

International Task Force on Teachers for Education for All

Terms of Reference

Preamble

The International Task Force on Teachers for Education for All (EFA) is a multi-stakeholder partnership of an entirely voluntary nature. Membership of the 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 Education for All (EFA) goals.

As all participation and contributions to the Task Force is on a voluntary basis, achievements will only happen if the Task Force members themselves decide priorities and take actions on them.

Background

The Oslo Declaration of the Eighth Meeting of the High Level Group on Education for All, held on 16-17 December 2008, in Oslo, Norway, endorsed the creation of an international Task Force on Teachers for EFA as the first voluntary global alliance of EFA partners working together to address the 'teacher gap'.

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'. This was followed in June 2009, by the first official Task Force meeting with designated country and organizational focal points. In subsequent meetings a Terms of Reference and an Action Plan were agreed.

In March 2012, an external evaluation of the structure and work of the Task Force recommended that the Terms of Reference be revised. In May 2012 in New Delhi, India, the Steering Committee of the Task Force endorsed this recommendation and established a working group to undertake this task.

Mandate and Objectives of the Teacher Task Force

The mandate of the Task Force is to advocate for, and facilitate the coordination of international efforts to provide sufficient numbers of well qualified teachers to achieve Education for All (EFA) goals. The Task Force will monitor global progress in the development of policies and strategies and resourcing for teacher development.

The Task Force has the following strategic objectives:

- Advocate internationally for teacher issues associated with the EFA goals;
- Support the collection and sharing of knowledge, experiences and good practices;
- Facilitate research and policy-relevant analytical work on teacher issues and their dissemination;
- Facilitate the creation of opportunities for members to discuss and collaborate on issues related to policy development and resource mobilization, increasing teacher numbers and improving teacher quality;
- Support the monitoring of global progress towards EFA and the Millennium Development Goals as they relate to teachers and teaching and to develop plans for future progress beyond 2015;
- Act as a catalyst for members of the Task Force, through financial support and/or partnerships, to access technical assistance and/or capacity development services at country level.

The Task Force will achieve this mandate by bringing together member countries, donor countries and interested organisations to enable:

- global discussions;
- informed strategic planning;
- access to high quality advice; mobilization, production and dissemination of knowledge and information related to issues of teachers and the teaching profession; and
- the facilitation of support on demand to country level efforts to secure sufficient numbers of qualified teachers to achieve EFA goals.

The areas of cooperation are further elaborated in ANNEX I “The purpose of the International Task Force on Teachers for EFA”.

Membership and structure of the Task Force

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

- National Governments, represented by designated officials;
- Intergovernmental Organizations at global, regional or sub-regional levels with special interest/programmes on teachers for EFA; such as, EFA convening agencies, and other UN agencies;
- International Non-Governmental Organizations, global civil society organizations and global teacher/school leaders representative organizations with special interest/programmes on teachers for EFA;
- Bilateral and multilateral international development agencies;
- Global private sector organizations and foundations with special interest in programmes on teachers for EFA.

To fulfil its mandate and achieve its objectives the structure of the Task Force is as follows:

- Members;
- The Steering Committee;
- The dedicated Secretariat

Further details on the structure are elaborated in ANNEX II “Operational framework of the International Task Force on Teachers for EFA”.

ANNEX I

The Purpose of the International Task Force on Teachers for Education for All

The purpose of the Task Force is to contribute to increasing access and enhance quality education through appropriate teacher policies. It involves reinforcing advocacy at the global level and promoting knowledge in relation to teacher policies. The Task Force brings together countries, international and regional organizations, teacher/school leaders representative institutions at global level, Civil Society Organizations, including private sector organizations to enable global discussions and strategies, dissemination of knowledge related to these issues and greater access to technical advice and capacity development services.

Delivering the Task Force Mandate - Guiding Principles

The Task Force is a multi-stakeholder partnership of a voluntary nature for which a dedicated Secretariat is hosted by, and established within UNESCO. It seeks to support and complement existing programs through advocacy, consultation, and knowledge mobilization and sharing. The underlying principle of the Task Force is one of self-help, namely that all those who seek to participate in the Task Force wish to improve education in their own countries, and are also willing to participate in discussions that may benefit other countries.

The Task Force will seek to cooperate substantively with other relevant organisations and bodies. This cooperation will increase the visibility and impact of the advocacy and research work led by the Task Force and potentially mobilise and increase financial and political support for teachers. Relevant organisations and bodies include the following:

- The Global EFA Meeting (GEM) as the new mechanism to revitalize the EFA movement and strengthen stakeholders' support for EFA. Cooperation will include the Task Force contributing to the GEM by providing relevant inputs related to teacher issues that can contribute to monitoring progress and guide future actions to achieve EFA goals.
- The UN Secretary-General's new Global Initiative on Education. This initiative's priority areas - putting every child in school; improving the quality of learning; and fostering global citizenship - highlight the urgent need to address the teacher issues.

- The Global Partnership for Education (GPE), particularly its strategic objective focussing on teacher effectiveness.
- The Association for the Development of Education in Africa (ADEA), including its working group on teachers.

In addition, the Task Force will respect the principles of the Paris and Busan Declarations and the Accra Agenda for Action. It will also take account of international standards on teachers (*ILO/UNESCO Recommendation concerning the Status of Teachers*):

- i. National ownership of policies regarding teacher education, recruitment, employment, continuous development, career development, national teacher-related policy formulation, implementation and assessments based on improved management and information systems including disaggregated data by gender, region and socioeconomic status with sufficient national capacities to manage the systems.
- ii. Inclusive and transparent development and implementation of policies regarding teachers including mechanisms for consultation and negotiation between education employers, educational personnel and teachers' unions.
- iii. Enhanced levels of long-term and predictable support from development partners to developing countries, wherever possible, enabling those countries to develop medium/long-term costed plans, including deployment and support. These policies should be integrated into national education sector plans and be aligned with regional and global frameworks.
- iv. Support to be channelled through existing mechanisms as the first option wherever possible and using the "most aligned systems".
- v. Accountability of actors including governments at all levels of the system.
- vi. Special attention to underserved areas and populations such as countries in situations of fragility, the poor, the rural, indigenous groups and disadvantaged girls and women.

ANNEX II

Operational framework of the International Task Force on Teachers for Education for All

Structure of the Task Force

The Task Force is composed of the full body with all of its members, the members of Steering Committee, and the dedicated Secretariat hosted by and established within UNESCO in Paris.

The members of the Task Force will seek to maintain established practice of meeting once a year to review the development and management of the body. The Task Force meeting will be preceded by a meeting of the Steering Committee which should also meet at least on another occasion during the year.

To fulfil its mandate, the structure of the Task Force includes:

- A Steering Committee that provides strategic guidance and technical support to the Secretariat and policy recommendations to the Task Force;
- A dedicated Secretariat hosted by and established within UNESCO to implement the Task Force's strategic objectives and programme of activities.

The Task Force

Membership will adapt so as 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 Task Force including regular attendance at meetings and/or participation in on-line consultations. The Task Force normally meets once a year to review progress made and to discuss future directions.

New members may join the partnership upon acceptance in writing by decision of the Steering Committee.

Standard procedure for decision making of the Task Force will be by consensus of those members present in the annual meeting. In the event that decisions of the 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 the Task Force members

- The Task Force members will elect two Co-Chairs, of which one will be coming from a funding partner. The Co-Chairs will serve for two years.
- Each member in the Task Force will contribute to the development of the Task Force in the following ways:
 - Provide strategic guidance collectively to the Steering Committee;
 - Review the Task Force's strategic documents and the annual work plan;
 - Contribute to the Task Force by taking turns at being a member of the Steering Committee;
 - Share developments on teacher issues with other members through the Secretariat.

Each member of the Task Force will appoint a focal point who can represent his or her organization and will take responsibility for the interactions between the Task Force and the country/organization. The focal point will serve for two years and may be reappointed. Focal points will ensure that recommendations and issues discussed at Task Force or Steering Committee meetings are conveyed to the concerned Ministries and Organizations and made available for relevant national processes and activities.

Task Force Steering Committee

The Steering Committee will be composed, to the extent of willingness of the members and through the designation process set out below, of:

- 3 representatives of organisations providing funding to the dedicated Secretariat;
- 2 country representatives from each of the following four regions: Arab States, Asia and the Pacific, Latin America and the Caribbean, Sub-Saharan Africa;
- 2 representatives from international intergovernmental organizations;
- 2 representatives from international non-governmental organizations;
- 1 permanent seat for Education International (EI)
- 1 representative from a regional intergovernmental organization;
- 1 representative from a global private sector organization, or foundation with a special interest/programme on teachers for EFA ;
- 1 representative from the Director General of UNESCO.

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.

For country representatives appointed from regions, it is recommended to have a rotation 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 the members from the relevant region at the next Task Force meeting.

Standard procedure of designation of country representatives of regions will be by consensus of those regional members present in the annual Task Force meeting, on the basis of countries presenting themselves as candidates.

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.

The Steering Committee will be accountable to the Task Force and will have the following roles and responsibilities:

- provide strategic guidance to the Secretariat on the strategic objectives and related activities including reviewing annual work plan;
- take note of progress made in implementation;
- report to the Task Force on the above-mentioned activities;
- promote the work of the Task Force internationally by attending global conferences and meetings addressing teacher issues;
- review the work of the dedicated Secretariat, including the annual report and the annual work plan, and advise UNESCO on behalf of the Task Force.

Co-Chairs of the Task Force and the Steering Committee

There will be two Co-Chairs elected from amongst 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 Task Force meeting in alternate years to avoid replacing both Co-Chairs simultaneously and facilitate institutional memory. The roles and responsibilities of the Co-Chairs shall include:

- taking turns to chair Task Force meetings and Steering Committee meetings;
- using their influence in agreement with the Steering Committee to promote widely the work of the Task Force;
- taking a leadership role in supporting Task Force activities (by opening conferences, attending conferences or meetings sponsored by, and in close consultation with relevant international bodies, etc.);
- Together with the Head of the Secretariat, undertaking any initiative considered necessary between the meetings of the Task Force or of the Steering Committee.

Secretariat

The dedicated Secretariat of the Task Force will be responsible for developing annual work plans and objectives based on the 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 dedicated Secretariat.

The Task Force Secretariat consists of an operational team, hosted by and established within UNESCO Paris.

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 Co-Chairs may provide suggestions to UNESCO regarding the desired qualifications with respect to job description for the Head of the Secretariat.

As soon as the recruitment for the Head of the Secretariat is advertised, the Secretariat will inform the Co-Chairs that the recruitment procedure has begun.

Monitoring, Evaluation and Reporting of the Secretariat:

- Monitoring and evaluation processes and tools will be designed and implemented by the Task Force Secretariat to assess progress on the

strategic objectives taking into account outputs/deliverables and expected outcomes.

- 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.

Relationship between the Task Force and UNESCO

Mutual responsibilities:

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

Specific responsibilities of UNESCO to the Task Force:

- 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.
- UNESCO will employ a dedicated Secretariat and staff in compliance with its human resources policies and processes, and funded from the resources of the Task Force.

Contributions to the Teacher Task Force:

- 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.
- 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. UNESCO shall not enter into any commitments linked to the Teacher Task Force in excess of funds available.
- Members may also contribute directly to activities facilitated by the Task Force.

Use of the Name, Emblem or Official Seal of UNESCO:

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

