted	<p>TTF. (2021). 2020 Annual report and budget update.</p> <p>Interview data: Sameer Sampat from GLS; Leila Loupis and Anna Ewa Ruszkiewicz from TTF.</p>

F.2 MLA1 - Advocacy and coordination with global and regional initiatives

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
Name of project activity	Focal Point from VVOB (Vlaamse Vereniging voor Ontwikkelingssamenwerking en technische Bijstand / Education for Development Belgium) represented the TTF during the Réseau Suisse Education et Coopération Internationale "Teacher Training for Quality Education" in Geneva, Switzerland (November, 2019).
Activity leader / Partner involved	The representation of the TTF during the Réseau Suisse Education et Coopération Internationale "Teacher Training for Quality Education" was coordinated by the TTF Secretariat and ultimately implemented by the VVOB (TTF member and member of the TTF Steering Committee). The head of the TTF Secretariat was initially invited, but was not able to travel, hence a representative was sought.
Activity objectives	The objective of the activity was to represent the TTF in the RECI annual thematic day and provide input in the field of pre-service and in-service training, on the invitation of NORRAG (a global membership-based network of international policies and cooperation in education and member of the Réseau Suisse Education et Coopération Internationale), and advocate for the point of view of the TTF on the subject of the continuous professional development of teachers
Description of the activity being analysed, objectives & target populations	<p>The VVOB representative was part of the introductory panel of the thematic day outlining the importance of teacher training and represented the input of the TTF.</p> <p>The Réseau Suisse Education et Coopération Internationale (RECI) organises an annual thematic day, which facilitates discussion and provides recommendations for policy-makers; in 2019 the day centred on pre-service and in-service training.</p>
Targeted countries and / or region (s)	The activity itself took place in Bern, Switzerland, however the recommendations that followed the annual "thematic day" were directed at policy-makers, in particular from ministries of education, globally, with an implicit emphasis on developing countries.
Start and end date	The thematic day took place on 19 November 2019 and while the intervention was prepared in the month prior to the event.
Total activity budget	There was no budget for this activity beside in-kind contribution of the VVOB (TTF member)
Resources mobilised to conduct the activity (Human and Financial)	VVOB dedicated around two days for the preparation and implementation of this activity. The TTF Secretariat supported this preparation and the position of the TTF.

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
Rationale for activity implementation	The rationale of the activity relates to the invitation to participate extended by NORRAG, which sought to bring in the global perspective that the TTF represents as well as the expertise on teacher professional development, and the thematic relevance of the meeting for the TTF. The activity relates directly to the MLA1: Advocacy and coordination with global and regional initiatives.
Description of activity implementation	<p>The initial request of the TTF Secretariat went to the Steering Committee and following discussion it was decided that VVOB would be best situated to represent the TTF in this matter. The TTF Secretariat coordinated the position of the TTF, in close cooperation with the VVOB, regarding this field of pre-service and in-service training and coordinated the participation of one of its members to represent the TTF. For high-level, politically sensitive external representation the TTF Secretariat coordinates a position with the TTF Steering Committee, however that was not the case here and there was much trust in the expertise of the VVOB representative.</p> <p>A senior education advisor from VVOB took part in the meeting, who was not the focal point of VVOB, but who had prior experience in collaboration with the TTF and is an expert in the field. The TTF Secretariat coordinated prior to the meeting directly with VVOB on the messages and viewpoints to be disseminated during the meeting; mainly during a round table discussion in which the VVOB representative participated.</p>
Activity outputs	A direct output of the activity was that one of the key messages of the intervention was features in the main recommendations of the workshop addressed to policy-makers, namely the importance of long-term planning for teacher professional development, both pre-service and in-service. The expert representing the TTF explained that the message of the TTF was quite unique; while in-service and pre-service are considered by stakeholders, they are not usually combined in programmes and policies nor is a combination of practice and theory regularly considered (due to financial and logistical reasons). According to the expert this was successfully brought to attention. NORRAG has disseminated the recommendations through its communication channels, while VVOB also did awareness raising through its channels.
Evidence of activity outcomes	The representative of the TTF was not informed regarding any outcomes of the recommendations, such as a change of policy of ministries of education. The TTF Secretariat regards the inclusion of their recommendation in the outcome document as an important outcome, adding to the body of information and recommendation in this field. Further outcomes for the TTF include closer collaboration and a strengthened relation with NORRAG, which participated closely in the Policy Dialogue Forum.
General assessment of the activity and efficacy of impact pathways	The activity contributes to the goal of TTF of participation in high level events on behalf of the TTF network. Through this activity the TTF contributed to the recognition of the critical roles of teachers and teaching in achieving SDG4, particularly contributing to indicated 4.c.1. on minimum levels of pre-service or in-service training required. Another pathway that the TTF here used to reach impact is the exchange of knowledge and experiences in key dimensions of the teaching professions through mobilisation of key expertise from its members. However, another identified impact pathway, of new partnerships and collaborations, was underutilized according the VVOB representative in this scenario. She identified a number of lessons learned on this topic (see the section below on lessons learned).
Enabling factors and/or obstacles to reach objectives	<p>The VVOB representative indicated a number of enabling factors, namely that the field was also highly relevant for VVOB and that the VVOB was an active member. Furthermore, the VVOB representative could fall back on its own expertise in the subject matter.</p> <p>Furthermore, the TTF Secretariat was quick and easy to communicate with and clear in its messages. The VVOB representative also mentioned that there is sufficient material available to read up on the subject matter.</p>

MLA title	MLA1 - Advocacy and coordination with global and regional initiatives
Lessons learned and recommendations	<p>The VVOB representative indicates that it could be more difficult for less active member to represent the TTF in similar events; therefore the TTF may want to consider developing further materials to brief the representative in those meetings.</p> <p>Furthermore, the VVOB representative emphasized that there was a lot of interest in the TTF and in getting in contact with or collaborating with the TTF. However, the representative was not briefed on this possibility and the objective related to networking, while new partnerships and collaboration are identified as immediate outcomes. The VVOB representative suggested developing a briefing in this area for TTF members.</p> <p>Importantly, the VVOB representative would have found useful a card or brochure of the TTF to share with the people in the thematic day.</p> <p>The focal point of VVOB, who did not represent the TTF in this meeting, indicated that if he had known earlier that the Secretariat would ask them to represent the TTF, he would have involved colleagues before in his work for he TTF.</p>
Sources of information and interviews conducted	<p>VVOB - Tom Vandebosch</p> <p>VVOB - Line Kuppens</p> <p>TTF Secretariat</p>

F.3 MLA2 - Preparation of the 12th Policy Dialogue Forum in Dubai

MLA title	MLA 2 – Knowledge creation and sharing
Name of project activity	Organisation of the 12th Policy Dialogue Forum (PDF) in Dubai in 2019
Activity leader / Partner involved	<p>The preparatory work was held under the supervision of the TTF Secretariat, the Ministry of Education of the UAE and UNESCO Offices in the Region, with the support of the funders, namely the Hamdan Foundation and the German Agency for International Cooperation (GIZ). Many other TTF members and organisation took part to the preparation of this event: the Commonwealth Secretariat, NORRAG, ICET, VVOB, the Global Network of Deans of Education, the Education Workforce Initiative amongst others.</p> <p>During the event, a wide range of TTF members were involved, as speakers and as participants. The event was hosted by the United Arab Emirates.</p>
Activity objectives	The aim of the Policy Dialogue fora is to provide an opportunity to look at how future-oriented learning goals and delivery models are affecting teaching practice around the world and how the emerging ideas could be used to guide education policy making and decision making towards the achievement of SDG4. The objective of the event is to bring actors from all parts of the world to reflect and bring change to the teacher policies. It is thought to be a time for discussion, debate and knowledge exchange around a specific focus that changes at each PDF.
Description of the activity being analysed, objectives & target populations	<p>The 12th PDF was focused on the theme of "the future of teaching". This edition was aimed at raising awareness around three areas:</p> <ul style="list-style-type: none"> • Emerging trends in learning and their implication for teachers and teacher education and preparation • Future role/s of teachers in addressing education inequalities • Innovations: Implications for teacher education and practice
Targeted countries and / or region (s)	Global. The 12th Policy Dialogue Forum did not target any specific region or countries. It is a flagship event for the TTF to bring actors from every corner of the world. The activity itself took place in Dubai.
Start and end date	The Policy Dialogue Forum took place between the 8th and the 11th of December 2019. However, the organisation of the 12th PDF was a long process.

MLA title	MLA 2 – Knowledge creation and sharing
Total activity budget	The GIZ donation amounted to 375000 EUR for the 2018 and 2019 PDF forums. The Hamdan Foundation donation amounted to 290 000 USD.
Resources mobilised to conduct the activity (Human and Financial)	The preparation of the 12th Policy Dialogue required an important time investment from the TTF and other partners. The mobilisation for this event was both during the preparation phase as well as during the PDF and after. Members that were asked to present during the session were required to prepare a presentation on their own time.
Rationale for activity implementation	The policy dialogue forums represent the core of TTF specificity: it is a platform where actors of the teaching profession landscape can share their expertise and reflect on action to be undergone to achieve SDG 4 targets. Organising such events allows for the TTF to get international recognition and to advocate for changes in teacher policies. It is also an event that strengthen TTF networks due to the networking dimension it presents.
Description of activity implementation	<p>The activity was developed through an initial concept note that set the theme of the 12th PDF dialogue forum. This concept note, developed by the TTF secretariat and published 5 months before the event was the cornerstone of the 12th PDF. This note was also a proposition for the 12th PDF structure. Speakers for each session, as identified by the TTF were then invited to prepare their talks rather independently. The TTF secretariat ensured the coordination between the various partners, as well as member engagement.</p> <p>During the PDF was also held the annual meeting of the TTF members and of the Steering Committee.</p>
Activity outputs	<ul style="list-style-type: none"> • Final report from the Forum on the Futures of Teaching: this report is a synthesis of the discussion held during the forum, and further identifies the knowledge gaps and collects the case studies presented during the forum. • A concept note • Participant Survey: the participant surveys allows to identify the impact at the member level of the PDF. Overall participants provided positive feedbacks and stated that the PDF provided them with useful information to conduct their work at their level. • Dubai Declaration • A working group on PDF reform (SC members)
Evidence of activity outcomes	<p>In terms of expected results, the PDF was successful in strengthening the implementation of the 2018-2021 Strategic Plan, in updating the knowledge and understanding of issues regarding teacher education. The Dubai Declaration was adopted regarding the preparation of teachers to the evolving role of teachers.</p> <p>As a result of this event, other events were organised in the following year. The International Labour Organisation and the GIZ collaborated to develop an initiative around the Digitalization, the future of work and the teaching profession.</p> <p>Another evidence of outcome regarding knowledge sharing is the number of participants. 250 international and 80 national education stakeholders participated to this event, from around 100 different countries. National stakeholder sometimes included seven ministries of education.</p>
General assessment of the activity and efficacy of impact pathways	<p>Overall, the 12th PDF was a successful event in achieving knowledge creation and sharing. It was efficient in raising awareness both at the global level and on specific teacher profession issues and contributed to keep it on the international agenda.</p> <p>However, some changes to the organisation could be made to emphasize the networking and interactive aspect of this event, which can be believed to lead to more partnerships and ground actions.</p>
Enabling factors and/or obstacles	The participation of multiple actors and members to the preparation of this event was an enabling factor as this type of project requires a strong time investment. The time required to organise such an event is a constraint, also on the side of the

MLA title	MLA 2 – Knowledge creation and sharing
to reach objectives	member asked to speak. They have to prepare their intervention on their own time, which is not always easy to manage given their full-time jobs that does not grant them time for TTF work. Participants should be given a large time period to prepare for this.
Lessons learned and recommendations	<p>Several recommendations were made by the participants through the participant survey. Participants particularly value time for exchange and networking, which is achievable through a reduction in the number of talks and sessions. Overall, there is a demand for more interactive times during the PDF.</p> <p>Presenters that participated to this event indicate that it could be useful for the TTF to develop guidance materials to prepare the presentations. The objectives of the participations could be more explicitly underlined, and some rough script could be provided to help less active participants in the preparation of their intervention.</p> <p>The work held by the PDF reform working group also encompasses other recommendations around the need to find enough time resources to organise this event: the PDF's will now be held every two years, which will allow for closer work with members and regional groups.</p>
Sources of information and interviews conducted	<p>Documents:</p> <ul style="list-style-type: none"> • Programme of the 12th Policy Dialogue Forum • Project Narrative Report, Hamdan Foundation • Project Narrative Report, GIZ • The Futures of Teaching, final report • The Dubai Declaration <p>Interview:</p> <ul style="list-style-type: none"> • Phae Mariti, Lesotho, speaker at the 12th Policy Dialogue Forum

F.4 MLA2 - Release of the TTF knowledge platform (2020)

MLA title	MLA2 - Knowledge creation and sharing
Name of project activity	Release of the TTF knowledge platform (2020)
Activity leader / Partner involved	The development of the TTF knowledge platform was coordinated and supported by the TTF Secretariat with support from the ILO (TTF member), based on the request of TTF members dating back to 2015/2016. The development was financed mainly by the Hamdan Al Maktoum Foundation with contributions from the TTF Secretariat's own resources. Furthermore, TTF members have supported in translation, for instance there was further collaboration with the Arab League Educational, Cultural and Scientific Organisation (ALECSO) for funding translation for the Arabic content of the knowledge platform was established. The development was contracted through UNESCO procurement procedures.
Activity objectives	The overall objective of the TTF Knowledge Platform is to have a “web-based portal capturing information on teacher policies from countries and regions, with a view of facilitating information exchange between members of the TTF and augmenting information relevant to the monitoring of target 4c of SDG4 and wider teacher policies within the framework of the Education 2030 Agendas.” ¹⁷ The TTF Knowledge Platform replaces an older website, which did not have a similar functionality or visual attractiveness.

¹⁷ Strategic Plan 2018-2021

MLA title	MLA2 - Knowledge creation and sharing
Description of the activity being analysed, objectives & target populations	<p>The new TTF Knowledge platform was released in 2020, in English, French, Spanish and Arabic with an official launch on 5 October. It constitutes one of the three flagships of the 2018-2021 Strategic Plan.</p> <p>The TTF Knowledge Platform consists of three components:</p> <ul style="list-style-type: none"> • Narrative web pages, which are used to disseminate information and news promoting the TTF • Knowledge hub, which is used as a database for documents on subjects pertaining to teachers, including reports, policies, normative instruments and best practices. • Member space, where TTF members can collaborate in their daily work and to facilitate the peer learning and knowledge exchange of regional/thematic cooperation. This section of the website was opened in August 2020, before the official launch.
Targeted countries and / or region (s)	<p>The Knowledge Platform does not have a specific regional focus. The three components however target different audiences. The narrative web pages target a wider audience of stakeholders, the knowledge hub targets (governments, academia, donors, civil society, teaching organisations etc.), the member space targets the TTF members. The TTF Knowledge Platform supports the advocacy main line of action by reaching relevant policy-makers or researchers.</p> <p>During the launch of the platform, some regions were specifically targeted, namely the Arab States and the Latin America region.</p>
Start and end date	<p>The development of the TTF Knowledge Platform, according to the interviews with the TTF Secretariat, has been a long process. The need for the platform became clear around 2015 to 2016, when the TTF members indicated that there was interest in a central platform for dissemination of information. The funds for the platform were secured in the following years and the tender process and development was launched in 2019. The official launch of the TTF Knowledge Platform was on the 5th of October 2020. After the first round of development however, a second round was initiated to address issues around functionality.</p>
Total activity budget	<p>The budget for the tender was provided by the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance, for a value of USD 290,703. In the original activity document, there was a large budget for the technical company, while in the end, less was spent on technical development. Finally, after budget realignment, a person was hired for six months to support the development and work on the curation.</p>
Resources mobilised to conduct the activity (Human and Financial)	<p>In addition to the main funding by the Hamdan Al Maktoum Foundation, the TTF Secretariat has contribute in kind and from its own funds. Furthermore, TTF members have supported in translation, for instance there was further collaboration with the Arab League Educational, Cultural and Scientific Organisation (ALECSO) for funding translation for the Arabic content.</p>
Rationale for activity implementation	<p>The rationale for the activity was to develop a space where members can collaborate more interactively as well as to have a platform to use for dissemination of information and communication.</p>
Description of activity implementation	<p>The activity was implemented through development of a comprehensive concept note, which formed the basis for the call for tenders. This call followed UNESCO procedures and was opened from mid 2019 to September 2019. The contract provided to a Danish company that developed the design and structure of the Platform. The beta version was published in April 2020 while the official launch was on 5 October 2020.</p>
Activity outputs	<p>The main results are that TTF members have access to up to date information and knowledge relevant to current teacher issues (as defined in the narrative report), in other words an activity website with a functioning web-based portal. The platform is still being improve. The Hamdan Foundation regards it as a project that is still growing and 'kind of a BETA version'. The funder still sees it as having achieved, in</p>

MLA title	MLA2 - Knowledge creation and sharing
	<p>part, what it wanted to do, which is reaching a good number of people. The figures from the secretariat show a positive development in traffic on the website, which went up from an average of 1.000-2.000 visitors in the first months to an average between 8.000 -10.000. In terms of page views, the traffic increased from around 4.000 pageviews in January 2020 to above 18.000 page views in September 2020.</p> <p>According to the narrative report and interviews all expected outcomes were achieved, which include the expected (sub) results:</p> <ul style="list-style-type: none"> • 1.1 Development of the knowledge platform • 1.2 Content is accessible online, within the development period 500 documents were uploaded and about 50 members gained access to the TTF member space • 1.3 A Code is added to the website pages to track use of the knowledge platform via a monitoring tool.
Evidence of activity outcomes	<p>One of the main evidence of outcomes is the growth in visitors, from around 1.000 to 2.000 per months to a higher average of 8.000-10.000 per months. Besides the increase in traffic roughly a third of the TTF members has registered for the Members' working space. Already there is an active core of members contributing, although this is not yet at desired levels. For the sustainability of the platform, activity is expected to be generated more by members and less by the secretariat. Current activity already shows that there are some very active members that upload documents on their own to the Knowledge Hub.</p>
General assessment of the activity and efficacy of impact pathways	<p>Overall, the TTF Secretariat and the Hamdan al Maktoum Foundation consider the TTF Knowledge Platform development to have been a successful activity. The secretariat has received positive feedback from members and non-members about the usefulness of the new website. The fact that the website is done in four languages will have growing resonance with the community.</p> <p>However, it is time consuming to keep the site up and active. Not only in terms of maintenance but also in curation. The TTF Steering Committee is convinced of the need for a curator for the information. The TTF is in the process of fundraising for this.</p>
Enabling factors and/or obstacles to reach objectives	<p>The TTF Secretariat sees two main enabling factors to the development of the TTF Knowledge Platform. First of all, the political will of the Steering Committee has been essential. Secondly, the funding to get the development off the ground, which is a reason why the TTF Knowledge Platform was not developed earlier.</p> <p>A secondary enabling factor is having a dedicated team that is closely involved with the development, and importantly with maintenance and curation to make the platform a success.</p> <p>Obstacles to the development were that the TTF Secretariat did not have a dedicated communications person until 2017, which was a barrier to the development. Furthermore, there are technical issues underlying the foundation of the website, which is the reason for continuous development needs; however, this seems to have been unavoidable by the TTF Secretariat.</p>
Lessons learned and recommendations	<p>One of the main lessons learned, according to the interviews, is that the development and upkeep of an online knowledge platform requires considerable resources, not only in upkeep but also in curation. Furthermore, it is important to keep promoting and supporting the members actively in using the platform to generate a critical mass of activity. While the ambition is to have the members generate the content, the Secretariat should remain involved in curation until there are sufficient active members on the platform.</p>
Sources of information and	<p>Available documentation including annual report, annual plan, website and, notably the narrative report (02/19 – 08/20) Interview with TTF Secretariat</p>

MLA title	MLA2 - Knowledge creation and sharing
interviews conducted	Interview with funder, Hamdan al Maktoum Foundation

F.5 MLA3 - Support for national teacher policy development in Lao PDR

MLA title	MLA3 - Country Support
Name of project activity	Support for national teacher policy development in Lao PDR ; Development of a Comprehensive National Teacher Policy for Lao PDR
Activity leader / Partner involved	<ul style="list-style-type: none"> - Leader: Ministry of Education and Sports (MoES), Department of Teacher Education, Lao PDR - Partner: UNESCO Bangkok office, TTF
Activity objectives	<p>The overarching objective of the activity is to create a comprehensive national teacher policy document taking into account interlocking dimensions affecting teachers, including (i) teacher recruitment and retention, (ii) teacher education (initial and continuing), (iii) deployment, (iv) career structure/path, (v) teacher employment and working conditions, (vi) teacher reward and remuneration, (vii) teacher standards, (viii) teacher accountability, and (ix) school governance. The policy will help to improve the quality and quantity of teachers in Laos. More specific objectives are to:</p> <ul style="list-style-type: none"> - Improve the working conditions of teachers (salary, accommodation) - Provide teachers with a real career path and possibilities for upgrade - Motivate students today to become teachers by raising the status of teachers - Ultimately, achieve better learning outcomes for students
Description of the activity being analysed, objectives & target populations	<p>The activity oversees the preparation, drafting and implementation of the national teacher policy in Lao PDR. The main target group is teachers at all levels of education in both formal and non-formal education systems across the country, and indirectly, the students they are teaching.</p> <p>The activity is supported by the TTF, which provides a financial contribution to the Ministry, methodological resources (the Teacher Policy Development Guide) and a quality review of the final document.</p>
Targeted countries and / or region (s)	Laos
Start and end date	2020 – 2022. The development of teacher policy is expected to be completed by the end of 2021, and the policy implementation will begin in 2022.
Total activity budget	The total activity budget is not yet known. The current expenditure for the activity amounts to 175K USD. Indeed, the Department of Teacher Education secured several financial contributions: one from CapED in Lao PDR programme (UNESCO) amounting to 150K and another from the TTF (25K).
Resources mobilised to conduct the activity (Human and Financial)	<p>It is difficult to estimate the total number of staff members involved in the development of the activity at this time. At least 4 team members are regularly involved in the activity:</p> <ul style="list-style-type: none"> - Mr Kath Phanlack, Director-General, Department of Teacher Education, Vice Chair of the Advisory Committee - Assoc. Prof. Vongdeuan Osay, member of the Content Committee, Deputy Director-General, Department of Teacher Education - Nantawan Hinds, Programme Officer at UNESCO Bangkok, responsible for the CapED in Lao PDR programme - Assoc. Prof. Dr Sisamone Sithirajvongsa, retired government official of MoES (involved part time as a UNESCO consultant). <p>In addition, the Responsible Committees on the Development and Improvement of Teacher Policy in Lao PDR was appointed by the Ministerial</p>

MLA title	MLA3 - Country Support
	<p>Agreement, Ref. No. 2262/MoES.2020. The Department of Teacher Education is currently suggesting that the Minister should approve the set-up of two more committees: the National Drafting Committee and the National Review Committee.</p>
<p>Rationale for activity implementation</p>	<p>Different policies have been developed for teachers since the early 2010s in Lao PDR. However, these policies were very dispersed and unspecific. Decree No.177 is the most recent legislation concerning teaching staff in the country. It includes measures relating to teacher allocation, management, roles and responsibilities, salaries and the reward system. However, it is also largely incomplete (an objective is to evaluate teachers but there are no available evaluation guidelines/criteria; teacher professional development is not mentioned; etc). The objective with the design of a new, harmonised teacher policy is to prepare a single and comprehensive document regarding teacher policy in the country.</p>
<p>Description of activity implementation</p>	<p>The foreseen activities are as follows:</p> <ul style="list-style-type: none"> - Translation of the Teacher Policy Development Guide (Summary version), developed by UNESCO and the International Task Force on Teachers for Education 2030 (TTF), into Lao to be used as a main reference document - Organisation of a national consultation meeting to kick-off the activity (19 Nov 2018) - Establishment of a national taskforce/responsible committees, consisting of an advisory committee, a content committee and a coordination and secretariat committee (Ministerial Agreement Ref. No. 2262/MoES.2020) - Conducting a mapping and situation analysis on existing teacher-related policy documents (laws, decrees, agreements, and guideline) - Establishment of national drafting and review committees - Development of a road map for the development process - Organisation of technical workshops for the drafting process - Review process of the draft teacher policy by the appointed review committee - Organisation of national consultation meetings to review and validate the draft teacher policy - Development of a costed implementation plan for the teacher policy - Finalisation of the teacher policy, including the implementation plan - Endorsement of the teacher policy by MoES - Implementation of the teacher policy -
<p>Activity outputs</p>	<p>There are few activity outputs so far given the early-stage advancement of the national teacher policy at the beginning of the pandemic.</p> <ul style="list-style-type: none"> - Documentation of a mapping and situational analysis of laws, decrees and guidelines related to teachers - Creation of several committees for the national teacher policy development (drafting committee, etc)
<p>Evidence of activity outcomes</p>	<p>There is not yet any evidence of the activity outcomes. At this stage in June 2021, only the situational analysis has been developed by the team and the translation of the summary version of the Teacher Policy Development Guide into Lao to be used as a reference document to guide the development process. Nevertheless, some evidence of the activity outcomes could be illustrated by:</p> <ul style="list-style-type: none"> - Concrete incentives for teachers - Clarified career paths - Advocacy measures for the teaching profession - Improved teacher allocation and retention

MLA title	MLA3 - Country Support
<p>General assessment of the activity and efficacy of impact pathways</p>	<p>It is still too early to assess the efficacy of the activity pathway given that the activity is only in its beginning stages.</p> <p>However, it is noteworthy to remark that teachers have been well associated to the activity process so far: teachers from teacher education institutions have been associated to the content committee, responsible for providing technical support for the teacher policy. Teachers at a secondary and primary level have been invited to partake through national consultations, where they are able to give feedback on activities and guidelines. These are good conditions for a successful implementation and acceptance of the policy by teachers.</p>
<p>Enabling factors and/or obstacles to reach objectives</p>	<p>Obstacles:</p> <ul style="list-style-type: none"> - The major periods of activity were taking place during the COVID pandemic. It has been difficult to access certain documents or interact with specific stakeholders in this context. - Drafting the document will take some time and the approval process will be complex. Many different departments will get a say in the final document, such as the Ministry of Foreign Affairs, in charge of legislation, and the Department of Organisation and Personnel, MoES. There is a risk of delay in the approval of the document. <p>Enabling factors:</p> <ul style="list-style-type: none"> - The team used the Teacher Policy Development Guide developed by the TTF which proved very useful. The 9 policy dimensions were used to structure the thought process. - The Laos Ministry of Education and Sports fully supports the national teacher policy process. This is a key enabling factor for a successful implementation of the policy. - Support from UNESCO Bangkok's expertise has proven immensely helpful in the process of developing the national teacher policy. The team provided the ToR for the consultants and contracted consultants (Dr Yusuf Sayed) and one national consultant (Dr Sisamone Sithirajvongsa) to develop target outputs and outcomes too for the policy. The target outputs include: <ul style="list-style-type: none"> o Inception report, including a road map for the development of the comprehensive national teacher policy o An outline of the comprehensive national teacher policy o Workshop/meeting materials (e.g., concept note, agenda, presentations, tools, etc.) o Completed comprehensive national teacher policy o Costed implementation strategy/plan for the teacher policy <p>The main target outcome is the enhanced capacity of MoES to formulate a comprehensive national teacher policy and effectively implement it.</p> - The policy should be as specific and precise as possible to ensure successful implementation.
<p>Lessons learned and recommendations</p>	<p>It is still early to talk about lessons learned or recommendations concerning this activity. Nevertheless, several points were made during the interviews:</p> <p>Lessons learned</p> <ul style="list-style-type: none"> - The previous policy approach to teacher's policy was chaotic and unspecific. It was consequently very difficult to implement. A new document is needed to improve the quality of teachers as well as their standards of work and living. <p>Recommendations:</p> <ul style="list-style-type: none"> - A good advocacy plan is necessary to help all stakeholders understand the policy. Some difficulties are foreseen in the implementation of the policy as it will be a new document for teachers and all stakeholders involved. There may be some different opinions towards the policy. - It is very important that the TTF remain involved in the subsequent implementation steps of the policy. Several interviewed parties argued that the support of the TTF was essential to ensure a successful implementation of the policy.

MLA title	MLA3 - Country Support
Sources of information and interviews conducted	<p>Sources</p> <ul style="list-style-type: none"> - Ministerial Agreement on Appointment of the Responsible Committees on the Development and Improvement of Teacher Policy in Lao PDR (Ref. No. 2262/MoES.2020, dated 24/06/2020) - Report on “Laws, Decrees and Strategies on Teachers in Lao PDR: A Situation Analysis” - Teacher Policy Development Guide: Summary (Lao version) <p>Interviews</p> <ul style="list-style-type: none"> - Mr Kath Phanlack, Vice Chair of the Advisory Committee, and the Head of the Content Committee, Director-General, Department of Teacher Education - Assoc. Prof. Vongdeuan Osay, member of the Content Committee, Deputy Director-General, Department of Teacher Education - Assoc. Prof. Dr Sisamone Sithirajvongsa, retired government official of MoES - Ms Vila Sengsavong, Director, Dongkhamxang Teacher Training College, member of the Content Committee, beneficiary of the teacher (teacher educator).

F.6 MLA3 - Teacher Policy Development Guide

MLA title	MLA3 - Country Support
Name of project activity	Teacher Policy Development Guide
Activity leader / Partner involved	The Guide was written under the supervision of Edem Adubra, head of the Secretariat of the International Task Force on Teachers for Education 2030, and the coordination of Hiromichi Katayama (former secretariat staff member, and currently staff at the Education Sector of UNESCO).
Activity objectives	A system to orient the elaboration and/or review of national teacher policies was considered a useful tool in supporting countries develop a broad perspective on teacher issues, to meet Sustainable Development Goal 4 and address the provisions on Teachers in the Incheon Declaration with the framework for Action of Education 2030. The International Task Force on Teachers for Education 2030 thus decided to build on comparative advantage as a global multiple-stakeholder alliance to address the global teacher challenges, to develop the Teacher Policy Development Guide. The guide is meant to provide users with relevant definitions of concepts, description of the different dimensions of teacher issues and how they correlate, and suggestions of phases in the process of developing a national teacher policy. The guide particularly highlights the importance of the involvement of all stakeholders, especially the teachers, in the process. The objective of the guide is thus to support the realization of the teacher target in the SDGs and Education 2030 by putting at the disposal of Member States and partners a tool that will facilitate the development or the review of national teacher policies.
Description of the activity being analysed, objectives & target populations	The Guide is designed to assist national policy- and decision-makers and education officials to develop an informed teacher policy as an integrated component of national education sector plans or policies, aligned to national development plans and strategies. More specifically, the Guide is designed to contribute to the elaboration of an evidence-informed national teacher policy, specific to each national context and drawing on the evidence of good practices from a wide range of countries and organisations. The Guide targets national authorities responsible for education and teacher policy, planning and practice. At a national level, potential audiences may include: Ministries or departments of education; Ministries or departments of

MLA title	MLA3 - Country Support
	labour, or civil or public service; Ministries of finance; Teaching or public service commissions or equivalent bodies dealing with any of the major dimensions of a national teacher policy, especially teacher recruitment, initial education, professional development and all facets of employment; and Professional bodies involved with teachers, such as teacher professional councils or statutory quasi- government bodies, such as joint bargaining forums, including unions and governments. The Guide applies equally to public and private education providers and teachers – all of whom, should be included in a national policy. Finally In addition to public and private education authorities, this Guide also seeks to be of assistance to all stakeholders who may be involved in a policy dialogue with a government as part of developing and implementing a sound national teacher policy.
Targeted countries and / or region (s)	Global
Start and end date	The document was published in in 2019 and is still in use. The development of the guide was launched under the previous quadrennium of the TTF, in 2014.
Total activity budget	The development of the Guide was financed by the TTF and external funders. Funding was provided by the European Commission and the Government of Norway. Its translation into Arabic, Chinese, French, Portuguese, Russian and Spanish was made possible with funding from the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance and technical assistance from Humana People to People. TTF staff time was financed by the TTF, and the external consultancy was financed through a c.a. \$20k USD budget. The review by members and partners was carried out on a pro-bono basis.
Resources mobilised to conduct the activity (Human and Financial)	The Guide was developed by a team of experts/consultants under the supervision of UNESCO and TTF. The work was coordinated by one TTF staff member. The initial guide then underwent multiple rounds of reviews by internal and external stakeholders.
Rationale for activity implementation	By supporting the development of the Guide, the TTF sought to develop an interactive tool to be adapted to country contexts and to the needs of users, in light of strengthening teachers and the teaching profession through, among others, the development of holistic national teacher policies. The guide is meant to promote the use of participatory and inclusive approaches to the development of national teacher policies. According to the guide, a holistic, national teacher policy that is adequately resourced and implemented with the necessary political will and administrative skill can be a vital first step on the road to achieving a highly motivated, professional teaching corps. Achieving this objective is arguably the best investment in learners' education that a country can make.
Description of activity implementation	The Guide was developed by the TTF and then went multiple rounds of review on behalf of a sample of TTF members and partners. Since the Guide's publication it has been used in the framework of several country support activities. The development process was quite long, and mainly relied upon the expertise provided by TTF/UNESCO and the external consultants hired by the TTF to develop it. It is unclear what the dissemination strategy has been since its publication, other than the publication on the TTF website.
Activity outputs	The Teacher Policy Development Guide has been published and is available on the TTF website: https://teachertaskforce.org/knowledge-hub/teacher-policy-development-guide . The full version is available in English and French, Spanish and Arabic. The abridged version of the Teacher Policy Development Guide was published in seven languages (Arabic, Chinese, English, French, Portuguese, Russian and Spanish) in 2015.
Evidence of activity outcomes	Beyond its publication, the Guide has been used in the framework of the delivery of country support for the development of teacher policies. For instance, the UNESCO CAPED programme has used the guide in delivering

MLA title	MLA3 - Country Support
	country support to develop a national teacher policy in Laos, alongside the UNESCO regional office in Bangkok. The guide has also been used in the delivery of in-country support by UNESCO in Uganda. UNESCO representatives who have had experience in using the guide delivering country support spoke of the guide use and relevance in delivering this type of support/work.
General assessment of the activity and efficacy of impact pathways	The Guide is viewed as a robust, comprehensive, and trusted document, which can be of used in engaging discussions with national governments interested in launching teacher policy development/reform processes. It represents one of the most visible outputs of the TTF in recent years. After the thematic group meeting and activities, over 56% of the on-line survey respondents indicated that they have benefitted from or participated in the Teacher Policy Development Guide (the activity ranks second among all activities listed in this survey question). In spite of this, the level of use in the delivery of country support activities, as well as in the design of policies at the country level is unclear. While there is some evidence that the Guide has been used in the context of work done to support the development of Teacher Policies in Laos for instance (see section on evidence of activity outcomes), the number of practical cases of use since the publication in 2019 is limited. In addition, the TTF has not collected data on the level of dissemination and access to the Guide, nor has it conducted any type of data gathering on the level of type of use given to the Guide by the membership.
Enabling factors and/or obstacles to reach objectives	The Guide is highly relevant given its scope and that fact that it takes a holistic approach to Teacher Policy Development. Despite the high quality of the content, the level of use and dissemination remains modest, and uncertain. The production of the Guide suffered from very long delays, taking the TTF more than five years to develop and publish them. Subsequently, the TTF has not followed up with a clear and targeted dissemination campaign, as well as an adequate tracking system to monitor access, use and results.
Lessons learned and recommendations	See enabling factors and obstacles above. It is recommended that the TTF capitalises further on the very valuable work conducted to publish the Guide by further dissemination, providing advice to members and countries on how to use them, and keeping better track of who is using the guide and accessing it through the TTF website. The TTF can also consider using the thematic structure of the Guide to organise the thematic structure and focus of the TTF for the subsequent quadrennium.
Sources of information and interviews conducted	Review of the Teacher Policy Development Guide Interview with Hiromichi Katayama, UNESCO Education Sector Interview with Bruno Mesquita Valle and Enrique Pinilla, UNESCO CAPED programme, Education Sector On-line survey of TTF members conducted in the framework of this evaluation

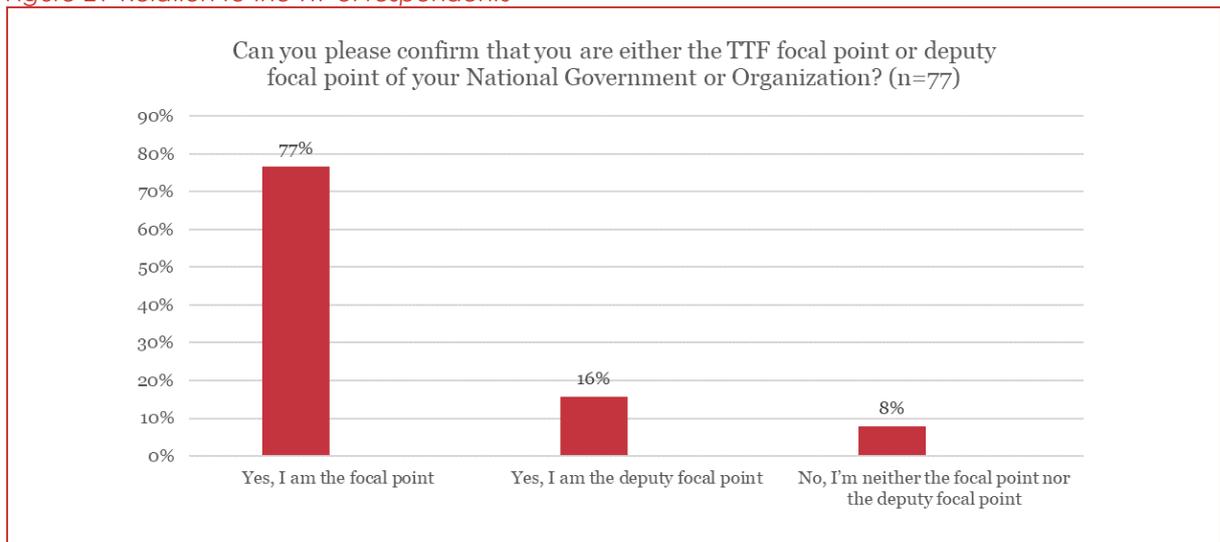
Appendix G Results of the Survey to TTF members

Members of the Teacher Task Force (TTF) were invited by the TTF Secretariat and by Technopolis Group to participate in the evaluation survey. The invitation was addressed to both the Focal Point and the Deputy Focal Points, with the request of coordinating one institutional response. To make the survey accessible to various regions, the survey was developed with an option for English, French and Spanish. The survey was open from 7 May and closed on 28 May. Following the invitation, two reminders were sent.

G.1 Respondents

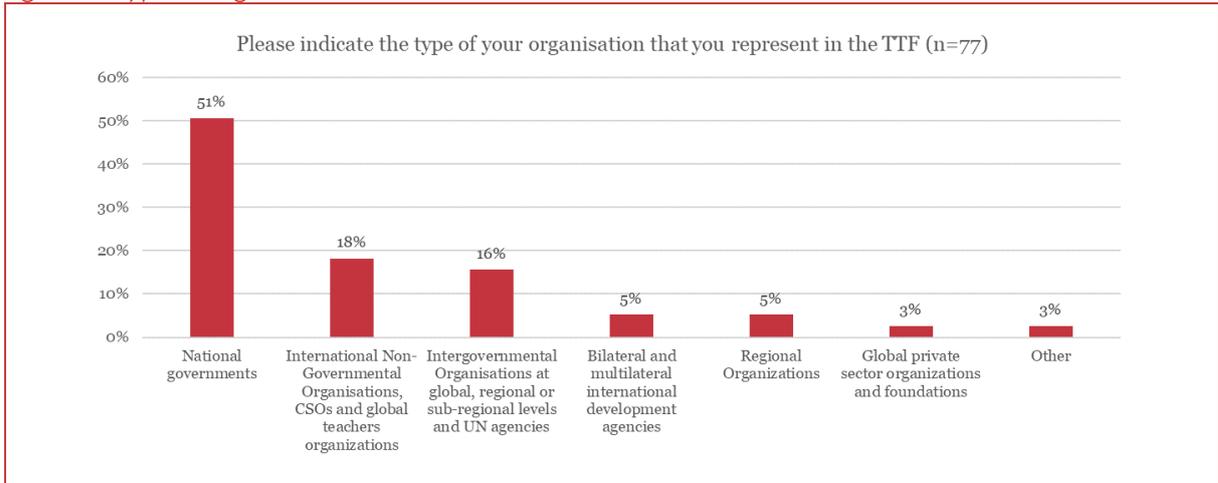
In total, 88 complete responses to the survey have been received within the given time period. However, in 11 cases, the members of the TTF have provided two responses, from the Focal Point and from the Deputy Focal Point. In these cases, only the response from the Focal Points has been taken into consideration, in order to provide balanced results. In this section we provide information about these respondents. The figure below illustrates the relation of the respondents to the TTF. A large majority of respondents is Focal Point, while roughly a sixth of the responses came from the Deputy Focal Points. A small number of responses was provided by neither the Focal Points nor the Deputy Focal Point, but a different representative from the TTF Member.

Figure 21 Relation to the TTF of respondents



All respondents were asked about what type of organisation they represent. A large majority of the respondents consists of national governments, followed by INGOs, CSOs and global teacher organisations, and IOs at global, regional or sub-regional levels and UN agencies (see the figure below). The data that was available on each of the respondents, indicates that about 30% of the national governments are African countries, 26% Europe and North America, 21% from Asia-Pacific, 14% are Arab States, and 9% is from Latin America and Caribbean.

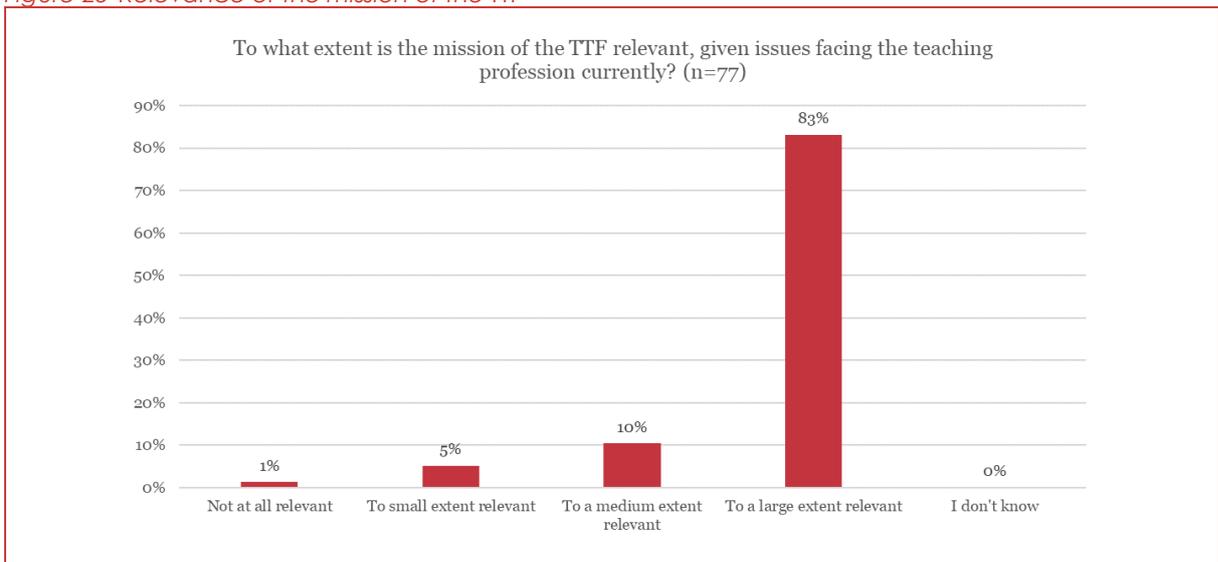
Figure 22 Type of organisation



G.2 Relevance of the TTF

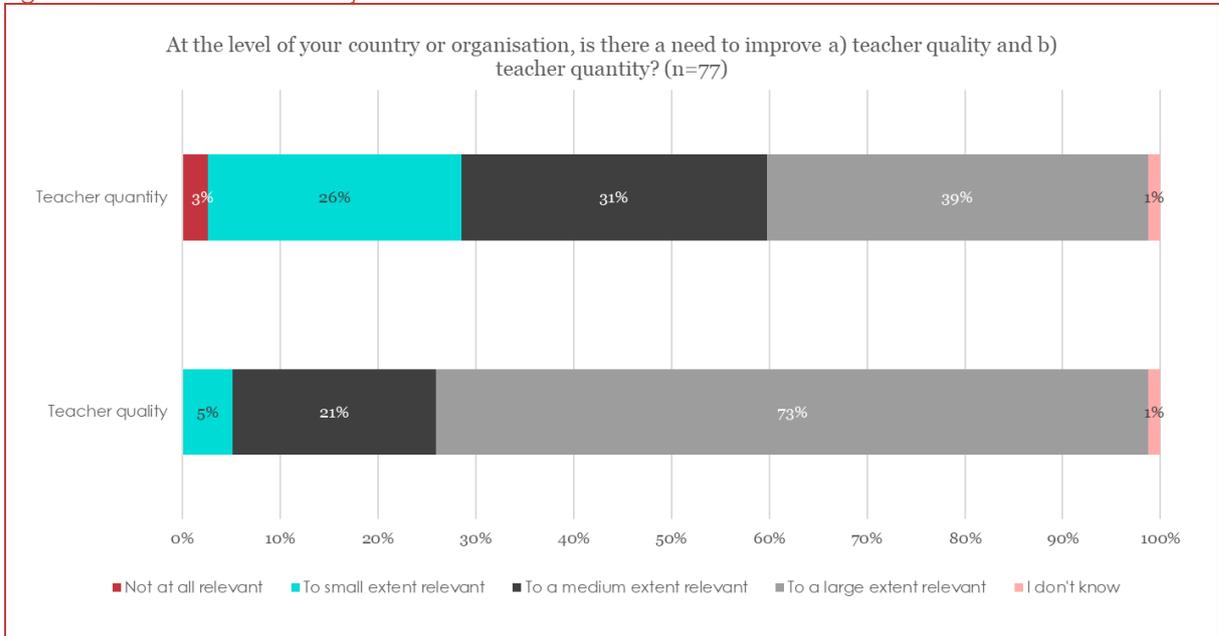
Respondents were asked to assess the relevance of the mission statement of the TTF: "to mobilise governments and other stakeholders for the advancement of teachers and quality teaching, acting as a catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support". A large majority of respondents considers the mission to be relevant to a large extent (83%), while 10% finds it relevant to a medium extent (10%). Some respondents further clarified their responses in the comment box. A number indicated that that the mission is highly relevant, for instance that "Teachers' advancement and quality teaching are critical aspects of a successful education system in any country" or emphasizing that the TTF is dealing with topical issues. Others refer specifically to the main lines of action of the TTF, such as the country support that is provided in developing national comprehensive teacher policies or that "Advocacy is relevant and very important", while adding that the messages are clear and the real challenge is action itself and mobilisation of actors and funds. A few comments also suggest increasing the role of individual teachers in the TTF.

Figure 23 Relevance of the mission of the TTF



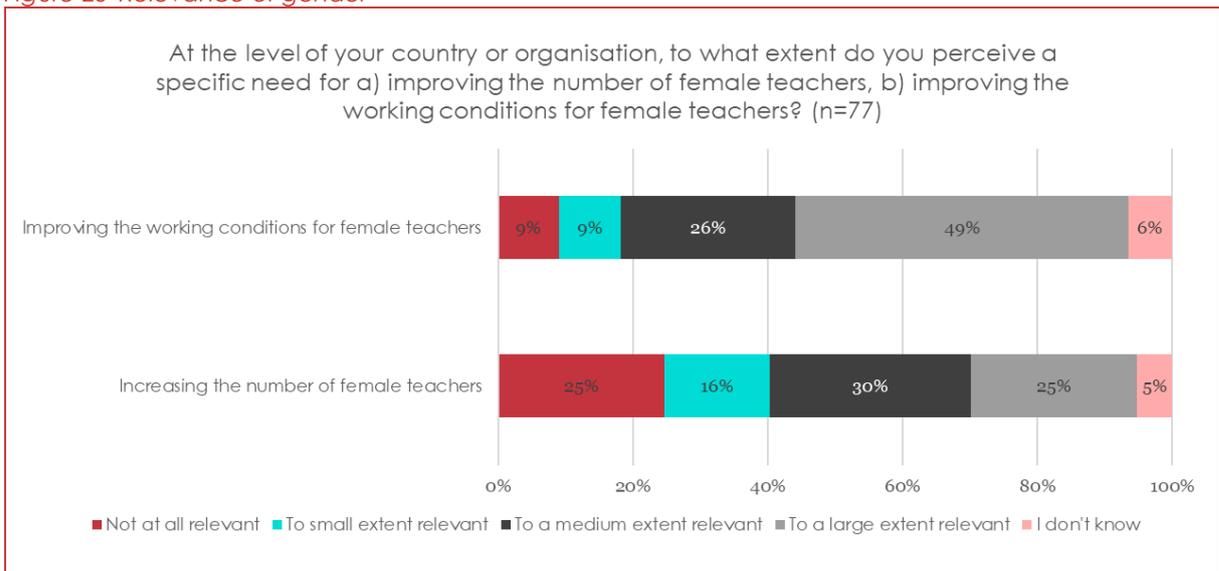
Following, respondents were asked to rank the relevance of the objectives of the TTF to improve teacher quantity and teacher quality. A large majority of respondents found improving teacher quality relevant to a large extent (73%), while considerably fewer respondents found improvement of teacher quantity relevant to the same extent (39%).

Figure 24 Relevance of TTF objectives



The respondents found improving working conditions more relevant than increasing the number of female teachers.

Figure 25 Relevance of gender



38% of respondents finds the mission and role of the TTF in supporting teacher development very unique, with no other organisations conducting similar work or pursuing similar goals. The

majority regards the TTF somewhat unique; while there are other organisations conducting similar work this does not happen at the same scale or with the same approach. When asked to clarify which organisations are pursuing similar goals, international organisations such as UNESCO, UNHCR, UNICEF and ILO often come up as well as large donor organisations, such as the World Bank, the EU and the OECD. Also mentioned are international NGOs such as Save the Children. See the full list of organisations in the table below (Table 6).

Figure 26 Uniqueness of TTF mission and role in supporting teacher development

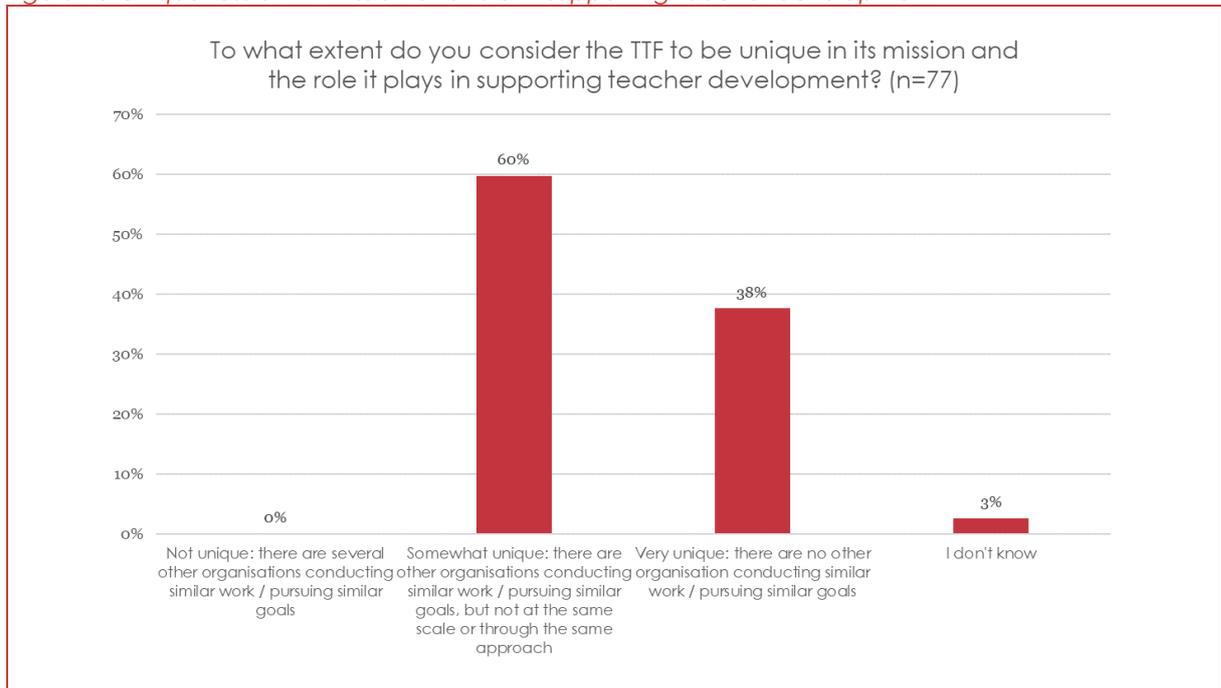


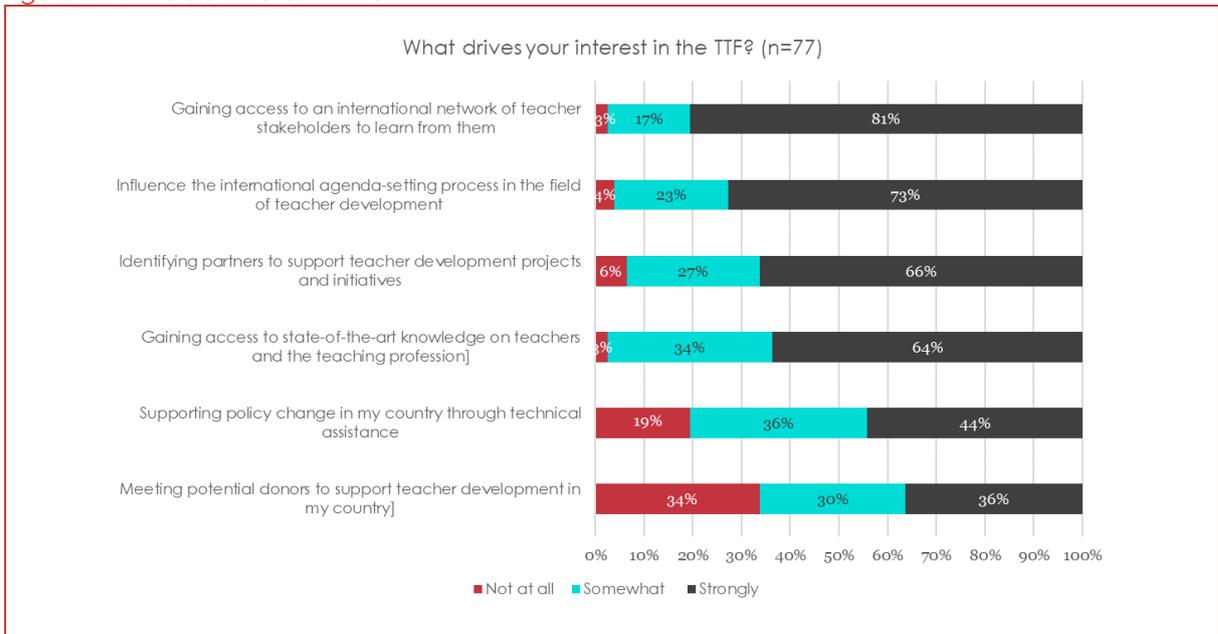
Table 6 Organisations conducting comparable work to the TTF, according to the TTF members

Organisation	Number of times mentioned
ACEI	1
ADEA	3
African Union (Teacher Development or HR Commission)	1
AREA	1
Brookings Institute	1
CARICOM (Joint Board of Teacher Education)	1
CESA	1
CIES	1
Commonwealth of Learning	1
DFID	1
Education for All	1
Education International	2

Organisation	Number of times mentioned
ELAN	1
EU	3
European Education Alliance	1
Global Partnership for Education	1
GPE	2
ILO	2
INEE	1
Inter-American Teacher Education Network	1
JICA	1
KIX (Centre régional francophone pour le partage des connaissances et innovations dans 21 pays principalement francophones)	1
KOICA	1
MASHAV	1
NECTA	1
NORRAG	1
OECD	1
OIT/BIT	1
Pathways for School Success	1
Plan International	1
RELIEFH	1
Save The Children	2
SEAMEO	1
Teach for All	1
Teacher Unions	2
TESOL	1
UNESCO	6
UNHCR	1
UNICEF	5
UNRWA	1
WFP	1
World Bank	5

When TTF members are asked what it is that drives their interest in the TTF, a majority of respondents finds strong drivers are: gaining access to an international network of teacher stakeholders (81%), influencing the international agenda-setting process in the field of teacher development (73%), identifying partners to support teacher development project and initiatives (66%) and gaining access to knowledge (64%). Supporting policy change in their own countries and meeting potential donors are less strong drivers.

Figure 27 Drivers of interest in the TTF



G.3 Results and involvement in the TTF

In terms of results for the evaluation period, 2018 – 2021, roughly half of the TTF members indicate that they had a very limited (10%) or modest participation (39%). However, an almost equally large group sees its participation as strong (32%) or very strong (14%), see the figure below. The group that indicated having a very limited or modest participation was asked to clarify the reasons for this. Lack of available resources (time, funding) stands out here, 63% indicates that this is a factor (see Figure 11). A positive sign regarding the participation however is that 53% of respondents mentions that their current level of participation is up from the level of 2018, while for only 12% it has decreased (see Figure 10). Those that are neither the focal point nor the deputy focal point (6) indicate mostly modest participation, while the deputy focal points (12) that responded to the survey indicate having a strong or very strong participation 50% more often than the focal points.

Clarifying their level of participation, some respondents mention that the move from face-to-face meetings to online meetings due to the pandemic has allowed moments for communication. Some of the members that have indicated a very limited or modest participation clarified that this is due to lack of resources or in several cases due to being a new member.

Figure 28 Level of participation of TTF members

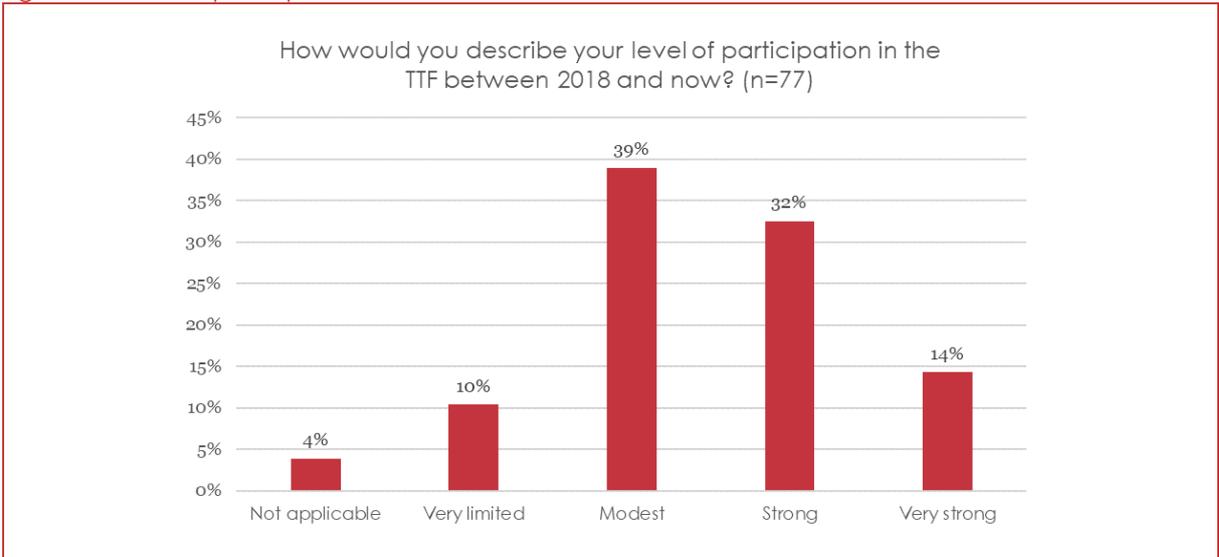


Figure 29 Reasons for limited or modest participation levels

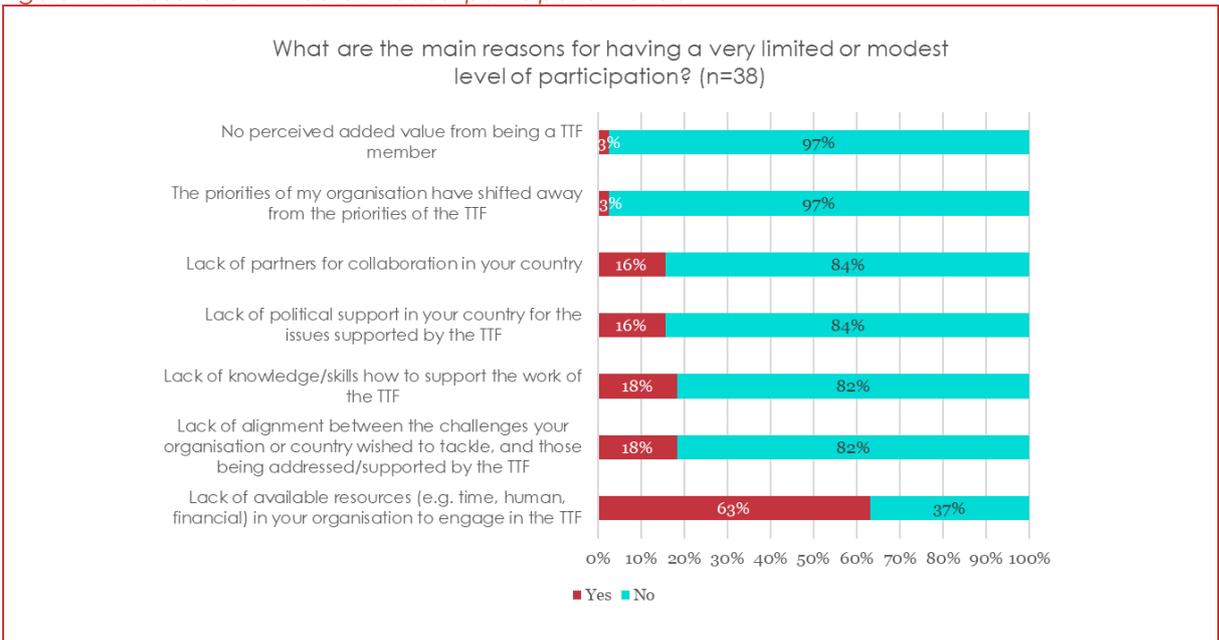
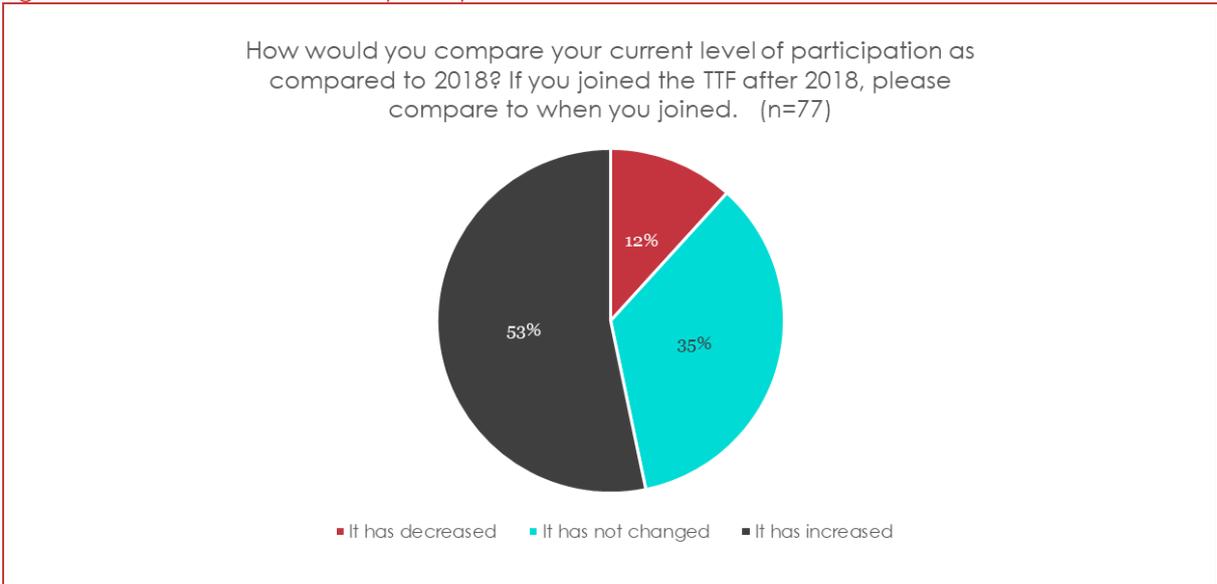
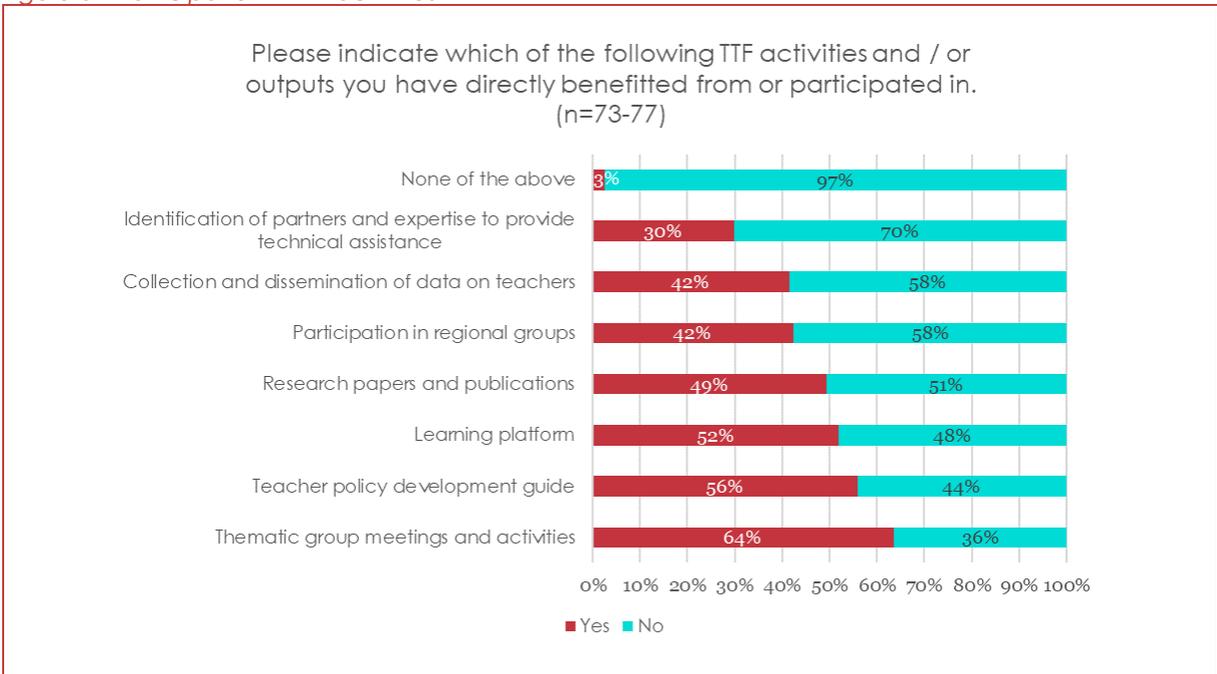


Figure 30 2018 vs current level of participation of TTF members



The figure below illustrates which of the activities or outputs of the TTF members have benefited from or participated. A majority was involved in thematic groups meetings and activities (64%), in the teacher policy development guide (56%) and the learning platform (52%). Only 3% of respondents was involved in none of the activities specified in the figure.

Figure 31 Participation in TTF activities

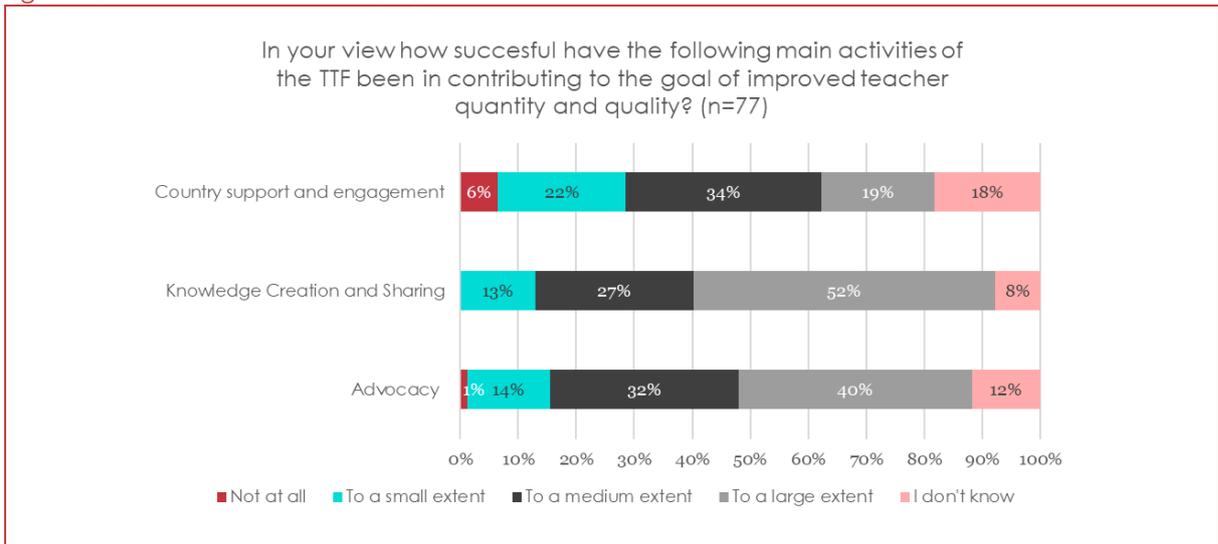


Respondents were asked to indicate how they perceive the success of the three types of activities that are distinguished by the TTF (country support and engagement, knowledge

creation and sharing, and advocacy). While many of the activities contain elements relating to multiple categories, the figure can offer an indication of the strengths of the TTF.

- For each of the Main Lines of Action, a majority finds them either successful to a medium extent or to a large extent.
- Knowledge creation and sharing is rated most positively; 52% finds this these activities successful to a large extent.

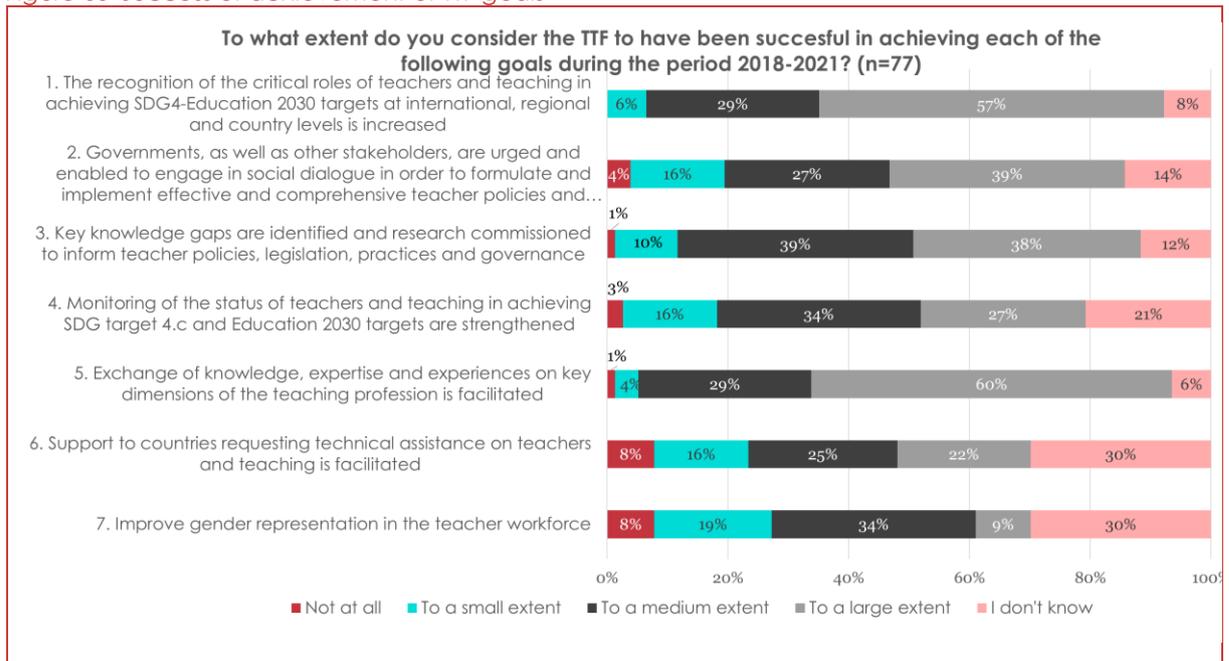
Figure 32 Success of the TTF - Main Lines of Activities



The respondents were also asked to rank in more detail the sub-goals of the TTF per main line of activity. In line with the results above, the most success is perceived for the goals relating to knowledge creation and sharing, as well as to advocacy:

- A majority finds that the recognition of the critical roles of teachers and teaching in achieving SDG has been successful to a large extent (57%)
- A majority finds that the "exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated" was successful to a large extent (60%)
- A minority of respondent indicates success in the field of country support to a medium or large extent (47% combined)
- A minority of respondents indicates success to a medium or large extent (43% combined) in the achievement of improved gender representation in the workforce

Figure 33 Success of achievement of TTF goals



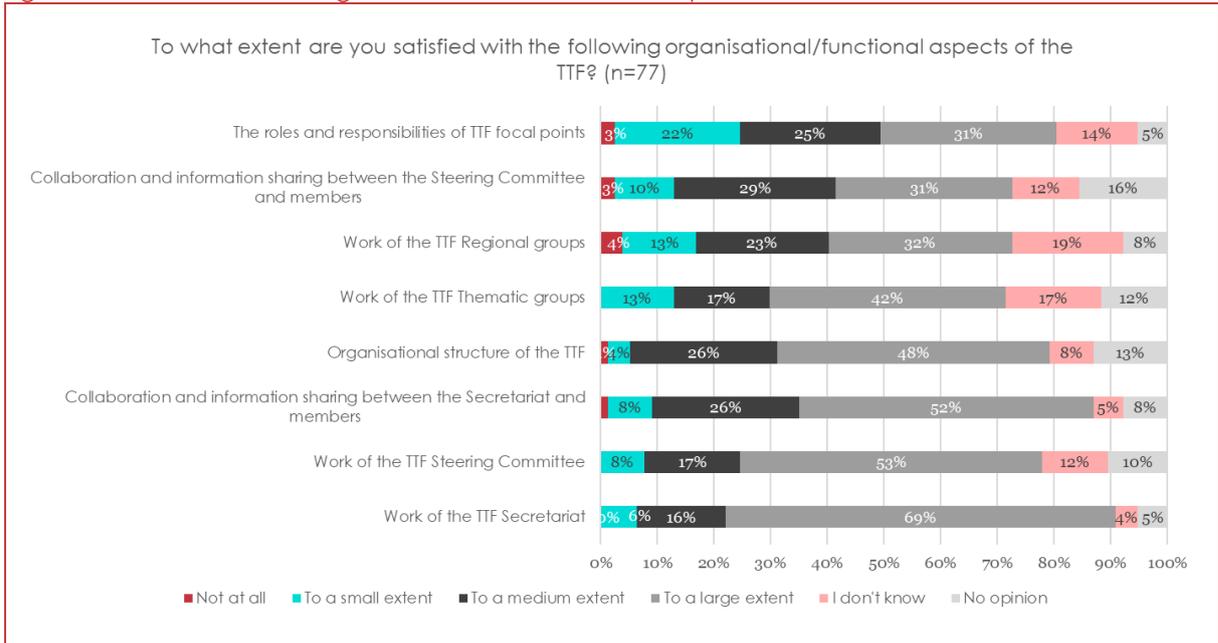
Asked to share examples of teacher policy, regulatory or institutional changes at the international, regional or country level which can be directly or indirectly linked to your participation in the TTF. Mentioned several times are the implementation of teaching standards at regional and country level (3), national teacher policy development (2), and in the response to COVID (2).

G.4 Governance of the TTF

This section provides the results of the questions that relate to the governance of the TTF. The main question respondents were asked provided a list of organisational or functional aspects that they were asked to rate from 'not satisfied at all' to 'to a large extent satisfied'. For each of the aspects, a majority indicates being either to a medium extent satisfied or to a large extent satisfied.

- Respondents are most satisfied with the work that has been done by the TTF Secretariat (69% to a large extent satisfied), the work of the TTF Steering Committee (53% to a large extent satisfied) and the collaboration and information sharing between the Secretariat and members (52% to a large extent satisfied). Members however are less positive about the collaboration and information sharing between the Steering Committee and members. In the comments, some argue that this should be improved
- Members are somewhat less satisfied with the organisational structure as a whole (48% to a large extent satisfied)
- The most varied views can be found regarding the roles and responsibilities of the TTF Focal Points, 31% is satisfied to a large extent, 25% to a medium extent and 22% to a small extent. This is surprising as the TTF Focal Point represent the members in this member driven task force
- The work of the TTF Regional groups and the TTF Thematic groups, although satisfactory to a majority of respondents, also has a relatively large group that is to a small extent satisfied (both 13%) and that 'does not know' (respectively 19% and 17%). This can indicate that a relatively small part of the members is involved in these groups

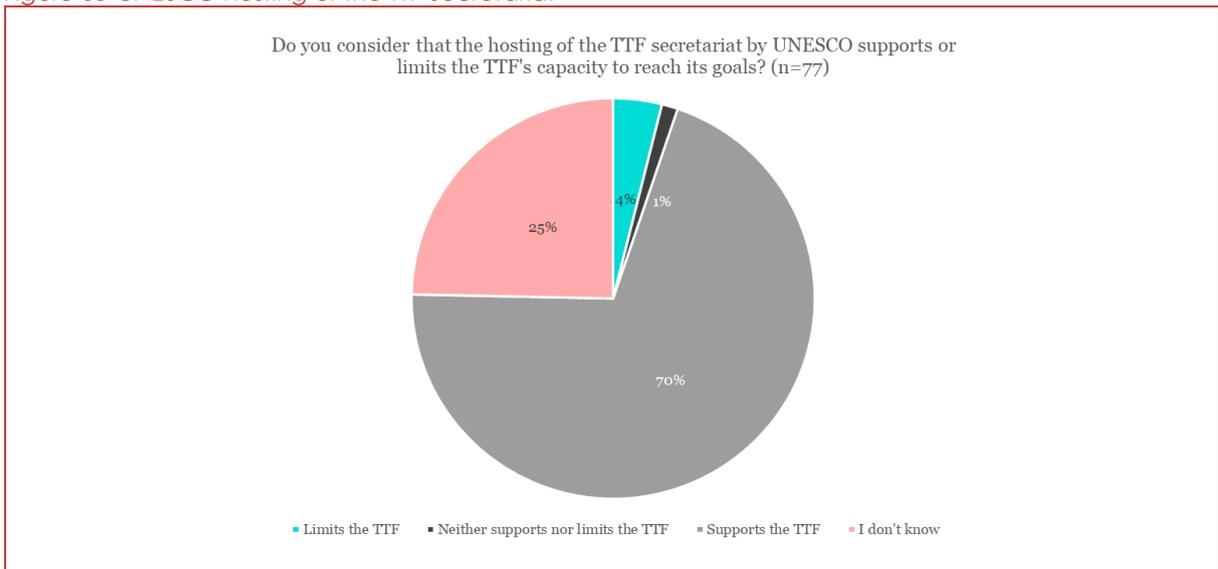
Figure 34 Satisfaction with organisational and functional aspects of the TTF



TTF members were asked to elaborate on their satisfaction or dissatisfaction with organisational and functional aspects of the TTF mentioned in the question above. Some of these comments have been included in the bullets above. A large number of comments emphasise that members in general are satisfied. However, in terms of the interaction between thematic groups, the steering committee and members some respondents would like to have more transparency. A few propose to simplify the governance structure.

A large majority of respondents believes that the hosting of the TTF Secretariat by UNESCO supports the TTF (70%) while only 4% believes it limits the TTF.

Figure 35 UNESCO hosting of the TTF Secretariat



G.5 Visibility of the TTF

In this section we provide results of the internal and external visibility of the TTF. A majority finds that the TTF organises only to a medium extent sufficient outreach activities to ensure its visibility (56%), see the figure below.

When asked through which communication channels the TTF members receive the most information on the TTF. A large majority indicates that this comes mostly through the TTF Secretariat by email (84%) and the TTF website (53%).

Figure 36 Outreach of the TTF

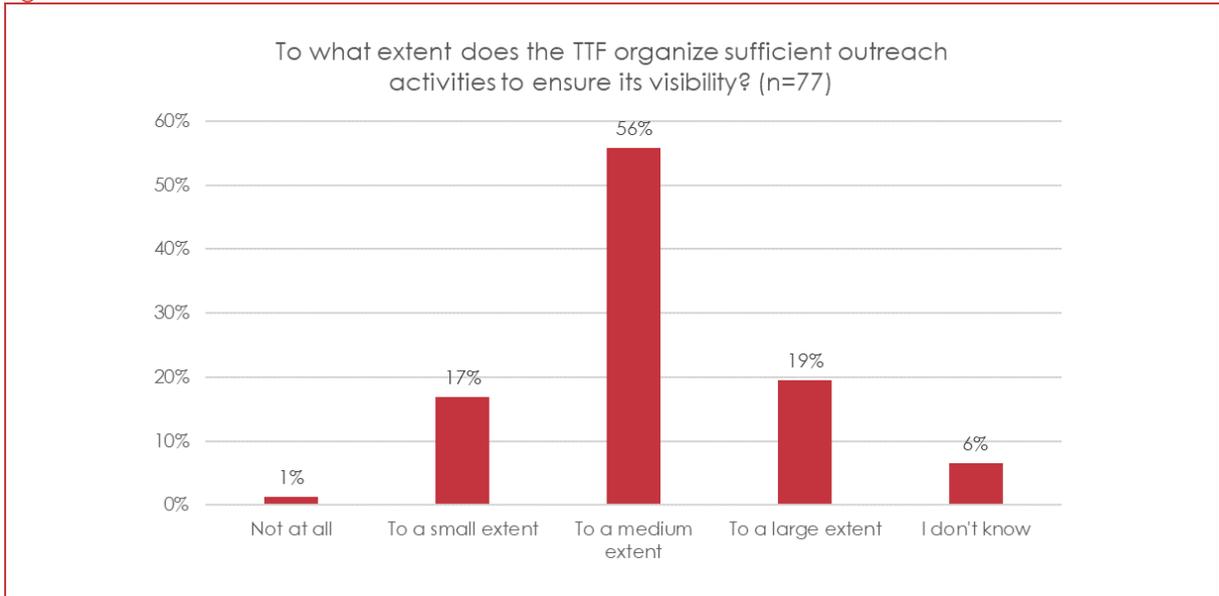
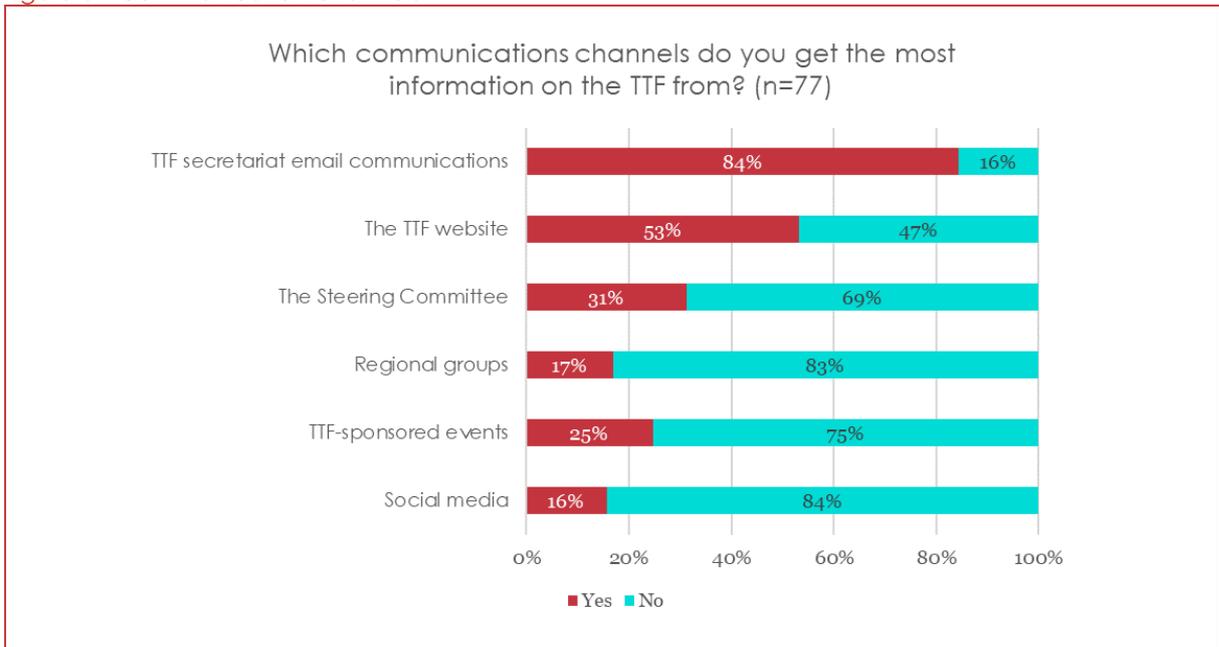


Figure 37 Communication channels





G.6 Recommendations from the survey

This section discusses the results of two open questions that invited participants to share their recommendations.

Recommendations on issues to tackle in the future

First, respondents were asked what issues they would like the TTRF to tackle in the future, which was answered by 60 persons.

The responses to the question “What issues would you like the TTF to tackle in the future?” can be roughly classified in four categories. The first three categories relate to the three Main Lines of Action (Advocacy, Knowledge Creation and Sharing, Country Support and Engagement), while the last category relates to governance, organisational or aspects pertaining to the strategic direction of the TTF.

In terms of **Advocacy**, several respondents provided recommendations (8) that the TTF should do international agenda setting and raise awareness for the teaching profession within the SDG4 framework. One person explicitly states that it should be “ensure[d] that the TTF is recognised as part of the SDG 4 – Education 2030 mechanism”. Others encourage the TTF to improve outreach, including towards global policies that target capacity building for teachers, and to continue to advocate for teachers.

A larger portion of the respondents made comments (17) on **Knowledge Creation and Sharing**. Highlighted are the importance of collaboration and information sharing, developing databases with information, and developing standards, for instance a “Framework of Standards for Teacher Educators and a career path for teachers”. Other examples mentioned are the need for knowledge creation and sharing needed that support competencies needed in online teaching due to the COVID19 pandemic and the transition from pre-primary to primary education.

A considerable number of respondents also addressed **Country Support and Engagement** in their recommendations (12). Most of the respondents argue that more can be done to support capacity-building and support on a country level or that not enough has been done so far. A single respondent argues that the TTF should not do work on country level directly, instead emphasising that it should “develop policy advice and tools that can be useful, try to broker support for country level”. Respondents provide various clarifications of how to increase country support and engagement, amongst others through giving support to focal points to reach national impacts, by mobilising countries, by identifying partners that can help TTF member countries, or by providing direct, in-country support and identifying country needs.

Various respondents comment on the role of the TTF focal points. One person recommends thinking about how member organisations can share resources and work more collaboratively to increase impact. Another suggests that (new) focal points could use an orientation to help them become more informed about the activities of the TTF. Another comment recommends strengthening the regional groups and focal points.

Several comments point out gender issues, such as a need for increased female leaders or for an increase of men in the teacher profession. In terms of objectives, the respondents also mention the following issues as demanding increased attention: educational lost learning, motivating teachers, teacher wellbeing, climate change education, role of temporary (contract) teachers.



Recommendations to improve the relevance and impact of the TTF

The second questions asked participants to the survey to provide recommendations on how to make the TTF improve its relevance and impact. 54 respondents answered this question. It should be noted that the responses show some overlap with the previous question. Again, the distinction can be made of four categories: Advocacy, Knowledge Creation and Sharing, Country Support and Engagement, and aspects related to governance, organisation and strategic direction of the TTF.

Regarding **Advocacy**, respondents recommend amongst others improved public relations and visibility. Also mentioned in this regard is improved relations with various stakeholder groups, such as political decision-makers and high-level communications, national governments and regional organisations.

For **Knowledge Creation and Sharing** respondents emphasize the need to keep disseminating evidence-based information in various languages, and supporting and investing in research.

The need for **Country Support and Engagement** was highlighted again by various respondents, for instance in terms of technical support and capacity building for developing countries. One respondent mentions that it should be considered to do this demand driven as opposed to driven by interests of donors.

Some respondents suggest improving internal communications (2) or to provide more clarity about the role of the TTF and focal points (2). One respondent suggests to help the TTF focal points in fulfilling their role by reaching out to ministers and clarifying it. Another respondent suggests signing MoUs between countries and the TTF secretariat in order to facilitate the implementations of TTF recommendations.

A number of respondents also used the opportunity to emphasise that everything is going well in their view.

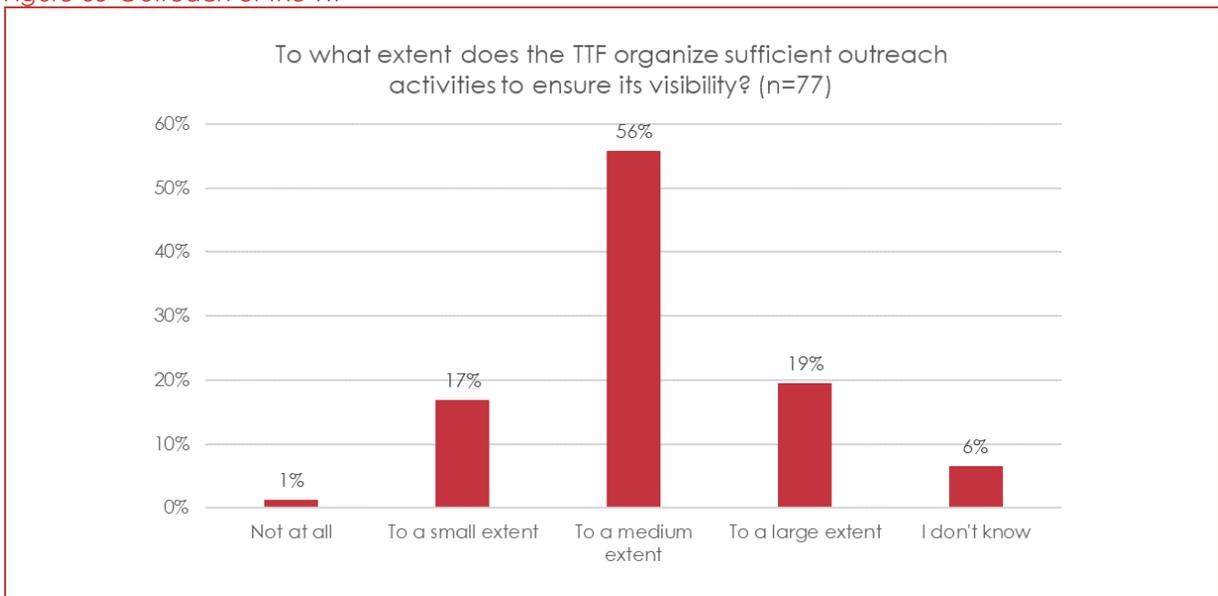
Appendix H Branding and communication

H.1 A remarkable improvement in TTF branding and communication

According to interviews with the TTF Secretariat and members, the communication activities of the TTF have significantly improved in the last 2 years – both with its community and with the general public. However, the survey results indicate that many respondents still find that the TTF outreach activities could be improved to ensure greater visibility (Figure 15). Thus, many view there is a large potential for improving branding and visibility of the TTF.

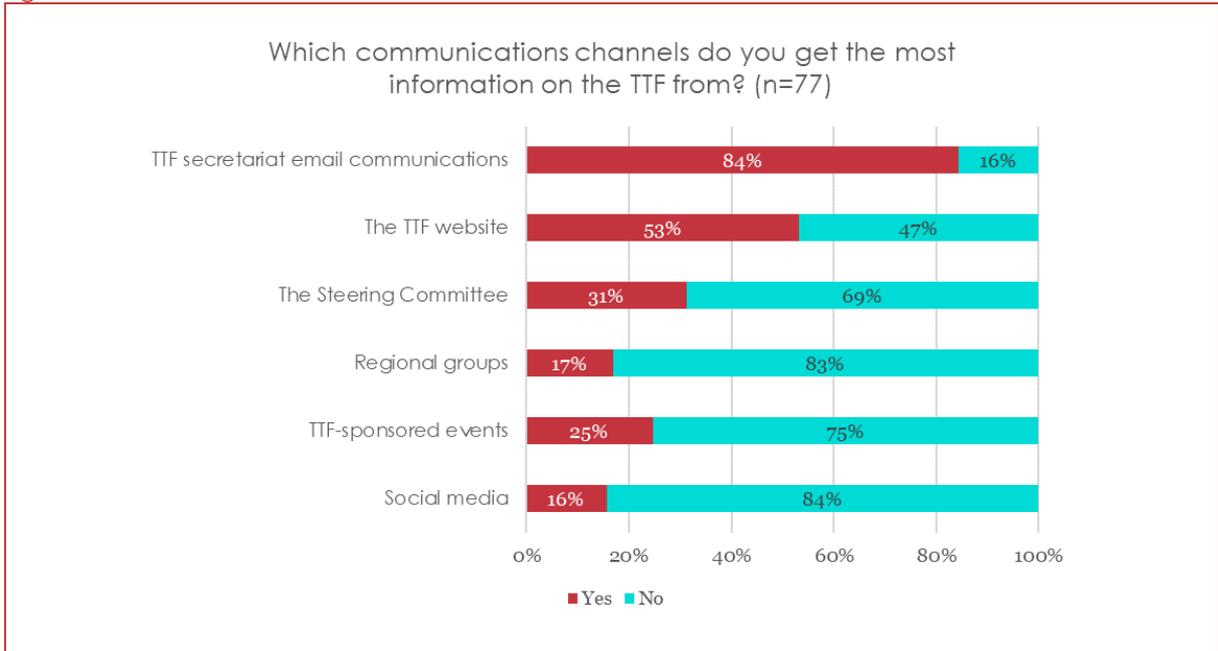
In the last 2 years, the level of engagement with the TTF community has increased, leading to stronger collaboration between members in some cases. The effectiveness and efficiency of organised meetings and events has significantly improved according to the members. However, despite that, a few interviewees argue that the TTF has a very broad thematic focus and diverse membership that makes some meetings and events too long or less relevant for some actors, The TTF has been actively communicating with the TTF members, Steering Committee and regional groups via email, the Knowledge Platform, social media, events and meetings. Based on the survey results, the majority of respondents indicated that most communication comes through the TTF Secretariat by email (84%) and the TTF website (53%) (Figure 37).

Figure 38 Outreach of the TTF



Source: Technopolis Group (2021). Survey results.

Figure 39 Communication channels



Source: Technopolis Group (2021). Survey results.

According to interviewees, the branding of the TTF is strong. The TTF is recognised as an important actor in the area of teacher advocacy, the quality of teaching and learning. However, in comparison to other established global organisations, such as UNESCO, UNICEF, the TTF does not have such a demonstrable presence. The prompt response to COVID-19 by the TTF, which included a Call for Action on Teachers and social media campaign, has drawn significant attention and made the TTF more known. Thus, it is advisable to the TTF to continue positioning itself as a global leader in supporting teachers during the pandemic.

To further improve the TTF branding it is advisable to select one, preferably compact, name for the TTF. Currently, it has several interchangeable names even in one language (English), such as "Teacher Task Force", "International Task Force on Teachers for Education 2030", "UNESCO Teacher Task Force", as well as the short abbreviation "TTF". Selecting one brand could facilitate outreach and reduce any possible confusion among members/partners regarding correct naming. While conducting the social media analysis it was noticeable that regardless of the language of the post, the TTF is predominantly named in English. Thus, a standard English name of the alliance should be promoted.

The evidence of the overall improvement in TTF communication and branding are the results of the social media analysis and external media coverage of the TTF. The activity of the TTF on social media has intensified following a hiring of the Communications Officer. As of the 28 May 2021, Twitter has 5,728 followers and the TTF has published 3,364 Tweets which include short text messages, as well as media resources (e.g., videos, reports). The Facebook account of TTF is followed by 2,089 individuals and received 1955 likes. Lastly, the YouTube channel that stores 38 videos has 71 subscribers and 3,267 views. In 2020, the number of Twitter followers almost doubled. The number of subscribers on Facebook also increased in 2020, but the number of impressions and engagements declined compare to the previous year. Thus, Twitter has been used as the main social media channel for the TTF.

Table 7 Activity on social media channels and on the website, as reported in Annual Reports of the TTF

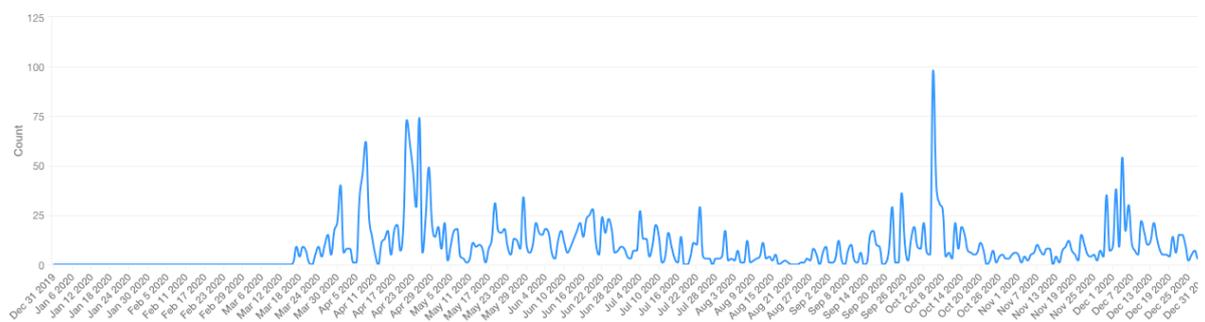
Activity	January-December 2018	January-December 2019	January-December 2020
Twitter - followers	1,830	2,680	4,780
Twitter - impressions	348,494	445,600	793,700
Facebook - followers	1,197	1,560	1,939
Facebook - impressions	76,685	97,059	81,134
Facebook - engagements	2,661	5,031	3,868

Source: International Task Force on Teachers for Education 2030. Annual Report 2019, and 2020 Annual Report and Budget Update (March 2021 version).

According to results from Meltwater, in 2020 (specifically, between 16 March and 31 December 2020) TTF has been mentioned in 3,239 posts on social media. Out of the 3,239 posts, 2,994 have been made on Twitter, 127 on Facebook, 115 in different blogs/forums and 3 on YouTube (re-tweets and re-shared posts have been considered as separate posts).

Media exposure in 2020, calculated by the number of posts on social media on a specific date, reveals a few peaks in the end of March and in April, beginning of October and December of 2020 (Figure 16). Apart from these peaks, the number of posts that feature TTF on social media channels is relatively stable – up to 25 posts per week. This indicates that the TTF maintained a stable presence on social media in 2020. The posts in March and April are related to the TTF Call for Action on Teachers, a social media campaign to support teachers in the Covid-19 pandemic. Several of these posts referred to the figures that the TTF had compiled on disparities in digital studying. In addition, the TTF has been mentioned in relation to the Council for Subject Associations. The peak in October (98 posts that contain a reference to the TTF) has been linked to the World Teachers Day and some activities of the TTF in that period (e.g., the publishing of a policy paper “Inclusive teaching: preparing all teachers to teach all students”). In December, the highest peak (54 posts) could be explained by the enthusiasm of followers as the OECD, UNESCO and the TTF joined forces to crowdsource school innovations during the Covid-19 pandemic.

Figure 40 Media exposure of TTF in 2020

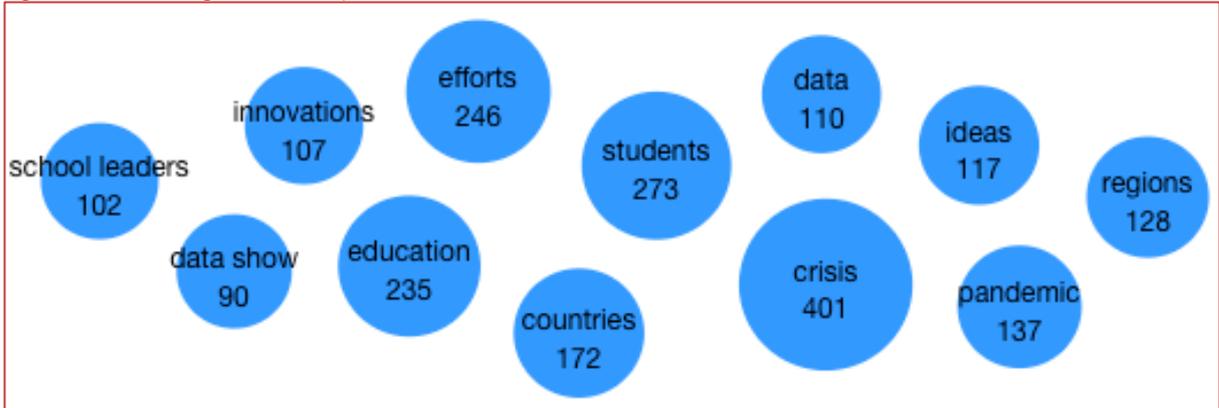


Source: Technopolis Group (2021). Meltwater results.

The text analysis of key phrases/words that are most frequently associated with the TTF in 2020 confirms that the TTF has been regularly discussed in relation to the pandemic. Figure 17 shows that the words “crisis”, “students”, “efforts”, “education” are included a greater number of times in TTF-related posts in 2020.

The major headlines in blogs and forums are presented in Table 8. The publication “[Startling digital divides in distance learning emerge](#)” has been initially published on UNESCO website, based on data compiled by the TTF, and later re-shared on 36 blogs/forums in April and May 2020. Similarly, the [publication of UNICEF](#) on reimagining education to achieve quality learning for all has generated a spike in the number of posts in blogs on that topic in October 2020.

Figure 41 Trending themes in posts on social media in 2020



Source: Technopolis Group (2021). Meltwater results.

Table 8 Major headlines that feature in blogs and forums that mentioned the TTF in 2020

Headline	Number of posts with this headline	Date	Country
Startling Digital Divides In Distance Learning Emerge: UNESCO	36	April 2020	United States, Italy, Kenya, Nigeria, India, Colombia, Montenegro
COVID-19: UN study reveals 'baffling' inequality in distance learning	3	April 2020	Nigeria
Only Half of World's Learners Able to Take Part in Distance Learning	5	April 2020	United States
New task forces to help 2.7 million teachers in India hit by COVID-19 lockdown	6	May 2020	United States
2.7 Million Untrained Teachers In Sub-Saharan Africa Impacted By COVID-19—New UNESCO Data	5	May 2020	United States
Reimagine education to achieve quality learning for all	7	October 2020	Finland, United States
Educators seek to influence UNESCO's 2021/22 Global Education Monitoring Report	3	December 2020	India, United States

Source: Technopolis Group (2021). Meltwater results.

In 2020, among the top publishers about the TTF by volume on Twitter are listed UNESCO Institute for Statistics (60 posts), Tom Vandebosch (52 posts), who is a Global Director of Programmes at VVOB – education for development, the Association for the Development of Education in



Africa (40 posts), Rajni Goswami (35 posts) – who is a Punjabi teacher at DCM Presidency school, Walaa Hassan (34 posts), UNESCO Pacific (32 posts), UNESCO Bangkok (24 posts), Education International Africa Region (23 posts), OECD Education (23 posts), Christopher Henderson (22 posts) – who is a doctor fellow at Columbia University and a consultant at UNICEF, Ghana Commission for UNESCO (22 posts) and Transformative Learning Society (14 posts). On Facebook, the organisations/individuals posting a high number of messages about the TTF are the Inter-agency Network for Education in Emergencies (8 posts), UNESCO Bangkok (8 posts), Global Partnership for Education (7 posts), UNESCO International Institute for Capacity Building in Africa (5 posts) and VVOB vzw (4 posts). Overall, the number of messages posted about the TTF by external actors on Facebook is significantly lower than on Twitter.

The main influencers (organisations/individuals that have been sharing posts with a greatest reach)¹⁸ for the TTF include UNICEF, UNESCO, Teach for India, Global Partnership for Education, CISCO, India Today Education, Maria Sarungi Tsehai, UNESCO Bangkok, TES and Carol Ndosu. More details are provided in Table 9. The analysis of the volume of posts about the TTF and of the reach of these posts indicates that on both dominant social media channels (Twitter and Facebook), the TTF members, particularly the intergovernmental organisations at global level, such as UNESCO and its departments/branches, Education International, OECD, UNICEF, appear to be the major promoters of the TTF. In addition, several active followers in India and Africa are drawing significant attention to the TTF. Based on the analysis of posts made by the TTF on social media (where it tags itself), on average, there is a reach of 3,856 individuals on Twitter and 1,641 on Facebook. This indicates that the reach of members and partners of the TTF at times is much higher than that of the TTF itself. Thus, it is advisable for the TTF to develop a dissemination strategy which focuses on collaboration with external actors in spreading the word on key TTF activities.

Table 9 Top posters by reach on social media channels in 2020

Top posters by reach	Max. reach via post	Source when a post was published and a weblink	A post with a maximum reach
UNICEF	8,14 million	Twitter	Retweeted post from the TTF: No education without #Teachers! With the #COVID19 crisis they are on the front lines in ensuring that #LearningNeverStops #SupportTeachers! https://en.unesco.org/news/teacher-task-force-calls-support-63-million-teachers-touched-covid-19-crisis
UNESCO	3,38 million	Twitter	I'm proud to announce that the @OECD, @UNESCO and @Teachersfor2030 have joined forces to crowdsource school innovations during the COVID-19 pandemic. I encourage all teachers and school leaders to share their insights at: https://bit.ly/ShareYourInSights
Teach for India	1,35 million	Twitter	Retweeted post from the Teach for All: Great to see @Teach4Nepal

¹⁸ Reach is calculated by the size of the potential audience that has been exposed to the article/document/post.



Top posters by reach	Max. reach via post	Source when a post was published and a weblink	A post with a maximum reach
			@TeachForAmerica @TeachForIndia and @teachforpak's contributions to this @TeachersFor2030 toolkit for school leaders! https://twitter.com/TeachForIndia/status/1310772954402140161
Global Partnership for Education	844k (cumulative for several posts)	Facebook	A new policy paper by GEM Report Unesco and the Teacher Task Force released on #WorldTeachersDay says inclusion cannot be realized unless teachers are empowered agents of change, with values, knowledge and attitudes that permit every student to succeed. We must ensure that all teachers are prepared to teach all students. #SupportTeachers #AllmeansALL g.pe/uhWB30rdRUu
CISCO	700k	Twitter	We believe that internet access should be a human right, especially during this time. Our SVP of Corporate Affairs, @TaeYooCSR, shared some insight on how we can close the digital divide
India Today Education	637k	Facebook	"New data from #UNESCO's teacher task force show 2.7 million teachers in India who have been impacted by coronavirus school closures are untrained...," said UNESCO Assistant Director-General for Education!
Maria Sarungi Tsehai	600k	Twitter	"The Teacher Task Force, an international alliance working for teachers and teaching, has issued a Call for Action on Teachers to ensure that teachers are protected, supported and recognised during the crisis".- @UNESCO #JikingeWakingeWengine #Coronalnazuilika
UNESCO Bangkok	489k (cumulative for several posts)	Twitter	If you are a teacher in the Asia-Pacific region, join this UNESCO survey on technologies in education! The estimated time to complete the survey is 2 minutes: https://www.surveymonkey.com/r/D2CM9QS #EdTech International Task Force on Teachers
TES	312k	Twitter	Data published by @UNESCO 's Teacher Task Force shows that millions of untrained teachers across the world may exacerbate the educational impact of the coronavirus outbreak
Carol Ndosi	309k	Twitter	Retweeted post from UNESCO Institute for Statistics: Trained teachers are an integral part of the global education response to #COVID19 #SchoolClosures to effectively deliver distance education. Yet, @UNESCOstat data show that some regions are lacking in numbers. #TeachersMatter https://en.unesco.org/news/startling-digital-divides-distance-learning-emerge...

Source: Technopolis Group (2021). Meltwater results.

Most posts about the TTF have been written in English (2,943 posts). This applies to all social media channels – Twitter, Facebook, YouTube and blogs/forums. Among other languages are listed Spanish (73 posts), Arabic (70 posts), French (61 posts), Hindi (61 posts), Dutch (11 posts),

Japanese (10 posts). All YouTube videos (Table 3) and blogs were in English, with the exception of 3 blogs (1 in Spanish, German and Chinese). This implies that the published posts will predominantly attract the English-speaking viewers/followers on social media channels.

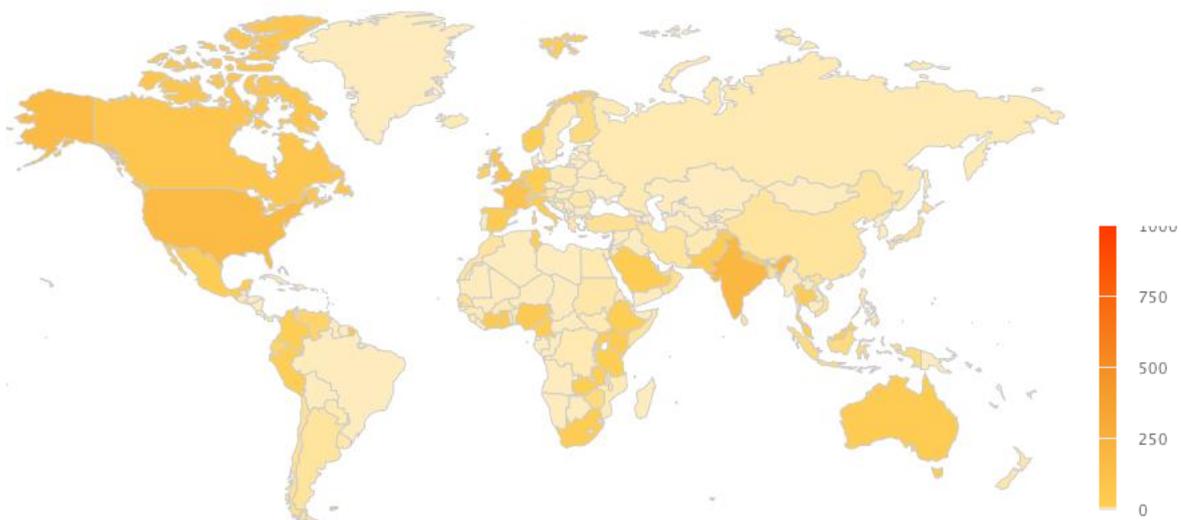
Table 10 Videos on YouTube that mention the TTF in 2020

Name of the post and a weblink	Date of publishing	Publisher	Reached audience
Call for action on teachers in the COVID-19 Crisis	9 April 2020	UNESCO	2,092 views
Teacher Task Force Inspired by UNESCO	15 September 2020	Teachers Upload	20 views
WORLD TEACHERS' DAY 2020 WTD PINOY CHILLVIBE	7 October 2020	Pinoy ChillVibes	723 views

Technopolis Group. (2021). Meltwater results.

The heat map below illustrates coverage by a geographic location (Figure 18). The colour saturation indicates a country in which a higher/lower number of posts that mention TTF have been published. According to Figure 18, the United States (236 posts), India (227 posts), United Kingdom (174 posts), Belgium (144 posts), France (124 posts), Canada (107 posts), Nigeria (76 posts), Ghana (72 posts), Kenya (54 posts), Cote D'Ivoire (48 posts) and Pakistan (46 posts) publish a greater number of posts that mention the TTF. Thus, North America, Western Europe, Australia and several countries in East and Southern Africa more actively follow the TTF and engage on social media. With the exception of India, Pakistan and Thailand (32 posts), the TTF does not have many active followers in Asia. Similarly, in Latin America, with the exception of Colombia (17 posts), Peru (13 posts), Ecuador (11 posts) and Venezuela (9 posts). A lower number of posts that feature the TTF could be attributed to several factors – access to social media or digital technology in a specific location, lack of habit/culture of active engagement on social media, or ineffective communication by the TTF. The latter could imply both the content of messages and their language. In any case, if the TTF aims to have a more balanced engagement on social media across the globe it is advisable to target areas with a lower number of posts.

Figure 42 Heat map on the number of posts that mention TTF per country



Source: Technopolis Group (2021). Meltwater results.

H.1.1 Sustained media coverage, with a strong focus on English content

During the investigated period of 2018-2021, the TTF has been mentioned in different external news channels. In 2018, 33 news articles contained a reference to the TTF; in 2019 - 148 news articles, and in 2020 - 155 new articles. This reflects a clear increase in the visibility and reach of the TTF since 2019, pointing to its growing recognition in the field of education. In 2019, several Arabic news channels started to report about the TTF. Table 11 presents a list of channels that have published a greater number of articles mentioning the TTF since 2018. An additional observation can be made – the number of news channels that report on the TTF has been growing since 2018. Thus, a more diverse audience has been getting acquainted with the TTF.

Table 11 News channels in which the TTF was mentioned several times in 2018, 2019, 2020

Name of the news channels	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
UAE News - أخبار الإمارات		5	5	10
WAM - Emirates News Agency		7	1	8
India Education Diary	1		6	7
Targeted News Service (Print Edition)		1	6	7
Otras Voces en Educacion	2		4	6
Eye Of Riyadh		6		6
البيان نيوز		5		5
ReliefWeb	2		3	5
UrduPoint Network		3	2	5
The Middle East North Africa Financial Network		2	3	5
UrduPoint Network		3	2	5
Education International			4	4
لوما نيوز		4		4
Al-Sharq Times - الشرق تايمز		4		4
Medanelakhbar		4		4
nabd		4		4
سيناء الاخباري		3		3
Web-Release		2	1	3

Name of the news channels	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
Abu Dhabi News - أبو ظبي الإخبارية		3		3
Rasid News Network شبكة راسد الإخبارية		3		3
UAE News - أخبار الإمارات العاجلة		3		3
Last Dubai - لاست دبي		3		3
Arabic News UK		3		3
Al-Watan - جريدة الوطن		3		3
Al-Ittihad - صحيفة الاتحاد		3		3
Jamaica Observer	3			3
SKN Vibes	3			3
The Gleaner	3			3
Gulf Today		3		3
ZAWYA MENA Edition		3		3
ZAWYA UAE		3		3

Source: Technopolis Group (2021). Meltwater results.

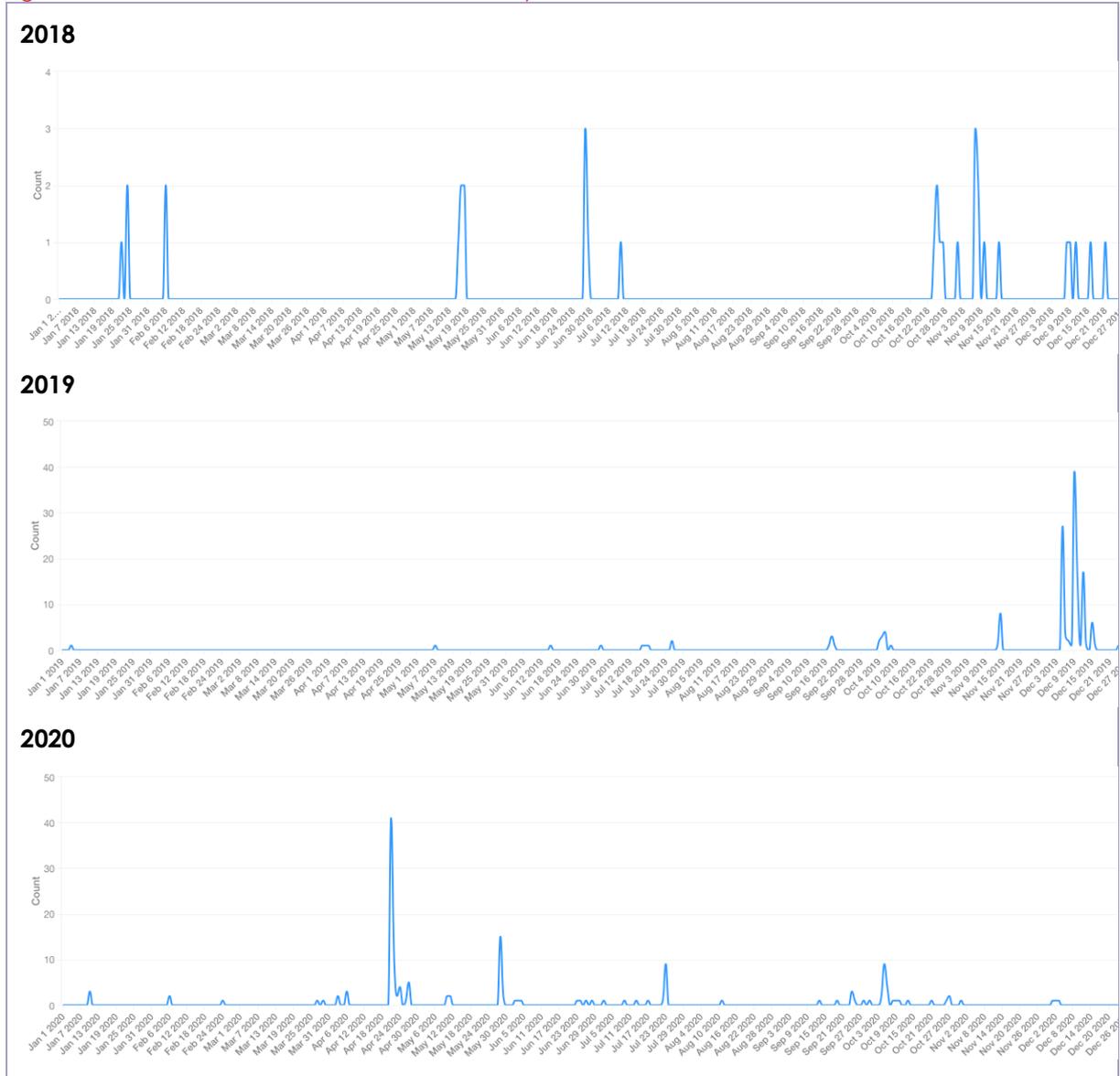
The number of published articles that feature the TTF is not stable across 2018, 2019 and 2020 (Figure 19). During the peak moments, up to 3 articles were posted in 2018, around 40 in 2019 and in 2020. Across the three years, the last quarter of the year is typically associated with a greater number of articles about the TTF. This is likely to be connected to events that the TTF organises, end-of-the-year publications and important announcements. If the TTF aims to maintain a consistent presence on external news channels, then it should develop a strategy/action plan on how to stimulate interest in TTF throughout the year.

The total reach through all published articles has grown tremendously since 2018. In 2018, the total reach was 5,5m; in 2019 it was 46,8m; in 2020 it was 378,4m. This indicates that the articles published on news channels have a very large audience. Thus, they are an excellent tool for the TTF promotion.

Based on a text analysis of key phrases mentioned in TTF-related articles in 2018, most of them were focusing on teacher development, teacher education, education workforce, Sustainable Development Goals, UNESCO assistance and the Policy Dialogue Forum. In 2019, the focus was on the 12th Policy Dialogue Forum, national education systems, education technology, culture and knowledge development and scholarships. In 2020, most common words/phrases mentioned in articles that reference the TTF are Internet access, virtual or distance learning, students, global education system, educational inequality or inequality gap, infrastructure and household connectivity, household computers, COVID, pandemic, virtual summit, schools, critical contribution teachers and mental health. The shift in focus of articles is noticeable – from teacher development pre-pandemic (between 2018 – November 2019) to

distance learning, inequality, and digital infrastructure during the pandemic (December 2019 – January 2021). As stated above, the TTF has an opportunity to capitalise on its expertise and reputation in developing a COVID-19 response to build a stronger brand.

Figure 43 Number of articles on news channels by week in 2018, 2019 and 2020



Source: Technopolis Group (2021). Meltwater results.

The number of countries in which TTF-related news articles were published has been growing every year since 2018. Specifically, in 2018 the articles that mentioned the TTF were published in 13 countries, in 2019 in 22 countries, while in 2020 in 32 countries. Thus, the TTF has been increasing its international exposure on media.

The analysis of articles that feature the TTF by country shows that the United Arab Emirates, United States, India, Egypt, Saudi Arabia, Ghana, Malaysia, Nigeria, China, South Africa and United Kingdom have been most active publishers about the TTF (Table 4). The interest of countries in the TTF has not been static in most cases, with the exception of Ghana and Nigeria.

Some countries, like Jamaica and Saint Kitts and Nevis, mentioned the TTF more frequently in 2018 than in the following years. Since 2019 the TTF appeared in articles in Egypt, Saudi Arabia, Jordan, Qatar, United Kingdom, Belgium and Pakistan. In 2020, the news channels of China, South Africa, Germany, Australia, Austria, Morocco and Switzerland started to report about the TTF.

Between 2018-2021, English has been the dominant language in which the articles were published, followed by Arabic (Table 12). If the TTF wants to capture non-English speaking populations, it should consider approaching foreign news channels and involve them in coverage of events that the TTF is organising. Alternatively, the TTF could translate and share some key materials with the foreign press. In 2020, 11 articles were published in German and Chinese. This indicates a recent increasing interest in the German-speaking countries, such as Germany and Austria, and of China in the work of the TTF.

Table 12 Countries in which several news articles were published about the TTF in 2018, 2019 and 2020

Country	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
United Arab Emirates	14	58	3	75
United States	3	6	31	40
India	3		23	26
Egypt		23	1	24
Saudi Arabia		17	2	19
Ghana	5	5	7	17
Malaysia	8	8	1	17
Nigeria	4	1	7	12
China			12	12
South Africa	1		10	11
United Kingdom		4	6	10
Jamaica	7			7
Belgium		1	5	6
Venezuela	1		5	6
Jordan		3	3	6
Qatar		5		5
Saint Kitts And Nevis	5			5
Pakistan		3	2	5
Saudi Arabia		3	2	5
Germany			5	5
Australia			4	4
Austria			4	4
Morocco			4	4
Switzerland			3	3

Country	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
Brazil	2		1	3
Mexico	2			2
Cyprus			2	2
Dominican Republic			2	2
Italy			2	2
Kenya			2	2
Sri Lanka			2	2

Source: Technopolis Group (2021). Meltwater results.

Table 13 Number of articles that have a reference to TTF per year and by language

Language	Number of articles that have a reference to TTF per year			
	2018	2019	2020	Total
English	57	54	118	229
Arabic		91	6	97
German			11	11
Chinese			11	11
Spanish/Castilian	3		4	7
Portuguese	2		1	3
Burmese		2		2
Italian			2	2
Modern Hebrew		1		1
Norwegian			1	1
Thai			1	1

Source: Technopolis Group (2021). Meltwater results.

H.1.2 A steady influx of traffic to the TTF website, but limited understanding of its use

The Communications Strategy 2018-2021, developed by the Secretariat of the TTF, indicated that the website of the TTF should undergo considerable improvement to support communication and advocacy actions. In 2020, the restructuring took place, and the Knowledge Platform/Hub was created to facilitate access, search and sharing of relevant documents. Installed search filters enable a search by topic/subject, type of document, region, country, language, year and author. Following a restructuring of the TTF website, a launch of the Knowledge Platform, and a continuous updating of the website, its usefulness has increased in the eyes of TTF members. In the view of the interviewees, the visual identity of the TTF also has improved on the website. The number of newsletter subscribers has been growing, and at present has reached 1,700 subscribers.

In addition, the TTF's Working Space was established on the TTF website to give members a way to exchange information, communicate with each other and provide resources to the Knowledge Hub. Considering that both elements (Knowledge Platform/Hub and Working

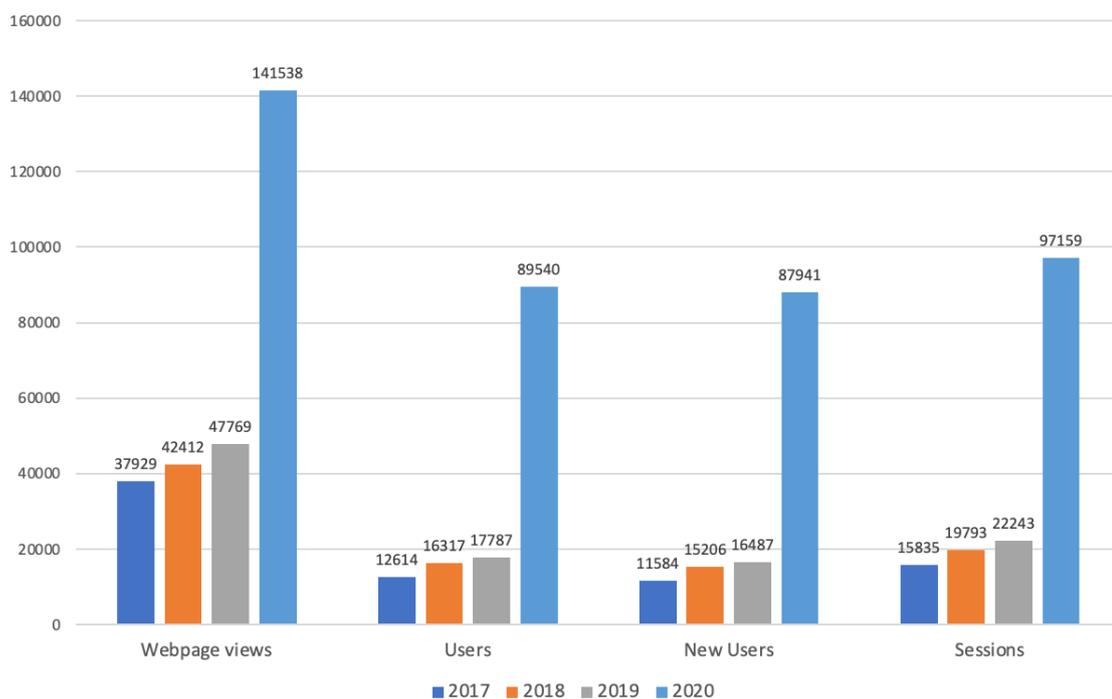


Space) were recently added to the website they have not been in focus of the current evaluation. Instead, this evaluation assessed website performance based on quantitative indicators, such as the number of homepage page views, existing and new users, webpage visits and bounce rate. To capture the difference prior and during the investigated period (2018-2021), the analysis has been performed for the period 2017 - 2021.

According to Figure 44, the total number of webpage views, users, new users and webpage visits has been growing since 2017 across all variables. Between 2017 and 2019 a slow growth is observed, while in 2020 a sudden increase across all variables is noticeable. A significant increase occurred in the second quarter of 2020, followed by an even larger growth of views in October 2020. The statistics for the number of webpage views, users, new users and website visits have a similar pattern (Figure 45). Some fluctuations across months is evident in 2017-2019, but not as significant as in 2020. This indicates that, on average, the TTF website had a stable level of activity until 2020. The restructuring of the website in 2020 had a large, positive impact on website performance.

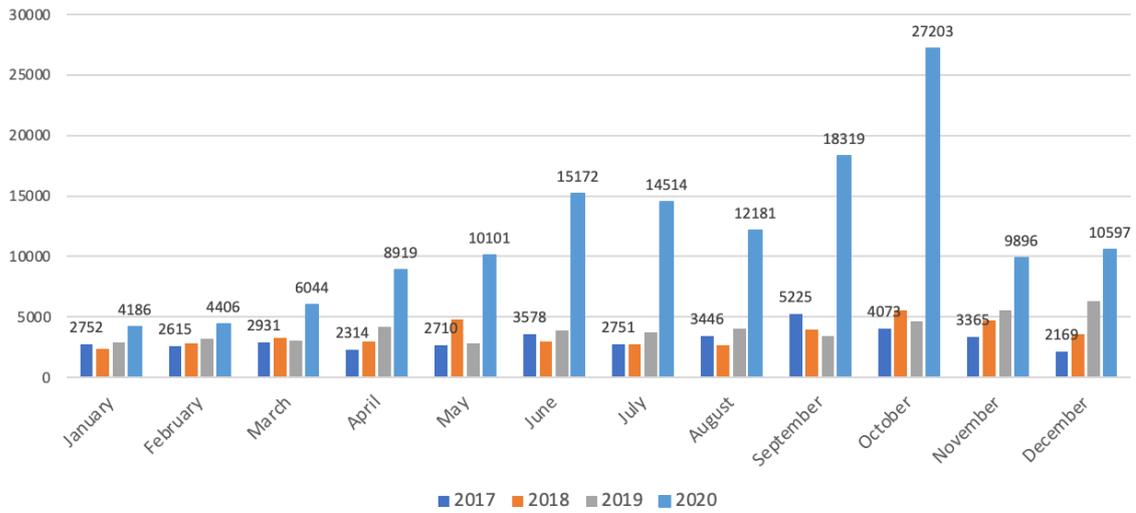
Unfortunately, the direction of the traffic could not be analysed, due to limited data given to the evaluators. The detailed data on website traffic would allow us to examine what the audience is interested in exploring on the TTF website and suggest the best use of the website. In this regard, it is advisable for the TTF to closely monitor traffic on specific TTF webpages and collect data on most downloaded content, most frequently returned webpages, time spent on specific webpages.

Figure 44 Aggregate statistics on the total number of webpage views, users, new users and sessions in 2017-2020



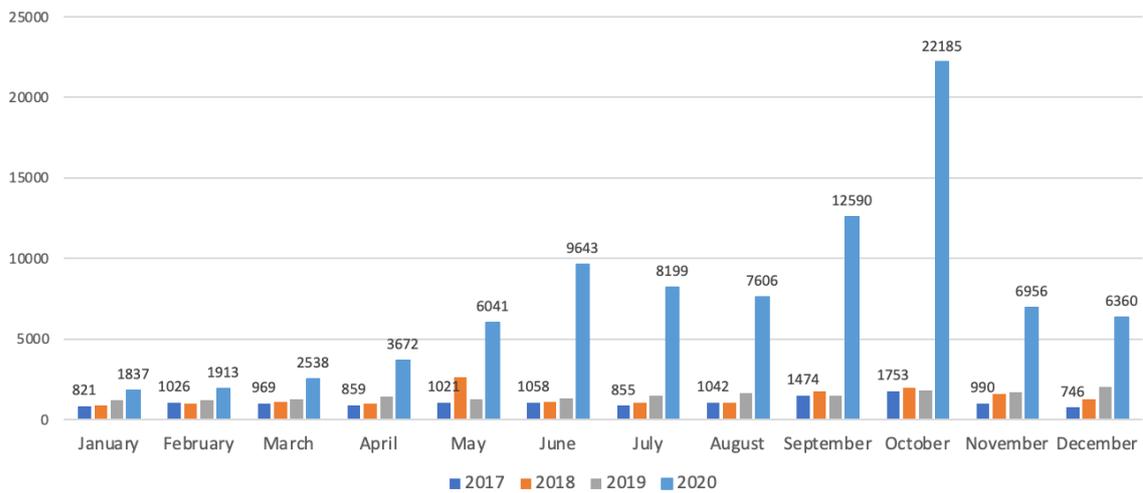
Source: TTF website statistics. (2021).

Figure 45 The number of webpage views in 2017-2020



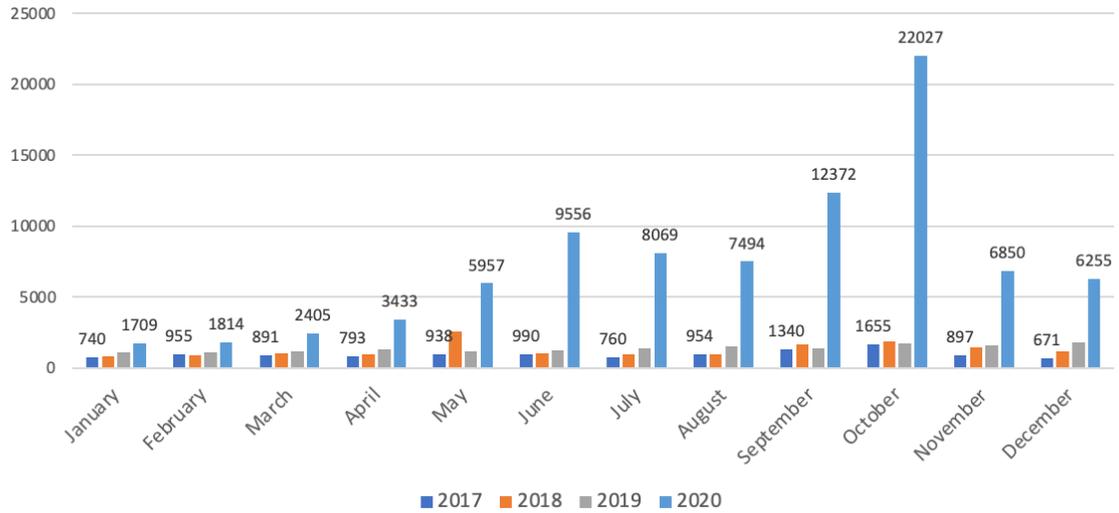
Source: TTF website statistics. (2021).

Figure 46 The number of users in 2017-2020



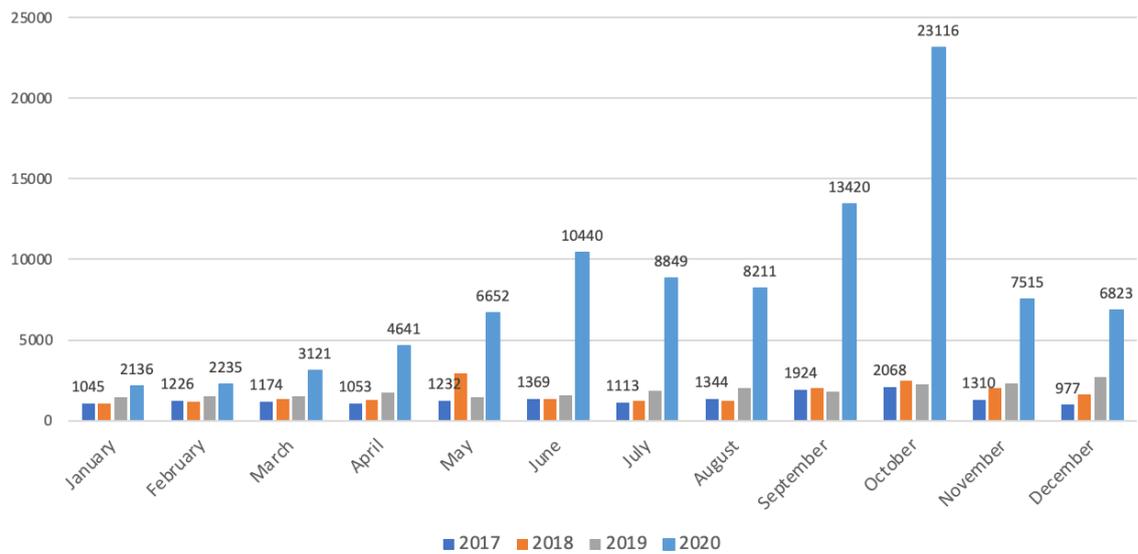
Source: TTF website statistics. (2021).

Figure 47 The number of new users in 2017-2020



Source: TTF website statistics. (2021).

Figure 48 The number of website visits in 2017-2020



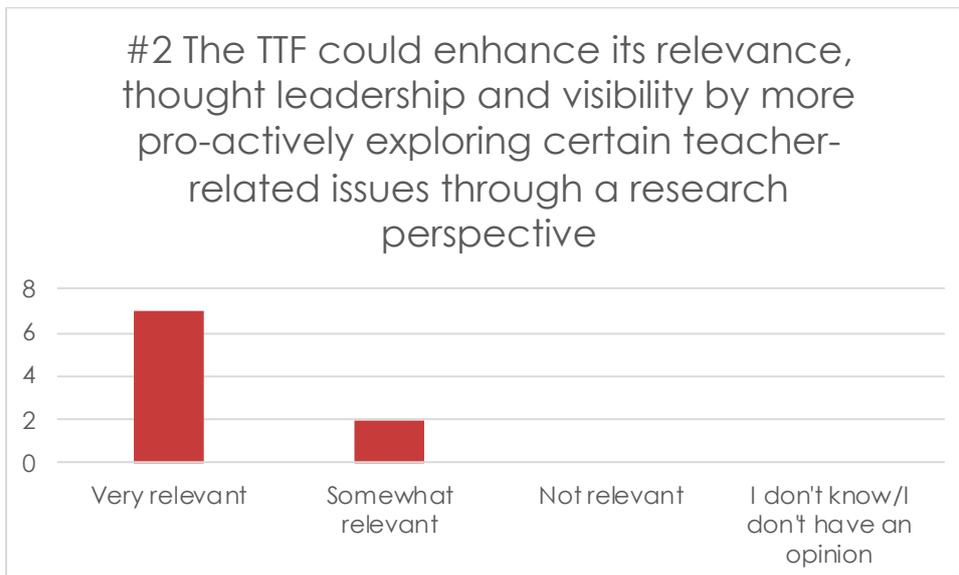
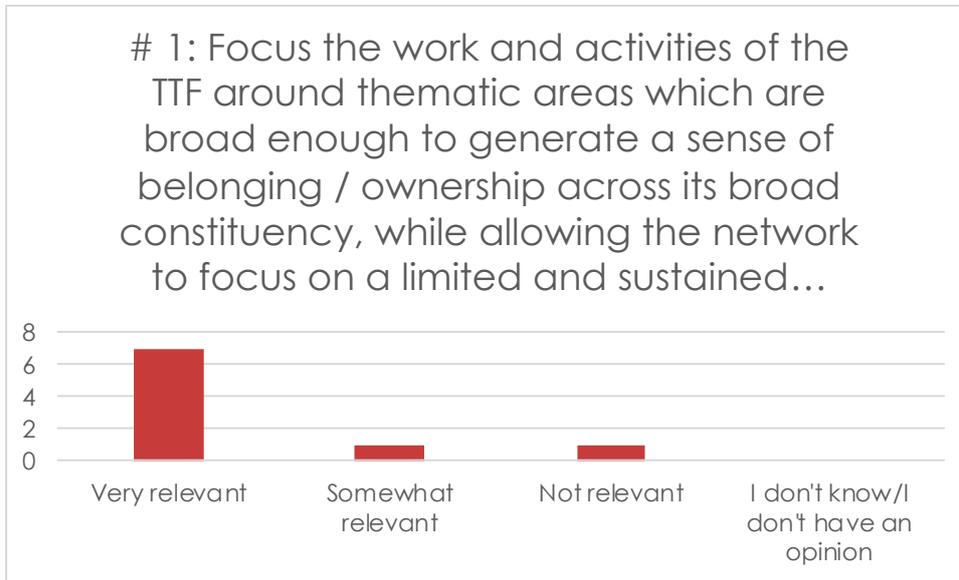
Source: TTF website statistics. (2021).



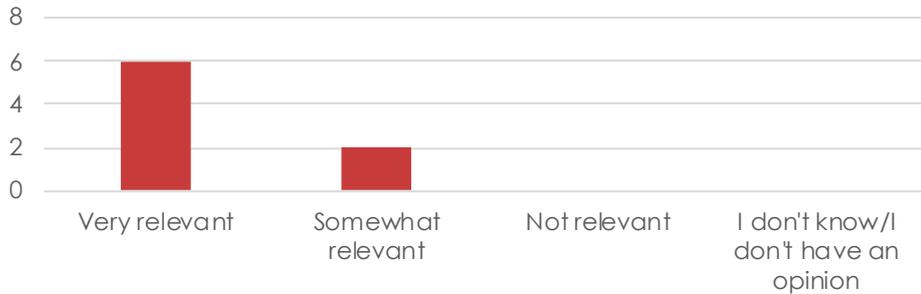
Appendix I Analytics from the Recommendations Workshop – 8th of July 2021

This appendix provides the results of the polls taken during the recommendation workshop.

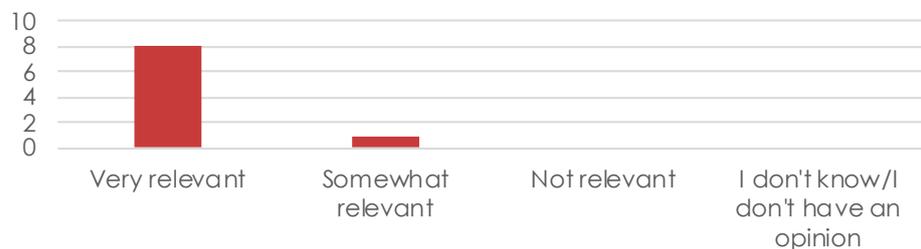
I.1 Thematic 1: Sharpen the thematic focus and ToC of the TTF



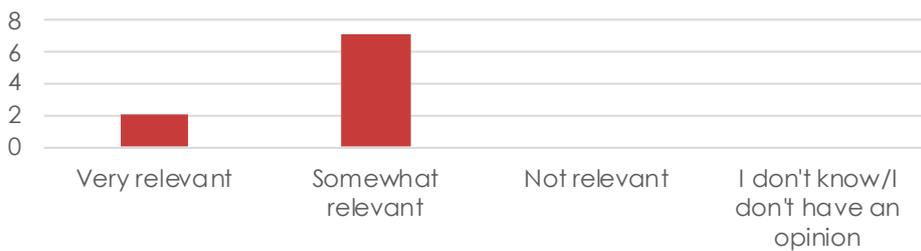
#3 The ambitions of the TTF when it comes to addressing the gender and inclusion gap should be clearly and formally reflected in the updated Strategic Plan and related ToC.



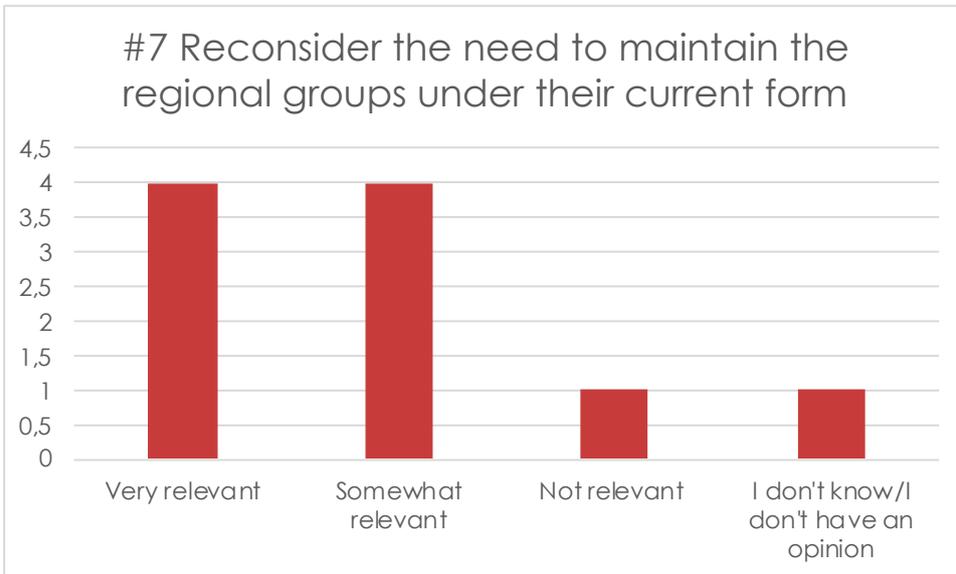
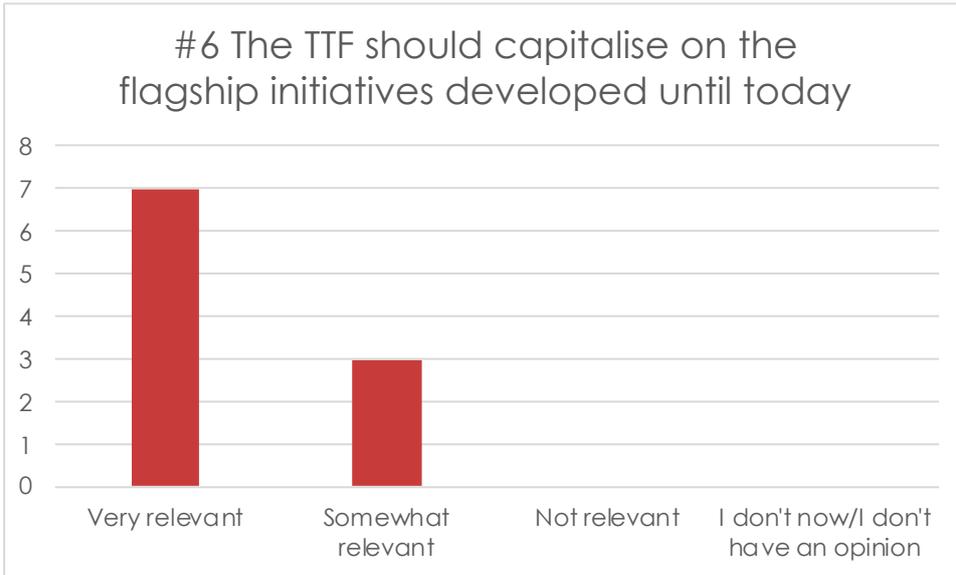
#4 Further action should be taken by the SC and TTF secretariat to develop a full fledged TTF ToC for the next quadrennium which explicitly articulates how and what type of change the TTF intends to generate, and the necessary...

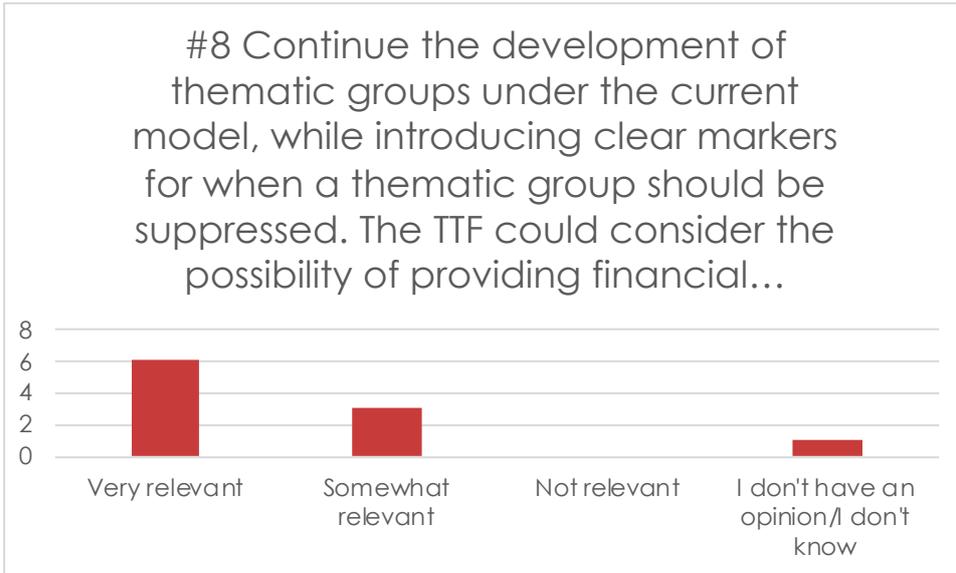


#5 The TTF should ensure it monitors performance on the basis of a clear, coherent and consistent set of indicators, including gender-related indicators. Additional focus could be brought on to measure the impact of knowledge...

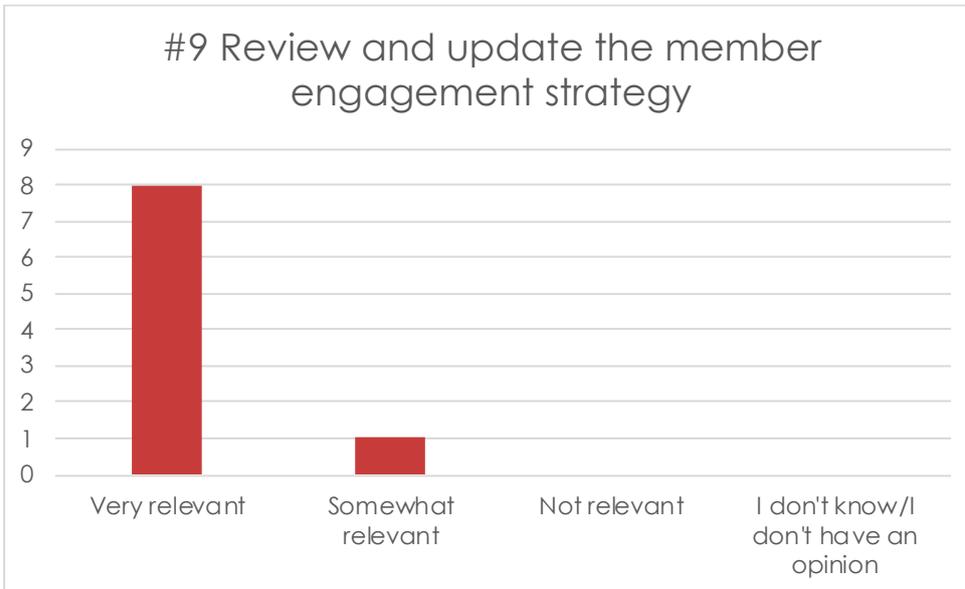


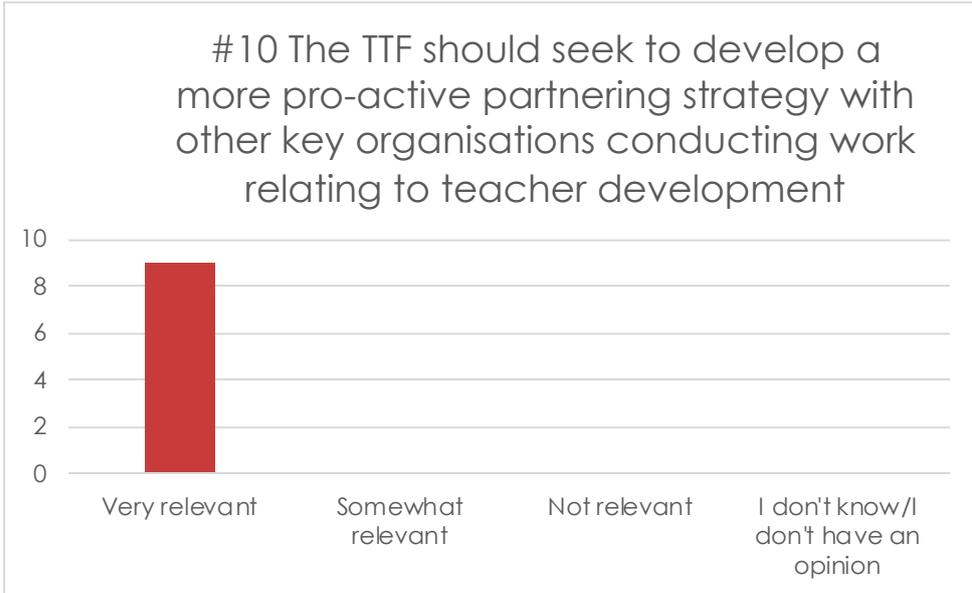
I.2 Thematic 2: Capitalise on existing achievements and activities



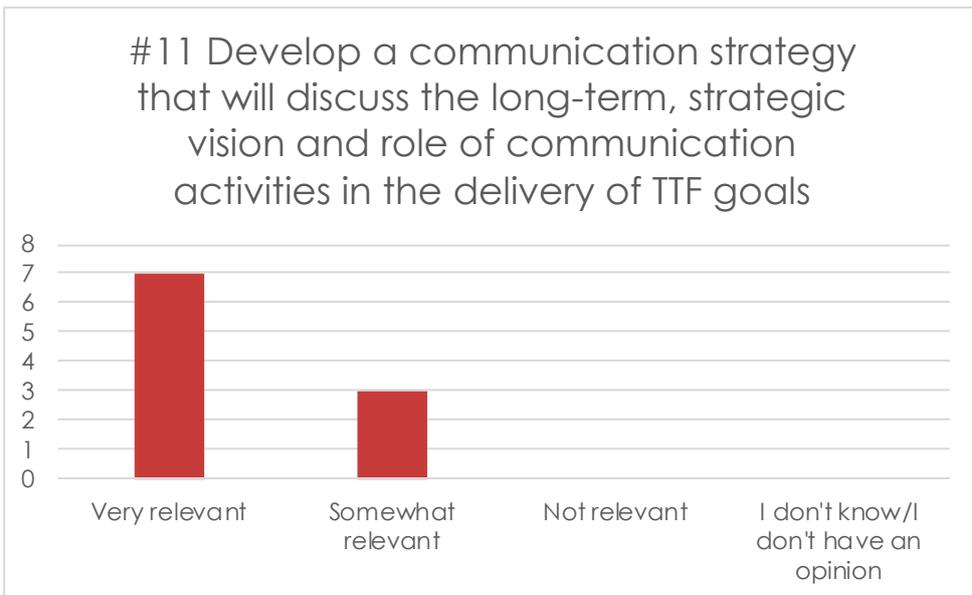


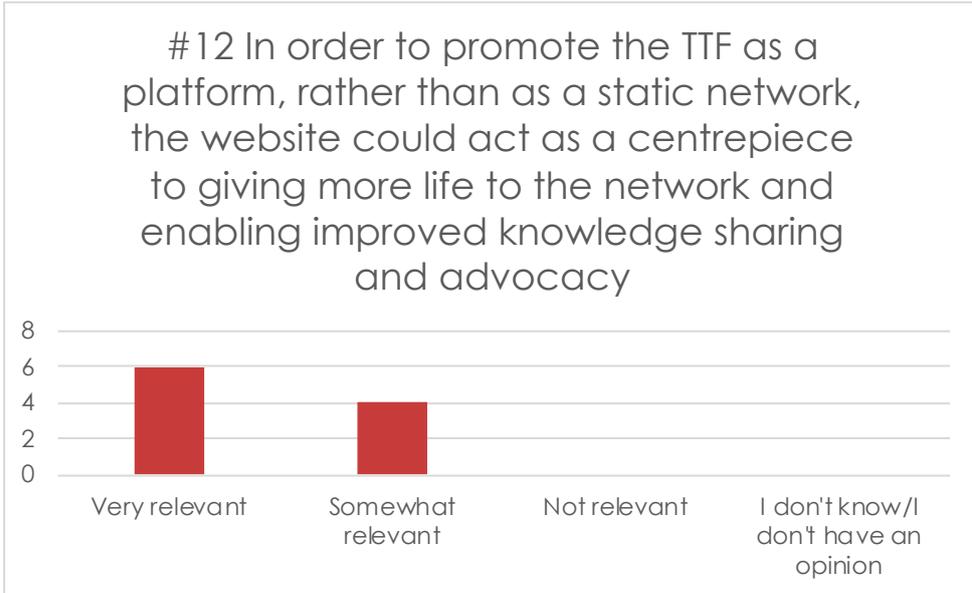
I.3 Thematic 3: Review the member engagement & partnering strategy



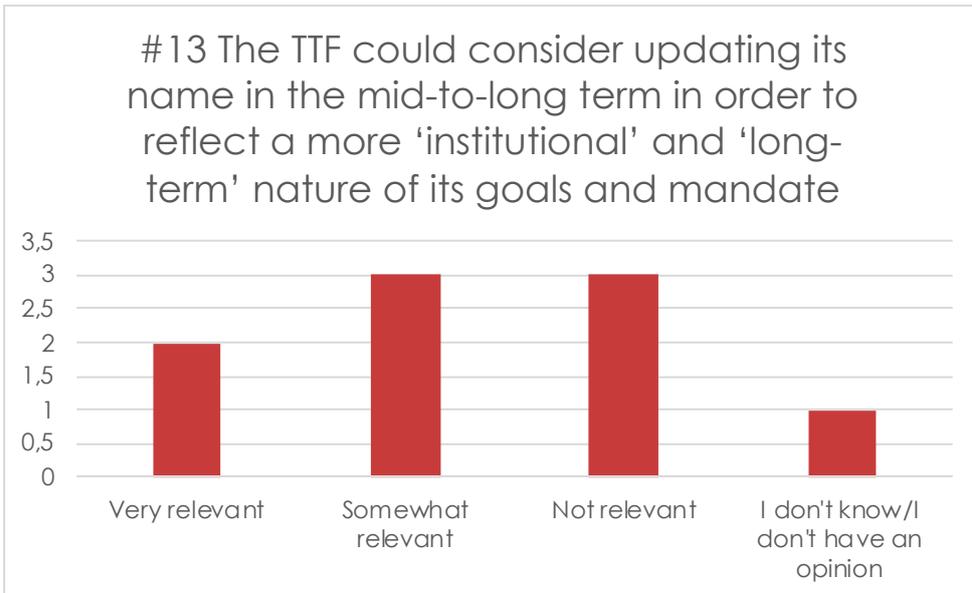


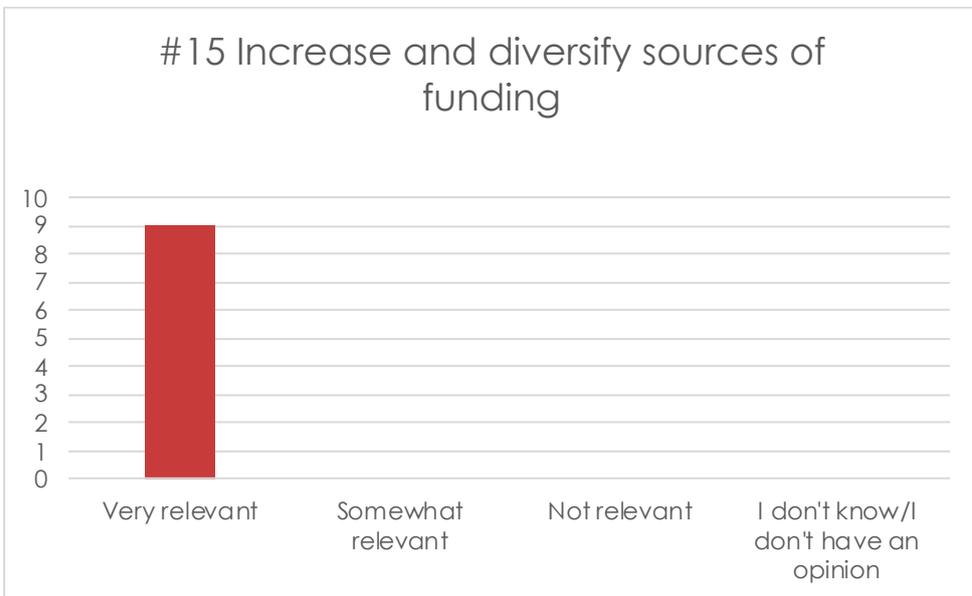
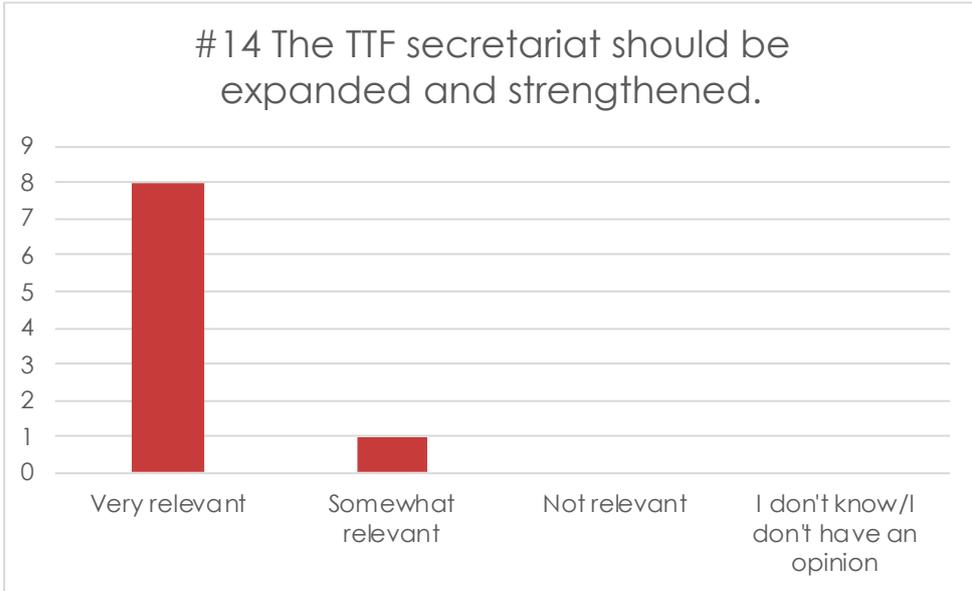
I.4 Thematic 4: Review the member engagement & partnering strategy





I.5 Thematic 5: Strengthen institutional and financial sustainability







Appendix J Methodological considerations for the communications analysis

The analysis of outreach and communication activities aimed to provide insights into the ability of the TTF to reach the public. This includes an assessment of visibility/presence of the TTF on social media, external news channels, as well as usefulness of the TTF website resources, measured by the number of homepage page views, existing and new users, webpage visits and bounce rate.

The tool Meltwater has been used to conduct a social media analysis and an analysis of reach via external news channels. The tool scanned all sources where specific keywords appear. Given that the TTF has several interchangeable names, such as "Teacher Task Force", "International Task Force on Teachers for Education 2030", "UNESCO Teacher Task Force", a list of TTF names and their combinations has been developed in English, French, Spanish and Arabic. The analysis of external media channels was based on a careful review of all news articles where the TTF has been mentioned. The list of keywords and phrases in the search engine has been adjusted several times to minimise the occurrence of false positives or negatives. Given a large number of posts on social media, a detailed analysis of each post could not be performed. However, the list of possible keywords has been tested several times to find the most optimal combination. The exact list of used keywords is presented in the following section.

The analysis on exposure of the TTF in external media channels has been performed for the period 1 January 2018 – 31 December 2020. The social media analysis could be performed only from 16 March 2020 until 31 December 2020. Time limitations exist on many media monitoring platforms, including on Meltwater. It is explained by a large number of social media posts generated every day that requires an immense storage capacity from media platforms. Despite the inability to capture outreach prior to 2020, the current social media analysis sheds light on media exposure in 2020 by week to explore a dynamic change by social media channel (e.g. Twitter, Facebook, YouTube, blogs/forums), trending themes of posts, top posters on TTF by volume and top influencers (organisations/individuals that have been sharing posts with a greatest reach), reach by country and language.

Considering that Meltwater scans keywords that are published in social media posts or in news articles it does not collect posts or articles, based on a specific publisher. This implies that the posts of the TTF itself will appear in the Meltwater system only when the TTF has been referring or tagging itself in a post/article. For a more comprehensive analysis of communication activities of the TTF on its own social media channels, the statistics or access to the TTF Twitter, Facebook and YouTube accounts is needed.

J.1 Keywords used for Meltwater analysis

Below are presented the keywords used for the analysis of reach of the TTF on news channels by year.

- 2018

("Teacher Task Force" OR "Task Force on Teachers" OR "International Task Force on Teachers for Education 2030" OR "UNESCO TTF" OR "UNESCO Teacher Task Force" OR "UNESCO International Task Force on Teachers" OR "International Task Force on Teachers for Education" OR "International Task Force on Teachers" OR "Équipe spéciale sur les enseignants" OR "Équipe spéciale internationale sur les enseignants pour Éducation 2030" OR "Equipo Especial sobre docentes" OR "Equipo Especial internacional sobre docentes para Educación 2030" OR "فريق



"المعلمين بالمعني الدولي الخاص بالمعلمين" OR "٢٠٣٠ عام حتى إطار التعليم" NOT ("Blue Ribbon Task Force on Teachers and Students" OR "teacher task force recommended dropping this language of heroism" OR "Ghana Teacher Task Force" OR "high level task force on teachers wages" OR "parent-and-teacher task force on" OR "Republican governor named a task force on teachers and students" OR "Daugaard formed a task force on teachers and students" OR "He formed a task force on teachers and students that produced a new funding formula" OR "report prepared by the High Level Task Force on teachers' salary increases" OR "teacher task force/advisory committee in each district")

- 2019

("Teacher Task Force" OR "Task Force on Teachers" OR "International Task Force on Teachers for Education 2030" OR "UNESCO TTF" OR "UNESCO Teacher Task Force" OR "UNESCO International Task Force on Teachers" OR "International Task Force on Teachers for Education" OR "International Task Force on Teachers" OR "Équipe spéciale sur les enseignants" OR "Équipe spéciale internationale sur les enseignants pour Éducation 2030" OR "Equipo Especial sobre docentes" OR "Equipo Especial internacional sobre docentes para Educación 2030" OR "فريق المعلمين بالمعني الدولي الخاص بالمعلمين" OR "٢٠٣٠ عام حتى إطار التعليم" NOT ("Diverse teacher task force: A new task force is coming to North Carolina" OR "We're just beginning that teacher task force. In fact" OR "Ghana Teacher Task Force (GTF) of the NTI" OR "UW System Task Force for Advancing Teachers" OR "UW SYSTEM ANNOUNCES TEACHER TASK FORCE")

- 2020

("Teacher Task Force" OR "Task Force on Teachers" OR "International Task Force on Teachers for Education 2030" OR "UNESCO TTF" OR "UNESCO Teacher Task Force" OR "UNESCO International Task Force on Teachers" OR "International Task Force on Teachers for Education" OR "International Task Force on Teachers" OR "Équipe spéciale sur les enseignants" OR "Équipe spéciale internationale sur les enseignants pour Éducation 2030" OR "Equipo Especial sobre docentes" OR "Equipo Especial internacional sobre docentes para Educación 2030" OR "فريق المعلمين بالمعني الدولي الخاص بالمعلمين" OR "٢٠٣٠ عام حتى إطار التعليم" NOT ("teacher task force in schools and districts to brainstorm" OR "a new Teacher Task Force was created to brainstorm" OR "70-teacher task force" OR "established the Ghana Teacher Task Force" OR "the creation of a teacher task force for the distance learners" OR "Milton Area Teacher Task Force Supervisor" OR "Class of 2020 has been failed by callous decision makers" OR "72-member teacher task force" OR "district developed a teacher task force to identify potential new textbook options")

Below are presented the keywords used for the analysis of reach of the TTF on social media channels by year.

("Teacher Task Force" AND "UNESCO") OR "Task Force on Teachers" OR "International Task Force on Teachers for Education 2030" OR "UNESCO TTF" OR "TTF UNESCO" OR "UNESCO Teacher Task Force" OR "UNESCO International Task Force on Teachers" OR "International Task Force on Teachers for Education" OR "International Task Force on Teachers" OR "TeachersFor2030" OR "teacherstaskforce" OR "@TeachersFor2030" OR "@teacherstaskforce" OR "Équipe spéciale sur les enseignants" OR "Équipe spéciale internationale sur les enseignants pour Éducation 2030" OR "Equipo Especial sobre docentes" OR "Equipo Especial internacional sobre docentes para Educación 2030" OR "فريق المعلمين بالمعني الدولي الخاص بالمعلمين" OR "٢٠٣٠ عام حتى إطار التعليم"



Appendix K A framework for reflection on the future member engagement strategy at the TTF

As mentioned in the recommendations section of the report, and particularly in recommendation 1 on the updating of the membership engagement strategy and scheme, the evaluation team has developed a framework meant to guide the TTF in this process. The framework presented below has been designed on the basis of the evaluation team's knowledge of similar network-based initiatives. For each of the dimensions included in the framework, the TTF would need to clearly define what its approach will be, knowing that there can often be important trade-offs to address among them, as well as strong implications, both political and organisational – i.e., when it comes to the implementation of a membership renewal mechanism.

Each of the dimensions as briefly explained in the following:

- Membership status: the recommendation of the evaluation team is to develop different membership statuses and roles depending on the type or organisation joining the TTF. This would allow to adapt and adjust the value proposition as well as the type of engagement in the TTF based on the specific needs and motivations of different stakeholder groups. On particular, the recommendation is to create one 'members' group distinguishing between different types of organisations, and one 'partner' status which allows to formalise collaboration with third parties. As illustrated in the figure, different rules and procedures, as well as incentives, would apply to different stakeholder groups
- Membership and access relate to the process (formal, informal, eligibility criteria and requirements) to become a TTF member or partner. As indicated in the recommendation, the evaluation team consider it necessary to adopt a more formal membership process, which should be renewed every-so-often (e.g., four years). While this would require additional resources to implementing and oversee, it may guarantee a higher level of commitment from members, as well as a way of organically renewing the membership regularly
- Political support relates to the need to back entry and participation into the TTF by policy makers and elected representatives of member organisations. This could be included in the membership scheme, in response to the gap identified by the evaluation and the need to increase exposure and commitment by decision makers. In addition, the TTF could carry out specific activities targeting decision-makers from its member organisations, such as the signing of a 'Covenant for Teachers' expressing the political will of members to support teacher development
- Day to day liaison relates to the process and the individuals who are charge of overseeing their organisations', or country's involvement in the TTF. Currently, these are the focal points and deputy focal points. However, day-to-day liaison and management of the relation to TTF participation in TTF activities could be expanded to include a broader set of local stakeholders or representatives from member organisations/governments
- Incentives relate to the specific value proposition and added-value offered to different member groups, that are going to drive them to join and engage with the TTF. These should be clearly identified and spelled out, and differences among incentives for different types of members, and between embers and partners, should also be clearly identified and articulated
- Phasing out of membership relates to the mechanism in place to naturally filter out members who lose interest in the TTF and are no longer contributing to the achievement of



common goals. This could be implemented for instance through the implementation of a membership renewal scheme

- Financial contribution relates to whether the access to the TTF would require some type of financial or in-kind commitment or contribution from members. This also links to the system used to monitor and register contributions made by members.



Figure 49 A framework for reflection on the future member engagement strategy of the TTF

Two types of status:	Membership / Access	Political support	Day to day liaison	Incentives	Phasing out of membership	Financial contribution
<p>MEMBERS</p> <ul style="list-style-type: none"> National gvts NGOs, private sector Regional and intal organisations 	<p>Formal Eol with specific requirements and a plan for TTF involvement (purpose), renewed every 4 years</p>	<p>Is required in the Eol via a political sponsor, signature of the Covenant for Teachers</p> <p>No political support but evidence of high-level support should be provided in the Eol, signature of the Covenant for Teachers</p>	<p>Focal point + Deputy focal point + local team (communication sent directly to political sponsor in some cases)</p> <p>Focal point + Deputy focal point (communication sent directly to high-level sponsor in some cases)</p>	<p>Work and fully benefit from TTF activities and network</p> <p>Political / international exposure to member, focal points, and political sponsors</p> <p>Access to specific events and activities</p> <p>Showcase work through TTF</p>	<p>Potential exclusion or downgrading to partner in case of non-delivery of key commitments and/or lack of participation</p>	<p>One-time membership fee to be renewed with membership renewal (i.e., 4 years). Fee determined on the basis of country size/GDP. In kind contributions (e.g. staff secondment) also possible</p> <p>One-time flat membership fee to be renewed with membership renewal (i.e., 4 years). In kind contributions (e.g. staff secondment) also possible</p>
<p>Partners</p>	<p>Simple Eol or collaboration in the framework for an activity / event</p>	<p>Not necessary but could be asked for in the framework of the Eol</p>	<p>Liaison for basic communication activities and purposes</p>		<p>None</p>	<p>None except for contributions to specific joint activities or events</p>



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