



The International Teacher Task Force on Teachers for Education for All (EFA)

Strategic Plan - Second phase of action (2014-2016)

Providing education opportunities to all children, youth and adults is a basic human right and a lever of national and global development. Teachers play a central role in this provision. The Oslo Declaration - an outcome of the Eighth Meeting of the High Level Group on Education for All (EFA) held in Oslo (Norway) in December 2008 - endorsed the creation of an International Task Force on Teachers for Education for All (EFA). The Task Force is a voluntary global alliance of EFA partners working together to address the acute shortage of qualified and well-resourced teachers required to achieve Universal Primary Education (UPE) by 2015, as well as quality education for all.

Introduction

Providing education opportunities to all children, youth and adults is a basic human right and a lever of national and global development. Teachers play a central role in this provision. The *Oslo Declaration* - an outcome of the Eighth Meeting of the High Level Group on Education for All (EFA) held in Oslo (Norway) in December 2008 - endorsed the creation of an *International Task Force on Teachers for Education for All (EFA)*. The Task Force is a voluntary global alliance of EFA partners working together to address the acute shortage of qualified and well-resourced teachers required to achieve Universal Primary Education (UPE) by 2015, as well as quality education for all.

Projections based on data from 2011¹ show that 5.2 million teachers would have to be recruited between 2011 and 2015 in order to meet the UPE goal by 2015 (EFA goal 2). Teacher shortage is a global concern and is influenced by changing education demands. Sub-Saharan Africa where more than half of the world's out-of-school children live has the most acute teacher needs. This region is currently struggling with a rising demand for education from its growing school-age population. On the other hand, South and West Asia, one of the regions with most acute teacher shortage, has made gains in reducing the number of out-of-school children, thus ameliorating the urgency for teacher supply. Yet, still within countries, disparities in the distribution of well-prepared teachers remains calling for deployment of these teachers to be equitable carefully targeting areas where marginalized populations are living (including both rural and urban areas).

Also as a challenge of global development, acute teacher shortage is accompanied by the equally important need of well preparing deployed teachers. Teachers should enter the profession with the confidence of having been trained in adequate pre-service teacher education programs, and while practicing, they should have access to relevant in-service training and professional development programmes. If teaching is inclusive, engaging, and relevant to the needs, lives and communities of learners, the chance for the latter to enrol and stay in school will increase; learners will also learn in ways that will open to wider social and employment opportunities through which they would be able to contribute to make societies more equal, just, and sustainable. It is therefore fundamental to increase the number of qualified teachers in areas where they are greatly needed. It is also necessary to improve the quality of the training of teachers, their status and working conditions. With this emphasis on teachers, the Task Force and its partners aim to contribute to global efforts to meet EFA goals related to an equal access to quality education for all (EFA goals 2, 5, 6).

Along the same lines, in the shaping of post-2015 education and development agenda, stakeholders should continue taking into account evidence of the critical role of teachers as a cornerstone of education equality, equity and quality. In the context of post-2015, improvements on teacher quality will reaffirm the call for strong advocacy and capacity development for inclusive teaching practices as an imperative response to changing population patterns that are making our societies more diverse. The rapid flow of, and access to information in this century

¹ Education for All Global Monitoring Report (GMR), 2013/2014: Teaching and Learning: Achieving quality for all; UNESCO Institute for Statistics, A Teacher for Every Child: Projecting Global Teacher Needs from 2015 to 2030; October 2013, No.27.

will also merit that new Information Communication Technologies (ICTs) are fully articulated in teaching and learning practices.

Teachers' importance will continue to be highlighted in comprehensive policy responses including formal school settings across all levels, as well as in scientific, technical and vocational education and non-formal education interventions. As part of post-2015, evidence-based policy dialogue and knowledge exchange activities, the Task Force will link teachers' important role to a holistic vision of life-long learning through early childhood to adulthood. The Task Force will also contribute to global and national education monitoring initiatives that aim to build on the evolution of related teacher targets – achievable and measurable. The Task Force efforts will further support countries to make teachers a national education priority adapted to sub-national circumstances, cultures and identities.

The Task Force endeavours to enhance the value given to the teaching profession in different societies. Teachers' potential as critical actors in increasing the quality of education yet also in bringing social change needs to be further recognized at national and local levels. This will be further enhanced if countries support teachers' participation in decision-making and managerial processes that will have an impact on the learning that takes place in schools. Furthermore, teachers' role in their communities and in civil society as active agents of change is essential in developing equal and just societies. In this regard, a post-2015 agenda that links education to development priorities needs to bring forward and carry on into future decades the affirmation of education as a fundamental human right. Teachers' role in this assertion is paramount when considering the extent to which they can bring change in establishing education as public good that enhances learners' opportunities and life choices for a decent quality of life. In this sense, education is reinstated as an outcome of human development but also as part of the process that leads to it.

Background:

During the first phase of its existence (2009-2013), the Task Force set up its structures, with a Secretariat established within UNESCO, a Steering Committee representative of the different constituencies in its membership, and a diverse membership including individual countries, intergovernmental organizations, international non-governmental organizations and private foundations interested in teacher issues. The Task Force implemented an Action Plan recognizing three teacher-related gaps, which concurrently needed to be addressed: (i) the policy gap, (ii) the capacity gap, and (iii) the financing gap. To deliver the programme, it mobilized expertise to support targeted countries initiating teacher policy reforms. It also undertook global advocacy and knowledge sharing on salient teacher issues through policy dialogue forums, experts meetings and dissemination of research findings. Decision makers from member states and organizations, researchers, teachers and media workers were the actors and beneficiaries of these knowledge sharing opportunities.

In March 2012, an external evaluation of the structure and the programme of the Task Force recognized its relevance and key contribution in accomplishing Education for All and Millennium Development Goals, and recommended its extension up to 2015 and beyond. This evaluation recommended revisions to the Task Force's Terms of Reference (TORs) to streamline and focus the scope of its objectives and improve its operation. The Steering Committee endorsed the recommendations and established a working group to revise the foundation document accordingly. Similarly, the preparation of a new strategic plan for the second phase of the Task Force (2014-2016) was assigned to the Secretariat.

The *new strategic plan* is articulated around three main lines of action: **(1) Advocacy and coordination with global initiatives; (2) knowledge creation and sharing and (3) country**

support. The substance of the work in the three main lines of actions will aim to highlight, analyse and document countries' experiences and research findings on the fundamental questions and themes that have bearing on the quality and quantity of the teaching force:

- a. Teacher education and professional development;
- b. Teachers' status and working conditions;
- c. Teacher management
- d. Financing teachers and teaching;
- e. Monitoring and evaluation of teacher policies and practices;
- f. Inclusion and equity in teacher policies and practices;

These themes have also emerged from the broad consultation that took place during the first phase of the Task Force activities, which ensures the continuity of vision and focus.

Vision

Qualified and well-resourced teachers are deployed and supported in all countries to create and enrich the learning opportunities of every child, youth and adult with the overall goal of achieving equal, just and sustainable societies.

Mission

The Task Force advocates for, and facilitates the coordination of international efforts to provide sufficient numbers of well qualified teachers to achieve Education for All (EFA) goals. The Task Force participates in, and supports teacher development initiatives of policy-making and monitoring, knowledge production and resourcing.

Objectives

Overall Objective

The overall objective is to enhance the performance and progress of the education systems in their efforts to tackle the critical shortage of qualified teachers in order to attain the internationally agreed EFA goals.

Specific objectives

- Opportunities for members to discuss, advocate and collaborate internationally on teacher issues are created and/or enhanced for a well informed and resourced global agenda.
- Collection, monitoring and sharing of knowledge, experience and good practice as well of research and policy-relevant analytical work are supported for improved policy-making.
- Access to technical assistance and/or capacity development services at country level is improved.

Activities will be organized around three Main Lines of Action (MLA) to achieve these objectives.

- Advocacy and coordination with global and regional initiatives
- Knowledge creation and sharing
- Country support

Detailed work plans will be developed annually by the Secretariat. These work plans will specify expected results, performance indicators and budget, as well as the partnership and collaboration arrangements. They will be reviewed for implementation and reporting by the Steering Committee.

Expected Results and Activities

Main Line of Action (MLA) 1: Advocacy and coordination with global and regional initiatives

Result 1: Enhanced synergy in the delivery of teacher-related programmes undertaken by EFA partners in relation to teachers at global and regional levels.

Result 2: Increased awareness among stakeholders of the vital role of teachers in the achievement of global education and development agendas, resulting in higher prioritization of support to teachers

Activities:

1. Participate in coordination actions in the context of EFA global initiatives and Post-2015 processes (e.g. Global EFA Meeting (GEM), UNSG Education First Initiative (GEFI), Global Partnership for Education (GPE), Global Monitoring Report (GMR), by contributing evidence-based information on teacher related issues (e.g. standards for teacher development, finance, etc.) or organizing consultative events.
 - 1.1. Organize teacher related events at GEM in collaboration with partners
 - 1.2 Organize consultation and share evidence-based information with the UNSG Education First Initiative (GEFI)
 - 1.3. Act as focal point for the GPE Teachers' community of practice as referred to in GPE's strategic plan 2012-2015, Strategic Objective 4 -focused on teacher effectiveness.
2. Undertake widespread advocacy activities with the networks of the Global Campaign for Education (GCE), Education International (EI) and other partners.
 - 2.1 Organize teacher-related activities during Global Action Week (GAW)
 - 2.2 Plan and implement joint advocacy activities with Education International (EI), Task Force Members, NGOs and other stakeholders (e.g. World Teachers' Day).
3. Promote and disseminate via Task Force networks and among Member countries normative and regulatory tools regarding the teaching profession as well as up-to-date information and evidence-based materials on teacher-related programmes.
 - 3.1 Disseminate the ILO/UNESCO Recommendations and the CEART among member countries
 - 3.2 Sensitize stakeholders (governments, teacher unions, teacher managers, leaders) via training and other capacity development activities on teachers' status and professional conditions.
 - 3.3 Maintain and update a dynamic Task Force website in both French and English
 - 3.4 Design, update and maintain an electronic Newsletter

Main Line of Action (MLA) 2: Knowledge creation and sharing

Result 1: Information on practices, research findings and relevant data on the various teacher issues and their inter-related dimension are available and applied in decision-making for teacher policy development, review and reform at national, regional and global levels.

Result 2: Opportunities are created for policymakers, researchers, practitioners and other stakeholders across countries and regions to exchange knowledge, information and expertise in connection to national and regional teacher policy objectives.

Activities:

1. Organize dissemination and exchange of information and evidence on teacher-related policies and practices via policy dialogue forums, conferences, expert meetings, and networks
 - 1.1 Organize international, regional and interregional policy dialogue fora around identified pressing teacher issues
 - 1.2. Contribute technical inputs and evidence-based materials to education sector and cross-sectoral expert and stakeholders' meetings (e.g. ESD Global Conference Workshop 2014)
2. Review and/or undertake research studies, policy-relevant analytical work and data collection on selected salient teacher issues and disseminate among decision-makers and stakeholders.
 - 2.1 Prepare and disseminate policy briefs (e.g. teacher education; teachers' working conditions and the profession)
 - 2.2 Identification and participation in the production of thematic work undertaken by research networks (e.g. higher education institutions; think tanks).
 - 2.3 Commission and/or coordinate research studies on teacher issues for publication
3. Collaborate with other partners in the development and implementation of a framework for monitoring the teacher gaps
 - 3.1 Collaborate with UIS and other networks and national experts in the development and implementation of a framework for monitoring the teacher gaps (e.g. teacher quality/linked to training; recruiting and working conditions)
 - 3.2 Mobilize expertise to support countries to use the framework to monitor their teacher data
 - 3.3 In joint collaboration with global partners, produce a global report on salient teacher issues

Main Line of Action (MLA) 3: Country support

Result 1: Teacher policy development and implementation are initiated or reinforced as part of national education sector programmes.

Result 2: Regional and sub-regional entities are strengthened in their collaboration to design implement and monitor common frameworks of teacher policy and practice.

Activities:

1. Identify and convey to relevant Task Force Member agencies, demands for expertise from countries in view of facilitating access to technical assistance and policy advice for teacher policy design, implementation and monitoring.

- 1.1 Mobilize technical expertise to identify countries' needs for teacher policy development through situational analysis and research studies.
 - 1.2 Monitor the technical assistance identified and provided to countries; this with the view of ensuring that the monitoring process generates on-going feedback for refinement of the national teacher policy and dissemination of lessons learned.
2. At countries' request, articulate to the relevant Task Member agencies, the demands for capacity development activities at a national or regional level to initiate and institutionalize social dialogue among stakeholders in the area of teacher policies.
- 2.1 Bring together agencies in supporting countries capacity to mobilize resources to initiate a participatory and systematic social dialogue that leads to, and is part of policy-making, strategic planning and implementation.
3. Upon request of regional organizations, contribute to the coordination of initiatives and the mobilization of expertise from relevant members of the Task Force for the design, implementation and monitoring of regional teacher policy frameworks and strategies.
- 3.1 Coordinate the implementation and monitoring of the Pan African Conference on Teacher Education and Development (PACTED) Roadmap in collaboration with the African Union Commission (AUC) and partners
 - 3.2 Support the exchange of expertise for the development of regional teacher strategies in other regions (e.g. Latin America and Caribbean on teacher strategy, the Arab States on policies and practices on TVET teachers and instructors) with a South/South collaboration approach.

Note: *Annex 1 presents the logical framework for the Strategic plan for 2014 to 2016*

Annex 1: LOGICAL FRAMEWORK – Strategic Plan (2014-2016) - International Task Force on Teachers for EFA

| | Intervention logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
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| Overall objectives | To enhance the performance and progress of education systems in their efforts to tackle the critical shortage of qualified teachers in order to attain the internationally agreed EFA goals. | | | |
| Specific objectives | <p>1. Opportunities for members to discuss, advocate and collaborate internationally on teacher issues are created and/or enhanced for a well informed and resourced teacher global agenda.</p> | <p>At least 6 collaborative initiatives undertaken at global and regional levels by TTF partners as a result of their participation in TTF-organized global and regional events.</p> <p>At least 5 countries, 3 groups of countries or organizations have made commitments to improve their teacher policies and programmes as a result of advocacy activities undertaken by the TTF network</p> | <p>TTF partners’ joint programme proposals</p> <p>Participants’ lists of events</p> <p>Media coverage</p> <p>Task Force partners and countries’ websites</p> <p>Focal points’ reports indicating development in national teacher policy or programmes in connection to issues discussed during TTF global and regional events</p> | <p>Participants have the resources and calendar availability to attend events.</p> <p>Partners continue to work on teacher issues and/or EFA as part of their priorities.</p> <p>High-level resource experts will be available vis-à-vis their yearly agendas</p> |
| | <p>2. Collection, monitoring and sharing of knowledge, experience and good practice as well as research and policy-relevant analytical work are supported for improved policy making</p> | <p>At least 6 countries and 2 regional groups report having used lessons learnt, evidence-based information from TTF-supported research and/or events as part of their teacher policy design and monitoring</p> | <p>Study and research reports produced, and their distribution / dissemination lists</p> <p>Programme/reports of events</p> <p>TTF focal points’ reports</p> <p>National and regional teacher policy documents</p> | <p>Policy makers and researchers examining teacher policy issues will find research questions and problems identified by the Task Force relevant to their own agenda and contexts.</p> |

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| | <p>3. Access to technical assistance and/or capacity development services at country level is improved.</p> | <p>At least 3 global/regional major development agencies or 3 research networks have partnered to provide joint technical assistance to Member States or Regional organizations for teacher policy development and implementation</p> <p>At least 6 countries are supported in the development /monitoring of their national teacher policy using TTF-policy tools (Guide).</p> <p>At least 3 regions are supported by the Secretariat and/or TTF members in their collaborative regional initiatives on teacher strategies (e.g. Africa, Latin America and Caribbean the Arab States).</p> | <p>Countries' teacher policy documents</p> <p>MoU's or partnership agreements</p> <p>Technical assistance TORs</p> <p>Meeting minutes</p> <p>Focal points and local education groups' reports on the process of policy making or capacity building efforts at a national level.</p> | <p>Partners will be available to provide technical assistance and capacity building to countries; this as part of their own strategies and planning.</p> <p>Countries' teacher education stakeholders are available to attend and participate in teacher policy development</p> |

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| Expected results | <p>Result 1.1: Enhanced synergy in the delivery of teacher-related programmes undertaken by EFA partners in relation to teachers at global and regional levels</p> | <p>At least 4 global education initiatives have used the Task Force network to deliver their teacher-related programmes: (e.g. Global EFA Meeting (GEM), UNSG Education First Initiative (GEFI), Global Partnership for Education (GPE), the Global Monitoring Report (GMR).</p> | <p>GEM reports GEFI advocacy campaigns GPE reports on teachers</p> <p>Joint implementation agreements, joint studies</p> <p>Countries/organizations' teacher-related programmes connected to TTF network</p> <p>The TTF secretariat informs on its website and newsletter about all regional and global initiatives on teacher-related activities</p> | <p>Availability of international partners to be engaged in sustained and consistent global efforts</p> <p>Financial, socio-political, environmental conditions do not push partners away from sector support and engagement</p> |
| | <p>Result 1.2: Increased awareness among stakeholders of the vital role of teachers in the achievement of global education and development agendas, resulting in higher prioritization of support to teachers</p> | <p>TTF Secretariat and/or members provide technical inputs in at least 4 high level events with the purpose of giving prominence to teacher issues in global educational agendas.</p> <p>At least 3 global events organized by the TTF for its members and partners in order for them to learn from each other's programmes, priorities and resources.</p> | <p>Task Force Secretariat and/or Members presentations.</p> <p>Events' reports Countries' teacher related policy documents</p> <p>Task Force reports and websites</p> <p>High-level International events referring to teachers in their declarations and press releases</p> <p>Programme documents from events</p> | <p>Awareness, though raised, may still not match behaviors of prioritization in national, regional and international agendas</p> |

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| | <p>Result 2.1: Information on practices, research findings and relevant data on the various teacher issues and their inter-related dimension are available and applied in decision-making for teacher policy development, review and reform at national, regional and global levels.</p> | <p>Per year, at least 1 research study and 2 policy briefs examining selected teacher policy issues, covering different continents/ regions on specific teacher issues are produced and published</p> <p>Organization of at least 1 global and 2 regional yearly events that facilitate the exchange, production and dissemination of knowledge and expertise related to teacher policy and practice.</p> <p>Diverse stakeholders' groups (decision makers, teacher organizations, researchers) from at least 50 countries are familiarized with findings of studies and the policy briefs .</p> <p>The TTF and its partners including UIS produce a global report on the teacher gap in 2015 to serve as baseline for post-2015 planning</p> | <p>Data collected and disseminated via website</p> <p>policy briefs research studies</p> <p>Dissemination workshops and online forums</p> <p>Global report on Teacher Gap</p> <p>Country Reports</p> <p>Experts' Reports</p> <p>Task Force Secretariat documented response in relation to requested information; an ongoing accessible and updated website</p> | <p>Availability of data</p> <p>Development of a culture of evidence-based policy making</p> <p>Political will, capacity to monitor policies</p> |
| | <p>Result 2.2: Opportunities are created for policymakers, researchers, practitioners and other stakeholders across</p> | <p>At least 1 international policy dialogue forum on a current teacher issue with participation from all stakeholder groups is</p> | <p>Reports from events</p> <p>Countries/participants' reports on follow up actions</p> | <p>Participants share information and lessons learnt with relevant constituencies</p> |

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| | <p>countries and regions to exchange knowledge, information and expertise in connection to national and regional teacher policy objectives.</p> | <p>organized per year by the TTF</p> <p>2 experts' meetings and 2 online forum are organized each year by the TF network on current teacher issues</p> | <p>Partnership agreements</p> <p>Focal Points' reports</p> | <p>Relevance of themes discussed for participants' contexts</p> <p>National objectives are being well articulated to agreed regional frameworks</p> |
| | <p>Result 3.1: Teacher policy development and implementation are initiated or reinforced as part of national education sector programmes.</p> | <p>1 guide on Teacher policy development is produced with expertise from TTF member agencies and countries.</p> <p>Partnership and technical assistance agreements are initiated with at least 5 countries in order to support their development of national teacher policies through social dialogue .</p> | <p>The Guide for teacher policy development</p> <p>Ministry of Education reports</p> <p>Local Education Groups (LEG) reports</p> | <p>Reform initiatives are undertaken in a participatory manner</p> <p>Availability of data to inform policy development</p> <p>Partner agencies are available to sustain assistance to multiple countries</p> <p>Stakeholders' ability to engage in social dialogue on teacher issues</p> |

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| | <p>Result 3.2: Regional and sub-regional entities are strengthened in their collaboration to design implement and monitor common frameworks of teacher policy and practice.</p> | <p>At least 3 regional/sub-regional entities report implementation of regional teacher strategies by at least 10 countries.</p> | <p>Countries' implementation plans. Regional bodies reports Regional programmes documents</p> | <p>Partner agencies are available to sustain assistance to multiple countries Countries move at different pace in contributing to regional initiatives</p> |
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Beneficiaries

The Task Force works with all countries willing to address the teacher gaps, with special attention on those furthest away from reaching the EFA goals and with the largest teacher gaps.

With its threefold approach to teacher gaps (policy, capacity and finance) the programme will ensure that at national and regional levels, a broad base of stakeholders involved in education policy making and implementation participate in tailoring the Task Force programme interventions and have access to information and knowledge related to teachers. Furthermore, the participation of teacher organizations will be promoted, and linkages with networks of research institutions in a South-South and North-South cooperation manner will be fostered.

Resources

Human resources

The work of the Task Force relies heavily on its network of focal points that represents the voice of the whole membership. An operational team is recruited to constitute the Secretariat established within UNESCO. Loaned experts are also provided by Task Force members to support the Secretariat whose responsibility is to see to the smooth conduct of activities.

Financial resources

The programme is funded by Members of the Teacher Task Force who may make voluntary financial contributions to the accounts set up for this purpose at UNESCO. Members may also contribute directly to activities facilitated by the Task Force.

Initial contributions for the second phase are pledged by Norway and the European Commission. Other members, including GIZ/BMZ for Germany have committed to support specific activities. Proposals are also developed for submission to other sources.