

**Teacher Task Force in a nutshell:
onboarding document for new members and focal points**

March 2025

The Secretariat

The International Task Force on Teachers for Education 2030 also, known as the Teacher Task Force (TTF), is a multistakeholder partnership that relies on voluntary cooperation to promote sufficient, qualified and motivated teachers who are well supported to achieve the teacher target of the Education 2030 Framework for Action and the Sustainable Development Goals.

The Secretariat consists of an operational and technical team, hosted by and established within UNESCO Paris. It ensures the implementation of the Strategic Plan, under the supervision of the Steering Committee. Secretariat staff ensures coordination and communication between members.

Secretariat's flagship activities: Global Report on Teachers, organization of the Steering Committee meeting and the annual meeting, curation and coordination of the Knowledge Platform, preparation of the Policy Dialogue Forum, commission and publish research on teacher policy, elaborate advocacy campaigns.

Your focal points:

Carlos Vargas, head of the Secretariat

Davide Rucelli, coordinator and focal point for French speaking African countries

Erin Chemery, focal point for Europe and North America

Peter Wallet, focal point for English speaking African countries

Ximena Rubio, focal point for Latin America and the Caribbean

Maram Algothani & Mirna Eskif, focal points for Arab States and Asia-Pacific

Meritxell Fernández Barrera, focal point for organizations

Emilia Soto, focal point for thematic groups

Anna Ruszkiewicz, communication officer

[Click here for more information about the TTF Secretariat](#)

Teacher Task Force Main Lines of Action

Main Line of Action 1: Knowledge production and dissemination

Outcome 1.

Knowledge gaps are identified and filled 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.

Output 1.1

Key knowledge on current teacher and teaching issues is disseminated to inform policy and practice.

Output 1.2

Holistic teachers policies are promoted.

Main Line of Action 2: Advocacy for the teaching profession

Outcome 2.

The critical role of teachers and quality teaching is advocated for, and key messages adopted and amplified by TTF members and beyond.

Output 2.1

Advocacy campaigns identified and developed.

Output 2.2

Advocacy messages disseminated, and consensus built to influence the global agenda.

Output 2.3

Membership contextualizes and disseminates key advocacy messages.

Main Line of Action 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.

Output 3.1

Regional and national interaction and policy-learning is fostered.

Output 3.2

Regional and national decision-makers are reached for policy learning.

The Steering Committee

The Steering Committee meets 2 times a year, and is led by two co-chairs representing one country and one funding member. One co-chair is elected every year during the Annual meeting.

The Steering Committee:

- Provides strategic guidance to the Secretariat on the Strategic Objectives and related activities.
- Takes note of the progress made in implementation of the main lines of action and reports to the TTF.
- Ensures the promotion of TTF globally by attending events related to teaching issues.
- Reviews the work of the Secretariat, including the Annual Work Plan and the Global Report on Teachers.
- Supports fundraising and resource mobilization.

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Steering Committee Members acts as focal points for the category they represent, ensuring two-way communication between all members and the Steering Committee.

Eligible seats:

- 2 seats for core funders, 2 rotating seats for other donors
- 2 country representative per regional groups - except sub-Saharan Africa
- 1 country representative per Regional Economic Community - sub-Saharan Africa
- 2 representatives from IGOs
- 2 representatives from NGOs
- 1 representative from a regional IO
- 1 representative from the global private sector

Become a Steering Committee representative:

- a member can apply to become part of the Steering Committee after two years of membership and for a period of two years.
- Designation for countries is approved by consensus among regional members.
- For organizations, representation is rotative, following a pre-agreed order.
- Members who fail to attend 2 successive meetings shall be replaced.

[Click here to find out more about the Steering Committee](#)

Current representatives of the Steering Committee - Members

Constituencies	Full name	Composition Title
<p>Education International</p> <p>Global Partnership for Education</p> <p>UNESCO</p>	<p>Mr. Dennis Sinyolo</p> <p>Ms. Krystyna Sonnenberg</p> <p>Mr. Borhene Chakroun</p>	<p>Permanent members</p>
<p>France</p> <p>Hamdan Foundation</p> <p>Norway</p>	<p>Ms. Véronique Dussaussois</p> <p>Mr. Khalifa Al-Suwaidi</p> <p>Ms. Gerd-Hanne Fosen</p>	<p>Donor</p>
<p>International Labor Organization (ILO)</p> <p>United Nations High Commissioner for refugees</p>	<p>Mr. Oliver Liang</p> <p>Mr. Girma Yadeta</p>	<p>International Governmental Organizations</p>
<p>CARICOM</p>	<p>Dr. Denise Stoney-James</p>	<p>Regional International Governmental Organizations</p>
<p>VSO</p> <p>ANCEFA</p>	<p>Mr. Purna Shresta</p> <p>Ms. Solange Koumbon Akpo</p>	<p>Civil Society Organization</p>
<p>LEGO Foundation</p>	<p>Ms. Cecilia Ochoa</p>	<p>Private Sector</p>

Current representatives of the Steering Committee - Members

Constituencies	Full name	Composition Title
<p>Co-chair: South Africa</p> <p>Co-chair: Germany</p>	<p>Mr. Enoch Rabotapi</p> <p>Dr. Heike Kuhn</p>	<p>Country co-chair</p> <p>Donor co-chair</p>
<p>Kingdom of Saudi Arabia</p> <p>Lebanon</p>	<p>Dr. Abdelrahman Almedaires</p> <p>Mrs. Abir Bechara</p>	<p>Arab States</p>
<p>Bangladesh</p> <p>Philippines</p>	<p>Dr. Morsheda Akhter</p> <p>Ms. Margarita Ballesteros</p>	<p>Asia</p>
<p>TBC</p> <p>Rwanda</p> <p>Ghana</p>	<p>To be named</p> <p>Mr. Leon Mugenzi Ntawukuriryayo</p> <p>Mr. Christian Addai-Poku</p>	<p>Sub-Saharan Africa</p>
<p>Belize</p> <p>Ecuador</p>	<p>Ms. Jeannie Garbutt</p> <p>Mr. Francisco Xavier Salgado Caizapanta</p>	<p>LAC</p>
<p>TBC</p> <p>Finland</p>	<p>To be named</p> <p>Ms. Marjo Vesalainen</p>	<p>Europe-NA</p>

Regional Groups

Members from a region nominate a peer for election at the Teacher Task Force annual meeting to represent their constituency in the Teacher Task Force Steering Committee for a mandate of two years.

The **regional focal point** is then responsible for:

- Coordinating Teacher Task Force activities in the region.
- Engaging with the other focal points and teacher stakeholders in the region.
- Seeking to contribute to SDG 4 monitoring mechanisms.
- Reporting to the Steering Committee and the Secretariat (annually).
- Setting up periodic meetings and ensuring continuous communication within the region.

The **other members of the regional group** share the responsibility of keeping the focal point informed of any interesting contributions, events, priorities, as well as ensuring cohesion and collaboration within the group.

The **full regional group** will meet in person once every two years at the Policy Dialogue Forum.

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Four regional groups:
Latin America and the Caribbean, Arab States, Asia and the Pacific, Europe and North America to inform each other's work, explore possible interconnections and brainstorm ideas to contribute to the work of the TTF

Thematic Groups

At present, five groups are in place, that can be joined on a voluntary basis without number restrictions:

- **Inclusion and Equity in Teacher Policies and Practices.**
- **School Leadership Network**
- **Digital Education and Artificial Intelligence**
- **Early childhood care and education (ECCE) teachers and facilitators**
- **Teacher Management in Crisis and Emergency Situations. This group is outsourced and merged in the Teacher in Crisis Context Working Group (TiCC) of INEE.**

[Click here to find out more about the Thematic Groups](#)

Thematic groups are forums to share knowledge and ideas and advance technical work on particular topics. They foster discussion among members, encourage collaboration and facilitate national, regional and international activities.

Structure:

- **Each thematic group is coordinated by two co-lead members**
- **All thematic groups propose a biennial work plan aligned with the TTF Main Lines of Action. The work plan should also include the coordination of one session during the Policy Dialogue Forum.**
- **Each group is expected to contribute to the Knowledge Hub or Teacher Resource Centre with at least 2 resources annually.**

New idea for a thematic group?

Submit your proposal to your focal point in the Steering Committee or to the Secretariat! Remember to include the co-leads and core activities of the new group. The item will subsequently be tabled at the following Steering Committee meeting for validation.

The role of the TTF members' Focal Points

Roles and Responsibilities

- Report annually to the Secretariat via email (teacher-related priorities, initiatives, events and other issues to be taken onboard).
- Participate in the annual meetings and policy dialogue forums, and advance administrative arrangements to secure budgetary provisions to this end.
- Contribute to the activities of regional groups and participate or mobilize relevant national stakeholders to participate in thematic groups. Contribute to resource mobilization by identifying potential funding.
- Contribute to the Knowledge Platform by regularly uploading relevant document on teacher policies or resources for teachers.
- If focal points do not fulfil their responsibilities/obligations, the Secretariat will proceed to request their replacement.

What does it mean to be admitted as an Associate member?

Associate members have undergone the formal membership evaluation process but do not meet the requirements to be considered full members, based on the evaluation criteria. Associate members have the same responsibilities and rights as other members, with the exception of serving on the Steering Committee, and serving as a country focal point.

“Members’ focal points are at the centre of the Teacher Task Force’s theory of change. They represent teacher stakeholders from their country or organization and are the interface between the Teacher Task Force network and its members”

Change of focal point?

If you are a new focal point, or the focal point of your organization is leaving, please send an email with the new contact to Angela Crovace, a.crovace@unesco.org.

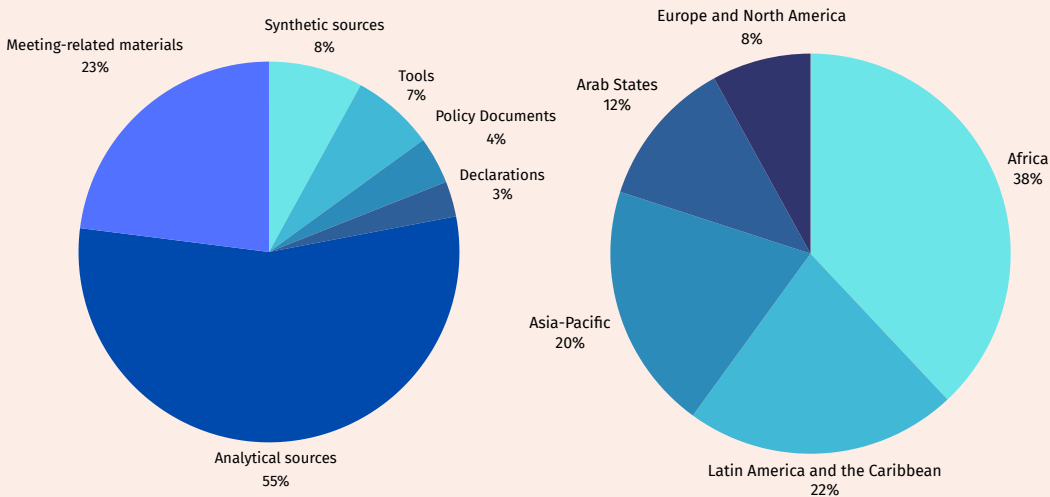
The Knowledge Platform

The Policy Knowledge Hub

Target audience: decision-makers, policy advisors, data analyst and any person involved or interested in teacher policy.

Diversification of knowledge products: academic articles, reports, case studies, tools, evaluations, policy documents (national teacher policy, implementation plan, standards...)

References snapshot (May 2024)



The Teacher Resource Center

Comprehensive support for teachers' knowledge needs as reflective practitioners and producers of knowledge.

Other resource centres
Curated directory of repositories from partners and member states

Teaching resources
Classroom time, interaction with students, teacher guides, activities and assessment materials

Professional development opportunities
Learning through formal professional development or Communities of Practice.

Research materials
Reflect on your practices and learnings through accessible and short academic articles and briefs

How to contribute as a focal point ?

1. Request the creation of an account through [this link](#).
2. After logging in to the working space, select the type of resource you want to upload.
3. Fill in the corresponding information
4. You will be notified when the resource has been validated and published.

For more information consult the users' guide in the onboarding package or [click here](#) to see the curation guideline

When do members meet ?

Annual meeting: once a year, between November and the February of the new year. This meeting is crucial for defining the priorities for the new year and reflect on the work that has been achieved to date.

Steering Committee Meetings: two virtual meetings per year for Members of the Steering Committee only.

Thematic Group Meetings: internal meetings are arranged by the co-leads of each group. Additionally, twice a year the thematic groups will meet with the TTF Secretariat (every 6 months) to discuss synergies between the different groups and share progress in their line of work.

Regional Meetings: the lead of your group will organise periodic meetings with the focal points within his region. A list of the contacts of your group will be shared in your onboarding package.

Policy Dialogue Forum: the TTF Secretariat will organize a high-level Policy Dialogue Forum every two years to establish new priorities, discuss current challenges and innovative solutions, and enhance engagement, collaboration and knowledge sharing between members.

Can I do more to support? YES!

Board of editors

You can serve in the Editorial Board of the Global Report on Teachers. Its includes participation from all members, to find out more, contact Ximena Rubio Vargas, x.rubio-vargas@unesco.org

Host country for the Policy Dialogue Forum

The Secretariat will launch a call to express interest in hosting the next Forum, don't lose the opportunity to organize it in your country!

Curator of the month

Contribute your expertise to the Knowledge Platform, volunteer curators will receive training and technical assistance by the Secretariat for a 1-month period. Contact Meritxell Fernández Barrera, m.fernandez-barrera@unesco.org.

Communications support group

Designate a focal point to join the Communications Group to collaborate to enhance communications and advocacy efforts. Please contact Anna Ewa Ruszkiewicz, ae.ruszkiewicz@unesco.org

Engage with us on social media

Connect, tag us, and join the conversation to spotlight teachers and keep them at the heart of the global agenda.