



## 2022-2023 WORK PLAN AND BUDGET

*MARCH 2022 VERSION*

## I. Background and introduction

The *2022-2025 Strategic Plan*, which launched the fourth phase of the International Task Force on Teachers for Education 2030 (TTF), reinforces the important and unique role that the network plays in supporting global progress towards SDG 4.c.

In particular, the Plan underscores the ambition of the TTF to be a champion of change, as the dedicated platform for global dialogue, advocacy and policy learning on teachers and teaching issues.

Against this background, the following work plan has been developed. It covers the biennium 2022-2023. Each planned activity under the Main Lines of Action (MLAs) is briefly described in the narrative part of this plan, and key performance indicators are presented in the Results Framework. The main activities in 2022-2023 will concentrate on making progress according to the priorities defined in the 2022-2025 Strategic Plan's three MLAs and building on the progress achieved in 2018-2021:

**MLA 1 - Knowledge production and dissemination;**

**MLA 2 - Advocacy;** and

**MLA 3 – National and regional policy learning.**

It is important to note the interconnected and mutually reinforcing nature of the three lines of action. Knowledge and research on teacher issues is the cornerstone of advocacy, and the national and regional policy learning will not reach a wider audience and targeted policy makers without quality curation and dissemination.

The coordination and monitoring of the activities will continue to be facilitated by a core team in the Secretariat at UNESCO. The full implementation of activities and the achievement of results will depend on mobilisation and contributions of all the TTF members and available funding during the 2022-2023 biennium.

## II. Results Framework – Overview

<b>Overarching goal:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
<b>Intermediate goal:</b> (SDG 4.c.) Commitment by countries to ensure that there are more and better qualified teachers to support learning		
<b>Objective:</b> The Teacher Task Force aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning		
<b>Objective (MLA) 1:</b> Knowledge production and dissemination	<b>Objective (MLA) 2:</b> Advocacy	<b>Objective (MLA) 3:</b> National and regional policy learning
<b>Outcome 1.</b> Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies	<b>Outcome 2.</b> The critical role of teachers and quality teaching is advocated for, and key messages adopted and amplified by TTF members and beyond	<b>Outcome 3.</b> Regional and national policy learning is fostered in support of holistic teacher policy development, based on members' needs

### III. Budget

The adoption of the two-year work plan will help the Secretariat carry out fundraising and engage with new and potential partners. The estimated conservative budget for 2022 is **US\$1.89 million**, with a funding gap of some US\$620,000. For 2023, the estimated budget is **US\$2.87 million**, with no funding secured to date. See **Section VI Draft Budget 2022-2023** for more details and a draft budget estimate for 2022 and 2023.

### IV. Work Plan Implementation

#### MLA 1 – Knowledge production and dissemination

***Outcome 1: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the development and implementation of comprehensive teacher policies.***

While there is an increasingly large body of research and grey literature available in relation to teachers and teaching, this information is not necessarily reaching policy-makers in a format which can be utilized and is useful for policy change. Moreover, the key reasons for failure or success (e.g. enabling conditions) are not often analyzed to make more nuanced and relevant recommendations. An important goal of the TTF remains to identify significant teacher-related research and information produced by its members and technical partners, and disseminate this information to relevant audiences in a format best adapted and useful to policy-makers. As part of this, monitoring SDG target 4.c. and supporting the collation and dissemination of statistics and internationally comparable indicators is critical to monitor progress. This research in turn is the basis on which advocacy for teachers at the national, regional and global levels can be built and more effective policy-making can be carried out.

Within this strand of work, the lessons learned through policy exchanges (MLA 3) will also be curated and disseminated, as will the on-going efforts to produce guidelines and modules to support the implementation of the *Teacher Policy Development Guide*.

**MLA 1 Output N°1.1: Key knowledge on current teacher and teaching issues is disseminated at global, regional and national levels to inform policy and practice**

#### **Output N°1.1: Activities**

- Maintain and promote the TTF Knowledge Platform with relevant high quality teacher related publications and events
- Produce a biennial *State of the World's Teachers* report and support the monitoring of SDG 4.c
- Convert existing knowledge into audience-relevant formats, in particular for policy-makers
- Build a new teachers' resource center on the Knowledge Platform
- Commission new research or publications based on policy learning and the systematization of the use of the TPDG

## Activities for the 2022-2023 Biennium:

### Development and dissemination of the TTF Knowledge platform

- **Development and curation:** During this biennium, the TTF Secretariat will continue to develop the Knowledge Platform in four languages, including further technical improvements, and implementing the curation guidelines to ensure quality standards of the content in particular for inclusion in the Knowledge Hub and Member space. The TTF will continue to work with a reference group to provide strategic guidance to the development of the Platform. The role of the dedicated Curator will be of critical importance to lead the work and to ensure that the implementation takes place in a timely manner and meeting the highest quality standards. The Curator will also make important contributions towards initiating partnerships and engagement among the member community while the Platform transitions from a Secretariat-led asset to a channel driven by member contributions.
- **New Teacher Resource centre:** A large body of resources of direct relevance to teachers themselves is available within the TTF membership, produced by both organisations and Member States. The teacher resource centre will be built during the first year of this biennium, designed to provide a user-friendly interface for teachers to access these resources. This will be distinct from the “Knowledge Hub” which will continue to curate and disseminate resources which have a stronger focus on policy and monitoring SDG 4. A separate concept note will be developed for the resource centre, and will map existing resources developed by TTF members, and be mindful not to duplicate the many existing platforms, but to provide a clear delineation between the materials and resources available in the knowledge hub (focussing on policy), and those whose target audience is teachers themselves.
- **Dissemination:** The TTF will ensure that the curated and produced knowledge reaches a wide audience, in particular a targeted audience of policy makers and decision-makers. This new knowledge also supports the other MLAs of advocacy and national and regional policy learning. The TTF will produce blogs and news articles, strengthen communication within the network and foster new partnerships to ensure that knowledge is reaching its intended targets in the four language groups. This will include working with thematic groups, academic networks and regional bodies, and other organisations (such as GPE KIX) also working on knowledge exchange in education.

### Produce knowledge pieces and research

- **Policy Papers.** The TTF Secretariat will take existing research and convert it to short policy papers whose intended audience is policy-makers. The topics identified will depend on needs assessment (see MLA 3) as well as the available body of new research (e.g. new GEM Reports, PISA studies, PASEC, joint COVID response survey, academic networks, etc.), while also being mindful of important cross-cutting topics such as inclusion and equity, gender, social dialogue and so on. Other emerging topics in relation to the pandemic, such as the digital turn, teacher workload, well-being and socio-emotional support will also be considered. The TTF will aim to produce at least 2 papers per year, taking advantage of the regional meetings and other fora.
- **Monitoring SDG 4.c.** Monitoring progress on SDG 4.c. is critical to ensuring that policy and practice is based on evidence and needs, with a particular focus on equity. The TTF will continue to ensure that data in relation to teacher quality and quantity is available to the widest possible audience. During this biennium, it will continue to produce annual Fact Sheets for World Teachers’ Day (which also supports MLA 2, Advocacy). It will also work with the UNESCO Institute for Statistics to produce a new, updated global figure on the projected number of teachers needed to achieve SDG 4, in view of recent global changes.
- **Flagship report.** There is strong interest within the TTF membership to produce a new Flagship report on the *State of the World’s Teachers*. The TTF will produce a project proposal to identify the financial and human resources required to produce such a report, ascertain interest from potential partners and donors as to its support. It will also scope its potential reach, dissemination and impact, in particular aiming to influence global education mechanisms. An implementation calendar will be produce, aiming

to publish the first Report in November 2023. It is proposed that the Report be a co-publication with UNESCO to ease the financial and resources workload. A reference group of TTF members will be convened to guide its development and input will be sought from TTF members.

### MLA 1 Output N°1.2: Holistic teacher policies are promoted

#### Output N°1.2: Activities

- Disseminate and promote use of the *Teacher Policy Development Guide*, including through regional policy learning
- Further develop the *Teacher Policy Development Guide* with guidelines, modules and tools

#### Activities for the 2021-2022 Biennium:

- **Promoting the use of the *Teacher Policy Development Guide*.** The Secretariat will continue to explore avenues to ensure that the *Guide* and its modules are made available to a wide audience for in-depth discussions in relation to their repercussion at the national level. This will entail one or two regional presentations on the guide itself (Asia-Pacific and/or Arab speaking countries) as well as continued work with partnerships within the membership for other discussion opportunities, in particular via member organisations and GPE KIX Hubs. This shall also work in tandem with the regional meetings (see MLA 3) where further discussions should take place on selected dimensions of the *Guide* over the next biennium, based on identified needs. The Secretariat will also aim to forge partnerships with relevant institutions for the use of the on-line Course hosted by the Open University (United Kingdom), including, but not limited to, the Global Teacher Campus or the International Institute for Educational Planning (UNESCO-IIEP).
- **TPDG guidelines, tools and modules.** It has been noted that the implementation of the TPDG could be further supported by practical guidelines, tools and modules to provide more granular information on how the TPDG can be operationalized both by organisations and also within countries. The work begun in the previous biennium on two new modules (crisis and costing) will be continued, as these modules are finalized and disseminated in 2022. In 2023, other pertinent areas will also be identified based on the regional policy learning (MLA 3) to create an additional module to be developed (e.g. the new ILO handbook on social dialogue). It will be important to ensure that the TTF is able to better monitor the reach and impact of these tools.

#### MLA 1 Expected Results (Key Performance Indicators)

Outcome N° 1: The TTF membership and wider audiences have continued access to curated and tailored knowledge products on teacher issues and holistic teacher policies.				
Key Performance Indicators	2022 Budget	Baseline 2021	Target 2022	Notes
Volume of curated material available to the TTF and wider community on the Knowledge Hub	US \$40,000	360 entries in knowledge hub	400 entries	10% annual increase
Number of research/publications produced per year	US \$60,000	2 policy briefs/year 1 Fact Sheet 1 Research piece	2 policy briefs/year 1 Fact Sheet 1 Research piece (social dialogue)	Stable

**Outcome N° 1: The TTF membership and wider audiences have continued access to curated and tailored knowledge products on teacher issues and holistic teacher policies.**

Key Performance Indicators	2022 Budget	Baseline 2021	Target 2022	Notes
Report on the State of the World's Teachers (2023)	US \$50,000	0	0	Report to be published in 2023
Increase in the size of the readership reached through the Knowledge Platform	US \$25,000	15,000 average web views/month	16,500 average/month	10% annual increase
Social media impressions (twitter + facebook)	US \$25,000	1,164,423	1,280,865	10% annual increase
Number of countries and organisations using the <i>Teacher Policy Development Guide</i> and its modules, tools and guidelines	US \$50,000	5 countries/orgs	7 countries/orgs	30% annual increase

## MLA 2 - ADVOCACY

**Outcome 2: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond**

The aim of the advocacy work of the TTF will be to ensure that the critical role of teachers and teaching remains at the top of the education agenda, and to advocate for adequate policies and increased financing. The main messages will be in relation to SDG 4 on education, and in particular SDG 4.c, which focuses on increasing the availability of qualified teachers. The strength and impact of this work will lie in the capacity to co-create the messages themselves and also rely on the membership for their dissemination and contextualisation.

**MLA 2 Output N°2.1: Advocacy messages in support of teachers and teaching identified & campaigns developed**

**Output N°2.1: Activities**

- Identify important and topical teacher issues based on input/consultations with membership
- Coordinate relevant research and partnerships to inform messages
- Produce advocacy pieces & campaigns
- Develop a communications and advocacy strategy

**Activities for the 2022-2023 Biennium:**

- **Identify key teacher issues** – The reach and resonance of the advocacy messages and campaign produced by the TTF will rely on their relevance to the wider membership as well as to the global context. The Secretariat will work with the memberships, in particular through a strengthened Communications group, to identify key opportunities and messages in relation to advocacy campaigns. Where possible, the TTF will aim to build a greater coherence and link between its advocacy activities and other activities within the biennium (eg. linking to the theme of World Teachers' Day, the Policy Dialogue Forum). The Secretariat will aim to convene more regular meetings with the Communications group (at least two per year) as well as a calendar of planned events and campaigns.

- **Coordinate research and partnerships** – In the continuing vein of “research for advocacy”, the advocacy campaigns of the TTF will be based on new research to reinforce messaging and impact. This will be based not only on new research produced by the TTF Secretariat (such as the calculation of the global teacher shortage, see *MLA 1*) or members more broadly, but also working in partnership with other academic and research institutions to ensure a mutually reinforcing multiplier effect for the messages.
- **Produce advocacy pieces and campaigns** – An average of one campaign per year will be carried out during the biennium, managed and led by the TTF Secretariat. Depending on other activities in the membership, support can also be provided to other campaigns launched by TTF members. In addition to this, the TTF will continue to support the communications of its members for World Teachers’ Day, led by UNESCO. Emerging topics to be identified could include lifelong learning (early childhood, skills, higher education, CONFINTEA VII), ICTs, teacher salaries, gender, or education for sustainable development/climate change.
- Develop a new communications and advocacy strategy for the quadrennium to support the work of the network. This will have a strong focus on building visibility and exploring new avenues to increase impact at the policy level at national and regional levels.

**MLA 2 Output N°2.2: Advocacy messages disseminated, and consensus built, to influence the global agenda and promote the teaching profession**

**Output N°2.2: Activities**

- Organise a Policy Dialogue Forum every 2 years
- Organize thematic and topical meetings and participate in other events
- Build consensus on teacher issues and topics within TTF membership and influence other global events

**Activities for the 2022-2023 Biennium:**

- **Policy Dialogue Forum** – The Policy Dialogue Forum is an important moment for the TTF network, as it brings together key education stakeholders, TTF members and non-members, to raise the agenda on teachers, examine teacher issues, share practice and challenges and foster effective collaboration and communication. As such, it supports the achievement of all three main lines of action and governance strengthening identified within the *2022-2025 Strategic Plan*. The work within MLA 3, in particular the needs assessment and input received from member states, will feed into the identification of the theme of the 2023 Forum. As per the decisions made during the previous biennium, during 2022 (the non-Forum year) a smaller, high-level event will be organized to ensure visibility and impact on teacher issues. The Secretariat will work with the Steering Committee to identify potential opportunities, in particular taking into account the *High-Level Political Forum* to take place mid-2022 with a focus on SDG 4, and the new global education architecture.
- **Technical and thematic events.** The digital turn and move to on-line meetings offer the prospect for the TTF to have more opportunities for advocacy, dissemination of key messages, information sharing and impact. Working in particular with the experts and expertise which are available within the TTF thematic and regional groups, the TTF will continue to engage in events during the biennium which align with its overall Strategic Plan. More attention will be made to ensure that the human and financial resources involved in the organisation and participation in these events is spread across the network. Guidelines will be produced in relation to the visibility and representation of TTF members in different events.
- **Consensus building and influencing the education agenda.** The Teacher Task Force will continue to endeavor to influence the global education agenda and architecture and other political processes, including but not limited to the Global Education Meeting, the UN bodies (HLPF) at the global level as

well as regional processes and consensus through regional bodies. While this will be led by the Secretariat, it should be supported by other members also influencing and creating a multiplier effect. The TTF will aim to ensure that dedicated language in support of teachers, social dialogue, etc. is included in declarations and other key documents.

**MLA 2 Output N°2.3: Membership contextualize and disseminate key advocacy messages on teachers and teaching**

**Output N°2.3: Activities**

- Work with members to identify opportunities to disseminate advocacy messages
- Support members to contextualize advocacy messages and campaigns at the national level

**Activities for the 2022-2023 Biennium:**

- **Member dissemination.** Advocacy messages and campaigns will have greater impact and greater avenues to effect change if they are supported by a wide spectrum of members. The TTF Secretariat will aim to ensure that TTF members are involved in the creation of campaigns and encouraged to co-create and share messages in their respective networks (including events, social media platforms and on-line platforms). During this biennium, *Position Papers* featuring core messages and value statements will be co-created and shared within the whole membership to facilitate joint advocacy. Member dissemination of messages will also be tracked and measured.
- **Contextualising advocacy messages and campaigns.** Members will be encouraged to contextualise messages and advocacy campaigns for greater resonance at the national level. This will be done working with both regional TTF members, thematic groups, organisations working at the country level and member state representatives themselves. The TTF will aim to pilot this work in at least one country/region per year during the biennium.

**MLA 2 Expected Results – Key Performance Indicators**

<b>Outcome N° 2: Key messages on teachers and teaching adopted and relayed by the TTF members at the regional and international levels</b>				
<b>Key Performance Indicators</b>	<b>2022 Budget</b>	<b>Baseline 2021</b>	<b>Target 2022</b>	<b>Notes</b>
Number of advocacy messages and campaigns designed and implemented	US\$ 50,000	2 per year	1 per year	
Number of TTF Position papers produced	US\$ 20,000	NA	3 papers	
Number of Fora and meetings organised	US\$ 60,000	1 PDF/biennium 4 webinar/year	4 webinar/year	
Demonstrated buy-in from the membership, including how the key message have been adopted for each partner	US\$ 30,000	N/A	<i>tbd</i>	20% annual increase

## MLA 3 – NATIONAL AND REGIONAL POLICY LEARNING

### ***Outcome 3: Regional and national policy learning is fostered in support of holistic teacher policy development, based on members needs***

Based on the findings of the 2021 External Evaluation, and the new work stream defined in the 2022-2025 *Strategic Plan*, the TTF will increase its focus on the regional and national level and with existing regional mechanisms as an essential link between policy learning and policy change. The TTF will work to identify channels to foster policy learning through regional level partners and mechanisms. In addition, the work at the regional and national levels in relation to teacher policy development will provide a key input to the creation of new modules, tools and guides to accompany the *Teacher Policy Development Guide* (see MLA 1).

### **MLA 3 Output N°3.1: Regional interaction and policy-learning is fostered**

#### **Output N°3.1: Activities**

- Identify national and regional needs for teacher and teaching issues
- Organize regional meetings of focal points on relevant dimensions of teacher policy and practice
- Support peer-learning and lesson-sharing within TTF membership about holistic teacher policies

#### **Activities for the 2022-2023 Biennium:**

- **Identifying national and regional needs.** The impact of the TTF will be based on its capacity to respond to countries and other members needs and provide tailored responses. During the first year of the biennium, the Secretariat will aim to gain greater insight into countries' needs (in particular in relation to holistic teacher policy development) working with regional hubs, through surveys and meetings, recent sector analyses and policy reviews, and capture this information to guide the thematic orientation of each regions' work for the biennium.
- **Regional focal points meetings.** An average of 2 technical regional meetings will be organized per year and per region, to discuss and share country experiences and challenges in the thematic areas identified during the needs' assessment process. This will be the key fora to encourage peer learning and lessons sharing between countries, with the hope that the emulation between countries will lead to policy learning and eventually policy change. These regional meetings will also serve to build communities of practice comprised of the national focal points, and grow the knowledge and expertise of national members in teacher issues in particular the nine dimensions of teacher development in the TPDG (**see also Output 4.1**). Where relevant, inter-regional meetings could also be organized if priorities are aligned.
- **Capture peer learning on holistic teacher policies.** The exchange of experiences, innovations and challenges which occurs during the regional focal point meetings will be documented and shared within and between regions in short documents and case studies. The Secretariat will also encourage and strengthen the use of the Knowledge Platforms' member working space and other viable tools to encourage this exchange, in particular the guidelines and tools produced to facilitate the implementation of the *Teacher Policy Development Guide* (MLA 1). The buy-in and contribution of the TTF membership will be important for the success of this peer-learning.

### MLA 3 Output N°3.2: Regional and national decision-makers are reached for policy learning

#### Output N°3.2: Activities

- Build partnerships with members with regional remits
- Seek & secure intervention opportunities at regional events involving policy-makers

#### Activities for the 2022-2023 Biennium:

- **Building partnerships with members working at the regional level.** As part of the role as a change champion, the Secretariat will aim to align with regional events and endeavors, in particular working with TTF regional organizations and others working on regional dialogue and policy learning (eg. GPE KIX, African Union Commission, SEAMEO). The aim will be to put teacher and teaching issues on the policy agenda, including the nine dimensions from the TPDG as well as other cross-cutting issues (ICTs, gender, lifelong learning, social dialogue, teacher management in crisis contexts, etc.). The objective of this is also to broaden partnerships with regional bodies.
- **Secure presence at regional policy-level events.** The TTF will aim to secure a more visible presence in regional events involving Ministerial-level attendees as part of its role as a change champion.

### MLA 3 Expected Results – Key Performance Indicators

Outcome N° 3: Regional and national policy learning is fostered in support of holistic teacher policy development, building on members' needs				
Key Performance Indicators	2022 Budget	Baseline 2021	Target 2022	Notes
Frequency of interaction between national focal points through TTF regional meetings (technical)	US\$ 100,000	2 per year	2 per year per region	
Number of events organised by regional bodies involving TTF members on teacher policy issues	US\$ 30,000	2 per year	2 per year	
Frequency of interaction with policy-makers	US\$ 30,000	2 per year	2 per year	

## 4. GOVERNANCE AND SUSTAINABILITY

**Outcome 4: TTF Governance strengthened via enhanced member engagement, oversight and resource mobilization**

**Output N°4.1: Governance is strengthened through the TTF membership**

### **Output N°4.1: Activities**

- Revise Focal Point Terms of Reference as appropriate
- Design induction/training courses for Focal Points
- Organise Steering Committee meetings and convene ad hoc working groups to oversee different areas of the TTF's activities

### **Activities for the 2022-2023 Biennium:**

- **Revise Focal Point Terms of Reference.** Following the External Evaluation in 2021 and discussions within the Steering Committee, it has been recognized that some of the TTF focal points are either inactive, or not part of national governmental representative bodies and are therefore not able to influence teacher policy or practice in a meaningful way in particular in member countries. The Secretariat will form an ad hoc group to revise the Focal Points Terms of Reference and in-boarding processes, in order to ensure a more stable representation and closer follow up. The organisation of the regional meetings, and the more regular communication and discussions at this level, will also aim to create stronger ties and communities of practice within regions and grow the knowledge and expertise of the Focal points (**see also MLA 3**).
- **Focal point induction course/materials.** The TTF Secretariat will work with the Steering Committee to develop new information and onboarding materials for new focal points (either corresponding to new members or due to turnover of Focal Points within existing member bodies). Information meetings will be organized to present the information (2 during this biennium).
- **Organisation of governance meetings.** In addition to the organisation of the Steering Committee meetings (average 3 per year), the Secretariat will also convene ad hoc working groups to cover different areas of work of the network. In 2022, the Secretariat will work with an ad hoc group who will examine the terms of reference of the TTF Focal points; It will also re-convene the Reference group which is guiding the on-going development of the curated Knowledge Platform.

**Output N°4.2: TTF partnerships nurtured and expanded**

### **Output N°4.2: Activities**

- Enhance resource mobilization activities to ensure the work plan is fully funded
- Expand the membership of the TTF and diversify its constituencies

### **Activities for the 2022-2023 Biennium:**

- **Resource mobilization.** As identified in the previous External Evaluation, the Secretariat of the TTF is currently stretched and more financial resources are needed for the TTF secretariat to increase its reach and meet the ambition of the network. The Secretariat, with the support of existing donors and Steering Committee members, will strengthen its fundraising activities in order to ensure the new Work Plan is fully funded. A donor/fundraising meeting will be organized in early 2022 to reach out to new donors and the Secretariat will aim to co-create a fundraising pack for interested members to use to support these efforts.

- **Membership.** The TTF will continue to grow and members will help identify and reach out to new members and potential partners to support the Strategic objectives of the network.

### GOVERNANCE Expected Results - Key Performance Indicators

Outcome N°4: TTF Governance strengthened via enhanced member engagement, oversight and resource mobilization				
Key Performance Indicators	2022 Budget	Baseline 2021	Target 2022	Notes
Share of Focal Points who are active and engaged	US\$ 40,000	20%	24%	
TOR Revised and induction materials for FPs created	US\$ 20,000	N/A	1 TOR revised & 1 induction kit developed	
Number of Steering Committee and other ad hoc meetings organized	US\$ 20,000	3 per year	3 per year	
Share of the workplan that is funded	NA	90%	100%	

## V. Results framework

### Overview

<b>Overarching goal:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
<b>Intermediate goal:</b> (SDG 4.c.) Commitment by countries to ensure that there are more and better qualified teachers to support learning		
<b>Overall objective:</b> The Teacher Task Force aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning		
<b>Objective (MLA) 1:</b> Knowledge production and dissemination	<b>Objective (MLA) 2:</b> Advocacy	<b>Objective (MLA) 3:</b> National and regional policy learning
<b>Outcome 1.</b> Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies	<b>Outcome 2.</b> The critical role of teachers and quality teaching is advocated for, and key messages adopted and amplified by TTF members and beyond	<b>Outcome 3.</b> Regional and national policy learning is fostered in support of holistic teacher policy development, based on members' needs

## Results Framework – Outcomes, Outputs and Activities

<p><b>Goal: The Teacher Task Force aims to ensure that teachers and teaching remain at the top of the education agenda, and to mobilize governments and other stakeholders for the advancement of teachers and quality learning</b></p>	
<p><b>KPI</b></p>	<p><i>International and regional instruments/publications reflecting TTF’s position on teacher development and SDG 4.c</i></p>
<p><b>MLA 1 - Knowledge creation and dissemination</b></p>	<p><b>Outcome N° 1:</b> Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching are available to inform holistic teacher policy development.</p>
	<p><i>Key performance indicators (KPIs)</i></p>
	<p><i>Volume of quality, curated material available to the TTF and wider community on the Knowledge Hub</i></p>
	<p><i>Number of research/publications produced and disseminated per year</i></p>
	<p><i>Report on the State of the World’s Teachers (2023) published and disseminated</i></p>
	<p><i>Increase in the size of the readership reached through the Knowledge Platform</i></p>
	<p><i>Number of countries and organizations using the Teacher Policy Development Guide and its modules, tools and guidelines</i></p>
	<p><b>Output N°1.1: Key knowledge on current teacher and teaching issues is disseminated at global, regional and national levels to inform policy and practice</b></p>
	<p><i>Activities</i></p> <ul style="list-style-type: none"> <li>Maintain and promote the TTF Knowledge Platform with relevant high quality teacher related publications and events</li> <li>Produce a biennial Global Status of Teachers Report and support the monitoring of SDG 4.c</li> <li>Convert existing knowledge into audience-relevant formats, in particular for policy-makers</li> <li>Build a new teachers' resource centre on the Knowledge Platform</li> <li>Commission new research or publications based on policy learning and the systematization of the use of the TPDG</li> </ul>
	<p><b>Output N°1.2: Holistic teacher policies are promoted</b></p>
	<p><i>Activities</i></p> <ol style="list-style-type: none"> <li>1. Disseminate and promote and use of the TPDG, including through policy learning at regional level</li> <li>2. Further develop the TPDG with guidelines, modules and tools</li> </ol>

MLA 2 - Advocacy	<b>Outcome N°2: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond</b>	
	<i>KPIs</i>	<i>Number of advocacy messages and campaigns designed and implemented</i>
		<i>Number of Position Papers produced and disseminated</i>
		<i>Number of Fora and meetings organized</i>
		<i>Demonstrated buy-in from the membership, including how the key message have been adopted for each partner</i>
	<p><b>Output N°2.1: Advocacy messages in support of teachers and teaching identified &amp; campaigns developed</b></p> <p><i>Activities</i></p> <ol style="list-style-type: none"> <li>1. Identify important and topical teacher issues based on input/consultations with membership</li> <li>2. Coordinate relevant research and partnerships to inform messages</li> <li>3. Produce advocacy pieces &amp; campaigns</li> <li>4. Develop a communications and advocacy strategy</li> </ol> <p><b>Output N°2.2: Advocacy messages disseminated and consensus built to influence the global agenda and promote the teaching profession</b></p> <p><i>Activities</i></p> <ol style="list-style-type: none"> <li>1. Organize Policy Dialogue Fora every 2 years</li> <li>2. Organize thematic and topical meetings and participate in other events</li> <li>3. Build consensus on teacher issues and topics within TTF membership and influence other global events</li> </ol> <p><b>Output N°2.3: Membership contextualize and disseminate key advocacy messages on teachers and teaching</b></p> <p><i>Activities</i></p> <ol style="list-style-type: none"> <li>1. Work with members to identify opportunities to disseminate advocacy messages</li> <li>2. Support members to contextualize advocacy messages and campaigns</li> </ol>	

  

MLA 3 - National and regional policy learning	<b>Objective N°3: Regional and national policy learning is fostered in support of holistic teacher policy development, based on members needs</b>	
	<i>KPIs</i>	<i>Frequency of interaction between national focal points through TTF regional meetings (technical)</i>
		<i>Number of events organized by regional bodies involving TTF members on teacher policy issues</i>
		<i>Frequency of interaction with policy-makers</i>
		<p><b>Output N°3.1: Regional interaction and policy-learning is fostered</b></p> <p><i>Activities</i></p> <ol style="list-style-type: none"> <li>1. Identify national and regional needs for teacher and teaching issues</li> <li>2. Organize regional meetings of focal points on relevant dimensions of teacher policy and practice</li> </ol>

- 3. Support peer-learning and lesson-sharing within TTF membership about holistic teacher policies

**Output N°3.2: Regional and national decision-makers are reached for policy learning**

- Activities*
- 1. Build partnerships with members with regional remits
  - 2. Secure intervention opportunities at regional events involving policy-makers

**Objective N°4: TTF Governance strengthened via enhanced member engagement, oversight and resource mobilization**

Governance and sustainability

*KPIs*

*Share of focal points who are active and engaged*

*TOR Revised and induction materials for focal points created and meetings held*

*Number of Steering Committee and other ad hoc working groups organized*

*Share of the work plan that is funded*

**Output N°4.1: Governance is strengthened through the TTF membership**

- Activities*
- 1. Revise focal point Terms of Reference as appropriate
  - 2. Design induction/training resources for Focal Points
  - 3. Organize Steering Committee meetings and convene ad hoc working groups to oversee different areas of the TTF's activities

**Output N°4.2: TTF partnerships nurtured and expanded**

- Activities*
- 1. Enhance resource mobilization to ensure that the work plan is fully funded
  - 2. Expand the membership of the TTF and diversify its partnerships

## VI. Results Framework 2022 – Key Performance Indicators

		Baseline	Target 2022
<b>Goal : The Teacher Task Force influences discussions, agendas and standards and mobilizes governments and other stakeholders for the advancement of teachers and quality teaching</b>			
<b>KPI</b>	<i>International and regional instruments/publications reflecting TTF's position on teacher development and SDG 4.c</i>	N/A	tbd
<b>MLA 1 – Knowledge creation and dissemination</b>	<b>Outcome N° 1: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies</b>		
	<i>Volume of quality, curated material available to the TTF and wider community on the Knowledge Hub</i>	360 entries in Knowledge Hub	400 entries in knowledge hub
	<i>Number of research/publications produced and disseminated per year</i>	2 policy briefs 1 fact sheet 1 research paper	2 policy briefs 1 fact sheet 1 research paper
	<b>Key performance indicators (KPIs)</b> <i>Report on the State of the World's Teachers (2023) published and disseminated</i>	0	0
	<i>Increase in the size of the readership reached through the Knowledge Platform</i>	avg 15,000 webviews/mth	avg 16,500 /month
	<i>Social media impressions (twitter + facebook)</i> <i>Number of countries and organisations using the Teacher Policy Development Guide and its modules, tools and guidelines</i>	1,164,423 5 countries/orgs	1,280,865 7 countries/orgs
<b>MLA 2 – Advocacy</b>	<b>Outcome N°2: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by TTF members and beyond</b>		
	<i>Number of advocacy messages and campaigns designed and implemented</i>	2 / year	1 / year
	<i>Number of Position Papers produced and disseminated</i>	N/A	3 / year
	<b>KPIs</b> <i>Number of Fora and meetings organised</i>	1 PDF/biennium 4 webinar/year	1 high level 4 webinar/year
	<i>Demonstrated buy-in from the membership, including how the key message have been adopted for each partner</i>	N/A	20% increase
<b>MLA 3 – National and regional policy learning</b>	<b>Outcome N°3: Regional and national policy learning is fostered in support of holistic teacher policy development, based on members needs</b>		
	<i>Frequency of interaction between national focal points through TTF regional meetings</i>	8 meetings/ quadriennium	2 meetings
	<b>KPIs</b> <i>Number of events organised by regional bodies involving TTF members on teacher policy issues</i> <i>Frequency of interaction with policy-makers</i>	8 meetings/ quadriennium 8 meetings/ quadriennium	2 meetings 2 meetings
<b>Governance and sustainability</b>	<b>Outcome N°4: TTF Governance strengthened via enhanced member engagement, resource mobilization and visibility</b>		
	<i>Share of Focal Points who are active and engaged</i>	20%	24%
	<b>KPIs</b> <i>TOR revised and training materials developed and shared</i>	N/A	1 TOR revised & 1 induction kit developed
	<i>Number of Steering Committee and ad hoc working groups organised</i>	3 / year	3 / year
	<i>Share of the workplan that is funded</i>	90%	100%