



Focal points information note



International
Task Force on Teachers
for Education 2030

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About the International Task Force on Teachers for Education 2030

Our Mission

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 voluntary global alliance. As such, it does not represent the voice of one organization but is rather an independent partnership including 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.

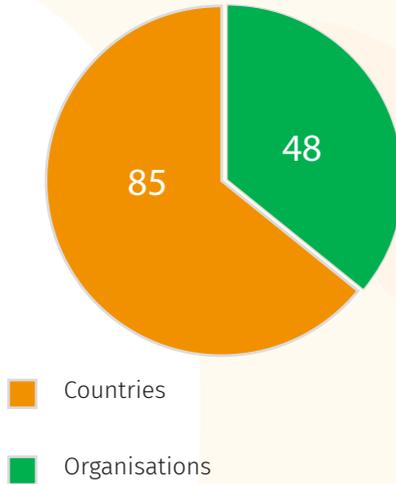
The Teacher Task Force worked essentially to address the ‘teacher gap’. Indeed, according to 2016 research from the UNESCO Institutes for Statistics, 69 Million teachers are needed to achieve the targets set out in SDG4. Providing an adequate number of effectively trained teachers is the cornerstone 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.

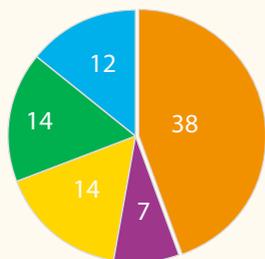
Our members

The Teacher Task Force is a voluntary multi-stakeholder partnership including 133 members from the following constituencies:

Membership by type

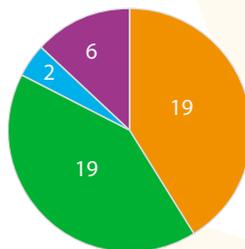


Member countries by region



-  Africa
-  Europe and North America
-  Asia
-  Latin America and the Caribbean
-  Arab States

Organisations by type



-  Intergovernmental Organisations
-  International NGOs/CSOs/Global Teacher Organisations
-  Global private sector organisations and foundations
-  Bi- and Multi-lateral International Development Agencies

Each member of the Teacher Task Force – country or organization – is represented in the Teacher Task Force by a principal focal point and two deputies, all three nominated by a dedicated authority.

New members may join the partnership upon acceptance in writing by decision of the Steering Committee. Membership applications from UN Member States are automatically approved.

Strategic Plan 2018-2021

The Teacher Task Force aims to **improve teacher quality and teacher quantity**, in formal and non-formal education settings worldwide, so as to achieve SDG4. To this end, the Teacher Task force will focus on three main lines of action for the 2018-2021 period:



ADVOCACY

- 1 Advocate on the critical role of teachers
- 2 Foster social dialogue for comprehensive teacher policies



KNOWLEDGE CREATION AND SHARING

- 3 Reduce the knowledge gap on teachers
- 4 Monitor the SDG 4.c target on teachers
- 5 Exchange knowledge on the teaching profession



COUNTRY SUPPORT AND ENGAGEMENT

- 6 Facilitate the support of countries

Guidelines for the Focal Points to the Teacher Task Force

What is a focal point?

Focal points are the interface between the member country/organization and the Teacher Task Force Secretariat and other structures. As such, they must be familiar and interact with the main teacher and education stakeholders in their country/organization.

Each member of the Teacher Task Force, whether country or organization, is represented by three focal points – 1 principal and two deputies – nominated by a dedicated authority.

When elected to represent a region, the focal points also play the role of regional focal point.

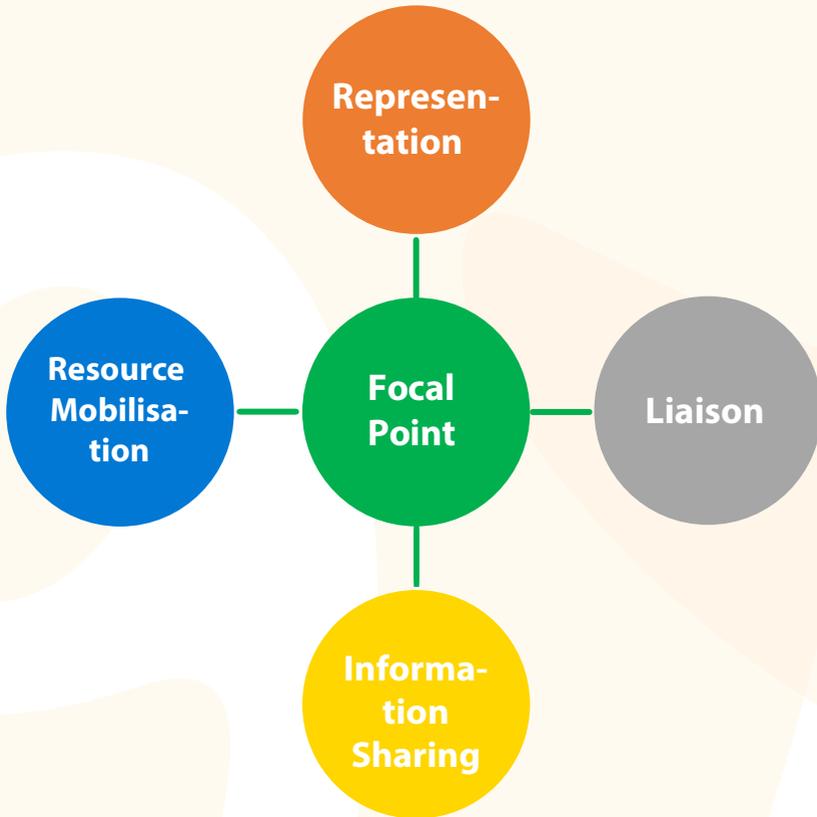
What are the responsibilities of the focal point?

Focal points to the Teacher Task Force are called on to represent the member, liaise with different stakeholders, share relevant information and participate in the Teacher Task Force's resource mobilisation efforts. They are the "agents of change" who will facilitate the Teacher Task Force's actions towards the achievement of the teacher target.

They ensure implementation and follow-up actions at country level, and support Regional Focal Points and the Secretariat to do the same at regional and global levels.

Focal points are also tasked with promoting the Teacher Task Force's work and activities in order to raise its profile at national, regional and global levels as appropriate.

They are in charge of providing the Teacher Task Force's Secretariat with up to date member information, including focal points contact details.



1. Representation



Focal points are tasked with representing their country/organization in the Teacher Task Force's relevant regional and thematic working groups. They are also responsible for positioning their country/organization for nomination to relevant constituency seats in the Task Force Steering Committee. In case of election of their country/organization to the Steering Committee, they become the seated representative.

They participate in – or mobilize actors to participate in – activities organized by the Teacher Task Force, its regional and/or thematic working group, and its partners.

The focal points also represent their member country/organisation during the members' annual meeting and the Policy Dialogue Forum.

2. Liaison



The focal points act as liaison with relevant teacher and education stakeholder at national and regional level.

They are to interact with main stakeholders in the country/organization such as:

- The Ministry of Education departments,
- Other government sectors,
- Teachers' organizations,
- Teacher training institutions and networks,
- Research networks,
- Civil society organizations,
- UNESCO and other UN agencies field offices covering the country,
- Development partners groups,

- Local education groups as appropriate,
- National SDG4-Education 2030 implementation structures.

They are tasked with establishing and maintaining close relationships with national and regional focal points for the SDG-Education 2030 Steering Committee, as well with the representatives of their constituencies and coalitions represented in the SDG-Education 2030 Steering Committee.

3. Information sharing



Focal points are in charge of sharing Teacher Task Force's information with the relevant departments and structures in their country/organization. As such, they prepare regular reports on Teacher Task Force's activities to share with the nominating authority and teacher stakeholders as appropriate.

They are also tasked with facilitating two-way information sharing on teacher related matters with their constituencies and coalitions represented in the SDG-Education 2030 Steering Committee. This is to notify the Teacher Task Force network of any teacher-related priorities, initiatives, events and issues that the Teacher Task Force could contribute to.

Focal points also collect any information and knowledge produced by the country/organization on teacher-related matters that would be of interest for dissemination through the Teacher Task Force Knowledge Platform and communication tools.

4. Resource mobilisation



Focal points contribute to the Teacher Task Force's resource mobilization efforts by:

- Identifying potential sources of funding at national, regional and global levels as appropriate,
- Identifying partnership opportunities,
- Raising the Teacher Task Force's profile during events, meetings and conferences as appropriate.



International
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This Guide was elaborated for the focal points of the International Teacher Task Force for Education 2030.

It provides background information on the Teacher Task Force and on the main duties and responsibilities of focal points

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