



Annual Report 2018

International Task Force on Teachers for Education 2030

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 consists of an operational team, hosted by UNESCO's Headquarter in Paris.

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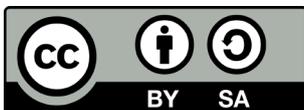
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ANNUAL REPORT 2018

During its annual meeting held in Lomé (Togo) in September 2017, the Steering Committee (SC) adopted the 2018-2021 Strategic Plan, which launched the third phase of the International Task Force on Teachers for Education 2030 (TTF) by taking it into the Sustainable Development Goals (SDGs), especially the SDG 4.c target on teachers, and the Education 2030 Incheon Declaration and Framework for Action adopted in 2015.

2018 is the first year in the third phase of the TTF. In this phase the TTF sets out to have a catalytic role in the implementation and monitoring of the teacher target in the Sustainable Development Goals - Education 2030 Agenda.

The 2018 annual report describes the activities and results as linked to the new vision and the theory of change in the Strategic Plan. It is structured in line with the framework of the 2018 Work Plan as well as the structure of the 4-year Strategic Plan.

This report was prepared by the Secretariat of the TTF. The team is composed of :

- Edem Adubra, Head of the Secretariat
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The background consists of several overlapping, organic, teardrop-like shapes in various shades of teal and green. The colors range from a very dark, almost blackish-green to a bright, light green. The shapes are layered, creating a sense of depth and movement. The overall composition is abstract and modern.

Introduction

2018-2021 Strategic Plan at a glance

Vision

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

Mission

To mobilize governments and other stakeholders for the advancement of teachers and quality teaching, acting as a catalyst of global, regional and national efforts through advocacy, knowledge creation and sharing and country support and engagement.

Goals



Improved teacher quantity



Improved teacher quality

Objectives



Main line of action 1 ADVOCACY



1

Advocate on the critical role of teachers

2

Foster social dialogue for comprehensive teacher policies



Main line of action 2 KNOWLEDGE CREATION AND SHARING



3

Reduce the knowledge gap on teachers

4

Strengthen the monitoring of the SDG 4.c target on teachers

5

Exchange knowledge on the teaching profession



Main line of action 3 COUNTRY SUPPORT AND ENGAGEMENT



6

Facilitate the support of countries

Operational objective



7

Strengthen TTF governance



Main Line of Action 1: Advocacy

Although the international momentum for supporting teachers is strong, there is an equally strong need to maintain and translate this momentum into regional and national comprehensive and sustainable policies and strategies. As the focus moves towards implementing the SDGs, the advocacy focus of the TTF in this Strategic Plan 2018–2021 will be reinforced towards governments and stakeholders, and their role in implementing teacher policies at all levels of formal and non-formal education. Resource mobilization, as well as equitable and inclusive teacher policies and practices, will be of particular relevance. Bringing awareness of the different teacher dimensions at country level is the ambition of this Strategic Plan.



Main Line of Action 2: Knowledge creation and sharing

The prominence of teachers in the SDG4-Education 2030 framework reinforces the need for sound knowledge about the situation of teachers. Detailed and regular monitoring of the progress of countries relating to teachers will be needed, now more than ever before, and should go hand in hand with bridging knowledge gaps on teachers and teaching. The TTF will build on its expertise and network of partners to continue providing such knowledge and experience sharing and will play a supporting role in the monitoring of SDG target 4.c.



Main Line of Action 3: Country support and engagement

Teacher policies are specific to context. This means that there is no one-size-fits-all approach. Countries might therefore request tailored support from the TTF. Being able to offer concrete advice and guidance on policy and implementation issues is essential for the TTF's legitimacy and relevance.

The Teacher Task Force in 2018 - A snapshot of activities



Advocacy

The Teacher Task Force continued to raise awareness on teacher issues through:

- Contribution to the Global Partnership for Education blog series for World Teachers' Day
- New partnership created with the International Commission on Financing Global Education Opportunities
- New members welcomed: Finland, MasterCard Foundation and Mano River



Knowledge creation and sharing

The Teacher Task Force contributed to the creation and dissemination of knowledge by:

- Publishing six SABER country reports
- Taking part in Mobile Learning Week 2018 through a workshop
- Organising the 11th Policy Dialogue Forum in Montego Bay, Jamaica



Country Support and Engagement

With the support of the Teacher Task Force:

- Togo completed the development of its national teacher policy
- Madagascar developed its national teacher policy, adopted by the national assembly.



Mr Mathieu Lacasse, Head of Education, Camara Education, presenting the Camara Learning Academy during the Teacher Task Force's Mobile Learning Week Workshop.

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1. Progress towards MLA 1 - Advocacy

The Teacher Task Force's overall objective is to contribute to increasing access and enhancing quality education through appropriate teacher policies worldwide in the framework of SDG4 and Education 2030 Agenda. In its new Strategic Plan for 2018-2021, the TTF has put the emphasis on three flagship initiatives and three main lines of action (MLAs) as well as on the governance of the partnership.

Objective ① : The recognition of the critical roles of teachers and teaching in achieving SDG4 – Education 2030 targets at international, regional and country levels is increased

Indicator 5. Number of publications with global or regional relevance to SDG4 - Education 2030 agendas that reflect one or more dimensions of teacher policy

In 2018, the TTF has continued developing resources for the Teacher Policy Development Guide. The final English version of the Guide was updated and submitted to final review of the UNESCO Publication Committee. The publication is now postponed to mid-2019 with an online interactive version produced by the Open University/UK. Other linguistic version will also be hosted in different countries (Mexico for the Spanish Version, Mozambique for the Portuguese version, Senegal for the French version, the UK for the English version).

Indicator 6. Number of strategic partnerships adopted with a formal agreement

In 2018, the TTF has collaborated with several strategic partners in the following way:

- **The Teacher Education Policy in Europe (TEPE) network:** the TTF presented its new strategic plan zooming in on the three flagships at the TEPE's annual conference, held in Portugal in May 2018, around the theme "Recruiting and Educating the Best Teachers: Policy, Professionalism and Pedagogy". The conference also provided an opportunity to discuss the principles and basis of a Memorandum of Understanding (MoU) for joint research projects (TTF-TEPE) to generate new knowledge and cooperation in the advocacy to raise public awareness for SDG 4. The MoU was drafted in 2018 but has not been formally signed yet as it is under review by UNESCO's legal team. TEPE however coordinated a sub-theme on Teacher Education at the Jamaica PDF.
- **The Education Commission:** the TTF became a member of the Commission's Education Workforce Initiative (EWI) Advisory Group in 2018 and has provided input to the working documents of EWI. EWI organized a session during the PDF in Jamaica in order to get input to the report being prepared on the Education Workforce.
- **The MasterCard Foundation:** the TTF have engaged with the MasterCard Foundation to explore potential synergies, particularly on their initiative "the Leaders in Teaching" in Rwanda that aims to strengthen the quality of teaching and learning at the secondary level. MasterCard has formally joined the TTF as a member in 2018 and contributed to a breakout Session on Teacher Education at the Policy Dialogue Forum in Jamaica.
- **The Network for international policies and cooperation in education and training (NORRAG):** A Memorandum of Understanding was prepared awaiting signing. Its purpose is to formalize a sustained collaboration, tentatively over a period of three years, covering the life span of the TTF Strategic Plan 2018 – 2021. In addition, NORRAG contributed 10000 USD to the TTF Policy Dialogue Forum in Jamaica and coordinated with GPE the sub-theme 3 of the Jamaican PDF on Inclusive pedagogies. Immediately after the forum, NORRAG submitted its application to become a member of the Task Force in 2019.

Table 1 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under MLA 1 - Advocacy.

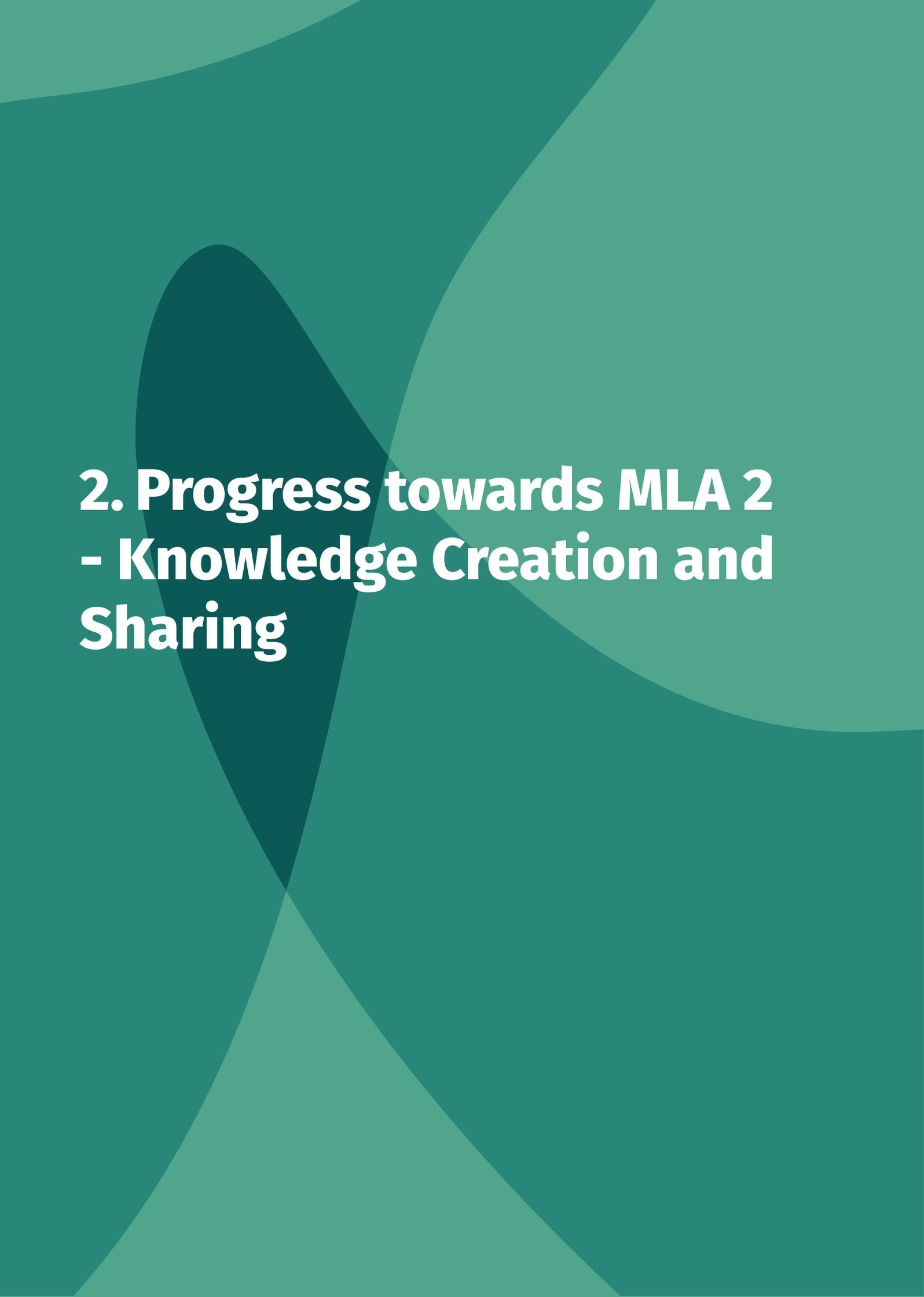
Strategic Plan 2018-2021			
Expected results			
1.1. The dimensions of teacher policy in the SDG agenda including SDG target 4.c on teachers are adequately integrated in relevant documents			
1.2. The dimensions of teacher policy including SDG target 4.c on teachers are adequately covered at relevant political and technical forums, events and platforms			
1.3. Multimedia support materials and an online platform on the dimensions of teacher policy are established and used			
1.4. Strategic partnerships are identified and created to extend TTF outreach			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
5. Number of publications with global or regional relevance to SDG4 -Education 2030 agendas that reflect one or more dimensions of teacher policy	3	1	
6. Number of strategic partnerships adopted with a formal agreement	2	3	Formal membership of the TTF to the Education Workforce Initiative (EWI) Advisory Group
			Formal membership of the MasterCard Foundation to the TTF
			Draft MoU with NORRAG

Objective 2 : Governments, as well as other stakeholders, are urged and enabled to engage in social dialogue in order to formulate and implement effective and comprehensive teacher policies and strategies within national education plans

(Activities under this objective are reported under MLA 3- country support)



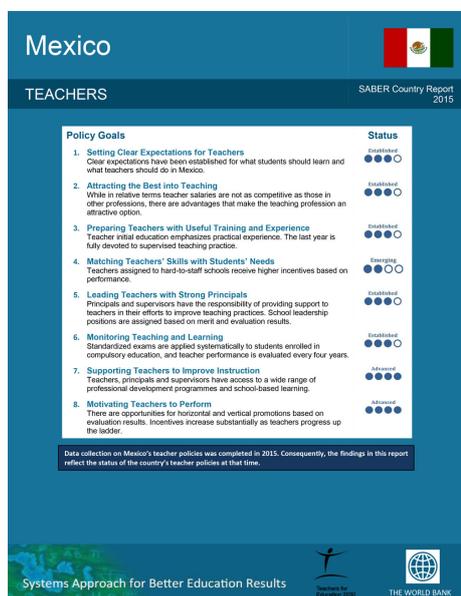
Mr James McIntyre, Programme Manager at the MasterCard Foundation, presenting the “Leader in Teaching” initiative in Rwanda during the 11th Policy Dialogue Forum in Montego Bay, Jamaica
©UNESCO/Inès da Silva

The background is a solid teal color with several large, overlapping, abstract shapes in various shades of teal and dark teal, creating a layered, organic effect.

2. Progress towards MLA 2 - Knowledge Creation and Sharing

Objective 3 : Key knowledge gaps are identified, and research commissioned to inform teacher policies, legislation, practices and governance

Indicator 9. Number of new studies and research reports disseminated through the TTF website and the online knowledge platform and presented at the Policy Dialogue Forum based on identified research gaps



Cover of the Mexico SABER country report published in July 2018.

In 2018, the Secretariat of the Task Force published the country reports of Namibia and Mexico using the Systems Approach for Better Education Results tool (SABER-Teachers) developed by the World Bank. These two reports are part of a broader collaboration between the TTF and the World Bank started in 2015. The World Bank collaborated with TTF to use the SABER Teachers methodology to review teacher policy frameworks in 25 countries. TTF will produce a global synthesis report. All data collection, related analysis and report preparations were completed by the TTF. The World Bank undertakes the quality insurance of the country reports and their alignment with the SABER Methodology. As of now, six country reports (6 in 2018) have been published and are co-owned by the TTF and disseminated on both the World Bank and TTF's website¹.

TTF is working with a team of five international experts to publish the synthesis report. The aim of this synthesis is to offer a set of references to countries and education partners on key policy levers for a quality-teaching workforce. This report takes a critical view of the country reports and the SABER tool and is exclusively produced by the Task Force with no support from the Work Bank. A delay in the publication occurred due to turnover in the TTF Secretariat staff coordinating the project, and necessary procedures for complying with the SABER quality control and copyright verification with all 25-country report authors. The new date for the publication is May 2019.

In 2018, The TTF also made progress for the release of another report on the use of Contract teachers in Sub-Saharan Africa, whose publication is planned for 2019.

Indicator 10. Development of guidelines on professional teaching standards

In 2017, the TTF commissioned the International Forum of Teaching Regulatory Authorities (IFTRA) to draft a background report on teaching standards in preparation for the 10th Policy Dialogue Forum. At the outcome of the 10th PDF, the TTF membership encouraged the TTF and its partners to develop an international guidance framework to support countries to develop national or regional teaching standards. The framework will also contribute to the implementation and monitoring of the teacher target in SDGs. In 2018, this work continued in collaboration with EI and ILO. UNESCO financed a first phase of the work on a comparative cross-country analysis of national and regional teaching standards. From the comparative analysis, a framework is being developed for review of all key stakeholders in the Regions (government, teacher educators, teacher organizations and training institutions, researchers). In parallel, EI carried out a consultation of its affiliates and prepared a document for adoption by its Congress in 2019. Both processes will be consolidated into one framework before finalization in 2019.

Table 2 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 3.

1 <http://www.teachersforefa.unesco.org/v2/index.php/en/ressources/category/162-saber-country-reports>

Strategic Plan 2018-2021			
Expected results			
3.1. A number of studies and research reports on identified knowledge gaps are produced and available			
3.2. Global guidelines on professional teaching standards and teacher appraisal are developed and made accessible to member countries and relevant organizations			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
9. Number of new studies and research reports disseminated through the TTF website and the online knowledge platform and presented at the Policy Dialogue Forum based on identified research gaps	Identifying Research gaps*	6	Publication and Dissemination on website of 6 additional SABER Country Reports elaborated by the Task Force: Singapore, Croatia, Norway, Slovenia, Namibia and Mexico
10. Development of guidelines on professional teaching standards	Guidelines developed in 2019	0	The work on the an international guidance framework started in 2018 for completion in 2019

* Due to workload on Secretariat and limited resources for contracting external providers no major activities were pursued in 2018 on “identifying research gaps”. This will receive higher attention as indicated in the 2019 Work plan as per the recommendations of the Steering Committee in Jamaica.

Objective 4 : Monitoring of the status of teachers and teaching in achieving SDG 4.c and Education 2030 targets is strengthened

Indicator 11. Publication of a matrix to monitor the implementation of teacher policies

Bridging the knowledge gap on teachers and teaching should also be accompanied by an accurate monitoring of SDG target 4.c. Such a monitoring requires accurate data and tools.

Hence, the TTF has undertaken follow up consultations with the UNESCO Institute of Statistics (UIS) on the peer review of their report on the typology and taxonomy of teacher training. In May 2018, a meeting between the TTF and the UIS was conducted in Montreal to discuss further areas of cooperation. In this line, UIS and GPE had a dedicated panel at the 2018 PDF on teacher taxonomy. Participants recommended to TTF to pursue discussions with UIS and GPE to determine the steps required for completing the taxonomy and make it available for refining UIS-led work on the Teacher target indicators.

The Task Force has continued its participation in the governing board of the OECD/TALIS (Teaching and Learning International Survey) and in the working group of IFTRA (the International Forum of Teaching Regulatory Authorities). The aim of TTF’s participation to the TALIS governing board is to share progress on mutual work, explore ways of using OECD’s tradition and experience in the use of data to inform policies on teachers and, adapt it to non-OECD contexts.

Table 3 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 4.

Strategic Plan 2018-2021			
Expected results			
4.1. Dialogue with the UNESCO Institute for Statistics and other relevant institutions on the monitoring of SDG target 4.c on teachers is facilitated			
4.2. A matrix to monitor the implementation of teacher policies is developed, made accessible to and used by member countries and relevant organizations			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
11. Publication of a matrix to monitor the implementation of teacher policies	Development of the matrix	0	Follow up consultations with UIS on the peer review of their report on the typology and taxonomy of teacher training
			Participation in the OECD/TALIS working group
			Participation in the IFTRA working group

Objective 5 : Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated

Indicator 12. Number of relevant publications available on the online knowledge platform

Creation of the TTF's Knowledge Platform

A concept note regarding the platform has been adopted by the Lomé SC meeting² Subsequently, the Secretariat, together with the Ad Hoc Group, which had been dedicated to the Platform and coordinated by ILO, initiated the identification of technical and financial resources for its development.

In May 2018, the Hamdan Award offered to fund the development and the maintenance of the platform for the year 2019. A request for proposals for the selection of service providers was drafted in 2018 in order to secure the technical expertise needed to set up the platform. As the recruitment of service providers needs to follow a competitive bidding, UNESCO administration is helping with the completion of the paperwork for initiating the request for proposals in the first quarter of 2019. The actual completion of the platform may exceed 2019. Regular update will be provided to the TTF SC Once the platform is up and running, there will be significant communication around it.

In the meantime, transitional work on the current TTF website and social network was carried out to continue the sharing of information and dissemination of documentation. All activities undertaken under the MLAs, including publications, events, the PDF were given visibility.

Development of communication material and production of the visual identity of the Task Force (Branding)

To complement the above activities, in 2018 the visual identity of the Task Force was developed and the new logos are now used on TTF documents and website. Visual Identity guidelines were also produced to detail the use of the International Task Force on Teachers for Education 2030's new logos; promotional materials and were posted on the TTF website in 2018³.

² The concept note for the platform is in the same folder

³ <http://www.teachersforefa.unesco.org/v2/index.php/en/ressources/category/163-visual-identity>

Indicator 13. Number of Policy Dialogue Forums and related regional or national events organized per year

In 2018, the TTF Annual Meetings and the 11th Policy Dialogue Forum (PDF), were held in Montego Bay (Jamaica) from 5 to 9 November (Flagship initiative 1).

11th Policy Dialogue Forum Strengthening Teacher Education: A prerequisite for quality teaching and learning



As one of the TTF Flagship initiatives, the event this year was marked by the first ever Ministerial panel organized at a PDF. Two Ministers of Education (Estonia and Lao PDR) joined the host Minister and a representative of the Minister of Education of Togo, to present the reforms they are implementing in their countries to strengthen Teacher Education and Training. Each panelist gave an overview of the status of teacher development in their country before zooming on challenges and achievements related to one of the four sub-themes. Participants and TTF SC members, in particular, appreciated the involvement of Ministers in the PDF, which brought the PDF to a higher level. They called for the renewal of the experience in future PDF as appropriate

The theme was “*Strengthening Teacher Education: A prerequisite for quality teaching, training and learning*”, and the discussions were organized around four sub-themes: (a) **Sub-theme 1: Knowledge, skills and competencies for teacher development**, (2) **Teacher training: Skills and competencies for work** (3) **Promoting equal learning opportunities for all through teacher education**, and (4) **Teacher education: Digital learning and continuing professional development**

The subthemes were coordinated by different UNESCO entities (UIS, TVET Section, the Health Education Section, the Section for Inclusion and Gender Education, IICBA, IITE, UNESCO Santiago and Kingston, the GEMR, etc.) and external partners or global initiatives (GPE, NORRAG, Education Commission). This was a big support to the Secretariat and helped pull in a diverse set of expertise and perspectives in order to increase the overall quality of the debates. Several members and partners of the TTF also made financial contributions. The SC built on these experiences to set up an ad hoc group for revisiting the frequency and format of the PDF. The forum adopted an outcome declaration that has been circulated broadly including to the SDG4 meeting in Brussels in December 2018. (The detailed report of the PDF with all papers presented and special sessions, thematic groups report, etc., can be accessed on TTF website by the end of the first quarter of 2019)

The annual meetings of TTF members and of the Steering Committee (SC) also adopted important decisions aiming to reinforce the operationalization of the 2018-2021 Strategic Plan. These decisions concern the strengthening of the TTF governance with more engagement of members and focal points, especially Regional coordinators; the prioritization of activities in line with the three main lines of action and flagship initiatives, translated into more focused and realistic annual work plans (starting with 2019); the reinforcement of communication within the TTF network and outreach with partners and global initiatives; resource mobilization and the staffing of the Secretariat. These decisions are spelt out in the minutes of the meetings to be disseminated upon validation by the SC at its virtual meeting in February 2019.



Steering Committee meeting of 5 November 2018
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Alongside the above activities under objective 5⁴, on the exchange of knowledge and experiences, in 2018, the TTF presented its works in a series of expert's events on Education and Teachers. Two panels were organized at the Comparative and International Education Society (CIES) annual conference in Mexico (March 2018) to share the conclusions of two studies on (a) The Require-

4 Objective 5 : Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated

ments of the Teaching Profession and (b) The use of Contract teachers in Sub-Saharan Africa. The panels offered the opportunity to TTF to take its contribution on the knowledge gap on Teachers to a renowned academic platform, and to (re) engage the CIES community in a critical examination of prevailing policies on the teaching profession and expose existing gaps among countries. Participants in the sessions also provided constructive feedbacks, which were used to strengthen reports to be published.

The TTF actively participated in the Pan-African High-level Conference on Education (PACE 2018) in Nairobi (Kenya) in April 2018 by organizing a parallel session on Teaching and Learning under the title: “Accelerating reforms to address the learning crisis: what are the most urgent and effective interventions to enhance Teaching and Learning?”. The session allowed for peer learning about good practices and innovative approaches to teaching and learning since 2015. It enabled exchange among countries and stakeholders on innovative and “what works” approaches to recurrent challenges in promoting quality of education; it also helped disseminate recent information on the state of the art for the subject in Africa. The results of the session was collected by the African Union Commission, IICBA, AFTRA and EI (Africa Region)⁵ for their follow up under the CESA Strategic Objective 1 on “Teacher Development in Africa”



Female Teachers and Gender Equality debate panel
© European Commission/EDD 2018

In addition, in June 2018, during the European Development Days 2018 on the overall theme “Women and Girls at the Forefront of Sustainable Development: Protect, Empower, Invest”, TTF organized a Debate Lab titled “Female Teachers and Gender Equality in Education”. The debate highlighted lessons learned and best practices from policy, funding, CSO and grassroots level stakeholders on increasing female representation in the teaching profession; it discussed the main persisting barriers to achieving gender parity in the teaching profession and proposed avenues to gender-responsive teacher training and approaches to the design and implementation of programmes addressing barriers faced by women in entering and remaining in the teaching profession. The panel was moderated by Education International, with the participation of the Minister of Primary Education of Zimbabwe and experts from the African Network Campaign on Education For All (ANCEFA) and Humana People to People. It was attended by a diversity of audience including a representative of the European Commission, the Head of UNGEI, the Minister of Education of South-Sudan who expressed the interest in working on national policies to retain women in the teaching profession, and representatives of global and regional CSO’s. Follow up discussions are underway with UNGEI for the review of a 2011 joint UNESCO and Commonwealth Secretariat publication on “Women and the Teaching Force”. TTF thematic group on Inclusion and equity is tasked to consider feasibility.

The TTF co-organized the logistics, contents and communication activities of World Teachers’ Day in 2018 with UNESCO. The theme, “The right to education means the right to a qualified teacher,” was chosen to commemorate the 70th anniversary of the Declaration of Human Rights and the 50th anniversary of the CEART (CEART is the Joint ILO-UNESCO committee of experts that monitors progress in the implementation of the 1966/1997 Recommendations concerning Teachers). Communication activities were targeted to raising awareness of the 1966/1997 Recommendations and this year’s theme through live-streaming between Paris (where the international event was taking place) and Geneva (where the 13th Session of the CEART took place), and designing and disseminating leaflets and posters. This year’s event has coincided with the awarding of the 5th edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers.

The TTF organized a Workshop on “Teacher Skills in a Connected World: ICT Competency for the Transformation of Teaching and Learning” in March during the 2018 Mobile Learning Week (MLW). It was planned by the Thematic Working Group on “Information and Communication Technology and Distance Education for Teacher Development” coordinated by the UNESCO International Institute for Educational Technologies (IITE) with the purpose to inform the audience about UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education. The main goal of the Workshop was to share innovative pedagogical approaches and teacher management and professional development methods based on ICT use.

The TTF contributed to the organization an international Symposium on “Early Childhood Care and Education: Cradle for Social Cohesion” held in Paris in March by the UNESCO’s Education Sector and the French National Commission for UNESCO. The objectives were as follows: to position ECCE as an essential strategy to combat social inequalities and promote social cohesion; to share challenges and good ECCE practices and initiatives in favor of social cohesion; to contribute to the work of CONFEMEN and the UN-

⁵ These organizations coordinate the Teacher Cluster in the AU Continental Education Strategy for Africa (CESA).

ESCO Forum on Education for Peace and Sustainable Development in 2019; and in partnership with other Member States, possibly prepare a Declaration, or possibly a UNESCO Recommendation on ECCE, a document which does not exist to date and which would reflect the priority given to early childhood, as cradle for social cohesion. The proceedings of the symposium, with the recommendations made on this occasion have been published at this link: <https://unesco.delegfrance.org/-Education-de-la-petite-enfance>

Indicator 14. Number of publications and/or events organized by thematic working groups in connection with the Policy Dialogue Forum

Since the adoption of the TTF 2018-2021 Strategic plan, four thematic groups, which had been operating in an ad hoc manner, have been recognized as parts of the governance and operational structure of the TTF. The groups are:

- The Thematic Group on Pre-primary Teachers – coordinated by UNESCO ECCE’s Unit and ILO,
- The Thematic Group on ICT and Distance Education for Teacher development – coordinated by UNESCO IITE and GESCI (see picture below),
- The Thematic Group on Teacher Management in Crisis and emergency contexts - coordinated by Finn Church AIDS and Eritrea, and
- The Thematic Group on Inclusion and Equity in Teacher Policies and Practices – coordinated by experts from University of Aberdeen and University of Buea in Cameroon.

Thematic groups are a working modality to share knowledge and ideas and advance technical work on particular topics. They foster discussion among members, encourage collaboration and facilitate national, regional and international activities to which group members can contribute. They are formed on a voluntary basis: there is no restriction on the number of members, and all TTF members are encouraged to participate in activities of the thematic group. Each thematic group is coordinated by lead organizations and countries, and identifies key policy issues to be tackled and existing initiatives and partners to collaborate with. The groups are structured with terms of reference and will contribute to TTF resource mobilization, annual report activities and feedback to the overall TTF knowledge mechanisms⁶.

During the PDF in Jamaica, each group was given a slot to organize a panel on their specific area of expertise as well as a meeting of its members. These meetings allowed them to take stock of past decisions and the limited activities implemented as groups. At the request of the Secretariat, they discussed how to focus their plans, aligning them strictly to the main lines of actions and 3 Flagship activities the TTF Strategic Plan (Advocacy; knowledge creation/sharing; and support to countries). After the adoption by the SC of the 2019 annual work plan, Group coordinators will liaise with the Secretariat to propose contributions they could make in their respective areas of expertise. The participants decided to have periodic feedback (virtual interactions) during the year, and not wait until the next PDF.



Meeting of the ICT and Distance Education for Teacher development Thematic Group during the 11th Policy Dialogue Forum
©Purna Shrestha

6 TTF’s Strategic Plan, page 13

Table 4 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 5.

Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
12. Number of relevant publications available on the online knowledge platform	Tbd		As the platform is not ready yet, no publication can be uploaded.
Creation of the TTF's Knowledge Platform		1	Technical conceptualization of the knowledge platform, Exploration of partnership and funding to initiate the online knowledge platform
Development and production of the visual identity of the Task Force (Branding)		1	Visual Identity of the TTF
Development of communication materials		2	Communication brochures
13. Number of Policy Dialogue Forums and related regional or national events organized per year			Organization of the PDF 2018 in Jamaica
			Organization of 2 panels at the Comparative and International Education Society (CIES) in Mexico in March 2018 to disseminate the SABER and Contract teachers' studies
			Pan-African High-level Conference on Education (Kenya, April 2018): Organization of a panel to disseminate the study on the use of contract teachers in Sub-Saharan Africa
			Organization of a Debate Lab on "Female Teachers and Gender Equality in Education" during the European Development Days (EDD) in Brussels in June 2018
			Organization of World Teachers' Day Event in Paris in October 2018
			Organization of the Workshop "Teacher Skills in a connected world: ICT competency for the transformation of teaching and learning", at the MLW in Paris in March
			Contribution to the International Symposium on "Early Childhood Care and Education (ECCE): Cradle for Social Cohesion", Paris, 5-6 March
14. Number of publications and/or events organized by thematic working groups in connection with the Policy Dialogue Forum	2	4	Panels organized by each thematic group on their respective areas of expertise at the PDF in Jamaica

The background is a solid teal color with several large, overlapping, abstract shapes in various shades of teal and dark teal, creating a layered, organic effect.

3. Progress towards MLA 3 - Country Support and Engagement

Objective 6: Support to countries requesting technical assistance on teachers and teaching is facilitated

Indicator 15. Number of single connections from TTF member countries on the online knowledge platform

As the platform is not ready yet, no connection can be made to it. The aim is to have the platform operational in 2019 (see objective 5).

Indicator 16. Number of countries piloting the Teacher Policy Development Guide

The piloting of the Teacher Policy Development Guide is one of the three flagship initiatives of the 2018-2021 Strategic Plan. The exercise consists in mobilizing technical expertise to support countries (upon request and depending on availability of resources) for the development of their national teacher policies. In 2018, the Task Force continued working with national teams in Madagascar, Lesotho and Togo where the process had started in 2017. It also initiated the process in the United Arab Emirates (which covers the cost of the work) and in Saint Kitts and Nevis.

Rising number of demands

Between 2015 when the Guide was produced, and 2018, 23 member countries have requested Force technical and financial assistance of the Teacher Task for elaborating their teacher policy using the Guide. The demand largely exceeds the limits of the TTF budget. Exploring other TTF member's expertise and aligning to GPE processes at country levels will be pursued in future years.

An Ongoing Policy Development process in Lesotho



Working Group in Lesotho: Mr Yusuf Sayed, Ms Fatou Niang (Secretariat of the TTF) and members of the Teacher Service Department of the MoE @UNESCO/Fatou Niang

In 2018, TTF contracted an international expert (one of the authors of the Teacher Policy Guide) to resume the work initiated in 2017 but interrupted due to turn-over in the Ministry. He trained a new national technical team put in place by the Ministry of Education for the elaboration of the teacher policy. He facilitated workshops with a broad base of stakeholders including Ministry officials, teacher representatives, civil society organizations, the private sector and international development partners in order to present the structure and content of the Guide and familiarize them with the participatory and holistic approach recommended by the Guide. It was also for the government an opportunity to share its priorities and expectations with regards to the need for developing the Teacher Policy. Participants later on reviewed existing or planned policies, strategies and other initiatives, identified relevant institutions and expertise available to support and inform the process of elaborating the national teacher policy. The development of an implementation plan was then adopted with a timeline, roles and responsibilities, monitoring and evaluation modalities, resources (financial and technical) to deploy.

With remote backstopping from the expert and the monitoring of UNESCO Harare Office, in consultation with the Secretariat, the national technical teams completed the drafting of three sections out of seven of the national policy (Recruitment, Training and Teacher standards). This activity will be completed in 2019.

Madagascar

In 2018, after two years of support, Madagascar finalized its teacher policy officially endorsed by the Ministry of Education in March 2018 during a validation ceremony organized by the TTF in with UNESCO Regional Bureau of Nairobi.

Local Education Group members and TTF members contributed to the review of the draft policy, which is now part of the broader framework of the sectoral plan for education 2018-2022 financed by the GPE.

Togo

Togo also completed the elaboration of the teacher policy in 2018. Printed copies of the policy were distributed to some participants at the PDF in Jamaica, and other countries of the region (Benin and Guinea) invited the Togolese national team for experience sharing. Similar to Madagascar, the UNESCO Bureau of Abuja collaborated with the Secretariat to monitor the process on the ground, mobilize Local Education Group partners for the review and validation of the policy document and its alignment with the national Sector plan. The Government has adopted a new legislation on the statute of teachers inspired by provisions in the Teacher Policy. To the nine dimensions in the Teacher Policy Development Guide, Togo has added a 10th one on “Social dialogue” as an enabling factor for the successful implementation of the policy.

New beneficiary countries in 2018

In 2018 the Ministries of Education of the United Arab Emirates (UAE), Saint-Kitts and Nevis, and Benin earnestly requested TTF support. For each of these countries, the Secretariat liaised with UNESCO relevant Regional Bureau for leading the monitoring of the process and coordinating with local education sector partners.

For the **UAE**, upon the request of the MoE, the TTF Secretariat mobilized its network of experts on teacher policy and put them at the disposal of the country. A scoping mission took place in Dubai in March 2018 with the aim of gaining a better understanding of the education system and the ongoing teacher reforms in the country, and initiating the work with the Emirati authorities. This mission helped identify two main priorities for the policy namely the establishment of the standards for teachers and the development of a policy on teachers’ career structure. As the Ministry of Education covers the full cost of the process, TTF will continue monitoring the work of the international team in coordination with UNESCO Beirut Office in 2019. The office expects that other countries in the Region who need and are interested in reforming their teacher policies could be inspired by this initiative; regional partners and other development partners could be mobilized to work with UNESCO and the TTF to support the countries.

For **Saint-Kitts and Nevis**, the Ministry’s request for support was introduced through the Permanent Delegate of the country to UNESCO. The UNESCO Kingston Office covering the Caribbean offered to facilitate the coordination of the process but needed TTF technical expertise. A joint scoping mission was organized in June 2018 with the aim to assess the current situation of the teaching force and teacher policies, identify gaps and establish a roadmap with the national authorities. Several stakeholders were consulted and the most blatant observation was the lack of initial training for candidates deployed into the schools for teaching, which has tremendous impact on the quality of teaching, teachers’ motivation and career progression as well as the governance of the profession. A TTF member and government partner active in the sector is the Organization of American States (OAS). A joint draft work plan and timeline for the activities to include in the policy development was submitted to the Ministry for endorsement. Costs sharing between the Ministry of Education (with the National Commission access to a UNESCO participation programme funds), OAS grant and TTF earmarked funds was adopted for the pursue on the process in 2019.

In **Benin**, the TTF is working in close collaboration with the Regional UNESCO Bureau of Abuja. Two international experts were recruited by the TTF to support the policy development process and enhance the capacity of the national drafting team through trainings and learning by doing. A joint mission was organized in July 2018 with the Abuja Specialist. The main provisions of the Policy Guide were presented to the stakeholders, including partners of the Local Education Group. UNICEF and GIZ expressed

interest to contributing to the process. A roadmap was established for the completion of the policy in 2019, with no TTF financial contribution but its technical backstopping to the UNESCO Office in Abuja.

Table 5 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 6.

Strategic Plan 2018-2021			
Expected results			
6.1. Multimedia support materials and an online platform are established and used to facilitate country support			
6.2. The teacher component of national education sector plans is supported with reference to the Education 2030 Framework for Action and the use of the Teacher Policy Development Guide and other tools			
6.3. Platforms, events and networking are facilitated to promote South–South, North–North and North–South cooperation			
6.4. Institutionalized social dialogue mechanisms are facilitated to advance the teaching profession			
6.5. TTF members actively contribute to consultation, coordination and collaboration mechanisms including local education groups (LEGs)			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
15. Number of single connections from TTF member countries on the online knowledge platform	Tbd		As the platform is not ready yet, no single connection can be made to it. The aim is to have the platform operational in 2019 (<i>see objective 5</i>)
16. Number of countries piloting the Teacher Policy Development Guide	6	6	Beneficiary country 1: The United Arab Emirates
			Beneficiary country 2: Saint Kitts and Nevis
			Beneficiary country 3: Lesotho
			Beneficiary country 4: Benin
			Beneficiary country 5: Togo
			Beneficiary country 6: Madagascar

Objective 2: Governments, as well as other stakeholders, are urged and enabled to engage in social dialogue in order to formulate and implement effective and comprehensive teacher policies and strategies within national education plans

Indicator 7. Number of new countries engaged in the process of a comprehensive revision of teacher policy

As stated above, six countries (United Arab Emirates, Saint Kitts and Nevis, Benin, Lesotho, Madagascar, and Togo) received direct support from the TTF to revise their teacher policies in 2018. Three of these countries are new beneficiaries (UAE, Saint Kitts and Nevis, Benin).

Indicator 8. Number of countries where teacher organizations and other relevant stakeholders participate in a structured social dialogue

For the countries reported on above where the teacher policy development process has by essence a participatory approach, as recommended by the Guide. Besides these countries, no information could be collected on other countries. This indicator in the Strategic Plan requires a specific reporting mechanism for Focal Points to record information on systematic social dialogue. Setting up an efficient reporting mechanism with Focal points will be one of the priorities in the work plan of 2019.

Table 6 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 2.

Strategic Plan 2018-2021			
Expected results			
2.1. The dimensions of teacher policy are adequately addressed in social dialogue among stakeholders, including government, unions, CSOs and teachers, and in decision-making processes			
2.2. The dimensions of teacher policy are prominently featured in the development, implementation and review of national education plans, notably among the local education groups (LEGs) or similar mechanisms, and reflected in national policies and legislation			
2.3. A reporting system on social dialogue processes at the international, regional and national level is established and focal points are facilitated to contribute to it			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
7. Number of new countries engaged in the process of a comprehensive revision of teacher policy	2	3	New countries are: United Arab Emirates, Saint Kitts and Nevis, and Benin
8. Number of countries where teacher organizations and other relevant stakeholders participate in a structured social dialogue	Baseline to be researched		No activity in 2018

The background is a solid teal color with several large, overlapping, abstract shapes in various shades of teal and dark teal, creating a layered, organic effect.

4. Governance and Institutional Strengthening

Objective 7 : TTF governance is strengthened

Indicator 17. Adoption by all members of new terms of reference including detailed roles and responsibilities of focal points

The new Terms of Reference (ToR) and the Strategic Plan adopted in 2017 include a more detailed articulation of the roles and responsibilities of TTF focal points. The Secretariat has disseminated the TORs and prepared a brochure for focal points to sensitize them on these new roles.

Indicator 18. Development of reporting template and processes

The work has not started yet and will be a priority in the work plan of 2019 with a better-staffed secretariat.

Indicator 19. Adoption by the Steering Committee of a communication and advocacy strategy

In line with the new strategic directions, an Ad Hoc Group including TTF's communication officer has been set up to develop and disseminate a communication strategy, and initial consultations among its members have kicked off. The draft of the communication strategy was presented to the SC meeting in Jamaica. The revised document including the feedback received from SC members will be submitted for the validation of the SC in the virtual meeting in February 2019.

Indicator 20. Adoption by the Steering Committee of a resource mobilization strategy

A resource mobilization Ad Hoc Group established in early 2018 comprising: Norway, Japan, Mexico, France and the Secretariat. One of the main propositions of the group was for TTF to set up a mapping of traditional donors and potential sources – public and private. A donors meeting was organized during the PDF in Jamaica and also recommended that a prioritization of activities under the Strategic Plan could appeal to a broader range of specific donors. The Secretariat will follow up on some of the leads from this meeting throughout 2019.

Meetings of the Steering Committee in 2018

In 2018, the SC met three times:

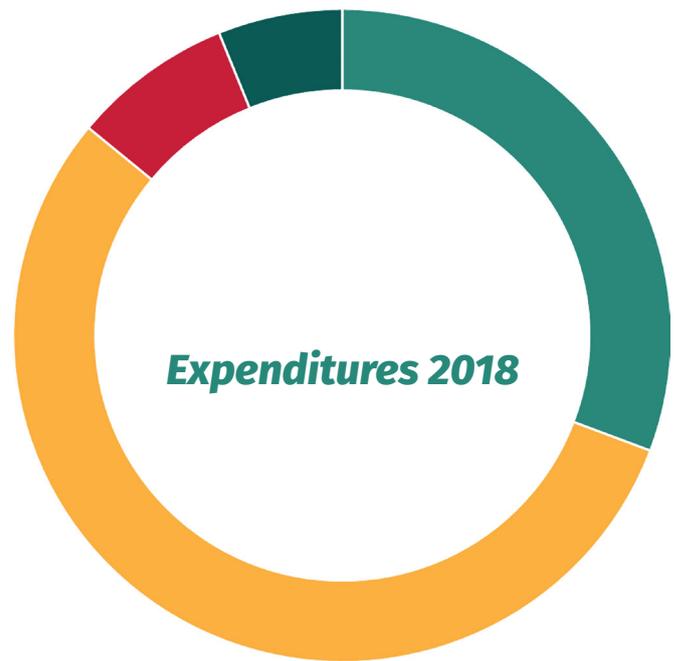
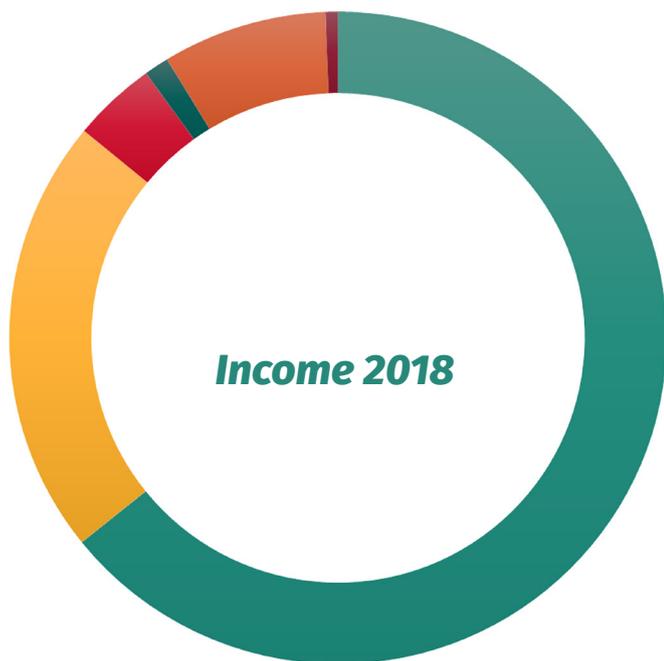
- Once during a virtual meeting organized in October 2018 and
- twice during the Policy Dialogue Forum in Jamaica.

As for the all TTF members, two meetings were held in Jamaica, one for each regional group and one for the all members. Key decisions on the governance and programme prioritization are included in the minutes available on TTF website.

Table 7 below summarizes the activities of the Strategic Plan 2018-2021 undertaken under Objective 7.

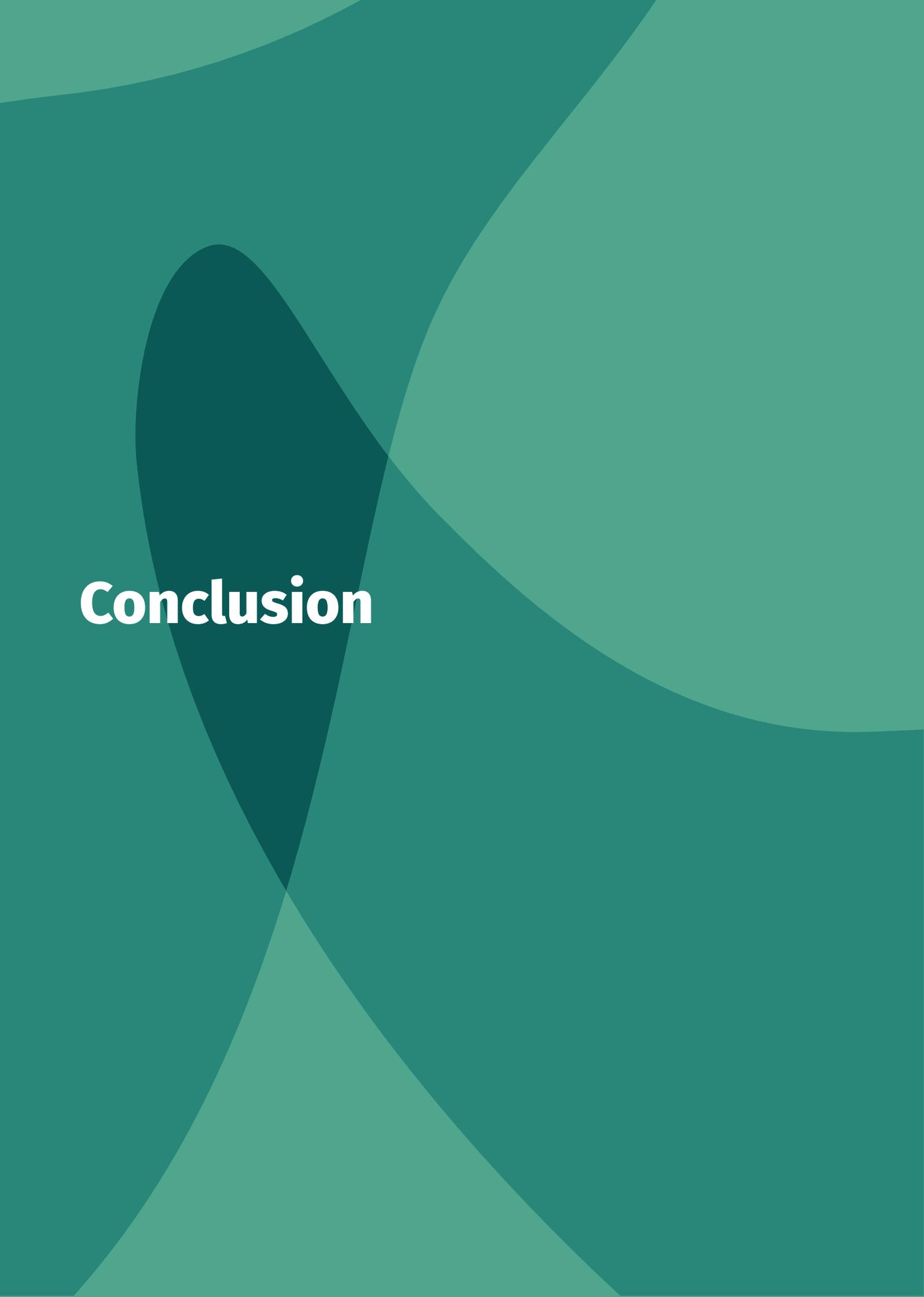
Strategic Plan 2018-2021			
Expected results			
2.1. The dimensions of teacher policy are adequately addressed in social dialogue among stakeholders, including government, unions, CSOs and teachers, and in decision-making processes			
2.2. The dimensions of teacher policy are prominently featured in the development, implementation and review of national education plans, notably among the local education groups (LEGs) or similar mechanisms, and reflected in national policies and legislation			
2.3. A reporting system on social dialogue processes at the international, regional and national level is established and focal points are facilitated to contribute to it			
Strategic Plan 2018-2021		Activities implemented in 2018	
Indicators 2018-2021	Target 2018	Number	Description
17. Adoption by all members of new terms of reference including detailed roles and responsibilities of focal points	Adoption by the Steering Committee	1	Dissemination of Members and Partners to new TORs through various channels: TTF SC, Focal Points, UNESCO structures (Secretariat, National Commissions and Permanent Delegations), Ministries of Education, LEGS, websites
18. Development of reporting template and processes	Adoption by the Steering Committee	0	No activity in 2018
19. Adoption by the Steering Committee of a communication and advocacy strategy	Adoption by the Steering Committee	0	Initial consultations among Communication Strategy Members and draft of the communication strategy is ready
20. Adoption by the Steering Committee of a resource mobilization strategy	Adoption by the Steering Committee	0	Teleconferences and consultations of the Ad hoc Group organized

Financial report: the Teacher Task Force 2018 budget



Norway	527 692 US\$
Germany / GIZ	178 524 US\$
UNESCO (Extrabudgetary projects, cost recovery and field offices contributions to the PDF)	66 547 US\$
Global Partnership for Education	33 900US\$
NORRAG	10000 US\$
ICET	5 000 US\$
Total Income for 2018	821 663 US\$

Secretariat cost	252 560 US\$
MLA1	No expenditures
MLA2	453 847 US\$
MLA3	65 000 US\$
Governance	No cost activities
Support costs	50 256 US\$
Total Expenditures 2018	821 663 US\$

The background consists of several overlapping, organic, teardrop-shaped regions in various shades of teal and green. The colors range from a very dark, almost blackish-green to a bright, light green. The shapes overlap in a way that creates a sense of depth and movement, with some areas appearing more prominent than others.

Conclusion

As the first year of the Strategic Plan, 2018 may appear as a “slow start” of implementation. The year however ended on a high note with productive and successful annual meeting and policy dialogue forum. Lessons learnt from the gaps between the ambitions of a pertinent and well elaborated Strategy and the resources available have inspired the Steering Committee to adopt a prioritization of activities and to call on members and focal points to engage more effectively in the execution of the TTF programme, including the operationalization of the communication and resource mobilization strategies.

For programme implementation, the three Main Lines of Action (MLAs) received diverse attention. The activities on advocacy and coordination involved the participation in events related to SDG4 upon invitation by organizers. They were selective but contributed to maintain visibility and mobilize membership and new partners to engage in TTF work.

Knowledge creation and dissemination activities were marked by delays in the publication of two flagship reports that suffered from staff turn-over in the Secretariat. But their findings are shared at events where positive feedbacks were received and incorporated in the final drafts getting ready for publication in 2019. The availability of funds to initiate the development of the TTF knowledge platform carries a promise for a window to enhance communication among members and partner.

The annual policy dialogue forum stood as the flagship platform to rally members and partners on global teacher issues and for experience sharing and networking. Reflections initiated to revisit its format and frequency will address its cost and mechanisms for ensuring the translation of its recommendations into policies and programmes at country level.

The facilitation of support to countries for teacher policy development achieved concrete result in 2018 with two countries having adopted their policies and 5 more on their way. New ways of mobilizing TTF network for this support are considered and will enable a higher number of countries to adopt the elaboration of comprehensive teacher policies to address the teacher challenges and monitor the SDG teacher target more efficiently.

2019 should build on the positive developments in 2018 and position TTF within the SDG agenda as the one stop shop on teacher issues.

The International Task Force on Teachers for Education 2030, also called The Teacher Task Force (TTF), was created in 2008. It was previously known as the International Task Force on Teachers for Education for all. Its new name reflects the alignment of the Teacher Task Force's work with the new Sustainable Development Goals (SDGs) adopted by the United Nations in September 2015, and more particularly SDG 4, the goal dedicated to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The Teacher Task Force is a global independent alliance. Its members include national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies working together on teacher-related subjects and issues.

The Teacher Task Force worked essentially to address the ‘teacher gap’. Indeed, according to 2016 research from the UNESCO Institutes for Statistics, 69 Million teachers are needed to achieve the targets set out in SDG4. Providing an adequate number of effectively trained teachers is the cornerstone of achieving SDG4. This was further reinforced by the dedicated target on teachers for SDG4, target 4.c: “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States”. The Teacher Task Force focuses on helping its Member States and the global education community to implement target 4.c and monitor (their) progress.

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