



## *International Task Force on Teachers for Education 2030*

# **Terms of Reference**

*Secretariat of the International Task Force on Teachers for Education 2030  
September 2017*

*These Terms of Reference have been adapted in 2017 to reflect the Teacher Task Force's current directions while at the same time adopting its 2018–2021 Strategic Plan, building on the newly adopted Sustainable Development Goals, especially Target 4.c, dedicated to teachers, and the Education 2030 Incheon Declaration and Framework for Action adopted in 2015.*

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## I. Preamble

1. The International Task Force on Teachers for Education 2030 (Teacher Task Force) is a multi-stakeholder partnership of an entirely voluntary nature. Membership of the Teacher Task Force does not impose or imply any legal obligation or consequences. These Terms of Reference seek to reflect the purpose of this partnership and the voluntary cooperation that needs to underlie all efforts to promote sufficient, qualified and motivated teachers to achieve the teacher target of the Education 2030 Framework for Action and the Sustainable Development Goals (SDGs).
2. As all participation and contributions to the Teacher Task Force are on a voluntary basis, achievements will only happen if Teacher Task Force members themselves decide priorities and take action on them.

## II. Background

3. An ad hoc Task Force on Teachers for EFA first met on 12 September 2008 at UNESCO in Paris. A second meeting on 16 October 2008 took place in Oslo for the purpose of drafting a political statement on teachers and an Action Plan aimed at ‘filling the teacher gap’.
4. The Oslo Declaration of the Eighth Meeting of the High Level Group on Education for All, held 16–17 December 2008, in Oslo, Norway, endorsed the creation of the International Task Force on Teachers for Education for All (EFA) as the first voluntary global alliance of EFA partners working together to address the ‘teacher gap’.
5. This was followed in June 2009 by the first official Teacher Task Force meeting with designated country and organizational focal points. In subsequent meetings, Terms of Reference and Action Plans were developed and agreed to.
6. In March 2012, a first external evaluation of the mandate, structure and work of the Teacher Task Force recommended that the Terms of Reference be revised. In May 2012, in New Delhi, India, the Steering Committee of the Teacher Task Force endorsed this recommendation and established a working group to undertake this task.
7. In 2015, with the adoption of the SDGs and the Education 2030 Framework for Action, the Teacher Task Force articulated its activities around the newly adopted international education goals, more specifically SDG 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.’*

while aligning with the Incheon Declaration:

*‘We will ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.’*

8. Consequently, the official name of the TTF has been changed to the “International Task Force on Teachers for Education 2030”.

9. In November 2016, a second external evaluation was initiated to review the mandate of the Task Force and the execution of its Strategic Plan 2014–2016. Activities, organizational structure and processes were analysed in light of the implementation of the Teacher Task Force programme.

### III. Mandate and objectives of the Teacher Task Force

10. The mandate of the Teacher Task Force is to advocate for, and facilitate the coordination of international efforts to provide sufficient numbers of well-qualified teachers to achieve the teacher target of the Education 2030 Framework for Action and the SDGs. The Teacher Task Force will monitor global, regional and country-level progress in the development of policies and strategies and resourcing for teacher development.
11. The Teacher Task Force has the following strategic objectives:
  - Objective ①: The recognition of the critical roles of teachers and teaching in achieving the SDG4-Education 2030 targets at international, regional and country levels are increased.
  - 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.
  - Objective ③: Key knowledge gaps are identified, and research commissioned to inform teacher policies, legislations, practices and governance.
  - Objective ④: Monitoring of the status of teachers and teaching in achieving SDG target 4.c and Education 2030 targets is strengthened.
  - Objective ⑤: Exchange of knowledge, expertise and experiences on key dimensions of the teaching profession is facilitated.
  - Objective ⑥: Support to countries requesting technical assistance on teachers and teaching is facilitated.
  - Objective ⑦: TTF governance is strengthened.
12. The Teacher Task Force will achieve this mandate by bringing together member countries, donor countries and interested organisations to enable:
  - Global, regional and country-level discussions.
  - Informed strategic planning.
  - Access to high-quality advice, and the mobilization, production and dissemination of knowledge and information related to issues of teachers and the teaching profession.
  - The facilitation of support on demand to country level efforts to secure sufficient numbers of qualified teachers to achieve SDG 4.

#### IV. Membership and structure of the Teacher Task Force

13. The Teacher Task Force is a voluntary multi-stakeholder partnership including members from the following constituencies:
  - National governments.
  - Intergovernmental organizations at global, regional or sub-regional levels with special interest in or programmes on teachers, such as Education 2030 and education SDG convening agencies, and other UN agencies.
  - International non-governmental organizations, global civil society organizations (see Annex II for non-governmental (NGO) and private actor membership) and global teacher/school leader representative organizations with special interest/programmes on teachers.
  - Bilateral and multilateral international development agencies.
  - Global private sector organizations and foundations with special interest in programmes on teachers and SDG 4.
14. To fulfil its mandate and achieve its objectives the structure of the Teacher Task Force is as follows:
  - A. Teacher Task Force members.
  - B. Thematic groups.
  - C. Steering Committee members and the Co-chairs.
  - D. Regional focal points.
  - E. The Secretariat.
15. Further details on the structure are elaborated in Annex I – Operational framework of the International Task Force on Teachers for Education 2030.

## ANNEX I – Operational framework of the International Teacher Task Force on Teachers for Education 2030

### Structure of the Task Force

16. The Teacher Task Force is composed of the full body of all of its members, the members of the Steering Committee, and the dedicated Secretariat hosted by and established within UNESCO in Paris.
17. The members of the Teacher Task Force will seek to maintain the established practice of meeting once a year to review the development and management of the body. The Teacher Task Force annual meeting will be preceded by a meeting of the Steering Committee, which could conduct an additional meeting during the year for extraordinary reasons.
18. To fulfil its mandate, the structure of the Teacher Task Force includes:
  - a. Teacher Task Force members.
  - b. Thematic groups.
  - c. Steering Committee members and the Co-chairs.
  - d. Regional focal points.
  - e. The Secretariat.

### A. Teacher Task Force members

19. Membership will adapt to bring together key partners willing and able to commit time, energy and effort to fulfilling its mandate. It will imply sustained interaction with the dedicated Secretariat, and participation in activities of the Teacher Task Force including contribution to the execution of the Strategic Plan and annual work plans, regular attendance at meetings and/or participation in online consultations. The Teacher Task Force normally meets once a year to review progress made and to discuss future directions. All members should strive to cover that participation through their focal point(s).
20. 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.
21. 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. The nominating authority informs the Secretariat of the names and contact details of the focal points. As much as possible, gender representation must be observed in the nomination of the three focal points.
22. Standard procedure for decision-making of the Teacher Task Force will be by consensus of those members present in the annual meeting. In the event that decisions of the Teacher Task Force cannot be reached by consensus, decisions will be taken by a simple majority of the members present and voting.

## **Roles and responsibilities of Teacher Task Force members**

23. Members' focal points are at the centre of the Teacher Task Force's theory of change. They represent teacher stakeholders from their country or organization. They are the interface between their country or organization and the Teacher Task Force network. They support the work of the Teacher Task Force and they benefit from the collective experience; they are essential for what they have to offer to the broader group as well as for conveying the policy messages, knowledge and know-how built by the Teacher Task Force as a whole.
24. Some existing principles on focal points should prevail for the Strategic Plan period. The role of the focal point is to represent their country or organization but also to commit to improving the whole work of the Teacher Task Force. To meet those expectations, focal points are nominated by designated authorities of their countries or organizations. Focal points' profiles may differ from one country to another; for example, they may be government officials, teacher union representatives or teacher training institute professionals. This diversity can be harnessed to the benefit of the Teacher Task Force.
25. The focal points are the interface between the member country or organization and the Teacher Task Force Secretariat and other structures. As such, they must be familiar and interact with the main teacher stakeholders in their country or organization including Ministry of Education departments, other government sectors, teachers organizations, teacher training and research networks, civil society organizations, the UNESCO Field Office covering the country, development partners, local education groups, and national SDG4-Education 2030 implementation structures.
26. The focal points establish and maintain a close relationship with national and regional representatives to the SDG4-Education 2030 Steering Committee and working groups, and notify the Teacher Task Force network of any teacher-related priorities, initiatives, events and other issues that the Teacher Task Force needs to take on board.
27. In addition, focal points of organizations must share Teacher Task Force information with their relevant departments at their headquarters and in decentralized structures. They also liaise with their constituencies and coalitions represented in the SDG4-Education 2030 Steering Committee and working groups for two-way information-sharing on teacher-related matters and the promotion of the Teacher Task Force.
28. The focal points complete and update member information on templates provided by the Secretariat. They collect any other information on the country or organization that is of interest for dissemination through the Teacher Task Force Knowledge Platform. They prepare regular reports on Teacher Task Force activities to share with the nominating authority and teacher stakeholders as appropriate.
29. They participate in the Teacher Task Force annual meeting and policy dialogue forums, and make advance administrative arrangements to secure budgetary provisions to this end. They participate in or mobilize national actors to participate in online forums organized by the Teacher Task Force and/or its partners.
30. They contribute to the activities of regional groups and participate or mobilize relevant national stakeholders to participate in thematic working groups as appropriate. They share decisions of the Teacher Task Force Steering Committee and Teacher Task Force meetings, as well as recommendations of policy dialogue forums with their organizations, peers and other

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

31. They volunteer to assume responsibilities, including positioning their country or organization for nomination to relevant constituency seats in the Teacher Task Force Steering Committee.
32. They contribute to Teacher Task Force resource mobilization efforts by identifying potential sources of funding (both public and private) at the national level and other partnership opportunities for the advancement of Teacher Task Force programmes.
33. Once a Teacher Task Force member is elected to the Steering Committee, its focal points assume the following additional responsibilities as representatives of their constituency in the Steering Committee (refer to C. Teacher Task Force Steering Committee):
  - a. Consult Teacher Task Force members of the constituency on matters to be discussed by the Steering Committee, collect inputs for the Steering Committee's collective decision-making; and share decisions and documents from the Steering Committee with all constituency members.
  - b. Actively contribute to the review of strategic documents, declarations and reports. Provide feedback to the Co-chairs and Secretariat in a timely manner.
  - c. For Regional Focal Points, coordinate the regional groups' activities between two annual meetings and policy dialogue forums, and report to peer Steering Committee members on responses and follow-up actions undertaken within the constituency (see D. Regional focal points).
  - d. Establish and maintain a close relationship with national and regional representatives to the SDG4-Education 2030 Steering Committee and working groups, and notify the Teacher Task Force network of any regional teacher-related priorities, initiatives, and events. Participate in, or mobilize Teacher Task Force expertise to contribute to regional consultations on SDG4-related or other regional teacher-related platforms.
  - e. Assist the Co-chairs and the Secretariat in any representational role at the regional and global levels.

## **B. Thematic groups**

34. 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. Their activities are aligned with the main lines of actions of the Strategic Plan. The potential topics of interest are not restricted.
35. At present, four groups are in place, based on the collaboration developed between several Teacher Task Force members since 2014:
  - a. Inclusion and equity in teacher policies and practices.
  - b. Information and Communication Technology and distance education for teacher development.
  - c. Teacher management in crisis and emergency situations.

d. Early Childhood Care and Education teachers and facilitators.

36. Thematic groups are formed on a voluntary basis: there is no restriction on the number of members, and all Teacher Task Force 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 Teacher Task Force resource mobilization, annual report activities, and feedback to the overall Teacher Task Force knowledge mechanisms.

### C. The Teacher Task Force Steering Committee

37. The Teacher Task Force Steering Committee provides strategic guidance and technical support to the Secretariat and policy recommendations to the Teacher Task Force. The Steering Committee is composed of 27 members, to the extent of the willingness of the members and through the designation process set out below, of:
- 4 representatives of organisations providing funding to the dedicated Secretariat (2 seats for core funders that contribute a minimum amount of USD 500,000 per year and 2 rotating seats for other donors that provide at least USD 100,000 per year for 2 consecutive years; in-kind contribution by Teacher Task Force members, such as sending secondments to the Secretariat, will be only recognized by the Steering Committee, and will not give right of eligibility to the Steering Committee).
  - 2 country representatives from each of the following 4 regions: Arab States, Asia and the Pacific, Latin America and the Caribbean, and Europe and North America.
  - 4 country representatives from sub-Saharan Africa reflecting the Regional Economic Communities.
  - 2 representatives from international intergovernmental organizations.
  - 2 representatives from international non-governmental organizations.
  - 1 permanent seat for Education International (EI).
  - 1 permanent seat for the Global Partnership for Education (GPE).
  - 1 representative from a regional intergovernmental organization.
  - 1 representative from a global private sector organization, or foundation with a special interest/programme on teachers.
  - 1 representative from the Director General of UNESCO for a permanent seat.
38. Eligible candidates for the Steering Committee must have completed at least two years as a member of the Teacher Task Force, except for the two core funders.
39. Members will serve for two years and membership is renewable. Members representing a given region or constituency that has alternate membership should coordinate their participation in Steering Committee meetings to ensure the presence of at least one of the two members.
40. For country representatives appointed from regions, it is recommended to rotate representation after two years, provided that other countries from that region present

themselves as candidates. Furthermore, members of the Steering Committee who fail to attend two meetings of the Steering Committee in succession and who are unresponsive to solicitations of the Secretariat shall be replaced by members from the relevant region at the next Teacher Task Force meeting.

41. The standard procedure of designation of country representatives of regions will be by consensus of those regional members present in the annual Teacher Task Force meeting, on the basis of countries presenting themselves as candidates.
42. With respect to representatives of funding members, international intergovernmental organizations, international non-governmental organizations, regional intergovernmental organizations, and global private sector organizations or foundations, membership in the Steering Committee will be based on a rotation principle, following an order agreed by consensus within each one of these groups.
43. The Steering Committee will be accountable to Teacher Task Force members and will have the following roles and responsibilities:
  - a. Provide strategic guidance to the Secretariat on the strategic objectives and related activities including reviewing the annual work plan.
  - b. Take note of progress made in implementation.
  - c. Report to the Teacher Task Force on the above-mentioned activities.
  - d. Promote the work of the Teacher Task Force internationally by attending global conferences and meetings addressing teacher issues.
  - e. Review the work of the dedicated Secretariat, including the annual report and the annual work plan, and advise UNESCO on behalf of the Teacher Task Force.

#### **Co-Chairs of the Task Force and the Steering Committee**

44. Two Co-Chairs are elected from among members of the Steering Committee, each for a period of two years. One will represent a member country and the other a funding member. Elections of the Co-Chairs will be made during relevant Teacher Task Force meetings in alternate years to avoid replacing both Co-Chairs simultaneously and to facilitate institutional memory.
  - a. Eligible candidates must be representatives of a country or organization which has been a Teacher Task Force Steering Committee Member for at least one year.
  - b. Representatives nominated by their country or organization to be Co-chairs must be in leadership positions, at high-level decision-making, knowledgeable about global education matters, and available to attend meetings and matters related to the Teacher Task Force.
  - c. Immediate outgoing Steering Committee members are also eligible.
  - d. Regional balance will be considered as much as possible for the selection of the Co-chairs.
45. The roles and responsibilities of the Co-Chairs shall include:
  - a. Using their influence in agreement with the Steering Committee to promote widely the work of the Teacher Task Force.

- b. Taking a leadership role in supporting Teacher Task Force activities (e.g. participating in conferences or meetings sponsored by and in close consultation with relevant international bodies).
- c. Together with the Secretariat, undertake any initiative considered necessary between the meetings of the Teacher Task Force or of the Steering Committee.
- d. Taking turns chairing Teacher Task Force meetings and Steering Committee meetings.

#### D. Regional focal points

- 46. Members from a region may nominate a peer for election at the Teacher Task Force annual meeting to represent their constituency in the Teacher Task Force Steering Committee. The regional focal point is then responsible for coordinating Teacher Task Force activities in the region, consulting the other focal points and teacher stakeholders in the region, seeking to contribute to SDG 4 monitoring mechanisms and reporting to the Steering Committee and the Secretariat.
- 47. As a Steering Committee member, the regional focal point plays a critical role in two-way communication between Teacher Task Force members and the Steering Committee. After two terms, focal points rotate within their constituency, provided that there are other members from the constituency willing to be candidates. This rotation system allows for renewing the leadership, maintaining a global commitment and tapping into the diversity of profiles.

#### E. Teacher Task Force Secretariat

- 48. The Secretariat of the Teacher Task Force will be responsible for developing annual work plans and objectives based on the Teacher Task Force strategic objectives. These work plans will define targets associated with the objectives; specify activities to achieve these targets and annual performance indicators designed to measure progress. The annual work plan and objectives will be reviewed by the Steering Committee and will be implemented by the Secretariat.
- 49. The Teacher Task Force Secretariat consists of an operational team, hosted by and established within UNESCO Paris.
- 50. The personnel of the Task Force Secretariat shall be UNESCO personnel and shall therefore be subject to UNESCO rules and regulations, including but not limited to employment conditions and performance assessment. The Head of the Secretariat is, for the time being, also the Head of the division/unit of UNESCO programmes on teachers and teaching. When preparing the job description for the Head of the Secretariat, UNESCO needs to reflect Teacher Task Force responsibilities currently assigned to the incumbent (in consultation with the Teacher Task Force Steering Committee).
- 51. The Co-Chairs may provide suggestions to UNESCO regarding the desired qualifications to be included in the job description for the Head of the Secretariat.

## **Monitoring, evaluation and reporting by the Secretariat**

52. Monitoring and evaluation processes and tools will be designed and implemented by the Teacher Task Force Secretariat to assess progress on the strategic objectives, taking into account outputs/deliverables and expected outcomes. As much as possible, the monitoring and evaluation will mirror the Teacher Task Force contribution to the implementation of the SDG4-Education 2030 teacher target.
53. The Secretariat will prepare technical and financial bi-annual reports to be reviewed by the Steering Committee and for final endorsement by the Assistant Director-General for Education of UNESCO.
54. An external evaluation will be conducted one year before the end of each Strategic Plan cycle to assess the overall performance of the Teacher Task Force.

## **Relationship between the Teacher Task Force and UNESCO**

### ***Mutual responsibilities***

- a. Ensure synergies between UNESCO and the Teacher Task Force's activities and programmes in view of fostering complementarities and avoiding duplication of efforts and resources.
- b. Engage in other relevant cooperation such as through Education 2030 mechanisms coordinated by UNESCO.

### ***Specific responsibilities of UNESCO to the Teacher Task Force***

55. A dedicated Secretariat will be hosted by and established within UNESCO who will provide support services. UNESCO will also manage and administer the funds and other resources placed at its disposal in accordance with its financial rules and regulations.
56. UNESCO will employ a dedicated Secretariat and staff in compliance with its human resources policies and processes, and funded from the resources of the Teacher Task Force.

### ***Contributions to the Teacher Task Force***

57. Members of the Teacher Task Force may make voluntary contributions to UNESCO for the Teacher Task Force through accounts set up for this purpose. These may include financial contributions and in-kind contributions including secondments.
58. Any funds made available to UNESCO for the Teacher Task Force will be managed and used by UNESCO in accordance with the Organization's regulations, rules and procedures.
59. Members may also contribute directly to activities facilitated by the Teacher Task Force.

***Use of the name, emblem or official seal of UNESCO***

60. Unless authorized in writing by UNESCO in accordance with UNESCO's rules and regulations, members of the Teacher Task Force shall not use the name, acronym or official logo of UNESCO, or any abbreviation of the name of UNESCO.

## ANNEX II – Membership of NGOs and private actors

### Admission criteria

61. Non-governmental organizations and private sector actors (hereafter “organization”) may be granted membership in the Teacher Task Force if they meet the following criteria:
  - a. The organization shall be concerned with matters falling within the competence of the Teacher Task Force, particularly teachers and teaching.
  - b. The aims and purposes of the organization shall be in conformity with the spirit, purposes and principles of the United Nations, Sustainable Development Goal 4 and Education 2030.
  - c. The organization shall be global or regional in nature and have worked on teacher and teaching issues for at least three years. It shall have an established headquarters and an executive officer. In the case of an NGO, it shall have a democratically adopted constitution or by-laws, which shall be provided to the Secretariat.

### Admission procedures

62. An organization wishing to join the Teacher Task Force shall fill out an application form and supply relevant information. The application will be submitted to the next session of the Teacher Task Force Steering Committee for decision.
63. The Steering Committee may request to interview an organization applying for membership.
64. The Steering Committee will carry out periodic reviews of organizations to ensure they fulfil the principles of admission.
65. Membership of an organization can be withdrawn by decision of the Co-Chairs of the Steering Committee with immediate effect if credible evidence emerges that it engages in patterns of acts contrary to the purposes and principles of the United Nations and SDG 4, or is linked to internationally recognized criminal or terrorist activities.
66. An organization can withdraw from the Teacher Task Force at any time by notifying the Secretariat in writing. Withdrawal will be considered effective three months after receipt of notice by the Secretariat.
67. If an organization remains inactive for more than two years, the Steering Committee may decide to terminate membership.

### Rights and status of organizations

68. Membership in the Teacher Task Force confers no status, obligations or rights within the United Nations system or any other jurisdiction.

69. Organizations may participate in and contribute to all Teacher Task Force activities, including Policy Dialogue Forums.
70. Organizations may be candidates for designated seats in the Steering Committee.
71. An organization can mention affiliation with the Teacher Task Force in materials reporting on its activities. An organization may not use the name or logo of the Teacher Task Force, UNESCO or any of its members on materials aimed at creating publicity for products or services or suggesting endorsement by the Teacher Task Force and its partners. The Steering Committee may request organizations to discontinue the use of relevant names and logos if it is of the view that they are being inappropriately used.
72. Organizations wishing to distribute materials or promote products or services at Teacher Task Force events must first obtain permission from the Secretariat.
73. Organizations are expected to contribute actively to Teacher Task Force activities and to promote Teacher Task Force initiatives and recommendations.