



International Task Force on  
Teachers for Education 2030

# ***Strategic Plan*** **2026–2029**







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Teachers for Education 2030

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# Abbreviations

<b>ADEA</b>	Association for the Development of Education in Africa
<b>CONFEMEN</b>	Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (Conference of Education Ministers of Countries Using French as a Common Language)
<b>CSO</b>	Civil society organization
<b>EFA</b>	Education for All
<b>HLSC</b>	SDG 4-Education 2030 High-Level Steering Committee
<b>MLA</b>	Main line of action
<b>NGO</b>	Non-governmental organization
<b>RTIA</b>	Regional Teachers Initiative for Africa
<b>SDG</b>	Sustainable Development Goal
<b>SEAMEO</b>	Southeast Asia Ministers of Education Organization
<b>TPD</b>	Teacher Professional Development
<b>TTF</b>	International Task Force on Teachers for Education 2030, the Teacher Task Force
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

# Introduction

Education is a fundamental human right, and its exercise is essential for individual development, opportunity and well-being. That is why Sustainable Development Goal 4 (SDG 4) and the Education 2030 Agenda seek to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Education provides people with relevant skills for employment, decent jobs and entrepreneurship, as SDG target 4.4 recognizes. And education enables learners to thrive in a changing global society, through education for 'sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity', as highlighted in SDG target 4.7. Only through education can people fully access the rights envisaged in other SDGs, like better health, decent work, gender equality and the right to live in peace. This multidimensional nature underscores the importance of promoting lifelong learning opportunities for all.

Teachers are at the very heart of providing quality education: research has continued to build a global consensus that teachers are the most important school-level factor for improving learning outcomes and student well-being. As global challenges increase, teachers themselves need to become lifelong learners to better respond to changing contexts, while also promoting and enabling lifelong learning in their students. Therefore, teachers' transformative potential is crucial in realizing the ambitious aims of SDG 4 and the Education 2030 Agenda. Target 4.c of SDG 4 explicitly highlights teachers' central importance in its aim to 'substantially increase the supply of qualified teachers'.

Unfortunately, global progress towards achieving SDG 4 and target 4.c is under threat. Analysis carried out by UNESCO and the International Task Force on Teachers for Education 2030 (also known as the Teacher Task Force or TTF) has found that the world will need an additional 44 million teachers by 2030 to reach universal primary and secondary education targets. Additionally, in many places around the world, teachers lack appropriate training or necessary qualifications, or do not receive adequate support or remuneration. Some regions face especially pressing challenges: sub-Saharan Africa alone will need 15 million more teachers by 2030. But issues related to the attractiveness of the profession and teacher shortages have emerged across all global regions and country income levels (UNESCO and TTF, 2024).

Global awareness and action related to the importance of the teaching profession and the need to improve teacher policy have gained encouraging momentum in recent years. Within the past four years, the Transforming Education Summit (2022), the United Nations Secretary-General's High-Level Panel on the Teaching Profession (2024), the 14th Teacher Policy Dialogue Forum (2024), the Fortaleza Declaration (2024) and the Santiago Consensus (2025) have all acknowledged the essential role and importance of teachers and highlighted the need for improved policies and investment in the profession. This global momentum around the importance of teachers, professionalization in the teaching profession and policies that can sustain both teachers and teacher professionalization must continue in the final push towards the finish line of the Education 2030 Agenda.

## Values of the Teacher Task Force:



### Teachers first

Elevating the voice, status and agency of the profession



### Collaboration

Mobilizing a global network of partners for collective impact



### Impact

Turning policy into measurable, sustainable change



### Equity

Ensuring inclusive, accessible and quality education for all



### Knowledge

Driving evidence-based policy and future-focused insights

This Strategic Plan positions the TTF to continue its central role in supporting and achieving the global agenda on teachers. Serving as the global network for teachers' issues and reference for planners and policy-makers, the TTF works with a wide variety of

stakeholders to directly meet the global challenges on teachers and the teaching profession. The future of the teaching profession, and of education systems more broadly, hinges on this vital work.

## Background of the Teacher Task Force

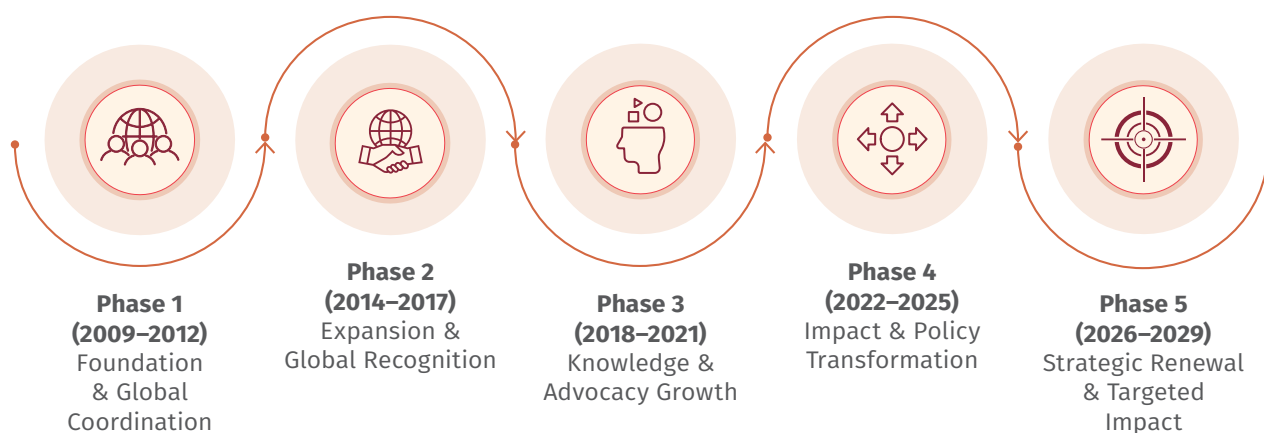
The TTF is a unique partnership created to advocate for teachers and the teaching profession around the world. The TTF has 194 members,<sup>2</sup> which include national governments, international organizations, foundations, and international non-governmental and civil society organizations (NGOs and CSOs), all working together to ensure there is a qualified, motivated and empowered teacher in every classroom.

The TTF was originally formed on the basis of the Oslo Declaration of 2008, in which the Education for All (EFA) High-Level Group called on governments to identify their teacher deficits and urged development partners to aid these efforts. To support this work and achieve the Education for All goals, an international Task Force on Teachers for EFA, or Teacher Task Force, was established.

The TTF's first action plan guided its initial phase of activities between 2009 and 2012. Every four years, external evaluations have helped to guide the development of new strategic plans and set the priorities for subsequent phases.

Within this current Strategic Plan, the TTF will mark its 20th anniversary between October and December 2028. This will provide an opportunity to reflect on the past two decades of mobilizing and coordinating stakeholders to ideate and implement teacher strategies and educational reforms that improve teacher policy and practice.

The following summaries of the TTF's phases to date illustrate how the TTF has adapted to a changing global landscape, including a shift from promoting EFA to supporting the Education 2030 Agenda and SDG 4.



### Phase 1: 2009–2012

After the call to action in the Oslo Declaration, the TTF formulated an action plan which detailed the main objectives and specific activities expected for adoption by EFA partners. The TTF provided international coordination and oversight, focusing on gaps in capacity, financing and policy. It worked to ensure teachers remained a valued component of global and national educational agendas. During this period, the TTF also established a Secretariat within UNESCO.

### Phase 2: 2014–2017

The first external evaluation of the TTF recognized its value for broadening global understanding of teacher issues. The TTF continued assisting members with capacity, financing and policy gaps, but the second phase of the TTF between 2014 and 2017 also saw three updated lines of action: advocacy and coordination with global initiatives, knowledge creation and sharing, and support for countries. During this time, the TTF successfully pushed for the specific inclusion of teachers as enablers for the achievement of SDG 4. This

<sup>2</sup> This number of members reflects the total at the beginning of the Strategic Plan cycle.

phase also included the development and publication of the first, abridged edition of the Teacher Policy Development Guide. In 2015, the TTF officially became the International Task Force on Teachers for Education 2030, renamed to reflect its commitment to achieving the SDGs and the Education 2030 Incheon Declaration and Framework for Action.

### Phase 3: 2018–2021

A second external evaluation informed the development of the TTF’s next phase, from 2018 to 2021. The main lines of action continued to focus on advocacy, knowledge production and sharing, and supporting countries to develop holistic teacher policies. In this phase, the TTF’s efforts included the construction of an online Knowledge Platform in Arabic, English, French and Spanish; three Teacher Policy Dialogue Forums; and global advocacy campaigns.

### Phase 4: 2022–2025

Following an external evaluation and consultations with members, the three main lines of action were adjusted slightly to become knowledge production and dissemination, advocacy, and national and regional policy learning. The first TTF-UNESCO Global Report on Teachers was launched in 2024 to support evidence-based policy-making and raise the alarm about global teacher shortages. The TTF also continued its efforts to convene and mobilize stakeholders across the world, which included the biennial Teacher Policy Dialogue Forum and the facilitation and enhancement of policy learning for national governments through the formation of Regional and Thematic Groups.

## Methodology and consultative process for this Strategic Plan

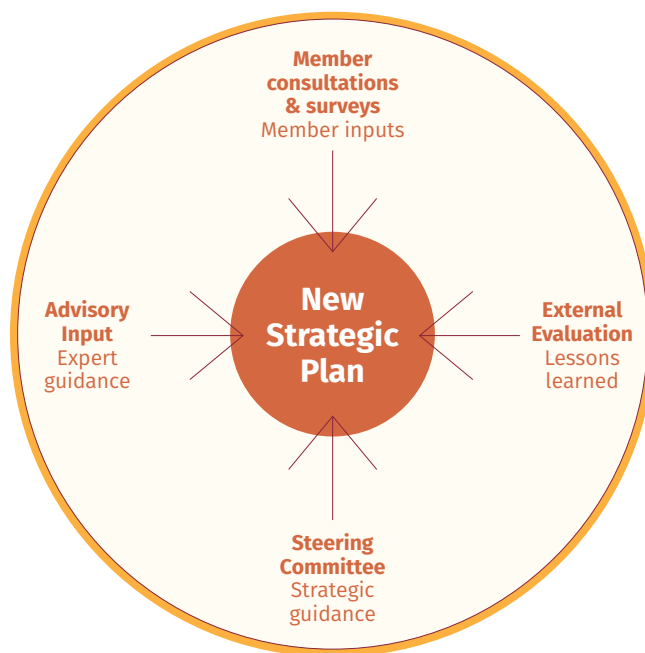
This Strategic Plan opens the fifth phase of the TTF’s work. Its updates to the TTF’s guiding strategy have been informed by recommendations and feedback received from an external evaluation and from consultations with various groups of members within the TTF network.

### External evaluation

An external evaluation of the TTF was carried out between December 2024 and August 2025 to assess the TTF network’s progress towards its strategic objectives and to develop recommendations for transition into the next Strategic Plan. It focused on assessing the TTF’s relevance and coherence, effectiveness and impact, efficiency, and sustainability.

To better understand the TTF’s progress towards its 2022–2025 Strategic Plan, the evaluation explored key achievements, implementation strategies, resources, challenges, governance processes, the validity of its mission and scope of its theory of change, and strategic shifts from the previous Strategic Plan. The evaluation used several methods to develop its findings, including member and country impact surveys, key informant interviews, focus group discussions, workshops and documentation and data review.

Overall, the evaluation found that the TTF remains highly relevant and adds clear value to the global education landscape. Its operational efficiency and strong governance mechanisms allowed for several successful, interlinked activities, such as the Teacher Policy Dialogue Forum, the first-ever Global Report on Teachers, the Teacher Policy Development Guide and



the Knowledge Platform. Together, these strengths helped the TTF make strong progress towards advancing the priorities of knowledge production and advocacy from the previous Strategic Plan.

At the same time, the evaluation found some areas for potential improvement. While strong in the priority areas of knowledge production and advocacy, inconsistencies emerged around regional peer learning. These issues largely involved uneven member engagement and coordination gaps, as well as a lack

of follow-up mechanisms from global dialogue. The evaluation report made five main recommendations for the new Strategic Plan (Visser et al., 2025):

1. Maintain the current three strategic objectives, with minor revisions to clarify priorities.
2. Focus efforts on a subset of regions or countries for enhanced support and monitoring.
3. Strengthen member engagement and ownership in implementation of the Strategic Plan.
4. Prioritize resource mobilization and diversification.
5. Enhance the network's visibility and utility to members.

## Member consultations

Several consultation meetings were held between September and November 2025 to reflect on the results of the evaluation report and discuss inputs for developing the new Strategic Plan. These meetings included consultations with Thematic Group co-leads, regional representatives, UNESCO's teacher community of practice (composed of UNESCO staff working on teacher issues in field offices) and a Key Advisory Group. In general, the results of consultations mirrored the evaluation's findings. Members emphasized the need for greater collaboration and communication between members and groups, an enhanced focus on specific regions or countries, dialogue between different regions, and ways to better capture members' aspirations and needs for further engagement with the TTF around the network's activities and outputs. A second round of consultations led by representatives of the different constituencies in the Teacher Task Force Steering Committee took place between December 2025 and February 2026 to ensure that all priorities are reflected in this Strategic Plan. The inputs from this consultative process led to the new Theory of Change, the Results Framework and the Monitoring and Evaluation Framework presented in this Strategic Plan.



Yerin Jeon is a teacher in Wonju, Republic of Korea.  
Photo: UNESCO/Taek Oh

# The Teacher Task Force strategy to realize the global agenda on teachers

The TTF's core mission is engaging governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education. As such, the TTF plays a central role in the drive towards achieving target 4.c and the entire SDG 4 and Education 2030 Agenda. The TTF seeks to make key contributions to the global education architecture by ensuring that teachers and quality teaching are treated as a priority and adequately financed within the global agenda. The TTF also aims to elevate appreciation of the profession, so that the voice, agency and status of teachers are globally recognized and upheld.

The TTF engages governments to develop teacher policies that make education available, accessible, acceptable and adaptable. Ensuring there are enough highly trained teachers in a system is foundational in ensuring that education remains available and acceptable. At the same time, highly trained teachers, who continue to learn throughout their lives, can promote more accessible and adaptable education options for their students.

This Strategic Plan lays out how the TTF will support its ongoing mission with an updated Theory of Change, Results Framework and Monitoring and Evaluation framework, along with some modifications to its main lines of action. The last Strategic Plan cycle has

provided a solid foundation of success: as the external evaluation found, the TTF's 2022 Strategic Plan and Theory of Change were well aligned with the global agenda and reflected key priorities. The evaluation also determined that the TTF 'has succeeded in further reinforcing its identity as a multi-stakeholder platform uniquely focused on the teaching profession' (Visser et al., 2025). In a complex global education environment, the evaluation found, the TTF remained highly relevant and occupied a distinct role in supporting teachers around the world. This Strategic Plan will build upon this success to develop an even stronger approach for the next four years.

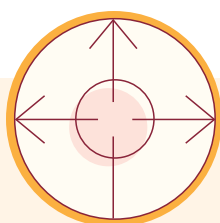
At the same time, the evaluation and member consultations provided several areas for improvement to help the TTF continue to strengthen both its Theory of Change and governance structures to adapt to the evolving needs of the teaching profession. Broadly, these areas include a greater sense of interconnectedness between main lines of action, increased member mobilization and engagement, and enhanced national and regional policy learning to strengthen capacity. These areas of improvement are reflected throughout this Strategic Plan and continue to drive the core updated mission, vision and goal of the TTF (see Figure 1).

**Figure 1: The TTF's vision, mission and goal and outcomes**



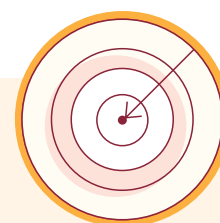
## **Vision**

Teaching should be a valued profession, and every learner should be taught by qualified, motivated and empowered teachers within well-resourced, efficient and effectively governed systems to foster learning and achieve inclusive and equitable quality education for all.



## **Mission**

The TTF engages governments and other stakeholders to enhance teacher policy and practice, acting as a catalyst of global, regional and national efforts towards the full realization of the right to education.



## **Goal and outcomes**

The TTF is a global alliance of partners whose goal is to ensure that teachers and teaching remain at the top of the education agenda, to enable dialogue and exchange, to promote strategies and to mobilize governments and other stakeholders for the advancement of teachers and quality learning.

## Reimagining the TTF's main lines of action

This Strategic Plan and its Theory of Change are based on three main lines of action (MLAs). The MLAs of the 2026–2029 Strategic Plan build upon past achievements, with some modifications to more fully integrate the concepts of interconnectedness and coherence across themes. While the core ideas of the MLAs have remained largely the same from the previous Strategic Plan, the

new model places greater focus on how each MLA can amplify the others (see Figure 2). This updated model will better ensure each MLA supports the objectives and outcomes of the others, while keeping the focus and outputs of the TTF highly relevant in a dynamic global education environment.



### Main Line of Action 1 Knowledge production and future thinking

Knowledge gaps are identified and filled, through the joint production of knowledge by TTF members and through thorough monitoring of grey and academic literature, to ensure that relevant and up-to-date research is available on teacher policy and practice. At the same time, as the world nears the end of the 2030 Agenda for Sustainable Development, knowledge production around the future of teaching in response to societal changes and rapid technological advancement provides new insights for the formulation and implementation of comprehensive teacher policies.



### Main Line of Action 2 Advocacy and partnerships

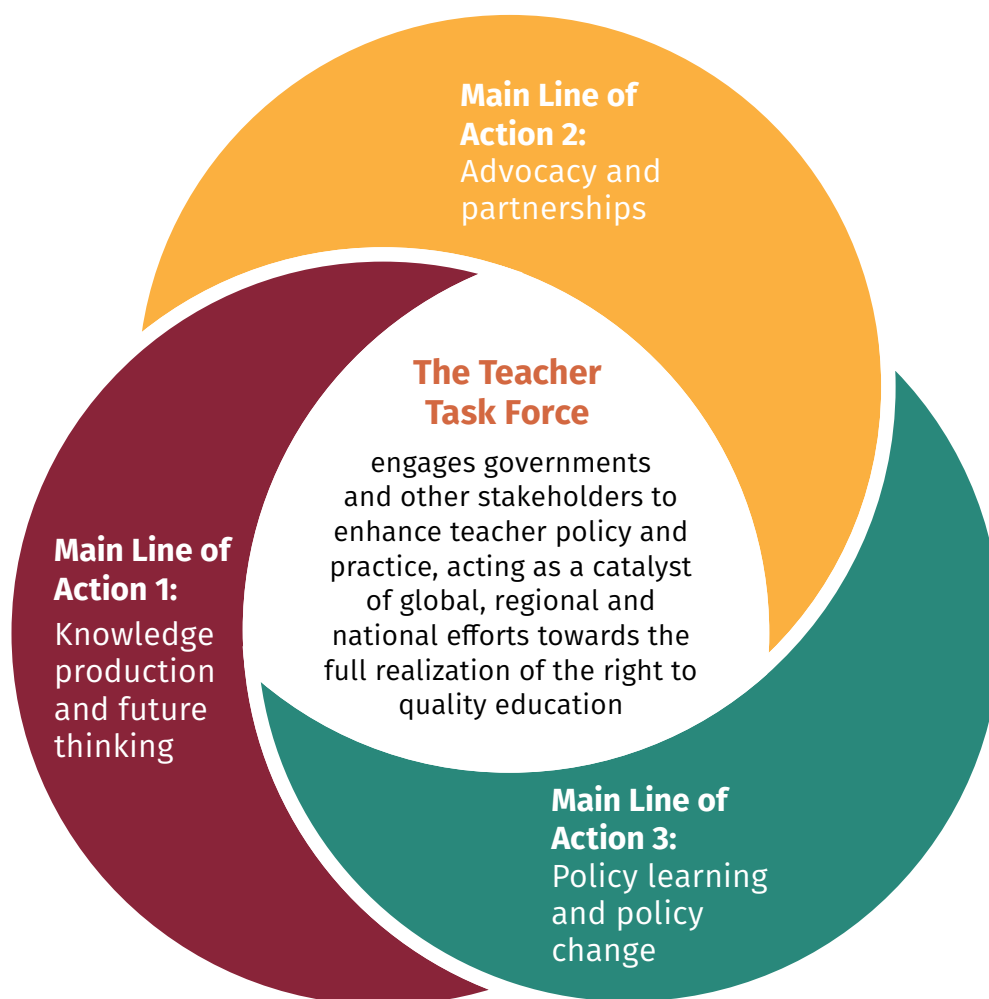
The critical role of teachers and quality teaching is advocated for, and key messages for the transformation of teacher policy and practice are co-constructed, adopted and amplified through partnerships of TTF members within the network and beyond, to set global, regional and national agendas. These agendas, in turn, solicit and strengthen the TTF network and its Secretariat.



### Main Line of Action 3 Policy learning and policy change

Thematic, regional and national policy learning is fostered to further develop the ability and knowledge of TTF members to drive policy change and transform teaching, based on members' needs. Deep connections with research (MLA 1) and advocacy (MLA 2) are developed to drive coherent and relevant mobilization of knowledge in developing policy learning and producing policy change.

**Figure 2: The TTF's main lines of action**



## ***A new Theory of Change and Results Framework***

The TTF's Theory of Change for 2026 to 2029 is structured around an interconnected system of three MLAs, in which each element and its logical structure is linked to multiple other elements, beyond its direct contribution in terms of outcomes. The fundamental logic behind this model is that change is effected through concurrent actions that contribute to the overall mission: engaging governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to education (see Table 1 for Results Framework overview; see Annex I for full Results Framework).

The TTF aims to create the enabling conditions for this mission to be fulfilled through an inter-related system of activities and the interaction of TTF members. The TTF flagship products – the Global Report on Teachers and the Teacher Policy Dialogue Forum – are critical examples of activities that contribute to and belong to all the MLAs, even though they are each associated with a specific MLA for management and reporting purposes.

mobilization and engagement. The previous Theory of Change differentiated outputs and tasks between TTF members and Secretariat, sometimes leading to a silo effect, an overburdened Secretariat and limited engagement of some members. This Strategic Plan aims to build more cohesiveness through the co-construction of activities and outputs among members and between members and the Secretariat.

By combining evidence generation through knowledge production and future thinking, advocacy for teachers and the teaching profession, and policy learning and change, this Strategic Plan seeks to improve the quality, accuracy and impact of teacher policy and practice. In turn, these improvements to teacher policy and practice will serve as a foundation for realizing the right to education. The Theory of Change rests on the belief that when governments, teachers and stakeholders work collaboratively, guided by quality, timely data and grounded in rights-based principles, education systems become more inclusive, equitable and sustainable.

The interconnections in this Theory of Change also lay the groundwork for enhanced member interaction,

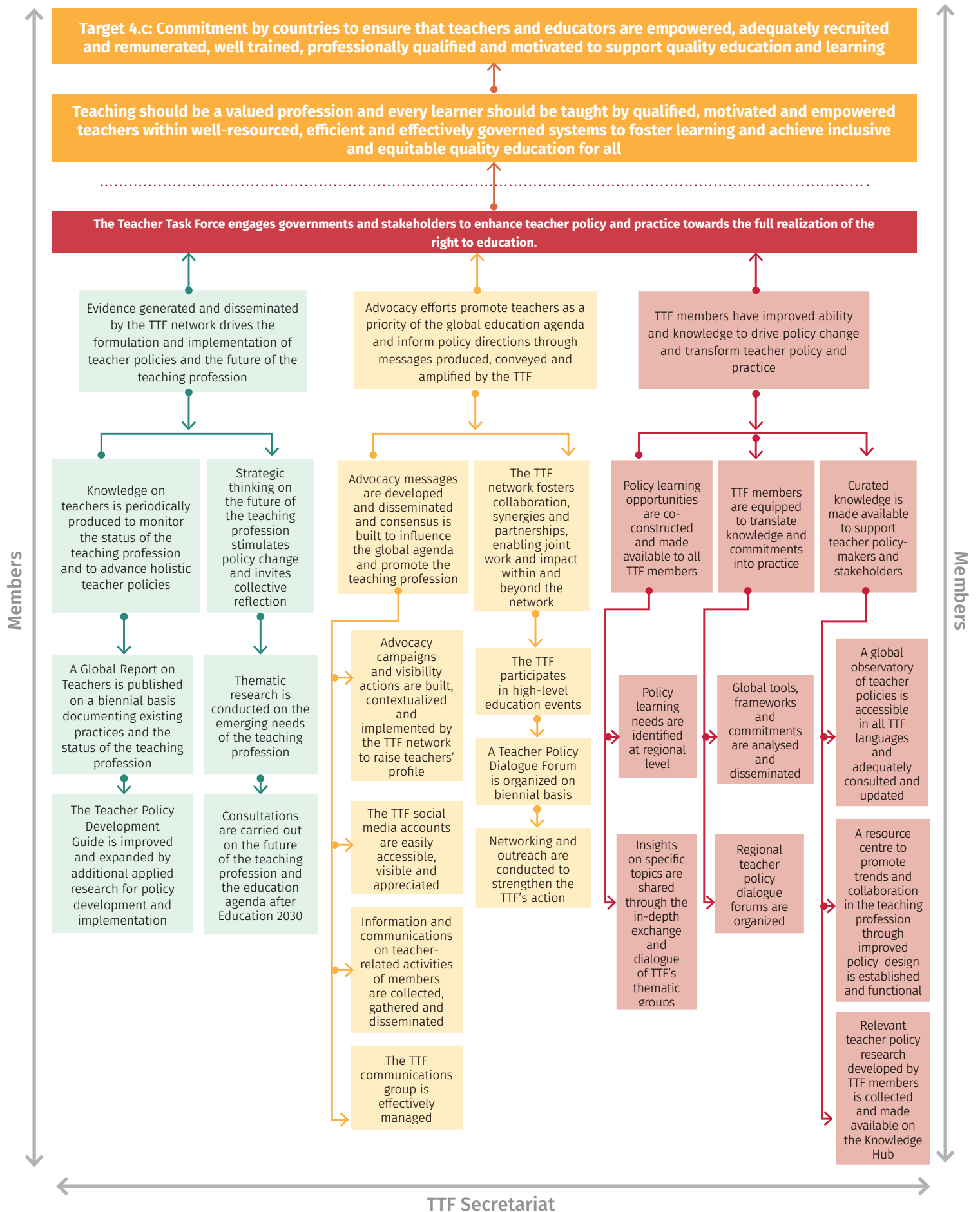
**Table 1. Overview of the Results Framework**

<p><b>Overarching goal:</b>  <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>			
<p><b>INTERMEDIATE GOAL:</b> SDG 4.c. Commitment by countries to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified and motivated to support quality education and learning</p>			
<p><b>OVERALL MISSION:</b> The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education</p>			
<p><b>OBJECTIVE (MLA) 1:</b>                  Knowledge production and future thinking</p>	<p><b>OBJECTIVE (MLA) 2:</b>                  Advocacy and partnerships</p>	<p><b>OBJECTIVE (MLA) 3:</b>                  Policy learning and policy change</p>	<p><b>GOVERNANCE</b></p>
<p><b>Outcome 1.</b> Evidence generated and disseminated by the TTF network drives the formulation and implementation of teacher policies and the future of the teaching profession.</p>	<p><b>Outcome 2.</b> Advocacy efforts promote teachers as a priority of the global education agenda and inform policy directions through messages produced, conveyed and amplified by the TTF network.</p>	<p><b>Outcome 3.</b> TTF members have improved ability and knowledge to drive policy change and transform teacher policy and practice.</p>	<p><b>Outcome 4.</b> The TTF has functioning, responsive and representative governance mechanisms.</p>



Yuli Collazos Peñag is a bilingual teacher in the Nasa community on the ancestral territory of Kwet Kina, Caldoño, Colombia.  
 Photo: UNESCO/Nadège Mazars

**Figure 3. Theory of Change**



# Main lines of action

The 2025 external evaluation confirmed the validity of the main lines of action and found that the TTF had made strong progress in advancing its 2022–2025 strategic priorities, especially in activities related to knowledge production and dissemination (MLA 1) and advocacy (MLA 2). However, room for improvement was identified in national and regional policy learning (MLA 3), where the evaluation suggested the TTF more consistently foster regional peer learning and develop clear mechanisms that connect global insights to country-level needs, support and reform efforts.

With this in mind, the new MLAs prioritize interconnectedness, coherence, engagement and mutual support. As part of this shift, MLA 1 changes from knowledge production and dissemination into knowledge production and future thinking on the teaching profession, focusing on research for policy and research of policy. This shift will enable activities that focus on knowledge production not only to examine current issues and potential solutions, but also to consider the future of teacher development, providing foresight that better enables advocacy and especially policy learning. MLA 2 also slightly changes, becoming advocacy and partnerships rather than just advocacy, with the aim of increasing focus on internal communication and driving more member-driven engagement and support alongside the ongoing work of global agenda-setting. These updated MLAs support each other, while also connecting to MLA 3, policy learning and policy change at national and regional levels. MLA 3, in turn, can supply content and evidence for strengthened advocacy and qualitatively improved knowledge production and knowledge mobilization. The TTF's flagship activities, the Teacher Policy Dialogue Forum and the Global Report on Teachers, connect to all three MLAs, and reinforce interconnections across each area (see Box 1).

The 2025–2029 Strategic Plan aims to increase member-driven engagement across all activities and outputs in each of the main lines of action. This includes a greater emphasis on the Thematic Groups, Regional Focal Points and TTF members with a regional scope, all of which can both contribute to and benefit from activities and outcomes. While the Secretariat will provide some technical and logistical inputs, members of the groups will be mobilized to contribute to the development of specific knowledge products relevant either to their region or the topic of the Thematic Group to which they belong. In a similar way, policy learning opportunities led by members will be created in preparation for and as a follow up to the Teacher Policy Dialogue Forum. The Communications Group will act as a platform to co-create advocacy and achieve further impact at national, regional and global level. Benefits for active members are numerous, from visibility to critical contribution to agenda-shaping and increased access to knowledge and capacity to adequately mobilize knowledge in policy processes. Through this more member-driven approach, the TTF network members can also play a more strategic role in linking the work of the TTF with their own work and networks at regional level to create a dynamic for change in countries.

Overall, these shifts in focus, alongside increased follow-up and accountability, will help build cohesion within the network so that every output and activity will drive towards achieving the TTF's mission: engaging governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to education.

### Box 1. Teacher Task Force flagship activities

The Teacher Task Force maintains two flagship activities that support the TTF's mission and vision by contributing to outcomes across all three main lines of action: the Teacher Policy Dialogue Forum and the Global Report on Teachers.

#### Teacher Policy Dialogue Forum

Held every two years, the Teacher Policy Dialogue Forum brings together key education stakeholders to collaborate on crucial issues related to teachers and SDG target 4.c, making it a core mechanism to advance the TTF's advocacy campaigns (MLA 2). The forum is also an important opportunity to merge advocacy with ongoing knowledge production (MLA 1) and an important vehicle for policy learning and policy change among members and Thematic and Regional Groups (MLA 3).

The external evaluation noted that the 2024 Teacher Policy Dialogue Forum generated momentum and visibility for the network, with over 400 in-person participants and 66,000 impressions on its social media campaign.

During the previous Strategic Plan period, the 2024 Teacher Policy Dialogue Forum provided a chance for strategic alignment with the concurrent launch of the inaugural Global Report on Teachers. Similar coordinated efforts are planned for the next quadrennium, with Teacher Policy Dialogue Forums planned for 2026 and 2028.

#### Global Report on Teachers

The Global Report on Teachers is the second TTF flagship activity, and the first report was released to coincide with the 2024 Teacher Policy Dialogue Forum. The report examines and monitors global progress towards SDG target 4.c, making it a key knowledge production output (MLA 1). The report also helps advance global advocacy campaigns (MLA 2) and mobilizes knowledge for the diagnostic and formulation stages of policy learning (MLA 3). Through a series of co-publication agreements, the inaugural Global Report was translated into five additional languages (Arabic, Chinese, French, Spanish and Portuguese). These agreements enabled the report to be disseminated across more than 80 countries, substantially amplifying its visibility and reinforcing its role as a shared global reference on teacher policy.

The external evaluation found that the inaugural Global Report successfully filled a global evidence gap by providing a comprehensive and authoritative review of global progress towards SDG 4 and target 4.c. The evaluation also found that the Report 'helped position the Teacher Task Force as a convening authority and thought leader on teacher issues' (Visser et al., 2025).

To continue to strengthen future Global Reports and build deeper connections across members and MLAs, the TTF will lean more heavily on members and Thematic Groups to develop topics and case study examples to promote co-construction practices. Future reports will be released on a biennial basis in conjunction with the Teacher Policy Dialogue Forum.



Adeleke Gbaguidi is a primary education inspector in Benin, working with the Graines de Paix project.  
Photo: UNESCO/Yanick Foly



# Main line of action 1: Knowledge production and future thinking

## OUTCOME 1

**Evidence generated and disseminated by the Teacher Task Force network drives the formulation and implementation of teacher policies and the future of the teaching profession.**

### Rationale and intent

To better mobilize governments to enhance teacher policy development and implementation, the TTF will need to continue to produce and disseminate pertinent, up-to-date knowledge products on teacher issues and holistic teacher policies. Evidence needs to be curated for members and policy-makers in readily available, user-friendly outputs. Knowledge production around foresight should drive future thinking on teacher policies and issues in specific areas, such as the role of teachers and the teaching profession in the global agenda after 2030, as well as how to address emerging challenges in education.

Knowledge production has been a key strength in 2022–2025, especially with the resounding success of the inaugural Global Report on Teachers. This Strategic Plan seeks to build on this strength to better support and further develop the other two MLAs, especially MLA 3: policy learning and policy change. To complete this work, MLA 1 will now focus on double elements; research for policy change and research of policy change.

Research for policy change takes a problem-solving approach, in which knowledge production focuses on solutions to address current challenges. This method aims to help improve existing institutions and processes, enabling them to function more smoothly (Desjardins and Rubenson, 2009). Examples from the TTF's prior work include tools such as the Teacher Policy Development Guide, which helps countries develop their own teacher policies, and publications such as the Global Report on Teachers, which discusses good practices and policy examples that systems can consider implementing.

On the other hand, research of policy change takes a more critical approach, considering the bigger picture to better understand the fundamental conditions that cause issues to arise in the first place. This approach aims to understand the processes of change and to anticipate future scenarios by providing analysis instead of offering tools or recommendations (Desjardins and Rubenson, 2009). The Global Report on Teachers also fulfils this role, offering a comprehensive review and analysis on the progress and challenges towards achieving target 4.c.

### Implementation

The TTF will produce knowledge on teachers to monitor the status of the teaching profession and to advance holistic teacher policies (**Output 1.1**). To support this output, the Global Report on Teachers will continue to be published on a two-year cycle<sup>2</sup> to document existing practices and the status of the teaching profession. An Editorial Board will guide the development of each Global Report on Teachers. The Teacher Policy Development Guide will also continue to be improved and expanded through practical guides that will apply directly to policy development and implementation.

Based on feedback from the external evaluation, there will be a renewed emphasis on mapping knowledge production and evidence to better inform policy development (**Output 1.2**). Teacher policy resources to inform tools and practical guides will be curated and disseminated through the Knowledge Hub in the Knowledge Platform. The Knowledge Platform has served as a central component to the TTF's work under MLA 1 (see Box 2), but the evaluation also found challenges with user engagement and accessibility, especially at the country level. To address this, the strength of the whole TTF membership will be leveraged to identify existing resources, co-create new ones and build partnerships and synergies for knowledge-sharing.

Looking to the future, and as the Education 2030 Agenda comes to a close, consultations and thematic knowledge production will be needed to continue to meet the emerging and ongoing needs of the teaching profession. In this way, strategic thinking on the future of the teaching profession will stimulate policy change (**Output 1.3**).

Monitoring and evaluation efforts for MLA 1 will measure the extent to which research, evidence and technical guidance produced through the TTF, particularly through the Global Report on Teachers, are disseminated, referenced and applied to strengthen teacher policies and professional development systems. The achievement of this strategy is monitored through indicators that assess both knowledge uptake and practical application (see Annex III).

<sup>2</sup> Subject to available funding.

## Box 2. Knowledge Platform

Several elements make up the Teacher Task Force Knowledge Platform: the publicly available Knowledge Hub, the curated Teacher Resource Centre and a private Member Working Space that supports peer collaboration. The Knowledge Platform also includes spaces offering visibility for events, news articles and thematic pages, amplifying the work of TTF members and partners, as well as the Secretariat.

The Knowledge Platform contributes to all three MLAs, advancing teacher development at global, regional and national levels. By providing increased access to knowledge and evidence (MLA 1), the Knowledge Platform can act as a strategic communication tool for advocacy efforts (MLA 2). Bringing together resources and professional development materials enables greater mobilization of knowledge and helps advance improved teacher policies and develop more contextualized resource centres at regional and national levels (MLA 3).

The external evaluation found that the Knowledge Platform has grown into a significant repository of teacher-related resources and tools, driving strategic focus on evidence-based policy and peer learning. The evaluation determined that targets were matched or exceeded across successive years of the Strategic Plan: the Teacher Resource Centre, for example, reached its 2024 goal of 116 practice-oriented resources.

The evaluation also identified some challenges related to user engagement, accessibility and unclear audience targeting, which contributed to limited uptake, particularly at the country level. The Teacher Resource Centre, for example, included materials aimed at individual teachers, who are not members of the TTF. The next Strategic Plan period will refocus this component. The Teacher Resource Centre will be transformed into a Teacher Professional Development (TPD) repository centered on competency frameworks, professional teaching standards, research and related policy instruments that support teacher development at system and policy levels. This transformation will ensure closer alignment with the TTF's membership and mission and reinforce the Knowledge Platform's function of supporting evidence-informed teacher policy and practice.

Throughout this Strategic Plan cycle, quality information will continue to be made available to policy-makers and the international community, through knowledge curation and sharing, knowledge generation and network strengthening through Thematic Groups and regional activities. In particular, the TTF network will be tapped to build partnerships and curate resources. Moving forward, the Knowledge Platform will be further improved to better support and showcase network events, ensure optimal user experience and increase visibility for all contributions.



Sarah Salah Qaseem is an Arabic language teacher with the Hope Bus programme in Baghdad, Iraq.  
Photo: UNESCO/Saba Adnan Kareem



## Main line of action 2: Advocacy

### OUTCOME 2

**Advocacy efforts promote teachers as a priority of the global education agenda and inform policy directions through messages produced, conveyed and amplified by the Teacher Task Force network.**

#### Rationale and intent

Through the collective advocacy and partnership of its network, the TTF will work to ensure that teacher issues remain at the top of the global education agenda and prominent at national and regional levels. As well as advocating for increasing the numbers of qualified, well-resourced and motivated teachers across education systems, the TTF will promote the implementation of existing commitments and agreements on teachers, such as the recommendations of the UN Secretary-General's High-Level Panel on the Teaching Profession and the Santiago Consensus.

The external evaluation found that advocacy was a strength throughout the previous Strategic Plan cycle. Building on this strength, this Strategic Plan seeks to use advocacy and partnerships to help drive deeper member engagement, support more regional and national policy learning opportunities and ensure that those opportunities are conducive to policy change. To achieve these outcomes, the Strategic Plan foresees both external and internal advocacy and partnerships.

External agenda-setting will continue to focus on collective efforts to involve teachers and teacher issues in global campaigns co-constructed by members. The biennial Teacher Policy Dialogue Forum is part of these efforts and will remain an important component of global advocacy. Outcomes of the Teacher Policy Dialogue Forum can also contribute to other MLAs by linking knowledge production and future thinking outputs to advocacy campaigns, while simultaneously promoting policy learning across Regional and Thematic Groups.

To improve interaction between members, MLA 2 also emphasizes building internal partnerships. The external evaluation and member consultations noted that internal communications were only moderately effective throughout the network in the previous Strategic Plan cycle. Moving forward, an increased focus on internal advocacy and collaboration will keep TTF activities and outputs visible and valued by all members. These improved communication channels can help establish a virtuous cycle through deeper member engagement and subsequent co-creation of new outputs.

In parallel, the TTF will strengthen its linkages with the SDG 4-Education 2030 High-Level Steering Committee (HLSC) to reinforce shared advocacy and global agenda-setting efforts. This will include more systematic coordination to ensure that key messages on teachers are reflected in HLSC processes and that TTF contributions inform global SDG 4 priorities. As

part of this effort, the TTF will seek greater coherence between the composition and representation of its governing bodies and those of the HLSC SDG 4 architecture, with the aim of fostering alignment, mutual visibility and coordinated leadership across both platforms.

#### Implementation

TTF members will work together to develop and disseminate key advocacy messages and build consensus to influence the global agenda and promote the teaching profession (**Output. 2.1**). The TTF will strengthen coordination and dissemination efforts by mobilizing UNESCO regional offices. In conjunction with this Strategic Plan, a separate Advocacy Strategy will be developed and adopted to guide the construction and contextualization of campaigns through the next four years. Additionally, the Communications Group will meet regularly to guide how the collection and dissemination of information will occur through the Knowledge Platform, TTF Newsletters, social media accounts and the World Teachers' Day Fact Sheet.

The TTF network will foster collaboration, synergies and partnerships, enabling joint work and impact within and beyond the network (**Output. 2.2**). The membership will have various opportunities to interact and network internally, the most important being the biennial Teacher Policy Dialogue Forum. Members will also contribute to joint advocacy through activities such as submitting blogs to the network. The Communications Group will facilitate member engagement and partnerships in these efforts. These collaborative opportunities will be vital for developing links between members, groups and the Secretariat to enable co-construction of activities. To build partnerships outside the network, the TTF will also continue to seek collaborative opportunities with other networks, key education events and organizations, such as the Group of 20, the G7 Education Working Groups (when available) and the SDG 4 HLSC.

Monitoring and evaluation outputs for MLA 2 will evaluate the reach, resonance and collaborative nature of TTF advocacy efforts in elevating teacher-related priorities within global, regional and national education agendas. The strategy focuses on measuring both visibility and stakeholder engagement in shaping advocacy messaging (see Annex III).



## Main line of action 3: National and regional policy learning

### OUTCOME 3

**Teacher Task Force members have improved ability and knowledge to drive policy change and transform teacher policy and practice.**

#### Rationale and intent

Research and advocacy can set the stage for improving the teaching profession, but to truly make an impact on the global agenda, TTF members need to improve their ability and knowledge to drive change and transform teacher policy and practice. The external evaluation found that there was some evidence of policy learning in a small number of countries over the past four years. However, for all the strengths of the TTF's knowledge production and advocacy outputs, too few follow-up mechanisms existed to ensure these activities translated to true policy learning – and possibly change – at national or regional level.

Therefore, and as described throughout this Strategic Plan, the new intent for this MLA is to build deeper connection with knowledge production and future thinking (MLA 1) and advocacy and partnerships (MLA 2), so as to shift to a more member-driven action with an enhanced regional focus. The TTF's flagship initiatives, the Teacher Policy Dialogue Forum and Global Report on Teachers, will play a vital role in this enhanced interconnectedness. The improvement and expansion of the Teacher Policy Development Guide through additional practical modules will provide a valuable means of sharing research, offering an adaptable framework that can help drive countries towards more comprehensive, evidence-informed strategies. Further network strengthening and knowledge sharing through the Knowledge Platform will also improve policy learning at the national and regional levels.

Greater member mobilization and engagement will act as a catalyst for improved policy learning and knowledge mobilization, as recommended in the external evaluation and especially in member consultations. Thematic Groups, Regional Groups and TTF members will play a key role in this process by identifying ongoing learning needs. These needs will then be consolidated and mapped to organize research and advocacy campaigns in a more meaningful way. The external evaluation and consultation meetings also suggested prioritizing specific regions or countries for enhanced monitoring and learning opportunities. Alongside its established initiatives, the TTF will focus on sub-Saharan Africa over the period covered by this Strategic Plan (see Box 3). This focus will not come at the expense of other regions and countries, but instead will strengthen efforts to make country- and regional-level impact by advancing the region's push towards reaching SDG 4 and Education 2030 goals.

In the 2022–2025 Strategic Plan, MLA 3 had already seen a significant shift: based on the external evaluation for the previous period (Allinson et al., 2021), the TTF moved away from an emphasis on direct country support in policy development to focus more on regional and national policy learning. That shift was intended to give impetus to emulation between countries, allowing policy changes to be made in the spirit of South-South cooperation and the appropriation of good practices and common standards through improved contextualization. Through the increased connection of the three MLAs, greater member engagement and a stronger regional focus, this rationale can be more fully realized in the 2026–2029 Strategic Plan.

#### Implementation

To drive member engagement, policy learning opportunities will be co-constructed and made available to all TTF members (Output 3.1). The external evaluation found that regional engagement and peer learning spaces have had limited results, leading to few instances of knowledge exchange or capacity-building at the country or regional level. To address this issue, Thematic Groups and Regional Groups will play an increased role in identifying policy learning needs. Each Thematic Group will develop a yearly workplan to map priorities and add insights on specific topics of interest. Regularly occurring thematic or regional webinars will provide opportunities to share insights more widely through the network. More in-depth exchange and dialogue between groups and TTF members more broadly will drive improved opportunities for policy learning and knowledge mobilization.

Beyond simply constructing learning opportunities, TTF members also need to be equipped to translate knowledge and commitments into practice (Output 3.2). The external evaluation found that while the biannual Teacher Policy Dialogue Forum served as a 'high-impact platform for policy exchange, consensus-building, and visibility around teacher-related issues' (Visser et al.), follow-up mechanisms and country-level engagement posed challenges. Moving forward, and as they deem necessary, regional partners will develop regional teacher policy dialogue forums to further contextualize and localize the policy issues addressed by the global Teacher Policy Dialogue Forum and the Global Report on Teachers, as well as to facilitate ongoing policy exchange and provide a logical follow-up mechanism for research and advocacy outputs. To better track

implementation, the Monitoring and Evaluation Framework will track and quantify member engagement in policy learning activities (see Annex III).

As a base for policy learning and knowledge mobilization, more curated knowledge will be made available to support teacher policy-makers and stakeholders (Output 3.3). Initially, a global observatory of teacher policies will be developed during this Strategic Plan period, accessible in all TTF languages and adequately updated for member use. This resource will allow network members to upload policy documents and knowledge products to support policy-making and decision-making. A Teacher Professional Development repository will also be developed and launched as a pilot to disseminate policy instruments for teacher education and promote trends and collaboration

in the teaching profession. The extent of member engagement with both resources will provide an accountability mechanism to monitor levels of country and regional policy learning.

Member engagement is central to this Strategic Plan, particularly as a key element in boosting the impact of MLA 3 activities. For this MLA, the Monitoring and Evaluation Framework will measure the level and quality of member participation in peer learning, knowledge exchange and collaborative policy development facilitated by or organized on behalf of the TTF. This will capture how members contribute to and benefit from shared learning opportunities and how these exchanges support policy innovation and capacity development.

### Box 3. Regional focus: Sub-Saharan Africa

Progress has been made towards SDG 4 objectives in sub-Saharan Africa, but analysis shows that there are still large quantitative and qualitative shortages of teachers in the region (UNESCO and TTF, 2024). The TTF will increase its focus on sub-Saharan Africa during its fifth phase, reflecting findings from the external evaluation and internal consultations that the TTF needs more region-specific priorities and focus, as well as the mandate of key donors of the TTF. UNESCO's Priority Africa initiative<sup>3</sup> will establish the framework and broad vision for this regional focus.

The Regional Teachers Initiative for Africa (RTIA) can be a key asset in the implementation process. Funded by the European Union, the RTIA aims to support African countries to improve teacher education and training and ultimately increase the number of qualified teachers in the region (TTF, n.d.). Its key outputs include technical assistance, testing and scaling up of successful programmes, research partnerships, strengthening regional capacity and frameworks, and regional knowledge-sharing and coordination.

As an implementing partner of the RTIA, TTF will work with RTIA partners across several strands aligning with its three MLAs to support sub-Saharan Africa towards reaching SDG 4 and Education 2030 targets. The TTF will play a key role in generating key actionable knowledge (MLA 1). This knowledge production can then lead to partnership building and shared agenda-setting/advocacy efforts across regional and continental levels (in coordination with MLA 2), implemented through regionally focused advocacy actions. Efforts can be organized and coordinated both through global fora, such as the Teacher Policy Dialogue Forum, and through more regional, teacher-focused events focused on topics chosen by sub-Saharan African countries and organizations and in collaboration with key continental stakeholders and TTF members. Through greater knowledge mobilization, agenda-setting and policy learning, the TTF can partner with countries in sub-Saharan Africa to make strides towards both quantitative and qualitative increases of teachers.

<sup>3</sup> The Priority Africa initiative supports innovation and empowerment among African societies by building partnerships, inclusive policies and equitable access to knowledge and technologies (UNESCO, n.d.).

# Method of work

Reflecting its wide array of members, the TTF works at all levels of formal and non-formal education within the framework of the Education 2030 Agenda. Its work is grounded in key cross-cutting themes, in particular gender, equity and inclusion, taking into consideration teachers who are working with marginalized populations and in crisis and emergency settings.

## ***Drawing on the diversity of the Teacher Task Force membership***

The TTF membership represents a rich array of policy actors across international, regional and national contexts. The different perspectives and experiences of this diverse member body underscore the importance of member mobilization and engagement to better understand policy concerns across regions and themes.

At the global level, international organizations and entities with global remit bring a worldwide footprint, have strong convening power and carry an authoritative voice. TTF members with a regional remit have the advantage of a more contextualized approach and understanding of the dynamics and policies in their regions. They are also closer to country-level realities and can help identify issues for research, advocacy and policy learning. TTF country representatives are ideally placed to describe on the ground realities and needs so that challenges can be brought back into the wider TTF membership work. Country representatives are also in an excellent position to help create and sustain demand for change and improvement in the supply of qualified, well-resourced and motivated teachers, and in their professionalization.

The external evaluation highlighted this diversity of membership, calling it an important asset that creates legitimacy for the TTF's positioning. It

specifically highlighted as a distinctive strength of the network the large number of members from the Global South.

The network is a multilanguage organization, and its Knowledge Platform uses English, Arabic, French and Spanish. Every effort is made to translate knowledge production into as many languages as possible. This linguistic focus will continue through this Strategic Plan period to ensure that content is available to diverse global stakeholders.

## ***Synergizing member strengths***

The TTF has always sought to build on the synergies of its members, and this effort will be a particular focus of this Strategic Plan period. Network members have various and complementary profiles, which enable the TTF to identify needs, share good practices and systematize knowledge to feed into the policy cycle.

TTF member countries especially have the potential to play an important dual role in the network. Firstly, they provide feedback on their perspectives and share their experiences on teacher issues in network interactions. Secondly, they are, ultimately, the only category of members with the authority and legitimacy to formulate teacher policies and action them. As such, they are instrumental in finding and promoting practical options for policy change.

The external evaluation noted that the 'thematic groups, in particular, have demonstrated strong engagement and ownership by members' (Visser et al., 2025; see Box 4), and in this Strategic Plan cycle, the TTF will build on this strength. Across all TTF members and groups, the implementation of this Strategic Plan will emphasize the co-construction and co-ownership of the various activities initiated through the collaboration and joint work of the Secretariat and the TTF membership.

#### Box 4. Thematic Groups

The Teacher Task Force Thematic Groups are forums to share knowledge and ideas and to advance technical work on particular topics, deepening member exchange and increasing TTF outreach and visibility. They enable discussion among members, encourage collaboration and facilitate national, regional and international activities to which group members can contribute. The current groups include:

- Inclusion and equity in teacher policy and practice
- School Leadership Network
- Digital Education and Artificial Intelligence
- Early childhood care and education (ECCE) teachers and facilitators
- Teacher management in crisis and emergency situations.

These focused Thematic Groups, which are closely managed by the membership, can add thematic depth to interactions within the TTF network. This potential is especially relevant given this Strategic Plan's aim of increasing connection across MLAs and various TTF outputs, including the Teacher Policy Dialogue Forum and the *Global Report on Teachers*.

In consultations for this Strategic Plan, Thematic Group representatives noted that one frustration was the difficulty of engaging with other members of Thematic Groups. The Communications Group will explore improved avenues for communication and outreach to keep Thematic Group members in better contact with one another moving forward. Additionally, the Monitoring and Evaluation Framework will better track and measure member participation.



Nadine Genedy teaches music and sensory play to young children in Cairo, Egypt.  
Photo: UNESCO/Rehab Eldalil

# Governance and sustainability

## OUTCOME 4

### **The Teacher Task Force has functioning, responsive and representative governance mechanisms.**

This Strategic Plan seeks to strengthen the governing structure and ongoing sustainability of the TTF, with the aim of ensuring the TTF has functioning, responsive and representative governance mechanisms. The external evaluation found that during the last Strategic Plan period, the TTF had a well-functioning governance structure supporting each core function and enabling progress against the Strategic Plan. However, the period also saw uneven member engagement and the network relied heavily on a 'small group of highly engaged members, a stretched Secretariat, and a narrow funding base' (Visser et al., 2025).

To address these challenges, the external evaluation and consultations emphasized the importance of a member-led approach, with the Secretariat providing ongoing support and facilitation. So, as the TTF strengthens its co-construction of activities and outputs, a more participatory and distributed model of governance will empower a wider range of members to take on strengthened roles.

## **Steering Committee**

The Teacher Task Force Steering Committee will continue in its vital role as the decisional body of the network, remaining empowered, diverse and able to make strategic decisions in the best interest of the network (Output 4.1). The Steering Committee provides strategic guidance and technical support to the Secretariat, as well as policy recommendations to the entire TTF. The Steering Committee also provides a source of synergy across different entities and organizations. This includes alignment with the SDG 4 HLSC, as well as mobilizing education

ministers and heads of organizations for key activities and events. The Santiago Consensus specifically notes the importance of these alignment efforts, especially in relation to events such as the Teacher Policy Dialogue Forum and a potential future World Summit on Teachers (UNESCO, 2025).

Beginning in 2026, new co-chairs of the Steering Committee will be elected to guide the body through this Strategic Plan cycle. The continued involvement and engagement of each member of the Steering Committee will be crucial in steering the Secretariat and the TTF membership through the implementation of this Strategic Plan.

As the TTF's main oversight and deliberative body, the Steering Committee is in a privileged position to ensure the engagement of all network members. So, over the course of this Strategic Plan cycle, Steering Committee members will also be an essential communication channel with the wider TTF membership to keep them informed of, and committed to, the TTF's work. Open communication with the membership will help the Steering Committee, as well as the Secretariat, in securing the active contributions and engagement of the wider network membership.

## **Regional Focal Points**

The Regional Focal Points will remain a central element in facilitating experience and knowledge-sharing, especially by fostering South-South cooperation. Regional Focal Points make key contributions to policy learning and promoting dialogue on possible ways to improve the quantity and quality of teachers.

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4 For example, ADEA (Association for the Development of Education in Africa), the African Union, CONFEMEN (Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie – Conference of Education Ministers of Countries Using French as a Common Language), the European Commission, the Organization of Ibero-American States (Organización de Estados Iberoamericanos) and SEAMEO (Southeast Asia Ministers of Education Organization).

The Secretariat and Steering Committee will work together to strengthen regional focus and connections in sub-Saharan Africa, as called for in the external evaluation report and in member consultations. As part of the focus of MLA 3, regularly established regional meetings will more closely support and align with all three MLAs. To the extent possible, TTF regional meetings will contribute to teacher-related discussions led by regional network members<sup>4</sup> with the aim of strengthening the linkages between policy learning and policy change.

## Reporting systems

The Steering Committee will continue to act as the TTF's main oversight body. The Secretariat will be responsible for preparing regular technical and financial reports to be reviewed by the Steering Committee and endorsed by the Assistant Director-General for Education of UNESCO. Reporting and assessment will be guided by key performance indicators (defined in Annex II) as well as by the Monitoring and Evaluation Framework (presented in Annex III).

To assess the functionality, inclusiveness and collective leadership of TTF governance structures, particularly the Steering Committee and broader partnership mechanisms, effective representation of the TTF's different constituencies will be monitored. This will involve evaluating how governance arrangements facilitate strategic direction, collaboration and shared responsibility among members.

One year before the end of this Strategic Plan, an external evaluation will be conducted to assess the overall performance of the TTF and provide feedback for the development of the next four-year Strategic Plan, within the upcoming Global Education Agenda.

## Administrative matters

The hosting arrangements established in 2008 upon the creation of the TTF will be continued, including its administrative and legal framework. As noted in the external evaluation, UNESCO's institutional housing of the TTF brings 'operational efficiencies, administrative support, and increased visibility through association with a high-profile international organization' (Visser et al., 2025).

The hosting arrangements between the TTF Secretariat and UNESCO will continue to be mutually beneficial. The TTF will continue to gain from UNESCO's work in teacher development and its broader leadership role in SDG 4 coordination to facilitate synergies, while maintaining functional independence and concentrating on the wider membership. For its part, UNESCO benefits from the strength of the TTF's partnerships and network, the knowledge it generates and the visibility which the TTF brings to teacher and teaching issues.

## Resource mobilization

The TTF's narrow funding base continues to represent a significant institutional risk. Its heavy reliance on a small pool of contributors exposes the network to volatility in donor priorities and broader shifts in international aid flows. In an era of declining official development assistance and increasing competition for limited multilateral and philanthropic resources, the sustainability of the TTF's work will depend on broadening and diversifying its resource base.

In the initial stages of the implementation of this Strategic Plan, the TTF Secretariat will develop a fundraising strategy and a series of outreach tools to better attract funders. These activities will ensure that the TTF is financially sustainable and resilient (Output 4.2). The TTF Secretariat and Steering Committee members will also continue engaging potential funders who are not yet members to contribute to a more sustainable TTF.

The resource mobilization efforts outlined in this Strategic Plan are designed as an initial response to the current realities of international aid. They aim to position the TTF as a trusted, high-value partner capable of leveraging blended finance, engaging with emerging donors and aligning its work with evolving global education and climate-resilience agendas. While not mandated to contribute financially, the membership's ability to work collectively to elevate the TTF's profile as a thought leader and change catalyst in teacher policy and systems strengthening will be critical to attracting visibility, investment and sustained support. These actions align with the member-driven nature of this Strategic Plan and will take place alongside the collective efforts of all Steering Committee members, and particularly the co-chairs, as per the Terms of Reference of the TTF.

# Monitoring and evaluation

To track progress and measure results, a Monitoring and Evaluation Framework (see Annex III) has been designed to support learning and accountability across the implementation of the Strategic Plan. The Monitoring and Evaluation Framework applies a results-based approach that captures the TTF's contribution to knowledge generation, advocacy influence, policy learning and multilateral partnership effectiveness. Progress is assessed through four core strategies: one for each of the three MLAs, and a fourth to monitor the efficiency, effectiveness and inclusion of governance mechanisms. Each strategy is aimed at assessing impact and coherence, using indicators that reflect both output delivery and broader institutional influence.

## MLA 1: Use of knowledge generated and disseminated through the TTF

For this MLA, the framework measures the extent to which research, evidence and technical guidance produced through the TTF, particularly through the *Global Report on Teachers*, is disseminated, referenced and applied to strengthen teacher policies and professional development systems. The achievement of this strategy is monitored through indicators that assess both knowledge uptake and practical application.

Progress is captured by tracking the **number of events organized based on the findings of the *Global Report on Teachers***, which reflects the extent to which TTF research informs dialogue, capacity development and policy discussions. The **number of high-level knowledge products and academic articles referencing *Global Report on Teachers*** findings measures the credibility, visibility and influence of TTF-generated evidence within global education discourse. Additionally, the **number of countries employing the *Teacher Policy Development Guide* and its modules for teacher policy development** serves as a key indicator of the practical use of TTF tools in supporting national policy

reform and implementation. Together, these indicators demonstrate how knowledge produced by the TTF contributes to evidence-based decision-making and strengthens teacher policy frameworks.

## MLA 2: Impact of advocacy messages

This part of the framework evaluates the reach, resonance and collaborative nature of TTF advocacy efforts in elevating teacher-related priorities within global, regional and national education agendas. The strategy focuses on measuring the visibility of messaging as well as stakeholder engagement in shaping advocacy messaging. In addition to tracking the dissemination of messages across member networks, this strategy considers how TTF advocacy contributes to broader SDG 4 agenda-setting processes, including engagement with the SDG 4 HLSC and participation in regional coordination mechanisms that steer SDG 4 implementation. These linkages help ensure that teacher issues are consistently reflected in global and regional policy deliberations and that TTF messages feed into decision-making spaces that shape education priorities.

Indicators supporting this strategy include the **aggregated number of TTF posts reshared**, which reflects the amplification and dissemination of advocacy messages across member networks and digital platforms. The **number of members participating regularly in TTF Communications Group meetings** measures active engagement and collective ownership of advocacy initiatives. The **number of advocacy messages co-created by members** captures the degree of collaboration and inclusiveness in developing messaging that reflects diverse regional and institutional perspectives. Collectively, these indicators assess how effectively TTF advocacy mobilizes stakeholders, influences discourse and promotes shared commitment to strengthening the teaching profession.

### MLA 3: Member engagement in policy learning activities and policy change

Member engagement is central to this Strategic Plan, particularly in boosting the impact of MLA 3 activities. The Monitoring and Evaluation Framework for this MLA will measure the level and quality of member participation in peer learning, knowledge exchange and collaborative policy development facilitated by or organized on behalf of the TTF. This part of the framework seeks to capture how members contribute to and benefit from shared learning opportunities and how these exchanges support policy innovation and policy change attributable to the TTF.

Achievement of this strategy is monitored through the **number of webinars and events** organized by members on behalf of the TTF, demonstrating member leadership and decentralized knowledge-sharing. The **number of policy documents and knowledge products uploaded by members to the Global Observatory and the Teacher Policy Development database** measures contributions to collective knowledge repositories and the sharing of promising practices and policy experiences. In addition to these indicators, the Monitoring and Evaluation Framework will track evidence of policy change that can be reasonably attributed to the TTF, such as countries adopting or revising teacher policies based on recommendations from the Teacher Policy Development Guide, findings of the Global Report on Teachers or insights gained through TTF-facilitated regional or thematic policy learning processes. This may include documented adjustments to teacher standards, professional development frameworks,

recruitment strategies, regulatory reforms or budgeting decisions that explicitly reference TTF tools, events or technical support.

These indicators collectively measure the strength of member engagement, the richness of knowledge exchange, and the extent to which policy learning contributes to strengthening teacher-related policies and practices across contexts.

### Governance: Effectiveness of multilateral governance of the TTF

To assess the functionality, inclusiveness and collective leadership of TTF governance structures, particularly the Steering Committee and broader partnership mechanisms, the Monitoring and Evaluation Framework will evaluate how governance arrangements facilitate strategic direction, collaboration and shared responsibility among members.

Indicators measuring this strategy include the **number of strategic actions proposed by members to the Steering Committee**, which reflects active participation, ownership and responsiveness within governance processes. The **fundraising efforts of TTF members** measure the level of shared commitment to resource mobilization and sustainability of TTF initiatives. Together, these indicators provide insight into the effectiveness of collaborative governance, the strength of member-driven strategic engagement and the overall vitality of cooperation within the TTF.



Pogorelov Oleksandr Mykolaiovych is a teacher in Shandrygolove, Donetsk region, Ukraine.  
Photo: UNESCO/Anatoliy Stepanov

# Assumptions and risks

## Positioning

The TTF is an expression of the recognition of the key role that teachers play towards achieving the targets of SDG 4 and upholding its principles. Its work relies on continued political support at country and regional levels for the goals of the TTF. Competing priorities or other disruptions could potentially erode this perception and undermine political recognition of the importance of teachers.

International cooperation is facing into a challenging period as global tensions increase, which could affect national or regional engagement with the work of bodies like the TTF. Meanwhile, technological developments like artificial intelligence hold promise for supporting the work of teachers, but national or global shifts towards thinking of these tools as replacement for teachers could change perceptions and priorities

## Network dynamics and reach

To improve the likelihood of achieving its expected results, the Steering Committee and Secretariat will aim to create a member-driven dynamic in the TTF network, so that network members are better informed and engaged and more active in the TTF's work and outreach. This is premised on the assumption that the more network members work together, whether individually or in varying configurations, the more likely it becomes that they adopt common positions built on consensus about the status of teachers and teacher participation in decision-making.

Equally important is the dynamic around the network. The underlying assumption is that the membership will both relay and amplify the TTF's work through their own work and their own networks. It is also assumed that members will contribute to creating bridges at regional and national levels between the TTF's Regional Focal Points and regional and national events and initiatives on the one hand, and key regional and national actors (including elected officials, other ministries, etc.) on the other.

## Governance matters

Beyond the Secretariat, the TTF's work and results depend on the engagement of the whole membership. This engagement is largely premised on the commitment and involvement of the Steering Committee and the Focal Points. It is assumed that these stakeholders will remain highly involved and engaged, contributing to the successful implementation of this Strategic Plan and the active engagement of the wider network membership.

It is further assumed that the mutually beneficial relationship with UNESCO, the host organization, will endure. Before the next Strategic Plan cycle, consultation and reflection will take place to further consider the institutional relationship between UNESCO and the TTF and consider how it should be presented in internal and external communications. These consultations will aim to recognize the interdependence and complementarity of both UNESCO and the TTF to build deeper coherence and greater visibility for each.

## Resource levels

This Strategic Plan takes into account the increasingly constrained global development funding environment. As a worst-case scenario, it assumes that available resources will decrease by one-third compared to those of the 2022–2025 period, adjusted for inflationary pressures and donor reprioritizations. While it is expected that the Secretariat's core skill base will be maintained, the 2025 external evaluation highlighted that the Secretariat remains stretched in relation to the ambition and scope of its workplan, and thus needs to prioritize activities. Moreover, the funding base of the TTF needs to be diversified to ensure the network's sustainability. This challenge is amplified by the growing size of the TTF and increased demand in terms of coordination and outreach within a more complex international development landscape.

On the other hand, the best-case scenario sees the possibility of increased contribution and ownership of TTF members, with some stepping up from active members to become active donors. In this scenario, it is also expected that Member States hosting the 15th and the 16th Teacher Policy Dialogue Forums will significantly invest resources to ensure successful, high-level events.

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## Annex 1. Results Framework

### Overview

<p><b>Overarching goal:</b>  <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>			
<p><b>INTERMEDIATE GOAL:</b> SDG 4.c. Commitment by countries to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified and motivated to support quality education and learning</p>			
<p><b>OVERALL MISSION:</b> The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education</p>			
<p><b>OBJECTIVE (MLA) 1:</b>            Knowledge production and future thinking on the teaching profession</p>	<p><b>OBJECTIVE (MLA) 2:</b>            Advocacy and partnerships</p>	<p><b>OBJECTIVE (MLA) 3:</b>            Policy learning and knowledge mobilization</p>	<p><b>GOVERNANCE</b></p>
<p><b>Outcome 1.</b> Evidence generated and disseminated by the TTF network drives the formulation and implementation of teacher policies and the future of the teaching profession.</p>	<p><b>Outcome 2.</b> Advocacy efforts promote teachers as a priority of the global education agenda and inform policy directions through messages produced, conveyed and amplified by the TTF.</p>	<p><b>Outcome 3.</b> TTF members have improved ability and knowledge to drive policy change and transform teacher policy and practice.</p>	<p><b>Outcome 4.</b> The TTF has functioning, responsive and representative governance mechanisms.</p>



Sérgio Condeço is a teacher with the Portuguese Council for Refugees in Lisbon, Portugal.  
 Photo: UNESCO/Diana Quintela

## Outcomes, outputs and activities

**Outcome No 1:** Evidence generated and disseminated by the TTF network drives the formulation and implementation of teacher policies and the future of the teaching profession.

### MLA 1: Knowledge production and future thinking on the teaching profession

**Output No. 1.1** Knowledge on teachers is periodically produced to monitor the status of the teaching profession and to advance holistic teacher policies

- |                   |   |
|-------------------|---|
| <i>Activities</i> | <ol style="list-style-type: none"> <li>1. A <i>Global Report on Teachers</i> is published every 2 years documenting existing practices and the status of the teaching profession</li> <li>2. The <i>Teacher Policy Development Guide</i> is improved and expanded by additional practical guides for policy development and implementation</li> <li>3. Regular meetings of a fully functional Editorial Board are held towards publication of the <i>Global Report on Teachers</i></li> </ol> |
|-------------------|---|

**Output No 1.2** Knowledge production and evidence is mapped out and informs policy development

- |                   |   |
|-------------------|---|
| <i>Activities</i> | <ol style="list-style-type: none"> <li>1. Teacher policy resources to inform tools and practical guides are curated and disseminated through the Knowledge Hub</li> </ol> |
|-------------------|---|

**Output No. 1.3** Strategic thinking on the future of the teaching profession stimulates policy change and invites collective reflection

- |                   |   |
|-------------------|---|
| <i>Activities</i> | <ol style="list-style-type: none"> <li>1. Thematic policy knowledge pieces address emerging needs and trends</li> <li>2. Consultations are held on the future of the teaching profession and the education agenda after 2030</li> </ol> |
|-------------------|---|

**Outcome No 2:** Advocacy efforts promote teachers as a priority of the global education agenda and inform policy directions through messages produced, conveyed and amplified by the TTF.

### MLA 2: Advocacy and Partnerships

**Output No. 2.1** Advocacy messages are developed and disseminated, and consensus is built to influence the global agenda and promote the teaching profession

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|-------------------|--|
| <i>Activities</i> | <ol style="list-style-type: none"> <li>1. The TTF Advocacy Strategy is developed and adopted</li> <li>2. Information and communications on teacher-related activities of members are collected, gathered and disseminated</li> <li>3. The TTF social media accounts are visible and growing</li> <li>4. A global advocacy campaign and visibility actions are built, contextualized and implemented by the TTF network every 2 years to raise teachers' profile</li> <li>5. A World Teacher Day Fact Sheet is produced and disseminated</li> </ol> |
|-------------------|--|

**Output No 2.2** The TTF network fosters collaboration, synergies and partnerships, enabling joint work and impact within and beyond the network

- |                   |  |
|-------------------|--|
| <i>Activities</i> | <ol style="list-style-type: none"> <li>1. The TTF participates in key education events</li> <li>2. A Teacher Policy Dialogue Forum is organized and held every 2 years</li> <li>3. Networking and outreach are conducted to strengthen TTF's action</li> <li>4. Member contributions to joint advocacy are ensured (blogs submitted by the network)</li> <li>5. Member engagement is facilitated through the TTF Communications Group</li> </ol> |
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**Outcome No 3:** TTF members have improved ability and knowledge to drive policy change and transform teacher policy and practice.

**MLA 3: Policy learning and knowledge mobilization**

**Output No. 3.1** Policy learning opportunities are co-constructed and made available to all TTF members

- Activities*
1. Policy learning needs are identified at regional level
  2. Insights on specific topics are shared through the in-depth exchange and dialogue of TTF's Thematic Groups

**Output No 3.2** TTF members are equipped to translate knowledge and commitments into practice

- Activities*
1. Global tools, frameworks and commitments are analysed and disseminated
  2. Regional teacher policy dialogue forums are organized

**Output No. 3.3** Curated knowledge is made available to support teacher policy-makers and stakeholders

- Activities*
1. A global observatory of teacher policies is accessible in all TTF languages and adequately consulted and updated
  2. A platform to share policy resources related to teacher education and professional development is established and functional

**Outcome No 4:** TTF members have improved ability and knowledge to drive policy change and transform teacher policy and practice.

**Governance**

**Output No. 4.1** The TTF Steering Committee is empowered, diverse and able to take strategic decisions in the best interest of the TTF

- Activities*
1. Meetings of the Steering Committee are held three times per year
  2. TTF programmatic reports are validated yearly by the Steering Committee
  3. TTF Steering Committee rotations take place regularly

**Output No 4.2** The TTF is financially sustainable and resilient

- Activities*
1. A TTF fundraising strategy is developed and adopted
  2. TTF financial reports are validated yearly by the Steering Committee

## Annex 2. Key Performance Indicators

Mission: The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education		Baseline	Target 2027	Target 2029	Method	Source	Target
<b>Outcome N° 1:</b> Evidence generated and disseminated by the TTF network drives the formulation and implementation of teacher policies and the future of the teaching profession.							
<b>Overall KPI</b>	Number of policy processes, strategic documents, global frameworks or future of teaching agenda-setting exercises that integrate or explicitly draw on evidence generated by the TTF	0	5	10	Official policy documents and drafts; global framework revision records; agenda-setting and foresight initiative outputs	Annual report	10
	Member satisfaction with the quality and usefulness of <i>Global Report on Teachers</i> outputs	TBD	50%	80%	Ad hoc surveys	Biennial report; survey reports; Steering Committee meeting minutes	80%
<b>Outcome No. 11:</b> Knowledge on teachers is periodically produced to monitor the status of the teaching profession and to advance holistic teacher policies							
<b>Key Performance Indicators</b>	Number of <i>Global Reports on Teachers</i> (cumulative)	1	2	3	<i>Global Report on Teachers</i>	Annual report	1 report every 2 years (2 in this Strategic Plan period)
	Number of <i>Teacher Policy Development Guide</i> modules (cumulative)	1	3	4	<i>Teacher Policy Development Guide</i> modules	Annual report	3 <i>Teacher Policy Development Guide</i> modules
	Number of Editorial Board meetings (cumulative)	2	4	6	Editorial Board meeting minutes	Annual report	1 Editorial Board meeting per year (4 in this Strategic Plan period)
	Number of background papers released	0	4	8	Publications plan	Annual report	8 background papers
	<b>Outcome No. 12:</b> Knowledge production and evidence is mapped out and informs policy development						
<b>Key Performance Indicators</b>	Number of resources informing TTF tools and knowledge production development uploaded and shared with members	722	1176	1200	Knowledge Hub	Annual Report	1200 resources
	Number of teacher policy development and implementation case studies systematically collected, and used to inform global teacher policy tools	0	50	100	Workplan reports	Global Report on Teachers and TPDG modules and Annual Report	At least 100 case studies to inform the GRTs and the TPDG modules
	<b>Outcome No. 13:</b> Strategic thinking on the future of the teaching profession stimulates policy change and invites collective reflection						
<b>Key Performance Indicators</b>	Number of knowledge products on the future of the teaching profession	0	3	4	Publications plan	Annual report	4 knowledge products
	Number of consultations on the future of the teaching profession	0	1	2	Consultation report	Annual report	2 consultations on the Future of Teachers and Teaching
<b>Outcome N° 2:</b> Advocacy efforts promote teachers as a priority of the global education agenda and inform policy directions through messages produced, conveyed and amplified by the TTF							
<b>Overall KPI</b>	Number of global or regional education policy processes, agenda-setting documents or high-level statements that reference or incorporate advocacy messages produced or promoted by the TTF	0	6	12	Official document review; monitoring of high-level statements and outputs; engagement and participation records; media monitoring	Annual report; events reports	12
	<b>Outcome No. 2.1:</b> Advocacy messages developed and disseminated, and consensus built to influence the global agenda and promote the teaching profession						
<b>Key Performance Indicators</b>	Advocacy Strategy of the TTF	Strategy under development	Validated Advocacy Strategy	Validated Advocacy Strategy	Advocacy Strategy	Annual report	Validated TTF Advocacy Strategy

<b>Mission: The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education</b>							Baseline	Target 2027	Target 2029	Method	Source	Target
<b>Key Performance Indicators</b>	Advocacy Strategy of the TTF	Strategy under development	Validated Advocacy Strategy	Validated Advocacy Strategy	Advocacy Strategy	Annual report	Validated TTF Advocacy Strategy					
	Number of TTF Newsletters	0	24	48	Newsletter records	Annual report	48					
	Social media	6.5%	6.83%	715%	Engagement rate	Annual report based on results of dedicated analytics tool (Sprout Social or other)	715% (10% increase over the Strategic Plan period)					
	Number of advocacy campaigns	1	1	2	Multichannel	Annual report	2 campaigns in the Strategic Plan period					
	Number of Communications Group meetings	0	12	24	Communications Group meeting minutes	Annual report	Bi-monthly meetings across the period (24 meetings)					
	World Teachers' Day Fact Sheet	0	2	4	Fact sheet	Annual report	Yearly TTF Fact Sheet for World Teachers' Day (4)					
	<b>Outcome No. 2.2: The TTF network fosters collaboration, synergies and partnerships, enabling joint work and impact within and beyond the network</b>											
<b>Key Performance Indicators</b>	Key education events participation	0	8	16	Reports/ recordings/ emails	Annual report	4 events per year					
	Teacher Policy Dialogue Forum	0	1	2	Teacher Policy Dialogue Forum report	Annual report	2					
	Membership increase	194	203	213	Steering Committee meeting minutes	Membership page on Knowledge Platform and annual report	10% increase over the Strategic Plan period					
	Joint blog articles	0	6	12	Member-led blog articles in the Knowledge Platform	Annual report	3 articles per year (12)					
	<b>Outcome No. 3: TTF members have improved ability and knowledge to drive policy change and transform teacher policy and practice.</b>											
<b>Overall KPI</b>	Percentage of TTF members who apply TTF knowledge, tools or approaches to advance teacher policy change in their country or organization	TBD	35	55	Member surveys; regional focal point reports; learning events reports	Annual report	55% of TTF members					
	Number and type of policy development processes initiated or revised as a consequence of policy learning opportunities promoted by the TTF	TBD	At least 2 in the priority region	At least 1 per region	Member surveys; region and thematic focal point reports; learning events reports	Annual report	At least 1 per region					
	<b>Output No. 3.1 Policy learning opportunities are co-constructed and made available to all TTF members</b>											
<b>Key Performance Indicators</b>	Number of consultations per year	0	2	4	Consultation minutes/annual workplan	Annual report	4					
	Number of Thematic Group workplans	0	10	20	Annual workplan	Annual report	20 (yearly workplan per group)					
<b>Output No. 3.2 TTF members are equipped to translate knowledge and commitments into practice</b>												
<b>Key Performance Indicators</b>	Number of thematic or regional webinars	0	4	8	Webinar recordings/ reports	Annual report	8					
	Number of side events/ regional workshops	0	2	4	Workshop/ events report	Annual report	4					
<b>MLA 3: Policy learning and knowledge mobilization</b>												

**MLA 2: Advocacy and Partnerships**

**MLA 3: Policy learning and knowledge mobilization**

<b>Mission: The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education</b>		Baseline	Target 2027	Target 2029	Method	Source	Target	
<b>MLA 3: Policy learning and knowledge mobilization</b>	<b>Output No. 3.3</b> Curated knowledge is made available to support teacher policy-makers and stakeholders							
	Global Observatory on Teacher Policies launched	N/A	Observatory in progress	1 (Observatory launched as pilot)	Knowledge Platform	Annual report	1 (Observatory beta version accessible to TTF members and beyond)	
	TPD database/ platform launched	N/A	Database in progress	1 (Database launched as pilot)	Knowledge Platform	Annual report	1 (Database beta version accessible to TTF members and beyond)	
	Number of TPD focus knowledge products identified and curated to feed the data base	234	274	314	Knowledge Platform	Annual report	314 TPD focused products	
	<b>Outcome No 4:</b> The TTF has functioning, responsive and representative governance mechanisms.							
	<b>Overall KPI</b>	TBD	70	80	Survey; key informant interviews; Steering Committee meeting minutes	Annual report; governance documents (Steering Committee working documents)	80% of Steering Committee members	
<b>Governance</b>	<b>Output No. 4.1</b> The TTF Steering Committee is empowered, diverse and able to take strategic decisions in the best interest of the TTF							
	<b>Key Performance Indicators</b>	Number of TTF Steering Committee meetings	0	6	12	TTF Steering Committee working documents/ meeting minutes	Annual report/ Steering Committee meeting recordings	3 Steering Committee meetings per year (12 over Strategic Plan period)
		Number of TTF programmatic reports	0	2	4	TTF Steering Committee working documents	Annual report	Yearly programmatic reports
		Number of Steering Committee members	25	25	25	TTF Steering Committee working documents	TTF Steering Committee working documents	All TTF Steering Committee seats are filled
	<b>Output No. 4.2</b> The TTF is financially sustainable and resilient							
<b>Key Performance Indicators</b>	TTF fundraising strategy	Not available	Finalized and adopted	Finalized and adopted	TTF fundraising strategy	Annual report	Adopted TTF fundraising strategy	
	% of workplan funded	50	100	100	TTF Steering Committee working documents; TTF annual workplan	Financial reports and annual report	100% of the workplan funded	

### Annex 3. Monitoring and Evaluation Framework

Mission: The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education		Baseline	Target 2029	Source	Method	Target	Information use/ Audience
<b>Use of knowledge generated and disseminated through the TTF</b>							
MLA 1: Knowledge production and future thinking on the teaching profession	Number of events organized based on the findings of the Global Report on Teachers	0	10	Event reports, conference agendas and proceedings, published knowledge products and academic citations	Systematic review of event documentation, bibliometric and citation tracking of publications, surveys and self-reporting by member countries, monitoring of downloads and usage metrics of TTF tools, and direct reporting from regional and thematic focal points and partners supporting policy implementation	10	TTF Secretariat, TTF membership, UNESCO (as co-publisher), Global Report on Teachers Editorial Board, Steering Committee
	Number of high-level knowledge products and academic articles referencing Global Report on Teachers findings	0	10	Event reports, conference agendas and proceedings, published knowledge products and academic citations	Systematic review of event documentation, bibliometric and citation tracking of publications, surveys and self-reporting by member countries, monitoring of downloads and usage metrics of TTF tools, and direct reporting from regional and thematic focal points and partners supporting policy implementation	10	TTF Secretariat, TTF membership, UNESCO (as co-publisher), Global Report on Teachers Editorial Board, Steering Committee
	Number of countries employing the Teacher Policy Development Guide and its modules for teacher policy development	16	25	Country policy documents referencing TTF tools, implementation reports related to Teacher Policy Development Guide use	Systematic review of event documentation, bibliometric and citation tracking of publications, surveys and self-reporting by member countries, monitoring of downloads and usage metrics of TTF tools, and direct reporting from regional and thematic focal points and partners supporting policy implementation	25	TTF Secretariat, TTF membership, Steering Committee
<b>Impact of advocacy messages</b>							
Number of TTF posts reshared (aggregated)		TBD	At least 20 per year	Social media analytics dashboards	Analysis of social media engagement metrics		TTF Secretariat, TTF membership
Percentage of members participating regularly (at least 3 times a year) in the TTF Communications Group meeting		TBD	25%	Communication group attendance records, meeting minutes	Tracking participation records from Communications Group records		TTF Secretariat, TTF membership
Number of advocacy messages co-created by members		0	At least 3 per advocacy campaign	Advocacy campaign documentation and communication outputs produced jointly with members	Content review of advocacy materials, periodic member surveys assessing engagement and contribution to advocacy initiatives		TTF Secretariat, TTF membership
<b>MLA 2: Advocacy and Partnerships</b>							

<b>Mission: The Teacher Task Force engages governments and stakeholders to enhance teacher policy and practice towards the full realization of the right to quality education</b>						
<b>Member engagement in policy learning and policy change activities</b>						
	Baseline	Target 2029	Source	Method	Target	Information use/Audience
<b>MLA 3: Policy learning and knowledge mobilization</b>	0	6	Event agendas and reports; webinar recordings and participant lists	Review of event documentation, tracking participation data from webinars and learning events; member self-reporting through annual or biannual surveys	6	TTF Secretariat, TTF membership
	TBD	60	Repository records from the Knowledge Hub, Global Observatory and TPD database; Knowledge Platform	Regular monitoring of platform downloads	60%	TTF Secretariat, TTF membership
	TBD	35	Member surveys	Annual report	35%	TTF Secretariat; TTF membership
<b>Effectiveness of multilateral governance of TTF</b>						
<b>Governance</b>	0	6	Steering Committee meeting minutes, decisions records; strategic action tracking tools; partnership agreements	Working document of the Steering Committee	6	TTF Secretariat, Steering Committee
	TBD	At least 2 fundraising activities of TTF members per biennium	Fundraising reports, documentation of resource mobilization initiatives led by members	Financial and fundraising reporting from members and partners	At least 2 fundraising activities of TTF members per biennium	TTF Secretariat, Steering Committee
	5	6	Donor agreements	Financial reports	6	TTF Secretariat, Steering Committee





## International Task Force on Teachers for Education 2030

### 2026-2029 Strategic Plan

Every learner deserves a qualified, supported and empowered teacher. Quality teaching is essential to achieving inclusive, equitable education and advancing Sustainable Development Goal 4—especially target 4.c on increasing the supply of qualified teachers.

Since 2008, the International Task Force on Teachers for Education 2030 (TTF) has grown into a global network, championing the teaching profession by elevating the voice, status and agency of teachers, promoting equity in access to quality education, and mobilizing collaboration across partners to drive evidence-based policy and lasting impact.

This 2026-2029 Strategic Plan marks a new phase, shaped by external evaluation and member consultations. It sets out a more focused approach to deepen impact through knowledge, partnerships and policy change, strengthening engagement and targeting support where it is most needed.

As teacher shortages intensify, coordinated support is more critical than ever. The TTF connects global evidence, partnerships and practical tools with country-led reforms—helping scale what works to improve workforce planning, teaching conditions and learning outcomes, while contributing to more peaceful and inclusive societies.

The International Task Force on Teachers for Education 2030 (also known as Teacher Task Force) is a global and independent alliance. Members are national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies that work together to promote teacher-related issues.

The Teacher Task Force Secretariat is hosted by UNESCO at its Headquarters in Paris.

Cover: Moumouni Badini is a volunteer primary school teacher in Bourzanga, Burkina Faso, where he finds deep fulfillment in helping children succeed. Photo: UNESCO/Kilayé Bationo.

 [www.teachertaskforce.org](http://www.teachertaskforce.org)

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