



International Task Force on Teachers for Education 2030

Terms of Reference

Updated: December 2024

These Terms of Reference have been adapted in 2024 to reflect the Teacher Task Force's current directions, building on the 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 also, known as the Teacher Task Force (TTF), is a multistakeholder 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 who are well supported 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. A new external evaluation will review the mandate of the Task Force and the execution of its Strategic Plan every four years, coinciding with the revision and development of the new Strategic Plan. Activities, organizational structure and processes will be analyzed in light of the implementation of the Teacher Task Force programme. Upon validation of the external evaluation report by the Steering Committee, a new strategy will be developed for the following four-year period.

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 ensure 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 monitors global, regional and country-level progress in the development of policies and strategies and resourcing for teacher development.
11. In addition to its internal work on governance and sustainability of the network, the Teacher Task Force has three main lines of action - knowledge production and dissemination, advocacy, and national and regional policy learning- which guide the following four strategic objectives:

Objective ①: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the development and implementation of comprehensive teacher policies.

Objective ②: The critical role of teachers and teaching is advocated for, and key messages adopted and amplified by Teacher Task Force Members and beyond.

Objective ③: Regional and national policy learning is fostered in support of holistic teacher policy development, based on Members’ needs.

Objective ④: The Teacher Task Force governance is strengthened via enhanced Member engagement, oversight and resource mobilization.

12. The Teacher Task Force achieves this mandate by bringing together Member countries, donor countries and interested organizations to enable:
 - Global, regional and country-level discussions.
 - Informed strategic planning.
 - Access to high-quality technical advice, and the mobilization, production and dissemination of knowledge and information related to issues of teachers and the teaching profession.
 - The facilitation of support 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 programs 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 international non-governmental (NGO) and private actor Membership) and global teacher/school leader representative organizations with special interest/programs on teachers.
 - Bilateral and multilateral international development agencies.
 - Global non-profit private sector organizations and foundations with special interest in programs on teachers and SDG 4. Non-profit private sector organizations are admitted as either Members or associate Members depending on the nature of their activities.
 - Global private sector companies with special interest in programs on teachers and SDG 4 may be admitted as associate Members only.
14. To fulfil its mandate and achieve its objectives, the structure of the Teacher Task Force includes:
 - A. Teacher Task Force Members.
 - B. Steering Committee Members and two Co-chairs.
 - C. Regional focal points.
 - D. Thematic groups.
 - 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 Task Force on Teachers for Education 2030

Structure of the Task Force

16. The Teacher Task Force is composed of the full body 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 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 engages with the full network, gathers feedback and new ideas from the TTF members to inform and monitor the implementation of the annual workplan and selects the new Co-Chairs to the Steering Committee in alternate years. This event is preceded by a meeting of the Steering Committee, which could conduct an additional meeting during the year for extraordinary reasons. In addition to the Teacher Task Force annual meeting, which is primarily held online, the Secretariat will organize a high-level Policy Dialogue Forum every two years to establish new priorities, discuss current challenges and innovative solutions, and enhance engagement, collaboration and knowledge sharing between Members.

A. Teacher Task Force Members

18. Membership will adapt to bring together key partners willing and able to commit time, energy and effort to fulfilling its mandate. This implies sustained interaction with the dedicated Secretariat, including financial or in-kind contributions sponsoring, partnering with and participation in activities of the Teacher Task Force including contributions to the execution of the Strategic Plan and annual work plans, regular attendance at meetings and participation in online consultations. Additionally, the Members are strongly encouraged to join the variety of thematic groups coordinated by the Secretariat, to support the work of the Teacher Task Force by sharing resources and expertise, creating a more cohesive and dynamic environment and contribute to the workplan and expected outcomes of the Strategic Plan. 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 or designated deputies.
19. 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. New Members will be made aware of the responsibilities and requirements to be fulfilled by Teacher Task Force focal points and their deputies, reporting clear examples of the types of resources that can be provided to support the work of the Secretariat.
20. Each Member of the Teacher Task Force – country or organization – is represented in the Teacher Task Force by one focal point and two deputies, all three nominated by a designated authority. The nominating authority informs the Secretariat of the names, titles and contact details of the focal point and designated deputies. As much as possible, efforts should be made to ensure gender representation and relevant content expertise in the nomination of the one focal point and two deputy focal points. In Member States, the focal point is typically an individual placed at high level of decision-making in terms of developing and/ or implementing teacher policy,

including from National Teaching Councils or from Ministerial departments, or their associated agencies and institutes, that manage teacher development. In organizational Members, the focal point is typically an individual who has a key responsibility in teacher-related work in that particular organization.

21. Each new Member's focal point is invited to join an onboarding meeting with the Secretariat, who introduces them to the Vision, Workplan, Strategy, Structure, and Agenda of the Teacher Task Force as well as the role and responsibilities of the Focal Point through a designed toolkit which allows a faster and deeper integration in the work of the TTF.
22. Standard procedure for decision-making of the Teacher Task Force is 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 votes of the Members present.

Roles and responsibilities of Teacher Task Force Members

23. Members' focal points are at the center 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. If focal points do not fulfill their responsibilities/obligations during their mandate or are deemed inactive in the work of the Teacher Task Force for two years, in accordance with the responsibilities listed in articles 32 and 35, the Secretariat will proceed to request a replacement of the indicated focal point, revision or change of their mandate and role, directly contacting the Member. Continued disengagement may result in the suspension of the Membership for said Member.
25. 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, the focal point is nominated by designated authorities of their countries or organizations. Focal points' profiles may differ from one Member 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.
26. The focal point is 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, UNESCO Field Offices covering the country, development partners, local education groups, and national SDG4-Education 2030 implementation structures.
27. The focal point is responsible for establishing and maintaining a close relationship with national and regional representatives in order to advocate for teacher-related issues for the SDG4-

Education 2030 Steering Committee and working groups and any mandate beyond 2030. The focal point reports annually to the Secretariat via email and notifies 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. The Teacher Task Force annual report will include a section including the reported priorities and these will be presented at the annual meeting.

28. In addition, the focal point of the Member 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.
29. The focal point completes and updates Member information on templates provided by the Secretariat and contributes to the TTF Knowledge platforms by creating a profile. They collect any other information on the country or organization that is of interest for dissemination through the Teacher Task Force Knowledge Platform. They create an account on the [Working Space](#) of the TTF Knowledge Platform and regularly engage in the online communities of practice and contribute to the TTF knowledge repositories ([Policy Knowledge Hub](#), [Teacher Resource Centre](#)). They mobilize the relevant departments and profiles within the organization to ensure active participation in these activities. If the focal point does not have the profile to engage in a specific activity, they will officially nominate one of the two designated deputies to act as secondary focal point to regularly follow up on the mentioned activities, to ensure the sustainability of the contributions. They prepare regular reports on Teacher Task Force activities to share with the nominating authority and teacher stakeholders as appropriate.
30. Each Member is invited to designate a focal point to join the cross-cutting Teacher Task Force Communications Group. This group works together to enhance communications and advocacy efforts for teachers, share initiatives and campaigns, and increase visibility in support of the teaching profession.
31. They participate in the Teacher Task Force annual meetings 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 and in-person forums organized by the Teacher Task Force and/or its partners.
32. 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 and secure ownership of 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. Proof of past, current and future engagement in this sort of activities, and in alignment with the biannual TTF workplan and the four-year strategic plan, must be provided annually to the Secretariat in the form of bilateral or regional meetings, or written notifications.
33. They volunteer to assume responsibilities, including positioning their country or organization for nomination to relevant constituency seats in the Teacher Task Force Steering Committee.
34. 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 programs.

35. The focal points are reminded of their responsibilities in a biannual email. If the Secretariat observes a lack of participation in TTF activities, the focal point will be considered inactive and further measures will be taken as indicated in article 25 of the Terms of Reference.
36. Additionally, the Secretariat will reach out to each focal point and their deputies at least once a year to ensure contact details are up to date.
37. Once a Teacher Task Force Member is elected to the Steering Committee, its focal point assumes 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, potentially volunteering to participate in the Editorial Board nominated by the Steering Committee. 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. Teacher Task Force Steering Committee

38. 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 organizations 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; 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 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.
 - 1 permanent seat for Education International (EI).
 - 1 permanent seat for the Global Partnership for Education (GPE).
39. 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.
40. Members serve for two years, and Membership is renewable for another term of two years. Members representing a given region or constituency that has alternate Membership, where one representative can present a substitute in his or her absence, should coordinate their participation in Steering Committee meetings to ensure the presence of at least one of the two Members.
41. 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. Therefore, 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 are unresponsive to solicitations of the Secretariat and miss to attend two meetings without prior communication can be replaced by Members from the relevant region at the next Teacher Task Force Steering Committee meeting.
42. The standard procedure for designating country representatives for regions is by consensus among regional Members, facilitated through an email procedure coordinated by the Secretariat, on the basis of countries putting themselves forward as candidates.
43. 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 is based on a rotation principle, following an order agreed by consensus within each one of these groups.
44. The Steering Committee is accountable to Teacher Task Force Members and has 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.
- f. Represent and communicate on behalf of their region or constituency.
- g. Support fundraising and resource mobilization for the TTF.

Co-Chairs of the Task Force and the Steering Committee

45. Two Co-Chairs are elected from among the Members of the Steering Committee, each for a period of two years that can be renewed for another two years. One represents a Member country and the other a funding Member. Elections of the Co-Chairs are made during the Annual meetings of the Teacher Task Force in alternate years to avoid replacing both Co-Chairs simultaneously and to facilitate institutional memory and continuity.
 - a. Eligible candidates must be representatives of a country or funding 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 and gender equality are considered as much as possible for the selection of the Co-chairs.
46. 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, undertaking 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.

Observer status to the Steering Committee

47. Observer status to the Steering Committee meetings can be granted to partners who support the activities of the Teacher Task Force through strategic work or funding support upon agreement by the Steering Committee and the TTF Secretariat. This will familiarize strategic and funding partners with processes, implementation and monitoring of the activities carried out by the Teacher Task Force, as well as informing them of the upcoming opportunities to support sustainable and long-term planning and funding.
48. Candidates can request observer status to the TTF Secretariat, and it is the responsibility of the Secretariat to put the decision for a vote by the Steering Committee for approval.
49. Observer status differs from that of associate members of the Teacher Task Force. Associate members do not have access to Steering Committee meetings and have undergone the formal process of membership evaluation, for which they do not fulfil all the requirements to be considered with full Membership. For further information on the role of associate members see Annex II.

C. Regional focal points

50. 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.
51. The regional focal point present in the Steering Committee is responsible for setting up periodic encounters or ensuring continuous communication with the other focal points from different Members belonging to said region to inform each other's work, explore possible interconnections and brainstorm ideas to contribute to the work of the TTF and SDG 4 monitoring mechanisms. Additionally, the regional focal point will annually report to the Secretariat on the encounters held with focal points from the region. The full regional group will meet in person once every two years at the Policy Dialogue Forum.
52. After two terms, the focal point position rotates within the 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 and emerging expertise.

D. Thematic groups

53. Thematic groups are forums 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 three main lines of actions of the Strategic Plan. The potential

topics of interest are not restricted.

54. At present, five 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. School Leadership Network
 - c. Digital Education and Artificial Intelligence
 - d. Early childhood care and education (ECCE) teachers and facilitators
 - e. Teacher management in crisis and emergency situations. This group is outsourced and merged in the Teacher in Crisis Context Working Group (TiCC) led by INEE.
55. 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 groups or to propose new thematic groups to the Steering Committee. Suggestions for the formation of new thematic groups can be submitted as proposals to the focal point of reference in the Steering Committee or to the Secretariat and should include the co-leads and core activities of the group. The item will subsequently be tabled at the following Steering Committee meeting for validation. External members to the TTF can take part in thematic groups on a voluntary basis, nevertheless this does not grant them formal membership to the Teacher Task Force.
56. Each thematic group is coordinated by two lead Members following an open process of calls of expression of interest and confirmed by the TTF Steering Committee and supported by the TTF Secretariat. Each group identifies key policy issues to be tackled, and existing initiatives and partners to collaborate with. The groups are structured with terms of reference and contribute to Teacher Task Force annual activities and feedback to the overall Teacher Task Force knowledge mechanisms.
57. Each thematic group engages with the Secretariat through semestral meetings to discuss the progress made and explore further collaboration opportunities in alignment with the TTF workplan. Additionally, the Secretariat will support the activity of the thematic groups through information sharing, reaching out to Members, support the organization of events, participating in events organized by the Members of the thematic groups, reviewing and providing feedback where needed.
58. A Member of the Secretariat will attend those meetings of the thematic groups where decision-making processes will take place and where official documents will be approved.
59. All thematic groups propose a biennial work plan aligned with the TTF Main Lines of Action. Each group is expected to contribute to the Knowledge Hub or Teacher Resource Centre with at least 2 resources annually and to include, in their workplan, one session during the TTF Policy Dialogue Forum. Additionally, thematic groups could organize collaborative sessions, workshops or webinars for policy learning, consultations with Members, production of blogs or research pieces and other similar activities. These should be aligned with the global agenda for education.

E. Teacher Task Force Secretariat

60. The Secretariat of the Teacher Task Force is responsible for developing biannual work plans and objectives based on the Teacher Task Force strategic objectives. These work plans 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.
61. The Teacher Task Force Secretariat consists of an operational and technical team, hosted by and established within UNESCO Paris.
62. The personnel of the Task Force Secretariat shall be UNESCO personnel and shall therefore be subject to UNESCO's rules and regulations, including but not limited to employment conditions and performance assessment. The Head of the Secretariat is also the Chief of the UNESCO Section for Teacher Development (TED). 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).
63. 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

64. Monitoring and evaluation processes and tools are 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 4.c.
65. The Secretariat prepares technical and financial bi-yearly reports to be reviewed by the Steering Committee and for final endorsement by the Assistant Director-General for Education of UNESCO.
66. An external evaluation is conducted one year before the end of each Strategic Plan cycle to assess the overall performance of the Teacher Task Force and provide feedback for the development of the next four-year Strategic Plan. The Strategic Plan sets the objectives and priorities for the Teacher Task Force to follow during its mandate and consequently informs the development of an annual workplan. This process allows to monitor and concretize the outputs of the Teacher Task Force periodically.

Relationship between the Teacher Task Force and UNESCO

Mutual responsibilities

67. 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.

68. Engage in other relevant cooperation such as through Education 2030 mechanisms coordinated by UNESCO.

Specific responsibilities of UNESCO to the Teacher Task Force

69. A dedicated Secretariat is 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.
70. UNESCO employs 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

71. 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.
72. 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.
73. Members may also contribute directly to activities facilitated by the Teacher Task Force.

Use of the name, emblem or official seal of UNESCO

74. 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 International NGOs and private sector organisations

Rights and status of organizations

75. Membership in the Teacher Task Force confers no status, obligations or rights within the United Nations system or any other jurisdiction.
76. Organizations may participate in and contribute to all Teacher Task Force activities, including Policy Dialogue Forums.
77. International NGOs may be candidates for designated seats in the Steering Committee. Associate Members do not have this right nor status.
78. 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.
79. Organizations wishing to distribute materials or promote products or services at Teacher Task Force events must first obtain permission from the Secretariat.
80. Organizations are expected to contribute actively to Teacher Task Force activities and to promote Teacher Task Force initiatives and recommendations.

Admission criteria

81. Non-governmental organizations (hereafter “organization”) may be granted Membership or associate 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 in supporting the development of policies, strategies, and resourcing for teacher development.
 - 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 agenda.
 - c. The organization shall be global or regional in nature and have worked on teacher and teaching issues for at least three years and in a minimum of three countries. It shall have an established headquarters and an executive officer. It shall have a democratically adopted constitution or by-laws, which shall be provided to the Secretariat.
 - d. Membership is granted to organizations working for the common good of teachers and that support policies, strategies and resourcing with regard to teachers and teaching. Associate Membership can be granted to organizations that further the aims of the TTF through the development of proprietary products and services.

82. Private sector actors (hereafter “company”) may be granted **associate Membership** in the Teacher Task Force if they meet the following criteria below:
- a. The company shall be concerned with matters falling within the competence of the Teacher Task Force, particularly in supporting the development of policies, strategies, and resourcing for teacher development.
 - b. The aims and purposes of the company shall be in conformity with the spirit, purposes and principles of the United Nations, Sustainable Development Goal 4 and Education 2030.
 - c. The company shall be global 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.
 - d. The company should respect the [UN Guiding Principles on Business and Human Rights](#) and [The Ten Principles of the UN Global Compact](#).
 - e. The company must not violate the below defined set of exclusionary criteria outlining those business practices considered unacceptable to the Teacher Task Force. The Teacher Task Force cannot engage with private sector entities involved in the below mentioned exclusionary criteria:
 - i. Human rights abuses
 - ii. Use of forced labor or compulsory labor
 - iii. Sexual abuse, exploitation, discrimination, or harassment
 - iv. Use of Child Labor
 - v. Sale or Manufacture of anti-personnel landmines or cluster bombs
 - vi. Manufacture, sale or distribution of any other armaments or non-dual use components for armaments
 - vii. Manufacture, sale or distribution of tobacco or tobacco products
 - viii. Programs, initiatives, research, or projects directly or indirectly endorsed, funded, or promoted by the tobacco industry or a subsidiary of a tobacco company
 - ix. Providing gambling facilities (other than lotteries with charitable objectives)
 - x. Production, sale, or distribution of pornography
 - xi. Financing or promotion of terrorism or entities that are classified as terrorist or paramilitary organizations
 - f. Associate Members have the same responsibilities and rights as other Members, with the exception of:
 - i. serving on the Steering Committee, and
 - ii. serving as a country focal point.
 - g. Furthermore, international employers’ associations would not fall under this category and

would be considered international NGOs. The same applies to non-profit foundations which may bear a company name.

Admission procedures

83. An organization wishing to join the Teacher Task Force shall fill out an application form and supply relevant information. The application is submitted to the next session of the Teacher Task Force Steering Committee for decision.
84. The Steering Committee may request to interview an organization applying for Membership.
85. The Steering Committee will carry out periodic reviews of organizations to ensure they fulfil the principles of admission.
86. 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.
87. 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.
88. If an organization remains inactive for more than two years, the Steering Committee may decide to terminate Membership.