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External Evaluation of the International Task Force on Teachers for Education 2030's 2022-2025 Strategic Plan

Final Evaluation Report

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Acronyms and Abbreviations

ADB	Asian Development Bank
AfDB	African Development Bank
AFTRA	Africa Federation of Teaching Regulatory Authorities
AI	Artificial Intelligence
ANCEFA	Africa Network Campaign on Education for All
CARICOM	Caribbean Community
CSO	Civil Society Organization
DAC	Development Assistance Committee
ECW	Education Cannot Wait
EI	Education International
EMIS	Education Management Information System
EQ	Evaluation Question
ERG	Evaluation Reference Group
EU	European Union
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GEM	Global Education Meeting
GNI	Gross National Income
GPE	Global Partnership for Education
IDA	International Development Association (World Bank)
IFFED	International Financing Facility for Education
IIEP	International Institute for Education Planning (UNESCO)
ILO	International Labour Organization
INEE	International Network for Education in Emergencies
INFF	Integrated National Financing Frameworks
KII	Key Informant Interview
KIX	Knowledge and Innovation Exchange
MLA	Main Line of Action
MYRP	Multi-Year Resilience Programme
NGO	Non-Governmental Organization
OECD	Organisation for Economic Cooperation and Development
PDF	Policy Dialogue Forum
SDG	Sustainable Development Goal
SEAMEO	Southeast Asian Ministers of Education Organisation
TES	Transforming Education Summit
ToC	Theory of Change
ToR	Terms of Reference
TPDG	Teacher Policy Development Guide
TPDX	Teacher Professional Development Exchange
TRC	Teacher Resource Centre
TTF	International Task Force on Teachers for Education 2030
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund

Acknowledgments and disclaimer

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Disclaimer

The opinions expressed in this report are those of the evaluation team and do not necessarily reflect those of the TTF or UNESCO. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by the TTF or UNESCO of the opinions expressed.

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Executive Summary

1. This report concerns the external evaluation of the 2022-2025 Strategic Plan of the International Task Force on Teachers for Education 2030 (henceforth, the TTF). The evaluation covered the strategic plan period and was carried out between December 2024 and August 2025 by an independent team of evaluators from Mokoro Ltd.
2. The TTF was set up in 2008 as agreed in the Oslo Declaration as a global multi-stakeholder alliance aimed at improving teacher's quality and quantity worldwide. Its objectives are anchored in goal 4 of the Agenda for Sustainable Development, with a focus on the SDG4.c. The TTF has 189 members covering national and international government, intergovernmental and non-governmental partners, including donors, United Nations agencies and the private sector. Members work nationally, regionally and globally to respond to teacher and teaching issues. The TTF Secretariat is hosted by UNESCO at its headquarters in Paris.
3. The aim of this evaluation was to assess TTF network progress against its strategic objectives and produce recommendations for the next Strategic Plan. Areas of focus of the evaluation included: the TTF position and added value within the current global teacher landscape (relevance and coherence); progress in Strategic Plan implementation; progress in terms of impact on policy learning and policy changes at country level (effectiveness and impact); TTF governance processes, operating modalities, and member engagement (efficiency); and prospects for sustainability of the TTF (sustainability). In establishing the findings the evaluation drew on a member and a country impact survey, key informant interviews, focus group discussions, workshops, and documentation and data review. All findings were validated through thorough triangulation between and within sources and discussed during a preliminary findings workshop with a selection of stakeholders in June 2025.
4. **Relevance and coherence.** The evaluation found that in a crowded global education landscape which faces continued and increasingly complex challenges, the TTF occupies a distinct role, remains highly relevant and has a clear added value. Over the evaluation period, the TTF has succeeded in further reinforcing its identity as a multi-stakeholder platform uniquely focused on the teaching profession. However, despite enhanced recognition, the TTF is not universally seen as the authoritative voice on teacher matters. In addition and in spite of a Strategic Plan that is well aligned to priorities for teachers/the teaching profession, the TTF's direct relevance to expressed country priorities was reduced with the shift away from country support to policy learning under the current Strategic Plan.
5. **Effectiveness and impact.** Over the evaluation period the TTF has made strong progress in advancing its Strategic Plan priorities related to global advocacy and knowledge production, with growing synergies in evidence. A number of interlinked activities have contributed to strong progress. The biannual Policy Dialogue Forum continues to play a very key role in policy exchange, consensus-building, and visibility around teacher-related issues. The Global Report on the Status of Teachers – for the first time produced under this Strategic Plan period – has become a widely cited, authoritative resource that consolidates global data and analysis to inform teacher-related policy, spotlights critical challenges, and elevates the visibility of teacher issues. The Teacher Policy Development Guide continued to play a key role over the evaluation period in national teacher policy formulation in a number of countries. Its structured, adaptable framework has helped shift countries toward more comprehensive, evidence-informed strategies, and additional modules around financing and rural teachers are set to enhance utility to country stakeholders. The Knowledge Platform which

includes resources on teacher policies and practices, as well as research on teachers and education policy, has grown into a significant repository of teacher-related resources and tools.

6. Evidence of policy learning, particularly increased awareness of teacher issues, and uptake of global frameworks and resources, is emerging in several countries. However, evidence of concrete policy changes remains uneven across countries and such changes are inconsistently supported by the TTF and difficult to be attributed to the TTF only.

7. Overall weaknesses include follow-up mechanisms from global dialogue. Effectiveness and impact are also constrained by uneven member engagement and coordination gaps, especially in relation to the Main Line of Action 3 of the Strategic Plan around Regional Peer Learning. In addition, the TTF's communication and outreach efforts remain uneven, with limited resonance at regional and national levels, modest social media engagement, challenges in accessibility of the Knowledge Platform, and gaps in language accessibility and targeted outreach.

8. **Efficiency.** The TTF operates within a persistently constrained resource environment. This has been a consistent feature of the network's operating context over successive strategic periods. The TTF utilises a biannual budget, across the strategic plan period this budget has remained fairly stable, at USD 2.96 million for 2022-2023 and USD 2.69 million for 2024-2025. In using this budget, the TTF has displayed a high level of operational efficiency, and its reach and effects are remarkable in view of its limited resources. However, there is a risk of spreading resources too thinly and a need for clearer strategic prioritization. The TTF's work has been supported and overseen by well-functioning core structures and governance mechanisms, particularly through the work of a committed Steering Committee and a capable Secretariat and supported by the UNESCO hosting arrangement which brings synergies and additional efficiencies.

9. **Sustainability.** Despite continued efforts to diversify funding and progressively shift implementation toward a more member-led structure, the TTF's long-term sustainability remains constrained by limited, unpredictable financial resources and a Secretariat-driven operating model.

10. Based on these findings the evaluation put forward five recommendations for strengthening the TTF achievements and which will inform the next Strategic Plan:

11. **Recommendation 1:** Maintain the current three Strategic Plan Strategic Priorities in the next Strategic Plan to allow for consolidation of achievements, making minor revisions to the Strategic Plan to clarify priorities, synergies and opportunities.

12. **Recommendation 2:** In implementing the new Strategic Plan focus efforts on a carefully identified and agreed sub-set of regions and countries and prioritize these for multi-year support and enhanced monitoring and learning.

13. **Recommendation 3:** Strengthen member engagement and ownership in support of Strategic Plan implementation, prioritizing stronger member involvement in global advocacy, in strategic regional learning and country support processes.

14. **Recommendation 4:** Prioritise resource mobilization and diversification in support of Strategic Plan implementation, supported by strong monitoring and learning.

15. **Recommendation 5:** Enhance TTF visibility and utility to members, including at country level, by stepping up the TTF efforts on communication and ensuring TTF resources, platforms, and social media are accessible, respond to the needs of identified priority target audiences, and are well aligned and support Strategic Plan priorities.

1. Introduction

1. The External Evaluation of the 2022-2025 Strategic Plan of the International Task Force on Teachers for Education 2030 (TTF) was conducted between December 2024 and July 2025 by an independent team from Mokoro Ltd, on behalf of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Section for Teacher Development.¹ An inception report was finalised in April 2025, and the evaluation's preliminary findings were presented during the Strategic Day Workshop held on 13th June 2025 at the UNESCO Headquarters in Paris. This allowed the Evaluation Reference Group and Steering Committee members to share views on the preliminary findings and engage in the co-creation of recommendations.

1.1 Overview of the TTF and its 2022-2025 Strategic Plan

2. The TTF² is a global independent alliance focusing on teachers and teacher issues. It was created in 2008 as agreed in the Oslo Declaration.³ Its main objectives are to raise awareness, expand knowledge and support countries in achieving Sustainable Development Goal (SDG) 4, with a focus on target 4.c,⁴ and to support the Education 2030 Agenda which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

3. The TTF operates within a semi-autonomous structure, consisting of TTF members and a Steering Committee. The Secretariat is hosted by UNESCO in Paris, within the Education Section. An annual member meeting provides the opportunity for reviewing progress and for decision making. The TTF has a total of 189 members⁵ covering national and international government, intergovernmental and non-governmental partners, including donors, United Nations agencies and the private sector. Members work nationally, regionally and globally to respond to teacher and teaching issues. Thematic groups support the work of the TTF and members participate in engagement meetings to enhance awareness on teacher issues.

4. The TTF Strategic Plan (2022–2025) marked the fourth phase of the TTF network's evolution. The plan outlines priorities for teachers and teaching and seeks the adoption of effective policies and increase financing, in pursuit of achieving target 4.c of SDG 4.

5. The Strategic Plan includes three Main Lines of Action (MLAs):

- Knowledge Production and Dissemination (MLA 1) – ensures relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies.
- Advocacy (MLA 2) – prioritizes advocacy on teachers and quality teaching and the adoption and dissemination of key messages by TTF members and beyond.
- National and Regional Policy Learning (MLA 3) – seeks to support holistic teacher policy development, based on members' needs.

¹ As stated in the terms of reference (ToR), which indicate that Carlos Vargas, Chief of Section for Teacher Development (UNESCO) and Head of the Secretariat of the International Task Force on Teachers for Education 2030 commissioned this evaluation for and on behalf of UNESCO.

² Before the adoption in 2015 of SDG 4 on Education 2030, the full name of the TTF was Teachers Task Force for Education for All (EFA) in reference to the EFA goals, the global education agenda from 2000 to 2015.

³ UNESCO, 2008

⁴ 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. Indicator 4.c.1: Proportion of teachers with the minimum required qualifications by education level (UN, n.d.).

⁵ TTF, n.d.a., updated via email on 23 July 2025.

6. Priorities around advocacy and knowledge production and dissemination have remained largely consistent across successive Strategic Plans. However, MLA 3 was transformed under the current Strategic Plan, shifting from "Country Support and Engagement" to "National and Regional Policy Learning." This change was driven by findings from the external evaluation⁶ of the previous strategic plan, which highlighted the challenges the TTF faced in effectively translating policy learning into tangible policy changes at the country level. The refocussed MLA seeks to promote south-south cooperation and the adoption of good practices and common standards through improved contextualization at the regional level.

1.2 Global Context

7. The TTF operates in a global education context shaped by the 2030 Agenda for Sustainable Development and its focus on SDG 4, which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".⁷ Target 4.c emphasises the need to significantly boost the supply of trained and qualified educators through enhanced teacher training and international cooperation.⁸ Despite strong commitments at the policy level, progress against these priorities remains uneven across regions and income groups, with significant disparities in enrolment rates, completion rates, quality of education, and teacher availability.⁹

8. Challenges hindering progress towards the achievement of SDG 4.c include a global shortage of teachers, and a shortage of qualified teachers. High-income nations face declining interest in teaching careers, while low-income countries experience a mismatch between teacher availability and employment opportunities.¹⁰ In sub-Saharan Africa alone, where teacher shortages are the most acute, countries will need to recruit 15 million teachers to reach the education goals by 2030.¹¹ Compounding this issue is the variability in teacher qualifications and training standards, which undermines the delivery of high-quality education. Globally, 35 percent of primary and 50 percent of secondary teachers do not meet minimum qualifications.¹² In the lowest income nations, pre-service and in-service professional development is constrained by limited and declining financial resources.¹³ Issues of equity and inclusion remain pervasive, and women and girls, people with disabilities, and those in conflict-affected or low-income regions, continuing to face systemic barriers to education.¹⁴ Annex 9 provides further detail on the global education and teacher contexts.

2. Evaluation purpose and methodology

2.1 Purpose and scope of the Evaluation

9. This evaluation was commissioned to provide an evidence-based account of the TTF progress against its Strategic Plan ambitions and to help guide decision-making and priority-setting for the forthcoming 2026-2029 Strategic Plan. The temporal scope of the evaluation was 2022-2025.

10. The evaluation took stock of the following components of the TTF's work against its 2022-2025 Strategic Plan: i) key achievements; ii) implementation strategies; iii) resources; iv) challenges;

⁶ Technopolis Group, 2021

⁷ UN, n.d.

⁸ UN, n.d.

⁹ UNESCO, 2023b; UNESCO, 2024

¹⁰ UNESCO, 2024

¹¹ TTF, n.d.b

¹² UNESCO, 2024

¹³ TTF, n.d.b

¹⁴ IDRC, 2024

v) governance; vi) validity of the TTF's mission and scope and its theory of change (ToC); and vii) strategic shifts from the previous Strategic Plan to the current one.¹⁵

11. Gender and equity considerations were mainstreamed in the evaluation design and implementation. Relevant cross-cutting issues, such as the COVID-19 pandemic which formed the backdrop of the 2022-2025 Strategic Plan, formed part of the analysis.

2.2 Evaluation users and management

12. The primary intended users of this evaluation are the TTF Secretariat, the TTF Steering Committee, and UNESCO as host of the TTF Secretariat. Secondary users of the evaluation are TTF members, donors/funders, and the broader group of education stakeholders, including donors, United Nations organizations, non-governmental organizations (NGOs), civil society organizations, teacher unions, the private sector, and other actors at global, regional and country levels. The evaluation was managed and coordinated by the TTF Secretariat. An Evaluation Reference Group¹⁶ (ERG) was provided guidance and quality assurance. The draft evaluation report was reviewed by the TTF Secretariat, the ERG, and the TTF Steering Committee.

2.3 Evaluation Criteria and questions

13. The evaluation covered the following Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) criteria: relevance, coherence, effectiveness, efficiency, (progress toward) impact, and sustainability. The short time period since the start of Strategic Plan implementation (three years since the Strategic Plan adoption) and this evaluation, precluded a full assessment of impact. Instead, the evaluation focused on progress along outcome pathways of the ToC using a select number of processes and outputs – for which details are provided in the methodology (Section 2.4 below). In consultation with the ERG and following the ToR priorities, the following six Evaluation Questions (EQ) were agreed:

- a) What is the current global architecture of organisations working to support teachers and what is the TTF positioning within this global landscape?
- b) What is the added value of the TTF within the global landscape and how relevant are its mandate and strategic priorities?
- c) What progress has been made in implementing the Strategic Plan priorities?
- d) How effective and efficient are the structure, governance processes, operating modalities, and member engagement in supporting the TTF?
- e) Is the TTF fostering policy learning and contributing to policy changes at country level?
- f) How sustainable is the TTF?

2.4 Methodology

14. The evaluation followed a theory-based, mixed methods approach informed by a landscape analysis. During the inception phase, the Evaluation Team worked with the TTF Secretariat and Steering Committee members to clarify the ToC. A revised ToC was drafted based on the evaluation findings (see Annex 3, Figure 20). The evaluation matrix (Annex 2) mapped each EQ against the relevant OECD DAC evaluation criteria and illustrates how multiple data sources informed each EQ.

¹⁵ See ToR, p. 16

¹⁶ The ERG was composed of four Secretariat staff (Head of the Secretariat, the Coordinator, the Finance Manager, and the Curator of the Knowledge Platform), seven representatives of the Steering Committee (Norway, Finland, Saudi Arabia, the Philippines, Africa Network Campaign on Education for All (ANCEFA), Education International, Caribbean Community (CARICOM), one representative from a Civil Society Organization (CSO) member of the TTF (VVOB), and a member of the UNESCO Internal Oversight Services Evaluation Office.

The stakeholder analysis at inception stage informed priorities in terms of primary data collection. Further details on evaluation methods and coverage can be found in Annex 4.

15. Data collection included a documentation review, key informant interviews (KIIs), focus group discussions (FGDs) and a member survey and an impact survey which targeted specific countries. A total of 40 informants were interviewed during the main data collection phase (47 percent female, 53 percent male), in addition to nine informants interviewed during the inception phase. The response rate was 22 percent for the members survey and 26 percent for the country impact survey (see Section 2.5 below, Annex 6, Annex 7). Process tracing was used to assess how selected TTF products/processes - the Global Report on Teachers, Policy Dialogue Forum (PDF), Teacher Policy Development Guide (TPDG), and Knowledge Platform - influenced national policy processes, with case studies presented in Annex 10.

16. An emerging findings matrix synthesised evidence, assessed the weight of supporting data, and informed evaluative judgements. Quantitative analysis drew on primary survey data and available monitoring and financial data from the TTF Secretariat. Survey results were explored descriptively, with cross-tabulations used where appropriate. An internal analysis workshop reviewed emerging findings, supported triangulation, and ensured legitimacy of findings.¹⁷

2.5 Limitations

17. The evaluation methodology was successfully implemented without major changes. However, several limitations should be noted in relation to the data collection process.

- A late approval of the Inception Report by the TTF Secretariat considerably compressed the data collection period reducing the time available for interviews and analysis. Delays in obtaining timely contact details further slowed the data collection.
- Delays in receiving feedback and approval of the surveys and in receiving the relevant contact lists affected the timing of data collection and analysis. This reduced the time respondents had for completing the survey and limited the number of reminders that were sent. A satisfactory response rate was nonetheless achieved (see ¶15 above).
- Country contacts were provided by the Secretariat for country UNESCO TTF focal points only. This together with a compressed timeline for data collection made it challenging to secure sufficient national partner engagement as part of the country studies.
- Limited response and engagement from some stakeholder groups meant that some planned FGDs could not be conducted. For certain groups, these were replaced with individual KIIs.

3. Evaluation findings

3.1 EQ 1: What is the current global architecture of organisations working to support teachers and what is the TTF positioning in this global landscape? (relevance)

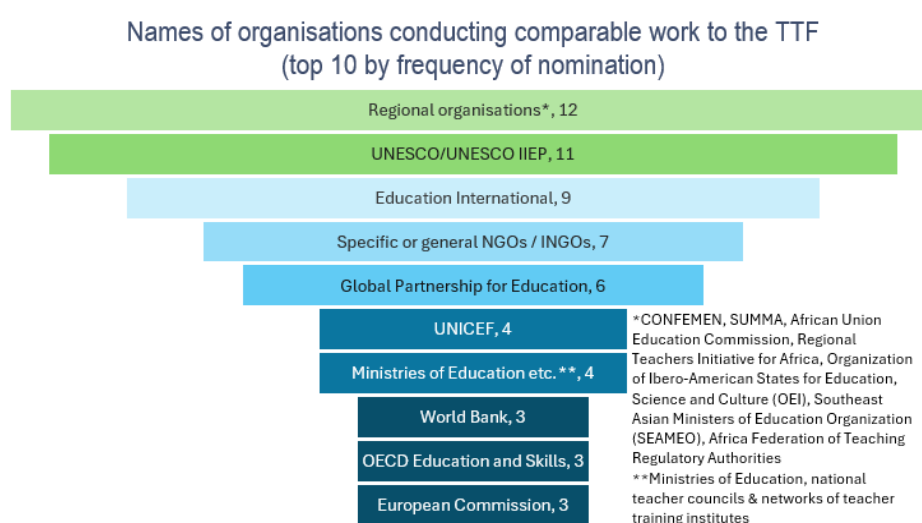
Finding 1. In a crowded global education landscape, which faces continued and increasingly complex challenges, the TTF occupies a distinct role. The TTF has reinforced its identity as a multi-stakeholder platform uniquely focused on the teaching profession. However, despite enhanced recognition, the TTF is not universally seen as the authoritative voice on teacher matters.

¹⁷ Education Endowment Foundation, 2022

18. **The global education sector features a multiplicity of actors with overlapping mandates and interests in supporting the teaching profession.** These include multilateral organizations, bilateral development agencies, global partnerships, regional entities, civil society organizations, and professional networks (Figure 51, in Annex 9).¹⁸

19. A number of actors are active in areas that intersect directly with the TTF's mandate, including teacher policy, training, working conditions, and professional development (Figure 1 below). Long-standing concerns include teacher shortages, unequal distribution, insufficient training, and weak professional status.¹⁹ Newer issues have gained salience, including an increasingly tighter funding environment,²⁰ the impact of digital transformation, rising demands for climate-responsive and inclusive education, and the mental health and well-being of teachers.²¹

Figure 1 Organizations perceived as comparable to TTF (member survey)



Source: Member Survey 2025, n=121

20. This complex landscape can be grouped broadly into three functional categories: (i) normative and policy-setting organizations (e.g., UNESCO, International Labour Organization (ILO)), (ii) technical and implementation-focused entities (e.g., World Bank, Global Partnership for Education (GPE), regional development banks), and (iii) advocacy and professional networks (e.g., Education International). Each category contributes to shaping global and national teacher agendas, though with varying focus on standards, funding, research, or practice. New actors have also emerged, including technology-focused education partnerships, private organizations and foundations, and initiatives targeting digital teacher capacity. These new actors have added expertise but also introduced new coordination challenges, particularly as traditional education actors may not be systematically linked to newer or more technology-driven organizations and efforts.

21. **The TTF has continued to solidify its identity as a multi-stakeholder platform uniquely focused on the teaching profession.** The TTF's visibility and engagement have grown, with stakeholders recognizing its contributions to strengthening global coordination around teacher

¹⁸ Landscape Analysis, Annex 9

¹⁹ Ibid.

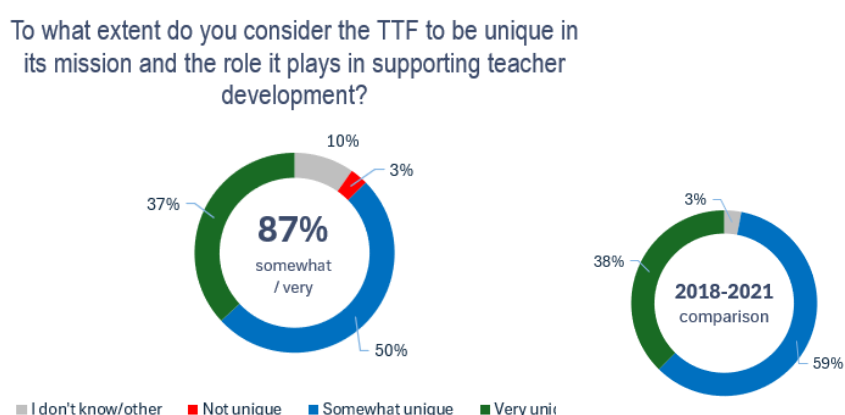
²⁰ Center for Global Development, 2025

²¹ Ibid.

issues. The launch of flagship knowledge products, such as the Global Report on the Status of Teachers, and high-visibility convenings such as the PDF²² have contributed to this.

22. **There is enhanced recognition of the TTF as a convener of actors and a credible source of evidence and advocacy on teacher issues.**²³ TTF efforts to help update global normative frameworks, such as SDG 4.c, the ILO/UNESCO Recommendation concerning the Status of Teachers (1966), and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997), and translate them into national teacher policies, further underscore its relevance in bridging global commitments and country-level implementation. Eighty-seven percent of members consider the TTF to be somewhat or very unique in its mission and role (Figure 2). This suggests a strong recognition of the TTF's distinct value proposition (further discussed under EQ2).

Figure 2 Perceived uniqueness of TTF (member survey)



Source: Member Survey 2025, n=121

23. Nonetheless, the TTF is not universally seen as the authoritative voice on teachers. In some instances, global and regional stakeholders continue to engage more readily with other institutions for technical leadership or operational collaboration, even when these are TTF members.²⁴ This reflects a competitive information environment.

3.2 EQ 2: What is the added value of the TTF within the global landscape and how relevant are its mandate and strategic priorities? (coherence)

Finding 2. The TTF remains relevant and has a clear added value in the global sphere. Its added value reflects its activities and diverse membership. The Strategic Plan is aligned to the continued importance of raising awareness, enhancing capacity and supporting responses to the challenges facing teachers/the teaching profession. However, direct relevance to expressed country priorities was reduced with the shift away from country support to policy learning.

24. **The TTF has important added value to education stakeholders and is broadly seen as a unique movement and platform**, with a key role and place as the only global platform exclusively dedicated to teachers (see also EQ1) and as a custodian of SDG 4.c. The added value is reflected in the fact that 75 percent of member survey respondents state that: "gaining access to an international network of stakeholders and learning from them" is the 'main driver' of their interest in

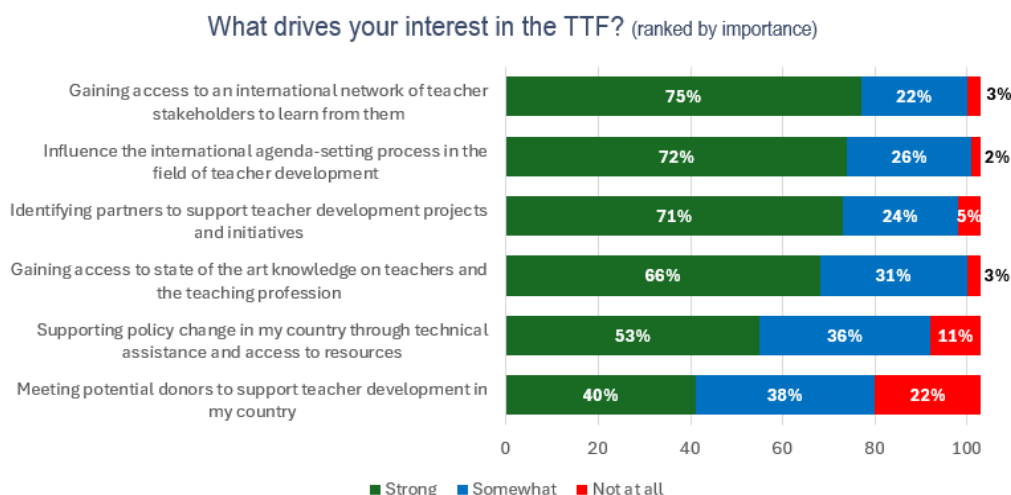
²² UNESCO, 2024

²³ KIIs/FGDs and Member Survey

²⁴ Ibid.

the TTF. The value of the network was also expressed in numerous interviews. In the words of one senior country-level key informant *"if (the TTF) did not exist we would have to invent it"*. This was echoed by a donor informant who told us: *"With the TTF the world is a better place"*.

Figure 3 Member motivation for engaging with the TTF



Source: Member survey n=121

25. **Members and external stakeholders strongly value the capacity of the TTF to interact with other actors in the global sphere and to advocate for teachers.** The second most common driver of interest in the TTF (mentioned by 72 percent of member respondents, see Figure 3 above) is the *"possibility to influence international agenda-setting processes"*. Similarly all 26 country impact survey respondents were affirmative that the TTF has a clear set of priorities for advancing the agenda around teachers, and all replied 'yes' when asked whether the TTF is relevant to the needs of teachers in their country (see Annex 7). Key informants highlighted that the capacity of the TTF to play this role reflects its unique focus on teachers and its sustained and long-term presence on the global stage. These different factors interact with other important characteristics of added value (see Box 1).

26. **The TTF's diverse membership is an important asset and creates legitimacy for its positioning.** By bringing together a broad range of actors with different origins, roles, constituencies, and agendas, the TTF enjoys strong legitimacy and has unique convening potential across stakeholder groups. This inclusive composition enables the TTF to represent the full range of stakeholders concerned with teacher issues at global, regional, and national levels. In particular, the strong representation of southern partners and countries is widely valued by key informants and seen as a distinctive strength. The fact that many of the most active actors in the teacher space are TTF members further reinforces its credibility and potential as a coordinating hub. However, while the TTF's institutional structure lends itself to fostering coordination and complementarity, its positioning

Box 1 TTF Added Value

- A sharp focus on teachers and the teaching profession, as per SDG4c
- Strong and growing convening and networking capacity, supported by the close link with UNESCO
- Diversity and representative nature of its membership which adds legitimacy and contributes to knowledge generation
- The quality of its technical expertise, resources and products

For many informants these characteristics interact and are mutually supportive, creating a unique and valuable dynamic.

Source: Evaluation KIIs

within a complex network of relationships requires continued efforts to manage partnerships effectively, avoid duplication, and fully leverage its role as a collective voice in the global teacher policy architecture.

27. The Strategic Plan and associated ToC are well aligned with global agendas and are generally seen as reflecting the key priorities. The current Strategic Plan focusses on advocacy, knowledge production and dissemination, and policy learning, which are also among the main *'raisons d'être'* for members to engage in the TTF (see Figure 3 above). For many evaluation informants the TTF shows value by being vocal on teacher issues, clear in its messaging, and responsive to the evolving challenges and priorities for teachers. For example, the TTF knowledge production was mentioned as having been of significant value to other education partners such as the International Network for Education in Emergencies (INEE), Education Cannot Wait (ECW), and GPE, and useful to their deliberations on priorities and understanding of key issues. The TTF is also recognized for surfacing and emphasizing emerging issues, for example through its work on Artificial Intelligence (AI) and through its focus on rural teachers.

28. The Strategic Plan is recognized for building on learning and experience. However, the shift away from country support to regional and country policy learning is not universally supported. The 2022-2025 Strategic Plan is seen as addressing the key weaknesses identified in the previous evaluation. However, the shift away from country support to regional and country policy learning under MLA 3 has weakened the TTF's direct relevance to the expressed priorities of country actors. Opportunities for stronger engagement, initiative, and convergence of TTF members in support of country processes are perceived as having reduced. Multiple informants advocated for the TTF to better global efforts with responsiveness to member countries' priorities. As expressed by a regional key informant, *"The ambitions are very noble ... but from an operational point of view, the TTF seems silent. We don't feel the TTF operationally at the country level"*.²⁵ EQ3 will show that there are opportunities for member alignment and synergies in support of policy processes at country level which are not sufficiently facilitated and supported by the membership.

29. TTF engagements are not seeing sufficient prioritization and strategic focus. Across stakeholder groups challenges in terms of prioritization, dispersion of efforts, and lack of strategic focus in practice are a critical concern: *"The TTF does so many things... I think there should be a greater focus"* and *"Efforts are too scattered, reducing strategic impact"*.²⁶ Specific suggestions from key informants included focussing technical assistance on a select group of countries with the greatest need, and focusing global engagement on a small number of critical advocacy opportunities.

3.3 EQ 3: What progress has been made in implementing the Strategic Plan priorities? (effectiveness)

Finding 3. The TTF has made strong progress in advancing its strategic priorities related to global advocacy and knowledge production, with growing synergies in evidence. Its support to national and regional policy learning remains modest.

30. The TTF has been successful in strengthening its global positioning and delivering on its core strategic functions, while deepening engagement across its membership base. Strong progress has been made in implementing and exploiting synergies between the Strategic

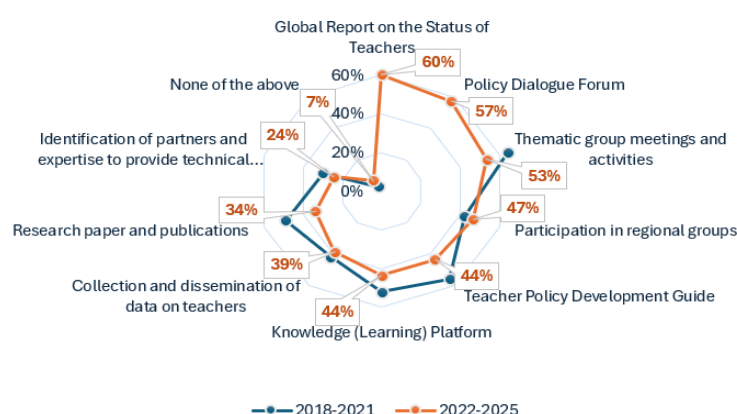
²⁵ Translated from French.

²⁶ KII Secretariat staff

Plan's global-level priorities, particularly in relation to knowledge production, advocacy, and network-building. Member perceptions of the TTF's work were re-assessed in the context of this evaluation (Figure 4 below). Survey results show that levels of engagement with TTF activities have remained steady since the previous strategic plan, with respondents continuing to identify the same core activities as beneficial. Two newer additions to the survey, the Global Report on the Status of Teachers (for the first time produced during this Strategic Plan period) and the PDF (a feature of all previous strategies but not covered in the 2021 member survey) were the most frequently cited as having value. This finding aligns with qualitative evidence gathered during this evaluation²⁷. Almost three quarters of member survey respondents (74 percent) reported benefitting from three or more of the TTF's main activities, suggesting strong complementarities across the TTF's lines of work.

Figure 4 Activity Participation, SP 2018-2021 vs. SP 2022-2025

Which of the following TTF activities and/or outputs you have directly benefitted from or participated in?



Source: Member Survey 2025, n=12

The Global Report on the Status of Teachers

***Finding 4.** The Global Report on the Status of Teachers has become a widely cited, authoritative resource that consolidates global data and analysis to inform teacher-related policy, spotlights critical challenges, and elevates the visibility of teaching issues despite some limitations in regional data and linguistic reach.*

31. **The Global Report on Teachers, first published in 2024, represents a key innovation under the current Strategic Plan (MLA 1) and is widely reported to be a flagship achievement of the TTF.** The Report which was developed in response to the lack of a comprehensive, authoritative global review of teacher-related progress under SDG 4.c, has quickly become an authoritative data-informed source for advocacy and policy dialogue. It was cited by many informants as hugely influential and labelled as “a game changer” in placing teacher shortages, professionalization, and education workforce planning at the centre of national and international education discussions.²⁸ The Report has contributed meaningfully to advancing global advocacy.²⁹ Its clear calls to action, such as increasing education investment and the revision of the United Nations

²⁷ KIIs and FGDs

²⁸ MN004

²⁹ KIIs, FGDs, Member Survey, Country Impact Survey

international instruments for the teaching profession, have featured prominently in high-level forums such as the 2024 Global Education Meeting in Fortaleza, Brazil.³⁰

32. **Strategically, the Report has helped position the TTF as a convening authority and thought leader on teacher issues.** Its publication has significantly raised the profile of the TTF and provided a central reference point for members and partners. The recent establishment of a member-led editorial board marks a promising shift toward greater member ownership of flagship content, reinforcing the TTF's goal of becoming a more member-driven platform.³¹

33. **The Report has been particularly useful during the diagnostic and formulation phases of national teacher policy processes and has supported advocacy.**³² The Report has been instrumental in advancing three core objectives: strengthening diagnostic capacity, encouraging policy uptake, and driving advocacy. It provides compelling evidence of a global teacher shortage (44 million teachers needed by 2030) and has helped contextualize country-specific challenges within broader global patterns.³³ This diagnostic function has strengthened data-informed planning and provided a critical frame of reference for national policy development, with examples in evidence of its utility in countries such as Burkina Faso, Mauritania, and Lao PDR. As a UNESCO TTF focal point explained, "*Once the report was drafted, that trickled down to national policies....*" However, the lack of disaggregated data at regional and country levels limits its direct relevance for country-level policy formulation, particularly in contexts with highly localized education systems. Furthermore, in spite of being available in six languages (English, French, Spanish, Arabic, Portuguese, and Chinese) linguistic accessibility still constrains broader engagement by countries which use other languages.

Policy Dialogue Forum

Finding 5. The PDF serves as a high-impact platform for policy exchange, consensus-building, and visibility around teacher-related issues, and there has been strategic alignment with flagship initiatives like the Global Report on Teachers. Challenges remain around follow-up mechanisms, frequency, and deeper country-level engagement.

34. **The PDF is a flagship initiative of the TTF and a key mechanism to advance its global advocacy objectives under MLA 2.** One PDF was held during the evaluation period, in South Africa. It focused on enhancing the attractiveness of the profession, addressing global teacher shortages, and elevating teaching as a global public good. The forum generated actionable recommendations for governments, development partners, and civil society across themes such as innovations in teacher policy, teacher education, and pedagogical practice.

35. **The PDF generated momentum and visibility.** The 2024 PDF attracted over 400 in-person participants from five continents, alongside 500 virtual participants. A social media campaign run before, during, and after the Forum achieved over 66,000 impressions and increased audience engagement by 29 percent compared to the previous Forum³⁴. The Forum elevated teacher issues at national and international levels. For instance, the African Union used the event to initiate

³⁰ UNESCO, 2024

³¹ The TTF has formed an editorial board of the Global Report on Teachers (2024-2027) which will serve to ensure the Global Report on Teachers aligns with strategic frameworks, including the Education 2030 Framework for Action and SDG Target 4.c. The board's key responsibilities include identifying research priorities, validating methodologies, and ensuring actionable, high-quality recommendations are reflected in the report.

³² KIIs, FGDs and Country Impact Survey

³³ UNESCO, 2024

³⁴ TTF, 2025b

consultations on its new continental education strategy.³⁵ The European Union (EU) leveraged the Forum for the launch of a new Financing Facility,³⁶ while stakeholders in South Africa observed a notable increase in national awareness of the TTF's work following the event.³⁷

36. **The PDF convened diverse actors, enabling peer learning and strategic alignment.** Members valued the opportunity to engage with other thematic groups, TTF's broader membership, and country-level actors, including school leaders. Previous Forums held in Rwanda (2021) and Dubai (2019) were equally cited as moments of rich peer exchange. The alignment of the 2024 PDF with the Global Report on Teachers was widely recognized as a strong example of integrated advocacy, knowledge generation, and policy learning. Furthermore, stakeholders highlighted the Secretariat's key role in shaping the agenda, encouraging broad participation, and enhancing the visibility and impact of the outcomes through effective communication efforts.

37. **A structured follow-up mechanism to monitor the uptake and implementation of Forum outcomes at the national level is not yet in place.** There are opportunities to better assess to what extent PDF policy recommendations are implemented. Additionally, while the transition to a biennial format sought to enable deeper strategic engagement, some stakeholders felt that the reduced frequency constrains continuity and weakens responsiveness to emerging issues. Strategically planned interim regional or thematic consultations, which are linked to a coherent strategy for MLA 3, were suggested to complement the PDF. While such consultations are taking place they were considered insufficiently linked to a clear strategy for regional engagement. Furthermore, there is scope to strengthen the participation of members, particularly national focal points, in shaping the agenda, leading sessions, and sharing country innovations.

Teacher Policy Development Guide

Finding 6. The TPDG plays a key role in national teacher policy formulation. It offers a structured, adaptable framework that has helped shift countries toward more comprehensive, evidence-informed strategies. Its longer-term impact on implementation remains uneven due to systemic constraints and contextual challenges.

38. **The TPDG has remained central to the TTF's support to countries in developing, reviewing, and implementing national teacher policies.** Originally developed during the 2014–2016 Strategic Plan and piloted across several countries in subsequent years, the TPDG is positioned under MLA 1 but links directly to national and regional policy learning under MLA 3. The TPDG provides a structured, evidence-based framework for holistic teacher policy development, organized around nine critical policy dimensions ranging from recruitment and training to deployment, remuneration, and governance.

39. **The TPDG is widely used and perceived as valuable.** According to TTF reporting, use of the TPDG surpassed Strategic Plan targets, reaching 11 countries by 2024, up from 9 in 2023. Across countries such as Lao PDR, Ghana, Mauritania, Chad, Niger, Zambia, Burkina Faso, Benin, Yemen, and Mali, the TPDG has served as a core reference in national teacher policy development.

40. **The TPDG has helped countries identify gaps and define implementation plans, including costed scenarios and monitoring frameworks.** In Lao PDR, for example, the national

³⁵ KIIs

³⁶ Ibid.

³⁷ Ibid.

teacher strategy developed with support from the TPDG includes operational costs and provides a framework for mobilizing donor funding. In Mali, discussions around teacher policy, guided by the TPDG, led stakeholders to engage more deliberately with the Ministry of Finance to advocate for improved budget allocations. The successful implementation of the TPDG reflects several enabling factors which are outlined in Box 2 below.

41. **The Guide's added value lies in its ability to support national policy formulation processes through clearly defined steps, templates for situation analyses, and guidance on policy costing and implementation planning.** Over time the TPDG has been expanded to include additional modules, such as a crisis-sensitive planning module.³⁸ At the time of the evaluation work was ongoing on additional modules related to teacher policy costing and teacher management in rural areas.

Box 2 Enabling Factors for TPDG Success

- Consultancy support, particularly through dedicated teacher policy experts
- Technical and advocacy engagement by the TTF Secretariat
- Strong in-country coordination by UNESCO Country Offices, and linkages with the UNESCO Regional Offices
- Synergies with broader UNESCO programming
- Conducting a national situation analysis early in the process

Source: Evaluation KIIs

Knowledge Platform

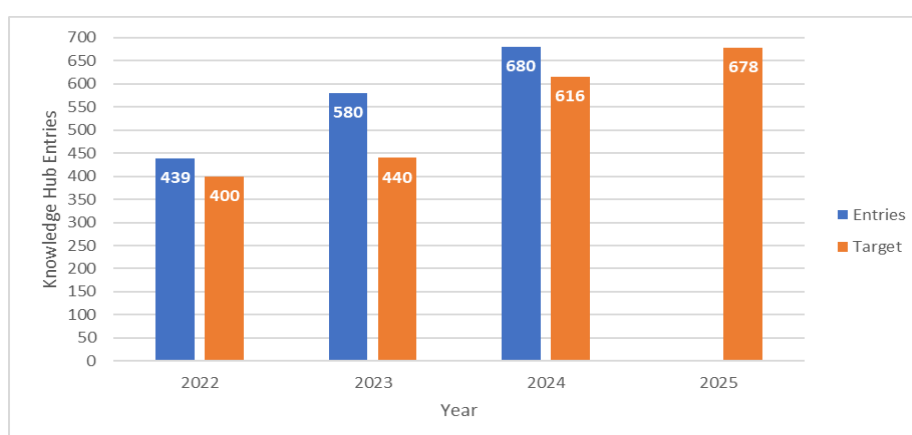
Finding 7. The TTF Knowledge Platform has grown into a significant repository of teacher-related resources and tools, reflecting strong content development and strategic focus on evidence-based policy and peer learning. However, challenges around user engagement, accessibility, and unclear audience targeting have limited uptake, particularly at the country level.

42. **The Knowledge Platform is a central component of the TTF's efforts under MLA 1.** Originally launched under the 2018–2021 Strategic Plan and carried into the current 2022–2025 cycle, the Platform was developed in response to longstanding member demand for a centralized, accessible space to house teacher-related knowledge and tools. The Platform includes a public-facing website that hosts the Knowledge Hub, a curated Teacher Resource Centre (TRC), and a private Member Working Space designed to support peer collaboration and document sharing. These elements were envisioned as a user-driven, multilingual, and multi-functional tool to support global knowledge curation, dissemination, and learning, contributing to MLA 1, to advocacy under MLA 2 and to regional/national learning under MLA 3.

43. **Content development of the Knowledge Platform has progressed, supported by enhanced Secretariat capacity.** Content targets were exceeded across successive years of the Strategic Plan (Figure 5). The Teacher Resource Centre, introduced in 2023, reached its 2024 goal of 116 practice-oriented resources aimed at classroom professionals. These achievements are largely attributable to the increased capacity within the Secretariat, including the appointment of a dedicated Knowledge Platform Curator and the growth of the knowledge team under MLA 1 from one to four staff members. A Reference Group has supported the content curation process, helping to ensure alignment with TTF priorities and thematic relevance.

³⁸ This module was added in 2021.

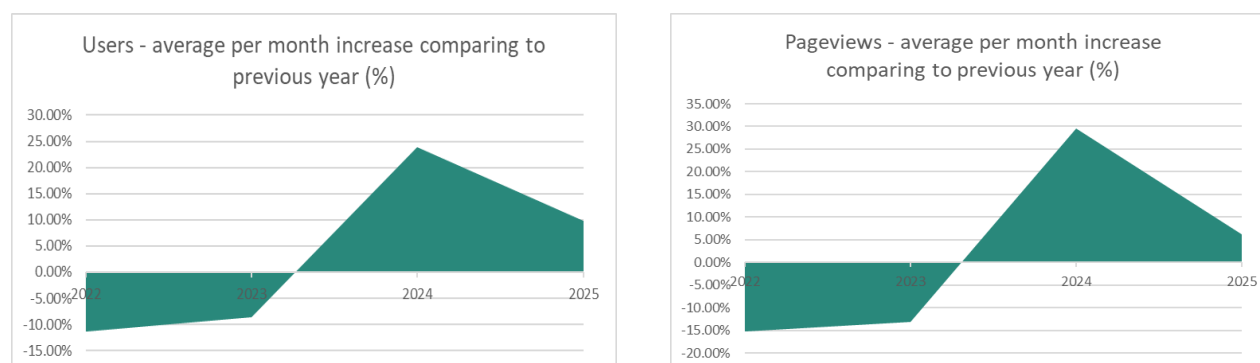
Figure 5 Knowledge Hub Entries, 2022-2024



Source: TTF Results Frameworks, 2022-2024; TTF (2025) Annual Report 2024

44. **However, platform engagement remains uneven, and its influence at country level is difficult to assess.** While there was a marked increase in traffic in 2024, particularly during major TTF events such as the Global Report on Teachers launch and the PDF, evidence suggests that user engagement remains shallow. Google Analytics showed growth in users (+24 percent) and page views (+29.6 percent) in 2024 (Figure 6), yet average session duration was low (1–3 seconds), and bounce rates in prior years (2022–2023) were consistently high (85–92 percent).³⁹ These patterns indicate limited depth of interaction with the content and minimal navigation beyond landing pages.⁴⁰

Figure 6 Knowledge Platform users and pageviews - average per month increase comparing to previous year (percentage)



Source: TTF Secretariat

45. Long-term trends and assessment of year-on-year performance cannot be done due to the transition to a different platform in 2023.⁴¹ Moreover, no information is available on account creation, activity rates, or engagement levels in the Member Working Space.

46. **The regional user breakdown of the TTF's Knowledge Hub between 2023 and 2025 reveals marked geographic disparities in platform uptake, as well as strong year-on-year growth in several regions** (Figure 7). Europe and Northern America saw the highest levels of engagement, with user numbers surging from approximately 15,000 in 2023 to an estimated 77,000

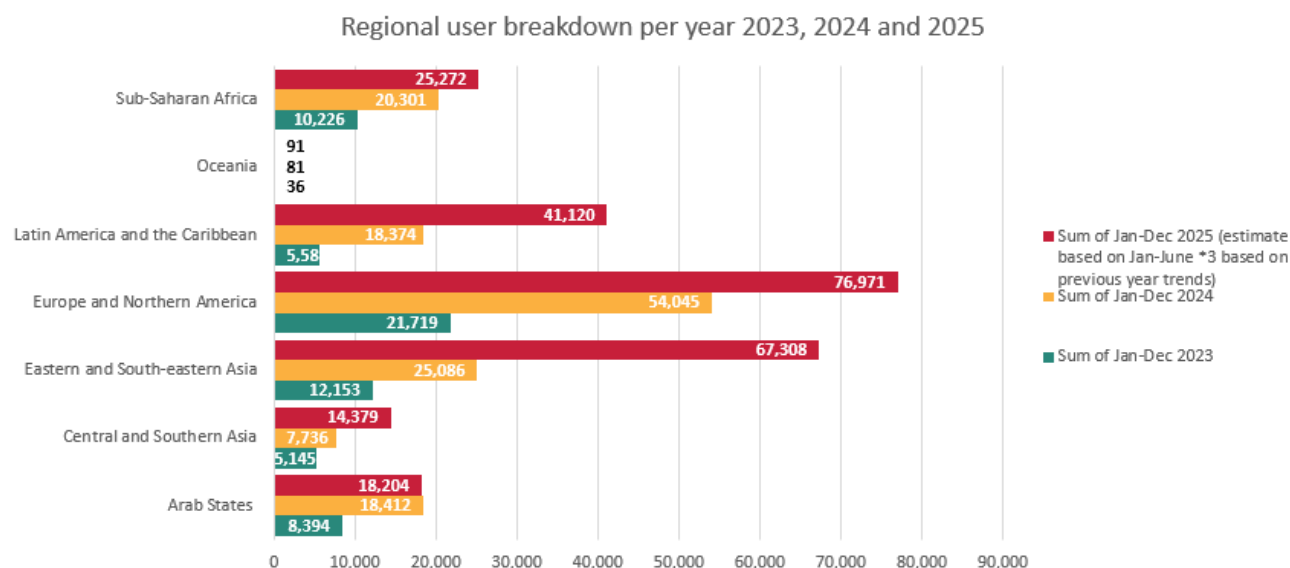
³⁹ Data shared by TTF Secretariat on Knowledge Hub Performance 2021-2025.

⁴⁰ A misconfiguration in the backend of the Knowledge Platform may be affecting the accuracy of session duration and bounce rate data, as it could prevent Google Analytics 4 from receiving complete information.

⁴¹ The transition from Universal Analytics (G3) to Google Analytics (G4) in mid-2023 introduced discontinuities in the data, making it difficult to track use and to develop trend analyses. Efforts by the Secretariat to request a dashboard from the previous developer were unsuccessful, creating a significant gap in performance monitoring and learning.

in 2025, likely driven by visibility during major TTF events in 2024 such as the PDF and Global Report on Teachers. Eastern and South-Eastern Asia also demonstrated consistent growth, reaching an estimated 68,000 users by 2025. In contrast, regions such as Oceania, Central and Southern Asia, and the Arab States recorded limited growth and consistently lower usage levels, suggesting possible barriers to access or lower levels of regional engagement.

Figure 7 Knowledge Hub regional user breakdown per year 2023, 2024 and 2025



47. **At the country level, awareness and uptake of the Platform is limited. Log- in requirements and barriers are major limitations.** While 66 percent of member survey respondents cited access to “state-of-the-art knowledge” as a motivating factor for their engagement with the TTF (Figure 27, Annex 6), only 44 percent reported having used or benefitted from the Platform (Figure 35, Annex 6). Similarly, just 58 percent of Country Impact Survey respondents identified “access to knowledge resources and guidelines” as a key strength of the TTF (Figure 50, Annex 7). Many key informants, particularly from national contexts, had not used or were unaware of the Platform’s content or functions. Barriers to access, such as login requirements, limited user-friendly design, and language constraints, were commonly cited. The Platform is available in four languages (English, French, Spanish, Arabic), but this is insufficient to ensure inclusion given that many documents are only available in English.

48. **It remains unclear whether the Knowledge Platform is primarily designed for policymakers, education professionals, or both.** Several respondents raised concerns about unclear audience targeting. This lack of clarity reduces its utility for different user segments and may contribute to the perception that the resource is underutilized. Some stakeholders recommended that the Platform curate more actionable, context-specific content, particularly drawing on regional data or country examples that can inform decision-making at national level.

Regional Peer Learning Spaces

Finding 8. Regional peer learning spaces promote contextualized policy exchange and south-south cooperation, but their operationalization has been limited. Most peer learning occurs informally or outside TTF structures due to weak coordination, low engagement, and a lack of strategic alignment with the broader TTF agenda.

49. Under MLA 3, regional peer learning spaces are intended to mutual exchange, foster south-south cooperation, and encourage the contextual adaptation of good practices and common standards. This approach recognises that countries facing similar challenges can often learn most effectively from one another, especially when solutions are shared in ways that respect local contexts and capacities.

50. **There have been efforts to systematize and strengthen regional engagement, however the operationalization of regional peer learning mechanisms has had limited results.** Efforts have included targeted regional policy learning workshops informed by member consultations and needs assessments, asynchronous online discussions, and thematic workshops addressing priority issues such as teacher professional development, standards, social dialogue, and leadership.⁴² Despite these efforts, the evaluation identified only a few successful instances of knowledge exchange, capacity-building, and coordination among member states. One such example involves Lao PDR sharing lessons and guidance from its experience in developing a national teacher policy with Cambodia. However, this exchange stemmed from an existing bilateral relationship between focal points in the respective Ministries of Education and was not facilitated by the TTF. It also did not make use of the TTF's regional group for Asia and the Pacific.

51. **Regional dissemination and promotion of the TPDG remains insufficiently developed.** The Strategic Plan envisioned peer learning across regional clusters as a key mechanism to foster holistic teacher policy development. Although there have been efforts in this direction, such as the presentation of the TPDG's contents and lessons learned from its use across sub-Saharan Africa at the 10th Africa Federation of Teaching Regulatory Authorities (AFTRA) Conference,⁴³ these initiatives appear to be ad hoc. Systematic and sustained regional exchange among countries using the TPDG has yet to be fully realized.

Communications, Visibility, and Social Media Presence

Finding 9. Despite increased visibility through high-profile global events, the TTF's communication and outreach efforts remain uneven, with limited resonance at regional and national levels, modest social media engagement, and critical gaps in language accessibility and targeted outreach.

52. **The TTF's communication, visibility, and outreach efforts have been moderately effective. Visibility has increased within certain global education spaces, particularly through high-profile events.**

53. The Secretariat has demonstrated a strong presence at high-level global events, including the PDFs and World Teachers' Day, but overall awareness of the TTF's role and activities remains limited, particularly at regional and national levels. Member Survey responses suggest that while communication materials and branding are generally well-regarded, their reach and resonance vary significantly across member types and geographic regions.

54. In the Member Survey, 50 percent of respondents rated the TTF's communication channels and branding as "moderately effective," while a further 33 percent considered them "very effective" in promoting the organization's mission and activities (Figure 30, Annex 6). However, perceptions of effectiveness were closely tied to member engagement levels. National government representatives

⁴² TTF, 2023e; TTF, 2024g; TTF, 2025

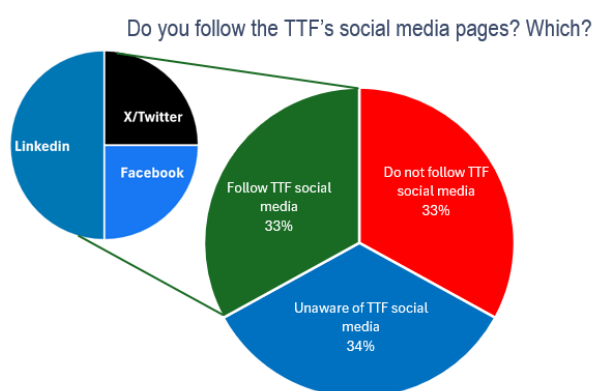
⁴³ TTF, 2024g

in particular were more likely to view communications as ineffective or only slightly effective. This group was also notably less likely to follow the TTF on social media, suggesting a gap in targeted engagement and accessibility for this constituency.

55. **Social media presence remains modest.** LinkedIn is currently the most followed platform among members, with 70 percent of those who found the TTF's social media "very relevant" indicating they follow the organization there (Figure 8 below). Facebook and X/Twitter trail behind, with followership at 40 percent and 35 percent, respectively. Notably, only 24 percent of social media followers engage with more than one platform, indicating that each channel likely reaches a distinct audience and underscoring the importance of maintaining content across all platforms, even when duplicative.

56. **The Member Survey revealed critical language and visibility gaps.** None of the respondents who completed the survey in French reported following TTF on social media, pointing to an anglophone dominance of the TTF's digital communications. Furthermore, around one-third of all respondents were unaware that the TTF had any social media presence at all, suggesting weak visibility of existing channels and limited onboarding or outreach to new or peripheral members.

Figure 8 Member engagement with TTF social media



Source: Member Survey 2025, n=121

57. **Participation in the TTF Communications Group is low.** Only 22 percent of respondents identified as active participants, while nearly a quarter (23 percent) were unaware of the Group's existence (Figure 31, Annex 6). Yet, among those involved, 100 percent considered the TTF's communications and branding to be moderately or very effective. This suggests that deeper engagement with the Group may positively shape perceptions of TTF's communications efforts and highlights an opportunity to increase awareness and involvement in this area.

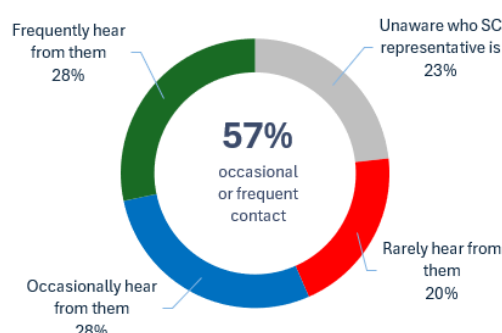
3.4 EQ 4: How effective and efficient are the structure, governance processes, operating modalities, and member engagement in supporting the TTF? (effectiveness and efficiency)

Finding 10. The TTF's core structures and governance mechanisms, including the UNESCO hosting arrangement, are broadly functional and have enabled progress against the Strategic Plan, particularly through the work of a committed Steering Committee and a capable Secretariat. However, overall effectiveness is constrained by uneven member engagement, limited resources, and coordination gaps, especially in relation to MLA 3.

58. **The Steering Committee plays a central role in guiding the implementation of the TTF's Strategic Plan.** A sub-set of highly active members provide consistent leadership and contribute to strategic decision-making and agenda-setting. These members were frequently cited by interviewees as instrumental in maintaining the TTF's momentum and prominence at the global level. **However, the benefits of this strong leadership core are not fully diffused across the broader network.** Communication between the Steering Committee and the wider membership was described as limited and, at times, inconsistent (Figure 9 below). Several stakeholders noted that decisions made at the Steering Committee level are not always transparently shared or effectively socialized with the wider member base, reducing opportunities for broader buy-in and engagement.

Figure 9 Steering Committee communication

How satisfied are you with the communication by your Steering Committee member representative?



Source: Member Survey 2025, n=121

59. **The TTF Secretariat is regarded as the operational driver of the network but with inconsistent and insufficient coordination of MLA 3.** Its responsibilities, including day-to-day coordination, technical support, implementation of core activities, and liaison with members, partners, and other stakeholders, was widely appreciated by the membership. The Secretariat's contributions are particularly evident in the delivery and dissemination of knowledge products under MLA 1 and advocacy activities under MLA 2, with stakeholders noting clear coordination, timely support, and growing technical depth. During the evaluation period the Secretariat expanded from 9 to 12 members – out of which four are on temporary contracts – with the addition of technical expertise aligned to MLA 1 and 3, before reducing again to 10.⁴⁴ This growth has helped to improve internal capacity, particularly with regard to the production of the Global Report on Teachers and coordination of the Latin America and Caribbean regional group. Nonetheless, some challenges remain. Under the current Strategic Plan, six staff from the secretariat work on MLA 3, each either leading or co-leading a regional group. However, coordination of MLA 3 activities remains diffuse and inconsistent with some ambiguity around leadership and accountability for this line of action from within the Secretariat.⁴⁵

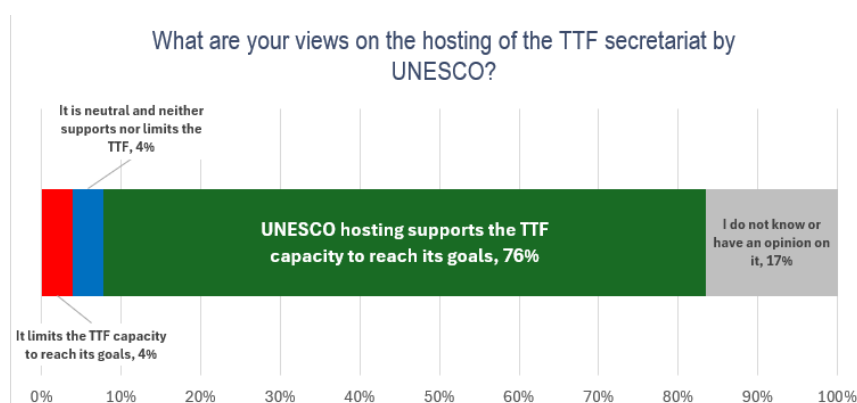
60. **The institutional hosting of the TTF by UNESCO is beneficial. It brings operational efficiencies, administrative support, and increased visibility through association with a high-profile international organization.** Many stakeholders see the hosting arrangement as

⁴⁴ Over the evaluation period, the Secretariat's staff size fluctuated, increasing from 9 to 12 before decreasing to 10 in 2025 due to budget constraints, including the termination of a technical expert contract. Although the total staff count is officially 10, only 8 are currently active, with 2 working on a 50 percent basis; several positions are temporary or consultancy-based, leading to periodic contract breaks and further limiting the Secretariat's overall capacity.

⁴⁵ KIIs at global and country level.

essential to the TTF's credibility and stability (Figure 10). However, the evaluation also identified some concerns related to the visibility and institutional identity of the TTF as distinct from UNESCO. In particular, a number of interviewees noted occasional ambiguity in external communications and governance processes about where the mandate and identity of TTF begin and where those of UNESCO end. While these issues have not significantly impeded delivery, greater clarity around the TTF's independent governance and branding may be useful, particularly for external stakeholders and prospective members.

Figure 10 Views on UNESCO hosting



Source: Member Survey 2025, n=121

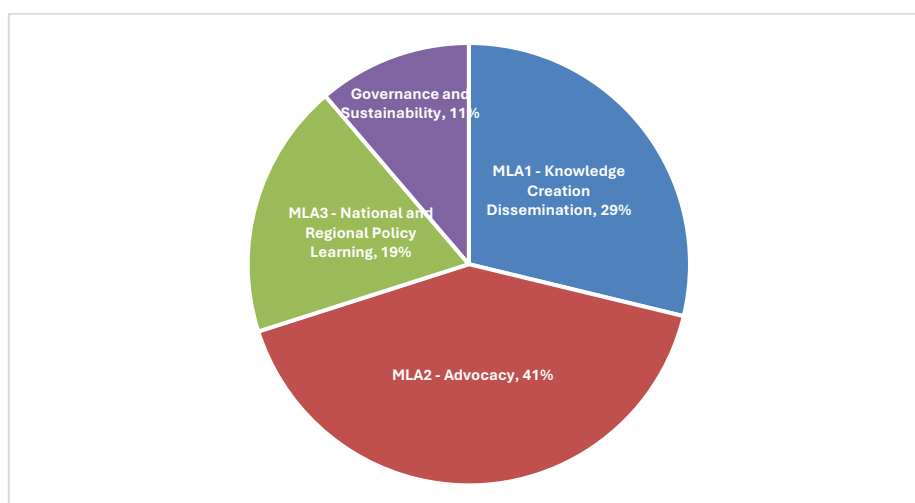
***Finding 11.** Despite operating within constrained resources, the TTF has displayed a high level of operational efficiency. However, there is a risk of spreading resources too thinly, and MLA 3 has been relatively under-resourced. Members' resource constraints are a factor in limited member engagement, which threatens the effectiveness of TTF work.*

61. **The TTF operates within a persistently constrained resource environment.** This has been a consistent feature of the network's operating context over successive strategic periods. The TTF utilises a biannual budget, across the Strategic Plan period this budget has remained fairly steady, at USD 2.96 million for 2022-2023 and USD 2.69 million for 2024-2025.⁴⁶

62. **The distribution of available resources is uneven across the three MLAs. The current scale and dispersion of programming may exceed what is realistically achievable without further prioritization or additional resource mobilization.** The majority of funding and staff effort is directed toward MLA 1 and MLA 2, with each having a dedicated member of the Secretariat coordinating these MLAs. In contrast, MLA 3 remains comparatively underfunded and under-resourced, with responsibility for coordination spread across the Secretariat, limiting its implementation (Figure 11). Additionally, the geographic and programmatic scope of activities places considerable strain on a small budget. While the TTF's lean model supports flexibility and responsiveness, it also underscores the importance of aligning ambition with capacity to ensure sustainable and balanced delivery across all areas of the Strategic Plan.

⁴⁶ TTF, 2024g; TTF, 2025

Figure 11 Activity Budget as Percentage of Total Budget (2022-2025)

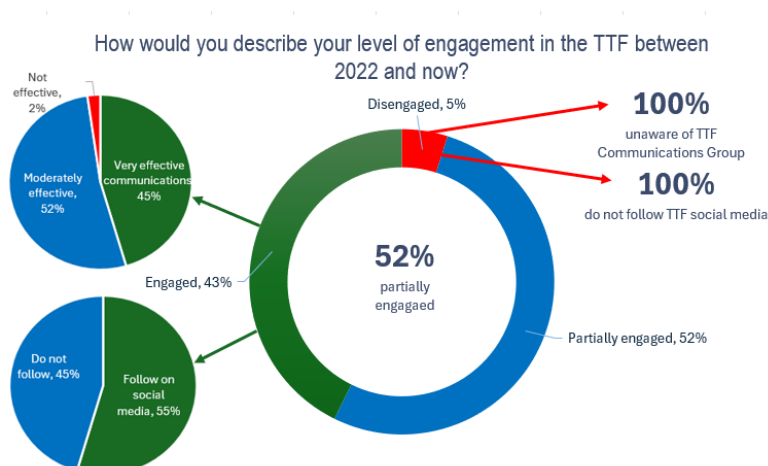


Source: TTF (2024) 2023 Annual Report; TTF (2025) 2024 Annual Report

63. **Despite these limitations, the TTF demonstrates a high level of operational efficiency.** Stakeholders frequently noted the Secretariat's ability to deliver a wide range of outputs, facilitate coordination among diverse partners, and maintain momentum across multiple workstreams with limited resources. The capacity to "do more with less" was seen as a defining characteristic of the TTF's work and a testament to the dedication and professionalism of the Secretariat.

64. **Limited member engagement continues to challenge the effectiveness of the TTF's work.** Within the TTF, member engagement varies considerably; a small group of highly committed members actively participate in implementation processes and collaborate with the Secretariat. These members provide leadership and continuity and often shape the broader strategic agenda. However, as demonstrated by the member survey, a majority of members are only partially engaged or not engaged at all in the TTF's work (Figure 12). While the Secretariat has made efforts to disseminate information and invite participation, these efforts have not translated into consistent or widespread engagement.

Figure 12 Member Survey – Level of Member Engagement

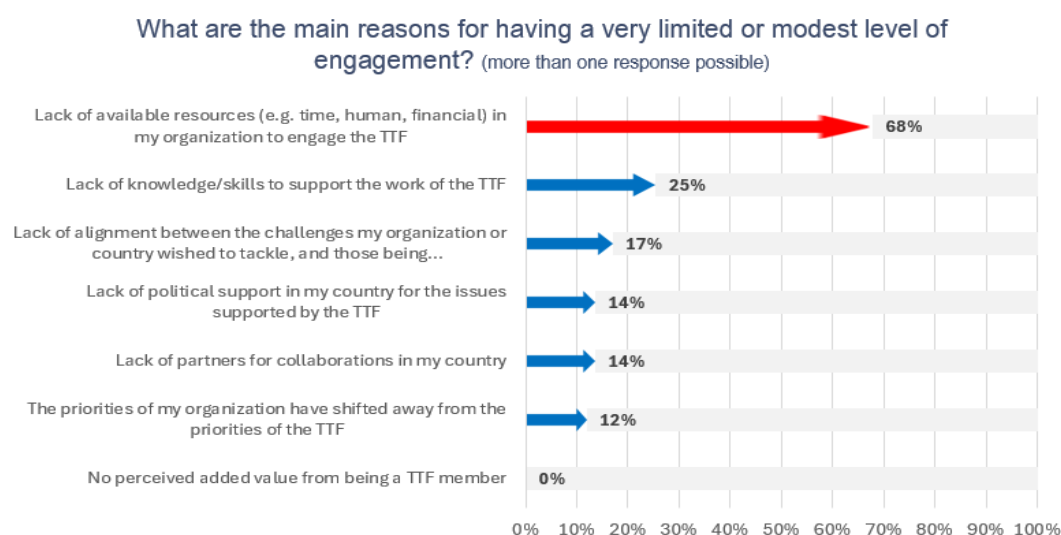


Source: Member Survey 2025, n=121

65. **Lack of resources (e.g. time, human, financial) is a major constraint to member contribution to the TTF's work.** The member survey explored reasons for minimal engagement,

(Figure 13). Nonetheless, the TTF has recently taken a constructive step toward enhancing member engagement and ownership through the establishment of the aforementioned editorial board for the Global Report on Teachers. While it is too early to assess the outcomes of this initiative, it represents a promising effort to strengthen participatory processes and foster a more member-driven approach to implementation. If sustained and effectively managed, initiatives such as this could contribute to a shift in the TTF's implementation model, from one that is largely Secretariat-led to one in which members play a more active and visible role in shaping and delivering core outputs.

Figure 13 Members' reasons for limited engagement



Source: Member Survey 2025, n=121

3.5 EQ 5: Is the TTF fostering policy learning and contributing to policy changes at country level? (progress towards impact)

Finding 12. Evidence of policy learning, particularly increased awareness of teacher issues and uptake of global frameworks and resources, is emerging in several countries. However, evidence of concrete policy changes remains uneven across countries and such changes are inconsistently supported by the TTF.

66. This EQ considers the emerging impact of the TTF's engagements and in particular evidence that the TTF has fostered policy learning and is contributing to policy changes at country level. It considers overall effects of the TTF at country level as evidenced at the time of data collection. This may reflect processes and inputs that pre-date or were initiated in the period preceding this Strategic Plan. Country-level interviews focussed on 10 countries⁴⁷ and included documentation review. Emerging impact was also explored through a dedicated impact survey of eight countries,⁴⁸ with results presented in Annex 7.

Country progress on teacher issues

67. **Across countries the broader environment for teachers has been improving.** Country impact survey recipients were asked if they had seen improvements in their own country across a range of areas. The area in which most progress was shown was 'knowledge generation of

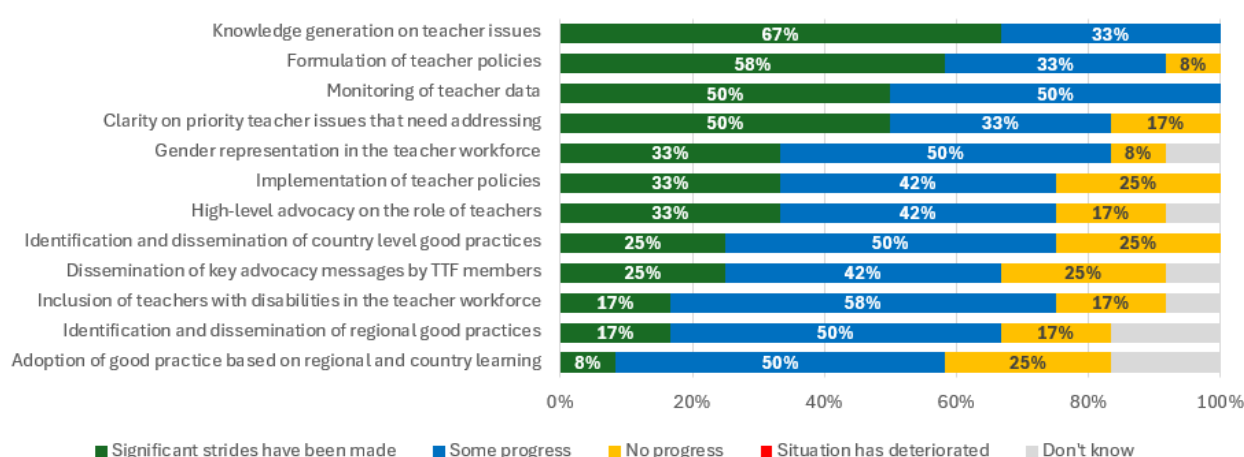
⁴⁷ Bangladesh, Burkina Faso, Ghana, Lao PDR, Mali, Mauritania, Niger, Nigeria, Uganda, and Zambia.

⁴⁸ Burkina Faso, Ghana, Lao PDR, Mali, Niger, Nigeria, Uganda, and Zambia.

teacher issues', with 67 percent considering that 'significant strides have been made'. Good progress was also noted in the 'formulation of teacher policies', 'monitoring of teacher data' and 'clarity on priority teacher issues that need addressing'. In no cases was the situation judged to have deteriorated (Figure 14). The area where the least progress was deemed to be made was on the 'adoption of good practice based on regional and country learning', a finding which triangulates with the evidence presented under EQ3.

Figure 14 Impact survey perception of improvements for teachers

Since 2022 in your country, and from your perspective, have there been improvements in:

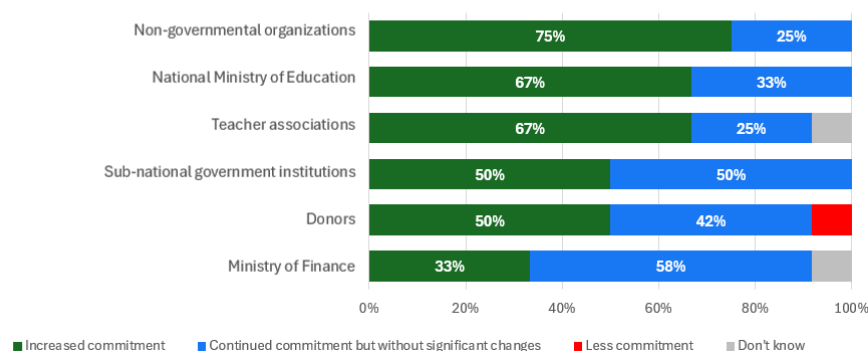


Source: Country Impact Survey 2025 n=12

68. **There has been progress in terms of commitment to the teaching profession** (see Figure 15). The graph shows perceptions of 'increased commitment' among country impact survey respondents by NGOs, national ministries of education, and teacher associations, but relatively less progress in commitment by sub-national government institutions and donors, and no changes to levels of commitment by country ministries of finance.

Figure 15 Commitment to the teaching profession

Has commitment to the teaching profession among the different types of actors in your country improved/grown since 2022?

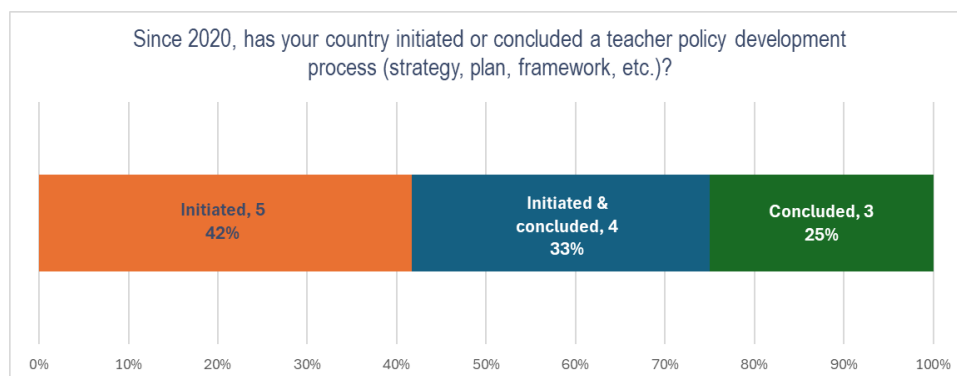


Source: Country Impact Survey 2025 n=12

Progress in drafting and implementation of teacher policy

69. **At the time of the evaluation, countries were in different stages of policy development.** Some countries such as Lao PDR (see Box 3 below) have completed policy formulation and have an approved policy, others have policies drafted but not yet approved.

Figure 16 Teacher policy development, since 2020



Source: Country Impact Survey 2025 n=12

70. **A number of countries have developed a national teacher policy.** For example, in Burkina Faso, the TTF supported key national stakeholders, including unions, school administration officials, and thematic experts, in putting in place the teacher policy. By May 2021 the national strategy had been validated. The TTF was reported as having facilitated engagement through its webinars which helped guide discussions and alignment among national actors on teacher policy priorities. In some cases the advocacy of the Secretariat was mentioned as having played a supportive role. In Ghana, as reported to the evaluation, the teacher policy was effectively supported by the TTF, and efforts are currently ongoing to identify funding to assess progress in implementation. Other countries where strong progress is in evidence are Lao PDR, Mauritania, Nigeria, Uganda, and Zambia.

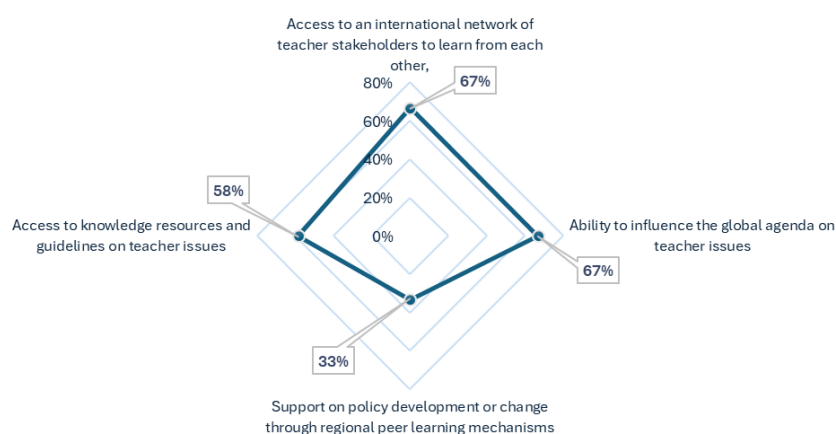
71. **Several countries have experienced significant challenges in designing and implementation policies due to costs and changes in political commitment.** For example, in Mali much of the work predating the 2021 coup d'état has been lost. In this country the TTF has provided support through the recruitment of a consultant who has worked on policies in other countries. Following the crisis the relationship with the Government has had to be rebuilt and at the time of the evaluation data collection the policy has not been finalized. A similar situation was noted for Niger where the national teacher policy was technically validated but continues to await political approval following the July 2023 coup d'état. Such examples extend to other regions. For example, in Belize policy implementation has been a challenge and as noted by a key informant from that region *"Political changes have impacted continuity."*

Evidence of the TTF's contribution to policy learning

72. The country impact survey probed four key areas of the TTF's work (see Figure 17 below). Only 33 percent of respondents consider that the TTF influences country policy development processes through regional and peer learning. These survey findings generally confirm findings from other sources (interviews and member survey). Responses show that the TTF's strengths are mainly in the access it provides to an international network, in access to knowledge resources and in the influencing of the global agenda.

Figure 17 Perceived strengths of TTF

What do you see as the main strengths of the TTF? (more than one answer possible)



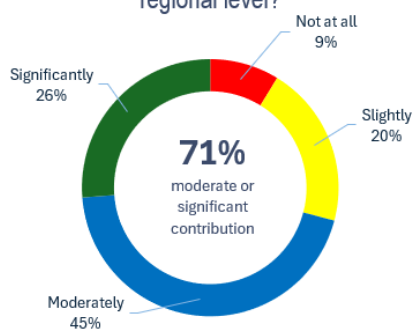
Country Impact Survey 2025 n=12

Evidence of the TTF's contribution to policy changes at country level

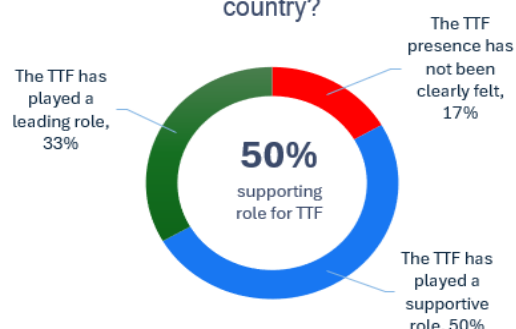
73. **Across countries, survey and interview evidence shows that the TTF is enabling policy changes, mostly in a support role.** The significance of the role and contribution across countries has varied. The Lao PDR example (see Box 3 below) suggests a strong contribution. However, most member survey respondents rate the TTF role as 'moderate'. Only a quarter of member survey respondents (26 percent) consider that the TTF plays a significant role at country level (see Figure 18). These findings triangulate with those of the country impact survey (Figure 18) with the TTF being perceived in a supportive rather than a leading role for policy changes at country level, an opinion that is held by half the people who responded to the country impact survey.

Figure 18 TTF Influence, Member Survey and Country Impact Survey

In your view, how significantly has the TTF contributed to influencing teacher-related policy changes at the country or regional level?



Has the TTF played a significant role in drawing attention to teacher issues in your country?



Source: TTF Member Survey 2025, n=121; TTF Country Impact Survey 2025, n=12

74. **The TTF has added value to country processes primarily by providing useful resources to guide and structure teacher policy development processes.** TTF's knowledge products were reported to the evaluation team in various interviews to have been important in fostering policy learning and policy processes in a number of countries (Burkina Faso, Ghana, Lao

PDR, Mali, Niger, Nigeria, Uganda, and Zambia).⁴⁹ This includes the Global Report on Teachers, which some country informants mentioned as having been influential in raising awareness and guiding national actions, although direct links to policy changes were difficult to establish.

75. The TPDG has been the guiding framework and has provided structure to the context analysis and the actual policy drafting processes across countries (e.g. Ghana, Nigeria). In Nigeria the policy drafting process was informed by TPDG, and informants stressed that national participation was high and facilitated by the TPDG guidance: *"all the states participated in the review process and made inputs, all got familiar with the policy guide and it was well embraced and welcome."*

76. Open-ended responses from the country impact survey confirm findings from evaluation interviews and generally illustrate that the TPDG has been an important and key resource for countries. Country impact survey respondents noted the following types of use of the TPDG.⁵⁰

- As a guide for the overall approach for developing teacher policies.
- To produce a clear context analysis and realistic, analytical and informative documents.
- To draw up the national strategy on women teachers based on the four stages of the guide and with some minor adjustments to the national context.
- To train members of a teacher policy technical committee.
- To guide country stakeholder consultation processes.

77. In interviews the TPDG role as a resource to the working groups at country level was also evidenced. For example, in Lao PDR where it was a key resource for the Education and Sports Sector working group, which was taking forward the process of drafting the new Teacher Policy.

78. Policy support roles are also played by consultants who have worked across different countries in support of teacher policy design processes. These consultants confirm the utility of the TPDG as a guide. Additionally, in interviews with the evaluation team these consultants demonstrated a wealth of knowledge and learning and cited multiple examples of exchange and synergies between countries based on their inputs into policy processes. For instance, experts who supported the national technical team in Benin later assisted Guinea in drafting its policy. However, the role consultants play in facilitating learning and exchange appears to be a missed opportunity that has not been fully leveraged by the TTF.⁵¹

79. **In a few cases, the TTF has been directly involved in providing or facilitating technical assistance to policy processes.** Collaboration with regional UNESCO offices enhances the impact and alignment of efforts. However, there are very few examples of deliberate active linkages with TTF donors and other members at country level.

Good practice example

80. Lao PDR was found to be a good practice example of the TTF support to country teacher policy development (see Box 3 below). The TTF played a catalytic role in Lao PDR's development of its first-ever National Teacher Policy. Its contributions included policy guidance, Secretariat expertise, and leveraging of technical partnerships to embed global frameworks within nationally led processes.

⁴⁹ KII and the impact survey.

⁵⁰ We have made minor amendments to how the text was written by survey respondents in order to preserve anonymity of survey responders.

⁵¹ The evaluation team's contact with these consultants arose from country reference to their support rather than from TTF Secretariat guidance that these informants play a key role.

Box 3 Lao's journey to a National Teacher Policy

Lao PDR endorsed its first-ever National Teacher Policy in 2024, aligning with SDG 4 and TTF priorities. The process was nationally led, with coordinated support from UNESCO (Bangkok and the UNESCO International Institute for Education Planning (IIEP)), grounded in the TTF's TPDG framework, and adapted to local needs. TTF inputs (technical support, expert mobilization) were trusted and used throughout.

Enablers of progress

- Strong national ownership and leadership by Lao PDR Ministry of Education
- Early investment in technical cooperation (consultants + TTF inputs) set the stage for quality and buy-in
- Costing and implementation planning were prioritised

Gaps & Opportunities

- Post-policy follow-through is vulnerable: Implementation support and sustained engagement are needed beyond endorsement
- TTF knowledge products are underutilised at country level due to language and accessibility constraints
- Regional peer learning remains ad hoc: TTF could systematise South-South exchanges, e.g. building on Lao PDR's support to Cambodia

Sources: KII interviews, documentation review

81. This example illustrates how the TTF acts as a connector and amplifier, linking national actors with global knowledge, peer expertise, and implementation partners. While the TTF's role was clearly influential, direct attribution of policy learning to the TTF alone remains challenging. The case underscores the importance of accessible tools, sustained engagement post-policy development, and regional peer exchange to deepen impact.

3.6 EQ 6: How sustainable is the TTF? (sustainability)

Finding 13. Despite continued efforts to diversify funding and progressively shift implementation toward a more member-led structure, the TTF's long-term sustainability remains constrained by limited, unpredictable financial resources and a Secretariat-driven operating model.

82. **Funds to the TTF have remained stable with a modest increase. The TTF continues to operate with a narrow funding base which jeopardises its sustainability.** The TTF remains dependent on a small cluster of core and longstanding donors, in particular Norway which has provided support to the TTF across consecutive Strategic Plans, and more recently France (since 2021). Other donors such as Germany have provided targeted financial support for Secretariat staff positions and TTF events such as the PDF. These core donor funds play a critically important role in ensuring stable and continuous engagement and the continuity of the TTF's work (see Annex 8).

83. **Progress in securing new funding over the evaluation period has been modest.** This remains a concern, particularly in light of the increasingly challenging global funding environment: "Amplifying, expanding the network of donors is important but funding is constrained and limits what the network can do" (Steering Committee Member). The TTF Secretariat has actively worked on fundraising for the Strategic Plan implementation. Over the evaluation period, additional funding was secured from two donors. The Hamdan Foundation (which started funding the TTF in 2015) provided USD 715,000 for research and monitoring, report production and publication, and dissemination and

advocacy. The Foundation, having previously funded the development of the Knowledge Platform, therefore funded its further improvements, as well as the production of the first and second Global Teacher Reports. This additional funding enabled the TTF to further strengthen its legitimacy and positioning supported by the relevance of the publication communication and advocacy around the report's findings. Funding was also secured from the MasterCard foundation (USD 15,000) to support joint communications and advocacy activities. Evaluation informants suggested there may be further opportunities to diversify funding through contributions from philanthropic organizations and emerging countries, as well as through staff secondments to the Secretariat. Overall, however, the funding base remains a concern for the Secretariat and the Steering Committee.

84. The Secretariat staffing has grown modestly over the evaluation period as part of an effort to respond to the operational and strategic demands of the Strategic Plan. Over the evaluation period the staffing of the Secretariat increased from 9 to 12 persons, before decreasing to 10 in 2025⁵². Additional expertise has been recruited in the domain of knowledge production and management and as noted earlier in this report the human and financial resources dedicated to MLA 3 are significantly lower than those used for the other MLAs. In spite of this modest growth in staff the Secretariat team remains overstretched, and this considerably affects its ability to fully support governance evolution, MLAs, and external engagement.

85. The TTF remains primarily Secretariat-driven in its operations but with a positive shift toward member leadership. The TTF operating principles assume that the implementation of the Strategic Plan is driven and carried by its collective membership and that members are at the forefront of the TTF's engagements and undertakings, supported by the TTF Secretariat. Thematic groups, in particular, have demonstrated strong engagement and ownership by members although there are concerns about the limits on such groups given the absence of dedicated funding: *"If the TTF wants to see the thematic groups as a pillar of its work there needs to be some sort of dedicated funding and approval mechanisms for the groups, which is aligned with their workplans - e.g. even some financial support to enable thematic group focal points to travel to an event."* (thematic group member). The recent creation of a member-driven editorial board has also been enthusiastically received by members and marks a meaningful step toward decentralizing content creation and strategic direction with greater engagement of members. The PDFs also remain an important moment where the hosting member assumes a stronger role.

86. On other fronts, however, the TTF's activities during the evaluation period have been mainly carried forward by the Secretariat with evaluation key informants noting that the Secretariat staff and management are often the 'face' of the TTF in public and advocacy events and speak on behalf of the network. In part this likely reflects constraints in resources and time by members to engage substantially with the TTF (Figure 33, Annex 6). However, informants also expressed the view that further efforts could be made to ensure member visibility and engagement on behalf of the TTF in high-level critical advocacy spaces, as too often this now falls on Secretariat staff who are associated with UNESCO, contributing to challenges in separation between UNESCO and the TTF (§60 above).

87. The Steering Committee plays a key role in decision making and guidance to the Secretariat on priorities with a small number of very vocal Steering Committee participants setting the overall tone. The evaluation team's observation of the Steering Committee proceedings highlights the significant and appreciated collegiality between members and

⁵² This was due to the non-renewal of a technical expert's contract under MLA 1 for budgetary reasons, and one project officer under MLA 3 taking up a temporary appointment with UNESCO at country level.

efforts to ensure engagement of participants online and in the room. Nonetheless, deliberations remain – somewhat predictably – dominated by the voices of a small number of donors who set the tone for comments and decisions.

4. Conclusions

Conclusion 1 - Progress on implementation of Strategic Plan priorities has been significant. The TTF moves into its next Strategic Plan with a solid basis to work from.

88. The TTF has made solid progress in terms of implementing its Strategic Plan over the period 2022-2025, which has improved TTF positioning in the global landscape and allowed for a sub-set of countries to make strong strides in policy design and implementation. A major investment in the Global Report on Teachers (Finding 4) and associated advocacy and dissemination has generated strong traction. Efforts in this domain have strengthened TTF positioning, legitimacy and perceived relevance in the global sphere. Established initiatives such as the PDF, TPDG, and the Knowledge Platform (Finding 5, Finding 6 and Finding 7) have continued to be important and very much valued features of the TTF's work. These areas of work should be maintained under the next Strategic Plan, and with some adjustments can continue to advance the teacher agenda. Regional engagements have not been strongly linked to country-level support where policy implementation ultimately take place (Finding 3). Their direct relevance to countries' stated priorities in policy design and implementation has been more modest over this Strategic Plan period (Finding 2), despite representing an important priority for members. Coherence and synergies between global, country and regional work remains an important area for improvement.

Conclusion 2 – The global education landscape is shifting and the TTF will need to be agile and adapt. The TTF must continue to cultivate both legitimacy and utility among its membership by demonstrating how its work translates into tangible teacher policy reform at the national level.

89. TTF relevance in today's global governance ecosystem is not static. The broader ecosystem of global education governance is evolving (Finding 1). As countries increasingly seek context-specific solutions, and as regional and national bodies assume greater leadership in teacher policy development, platforms like the TTF are under growing pressure to clarify their value proposition.

90. The TTF's capacity to contribute meaningfully may hinge on its ability to remain adaptive, responding with agility to shifting political priorities, emerging education financing modalities, and evolving country needs. The TTF will need to sharpen its distinctiveness not only as a convener, but as a facilitator of action, one that supports the operationalisation of global norms with technical credibility and political awareness (Finding 7) and which seeks to add value to country progress through regional learning and exchange (Finding 3).

Conclusion 3 - Strategic positioning in a competitive global landscape has been consolidated over the Strategic Plan period. Moving forward the TTF needs to refine and further sharpen its strategic priorities.

91. The TTF occupies a distinctive and respected position in the global teacher policy space (Finding 1), however, its communication and outreach efforts have been uneven, with critical gaps in language accessibility and targeted outreach (Finding 9). To maintain and expand its influence in an increasingly crowded and dynamic international education ecosystem, the TTF must sharpen its

strategic positioning. This includes working from a narrow set of highly strategic priorities which are framed around clear areas of comparative advantage and which are supported through global, regional and country engagements, strengthening partnerships, and ensuring its contributions remain visible (Finding 7), relevant, and responsive to evolving and prioritized global and regional priorities.

Conclusion 4 - The TTF has demonstrated its relevance and utility at the global level, has generated interactions at regional level, and has the ingredients to drive impact at the national level. The TTF needs to more effectively support progress at the national level by significantly strengthening the policy pathway from its global work and tools through more strategic regional exchanges to country-level engagement.

92. To translate the TTF's global influence into tangible national policy change, the TTF must go beyond knowledge generation and advocacy. It needs to strategically prioritize targeted implementation support, more consistently foster regional peer learning in ways that advance progress in sub-sets of priority countries (Finding 8), and develop clear mechanisms that connect global insights to country-level support and reform efforts (Finding 12). Striking a balance between regional convening and national-level support, especially in countries with strategic opportunities and strong member collaboration, will be essential to ensure that global and regional knowledge translates into locally relevant action and meaningful progress on the teacher agenda, particularly in an increasingly complex context. Strengthening feedback loops, attribution strategies, and partnerships with in-country actors will be essential to demonstrating and enhancing the TTF's impact on national teacher policy development.

Conclusion 5 – TTF Governance and resilience are strong but the external environment is changing. Sustainability will require significantly stepping up member engagement, fundraising and evidence generation in support of future strategic priorities.

93. The TTF's governance model has supported its core functions to date, but its heavy reliance on a small group of highly engaged members, a stretched Secretariat, and a narrow funding base poses significant risks to its institutional resilience and long-term sustainability (Finding 10 and Finding 13). While resources have been used efficiently, both financial and human resource constraints limit broader member engagement and innovation (Finding 11). To ensure future viability, the TTF must adopt a more distributed and participatory implementation model, empowering a wider range of members to take on strategic, advocacy and operational roles. Across the TTF, the focus needs to be on member-led, Secretariat-supported and -facilitated approaches. Diversifying funding sources, expanding partnerships, and encouraging greater financial and in-kind contributions from the broader membership will be essential to building a more resilient, sustainable, and collectively owned network.

Conclusion 6 – The TTF Theory of Change assumption are mostly valid, but the ToC itself will need updating to address a number of shortcomings.

94. The TTF has a strong foundation but faces challenges in maximizing coherence and synergy across its work at different levels in support of country progress, fully leveraging the potential of a diverse and committed membership, and effectively prioritising in a complex, resource-constrained environment. The evaluation reviewed the existing TTF ToC with these challenges in mind, and Annex 3 presents a draft ToC for consideration. A set of five priority recommendations in the next and final chapter of this report aims to support the TTF in its endeavours under a new Strategic Plan, guiding the network toward the SDG horizon and beyond.

5. Recommendations

95. The development of the recommendations was informed by a consultative process with key stakeholders. Preliminary findings were presented during the Strategic Day Workshop on 13 June 2025 at UNESCO in Paris, providing an opportunity for members of the ERG and Steering Committee to reflect on the findings and actively contribute to the co-creation of the recommendations.

Recommendation 1: Maintain the current three Strategic Plan Strategic Priorities in the next Strategic Plan to allow for consolidation of achievements, making minor revisions to the Strategic Plan to clarify priorities, synergies and opportunities.

- Revise the ToC to address identified weaknesses
- Review the strategy with country progress at the centre, and tweak priorities under each MLA in support of country progress
- Steering Committee to annually monitor progress

Addressed to: TTF Secretariat in consultation with the Steering Committee and Members

Timeline: By end 2025

Recommendation 2: In implementing the new Strategic Plan focus efforts on a carefully identified and agreed sub-set of regions and countries and prioritize these for multi-year support and enhanced monitoring and learning.

- Develop a multi-annual implementation strategy and plan for the next Strategic Plan that prioritizes a sub-set of 1-2 regions, and up to 10 countries.
- Organize regional events in between each PDF in support of the identified regional and country priorities to assess progress, mobilise member support, and identify how the Secretariat can support the priorities.
- Strengthen the TTF's country-level presence and communication in these countries through clearer Focal Point roles, tailored support, regular communication, better linkages with members, and better follow-up with focal points.
- Explore alternative models for national engagement, including civil society organisations and teacher unions, especially where government participation is constrained.
- Promote systematic monitoring, documentation and reporting on policy progress for priority countries.

Addressed to: TTF Secretariat supported by the Membership

Timeline: Duration of the next Strategic Plan

Recommendation 3: Strengthen member engagement and ownership in support of Strategic Plan implementation, prioritizing stronger member involvement in global advocacy, in strategic regional learning, and country support processes.

- Develop and fund a member engagement strategy to clarify roles and expectations, boost visibility, and increase leadership opportunities, including seeking stronger member engagement at global advocacy events and regional exchange and learning.
- Reinforce shared ownership: the Secretariat facilitates, but all members are responsible for engagement and delivery.
- Tailor member contributions and roles to regional and national priorities.

- Clarify and streamline the roles of the Steering Committee and broader membership to improve participation and accountability.

Addressed to: TTF Steering Committee supported by the TTF Secretariat

Timeline: By end 2025

Recommendation 4: Prioritise resource mobilization and diversification in support of Strategic Plan implementation, supported by strong monitoring and learning.

- Strengthen the TTF Secretariat with a dedicated resource mobilisation specialist.
- Develop a funding strategy that explores new funding models and synergies with global and regional partners (e.g. GPE, UNESCO).
- Maximise impact through partnerships and efficient use of scarce resources - avoid duplication and focus on added value.

Addressed to: TTF Steering Committee supported by the TTF Secretariat

Timeline: By end 2025

Recommendation 5: Enhance TTF visibility and utility to members, including at country level, by stepping up the TTF efforts on communication and ensuring TTF resources, platforms, and social media are accessible, respond to the needs of identified priority target audiences, and are well aligned with and support Strategic Plan priorities.

- Develop a clearer cross-platform communication and dissemination strategy, with multilingual content, targeted outreach, and better integration of national-level actors, which supports increasing awareness of both the Communications Group and social media channels.
- Clarifying target audiences for communication and knowledge sharing, with a focus on enhancing visibility of TTF communications among national government actors.
- Ensure open access to the Knowledge Platform and Teacher Resource Centre by removing barriers and firewalls, active messaging on social media, and addressing language disparities.

Addressed to: TTF Secretariat

Timeline: By mid-2026

Annex 1 Terms of Reference

Form AM 10-10 (April 2021)

REQUEST FOR PROPOSAL – RFP Services

Ref: ED/PLS/TED/TTF/24/07

(Please quote this UNESCO reference in all correspondence)

External Evaluation of the International Task Force on Teachers for Education 2030's 2022-2025 Strategic Plan

Date: 12 July 2024

Terms of Reference (ToR)

External Evaluation of the International Task Force on Teachers for Education 2030 for its 2022-2025 Strategic Plan

I. Background

Created in 2008, upon agreement in the [Oslo Declaration](#), the International Task Force on Teachers for Education 2030⁵³, or Teacher Task Force (TTF), is a unique global independent alliance working solely on teachers and teacher issues. It is dedicated to raising awareness, expanding knowledge and supporting countries on the questions and themes raised in SDG4 with a focus on [target 4.c](#)⁵⁴. The objectives of the TTF are anchored in the 2030 Agenda for Sustainable Development (SDGs) and Education 2030 Agenda. SDG 4, the goal dedicated to education, aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The TTF [operational structure](#) includes:

- [TTF members](#)
- [Steering Committee](#), comprised of co-Chairs and members
- [Regional](#) and thematic groups
- Donors
- The [Secretariat](#), a team of 7 staff, hosted by UNESCO in its Headquarters in Paris
- Annual Meeting

TTF members include national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations, and UN agencies, working together to ensure synergies at national, regional and global levels in the work on teachers and teaching issues.

The three pillars of the [2022-25 Strategic Plan](#) for the Teacher Task Force are knowledge creation and dissemination, advocacy, and national and regional policy learning, to ensure that teachers and teacher development remains high on national, regional and international agendas.

⁵³ Before the adoption in 2015 of Sustainable Development Goal 4 on Education 2030, the full name of the TTF was Teachers Task Force for Education for All in reference to the EFA goals, the global education agenda from 2000 to 2015.

⁵⁴ 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

Over the years, and specifically after strategic reforms and shifts, the TTF has established itself as an international partnership dedicated to advancing teacher status, education, and professional development. Through its initiatives, activities, collaborative projects, and commitment to excellence, the TTF has carved out a distinct role for policymakers, teachers and educators, and stakeholders alike. The first ever [Global Teacher Report](#), launched in 2024, set a reference on monitoring progress towards the achievement of SDG4 and its 4.c target on teachers. The TTF's holistic approach to teacher policies, which integrates social dialogue, status of the profession, norms and standards, professional development and pedagogical practices has generated interest from teachers' stakeholders worldwide. Moreover, the TTF's emphasis on fostering partnerships, promoting knowledge exchange, and driving collective action has solidified its reputation as a hub for transformative change in the field of education and teacher education in particular. As a result, the TTF has become synonymous with excellence in teacher policy development, teachers' management, and professional development, serving as a trusted beacon of expertise and innovation for the global teacher community.

Rationale for the Independent External Evaluation

The external evaluation process is designed and implemented by the Teacher Task Force Secretariat to assess progress of the Teacher Task Force network on its strategic objectives, taking into account outputs/deliverables and expected/unexpected outcomes. As much as possible, the evaluation will investigate the Teacher Task Force's contribution to the implementation of SDG 4 / Education 2030 Agenda, with a special focus on teachers (target 4.c).

An external evaluation is conducted every four years, one year before the end of each Strategic Plan cycle to assess the overall performance of the Teacher Task Force. A [previous external evaluation](#) was carried out in 2021 which helped shape the 2022-2025 Strategic Plan. This evaluation found that the TTF has a unique role in the crowded international policy space in education and that its mission is broad yet still highly relevant. The strategy helped refine the Theory of Change and the scope of the 2022-25 Strategic Plan. This upcoming evaluation will assess and evaluate the implementation and achievements in the context of the current 2022-2025 Strategic Plan and analyse this in light of the findings of the last evaluation from the previous strategy period. The findings and recommendations will inform the development of the future 2026-2030 Strategic Plan.

II. Objectives & Scope of Work

The main purpose of this evaluation is to take stock and assess the following elements of the TTF's work against its 2022-2025 Strategic Plan:

- Key achievements ;
- Implementation strategies ;
- Resources;
- Challenges;
- Governance;
- Validity of the TTF's mission and scope and its Theory of Change;
- Strategic shifts from the previous SP to the current one.

The evaluation will also provide an in-depth analysis of some additional areas, not directly related to the 2022-25 SP, including:

- Follow-up of the key **recommendations** from the last evaluation;
- Understanding how the TTF works as a **network** and how that can improve;
- The extent to which the work of the TTF contributes to actual **changes in policies and implementation of policies** and plans at country level;

- The relationship between the **TTF and UNESCO**, as host of the TTF Secretariat;
- The development, implementation and impact of flagship initiatives of the TTF such as :
 - The role of the **Knowledge Platform and Teacher Resource Center** as part of the TTF's activities and how the resources available online are used and consulted;
- **Analysis of the PDFs** in terms of how it contributes to network building and to ownership of TTF as a network, including understanding how TTF members view the PDF and the impact of the changes in the PDFs over the last 2 Strategic Plans;
- The impact and position of the **Global Report on Teachers** vis-à-vis other similar reports, its contribution to the TTF's mandate and its potential evolution in the future TTF's Strategic Plans.

The evaluation shall also assess the extent to which activities outlined in annual plans are fit for purpose to reach the strategic goals. The evaluation will also establish to what extent the TTF has carved out a unique role as a global network for teachers' issues and reference for teachers' stakeholders and policymakers; and how this has had an impact on teachers' status globally and how can this role be further strengthened. The external evaluation will also identify future opportunities and recommend, as appropriate, enhanced strategies for improved engagement of TTF members and pathways to contribute to progress towards SDG 4.c.

It shall provide evidence-based and future-oriented recommendations to the TTF Steering Committee and other stakeholders to further enhance the strategic positioning of the TTF in the field of teachers and education, the global education architecture, as well as determining how to optimize and coordinate the TTF's work within the TTF operational structure. The evaluation shall assess the TTF's work and coherence among the different entities involved, particularly the TTF Secretariat, Steering Committee members, network members, and donors.

It shall also assess the positioning of the TTF Secretariat within UNESCO in terms of coherence and synergies with UNESCO's work, independence from UNESCO, collaboration with other international organizations working on teacher issues, the perceived advantages and opportunities as well as the challenges for further cooperation. While exploring opportunities for intra and inter-sectoral work and collaboration within UNESCO, the evaluation will examine the adequacy of organizational arrangements and dedicated resources in the TTF to implement its activities, in particular in consideration of its (expected) results in the 2022-2025 Strategic Plan.

The primary intended users of the evaluation are the TTF Secretariat, the TTF Steering Committee, TTF members, donors/funders and UNESCO which hosts the TTF Secretariat. In addition to contributing to further consolidate its work, and while considering increasing opportunities in the field of teachers as well as growing funding opportunities, the evaluation shall feed into the formulation of future directions for the TTF's work through informing the forthcoming 2026-2029 Strategic Plan.

Scope of the Evaluation

The evaluation shall cover the activities that were implemented globally within the framework of the TTF Strategic Plan during the period 2022-2025, and include an assessment of the relevance of the Teacher Task Force's mandate, the formulation of its objectives; the effectiveness of the structures in place for the implementation of its program, the activities implemented, its governance, the TTF as a "network model", and its financing methods (estimated programme budget of 10 million USD for the implementation period). It should also see the findings in light of the previous external evaluation and assess progress.

As part of UNESCO's mandate as host of the Teacher Task Force, and in accordance with UNESCO's Evaluation Policy 2022-2029, the evaluator/evaluation team is expected to answer the following indicative evaluation

questions which shall guide the evaluation. These questions shall be further refined and validated in consultation with the TTF Secretariat and with the evaluation reference group which will be established.

The areas of inquiry and key dimensions of the assessment for this evaluation are structured in line the OECD/DAC Evaluation criteria⁵⁵, relevance, coherence, efficiency and effectiveness and (pathways towards) impact, and sustainability, and include:

1. A brief analysis of the **current global situation** of the teaching profession, the coherence of the global architecture of organizations working to support teachers and the TTFs positioning within this:
 - a. What is the current landscape of international actors working on teachers and teaching in their programs at global level, with a specific focus on upstream work?
 - b. What is the positioning of the TTF within the global landscape of entities/actors working in the field of teachers and how can it be strengthened?
 - c. Building on its current scope of activities, how can the TTF be more supportive, participatory, more strategic, active and have more influence in this global landscape, how can it be leveraged as the reference platform for teacher issues? What is the added value of the TTF?
 - d. What global strategies or public goods might be needed in the context of this evolving area of the teaching profession?
 - e. What is the role of TTF products, and particularly the Global Report on Teachers, in the global landscape of public goods and available research on teachers?
 - f. In light of the global, regional, and national level situation related to the teaching profession, what gaps could the TTF fill?
2. Analyzing the **relevance** of:
 - a. the mandate of the Teacher Task Force;
 - b. the work of the Teacher Task Force, in particular how and to what extent both the Secretariat and the members are working as an effective network to achieve its goals;
 - c. its theory of change (see page 6 of the [2022-2025 Strategic Plan](#));
 - d. the execution of its Strategic Plan (2022-2025) and annual/biannual work plans, particularly flagship products of MLA 1 (Global Report) and MLA 2 (PDF) and regional activities in MLA 3;
 - e. its activities under the 2022-2025 Strategic Plan related to gender equality and inclusion, among other of people with disabilities.
3. Establishing **effectiveness** of:
 - a. The TTF's operating modalities;
 - b. The TTF's regional and thematic groups and use of the Annual Meeting to create understanding and ownership;
 - c. The TTF's theory of change;

⁵⁵ See: OECD/DAC [Better Criteria for Better Evaluation](#)

- d. The TTF's execution of its Strategic Plan (2022-2025) and annual/biannual work plans;
 - e. its activities under the 2022-2025 Strategic Plan related to gender equality and inclusion, among other of people with disabilities.
4. Based on achievements and challenges, an analysis of signs of **impact** emerging from the TTF's work shall help identifying underlying enabling factors, obstacles and remedial actions undertaken or required, in line with the Education 2030 Agenda and SDGs, and help further refining and validating the TTFs Theory of Change. The 2 key questions guiding the evaluation shall provide an assessment of:
- a. **Activities and expected results** of the Teacher Task Force determining to what extent it contributed to progress towards its intended objectives, notably, by informing policies for closing the teacher quality, quantity, and finance gaps.
 - b. **How output deliverables are used** and how they have informed relevant TTF Member interventions of national, regional, or global scope (e.g. the UNESCO/TTF Global Report on Teachers or the *Teacher Policy Development Guide*).
5. An Analysis of the **structure and governance processes** (e.g. Secretariat, Steering Committee, Regional Groups, Thematic Groups and general membership, including the Annual Meeting) shall explore:
- a. How were the TTF activities achieved, who contributed to these achievements and how?
 - b. To what degree were TTF members' capacities harnessed to achieve these outcomes?
 - c. How can the TTF as a platform further engage all its members? How can the TTF optimize the engagement of those members already active?
 - d. How can the commitment of members be further incentivized by the TTF Secretariat and by the Steering Committee?
 - e. Based on the recommendations of the previous external evaluation, has the TTF implemented the necessary reforms and steps for its members to be active and take ownership of the networks' activities?
 - f. How can the role of TTF Focal Points be further strengthened, and better clarified to best serve the network?
 - g. How can the governance structures, including the regional and thematic groups as well as the Annual Meeting, be further leveraged to support the work of the TTF Secretariat and members?
 - h. As UNESCO hosts the Secretariat of the TTF, how does this relationship work and what improvements could be made to further collaboration and the cross-fertilization of programmes?
 - i. To what extent is the TTF seen as independent of UNESCO and to what extent is it cooperating outside of the UNESCO family to reach its objectives?
 - j. To what extent other international organizations active in the field of education see TTF as useful?
6. An analysis and assessment of the **branding and communication** of the Teacher Task Force, including its positioning in relation to UNESCO and other members and technical partners:

- a. Analyze the visibility and outreach of the TTF and its different communication channels;
 - b. Develop recommendations to strengthen branding and communication to ensure the visibility and outreach of the TTF at the national, regional and global levels as well as supporting the TTF's overall mandate and goals.
7. Analysis of the **sustainability** of the TTF:
 - a. What is the current financial status of the TTF and how has it evolved over time?
 - b. Are the financial management, of the TTF and its funding modalities serving the workplan and strategy of the TTF or falling short?
 - c. How is the TTF leveraging partnerships and what could be improved?
 - d. What are the strengths and weaknesses of the TTF fundraising mechanism and what could be improved to ensure proper functioning of the TTF structure as well as implementation of the Strategic Plan?
 - e. What new funding partners could be pursued to ensure sustainability?
8. Based on the above areas of inquiry the evaluators shall develop **conclusions and recommendations** that address each of the main objectives above and will include the measures that should be taken to strengthen the Teacher Task Force. These recommendations will serve to provide input to the elaboration of the next Strategic Plan, the last one before 2030. These shall be discussed and validated in consultation with the TTF Secretariat and the Evaluation Reference group.
9. Within the recommendations, the evaluation must also identify how the TTF can best strengthen international cooperation for addressing the issues of teacher shortage and the quality of teaching to enhance learning, in view of achieving the SDGs, particularly SDG 4 on education and related targets. It should also address how to further strengthen the TTF's role as a network or platform for cooperation to promote and protect the teaching profession and advocate for teacher rights and increased status.

The areas of assessment listed here are indicative and a detailed list of evaluation questions will be determined in consultation with the evaluation Reference Group during the inception phase of the evaluation.

Methodology and data collection methods

The evaluation will adopt both a retrospective and forward-looking approach. It will require a combination of multiple and complementary evaluative methods and strategies in order to answer the evaluation questions and meet the evaluation purpose. It is expected that the evaluation team uses a mixed method approach and collects and analyses quantitative and qualitative data from multiple sources in order to provide information that is credible and reliable. These Terms of Reference contain an indicative set of key evaluation questions based on the key dimensions to be assessed and evaluation criteria defined above. It is expected that the evaluation team, following exchanges with the evaluation Reference Group, will further elaborate the methodology, including the full list of evaluation questions, in the Inception Report.

In order to better understand the causal relationships of the TTF's initiatives and projects and their contributions to the intended results, it is suggested that the evaluation will start from validating and further refining the TTF's Theory of Change (TOC) as a guiding tool throughout the evaluation timeframe.

Suggested minimum **key elements for the methodology** include:

- **Theory of Change (ToC)**
 - Reconstructing, refining, and analyzing the TTF's SP Theory of Change to facilitate a more in-depth understanding of the functioning of the different working mechanisms of the TTF and how these complement each other.
- **In-depth Desk Review**
 - of relevant documents, existing analyses and online resources generated in the framework of the TTF Strategic plan or relevant for its assessment:
e.g. TTF and UNESCO's strategic, planning and reporting documents regarding its policies, programmes and activities including the annual implementation and financial reports; websites and communication-related documents and documents related to the Donors.
- **Short online surveys with a wide reach**
 - All TTF members;
 - Regional and international education stakeholders specifically working with, on and/or for teachers.
- **Sampling strategy of key stakeholders**
 - Structured telephone and online interviews and focus group discussions with relevant stakeholders such as TTF Secretariat staff, Steering Committee members, TTF members, UNESCO staff in the Education sector, and donors. The evaluation team should also participate in one (likely virtual) Steering Committee meeting. **It will be also important to solicit perspectives from members who are currently not actively participating in TTF in order to understand why they are not.** There should be a particular focus on questions related to the criteria outlined in the Scope of Evaluation section above: relevance, effectiveness, impact as well as structure and governance, branding and communication and sustainability of the TTF as a member platform and network. Gender equality and geographic representation shall also be among the criteria for the sampling strategy.
- **Case studies of TTF products/activities**
 - An in-depth analysis of different products (1 per type of products: e.g. One report, one workshop, one PDF, one country-support experience, etc.), to understand how they have been conceived, developed, evaluated and what impact they have had on teacher policy development and implementation and how TTF members have benefitted from them to tackle teacher shortages and increase quality of teaching.
- **Formulation of preliminary findings as well as evaluation recommendations**
 - A participatory stakeholder workshop should be held in UNESCO Headquarters in Paris, or online, to validate the findings and discuss the preliminary conclusions and recommendations.

The evaluation is estimated to require an average of 60-70 professional working days. Furthermore, the evaluation could envisage one or two missions to UNESCO HQ in Paris (2 days).

Particular attention will be given to the participation of a wide range of key stakeholders and primary users during the evaluation process.

In line with [UNESCO's Evaluation Policy \(2022-2029\)](#), the evaluation shall be conducted with consideration for gender equality, human rights and culturally-sensitive approaches for evaluation and in line with the [\(UNEG\) Norms and Standards for Evaluation](#), [UNEG Guidelines for Integrating Human Rights and Gender Equality in](#)

[Evaluations](#), [UNEG Guidance on Integrating Disability Inclusion in Evaluations](#) and [UNEG Ethical Guidelines for Evaluation](#).) The evaluators will also have to ensure that ethical, environmental, human rights, inclusion (including LNOB) and gender equality principles are duly integrated and that a culturally sensitive approach is applied throughout all the stages of the evaluation process.

Roles and responsibilities

Teacher Task Force Secretariat

The evaluation will be managed and coordinated by the Secretariat of the Teacher Task Force, as the supervising entity for the evaluation within UNESCO's Section for Teacher Development (ED/PLS/TED). The Teacher Task Force Secretariat will provide the evaluators with relevant available information and documentation including implementation and financial reports as well as other documents related to the Programme, such as the Strategic Plan and TTF Terms of Reference, as well as facilitate and support access to relevant stakeholders for interviews and/or surveys.

Evaluators

The evaluation team will be responsible for all logistics including space for work, telecommunications, and printing of documents.

The evaluators are in charge of the following activities:

- Developing an inception report, including a customized assessment framework;
- Conducting the data collection, interviews and analysis;
- Preparing a draft evaluation report;
- Finalizing the evaluation report, including an executive summary with clear recommendations, in consideration of comments from the Teacher Task Force Secretariat and Steering Committee, and the Evaluation reference group.

Evaluation Reference group

The Teacher Task Force Secretariat will establish an evaluation reference group (ERG), who will be responsible for guiding and quality assuring the evaluation process and provide guidance and feedback on the main deliverables.

The reference group will consist of the full membership of the Secretariat, one representative per category of the Steering Committee (the 2 co-chairs, one member per region, one donor, one Civil Society Organization (CSO), one per each permanent member), additional members of the UNESCO ED Gender Equity section and UNESCO/ Internal Oversight Services (IOS) will complete the reference group.

The reference group will guide the evaluation process and guide the evaluation team. The reference group will contribute to the validation of the ToRs, will comment on the inception report, and validate the methodology, and provide comments on the draft evaluation report. The evaluation team will present and discuss conclusions and recommendations of the evaluation with the ERG. To comply with UNESCO's internal rules and regulations the selection of the firm in charge of the evaluation will be responsibility of the TTF's Secretariat and IOS.

The Teacher Task Force Secretariat may invite additional peer reviewers (not part of the reference group) to review the final version of the report and ensure that it is relevant and up to quality standards.

III. Outputs, timeline and deliverables

The evaluation assignment is estimated to require approximately 60 -70 professional working days, within a duration of approximately seven (7) months from September 2024 to end-March 2025, including one or two potential visits to Paris Headquarters for an estimated two days each. The evaluation team report will take into account the [UN Evaluation Group Quality Checklist for Evaluation Reports⁵⁶](#) and the [UNESCO Evaluation Manual](#).

The deliverables are linked to the payment schedule and are planned as follows:

1. **Inception report** (10 to 15 pages, excluding annexes) – by 30 September 2024
 - Background, objectives, and key evaluation questions
 - Theory of Change
 - Methodology including an evaluation matrix.
 - An evaluation matrix is a customized framework of how the evaluation exercise intends to cover the objectives of the evaluation that define the scope of the evaluation (see “Scope of Evaluation” above).
 - Consultation meeting with the Reference Group including a minutes document to help identify main issues to be addressed.
 - Presentation to Steering Committee
2. **Final Evaluation Report** (max 20 pages, excluding annexes) – by 28 February 2025

In preparation for the submission of this deliverable the selected contractor will submit a **Draft Evaluation Report** (max 30 pages, excluding annexes) by 15 December 2024.

Both the draft version and the final deliverable will need to include the following elements :

- Executive summary (2 pages)
 - Management Response (template) to be provided by the TTF Secretariat after completion of the report
 - Background and description of the TTF
 - Objective and scope of the evaluation
 - Evaluation methodology and methods of data collection and analysis
 - Key findings in the areas identified by the evaluation framework (see above “Scope of Evaluation”)
 - Conclusions and lessons learnt
 - Recommendations
 - Annexes (including terms of reference, evaluation matrix, financial and/or donor information, list of stakeholders consulted, key documents reviewed, interview protocols, aggregated survey results, financial analysis, biodata of the evaluation team)
3. **Presentation Summary** of the evaluation as a PowerPoint presentation for future presentation to Steering Committee and **Communication Outputs** (such as infographics, evaluation briefs, short videos, social media content to be agreed in the inception phase) by 31 March 2025

The report shall be prepared in English in a template that is consistent with the TTF’s branding policy. This template will be provided by the TTF Secretariat. The [UNESCO Style Manual](#) shall be applied with regards to

⁵⁶ An adapted UNESCO Quality Checklist for Evaluation reports will be provided.

grammar, spelling, punctuation, abbreviations, referencing and country names. Particular attention should be given to the following:

- Consistency of style, terminology, abbreviations and presentation;
- Coherence of the table of contents, list of tables with heading and sub-headings;
- Document structure and hierarchy (headings, numbers);
- Consistency of bibliography with references in the text;
- List of acronyms.

Furthermore, the quality of the evaluation report shall be in line with the UNEG Norms and Standards and [UNEG Quality Checklist for evaluation reports](#). Furthermore, the TTF Secretariat shall provide an adapted UNESCO quality assessment checklist to the external evaluation team at the beginning of the assignment so the team is aware of what is expected from a quality perspective.

Audit

UNESCO shall have the right, at its own expense, to have the Contractor's books and records pertaining to the project bank account and project execution reviewed (and, if desired, copied) upon prior written notice at any reasonable time agreeable to the Contractor by the UNESCO's, internal/external auditor, auditors as UNESCO may appoint or the Contractor's own auditor.

UNESCO may conduct, or arrange for, a periodic evaluation of the contractor's implementation of the project. To this end, the contractor will upon UNESCO's request, enable representatives or designees of UNESCO to visit the project site(s) and facilities, inspect property and review books and records related to the project."

References

The following reference material can be consulted online or will be made available to the evaluator/s at the beginning of the evaluation:

1. [Oslo Declaration](#)
2. [Target 4.c of SDG 4](#)
3. [Sustainable Development Goals](#)
4. [TTF operational structure](#)
5. [2022-2025 Strategic Plan](#)
6. [2018-2021 Strategic Plan](#)
7. [2014-2016 Strategic Plan](#)
8. [Previous external evaluation](#) (2021)
9. [Global Report on Teachers](#) (2024)
10. [TTF Curation Guidelines](#)
11. [Teacher Resource Center](#)
12. [UNEG Guidelines for Integrating Human Rights and Gender Equality in Evaluations](#)
13. [UNESCO Style Manual](#)
14. [UNESCO Evaluation Policy \(2022-2029\)](#)
15. [\(UNEG\) Norms and Standards for Evaluation](#)
16. [UNEG Guidance on Integrating Disability Inclusion in Evaluations](#) (2022) [UNEG Ethical Guidelines for Evaluation](#) (2020)

Criteria for Firm/Entity and Proposal Evaluation

Firm/Entity Experience

- It is mandatory for Firm/Entity to have min 5 years of global/international experience in programme / project evaluation. Any firm/entity with less than 5 years of experience will be disqualified.

- It is mandatory for Firm/Entity to have successfully implemented a minimum of 3 international evaluation projects in the field of education and development.
- It is desirable for Firm/Entity to have successfully provided evaluation services for at least two international organisations or companies. Bidders are required to submit contact details of referees for similar projects undertaken with at least two international organizations/companies.
- It is desirable for a Firm/Entity to have work products that demonstrate familiarity with the field of education and with teacher related work and/or network evaluations.

Desirable Requirement for the company:

Within the framework of the UN Sustainability Management Strategy (2020-2030), UNESCO has committed to promote and apply sustainable considerations in all its operations, including those related to the procurement of goods, works and services.

Therefore, Bidders are strongly encouraged to comply with the following Sustainability Criteria (Environmental/ Social/ Economic) and provide proof of evidence on their commitment and capacity to respond positively to the below set of criteria:

- *Prevention of Pollution*: Bidders are encouraged to demonstrate a corporate environmental policy or an environmental management system (ISO 14001 or equivalent);
- *Climate change mitigation and adaptation*: Bidders are encouraged to demonstrate commitment to CSR criteria for digital sobriety;
- *Inclusion of persons with disabilities*: Bidders are encouraged to demonstrate to be disability inclusive;
- *Promoting sustainability throughout the supply chain*: Bidders are encouraged to demonstrate to source responsible suppliers, specify more sustainable production and process methods, conduct background-check of potential suppliers for their record of social and environmental responsibility.

Provided proof of evidence will be considered as an asset.

In addition, bidders are encouraged to adhere to United Nations “Global Compact” programme - <https://www.unglobalcompact.org> .

Criteria for the assessment of the Technical Proposal

- To what extent does the proposal describe how each of the illustrative questions in the TOR could be addressed and / or elaborated?
- To what extent does the proposal reflect a feasible and sound methodology?
- The proposal should include a realistic workplan with specific treatment of key deliverables and priorities and also clear repartition of tasks amongst team members.
- What is the quality, creativity, originality and relevance of samples of previous evaluations submitted?

Qualifications of the Evaluation Team

The recommended composition of the evaluation team includes two to three core members: one team leader and a mid-level evaluator/researcher are mandatory. The team could also include one senior evaluator. No team member may have previous involvement in the design, planning or implementation of the activities under review.

The evaluators should possess and provide examples of work that demonstrate the following mandatory qualifications and experience which will be referenced in the CVs provided as part of the proposal:

Mandatory Qualifications:

1. All team members must have an advanced degree in social sciences including education, international development, project management or evaluation, or a related discipline with a strong background in quantitative and qualitative evaluation methods.
2. Extensive experience (minimum 10 years for senior evaluator, minimum 5 years for other team members) conducting programme/project evaluation, including experience in applying qualitative and quantitative evaluation methods.
3. Excellent analytical and demonstrated drafting skills in English: ability to collect and analyze information, to synthesize ideas and feedback and prepare reports in a clear and concise manner (demonstrated by at least three work examples).
4. Expertise in the subject matter of the evaluation; bidders are required to submit three references to examples of work that provide evidence of subject matter expertise for the team leader and one of the team members.
5. Knowledge of the UN system and/or prior experience with assignments for the United Nations or International Organizations; bidders are required to submit at least three references that provide evidence of this experience for at least the team leader and or senior evaluator.
6. All team members must speak and write in English at a very good level; (demonstrated through 3 examples of work).
7. At least one member of the team must have expertise and demonstrate three relevant work experiences in applying gender and culturally sensitive evaluation approaches.

Desirable Qualifications:

1. Knowledge of other UN working languages, in particular Arabic, French and Spanish.
2. Demonstrable knowledge of SDG4 and familiarity of teacher development issues.
3. Preference will be given to evaluation teams that are gender balanced and/or of geographically or culturally diverse backgrounds.
4. Experience in applying innovative theory-based evaluation approaches in line with the proposed methodology.(demonstrated through three work experiences).
5. Experience in developing theories of change in fields related to education, gender equality and networking would be an asset. (demonstrated through three work experiences).

Verification of these qualifications will be based on the provided curriculum vitae. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate familiarity with the field of education and with teacher related work and evaluations.

Annex 2 Evaluation Framework

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
Relevance & external coherence				
1. What is the current global architecture of organisations working to support teachers and what is the TTF positioning within this global landscape?	1.1. Analysis of the current landscape of global actors working on teacher-related issues 1.2. Relevance, external coherence and strengths of TTF positioning, including relevance of its three MLAs, within the global landscape in light of priorities and the role played by other actors	Detailed landscape analysis through document review Key Informant interviews at global level	Documents Interview notes	No relevant assumption formulated
2. What is the added value of the TTF within the global landscape and how relevant are its mandate and strategic priorities?	2.1 Extent to which other international organizations active in the field of education see the TTF as useful 2.2 Relevance and validity of the TTF ToC in expressing the Strategic Plan ambitions and clarifying the underlying assumptions	Key Informant interviews at global, regional and country level Member survey Document review Illustrative examples of TTF products processes (3 in total)	Interview notes Survey data Documents and interview notes ToC documentation & workshop notes	1, 3, 4
Effectiveness, internal coherence, and efficiency				
3. What progress has been made in implementing the Strategic Plan priorities?	3.1 Evidence of progress toward outcomes of TTF products, including inputs/ contributions by members: (a) Global Report on the Status of Teachers (MLA1); (b) PDF (MLA2);	Document review and mapping of activities carried out against those planned Analysis of data on visibility of TTF products	Documentation, including TTF annual workplans, monitoring data, reports, meeting minutes Data on visibility of TTF products as collected by the TTF	1, 2, 3, 4, 7, 8

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
	(c) TPDG (MLA1 product used as part of MLA 3) (d) Knowledge Platform 3.2 Evidence of visibility of the TTF and its communication channels, as well as of TTF branding (MLA2 – Advocacy) and extent to which TTF website and products (a, b, c, d of 3.1 above) are perceived as useful and timely by TTF members and are reported as being used 3.3 Adequacy of regional peer learning spaces in terms of structure, engagement, and follow-up mechanisms (c of 3.1 above) 3.4 Evidence of sufficient/appropriate resource investment (financial resources and human resources) for MLA 3 to make traction (c of 3.1 above)	(Global Reacher Report, PDF, TPDG) Mini-case studies tracing (a) Global Report on Teachers, (b) PDF, (c) TPDG at country level, and (d) Knowledge Platform Survey of TTF Members	Interview and focus group discussion notes, documentation Survey data	
4. How effective and efficient are the structure, governance processes, operating modalities, and member engagement in supporting the TTF?	4.1 Extent to which TTF Secretariat and TTF Steering Committee support efforts at ensuring wider membership engagement in line with roles envisaged in SP 4.2 Extent of member engagement in TTF processes and products 4.3 Evidence that the staffing and working arrangements of the Secretariat support implementation of TTF priorities	Documentation review Data on evolution of staffing patterns FGDs with different groups within the TTF membership: - Thematic groups (x3) - Regional groups (x5) - Select countries (x1)	Evaluation report of External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018-2022 Strategic Plan Membership Engagement Strategy TTF SP Results Framework and monitoring data HR data	2, 3, 4, 5, 7, 8, 9

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
	4.4 Evidence that TTF resources are used efficiently 4.5 Evidence that the hosting arrangements and relationship to UNESCO are conducive to achieving the TTF goals 4.6 Evidence of internal coherence of efforts by the TTF Secretariat, Steering Committee members, network members, and donors in support of TTF priorities and achievements.	Survey of all TTF members 1 thematic workshop on member engagement as an opportunity to work with members on ways to strengthen member engagement in light of survey findings Quantitative analysis of member engagement in TTF meetings and how this has evolved over the SP period Analysis of documentation of discussions on member engagement in TTF meetings and agreed follow-up, if any Track achievement of partnership KPIs in SP Results Framework Track evolution of membership engagement using TTF Engagement Tracking Tool, if this exists.	KII and FGD notes Survey data Workshop notes Meeting Minutes from SC meetings, TTF annual meetings and other TTF meetings	

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
		Analysis of documentation – if any – on member engagement in TTF activities, including on the three products under 3.1 above, as well as communications and advocacy		
Impact				
5. Is the TTF fostering policy learning and contributing to policy changes at country level?	5.1 Evidence of the TTF fostering policy learning at country level 5.2 Evidence of exchange between countries to inform policy changes in the spirit of south-south cooperation and appropriation of good practices and common standards. 5.3 Evidence that advocacy and knowledge creation and dissemination (MLA1 and MLA2) support policy learning and inform stronger national teacher-related policy formulation and implementation (MLA 3). 5.4 Evidence of increase in the interactions between TTF members, member states, thematic groups, and regional groups and organizations	Meeting notes of regional focal point meetings Online evidence Mini case studies of TTF products traced to country level in 10 countries Survey of 10 targeted countries		

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
Sustainability				
6. How sustainable is the TTF?	6.1 TTF financial status and funding modalities, including fundraising efforts by members, as well as levels of staffing of the TTF Secretariat 6.2 Evidence of transition from Secretariat-driven efforts to member-led efforts, convening and resource allocation for long-term sustainability (MLA 2 and MLA 3)	Analysis of TTF funding trends and sources (evolution over time) KIIs with a selection of current members and external stakeholders not currently engaged with the TTF, identified through the stakeholder analysis Analysis of member engagement in a sub-set of TTF activities⁵⁷ under the current SP	Financial data Interview notes Documentation, including meeting minutes	2, 5, 6, 9

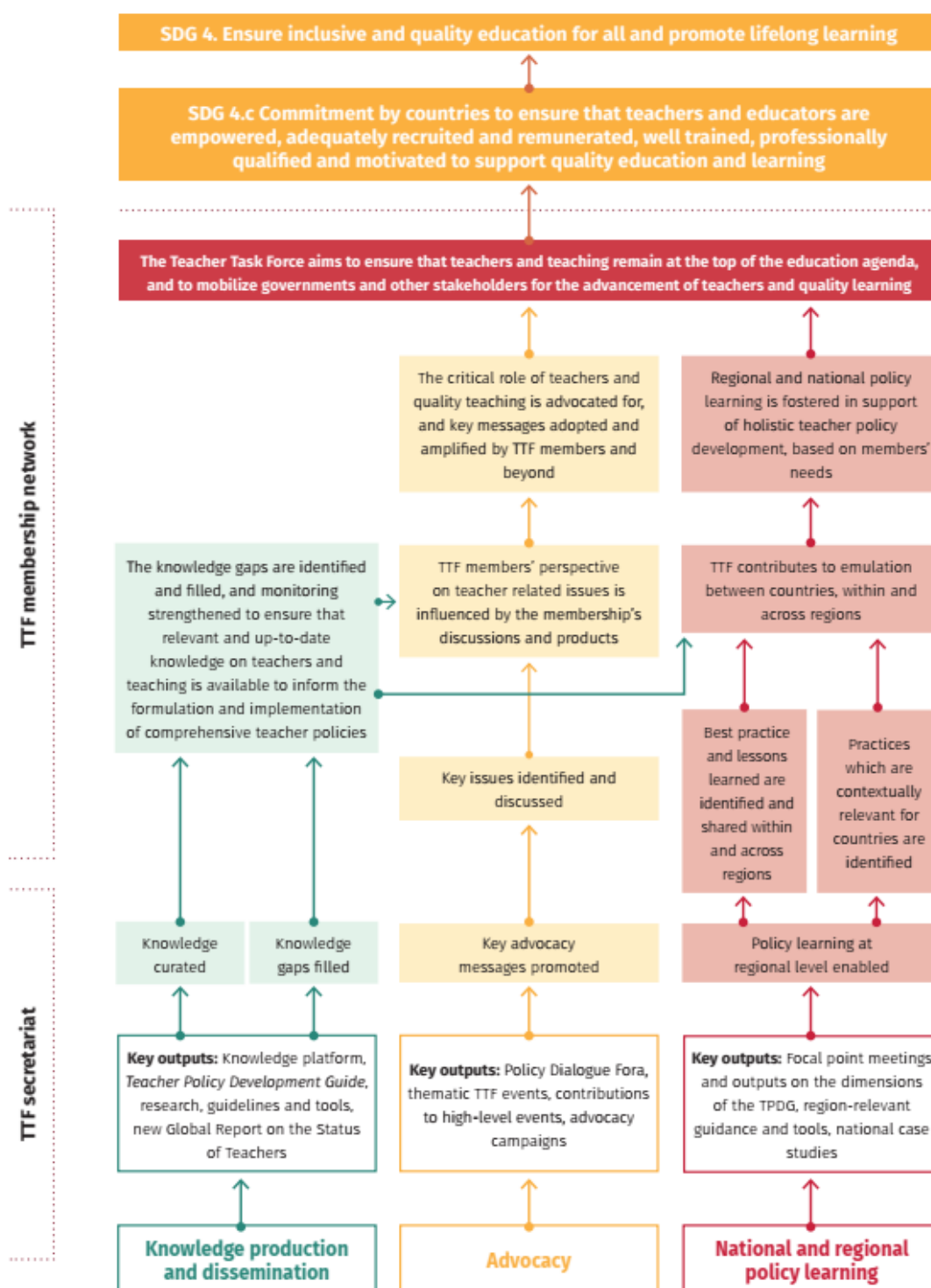
⁵⁷ As outlined under EQ3 above these activities/products include: (a) Global Report on the Status of Teachers (MLA1); (b) Policy Dialogue Forum (PDF) (MLA2); (c) effect of regional meetings on dimensions of Teacher Policy Development Guide (TPDG) (MLA1 product used as part of MLA 3) at country level; and (d) Knowledge Platform.

Evaluation questions	Indicators/lines of inquiry	Data collection methods	Data sources	ToC assumptions to be tested
Conclusions and Recommendations (following as a result of these key evaluation questions)				
Conclusions and recommendations	This will cover but not be limited to reflections on: 1. The TTF mandate, areas of priority and overall ToC 2. Measures to enhance achievement of objectives as an input to the next SP 3. Measures to strengthen the TTF functioning and governance at different levels, including engagement of members and partnerships 4. Measures to strengthen the role of the TTF in international cooperation on teacher-related issues in light of SDG4.c.	Draws on all evidence analysed and generated through the evaluation process	All sources	All

Annex 3 Theory of Change

1. This annex reflects on the TTF ToC. It reviews the ToC as drafted for the current TTF Strategic Plan, reflecting consecutively on the assumptions underpinning the ToC and the extent to which these are validated and hold true based on evaluation evidence. It also identifies a number of limitations of the TOC. Finally we present a proposed revised ToC which takes into account the evidence gathered and can be a basis for the next Strategic Plan ToC.

Figure 19 TTF Strategic Plan 2022-2025 Theory of Change



2. Table 1 below shows the assumptions that accompanied the 2022-2025 ToC. These were not numbered and tabulated in the Strategic Plan but are drawn from the text. They were discussed at a workshop with Secretariat staff on 13 January 2025. The second column shows an assessment of the validity of each assumption based on feedback from the ToC workshop and from interviews and data collected by the evaluation team. The assumptions are noted in the final column of the evaluation matrix (Annex 2 above) and were further interrogated during the evaluation.

Table 1 Theory of Change Assumptions and the Evaluation's assessment of their validity at the time of reporting

	ToC Assumptions, as included in the TTF Strategic Plan 2022-2025 ⁵⁸	Evaluation team's assessment of the ToC assumptions and implications for a new ToC
1.	The TTF's work relies on continued political support for the goals of the TTF (SDG.4.c) at country and regional levels.	This assumption continues to be valid and is assessed as holding true. The evaluation findings support the continued validity of the goals of the TTF, which are supported by the membership and by stakeholders in general at country, regional and global level. At country and regional levels, however, the extent to which the TTF and its goals are known remains amenable to strengthening although the Global Report on Teachers has helped generate further visibility.
2.	The more network members, whether individually or in varying configurations, work together, the more likely it becomes that they adopt common positions built on consensus regarding such matters as teacher training and development or teacher participation in decision-making.	This assumption continues to be valid and is assessed as holding true. The evaluation has shown that the Global Report on Teachers, published during this Strategic Plan period, has clarified priorities around teachers and is contributing to unified messaging.
3.	The membership will both relay and amplify the TTF's work through their own work and their own networks as well as contribute to creating bridges at regional and national levels between the TTF's Focal Points and regional and national events and initiatives on the one hand, and key regional and national actors (including elected officials, other ministries, etc.) on the other.	This assumption continues to be valid and is assessed as holding true. The evaluation findings show that the extent to which this happens in practice is highly variable. In a few countries there are positive examples of TTF support and synergies with work of some members, especially UNESCO, and with donor-funded projects that focus on teachers. However, there are significant opportunities to strengthen such engagement. The Secretariat is often the face of the TTF, and there are opportunities for stronger engagement and visibility of members in global and regional engagements. There is also a need to generate clarity on what bridges need to be prioritized and to what effect for this assumption to become a reality.

⁵⁸ These assumptions are included in a section on Assumptions and Risks in the Strategic Plan, p. 15. They are not numbered and are not assigned to a specific ToC level. Assumptions 8 and 9 appear in the main text of the Strategic Plan, namely pp. 7 and 10 respectively.

	ToC Assumptions, as included in the TTF Strategic Plan 2022-2025 ⁵⁸	Evaluation team's assessment of the ToC assumptions and implications for a new ToC
4.	Beyond the Secretariat, the TTF's work and results depend on the engagement of the whole membership. This engagement is largely premised on the commitment and involvement of the Steering Committee and the Focal Points. Revised assumption: <i>Beyond the Secretariat, the TTF's work and results depend on the engagement of the whole membership. This engagement is largely premised on the commitment and involvement of the Steering Committee and the Focal Points, on clear priority setting, and resource allocation to those priorities, so member involvement can be targeted and optimized.</i>	The first part of this assumption holds true, the TTF work and results depend on the engagement of the membership. The second part assumes that commitment and involvement from the Steering Committee and focal points are key to driving such efforts. The evaluation findings show that this captures part of the reality, but not all of it. A significant barrier to engagement by members and focal points are time and financial constraints on the side of members. A further limiting factor is lack of strategic operationalisation of TTF priorities to produce clarity on what key priorities will be pursued in which regions and countries, which could significantly support the targeted identification of opportunities for member engagement and support the prioritization of 'recruitment' of new members.
5.	The mutually beneficial relationship with the host organization will endure.	This assumption continues to be valid and is assessed as holding true. The hosting relationship is found by the evaluation to be highly beneficial to the TTF providing visibility, allowing for pooling of resources, and supporting continuity of implementation. While there are some drawbacks related to the overlap between TTF and UNESCO and the limited visibility at times of the TTF, this can be addressed through enhanced efforts at making members the face of the TTF, and a stronger facilitative and supportive role by the Secretariat.
6.	As a worst case scenario, resource levels will be similar to those made available over the 2018-2021 period.	This assumption continues to be valid and is assessed as holding true. Resource levels have continued to be similar to those in the previous Strategic Plan period. The outlook for the coming Strategic Plan will be determined by the continuation of contributions by long standing donors, and contingent on securing funds that cover the additional gap. Both are essential to the sustainability of the TTF.

	ToC Assumptions, as included in the TTF Strategic Plan 2022-2025 ⁵⁸	Evaluation team's assessment of the ToC assumptions and implications for a new ToC
7.	The pool of skills available to the Secretariat will be carried forward.	This assumption continues to be valid and is assessed as holding true. The evaluation finds that the skillset has been carried forward. In addition, there have been some areas where this has been strengthened over the evaluation period, and the analysis shows the benefits that this has brought to the knowledge generation by the TTF.
8.	The regional and national partners will receive special attention, with the assumption that this exchange between members will lead to them adopting and implementing the policy lessons leveraged by the membership.	This assumption holds true but is only partially supported by evaluation evidence. Regional and national partners have not been prioritized in terms of time and resources by the Secretariat. There is partial support for learning translating into implementation. While learning is important, at this stage the TTF has generated the resources and learning that is needed. Further progress can be made by direct and sustained support to countries. This requires member commitment and engagement at this level, and Secretariat support and resources which facilitates the member engagement and progress at this level.
9.	An approach which is closer to the realities on the ground is more likely to promote evidence-based policy formulation. ⁵⁹	This assumption continues to be valid and is assessed as holding true. The TTF has produced and continued to disseminate resources that reflect the realities of teachers. However, the evaluation finds that the TTF has not made sufficient strides in connecting with countries, and in developing specific approaches based on country realities. On the one hand opportunities are missed for consistent long-term engagement based on priority countries and network building at country level, on the other hand external factors and resource constraints at country level impact on policy processes.

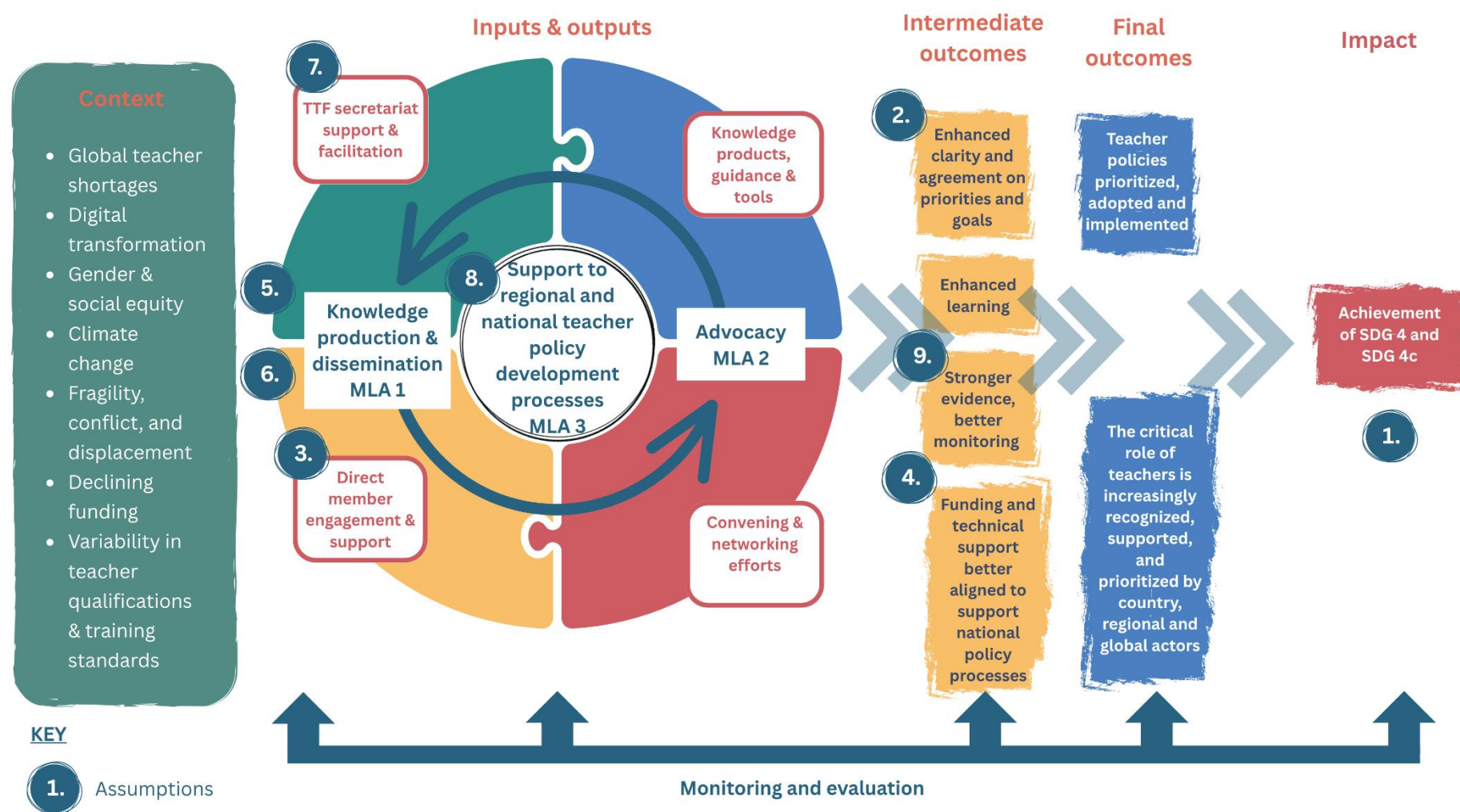
⁵⁹ This assumption appears under MLA 3 in the Strategic Plan, p. 10.

Box 4 Key contributions/considerations on the ToC as voiced to the Evaluation Team during the evaluation process

- The discussions and the ToR highlight the importance of the broader context in shaping the ToC. However, it was noted that the ToC itself does not include the broader context nor does it make explicit which characteristics of the context are informing the ToC choices.
- The ToC reflects well the three main areas of work of the network. The new element of the ToC is MLA 3 and the discussions emphasized the importance of a detailed review of this MLA and the assumptions that are particularly relevant to this area.
- The ToC includes a reflection of the fact that the TTF Secretariat and its members play complementary, yet different roles, and that progress at higher levels of the ToC is conditional on member involvement/engagement with reducing levels of influence of the TTF Secretariat itself.
- The ToC includes only limited visual references to linkages between the different MLAs, yet the discussion of the activities highlights that cross-linkages are critical.
- The ToC does not reflect feedback loops related to monitoring and evaluation and learning. This represents a missed opportunity for making explicit that these feedback loops are important to understanding what progress is being made, to sharing evidence of progress with members, and to being able to make course adjustments.

3. On the next page we present a proposed revised ToC. The ToC assumptions have been mapped onto the ToC for greater clarity on where these fit and allowing focus in terms of the activities of the membership, the Secretariat, and the Steering Committee moving forward.

Figure 20 Proposed Revised ToC



Source: Evaluation Team

Annex 4 Overview of Evaluation Methods, Focus and Coverage

1. An overview of the evaluation methods in Table 2 below.

Table 2 Overview of Evaluation Methods, Focus and Coverage

Method	Focus	Coverage
Document review	Inform analysis of the global teacher landscape, TTF's positioning and relevance	Review of background documents and global reports
Analysis of data	Analysis of TTF's financial status, funding and hosting arrangements, implementation of the Strategic Plan, communications and branding, and Secretariat composition and operating modalities	Analysis of TTF's Financial and HR data, mapping of annual workplans and results, data on visibility of TTF products (including the Knowledge Platform monitoring data) and events. Review of TTF background documents (SP 2022-2025, previous evaluation report, SC and Annual meeting notes)
KIIs and FGDs ⁶⁰	Gather evidence on TTF's positioning and relevance; assess governance, structure, operating modalities, and sustainability	A total of 40 informants⁶¹ were interviewed during the main data collection phase, in addition to 9 informants interviewed during the inception phase. Overall, almost an equal number of men (51 percent) and women (49 percent)) were interviewed. KIIs: 28 KIIs, achieving 155 percent of the planned target (18 KIIs) FGDs: Completed 43 percent of the planned FGDs 2/3 FGDs were conducted with Thematic Group Focal Points, and one FGD was held with one country with national stakeholders (out of two FGDs planned with national governments). Due to limited responses from some stakeholders' groups, certain FGDs were replaced with individual KIIs
Electronic Member Survey	Gather broad member perspectives on TTF's strengths, relevance, visibility, products, hosting and member engagement	472 respondents targeted, 103 TTF Focal Points and Deputy Focal Points (approximately equal number of men and women) responded (22 percent return rate) 61 percent of respondents represented national governments, and 22 percent INGOs, CSOs or global teacher organizations

⁶⁰ The sampling frame for KIIs and FGDs consisted of stakeholders identified through a stakeholder analysis and in consultation with the TTF Coordinator and ERG.

⁶¹ These included TTF Secretariat members, SC members and Co-Chairs, Thematic Groups' Focal Points, Regional and Deputy Focal Points, UNESCO (including Regional and Country offices), bi- and multi-lateral international development agencies, national governments, CSOs, global private sector organisations and foundations, inter-governmental organisations, INGOs and Global Teacher Organisations, as well as non-member organisations.

Method	Focus	Coverage
Electronic Country Impact Survey	Targeted survey of 8 countries to explore how the TTF is fostering policy learning and contributing to policy changes at the country level	46 respondents (policymakers and UNESCO CO staff from Burkina Faso, Ghana, Laos, Mali, Niger, Nigeria, Uganda, and Zambia) were targeted, 12 responded representing eight different countries (26 percent return rate). 42 percent of responses were received from representatives from national governments or organisations, with a further 25 percent from TTF focal points
Mini-case studies using process tracing of TTF products, advocacy campaigns, events	Examine concrete activities of the TTF's work and understand performance and progress towards desired outcomes and ultimately impact at country level	The four flagship initiatives: Global Report on Teachers; TPDG, PDF, Knowledge Platform
Observation	To gain insights into the functioning of the Steering Committee	The Evaluation Team observed the Steering Committee meeting on 13 June, though an earlier opportunity to observe the March meeting did not materialise despite a request
Preliminary Findings workshop	Allow the ERG and SC members to share thoughts on the preliminary findings and engage in the co-creation of recommendations	Presentation of the preliminary findings, conclusions and recommendations of the evaluation

Annex 5 Data Collection Instruments

Generic interview Guidelines

2025-XX-XX: [Interviewee name and affiliation]

Date of Interview:		MN #:	
Location:			
Team members present:			
Notes by:		Date completed:	
Interviewees			
Name (first name, last name)	m/ f	Designation (position/unit)	Organisation
			Contact (email/phone)

Background

Interviewee's general background; Nature and dates of interviewee's involvement with [client name].

High-level take aways

Summarize the key take-aways here.

Questions to follow up/questions we haven't been able to ask and need to ask next time or explore with another informant (indicate who)

Include questions here.

Topics

Record responses by topic with clear headings, not necessarily in chronological sequence of discussion. Make clear when a direct quote is recorded. Add headings and sub-headings as needed and/or record against evaluation criteria.

Relevance and external coherence

1. What do you see as the main global priorities for teachers?
2. How relevant is the Teacher Task Force's mandate and to these priorities? To what extent are the three strands of work of the TTF relevant to these priorities? (i.e. 1) Knowledge production and dissemination, 2) advocacy, and 3) national and regional policy learning)?

Reminder for interviewer: *The International Task Force on Teachers for Education 2030 also known as the Teacher Task Force (TTF) is a partnership created in 2008 to advocate for teachers and the teaching profession around the world. It is dedicated to raising awareness expanding knowledge and supporting countries towards achieving target 4.c of SDG 4.*

3. In what ways does the TTF add value to the work of other actors in the global landscape? What does the TTF do or bring that other actors do not? Given it was created in 2008, is the TTF still relevant?

Effectiveness, internal coherence, and efficiency

4. From your perspective, what are the key achievements of the TTF under the current strategic plan?
5. In what areas has the TTF now delivered and why?
6. How well known is the TTF and how well is the TTF branding its products and processes? Do you have any suggestions on how the TTF can improve its visibility?
7. Do you find the TTF website and the TTF products (Global Report on the Status of Teachers, the Policy Dialogue Forum, the Teacher Policy Development Guide, and the Knowledge Platform) useful? Please provide examples
8. Have you been in contact with or engaged with the regional peer learning spaces? To what extent are these effective? Do you have any suggestions on their structure, engagement and follow-up mechanisms?
9. In your view how well do the TTF Secretariat, the TTF Steering Committee, the wider network members and donors work together to make progress on TTF's priorities? What could be done better?
10. How effective are the TTF Secretariat and the TTF Steering Committee in communicating with the TTF membership? Do you have specific suggestions on the membership engagement and how this might potentially be strengthened?

Impact

11. What do you see as the biggest/most likely areas of impact and change in relation to teacher priorities as a result of the work of the TTF?
12. What evidence is there that the TTF is fostering policy learning?
13. To what extent do you see the TTF contributing to policy changes at country level? Can you think of examples?

14. Has the TTF triggered exchange between countries on policies, on good practices and common standards?
15. Have the TTF's advocacy, and knowledge creation and dissemination supported policy learning and informed stronger national teacher-related policy formulation and implementation? Can you think of examples?
16. Is there more interaction between TTF members, member states, thematic groups, and regional groups and organizations because of the TTF's work?

Sustainability

17. Over the current strategic plan period have gains been made that will enhance the sustainability of the TTF? Please explain. (as necessary probe on staffing levels for the TTF Secretariat and whether these can be maintained; fundraising for the TTF's work, and evidence that members lead efforts (as opposed to relying on the TTF Secretariat), for example convening meetings and allocating resources for long-term sustainability)?

Recommendations and other comments

18. Do you have any recommendations for improving the work of the TTF in any area that we have discussed?
19. What do you see as key priorities for the next strategic plan?
20. Is there anything else we have not asked that you think would be important for us to know?
21. Is there anyone you think we should consult?

Next steps

Explain next steps and thank the interviewee for their time.

Data/documents provided/recommended

Seek full references for documents not already in evaluation team library.

Other proposed follow-up

e.g. other interviewees recommended (obtain full contact details) / proposals on consultation and dissemination etc.

Country Interview Guidelines

1. 2025-XX-XX: [Interviewee name and affiliation]

Date of Interview:		MN #:	
Location:			
Team members present:			
Notes by:		Date completed:	
Interviewees			
Name (first name, last name)	m/ f	Designation (position/unit)	Organisation
			Contact (email/phone)

Background

Interviewee's general background; Nature and dates of interviewee's involvement with [client name].

High-level take aways

- Summarize the key take-aways here.

Questions to follow up/questions we haven't been able to ask and need to ask next time or explore with another informant (indicate who)

- Include questions here.

Topics

Record responses by topic with clear headings, not necessarily in chronological sequence of discussion. Make clear when a direct quote is recorded. Add headings and sub-headings as needed and/or record against evaluation criteria.

Aim of the Interview: Examine concrete activities (the four flagship initiatives) of the TTF's work and understand performance and progress toward desired outcomes and ultimately impact at country level

- Global Report on the Status of Teachers (MLA1);
- Policy Dialogue Forum (PDF) (MLA2);
- Teacher Policy Development Guide (TPDG) (MLA1 product used as part of MLA 3)
- Knowledge Platform

Relevance and external coherence

1. What do you see as the main priorities for teachers in your country?
2. How relevant is the Teacher Task Force's mandate and to these priorities? To what extent are the three strands of work of the TTF relevant to these priorities? (i.e. 1) Knowledge production and dissemination, 2) advocacy, and 3) national and regional policy learning)?

Reminder for interviewer: *The International Task Force on Teachers for Education 2030 also known as the Teacher Task Force (TTF) is a partnership created in 2008 to advocate for teachers and the teaching profession around the world. It is dedicated to raising awareness expanding knowledge and supporting countries towards achieving target 4.c of SDG 4.*

Effectiveness, internal coherence, and efficiency

3. From your perspective, what are the key achievements of the TTF under the current strategic plan in your country?
 - a. Global Report on the Status of Teachers (MLA1);
 - b. Policy Dialogue Forum (PDF) (MLA2);
 - c. Teacher Policy Development Guide (TPDG) (MLA1 product used as part of MLA 3)
 - d. Knowledge Platform
4. How well known is the TTF and how well is the TTF branding its products and processes? Do you have any suggestions on how the TTF can improve its visibility?
5. Do you find the TTF website and the TTF products (Global Report on the Status of Teachers, the Policy Dialogue Forum, the Teacher Policy Development Guide, and the Knowledge Platform) useful? Please provide examples
6. Have you been in contact with or engaged with the regional peer learning spaces? To what extent are these effective? Do you have any suggestions on their structure, engagement and follow-up mechanisms?

Impact

7. What do you see as the biggest/most likely areas of impact and change in relation to teacher priorities as a result of the work of the TTF?

8. What evidence is there that the TTF is fostering policy learning?
9. To what extent do you see the TTF contributing to policy changes at country level?
Can you think of examples?
10. Has the TTF triggered exchange between countries on policies, on good practices and common standards?
11. Have the TTF's advocacy, and knowledge creation and dissemination supported policy learning and informed stronger national teacher-related policy formulation and implementation? Can you think of examples?

Recommendations and other comments

12. Do you have any recommendations for improving the work of the TTF in any area that we have discussed?
13. What do you see as key priorities for the next strategic plan?
14. Is there anything else we have not asked that you think would be important for us to know?
15. Is there anyone you think we should consult?

Next steps

Explain next steps and thank the interviewee for their time.

Data/documents provided/recommended

Seek full references for documents not already in evaluation team library.

•

Other proposed follow-up

e.g. other interviewees recommended (obtain full contact details) / proposals on consultation and dissemination etc.

Electronic Member Survey

External Evaluation of the 2022-2025 Strategic Plan of the International Task Force on Teachers for Education 2030: Member Survey

B *I* U  

This survey seeks to gather information on perceptions of the Teacher Task Force (TTF) membership on the relevance, coherence, effectiveness, efficiency, impact and sustainability of the TTF. By answering you will help the evaluation team to assess the work of the TTF in ensuring that the critical role of teachers and teaching remains a top priority on the global education agenda.

The survey consists of 22 questions. Most of these questions are closed questions. There are a small number of open questions where we ask you to provide details or examples. Both types of questions are important and we are grateful in advance for the time you will take in responding to the survey.

The survey should take approximately 10 minutes to complete. Your answers will be anonymised.

Thank you very much for your support to this evaluation.

If you have any queries, please contact Tal Shalson at tshalson@mokoro.co.uk.

Please state your gender. *

This question is asked for statistical purposes only to help ensure diverse representation in the evaluation.

- ☐ Male
- ☐ Female
- ☐ Prefer not to say
- ☐ Autre...

Can you please confirm that you are either the TTF focal point or deputy focal point from your ^{*}
National Government or Organization?

- ☐ Focal Point
- ☐ Deputy Focal Point
- ☐ Autre...

Please indicate the type of organization that you represent in the TTF. ^{*}

- ☐ National Governments
- ☐ International Non-Governmental Organizations, CSOs or Global Teacher Organizations
- ☐ Inter-Governmental Organizational at global, regional, or sub-regional levels, or UN Agencies
- ☐ Bilateral and multilateral international development agencies
- ☐ Regional Organizations
- ☐ Global Private Sector Organizations and Foundations

Global Positioning and Relevance

How well do you think the Teacher Task Force (TTF) is positioned within the global landscape ^{*}
of organizations supporting teacher development?

- ☐ Very well
- ☐ Well
- ☐ Poorly
- ☐ Very poorly

How familiar do you consider yourself with the TTF mandate? *

- ☐ Very familiar
- ☐ Moderately familiar
- ☐ Slightly familiar
- ☐ Not at all familiar

To what extent do you believe that the TTF's mandate and strategic priorities add value to the global education community? *

- ☐ Greatly add value
- ☐ Somewhat add value
- ☐ Little added value
- ☐ No added value

To what extent do you consider the TTF to be unique in its mission and the role it plays in supporting teacher development? *

- ☐ Not unique: there are several other organizations conducting similar work/pursuing similar goals
- ☐ Somewhat unique: there are other organizations conducting similar work/pursuing similar goals, but not ...
- ☐ Very unique: there are no other organizations conducting similar work/pursuing similar goals
- ☐ I don't know
- ☐ Autre...

Please share the name of organisations conducting comparable work to the TTF

What drives your interest in the TTF? *

	Not all all	Somewhat	Strongly
Gaining access to an int...	☐	☐	☐
Influence the internation...	☐	☐	☐
Identifying partners to s...	☐	☐	☐
Gaining access to state ...	☐	☐	☐
Supporting policy chang...	☐	☐	☐
Meeting potential donor...	☐	☐	☐

Effectiveness, Internal Coherence & Governance

How effective are the TTF's communication channels and branding in promoting its mission and activities? *

- ☐ Very effective
- ☐ Moderately effective
- ☐ Slightly effective
- ☐ Not effective at all
- ☐ I am not familiar with the TTF communication channels

Do you follow the TTF's social media pages (X/Twitter, Facebook, LinkedIn)? (Select all that apply) *

- ☐ Yes, I follow TTF on X/Twitter
- ☐ Yes, I follow TTF on Facebook
- ☐ Yes, I follow TTF on LinkedIn
- ☐ No, I do not follow any TTF social media pages
- ☐ I was not aware TTF had social media pages

If you follow any TTF social media pages, how relevant do you find the content? *

- ☐ Very relevant
- ☐ Somewhat relevant
- ☐ Not very relevant
- ☐ Not relevant at all
- ☐ I do not follow TTF social media pages

Are you aware of the TTF Communications Group? *

- ☐ Yes, and I actively participate in the TTF Communications Group
- ☐ I have heard of the Group, but am not familiar with its work
- ☐ No, I am not aware of it

How would you describe your level of engagement in the TTF between 2022 and now? *

- ☐ Engaged
- ☐ Partially engaged
- ☐ Disengaged

What are the main reasons for having a very limited or modest level of engagement? *

- ☐ No perceived added value from being a TTF member
- ☐ The priorities of my organization have shifted away from the priorities of the TTF
- ☐ Lack of partners for collaboration in my country
- ☐ Lack of political support in my country for the issues supported by the TTF
- ☐ Lack of knowledge/skills how to support the work of the TTF
- ☐ Lack of alignment between the challenges my organization or country wished to tackle, and those being ...
- ☐ Lack of available resources (e.g. time. Human, financial) in my organization to engage in the TTF

What are the main reasons for having active engagement? *

- ☐ Added value from being a TTF member
- ☐ The priorities of my organization align with the priorities of the TTF
- ☐ Many partners for collaboration in my country
- ☐ Lots of political support in my country for issues supported by the TTF
- ☐ I have the knowledge/skills to support the work of the TTF
- ☐ Alignment between the challenges my organization or country wished to tackle, and those being address...
- ☐ Available resources (e.g. time. Human, financial) in my organization to engage in the TTF

Please indicate which of the following TTF activities and/or outputs you have directly benefitted from or participated in.

*

- ☐ Identification of partners and expertise to provide technical assistance
- ☐ Collection and dissemination of data on teachers
- ☐ Participation in regional groups
- ☐ Research paper and publications
- ☐ Thematic group meetings and activities
- ☐ Global Report on the Status of Teachers
- ☐ Policy Dialogue Forum
- ☐ Teacher Policy Development Guide
- ☐ Knowledge Platform
- ☐ None of the above

Governance & Structural Support

To what extent are you satisfied with the following organisational/functional aspects of the TTF?

*

	Not at all	To a small e...	To a mediu...	To a large ex...	I don't know	No opinion
The engage...	☐	☐	☐	☐	☐	☐
Collaboratio...	☐	☐	☐	☐	☐	☐
Work of the ...	☐	☐	☐	☐	☐	☐
Work of the ...	☐	☐	☐	☐	☐	☐
Organization...	☐	☐	☐	☐	☐	☐
Collaboratio...	☐	☐	☐	☐	☐	☐
The work of ...	☐	☐	☐	☐	☐	☐
The work of ...	☐	☐	☐	☐	☐	☐

How satisfied are you with the communication by your Steering Committee (SC) member representative?

- ☐ I frequently hear from my SC member representative
- ☐ I occasionally hear from my SC representative
- ☐ I rarely hear from my SC representative
- ☐ I am not aware who my SC representative is

What are your views on the hosting of the TTF secretariat by UNESCO? *

- ☐ Hosting by UNESCO supports the TTF capacity to reach its goals
- ☐ Hosting by UNESCO limits the TTF capacity to reach its goals
- ☐ The hosting is neutral and neither supports nor limits the TTF
- ☐ I do not know or do not have a specific opinion on it

Impact & Sustainability

In your view, how significantly has the TTF contributed to fostering policy learning at the country or regional level? *

- ☐ Significantly
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

In your view, how significantly has the TTF contributed to influencing teacher-related policy changes at the country or regional level? *

- ☐ Significantly
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

Please provide examples of where you have seen TTF products/processes influence change

In your view, how significantly has the TTF contributed to advocating for qualified, valorized and committed teachers?

- ☐ Significantly
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

Reflection & Additional Feedback

What specific improvements do you believe could enhance TTF's positioning, product effectiveness, member engagement, or overall impact?

Do you have any other comments, suggestions, or reflections regarding the Teacher Task Force Strategic Plan 2022-2025 or its implementation?

Electronic Country Impact Survey

External Evaluation of the 2022-2025 Strategic Plan of the International Task Force on Teachers for Education 2030: Country Impact Survey



B *I* U

This survey seeks to gather information on perceptions of impact that the work of the Teacher Task Force (TTF) has had at country level through its various activities.

By answering you will help the evaluation team to assess whether the TTF has contributed to changes in your country and contribute to learning as to what could be done differently to make the TTF's work most useful to country priorities.

The survey consists of 17 questions. Most of these questions are closed questions. There are a small number of open questions where we ask you to provide details or examples. Both types of questions are important and we are grateful in advance for the time you will take in responding to the survey.

The survey should take approximately 10 minutes to complete. Your answers will be anonymised.

Thank you very much for your support to this evaluation.

If you have any queries, please contact Tal Shalson at tshalson@mokoro.co.uk.

Please indicate what role you have. *

- ☐ TTF focal point
- ☐ TTF deputy focal point
- ☐ National government or organization representative
- ☐ Autre...

How long have you been in your current position? *

- ☐ 0-1 years
- ☐ 2-4 years
- ☐ 5-10 years
- ☐ More than 10 years

Please indicate the country and name of the organisation that you represent. *

TTF priorities

How familiar are you with the work of the TTF? *

- ☐ Highly familiar
- ☐ Moderately familiar
- ☐ Slightly familiar
- ☐ Not at all familiar / have not had any recent engagement

Does the TTF have a clear set of priorities for advancing the agenda around teachers? *

- ☐ Yes
- ☐ No
- ☐ Don't know

In your view is the work of the TTF relevant to the needs of teachers in your country? *

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, in what way does it add value? *

Teacher Policy Development

Are you familiar with the Teacher Policy Development Guide (TPDG)? *

- ☐ Yes, I am highly familiar with it
- ☐ Yes, I have some familiarity with
- ☐ I have heard of it, but not in detail
- ☐ No, I am not familiar with it

Has the TPDG been used in your country to inform or support any teacher policy development efforts? *

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, please describe how the TPDG has been used and what outcomes (if any) it supported *

Since 2020, has your country initiated or concluded a teacher policy development process (strategy, plan, framework, etc.)? *

- ☐ Initiated
- ☐ Concluded
- ☐ Both
- ☐ Neither
- ☐ Don't know

If initiated or concluded, please describe the process briefly. *

Did your country receive any external technical support during this teacher policy development process? *

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, please specify what kind of support was received and from which organizations. *

Changes in Country

Since 2022 in your country, and from your perspective, have there been improvements in:

	Significant stri...	Some progress	No progress	The situation h...	Don't know
Knowledge gen...	☐	☐	☐	☐	☐
Monitoring of t...	☐	☐	☐	☐	☐
Clarity on priori...	☐	☐	☐	☐	☐
Formulation of ...	☐	☐	☐	☐	☐
Implementatio...	☐	☐	☐	☐	☐
High-level advo...	☐	☐	☐	☐	☐
Dissemination ...	☐	☐	☐	☐	☐
Identification a...	☐	☐	☐	☐	☐
Identification a...	☐	☐	☐	☐	☐
Adoption of go...	☐	☐	☐	☐	☐
Gender represe...	☐	☐	☐	☐	☐
Inclusion of te...	☐	☐	☐	☐	☐

Has commitment to the teaching profession among the different types of actors in your country improved/grown since 2022?

	Increased com...	Continued com...	Less commitm...	No commitment	Don't know
National Minist...	☐	☐	☐	☐	☐
Ministry of Fin...	☐	☐	☐	☐	☐
Sub-national g...	☐	☐	☐	☐	☐
Donors	☐	☐	☐	☐	☐
Non-governme...	☐	☐	☐	☐	☐
Teacher associ...	☐	☐	☐	☐	☐

Please add any other actor and detail where there was: *increased commitment, continued commitment but without significant changes, less commitment, no commitment, don't know.*

Overall, and from your perspective, has the TTF played a significant role in drawing attention to teacher issues in your country?

- ☐ The TTF has played a leading role
- ☐ The TTF has played a supportive role
- ☐ The TTF presence has not been clearly felt
- ☐ Don't know

What do you see as the main strengths of the TTF? *

- ☐ Access to an international network of teacher stakeholders to learn from each other
- ☐ Ability to influence the global agenda on teacher issues
- ☐ Access to knowledge resources and guidelines on teacher issues
- ☐ Support on policy development or change through regional peer learning mechanisms
- ☐ Autre...

Recommendations

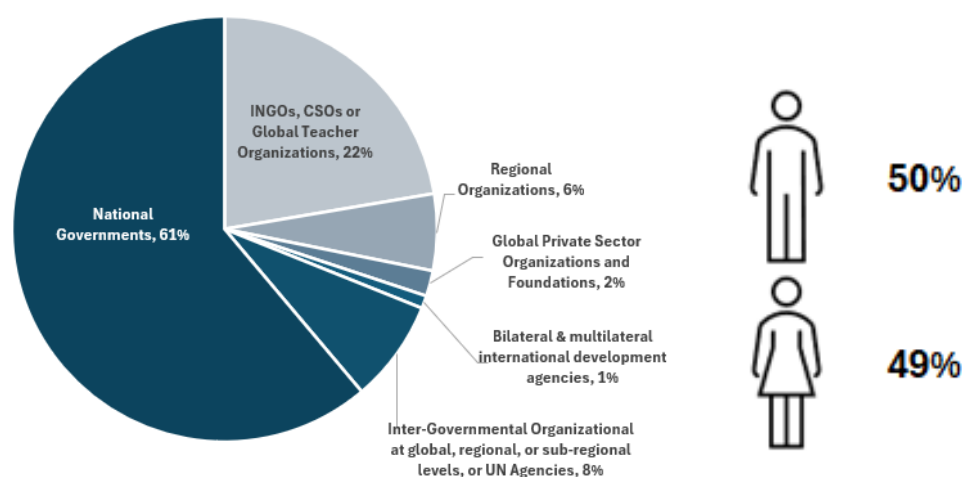
Please provide up to three suggestions on what the TTF could do better? *

Please add here any other details or examples you may wish to share of the TTF support to your country.

Annex 6 Members Survey Results

1. Focal points and Deputy Focal Points of the TTF were invited to complete a survey on the 8th of May 2025. The survey was sent to 472 people, including both TTF Focal Points and Deputy Focal Points, in English or French, as appropriate. Recipients were asked 25 questions, 6 of which were a repeat of the questions asked in the previous survey in May 2021 as part of the External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018-2021 Strategic Plan (Technopolis, 2021). The survey was closed on the 26th of May 2025, at which point 103 responses were received,⁶² a return rate of 22 percent.⁶³ An approximately equal number of women and men responded, with 61 percent representing national governments, and 22 percent representing international non-governmental organizations, civil society organizations or global teacher organizations.⁶⁴

Figure 21 Survey metrics



Source: Member Survey 2025, n=121

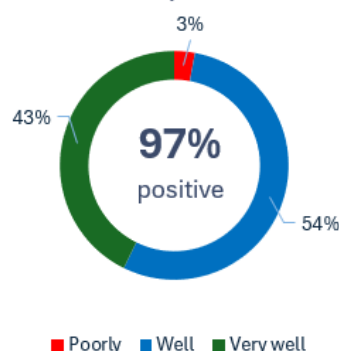
⁶² The equivalent survey covering 2018-2021 received 77 responses.

⁶³ While this represents a modest response rate, it is considered reasonable given the distribution approach. As both focal points and deputy focal points were included in the recipient list, it was not expected that each individual would respond, but rather that each organization would be represented by one respondent.

⁶⁴ The proportion of respondents from each member organisation type, aligns with the overall make up of the TTF's Membership: National Governments – 62 percent, Global-Level organisations – 32 percent, Regional-level organisations – 6 percent.

Figure 22 TTF positioning

How well do you think the TTF is positioned within the global landscape of organizations supporting teacher development?

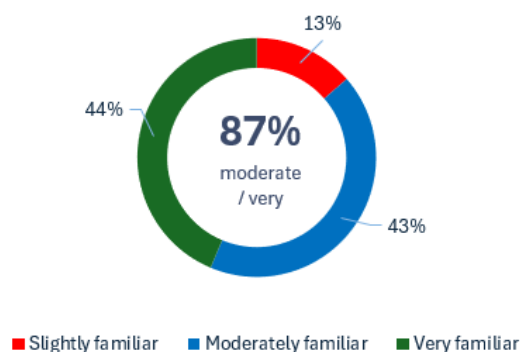


Source: Member Survey 2025, n=121

2. Almost all respondents (97 percent) considered TTF to be well or very well positioned within the global landscape to support teacher development. Those that responded negatively (3 percent), represented national governments, they were also more likely to be only slightly familiar with the work of the TTF.

Figure 23 Familiarity with TTF

How familiar do you consider yourself with the TTF mandate?

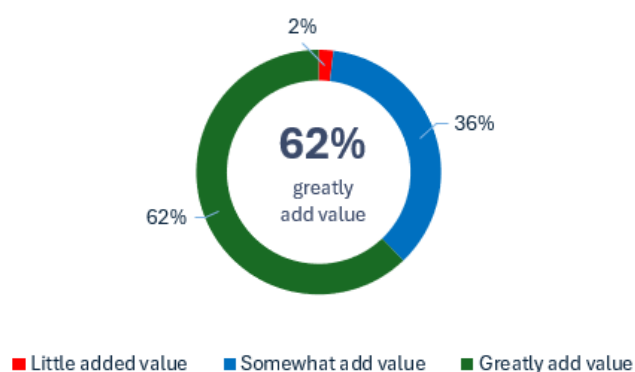


Source: Member Survey 2025, n=121

3. Most respondents (87 percent) were moderately or very familiar with the mandate of the TTF. None were 'not at all familiar' with the TTF mandate, which was important to ensure useful data for this survey analysis.

Figure 24 Value-add of TTF

To what extent do you believe that the TTF's mandate and strategic priorities add value to the global education community?

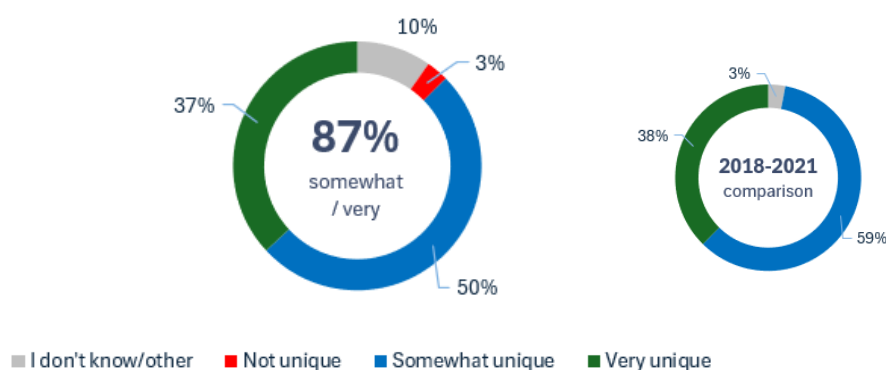


Source: Member Survey 2025, n=121

4. 62 percent of respondents felt that TTF's mandate and strategic priorities greatly adds value to the global education community. A further 36 percent believed that it somewhat adds value to the global education community. No respondents believe there was no added value from TTF's mandate and strategic priorities.

Figure 25 Uniqueness of TTF

To what extent do you consider the TTF to be unique in its mission and the role it plays in supporting teacher development?

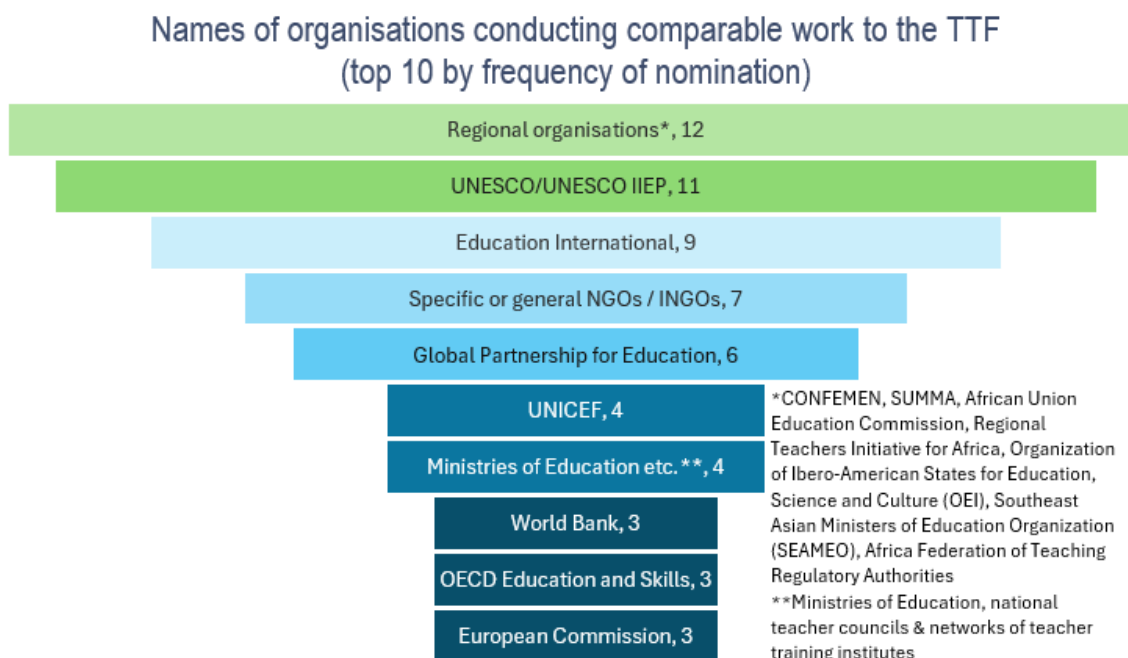


Source: Member Survey 2025, n=121

5. With regard to the uniqueness of TTF's mission and role, the results can be directly compared to the previous survey, in which the same question was asked. The latest results indicate that 37 percent of respondents thought that TTF's mission and role in supporting teacher development was very unique, almost identical to the previous result. However, when looking overall at the positive responses – 'very unique' and 'somewhat unique' – the results have decreased from 97 percent to 87 percent, which is largely accounted for by a number of people selecting 'I don't know'.

6. In the 2021 survey which was conducted as part of the external evaluation of the previous Strategic Plan⁶⁵ there were no responses suggesting that there was nothing unique about TTF's mission and role, though there were now 3 percent of respondents selecting this option. It should be noted that this represents only a few replies, all of which came from national government representatives.

Figure 26 Organizations that are comparable to TTF



Source: Member Survey 2025, n=121

7. The organizations conducting comparable work to TTF have been summarized in the figure above. In the previous survey, UNESCO, UNICEF and the World Bank topped the list of nominations. These also feature highly in the latest survey. Regional organizations, when grouped together, were the most frequently mentioned in this survey of focal points.

8. The most significant change, however, is the prominence of the mentions of Education International, the Global Union Federation that brings together organisations of teachers and other education employees from across the world.⁶⁶ Education International existed when the previous survey was conducted, but it received no mentions then. It should be noted that mentions for Education International came from the whole spectrum of organizations represented: national governments, regional organizations, INGOs/CSOs, and inter-governmental organizations.

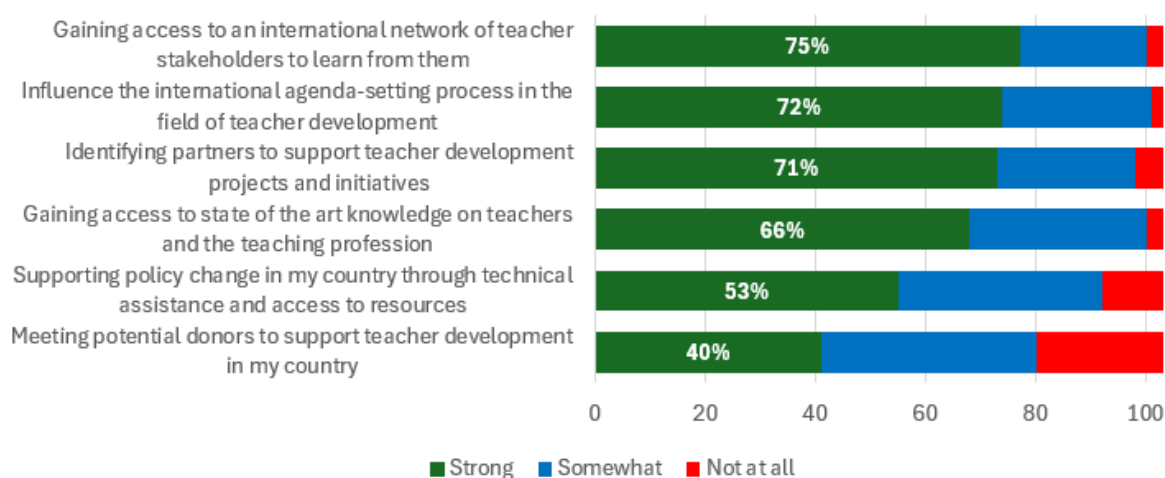
9. Another significant change is the increase in nominations for the Global Partnership of Education with six mentions, up from two previously. These nominations were mostly received from 'International Non-Governmental Organizations, CSOs or Global Teacher Organizations'.

⁶⁵ Technopolis, 2021.

⁶⁶ Education International, 2020.

Figure 27 Interest in TTF

What drives your interest in the TTF? (ranked by importance)

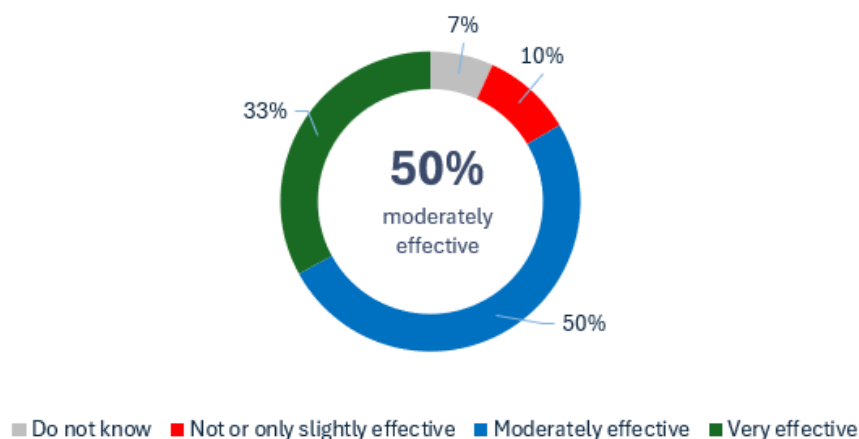


Source: Member Survey 2025, n=121

10. Interest in the TTF exists across all the categories listed, the most popular reason, with 75 percent of people having a 'strong interest' is 'Gaining access to an international network of teacher stakeholders to learn from them'. This was also the most popular in the previous survey, where 83 percent of people had a 'strong interest'. Indeed, the ranking from the strongest interest to the least strong interest did not change between surveys.

Figure 28 Communication effectiveness

How effective are the TTF's communication channels and branding in promoting its mission and activities?

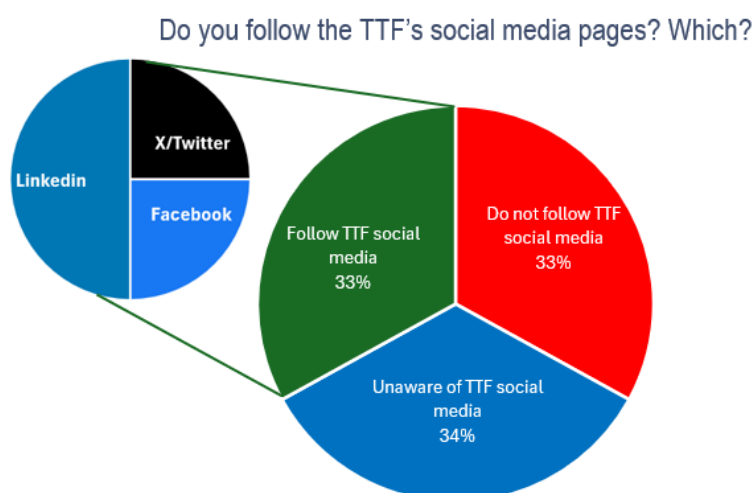


Source: Member Survey 2025, n=121

11. Questions on TTF's communications and social media presence were not asked in the previous survey, so no change over time can be recorded.

12. The majority (50 percent) considered TTF's communication channels and branding to be 'moderately effective' in promoting its mission and activities. A further 33 percent considered TTF's communications and branding to be 'very effective'. 70 percent of those who did not consider the communications and branding to be effective, or only slightly effective, represented national governments. This same group was also less likely to follow TTF on social media.

Figure 29 TTF social media



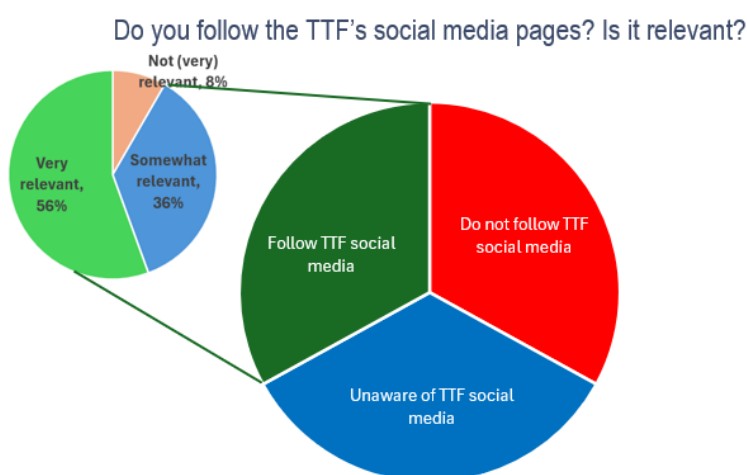
Source: Member Survey 2025, n=121

13. With regard to TTF's social media channels, LinkedIn was the most followed. Those who found TTF's communications and branding effective were also most likely to follow TTF on LinkedIn.

14. No one who responded to the survey in French followed TTF on social media (though it seems that TTF's social media posts are aimed at an anglophone audience), and approximately one third of respondents were not aware that TTF had social media.

15. Of those who follow TTF on social media, only 24 percent follow more than one channel, suggesting it is important to maintain all three channels to reach the maximum number of members, even if the information shared is the same on each.

Figure 30 TTF social media relevance



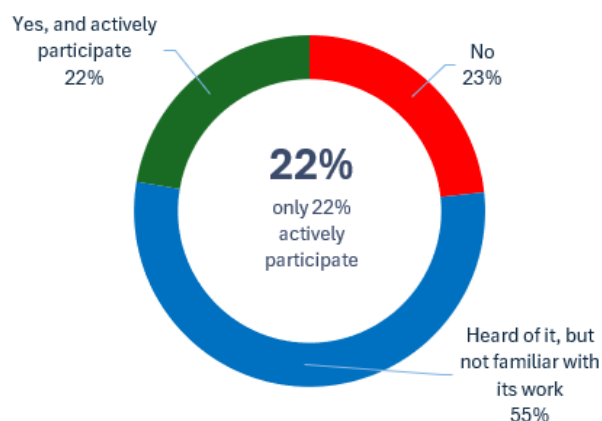
Source: Member Survey 2025, n=121

16. Of those who responded positively to following TTF on social media, 56 percent considered TTF's social media pages to be 'very relevant' and a further 36 percent 'somewhat relevant'. Of those who found TTF's social media 'very relevant', 70 percent follow TTF on LinkedIn, 35 percent on X/Twitter, and 40 percent on Facebook (note that more than one answer was possible).

17. There is no particular pattern to those who followed TTF's social media, but considered it to be 'not relevant at all' or 'not very relevant'.

Figure 31 TTF Communications Group

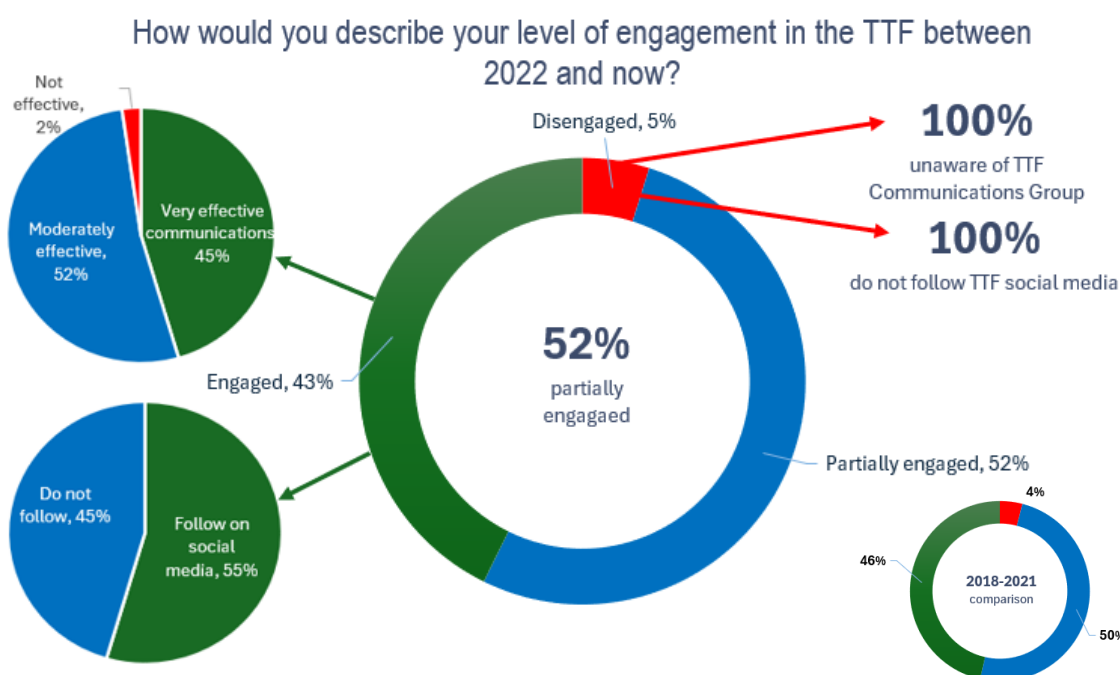
Are you aware of the TTF Communications Group?



Source: Member Survey 2025, n=121

18. Only 22 percent of those responding to the survey were active participants of the TTF Communications Group. 23 percent of respondents were not aware that the Group existed.
19. 100 percent of those who actively participate in the Communications Group consider TTF's communications channels and branding to be moderately or very effective in promoting its mission and activities.
20. Those who considered TTF's communications to be ineffective or only slightly effective were either not aware of the Communications Group, or aware of it but not familiar with its work.
21. 63 percent of those not aware of the Communications Group represent national governments, and 59 percent of those unaware of the Group, were also unaware of TTF's social media pages.

Figure 32 Level of member engagement



Source: Member Survey 2025, n=121

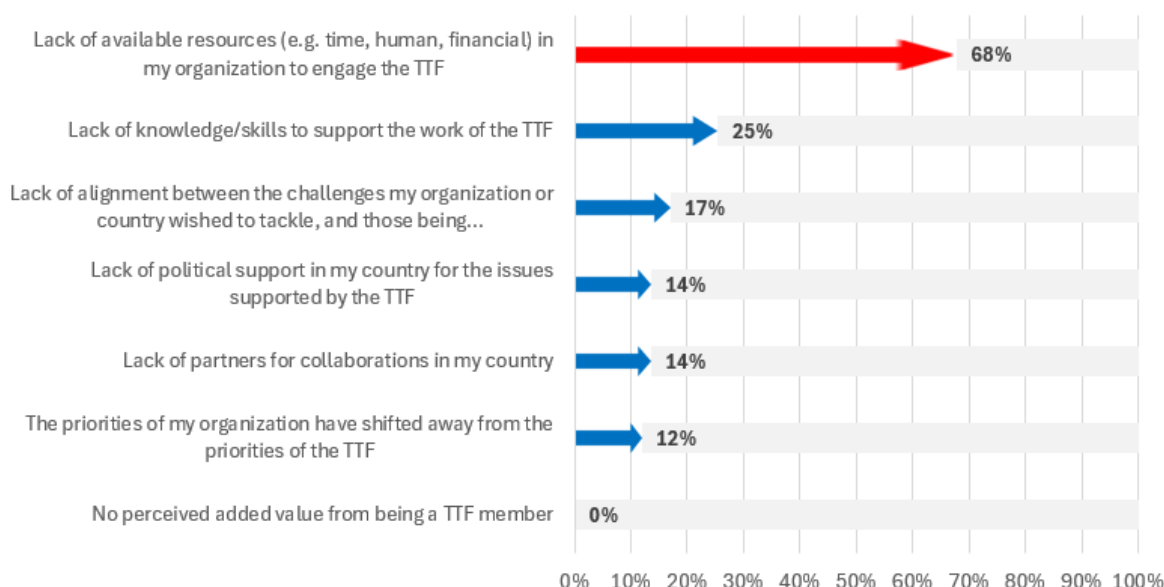
22. 95 percent of those surveyed considered themselves either 'partially engaged', or 'very engaged' with the work of the TTF. This is almost equal in number to the 96 percent of respondents in the last survey opted to answer, 'very limited', 'modest', 'strong' or 'very strong' engagement. Similarly those who are 'engaged' this time (43 percent) are similar in numbers to those who answered that they have 'strong' or 'very strong' engagement (48 percent) in the previous survey. The most frequent response in both this survey and the previous one relates to partial engagement, highlighting a large number of people who could potentially be further engaged.

23. Those who are disengaged are most likely to be from a national government (80 percent), though this represents very few people in actual numbers. None of these people followed TTF on social media, and all were unaware of the Communications Group. Of those who are engaged, 79 percent are from national governments (43 percent) and INGOs/CSOs (36 percent).

24. Those who are engaged are slightly more likely to follow TTF on social media and likely to find the communications and branding of TTF to be either moderately or very effective.

Figure 33 Reasons for minimal engagement

What are the main reasons for having a very limited or modest level of engagement? (more than one response possible)

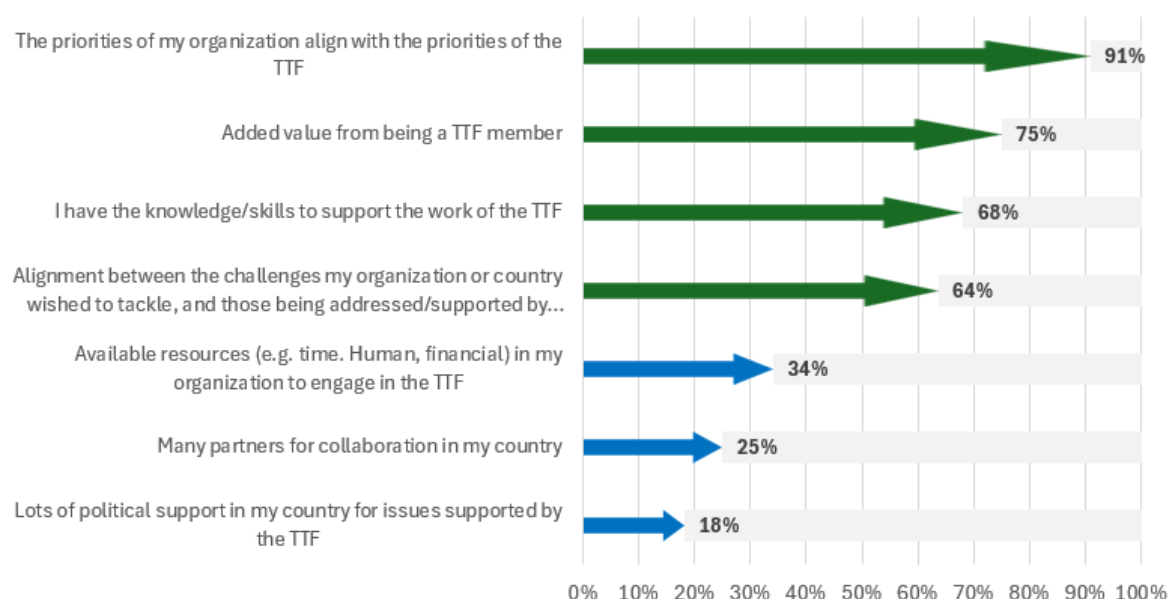


Source: Member Survey 2025, n=121

25. In the survey covering 2018-2021, and the current 2022-2025 survey, 'lack of available resources' was considered the main reason for minimal engagement with TTF, by a considerable margin: 68 percent currently consider this to be one of the main reasons (63 percent in 2018-2021).
26. The only answer that differs significantly from the previous survey is the answer 'the priorities of my organization have shifted away from the priorities of the TTF', which 12 percent of current respondents with minimal engagement agreed with, and was previously just 3 percent. This suggests that the priorities of some member organizations and/or of the TTF have changed and diverged.

Figure 34 Reasons for active engagement

What are the main reasons for having active engagement?
(more than one response possible)

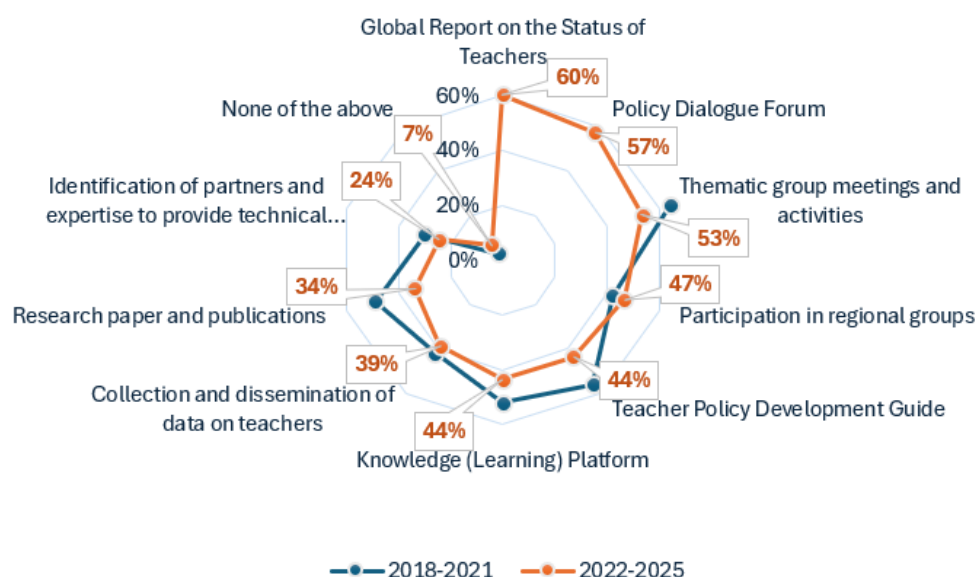


Source: Member Survey 2025, n=121

27. Conversely, 91 percent of those engaged considered that the priorities of the TTF aligned with those of their organizations, though there is no comparable data to see if this has changed over the past four years. Most of the engaged survey participants also considered these as reasons for active engagement: 'Added value from being a TTF member' (75 percent); 'I have the knowledge/skills to support the work of the TTF' (68 percent); and 'Alignment between the challenges my organization or country wished to tackle, and those being addressed / supported by the TTF' (64 percent).

Figure 35 Activity participation

Which of the following TTF activities and/or outputs you have directly benefitted from or participated in?



Source: Member Survey 2025, n=121

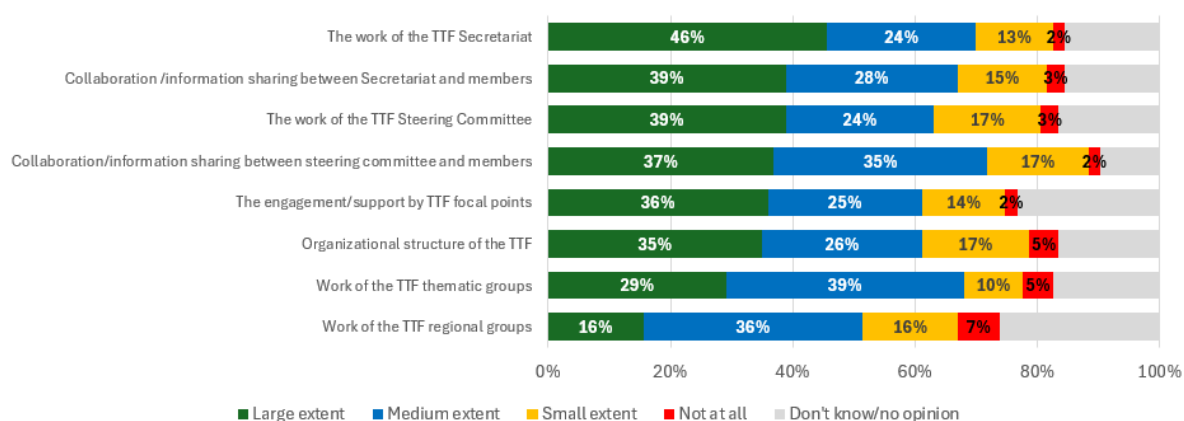
28. The graph above shows the percentage of people who positively identified that they benefitted from a range of TTF activities. This same question was asked four years ago, though there were two additional activities listed in this latest survey. The similar shape of the blue and orange graphs indicates that views have not changed much over the four years on which activities are of benefit to members.

29. It is, however, significant that the two activities added to the questionnaire – the Global Report on the Status of Teachers, and the Policy Dialogue Forum – are now the activities that are of most benefit, or that most people participated in. This reflects the findings of the qualitative evidence gathered for this evaluation.

30. Of those who participated in activities, 74 percent have participated or benefitted from 3 or more of the listed activities, suggesting broad engagement with the work of the TTF, and linkages between different TTF activities.

Figure 36 Satisfaction with organisation, changes over time

To what extent are you satisfied with the following organisational/functional aspects of the TTF?



Source: Member Survey 2025, n=121

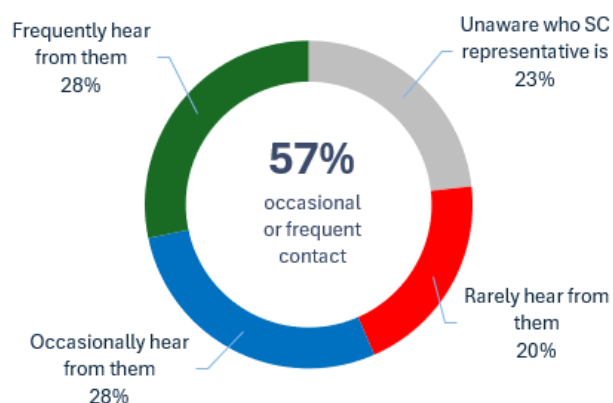
31. The results of the survey shown in the graph above can be directly compared to the survey in May 2021, which asked the same question.

32. Overall, respondents were most satisfied with the work of the TTF Secretariat, which was the case in both surveys conducted, though the percentage that were satisfied 'to a large extent' reduced by 23 percent (69 percent to 46 percent). The pattern was similar for 'collaboration and information sharing between the Secretariat and members', and 'the work of the Steering Committee', in that overall satisfaction rates were high, but reduced over the four years in between surveys.

33. The two areas where satisfaction has increased between 2021 and 2025 are 'The engagement and support by TTF focal points' and 'Collaboration and information sharing between the steering committee and members', though this does not correlate with the qualitative findings.

Figure 37 Steering Committee communication

How satisfied are you with the communication by your Steering Committee member representative?



Source: Member Survey 2025, n=121

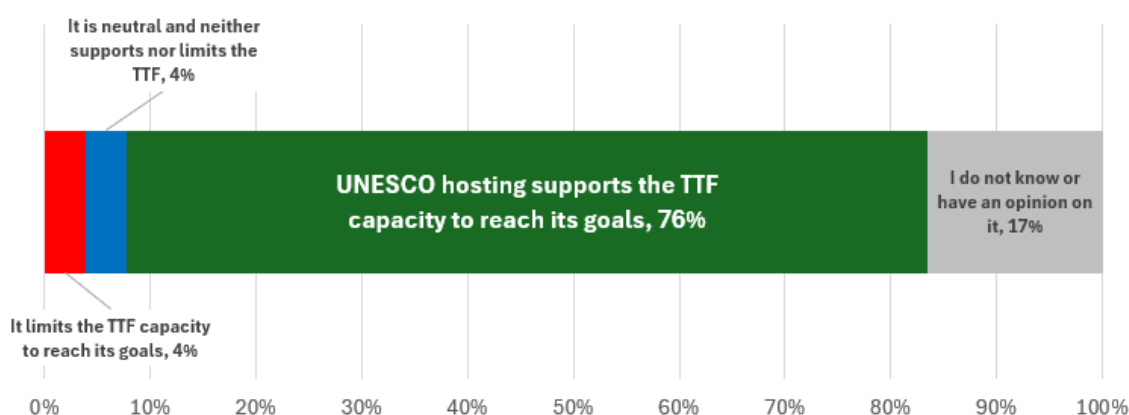
34. Despite 72 percent of people being satisfied (to a large or medium extent) with the communication and collaboration between the Steering Committee and members (see Figure 36),

only 28 percent frequently heard from their Steering Committee representative, with a further 28 percent hearing only occasionally. This suggests that when there is communication from the Steering Committee representative, it is useful and valuable, but that the communication is not frequent and sustained enough. This aligns with the qualitative findings.

35. Mapping answers from those indicating that they rarely or never hear from their representative, people remained satisfied and therefore did not have high expectations in his regard. 67 percent of these same people considered themselves only 'partially engaged' with the work of the TTF, but there does not seem to be any other factor tying these respondents together.

Figure 38 UNESCO hosting

What are your views on the hosting of the TTF secretariat by UNESCO?

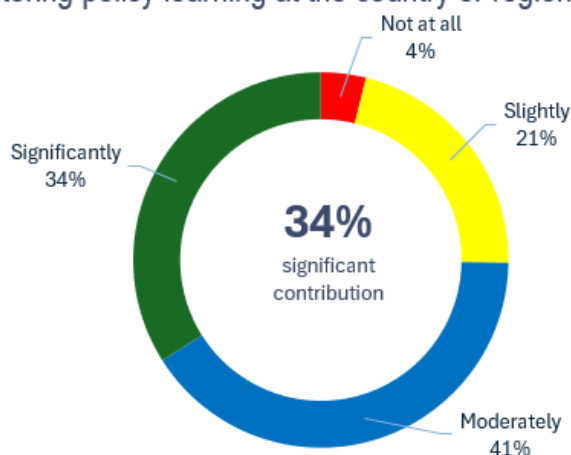


Source: Member Survey 2025, n=121

36. The majority of respondents (76 percent) believed that UNESCO's hosting of the TTF supported the TTF in reaching its goals.

Figure 39 Contribution to fostering policy learning

In your view, how significantly has the TTF contributed to fostering policy learning at the country or regional level?



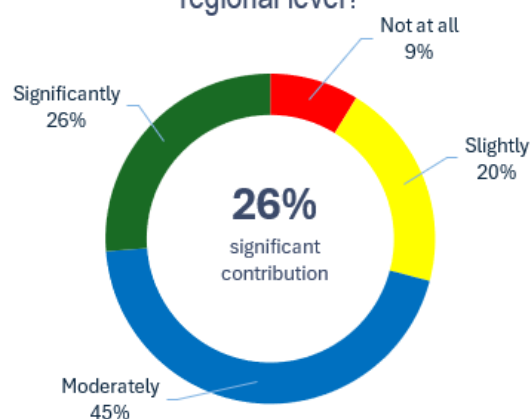
Source: Member Survey 2025, n=121

37. There is a spread of responses to the question on the significance of TTF's contribution to fostering policy learning at the country or regional level. Overall, 96 percent felt that there was at

least *some* significance to TTF's contribution. The most frequent answer, selected by 41 percent of respondents, was that the TTF had made only a 'moderately significant' contribution.

Figure 40 Contribution to influencing teacher-related policy changes

In your view, how significantly has the TTF contributed to influencing teacher-related policy changes at the country or regional level?

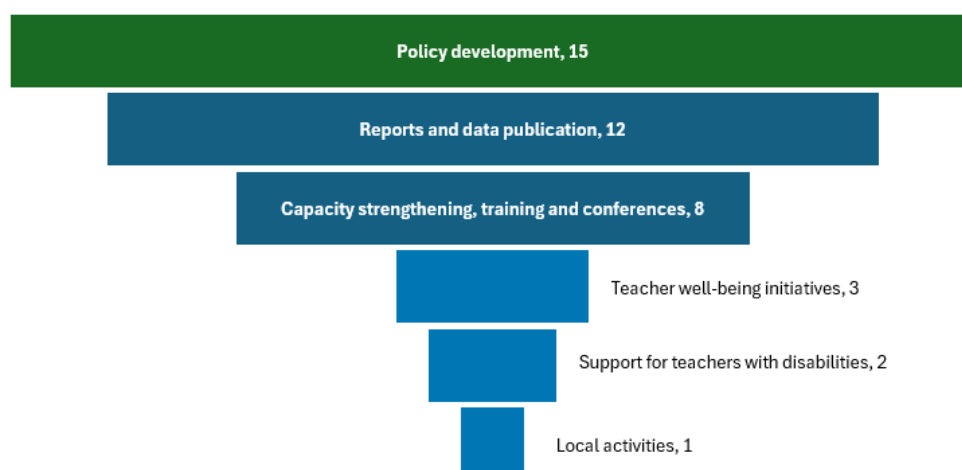


Source: Member Survey 2025, n=121

38. Regarding the significance of the TTF's contribution to influencing teacher-related policy changes at the country or regional level, 81 percent considered that the TTF had at least *some* significant contribution. The most frequent answer again was that there had been a 'moderately significant' contribution. The 9 percent who did not feel that TTF had made a contribution to these policy changes were all representing national governments.

Figure 41 Influencing changes

Examples of where TTF products / processes are seen to influence change



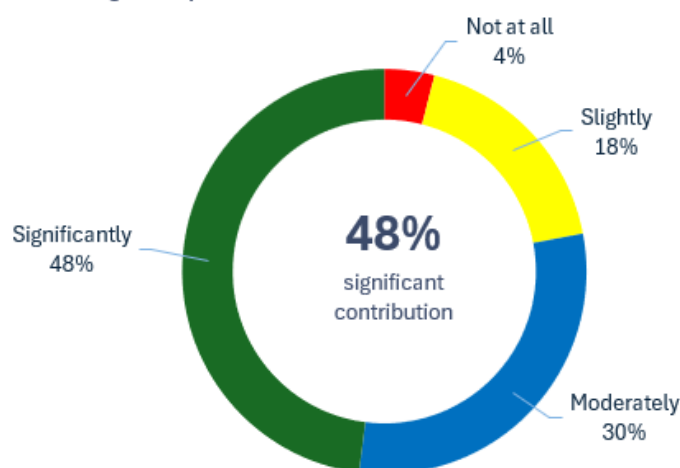
Source: Member Survey 2025, n=121

39. For the next question, members were asked to answer the following question, with free text answers: 'Please provide examples of where you have seen TTF products / processes influence change'. The answers varied, as one would expect, but could generally be grouped into the categories shown in Figure 41. Of the 41 narrative answers, 37 percent referred to activities relating

to policy development such as: "We received technical support in the development of the Comprehensive Teacher Policy" and "Distribution of policy development guides". The next most frequent answer (29 percent) related to the publication of reports and data and associated advocacy work, with a typical answer being: "the Global Report on Teachers 2024 raised global awareness of teacher shortages and working conditions".

Figure 42 TTF contributions to advocacy

In your view, how significantly has the TTF contributed to advocating for qualified, valorized and committed teachers?



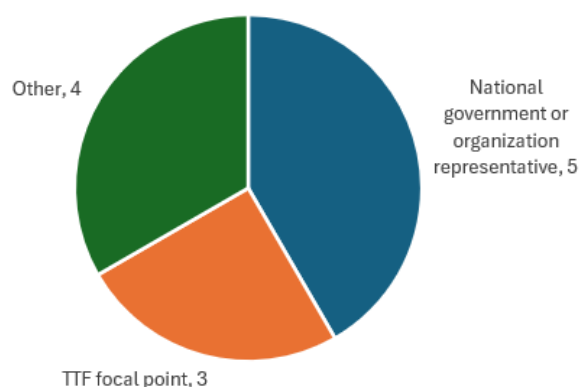
Source: Member Survey 2025, n=121

40. 96 percent of those responding to the survey considered the TTF to have at least *some* significance in their contribution to advocating for qualified, valorised and committed teachers. The most common answer (48 percent) felt that the TTF's contribution was 'significant', which when compared to Figure 39 and Figure 40, suggests that this is where the TTF had the greatest contribution to make.

Annex 7 Country Impact Survey Results

1. Policymakers and UNESCO Country Office staff from Burkina Faso, Ghana, Lao PDR, Mali, Niger, Nigeria, Uganda, and Zambia were invited to complete a survey on the 9th of May 2025. The survey was sent to 46 people in English or French, as appropriate. Recipients were asked 21 questions. The survey was closed on the 26th of May 2025, at which point 12 responses were received, representing eight different countries, a return rate of 26 percent. 42 percent of responses were received from representatives from national governments or organisations, with a further 25 percent from TTF focal points. The average time respondents had been in their position was five to ten years.

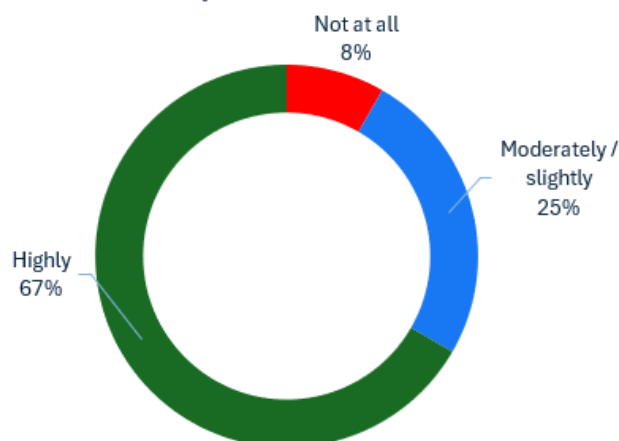
Figure 43 Respondents to country impact survey



Source: Country Impact Survey 2025 n=12

Figure 44 Familiarity with TTF

How familiar are you with the work of the TTF?



Source: Country Impact Survey 2025 n=12

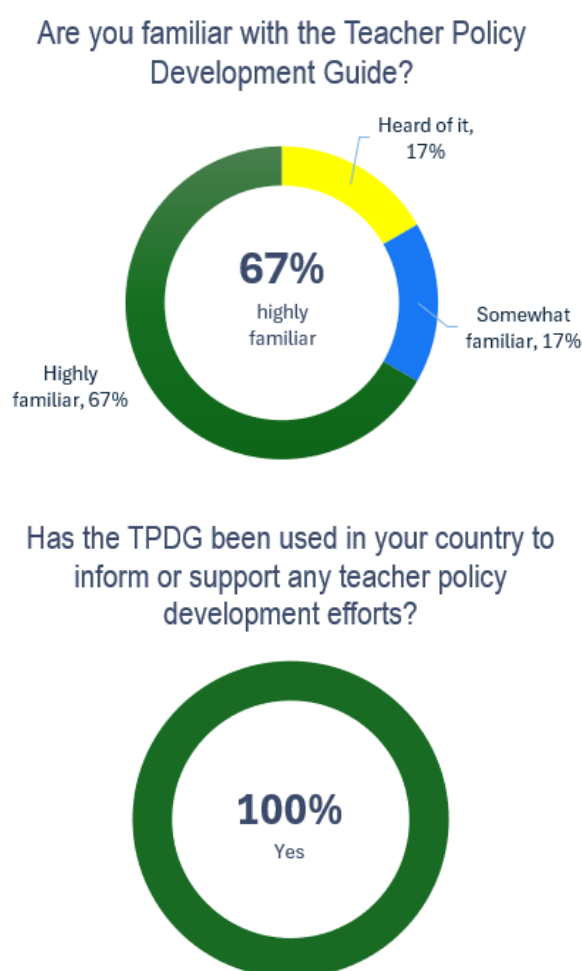
2. Only one person who completed the survey was not familiar with the work of the TTF, the majority (67 percent) were 'highly familiar'.

3. We then asked '**Does the TTF have a clear set of priorities for advancing the agenda around teachers?**' If we exclude the one person who was not familiar with the work of the TTF, 100 percent of respondents replied 'yes'. Similarly with the question '**In your view is the work of**

the TTF relevant to the needs of teachers in your country?', 100 percent agreed with this statement.

4. Recipients were asked in an open question about the type of ways in which the TTF adds value. Many answers acknowledged benefits of the TTF in their specific country with regards to national strategies and capacity building. There was also mention of knowledge exchange and linkages between international agendas and the country level.

Figure 45 TPDG



Source: Country Impact Survey 2025 n=12

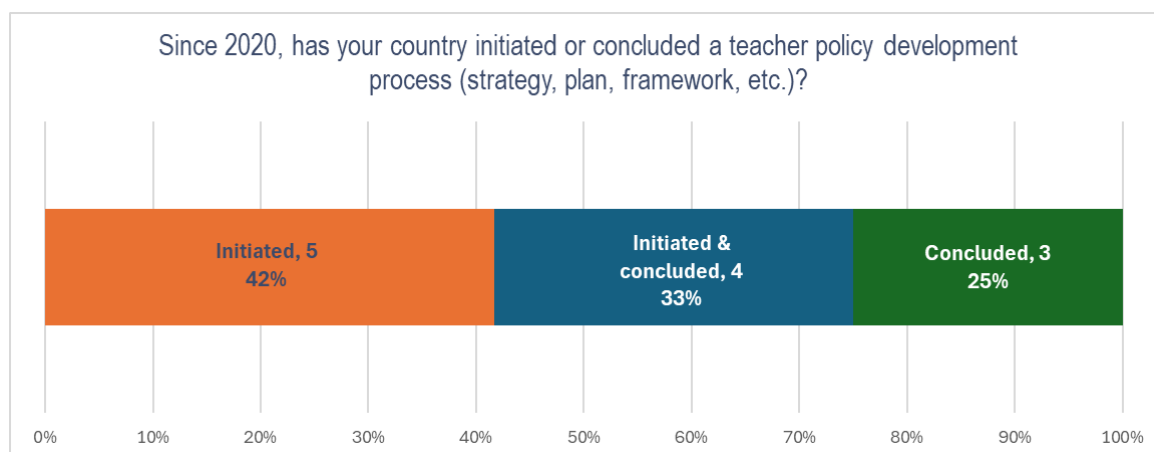
5. The TPDG had been used in all eight countries represented by survey responses to inform or support the development of teacher policies. As a consequence, 67 percent (8 people) were 'highly familiar' with the Guide, and all were at least aware of it.

6. An open-ended question asked, '**If yes, please describe how the TPDG has been used and what outcomes (if any) it supported?**'. Some of the responses are listed below, with minor amendments to how the text was written in order to preserve anonymity of survey responders.

- Used the methodology to produce realistic, analytical and informative documents.
- Four stages of the guide were used to draw up the national strategy on women teachers: (1) document and literature review (2) inventory and drafting of a diagnostic report (3) development of the strategy, and (4) validation. The methodology was adjusted to the national context.
- Used as a reference tool and to agree on an approach for developing teacher policies.

- Used to train members of a teacher policy technical committee.
- Enabled policy development based on evidence.
- Used to strengthen teach quality.
- Guided the stakeholder consultation process.

Figure 46 Teacher policy development, since 2020



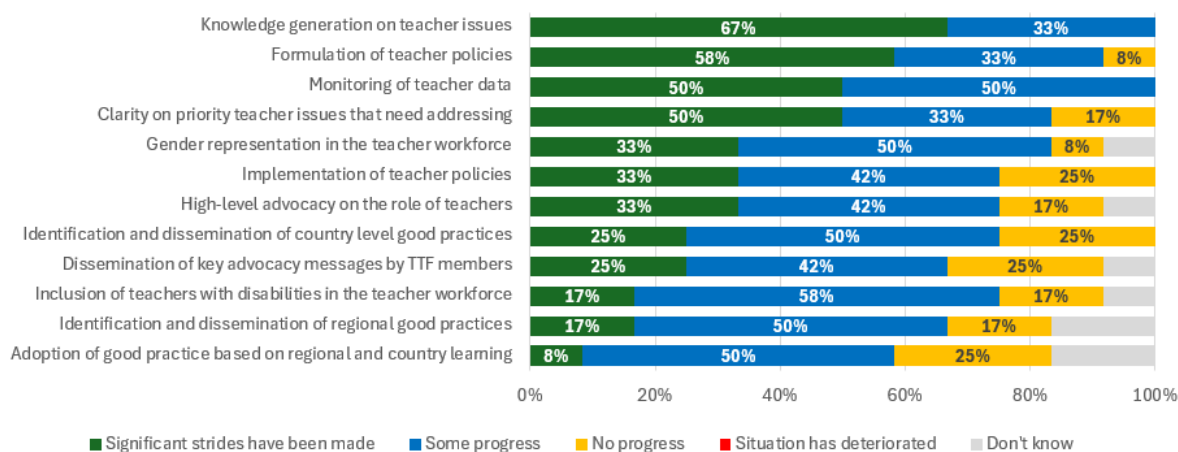
Source: Country Impact Survey 2025 n=12

7. All respondents confirmed that teacher policies had either commenced development ('initiated'), completed the development process ('concluded'), or both these things had occurred in the past five years.

8. They were then asked to describe this process. Nine responses (75 percent) confirmed that their country received some technical support during teacher policy development since 2020. However, there were responses from the same country, with contradicting answers, so this may not be an accurate representation of the amount of countries who received outside help. Of those that received assistance, all reported to have received financial and/or technical assistance from the TTF or UNESCO for teacher policy development.

Figure 47 Improvements for teachers

Since 2022 in your country, and from your perspective, have there been improvements in:



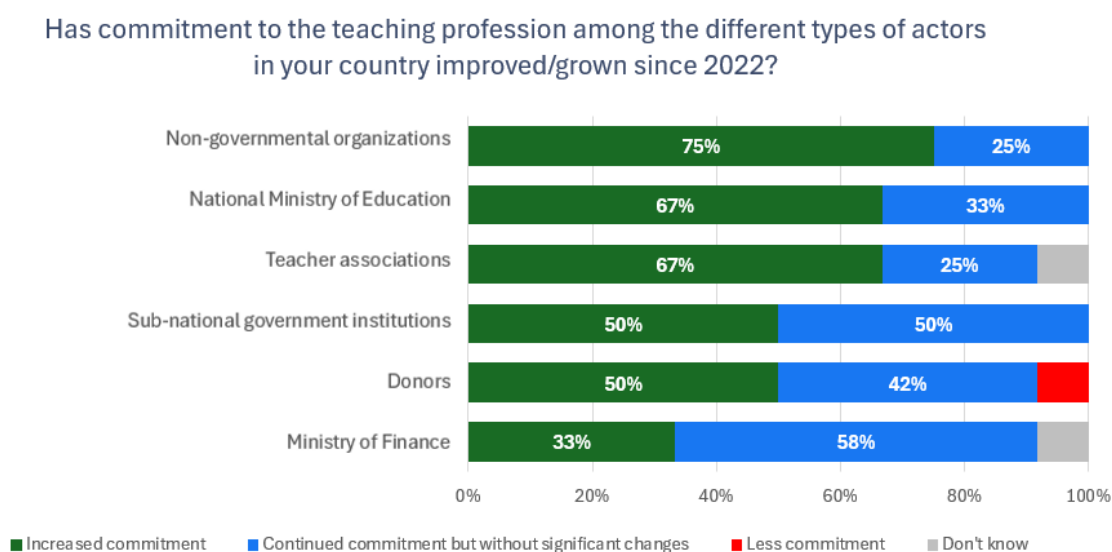
Source: Country Impact Survey 2025 n=12

9. Survey recipients were asked if they had seen improvements in their own country across a range of areas. In no cases was the situation judged to have deteriorated.

10. The area in which most progress was shown was in 'knowledge generation of teacher issues' with 67 percent considering that 'significant strides have been made', and a further 33 percent acknowledging that 'some progress' has been achieved. There was also good progress noted in the 'formulation of teacher policies', 'monitoring of teacher data' and 'clarity on priority teacher issues that need addressing'.

11. The remaining categories, however, were judged to have had less progress with 'some progress' being the most popular answer. The area where the least progress was deemed to be made was on the 'adoption of good practice based on regional and country learning'.

Figure 48 Commitment to the teaching profession

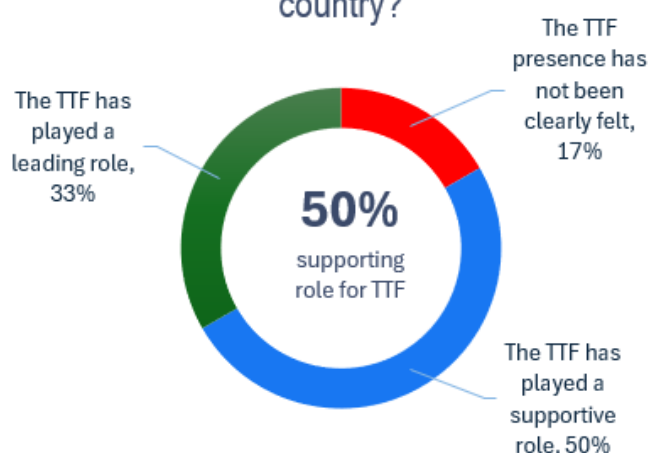


Source: Country Impact Survey 2025 n=12

12. They were then asked whether they had noted a change in commitment to the teaching profession by various actors. In general, there was perceived to be an 'increased commitment' by non-governmental organizations, national ministries of education, and teacher associations. There has been relatively less progress in commitment by sub-national government institutions and donors. Recipients perceived no changes to levels of commitment by their respective ministries of finance.

Figure 49 Significance of TTF's role

Has the TTF played a significant role in drawing attention to teacher issues in your country?

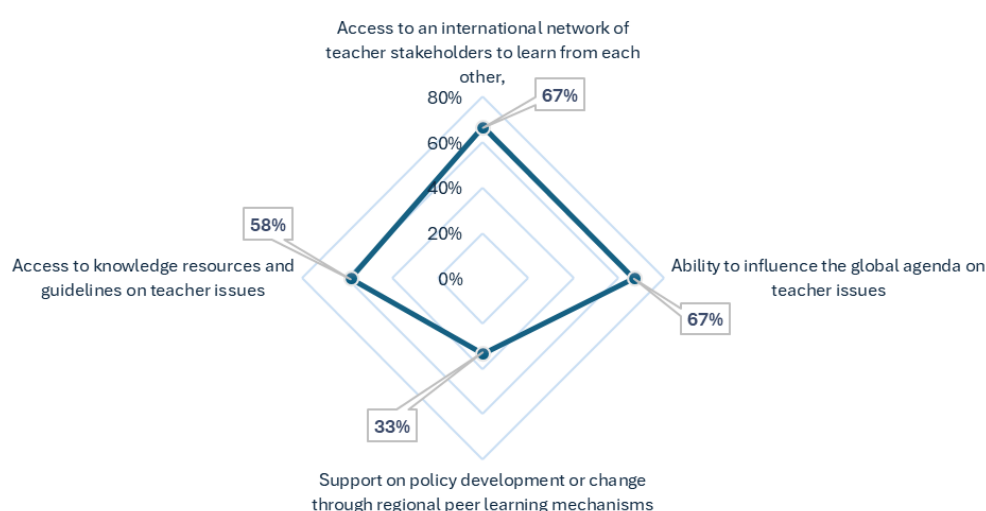


Source: Country Impact Survey 2025 n=12

13. When asked for an overall perspective of TTF's work, in general people considered the TTF to have 'played a supportive role' in drawing attention to teacher issues in their respective countries. This opinion was held by half the people who responded to the survey. A further 33 percent thought that TTF had 'played a leading role', and 17 percent thought that TTF's 'presence had not been clearly felt'. Those who consider TTF to have played a leading role were representing West African countries.

Figure 50 Strengths of TTF

What do you see as the main strengths of the TTF? (more than one answer possible)



Source: Country Impact Survey 2025 n=12

14. When asked what the strengths of TTF were, two-thirds of respondents answered 'access to an international network of teacher stakeholders to learn from each other' and an 'ability to influence the global agenda on teacher issues'. Just over half (58 percent) considered 'access to knowledge

resources and guidelines on teacher issues' a strength of TTF. Only four people (33 percent) considered one of TTF's strengths to be 'support on policy development or change through regional peer learning mechanisms'.

15. When asked for suggestions on how TTF could improve, the most popular answers related to:
- Increased international networking, best practice and knowledge sharing (5 responses),
 - Increased capacity strengthening and training (4 responses), and
 - Continue with the drive from a local level, but more context-specific activities required, with a budget to enable local-level participation (3 responses).

Annex 8 TTF Financial Contributions

- The following table shows the top five donor contributions to the TTF between 2022 and 2024.

Table 3 TTF Contributions, 2022-2024, USD (Special Account and Funds in Trust)

Governments & Other Donors	2022	2023	2024	Total
France (Special Account)	475,184.79	478,214.67	547,645.13	1,501,044.59
Germany (Funds in Trust)	156,496.31	388,349.51	850,000.00	1,394,845.82
Norway (Special Account)	321,100.00	600,000.00	500,000.00	1,421,100.00
Hamdan bin Rashid Al-Maktoum Award for Distinguished Academic Performance (Funds in Trust)	715,127.00	-	-	715,127.00
The MasterCard Foundation (Special Account)	15,000.00	-	-	15,000.00
Total	1,682,908.10	1,466,564.18	1,897,645.13	5,047,117.41

Source: TTF (2023) Annual Report 2022; TTF (2024) Annual Report 2023; TTF (2025) Annual Report 2024; TTF Secretariat

Annex 9 Landscape Analysis

1. This landscape analysis aims to contextualise the evaluation of the TTF's strategic plan by examining the current global teacher landscape, the constellation of actors involved in supporting the profession, and the Task Force's positioning within this ecosystem. It explores how priorities related to teachers and teaching have evolved over the past five years and offers a forward-looking view of the global teacher policy environment. Particular attention is given to upstream work, namely policy development, systems-level reform, and global cooperation.

Global Education Context

Despite strong global commitments under Agenda 2030 and SDG 4, progress toward inclusive, equitable, and quality education remains uneven. While enrolment and completion rates have generally improved, the pace has slowed significantly since 2015, with sub-Saharan Africa seeing rising shares of out-of-school children and adolescents. Completion gaps remain wide, especially in low-income and conflict-affected countries, due to over-age enrolment and delayed graduation. Although gender parity has improved globally, regional and socioeconomic disparities persist, and learning outcomes reveal emerging challenges, particularly the underperformance of boys in reading and the continued disadvantage faced by the poorest students.

2. The inception of Agenda 2030 and its SDGs⁶⁷ has fundamentally reshaped the international discourse on education. In particular, SDG 4, which aspires to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all",⁶⁸ places the teacher at the heart of educational reform. Target 4.c, emphasises the need to significantly boost the supply of trained and qualified educators through enhanced teacher training and international cooperation.⁶⁹ Despite strong commitments at the policy level, progress against these priorities has been uneven across regions and income groups, with significant disparities in enrolment rates, quality of education, and teacher availability.⁷⁰

Enrolment Rates

3. Over the past two decades, global enrolment rates have improved significantly, with primary education enrolment surpassing 90 percent in many regions.⁷¹ Nonetheless, it is estimated that 251 million children, adolescents, and youth are out of school, a reduction of just 1 percent since 2015.⁷² In contrast, in the eight years before 2015, the out-of-school population had declined by 43 million, or by 14 percent. The rate of progress has, therefore,

⁶⁷ United Nations, 2015

⁶⁸ United Nations, n.d.

⁶⁹ Ibid.

⁷⁰ UNESCO and TTF, 2024; UNESCO, 2023b; UNESCO, 2024

⁷¹ UNESCO, 2024

⁷² Ibid.

slowed down by over 90 percent.⁷³ In low-income countries, roughly 23 percent of primary-age children are out-of-school, compared to 10 percent in lower-middle-income countries, 5 percent in upper-middle-income nations, and just 2 percent in high-income countries.⁷⁴

4. Regional disparities exist too, with the majority of out-of-school primary-aged children in Sub-Saharan Africa (19 percent), Northern Africa and Western Asia (11 percent), Central and Southern Asia (8 percent), and Oceania (8 percent).⁷⁵ Central and Southern Asia, despite being home to four of the twelve countries with the highest out-of-school populations (Afghanistan, Bangladesh, India, and Pakistan) has made significant strides in improving access to education. The region's share of the global out-of-school children population has steadily decreased, from 44 percent in 2000 to 33 percent in 2015 and further down to 21 percent in 2023. Similarly, the percentage of out-of-school adolescents in the region declined from 44 percent in 2000 to 33 percent in 2015 and 25 percent in 2023.⁷⁶ In contrast, sub-Saharan Africa has experienced a marked increase in its share of the global out-of-school population. Sub-Saharan Africa accounted for 32 percent of out-of-school children in 2000, rising to 51 percent in 2023.⁷⁷ Despite this growing share, the absolute number of out-of-school children in sub-Saharan Africa has remained relatively constant since 2000. Among adolescents, this even more pronounced. Sub-Saharan Africa's share of the global out-of-school adolescent population doubled, rising from 25 percent in 2000 to 51 percent in 2023. While the number of out-of-school adolescents remained stable between 2000 and 2015, it increased by 26 percent between 2015 and 2023.⁷⁸

Completion Rates

5. Completion rate refers to the proportion of individuals who finish a given education level within three to five years of the official graduation age.⁷⁹ Between 2015 and 2023, global primary education completion increased from 85 to 88 percent, while lower secondary completion grew from 74 to 78 percent.⁸⁰ Upper secondary education saw a jump from 53 to 59 percent, amounting to a 5.9 percentage point increase, which equals an average annual growth of 0.7 percentage points.⁸¹ However, in conflict-affected countries such as Yemen, progress has been considerably slower. Yemen's upper secondary completion rate increased by only 0.2 percentage points annually over the same period.⁸²

6. In low-income countries, late completion and grade repetition are widespread, causing many students to finish their education cycles well past the expected age. As an alternative to the timely completion rate, the ultimate completion rate considers students who complete education within up to an eight-year delay.⁸³ Globally, the gap between timely and ultimate completion stands at 4.4 percentage points for both primary and lower

⁷³ Ibid.

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

⁸³ Ibid.

secondary levels, and 3.3 points for upper secondary.⁸⁴ This means that 62 percent of young people eventually complete upper secondary education. Sub-Saharan Africa experiences the widest disparity between these two rates: in 2023, 67 percent of children completed primary education on time, while 78 percent did so eventually, an 11-point gap, slightly improved from 12 percent in 2015. For lower and upper secondary education, the gaps are 9 and 4.3 points, respectively, with little progress since 2015.

7. These wide gaps highlight the high incidence of over-age students - those who are two or more years older than the standard age for their grade.⁸⁵ According to SDG thematic indicator 4.1.5, in 2023, 26 percent of primary students and 35 percent of lower secondary students in sub-Saharan Africa were over-age. Oceania had the next highest over-age rates, at 15 percent in primary and 13 percent in lower secondary education. In the remaining five SDG regions, the share of over-age students was at or below 10 percent.

Equity and Inclusion

8. SDG target 4.5. aims to 'By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations'.

9. Notable strides have been made in recent years toward achieving gender parity in terms of access to education. The overall rate of boys and girls who are out of school has become almost equal.⁸⁶ However, this general progress masks regional disparities. In regions such as Eastern and South-Eastern Asia, Europe and Northern America, and Latin America and the Caribbean, boys are now more likely than girls to be out of school. For instance, in Latin America and the Caribbean, the number of boys not attending school rose from 107 to 113 for every 100 girls between 2015 and 2023.⁸⁷ In contrast, some regions, specifically Northern Africa and Western Asia, Oceania, and sub-Saharan Africa, continue to see more girls than boys out of school. Nevertheless, the gender gaps in these areas have significantly narrowed since 2015.⁸⁸

10. Across the world, educational systems have increasingly succeeded in ensuring that boys and girls complete their schooling at similar rates. Completion rates at all educational levels now show near-equal participation between genders.⁸⁹ However, this global overview can obscure regional imbalances. In sub-Saharan Africa, for instance, gender gaps in education completion remain. For every 100 young men who complete upper secondary school, only 88 young women manage to do so on time, and just 79 complete it eventually.⁹⁰

11. While gender disparities have narrowed, socioeconomic inequality in education continues to be a major issue. Children from affluent households remain significantly more likely to finish upper secondary education compared to their poorer peers.⁹¹ In fact,

⁸⁴ Ibid.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ Ibid.

⁹¹ Ibid.

wealthier children are five times more likely to graduate than those from low-income families.⁹²

12. When examining learning outcomes, particularly in reading, boys tend to underperform compared to girls. This gap is more pronounced in middle-income countries, where for every 100 girls who reach reading proficiency by the end of lower secondary school, only 72 boys do.⁹³ In higher-income countries, the gap is smaller but still present, with 88 boys reaching proficiency for every 100 girls.⁹⁴

Global Teacher Context

Teachers are central to achieving SDG 4, yet the profession faces deep, systemic challenges. A global shortfall of 44 million teachers, especially acute in sub-Saharan Africa and South Asia, threatens education goals. Low pay, poor working conditions, high attrition, and declining qualification rates are undermining teacher supply and retention. The COVID-19 pandemic exposed vast inequities in digital readiness, strained teacher well-being, and accelerated technology use without adequate training. Meanwhile, climate change and emergencies are further burdening teachers, especially in vulnerable regions, without sufficient support or preparation. Global efforts, including the High-Level Panel on the Teaching Profession and a revision of international standards, are underway to address these challenges and reimagine the teaching profession as a driver of transformation.

13. In 2022, global education leaders met at the Transforming Education Summit (TES) to discuss the challenges of transforming education to achieve SDG 4.⁹⁵ As part of this summit, there was a recognition that at the heart of education transformation were teachers, and that “it was also important to transform how teachers work and fulfil their responsibility, and to enable teachers to transform themselves into agents of change”.⁹⁶ In response to this challenge, the United Nations Secretary-General convened the High-Level Panel on the Teaching Profession to develop a plan of action to support and transform the teaching profession.⁹⁷ The panel held a number of meetings across 2023 to address four key challenges facing the teaching profession: teacher shortages; the lack of professional development for teachers; the low status and working conditions of teachers; and the lack of capacity to develop teacher leadership, autonomy and innovation. Drawing on these discussions, the panel developed a number of wide-ranging recommendations, covering the following areas: enabling the transformation of the teaching profession; investing in

⁹² Ibid.

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ Special Adviser of the Secretary-General on the Transforming Education Summit and the UNESCO Transforming Education Summit Secretariat, 2022

⁹⁶ ILO, 2024.

⁹⁷ Ibid.

teachers; promoting equity, diversity and inclusion; elevating the status and dignity of the teaching profession; improving quality and fostering innovation in teaching through training and lifelong learning; ensuring sustainability, peace and democracy; fostering humanity in teaching through decent work; developing leadership in teaching; advancing human-centred education technology; and transforming teaching through a new social contract for education and social dialogue.⁹⁸ In view of these recommendations, there is ongoing work by the United Nations system to revise the ILO/UNESCO Recommendation concerning the Status of Teachers (1966),⁹⁹ the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)¹⁰⁰ and other relevant standards and tools.

Challenges relating to teacher supply and demand

14. To achieve SDG 4 by 2030, the world will need 44 million additional primary and secondary teachers.¹⁰¹ This global shortage spans all income levels but is most severe in sub-Saharan Africa, Southern Asia, and parts of Northern Africa and Western Asia. Sub-Saharan Africa alone accounts for one-third of the total need, requiring 15 million new teachers due to rapid population growth and limited resources. Recruitment efforts in Northern Africa, Western Asia, and South-Eastern Asia are at only 70 percent of 2016 targets, making it unlikely these regions will meet the SDG 4 target. Sub-Saharan Africa has made slightly better progress, reaching 88 percent of its target.¹⁰² Secondary education faces the largest gap, with 31 million additional teachers needed.¹⁰³

15. Attrition and retirement further aggravate teacher shortages. In Europe, more than half of primary teachers in countries like Italy and Lithuania are over 50, signalling upcoming retirements. Globally, primary teacher attrition nearly doubled from 4.6 percent in 2015 to 9 percent in 2022.¹⁰⁴ Many teachers, especially novices, leave within five years due to poor working conditions, low pay, lack of support, and limited career paths. While male teachers are more likely to leave the profession, there are exceptions such as India.¹⁰⁵

16. Overcrowded classrooms and high pupil-teacher ratios worsen learning and teaching conditions, particularly in low-income countries, where an average of 52 pupils share one trained teacher, compared to 15 pupils per teacher in high-income settings.¹⁰⁶ Sub-Saharan Africa faces the highest ratios, especially at the primary level, which undermines teaching quality and retention.¹⁰⁷

17. Global data gaps hinder comprehensive analysis of teacher salaries. However, overall salaries vary widely. In countries like Samoa and Sierra Leone, teacher pay is low compared to other professions, while Colombia, Togo, and Luxembourg offer more competitive wages.¹⁰⁸

⁹⁸ Ibid.

⁹⁹ ILO and UNESCO, 2016

¹⁰⁰ Ibid.

¹⁰¹ UNESCO and TTF, 2024

¹⁰² Ibid.

¹⁰³ UNESCO, 2024

¹⁰⁴ UNESCO and TTF, 2024

¹⁰⁵ UNESCO and TTF, 2023

¹⁰⁶ UNESCO and TTF, 2024

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

18. Rural areas face particularly acute staffing challenges. Countries such as Türkiye, Peru, Zimbabwe and Thailand struggle to recruit qualified teachers in rural schools, especially in science and maths, while urban schools often face a surplus.¹⁰⁹ Addressing these shortages requires better working conditions, equitable pay, teacher involvement in policymaking, and meaningful career development pathways.¹¹⁰

19. In addition to supply challenges, the global proportion of teachers meeting the minimum required qualifications has been on the decline. At the primary level, it fell from 90 percent in 2010 to 85 percent in 2023, even as the total number of teachers grew by more than 5 million.¹¹¹ In Europe and Northern America, the share of qualified teachers also declined gradually, from 98 percent in 2010 to 93 percent in 2023.¹¹²

The Covid-19 Pandemic, Educational Technology, and Artificial Intelligence

20. The COVID-19 pandemic severely disrupted global education, affecting over 800 million children due to school closures.¹¹³ It deepened existing inequalities, particularly for disadvantaged students, as digital divides restricted access to online learning.¹¹⁴ Teacher digital skills emerged as a critical barrier, with stark disparities between those serving privileged and underprivileged learners. Many teachers lacked the training or tools for remote teaching, and national-level support was absent in many contexts, leaving the most vulnerable students with the least prepared educators.¹¹⁵ Training remains uneven globally: while over 60 percent of students in Hong Kong (SAR), Kuwait, Qatar, and the United Arab Emirates (UAE) had teachers trained in technology use, this dropped to under 20 percent in Bosnia and Herzegovina, Finland, and Hungary. Despite the development of SDG indicator 4.c.7¹¹⁶ to track in-service training, data collection has yet to begin.¹¹⁷

21. The crisis also placed unprecedented pressure on teachers, increasing workloads, eroding work-life boundaries, and exacerbating stress, particularly where connectivity and digital resources were lacking. In Latin America, surveys reported long working hours and ongoing communication with students and parents outside school hours.¹¹⁸ These pressures have contributed to lower job satisfaction and risk accelerating teacher turnover. Although inclusive educational communities helped some navigate the crisis, the pandemic underscored the importance of building more flexible pedagogies and stronger peer networks. Globally, nearly half of countries reported increased teacher absences between 2020 and 2022, raising concerns about long-term teacher availability and working conditions.¹¹⁹

22. The pandemic also fast-tracked the adoption of digital and AI technologies in education, highlighting the need to equip teachers with both technical and ethical competencies.¹²⁰ Promising AI training programmes have been established in Finland,

¹⁰⁹ Ibid.

¹¹⁰ Ibid.

¹¹¹ UNESCO, 2024

¹¹² Ibid.

¹¹³ UNESCO, 2023a

¹¹⁴ UNESCO, 2023b

¹¹⁵ UNESCO, 2023a

¹¹⁶ SDG target 4.c.7: Percentage of teachers who received in-service training in the last 12 months

¹¹⁷ UNESCO and TTF, 2024

¹¹⁸ Ibid.

¹¹⁹ Ibid.

¹²⁰ Ibid.

focused on practical AI skills, and the Republic of Korea, emphasising ethics and data privacy.¹²¹ UNESCO is developing an AI competency framework for teachers, grounded in human rights.¹²² Other initiatives, like Thailand's 'One Tablet Per Child', combine digital tools with comprehensive teacher training.¹²³ However, the effectiveness of technology remains mixed and there is evidence that younger learners experienced reduced engagement due to online formats and excessive technology.¹²⁴

Climate Change and Education in Emergencies

23. The climate crisis is significantly affecting teachers' ability to deliver quality education and remain in the profession, particularly in crisis and emergency contexts. Climate-related hazards such as extreme weather events can lead to illness, injury and psychosocial stress, often resulting in absenteeism, reduced performance and increased attrition. These impacts are especially pronounced among female teachers, who frequently take on caregiving roles.¹²⁵

24. In many cases, teachers are survivors of violence or displacement and are expected to take on expanded responsibilities beyond teaching, including providing psychosocial support and coordinating emergency response efforts, often without adequate training or compensation.¹²⁶ For instance, in the Philippines, teachers have been asked to manage schools as shelters and hold make-up classes on weekends following flooding events.¹²⁷

25. Conditions in these contexts may be precarious, and teachers work with limited resources, face unsafe environments, receive irregular pay, and have few opportunities for professional development.¹²⁸ These challenges are compounded by disruptions in travel to schools and reduced instructional time, especially in under-resourced areas.¹²⁹

26. Despite the growing demands placed on teachers in the face of climate-related crises, over half of those surveyed report lacking access to the training and resources needed to respond effectively or to educate students about climate change.¹³⁰ Addressing these challenges requires flexible recruitment strategies, fair and predictable compensation, and targeted, context-specific training that supports both the professional and emotional needs of teachers in crisis-affected settings.¹³¹

¹²¹ Ibid.

¹²² Ibid.

¹²³ Ibid.

¹²⁴ Ibid.

¹²⁵ Geneva Global Hub for Education in Emergencies, 2023

¹²⁶ UNESCO and TTF, 2024; World Bank, 2024

¹²⁷ World Bank, 2024

¹²⁸ UNESCO and TTF, 2024

¹²⁹ Geneva Global Hub for Education in Emergencies, 2023

¹³⁰ The survey, conducted in July 2023, targeted primary and secondary teachers working in climate-induced crisis conditions – there were 80 responses (Geneva Global Hub for Education in Emergencies, 2023)

¹³¹ UNESCO and TTF, 2024

Key International Actors, Networks, and Initiatives

The global teacher sector is driven by a diverse ecosystem of international actors contributing to policy development, knowledge generation, capacity building, financing, and advocacy in support of SDG 4.c. UNESCO leads coordination efforts, offers technical support, and hosts several key institutes, including the TTF.

Major funders like GPE and ECW provide significant financing for teacher development, especially in low-income and crisis-affected contexts. Education International (EI) champions teachers' rights globally, while the OECD contributes data and analysis shaping policy debates. UN agencies such as UNICEF, UNHCR, and ILO support training, certification, labour rights, and inclusion—particularly in emergencies and for displaced teachers.

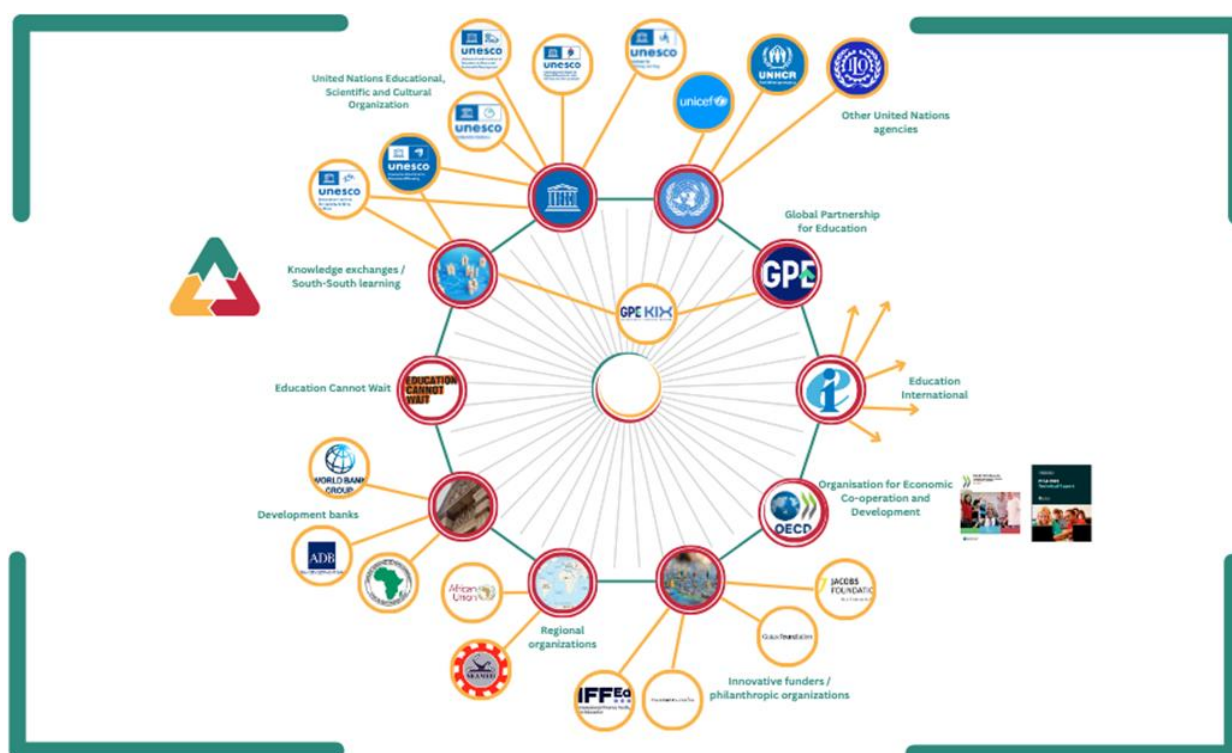
Regional bodies (e.g., African Union, SEAMEO) and multilateral development banks (e.g., World Bank, ADB, AfDB) facilitate regional collaboration and fund systemic reforms. Philanthropic foundations and innovative finance actors (e.g., LEGO Foundation, IFFEd) are increasingly investing in teacher-focused initiatives and early learning.

Global knowledge networks and South–South cooperation platforms (e.g., KIX, TPDx) are helping countries co-develop and scale locally relevant, evidence-based teacher policies.

Collectively, these efforts reflect a growing, coordinated push to elevate the teaching profession and strengthen education systems worldwide.

27. The global teacher agenda is supported by a diverse ecosystem of international actors, networks, and initiatives that contribute to policy development, knowledge generation, capacity building, financing, and advocacy. These actors contribute to the teacher policy environment, and seek to respond to emerging challenges, and to the mobilization of global and regional cooperation to meet SDG 4.c commitments. The figure below presents an overview of the global teacher agenda ecosystem.

Figure 51 Global Teacher Agenda Ecosystem



Source: Evaluation Team

UNESCO

28. UNESCO serves as the lead United Nations agency for education and plays a pivotal role in coordinating global efforts to improve teacher policies and systems. It is the custodian agency for SDG indicator 4.c.1 and provides technical support to countries in developing national teacher policies, reforming teacher education, and building institutional capacity. The UNESCO Education Sector is composed of five divisions: Policies and Lifelong Learning Systems; Inclusion, Peace and Sustainable Development; Education 2030 Support; Future of Learning and Innovation; and the Global Education Monitoring (GEM) Report.

29. Under the UNESCO umbrella there are also a number of institutes dedicated to supporting countries in their work on education and teachers. These include the International Bureau of Education; the International Institute for Education Planning (IIEP); the UNESCO Institute for Lifelong Learning; Institute for Information Technologies in Education; International Institute for Higher Education in Latin American and the Caribbean; International Institute for Capacity Building in Africa; Mahatma Gandhi Institute of Education for Peace and Sustainable Development; and the UNESCO Institute for Statistics (UIS).

30. In addition to hosting the TTF, UNESCO is a member and has a permanent seat on the TTF's Steering Committee.

Global Partnership for Education (GPE)

31. GPE is one of the largest global funders of basic education in low-income countries. GPE supports the development and implementation of education sector plans that include

teacher workforce planning, training, and professional development.¹³² Its Knowledge and Innovation Exchange (KIX) platform funds research and pilot programmes aimed at improving teacher effectiveness and policy innovation in partner countries.¹³³ GPE has also advocated for integrating teacher policy into broader education financing strategies. In 2024, GPE invested USD 588 million in quality teachers and teaching in partner countries, and between 2021 and 2025, 4.7 million teachers were trained in GPE-supported programmes.¹³⁴ GPE is a member of the TTF and has a permanent seat on its Steering Committee.

Education International

32. Education International (EI), the global federation of education unions, represents over 32 million teachers and education workers in 178 countries.¹³⁵ EI advocates for teachers' rights, promoting decent working conditions, and ensuring teacher voices are included in national and global policy dialogues. Through its research, campaigns, and country-level work, EI aims to strengthen teacher agency and supports collective action for education justice and professional empowerment. EI is a member of the TTF and has a permanent seat on its Steering Committee.

Organisation for Economic Co-operation and Development

33. The Organisation for Economic Co-operation and Development (OECD) contributes to global understanding of teaching and learning through its comparative data and research, including the *Teaching and Learning International Survey (TALIS)*¹³⁶ and the *Programme for International Student Assessment (PISA)*.¹³⁷ OECD analyses inform global debates on teacher motivation, professional learning, school leadership, and working conditions. While OECD's primary membership is among high-income countries, its frameworks and insights are increasingly being adapted in developing and emerging contexts. The OECD is a member of the TTF.

Education Cannot Wait

34. Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises.¹³⁸ ECW plays a unique role in ensuring that teachers in crisis-affected contexts are supported through financing for recruitment, training, and psychosocial support. The fund prioritises the inclusion of displaced, refugee, and conflict-affected teachers in national systems and works closely with governments and partners to strengthen education sector resilience. ECW's multi-year resilience programmes (MYRPs) often include teacher-focused components such as accelerated teacher training, gender-sensitive pedagogies, and incentives for teachers working in remote or insecure areas.¹³⁹ ECW seeks to bridge shorter-term humanitarian interventions with systemic longer-term

¹³² GPE, n.d.c

¹³³ GPE, n.d.a

¹³⁴ GPE, 2024

¹³⁵ Education International, 2020

¹³⁶ OECD, n.d.b

¹³⁷ OECD, n.d.a

¹³⁸ ECW, n.d.b

¹³⁹ ECW, n.d.a

national development priorities and in doing so focusses on ensuring that teachers are empowered even in the most difficult circumstances. ECW is a member of the TTF.

United Nations Agencies

35. Several United Nations agencies also contribute to teacher-related initiatives as part of their broader mandates.

36. The United Nations Children's Fund (UNICEF) supports countries in education system strengthening, including through the development of teacher training curricula, in-service professional development, and remote learning strategies. During the COVID-19 pandemic, UNICEF played a key role in supporting digital training platforms and alternative delivery methods for teachers globally.¹⁴⁰ UNICEF is a member of the TTF.

37. The United Nations High Commission for Refugees (UNHCR) works to ensure that teachers in refugee-hosting areas are adequately trained and supported.¹⁴¹ This includes advocacy for teacher certification recognition across borders and the integration of refugee teachers into national systems. UNHCR is a member of the TTF and is on its Steering Committee.

38. The International Labour Organization (ILO) advocates for teachers' labour rights, decent working conditions, and social dialogue. It co-developed the *ILO/UNESCO Recommendation concerning the Status of Teachers (1966)*, a foundational normative instrument that continues to guide national teacher policy development.¹⁴² ILO is a member of the TTF and is on its Steering Committee.

Regional Bodies and Multilateral Development Banks

39. Regional organisations such as the African Union and the Southeast Asian Ministers of Education Organisation (SEAMEO) have developed regional teacher strategies and facilitate knowledge exchange across countries.¹⁴³ These bodies often collaborate with UNESCO and with development banks to advance regional teacher competency frameworks, accreditation systems, and capacity-building initiatives.

40. Multilateral development banks, including the World Bank, the Asian Development Bank, and the African Development Bank, provide large-scale financing for education reforms, often including components dedicated to teacher training, school leadership, and education workforce reform. The World Bank's Education Global Practice has developed diagnostic tools and education policy notes to support teacher professional development in various contexts.

Innovative Financing and Philanthropic Actors

41. A growing number of innovative financing actors are supporting teacher-focused initiatives, including the International Finance Facility for Education (IFFEd), which aims to mobilise new, concessional funding for teacher training and system-wide reform.¹⁴⁴

¹⁴⁰ UNICEF, n.d.

¹⁴¹ UNHCR, 2024

¹⁴² ILO and UNESCO, 2016

¹⁴³ African Union, 2016; SEAMEO, 2021

¹⁴⁴ IFFEd, n.d.

Philanthropic foundations, such as the Gates Foundation, the LEGO Foundation (TTF member and on the Steering Committee), and the Jacobs Foundation, are increasingly investing in research and pilot programmes aimed at reimagining teacher development, pedagogy, and early learning.

Knowledge Networks and South–South Cooperation

42. Global knowledge platforms and professional learning communities are crucial for scaling good practices. The UNESCO International Institute for Capacity Building in Africa and the International Institute for Educational Planning support governments in integrating teacher workforce planning into education sector plans.¹⁴⁵ The KIX Global Public Goods projects and platforms such as the Teacher Professional Development Exchange (TPDX) also enable countries to test, share, and scale promising approaches to teacher policy and development.

43. Increasingly, South–South and triangular cooperation models, facilitated by organisations like the TTF and GPE, are enabling countries facing similar teacher challenges to collaborate directly and design locally relevant solutions based on shared contexts and experiences.

Teacher Policy Environment

The global teacher policy environment has been significantly reshaped by SDG 4.c, which calls for increased investment in qualified teachers as a cornerstone of inclusive, equitable, and quality education. This has spurred systemic reforms, including national teacher policies, enhanced training systems, and greater international cooperation. The COVID-19 pandemic further underscored the critical role of teachers in education continuity and recovery, prompting commitments to teacher wellbeing and digital readiness. Despite progress, persistent challenges such as teacher shortages, low professional status, and policy fragmentation remain. In response, countries and regions are adopting data-informed, climate-responsive, gender-sensitive, and digitally focused strategies to strengthen the teaching profession in alignment with global goals.

SDG 4.c

44. The international teacher policy environment has undergone considerable transformation in recent years, largely under the impetus of SDG 4.c, which explicitly calls for an increase in the supply of qualified teachers through enhanced teacher education and international collaboration.¹⁴⁶ This target has become a key anchor for global and national education strategies, positioning teachers not only as implementers of educational reform but as central agents in delivering quality, inclusive, and equitable learning outcomes.

¹⁴⁵ IICBA, n.d.

¹⁴⁶ UNESCO et al., 2016.

45. SDG 4.c has renewed focus on systemic investment in the teaching profession, including the development of national teacher policies, more structured career progression pathways, and stronger pre-service and in-service training systems. It has also encouraged greater international cooperation, particularly in low-income and crisis-affected contexts, through partnerships aimed at strengthening teacher education institutions and aligning teacher training with national development priorities.

46. The 2020 Global Education Meeting (GEM) held in response to the COVID-19 pandemic further emphasised the role of teachers in ensuring educational continuity, especially during emergencies.¹⁴⁷ The GEM outcomes called for urgent measures to protect teacher employment and wellbeing, improve digital readiness, and embed crisis-responsive competencies within teacher preparation frameworks. These commitments marked a turning point in recognising the teaching profession as essential to both education system resilience and recovery.

Policy Events and Development

47. The publication of the Global Report on Teachers (2023) documents a stark reality: despite international efforts, chronic teacher shortages continue to threaten progress towards SDG 4, particularly in sub-Saharan Africa, fragile contexts, and rural or marginalised communities.¹⁴⁸ The report identified key areas of concern, including:

- Low levels of professional prestige and motivation, exacerbated by stagnant or declining teacher salaries.
- Insufficient opportunities for ongoing professional development, especially in rapidly evolving areas such as digital literacy, inclusive pedagogy, and climate education.
- Weak policy coherence between teacher recruitment, deployment, and training strategies.

48. In response, several countries and international bodies have launched or revised national teacher policies to better align with global challenges. These include:

- Climate-responsive education policies, which integrate environmental sustainability into teacher training curricula and pedagogy.¹⁴⁹
- Digital transformation strategies, which aim to equip teachers with the skills to use digital tools effectively for both in-person and remote instruction.¹⁵⁰
- Gender-sensitive policies, focused on removing structural barriers to women's participation and leadership within the teaching workforce.¹⁵¹

49. The policy landscape has also seen the increased use of data and evidence to inform teacher management. Countries are expanding Education Management Information Systems (EMIS) to track teacher deployment, qualifications, training gaps, and attrition rates.¹⁵²

50. Regionally, organisations such as the African Union, ASEAN, and the Caribbean Community (CARICOM) have launched teacher development strategies aligned with SDG

¹⁴⁷ Global Education Meeting, 2020

¹⁴⁸ UNESCO and TTF, 2024

¹⁴⁹ UNESCO, 2021; UK Department for Education, 2023; GPE, 2023; UNESCO and Monitoring and Sustainability Education Research Institute, University of Saskatchewan, 2024

¹⁵⁰ TTF, 2022a; The Republic of South Sudan, 2023; International World Congress, 2024; GPE KIX, 2023

¹⁵¹ The Republic of South Sudan, 2023

¹⁵² UIS, 2020

4.c.¹⁵³ These include regional standards for teacher competencies, mobile teacher training programmes, and cross-border credential recognition.

Landscape of Education Financing

Education financing is a critical enabler of progress toward SDG 4, yet persistent shortfalls threaten the achievement of universal quality education. While many governments meet recommended spending benchmarks, financing gaps, especially in low-income countries, remain wide due to limited fiscal capacity. Aid to education has declined in recent years, is inequitably distributed, and increasingly shifts away from basic education. In response, global efforts now emphasize sustainable and equitable financing models that treat education as a long-term investment. Initiatives like the Transforming Education Summit Call to Action and the Fortaleza Declaration urge governments and donors to expand fiscal space, protect education budgets, and adopt integrated, SDG-aligned financing strategies. Priority actions include improving equity and efficiency, increasing investment in teachers, and reforming international financial systems to enable systemic change and resilience in education systems.

Government Expenditure

51. A critical dimension of the global education context is the financial landscape that underpins policy and practice. Government expenditure on education remains a key determinant of quality and access. The Education 2030 Framework for Action¹⁵⁴ set two finance benchmarks: **1) allocate at least 4-6 percent of Gross Domestic Product (GDP) to education; and/or 2) allocate at least 15-20 percent of public expenditure to education.** Globally, governments have largely adhered to these benchmarks. The median government expenditure stands at 4 percent of GDP and accounts for 12.6 percent of total public expenditure.¹⁵⁵ Government expenditure, however, is not equal across the globe, and about one in three countries do not meet either benchmark.¹⁵⁶ Additionally, governments in poorer countries, which often have more limited capacity to generate domestic resources but larger populations of children, tend to allocate a smaller percentage of GDP to education while dedicating a higher percentage of total government spending.¹⁵⁷ In Sub-Saharan Africa, education accounts for 15.5 percent of total public expenditure but only 3.5 percent of GDP. In contrast, Europe and Northern America meet the benchmark for GDP share at 4.8 percent but allocate a lower proportion of total spending to education at 10.9 percent.¹⁵⁸

¹⁵³ IICBA, 2024; ASEAN, 2022; CARICOM, 2020

¹⁵⁴ UNESCO et al., 2016

¹⁵⁵ UIS, 2014

¹⁵⁶ UNESCO, n.d.

¹⁵⁷ Ibid.

¹⁵⁸ Ibid.

52. It is estimated that in order to achieve the 2030 target of universal basic education, low- and lower-middle income countries need to spend USD 461 billion annually.¹⁵⁹ However, due to low tax revenues, many countries are unlikely to sufficiently expand their budgets, leading to an estimated annual financing shortfall of USD 97 billion (21 percent of the total cost) needed to achieve national targets between 2023 and 2030.¹⁶⁰ On average, low-income countries face a financing gap of USD 26 billion (50 percent of the total), while lower-middle-income countries experience a shortfall of USD 71 billion (17 percent), equivalent to 2.3 percent of GDP over this period.

Official Development Assistance

53. Since 1970, the goal for Official Development Assistance (ODA) has been 0.7 percent of Gross National Income (GNI). However, for the past 15 years, ODA contributions from OECD Development Assistance Committee (DAC) donors have remained around 0.3 percent of Gross National Income (GNI).¹⁶¹ In 2020, only six out of the 30 OECD DAC donor countries (Denmark, Germany, Luxembourg, Norway, Sweden, and the United Kingdom) met or exceeded the 0.7 percent target. However, the UK later reduced its contribution to 0.5 percent in 2021, and will further reduce it to 0.3 percent in 2027, while other traditional donors like France, Germany and Sweden have all announced cuts to ODA in 2025.¹⁶²

54. The proportion of total aid allocated to education grew from 8.2 percent in 2013 to 9.3 percent in 2019 but has since declined, reaching 7.6 percent in 2022, despite ongoing efforts to prioritize education funding.¹⁶³ Within this shifting distribution, aid to secondary education has increased from 20 percent in 2010 to 26 percent in 2022, largely at the expense of basic education, which fell from 52 percent to 46 percent.¹⁶⁴ Meanwhile, funding for post-secondary education has remained steady at approximately 28 percent.

55. The EU, Germany, the United Kingdom, the United States, and the World Bank's International Development Association (IDA) are the five largest donors to education aid, collectively providing over 40 percent of total funding.¹⁶⁵ However, their funding priorities vary significantly. For example, the proportion of aid to education that the United Kingdom is spending on basic education has fallen from 62 percent in 2011 to 44 percent in 2022, due to its shift in increasing allocation to unspecified education levels.¹⁶⁶ By contrast, the United States has remained relatively consistent and spends 73 percent of its aid to education on basic education.¹⁶⁷

56. Aid to education also suffers from an equity issue. Donors spend very different amounts per child in countries; for example, the amount of aid per child varies from USD 48 in Morocco to USD 124 in Burkina Faso, and USD 4 in Angola – all countries with a similar student-age population.¹⁶⁸

¹⁵⁹ UNESCO, 2023b

¹⁶⁰ UNESCO, n.d.

¹⁶¹ Ibid.

¹⁶² Green, 2024; N'tsia, 2024; Development Today, 2024

¹⁶³ UNESCO, n.d.

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

¹⁶⁶ Ibid.

¹⁶⁷ Ibid.

¹⁶⁸ Ibid.

Sustainable Education Financing

57. In response to these challenges, there is a growing emphasis on sustainable education financing models. Sustainable education financing is a fundamental pillar for strengthening educational systems globally, particularly in supporting the teaching profession. It refers to the creation and management of long-term, resilient financial models that ensure adequate resources for teacher training, remuneration, and continuous professional development. The Call to Action launched during the 2022 TES reaffirmed that investment in education must be scaled up, distributed more fairly, and managed more effectively if the global ambition of SDG 4 is to be realised.¹⁶⁹ Furthermore, the 2024 Fortaleza Declaration recognised that education spending is not merely a cost but a strategic long-term investment that stimulates economies, fosters resilience and innovation, reduces inequalities, and promotes social cohesion, sustainable lifestyles, peace, and security.¹⁷⁰

58. Both the TES Call to Action and the Fortaleza Declaration urge governments to take a leading role in closing the education financing gap. This includes:

- Increasing fiscal space for education by committing to spend 4–6 percent of GDP and 15–20 percent of total public expenditure on education, consistent with the Incheon¹⁷¹ and Paris Declarations.¹⁷²
- Protecting education budgets from economic shocks and global crises, such as those brought on by COVID-19.
- Equitably allocating resources, particularly toward early childhood care, learners in rural and marginalized areas, and those with disabilities, to ensure no learner or teacher is left behind.
- Improving efficiency through enhanced accountability, better management of teacher deployment, and reducing leakages within education systems.
- Investing in data systems that track not only financial inputs but also educational outcomes in a disaggregated and gender-responsive manner.

59. A key theme that emerged from the TES was the call for governments to develop long-term integrated financing strategies, including the adoption of Integrated National Financing Frameworks (INFFs) and SDG-aligned budgeting, to ensure coherent and sustained investment in education.

60. At the international level, donors and development partners have been called upon to support systemic change through:

- Progressive tax reform advocacy, assisting countries in expanding their tax-to-GDP ratios and tackling harmful tax incentives and illicit financial flows.
- Supporting innovative mechanisms, such as the International Finance Facility for Education (IFFEd), to leverage financing through multilateral and regional development banks.
- Scaling up grant-based aid and concessional loans, with a target of dedicating 15–20 percent of ODA portfolios to education, and meeting the international benchmark of 0.7 percent of GNI for ODA.
- Debt relief and restructuring, especially for countries that are spending more on debt servicing than on education. There is growing support for mechanisms like

¹⁶⁹ UNESCO, 2022.

¹⁷⁰ Global Education Meeting, 2024.

¹⁷¹ UNESCO et al., 2016.

¹⁷² Global Education Meeting, 2021.

debt-for-education swaps,¹⁷³ which can unlock significant resources for teacher training and school infrastructure.

- Removing public sector wage constraints, which continue to be a key barrier to recruiting and retaining qualified teachers in many low- and middle-income countries.

61. The TES Call to Action and Fortaleza Declaration also recommended that international financial institutions revise their frameworks so that investment in education, including teacher recruitment, is recognized not as a recurrent cost, but as a long-term investment yielding substantial social and economic returns.

62. Sustainable financing strategies provide an opportunity to improve both the efficiency and equity of education spending. National education plans must be tightly linked to financing strategies with robust cost and revenue projections. Investments in teacher workforce development, such as improved career pathways, ongoing training, and gender-responsive recruitment strategies, are essential not only to improving educational outcomes but also to meeting broader development goals.

Situating the TTF within the Global Landscape

In a global context marked by teacher shortages, expanding responsibilities, and uneven financing, the TTF plays a critical bridging role between international commitments and national realities. As both connector and catalyst, the TTF supports countries in translating global norms into actionable policies, addressing systemic gaps, advocating for teacher investment, and consolidating global evidence. Its inclusive platform elevates teacher voices and fosters policy coherence, particularly in times of crisis. As global education cooperation becomes more decentralised and dynamic, the TTF's continued relevance will hinge on its adaptability, strategic focus, and ability to drive tangible impact in strengthening the teaching profession worldwide.

63. The preceding sections have outlined a global teacher landscape marked by intensifying pressures and widening equity gaps. Challenges related to teacher supply and demand, qualification levels, and working conditions have been compounded by the COVID-19 pandemic, rapid digital transformation, the accelerating impacts of climate change, and uneven financing. Teachers are increasingly expected to fulfil roles that extend beyond pedagogy, including crisis response, psychosocial support, and digital facilitation, often without the necessary tools or recognition. In this context, questions of global coordination, policy coherence, and strategic investment take on renewed urgency. It is within this shifting landscape that the role of the TTF must be critically reassessed.

What is the role of the TTF in the global landscape?

64. In the broader architecture of global education actors, the TTF may be best understood as a platform that seeks to fulfil both connective and catalytic functions, aligning

¹⁷³ GPE, n.d.b

normative frameworks, supporting policy coherence, and fostering evidence-informed dialogue on the future of the teaching profession.

65. Several roles stand out:

- **Supporting the translation of global commitments into national policy action:** The TTF has positioned itself to assist countries in interpreting and operationalising global normative frameworks, such as SDG 4.c and the ILO/UNESCO recommendations, into actionable national teacher policies. This work, which includes policy guidance and direct technical support, has the potential to help close persistent implementation gaps.
- **Addressing systemic blind spots in teacher policy:** Through peer learning and technical exchanges, the TTF may help surface and address recurrent blind spots in teacher policy, such as fragmented planning, inconsistent stakeholder engagement, and weak links between policy and financing. There may be further scope to deepen this function by more directly confronting structural constraints to policy implementation.
- **Positioning teachers within sustainable education financing debates:** The TTF has contributed to the discourse on teacher investment, particularly through its advocacy and reporting work. As global financing architectures evolve, the Task Force may be well-placed to more explicitly champion teacher-related expenditure within sustainable education financing frameworks, and support countries in aligning workforce planning with budgetary realities.
- **Curating and consolidating global evidence on the teaching profession:** The TTF plays a visible role in synthesising and disseminating data, trends, and promising practices through flagship publications and curated platforms. As the volume of global teacher-related research continues to grow, its role as a credible knowledge broker may become increasingly important in supporting evidence-informed decision-making.
- **Safeguarding normative commitments to equity and professional agency:** The TTF, by virtue of its inclusive membership, has the potential to uphold and reinforce commitments to teacher agency, equity, and inclusive governance. Its convening power could be further leveraged to ensure that teacher voices are consistently represented in global and national policy dialogues, particularly in contexts where these voices are otherwise marginalised.
- **Responding to compound crises through an integrated teacher agenda:** Given the overlapping impacts of pandemics, climate shocks, and digital disruption, the TTF has a role in helping countries develop integrated and context-responsive strategies. This includes promoting resilience-building, supporting teachers in emergency contexts, and fostering climate-responsive pedagogy and professional wellbeing.

66. The TTF could add strategic value by strengthening the connective tissue across the global teacher agenda, linking evidence with action, policy with practice, and ambition with feasibility. Its effectiveness in this regard will ultimately depend on its ability to remain strategically focused, politically attuned, and meaningfully embedded in the broader global education cooperation framework.

67. As global education cooperation becomes more decentralised and demand-driven, the TTF may also need to critically consider how it defines and measures its impact. Its legitimacy will likely rest not only on the breadth of its membership or the visibility of its convenings, but on its ability to influence the policy and financing decisions that shape

teacher development on the ground. Going forward, questions of representation, adaptability, and value-added will be central to the TTF's strategic direction. As a platform rooted in collective responsibility, it will need to continually evolve, not merely to stay relevant, but to lead in shaping a teacher agenda that is equitable, resilient, and future-proof.

Where does the TTF fit in, and is it still relevant?

68. In an increasingly multifaceted global education landscape, the TTF occupies a potentially unique and significant position. The TTF was designed to straddle the often-fragmented space between international policy ambition and the operational realities facing teachers and education systems worldwide.

69. This intermediary role, which bridges global norm-setting with national implementation, has gained renewed importance in light of the compounding crises that continue to challenge the teaching profession. From prolonged disruptions to learning during the COVID-19 pandemic, to ongoing teacher shortages and growing demands for digitally competent and climate-responsive educators, the need for coordinated and coherent responses has only intensified.

70. The TTF's continued relevance may lie in its capacity to bring visibility to these intersecting pressures, while offering a platform through which diverse actors, such as governments, unions, donors, and civil society, can engage in structured dialogue and policy learning. It is one of few international bodies with a singular focus on teachers and teaching, and its ability to sustain attention on these issues is not insignificant.

71. However, relevance in today's global governance ecosystem is not static. The TTF's capacity to contribute meaningfully may hinge on its ability to remain adaptive, responding with agility to shifting political priorities, emerging education financing modalities, and evolving country needs. It must also continue to cultivate both legitimacy and utility among its membership by demonstrating how its work translates into tangible support for teacher policy reform at the national level.

72. At the same time, the broader ecosystem of global education governance is evolving. As countries increasingly seek context-specific solutions, and as regional and national bodies assume greater leadership in teacher policy development, platforms like the TTF are under growing pressure to clarify their value proposition. In this context, relevance may no longer be guaranteed by mandate alone; it must be continually earned through strategic alignment, credibility, and practical utility. The TTF may need to sharpen its distinctiveness not only as a convener, but as a facilitator of action, one that supports the operationalisation of global norms with technical credibility and political awareness. Its capacity to evolve alongside these changing expectations may ultimately determine its long-term relevance and influence.

Annex 10 Case Studies of TTF Activities

1. **Process tracing** was applied to EQ5 to assess how selected TTF products and processes - the Global Report on Teachers, PDF, TPDG, and Knowledge Platform - may have influenced national policy processes. As a qualitative, theory-based method, process tracing builds causal chains linking interventions to outcomes and assesses the strength of supporting evidence.¹⁷⁴ Key steps included defining expected mechanisms of change, gathering evidence (via document review, KIIs, and surveys), and evaluating the strength and consistency of the evidence, using established empirical tests for causal attribution. The strength of the evidence for causal attribution that the process/product brought about the hypothesized change is assessed against four levels of strength – from weakest to strongest: “Straw-in the-Wind,” “Smoking Gun,” “Hoop” and “Doubly Decisive.”
2. The process tracing approach for each of the four products can be found below.

¹⁷⁴ Weiss, 1998

Global Report on Teachers

Question	Response/analysis
What was the initiative and why was it put in place?	Published in 2024, the <i>Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession</i> is a flagship initiative under the TTF Strategic Plan 2022–2025. Conceived and developed by the TTF Secretariat and endorsed by the Steering Committee in early 2022, the Report responds to a critical evidence gap: the absence of a dedicated, comprehensive, and authoritative global review of teacher-related progress toward SDG 4.c. It directly advances Main Line of Action (MLA) 1: Knowledge Production and Dissemination, delivering a global public good that supports data-driven decision-making, advocacy, and policy learning on teacher development and education system reform.
What changes were expected?	The Report is designed to produce three tiers of change: • Data and diagnostic capacity at global, regional and national levels—by aggregating up-to-date statistics on teacher shortages (e.g. the 44 million-teacher gap by 2030), qualification rates and attrition; • Policy uptake—by translating its findings into concise policy briefs and sectoral toolkits, the TTF expects Ministries and partners to adopt more holistic teacher policies, drawing on the Report's evidence to guide recruitment, training, deployment and professionalization; • Advocacy traction—by issuing clear calls to action (e.g. increased budget shares for education, use of normative ILO/UNESCO teacher-status recommendations), the Report aims to galvanize new government commitments at global fora (e.g. the Transforming Education Summit follow-up) and spur donor financing toward teacher-related targets.
How was change supposed to happen?	Change is expected to flow from three mutually reinforcing streams: • Knowledge curation & flagship delivery (MLA 1): an online Knowledge Platform continually updated with raw data, case studies and an interactive teacher resource centre; plus the flagship Report itself, produced every two to four years to set the agenda;

Question	Response/analysis
	• Advocacy & consensus-building (MLA 2): targeted policy briefs, strategic campaigns and biennial Policy Dialogue Fora where TTF members and external stakeholders coalesce around the Report's key messages, thereby creating high-level momentum for teacher reforms; • Regional & national policy-learning (MLA 3): Focal Point-led regional workshops and peer-learning exchanges, structured around the nine dimensions of the Teacher Policy Development Guide, which adapt the Report's global insights to local contexts and equip Ministries to translate evidence into concrete teacher-policy innovations.
Did the change take place?	Advocacy, data and diagnostic capacity: The Global Report on Teachers has become a key document at all levels with regard to illuminating the state of the teaching profession and the challenges it faces. The importance of the data it has gathered and presented has been highlighted by many informants, and it has been cited as a key document in creating or continuing momentum with regard to action to support teachers and the teacher sector. Policy uptake - An increasing number of countries have embarked on, or are currently engaged in, the process of drafting or revising national teacher policies. In this context, the Global Report on Teachers has served as a strategic resource, offering governments a comprehensive evidence base on the global trends, structural challenges, and policy gaps affecting the teaching profession. By contextualizing national realities within broader international patterns, the Global Report on Teachers has informed not only the diagnostic phase of policy development but also the formulation and implementation of targeted strategies. <i>"Once the report was drafted, that trickled down to national policies... There is a reality that the dialogue around teacher challenges from the global report are trickling down to the country level."</i>
What was instrumental in bringing about the change?	The Global Report on Teachers is the first systematic synthesis of quantitative and qualitative data on the challenges facing teachers and the wider education workforce. This marked a critical pivot from fragmented data points and isolated case studies to a unified, evidence-informed

Question	Response/analysis
	narrative that elevated teacher issues onto the global policy agenda. By consolidating diverse evidence in a single, accessible resource, the Global Report on Teachers has enabled stakeholders to engage in coordinated advocacy grounded in empirical insights. It has strengthened the case for targeted investment in the teaching profession and enhanced the capacity of national governments to design contextually relevant, evidence-based policies.
Assessment of the degree to which the evidence is triangulated	The evidence draws on KIIs and FGDs with members and specific country-level informants and is triangulated with responses to the member survey which had predominantly positive feedback on the Global Report on Teachers. These diverse sources are consistent and complementary, ensuring that the evidence base is credible, triangulated, and temporally coherent.
Strength of the link between the intervention and the observed changes	The alignment between the Global Report on Teachers and observed outcomes qualifies as a "Doubly Decisive." There is strong evidence that the Global Report on Teachers was necessary – and in many cases central – to advancing teacher-related policy discourse and action.
What were the gaps and what alternative mechanisms would have strengthened the link between the interventions and the expected outcomes?	Attribution remains a challenge. While there is credible evidence of influence, deeper country-level engagement is needed to translate advocacy into implementation. There is also room to: • Improve data granularity and disaggregation. • Expand regional editions or annexes of the Global Report on Teachers. • Provide translations in additional languages.
What are the recommendations/areas for attention for the TTF?	• Develop regionally contextualized reports or disaggregated data annexes to enhance relevance and uptake. • Enhance accessibility and inclusivity by translating the Global Report on Teachers into additional languages. • Establish follow-up mechanisms to ensure the Report's findings are translated into country-level action.

Knowledge Platform

Question	Response/analysis
What was the initiative and why was it put in place?	The Knowledge Platform was initiated by the International Task Force on Teachers for Education 2030 (TTF) in 2020 as a flagship activity under the 2018-2021 Strategic Plan, and it remains central to Objective 1 of the current 2022-2025 Strategic Plan.¹⁷⁵ It was developed in response to a growing demand expressed by TTF members as early as 2015-2016 for a centralised, accessible platform to disseminate knowledge and resources on teachers and teaching.¹⁷⁶ The decision to establish the Knowledge Platform was made through consultation with TTF members and stakeholders, as part of a broader effort to address persistent knowledge gaps in teacher policy and practice. The platform supports the TTF's first main line of action (MLA 1 - Knowledge Production and Dissemination), which seeks to ensure that relevant and up-to-date knowledge is available to inform the development and implementation of comprehensive teacher policies.¹⁷⁷ The Knowledge Platform consists of multiple components: a public website, the Policy Knowledge Hub, a Teacher Resource Centre, and a private Members' Working Space. Together, these are designed to facilitate knowledge exchange, promote evidence-informed dialogue, and amplify the impact of TTF's work at global, regional, and national levels.¹⁷⁸ In the Theory of Change underpinning the 2022-2025 Strategic Plan, the Knowledge Platform is identified as a key output contributing to MLA 1. Its role is not only to curate and disseminate high-quality content, but also to lay the groundwork for effective advocacy (MLA 2) and meaningful policy learning at national and regional levels (MLA 3), thus reinforcing the interlinkages across all three strategic pillars.¹⁷⁹

¹⁷⁵ TTF, 2024h

¹⁷⁶ Technopolis Group, External Evaluation of the TTF Strategic Plan 2018-2021

¹⁷⁷ TTF, 2022d

¹⁷⁸ TTF, 2024h

¹⁷⁹ TTF, 2022d

Question	Response/analysis
What changes were expected?	The Knowledge Platform was expected to facilitate access to relevant resources, foster knowledge exchange, and strengthen collaboration across the TTF network and beyond. Its main objectives are¹⁸⁰: • Host timely and relevant resources on teacher policies and practices for TTF members through a centralized repository. • Disseminate the latest research on teachers and education policy pertaining to teachers. • Foster knowledge sharing within the TTF membership and externally to a wider audience. • Serve as a networking tool for TTF members to exchange information, best practices and experiences, and solicit assistance from other relevant members. While the TTF Secretariat plays a key coordinating role, the platform was envisioned as a collective effort. The Knowledge Platform Curator ensures day-to-day implementation, while the Reference Group and Steering Committee provide quality assurance and strategic oversight. TTF members contribute by sharing resources and engaging in dialogue, and external actors are also encouraged to participate, broadening the platform's reach and relevance.¹⁸¹
How was change supposed to happen?	The TTF Knowledge Platform was designed as a core mechanism under Outcome 1 of the 2022-2025 Strategic Plan to strengthen knowledge creation, curation, and dissemination in support of evidence-based teacher policy and practice at global, regional, and national levels. Change was expected to occur through the following interlinked mechanisms: • Content development and curation: high-quality, thematically relevant materials, including policy documents, research, and case studies, were to be curated using clear quality

¹⁸⁰ TTF, 2024h

¹⁸¹ TTF, 2024h

Question	Response/analysis
	standards. A dedicated curator and reference group would ensure coherence, regional balance, and alignment with strategic priorities. • Multilingual access and dissemination: the Knowledge Platform would be maintained in multiple languages (Arabic, English, French, Spanish), with expanded access through co-publishing. Regular communication via newsletters, blogs, and social media was intended to inform and engage target users, including policymakers, practitioners, and researchers. • Practitioner engagement: the Teacher Resource Centre was introduced to provide teachers with accessible, practice-oriented resources (e.g. pedagogical tools, Continuous Professional Development (CPD) materials), broadening the platform's relevance beyond policy audiences. • Member contributions and peer learning: it was expected that TTF members would contribute content, engage in peer exchange, and use the Working Space as a venue for ongoing policy learning and documentation. Together, these mechanisms were intended to establish the Knowledge Platform as a trusted, user-driven knowledge ecosystem that supports decision-making, fosters learning across contexts, and contributes to inform the development and implementation of comprehensive teacher policies.
Did the change take place?	The TTF Knowledge Platform has made measurable progress in content development and has seen increased traffic in 2024. However, limited user engagement, persistent country-level uptake and usability and awareness challenges, and significant gaps in monitoring and data availability constrain the extent to which the Platform's intended influence at country level can be clearly demonstrated. Content growth targets achieved:

Question	Response/analysis
	The Platform met or exceeded its content-related targets each year: • The Knowledge Hub grew from 439 entries in 2022 to 680 by end-2024, surpassing the 2025 target of 678. • The Teacher Resource Centre, launched in 2023, reached its 2024 goal of 116 resources. These figures suggest that the platform has become a well-resourced knowledge repository. Engagement and visibility improved in 2024, but signs of limited interaction persist, and trends remain hard to assess over time: Data from Google Analytics shows significant increases in pageviews (+29.6 percent) and users (+24 percent) in 2024, particularly around major events like World Teachers' Day and the Policy Dialogue Forum. However: • Due to the transition from Universal Analytics (GA3) to Google Analytics 4 (GA4) in July 2023, data from before and after this point are not directly comparable, limiting the ability to assess long-term trends across the full 2022-2024 period. • Target user levels were not met in 2022 and 2023, falling 22-35 percent short of monthly goals. • The 2024 target of 13,000 users per month was only met on average, as the monthly target was not reached in eight of the twelve months. • In 2022 and 2023, the number of sessions consistently exceeded the number of users, indicating that some users returned to the Knowledge Platform more than once. However, the close alignment between the number of new users and total users suggests that most visitors only accessed the site a single time. The bounce rate during these two years was persistently high (85.26 - 92.20 percent), meaning the vast majority of sessions involved users viewing just one page before exiting. This pattern points to limited user engagement beyond the landing page.

Question	Response/analysis
	- Since 2024, bounce rate and session data have no longer been reported. Instead, new metrics track the average engagement time per active user, which ranges from only 1 to 3 seconds. This very low engagement time reinforces the earlier trend of minimal interaction and raises concerns about the platform's ability to retain user attention or encourage exploration.¹⁸² In short, while platform traffic appears to be growing, the shift in analytics methodology combined with persistently low engagement indicators limits a clear assessment of platform reach, user behaviour, and overall impact over time. Limited evidence of country-level use or contribution: While the Platform is widely perceived as a valuable and potentially transformative resource, there is limited evidence that it has been systematically used or contributed to by stakeholders, especially at the country level: - In the Member survey, while 66 percent of respondents mentioned 'gaining access to state-of-the-art knowledge on teachers and teaching profession' as part of what drives their interest in the TTF, only 44 percent of respondents said that they directly benefitted from or participated in the Knowledge (Learning) Platform. - In the Country Impact survey, when asked what the strengths of the TTF were, just over half (58 percent) of the respondents to the country impact survey considered 'access to knowledge resources and guidelines on teacher issues' a strength, suggesting that the broader knowledge function is valued, even if not always accessed through the Platform itself. - Indeed, many key informants, particularly at country level, had not used (MN485, MN175, MN627, MN516, MN685, MN683, MN399) or had limited awareness of the Knowledge

¹⁸² A misconfiguration in the backend of the Knowledge Platform may be affecting the accuracy of session duration and bounce rate data, as it could prevent Google Analytics 4 from receiving complete information.

Question	Response/analysis
	Platform (MN789, MN486). Some noted that their regions had not taken full advantage of its potential (MN320). • The review of TTF's annual reports from 2022 to 2024 confirmed that shifting from Secretariat-driven to member-driven engagement, especially for the Working Space and content contributions, remains a core challenge. • It is worth noting that member contributions and engagement in the Working Space is difficult to assess as we have not been able to access any monitoring data on Working Space usage or Member Space account creation from 2022-2025. A dashboard to track these indicators was requested by the TTF Secretariat to the platform's previous developer but not received. These data gaps severely limit the ability to assess how far peer learning, document sharing, and cross-country/regional exchange have taken place through the Platform. Access and dissemination: • Key Informant Interviews revealed that barriers such as access restrictions (e.g. login requirements) and lack of user-friendly design were cited as reasons for limited uptake (MN161, MN245, MN209). • Language limitations were also reported, particularly for teachers not speaking English or French (for the Teacher Resource Centre) (MN857). • Several stakeholders mentioned a lack of communication and system to be informed of new content, especially at country level (MN627, MN855). Audience targeting and focus: several respondents also highlighted the need for clearer targeting of intended users, questioning whether the platform is meant primarily for policymakers, teachers, or both (MN 857, MN267). Another raised concern that the TTF could do more to curate and synthesise country-level data in formats that are actionable for national policy contexts (MN216).

Question	Response/analysis
What was instrumental in bringing about the change?	Progress in content development and increased engagement in 2024 can be attributed to stronger Secretariat capacity, effective content curation by a dedicated team, visibility generated through flagship events, and the launch of practitioner-oriented tools, though the absence of comparable data and the lack of data on the Member's working space limits the ability to assess the impact and extent of the changes. Several factors contributed to the progress observed in content development and increased engagement in 2024: • Strong Secretariat support and staffing under MLA 1: The TTF Secretariat expanded its knowledge production team, which reportedly grew from one to four people by 2024 (MN796). This likely contributed to consistent content curation, including surpassing targets for the Knowledge Hub and launching the Teacher Resource Centre. • Dedicated Knowledge Platform curator and Reference Group: the existence of a full-time curator and a reference group helped ensure that content curation was thematically aligned and of consistent quality, which enabled the platform to meet or exceed annual content targets. • Event-driven visibility: major TTF events such as the Policy Dialogue Forum or major publications (Global Report on Teachers) seem to have significantly boosted platform traffic¹⁸³, suggesting that flagship events functioned as effective catalysts for temporary spikes in engagement. • Improved practitioner engagement tools: The launch and population of the Teacher Resource Centre in 2023-2024 may have contributed to broadening the relevance of the Platform beyond policy audiences.

¹⁸³ TTF 2024 Annual Report

Question	Response/analysis
	However, the absence of comparable data prior to mid-2023 and the lack of data on the member working space limit the clarity with which these pivots can be linked to long-term or systemic improvements.
Assessment of the degree to which the evidence is triangulated	The evidence is moderately triangulated, drawing on analytics, surveys, interviews, and document review, but its strength is limited by data gaps, particularly around member engagement, and a lack of detailed information to fully validate findings. The evidence is moderately triangulated, drawing on: - Quantitative analytics data (Google Analytics, annual users and pageviews statistics) that show trends in engagement, although with limitations due to the GA3-GA4 transition. - Survey data (from the Member Survey and Country Impact Survey), which provide a broad sense of perception and self-reported use of the Knowledge Platform across stakeholder groups. - Key informant interviews, offering qualitative insights into user experiences, platform challenges, and perceptions of value or limitations. - Document review, including TTF annual reports (2022 to 2024) and strategic planning documents (TTF Strategic Plan 2022-2025, and the Curation guidelines of the Knowledge Platform), which outline its expected contributions to broader objectives. However, triangulation is weakened by data gaps: for example, no data are available on Working Space usage, or number of member accounts or activity. Some evidence (e.g. Member Survey responses) shows internal consistency with qualitative interviews but lacks the detail needed.
Strength of the link between the intervention and the observed changes	The link between the Knowledge Platform intervention and the observed changes meets the criteria of a 'Hoop' test: while increased staffing and event-driven visibility contributed to content

Question	Response/analysis
	growth and short-term engagement, the evidence is insufficient to confirm deeper or sustained impact at the country level. The strength of the link between the Knowledge Platform intervention and the observed changes can be characterised as a 'Hoop' test. The increase in Secretariat staffing under MLA 1, alongside the presence of a full-time curator and Reference Group, appears to have enabled consistent content development and helped the Platform surpass its annual content targets. The visibility from flagship event (Policy Dialogue Forum), product (Global Report on Teachers), or campaign (the #TeachersMissing advocacy campaign), likely contributed to short-term increases in traffic observed in 2024.¹⁸⁴ However, there is insufficient evidence to confirm that the Knowledge Platform has increased country-level knowledge use, peer exchange, or that contributions by TTF members have increased.
What were the gaps and what alternative mechanisms would have strengthened the link between the interventions and the expected outcomes?	Key gaps in data monitoring, dissemination, usability, and audience targeting limited the ability to assess member engagement with the Knowledge Platform; these could have been addressed through improved technical functionality, targeted outreach, language management, and a dashboard to track usage and interaction. Key gaps: • Data monitoring and analytics: no data available on Working Space usage or member account creation, severely limiting the ability to assess member-driven engagement and peer exchange.

¹⁸⁴ TTF 2024 Annual Report

Question	Response/analysis
	- Limited dissemination and user targeting: some informants reported a lack of effective strategies to inform users of new resources or need to clarify its intended audiences (e.g. teachers vs policymakers). - Usability and language access barriers: platform functionality issues, login requirements, and limited language options restricted access, especially for non-Anglophone users. Mechanisms that would have strengthened the link or further enabled the assessment of the use of the Knowledge Platform: - Increased resources dedicated to content creation and management of language versions¹⁸⁵ - Active promotion of the Platform through social media and relevant events.¹⁸⁶ - Addressing technical issues and enhancing the overall user experience¹⁸⁷ - Development of a dashboard for user engagement and content interaction metrics, with disaggregated data by country/region and language.
What are the recommendations/ areas for attention for the TTF?	Amongst the recommendations received for TTF products, in the interviews and both surveys, several respondents noted the need to update and better operationalise the Knowledge Platform, by improving its usability, removing login barriers, and better aligning with policymakers' needs.¹⁸⁸ To realise its potential, the Knowledge Platform will require targeted investment in monitoring systems, usability improvements, and stronger integration into member practices, especially at the regional and national levels. Development described as slow, needing prioritisation in the next Strategic Plan and investment to improve both technical performance and content: <i>'There should be a greater focus on the</i>

¹⁸⁵ TTF, Communications, advocacy and visibility insights

¹⁸⁶ TTF, Communications, advocacy and visibility insights

¹⁸⁷ TTF, Communications, advocacy and visibility insights

¹⁸⁸ Responses to the Member and Country impact surveys

Question	Response/analysis
	<i>knowledge platform. [...] Heavy investment needed to expedite building the resources and bringing in a vendor that can fix it.'</i> (MN 245) The Knowledge Platform results '<i>could be significantly improved with increased resources dedicated to content creation, management of language versions, and active promotion of the Platform through social media and relevant events. Additionally, addressing technical issues and enhancing the overall user experience would further strengthen visibility and engagement.</i>'¹⁸⁹ Suggestion to monitor and report platform usage to Steering Committee and members (MN209).

¹⁸⁹ TTF, Communications, advocacy and visibility insights

Policy Dialogue Forum

Question	Response/analysis
What was the initiative and why was it put in place?	The Policy Dialogue Forum (PDF) brings together actors from all parts of the world and was put in place in 2010. It aims to examine teacher issues, share practice and challenges and foster effective collaboration and communication. In December 2019 the PDF moved from an annual to a biannual cycle, following a decision by the Steering Committee to this effect.¹⁹⁰ Over the evaluation period two PDFs have been held.¹⁹¹ The next PDF will be hosted by Saudi Arabia, from 25 - 28 May 2026.¹⁹²
What changes were expected?	The PDFs aim to raise awareness among members and partners of the TTF on crucial issues for the implementation of the Teacher Target in SDG 4 and Education 2030 agenda, and to ensure that the messages are amplified among members and beyond and that action is taken.¹⁹³ The 2023 PDF report offers actionable policy recommendations for TTF members and beyond, including ministries, civil society organizations, international organizations and donors related to innovation in support of education transformation to achieve SDG 4, including Target 4.c related to teachers. The report is organized in alignment with the three sub-themes of the Forum, including innovations in teaching and learning, teacher education and policies.¹⁹⁴ The last PDF was the 14th, held in 2024 in South Africa and launched the Teacher Report. Discussions focussed on enhancing the attractiveness of the teaching profession and amplifying teacher voices and on teacher shortages. The latter issue underscored the importance of understanding the root causes of this crisis and identifying effective solutions. The meeting

¹⁹⁰ TTF, 2022d

¹⁹¹ The 2021 PDF was outside of the evaluation period (in 2021). It focussed on Innovation in teacher policy and practice in education recovery.

¹⁹² TTF Steering Committee Meeting Minutes March 2025

¹⁹³ TTF, 2022d

¹⁹⁴ TTF, 2023e

	emphasized the need to recognise teaching as a global public good and as a key lever for change. ¹⁹⁵
How was change supposed to happen?	Key messages from the PDF are expected to influence the work of members and to be amplified among members and beyond. Change is supposed to come from the fact that these events provide opportunities to discuss issues and build consensus on key messages, and from connecting with other key external political and technical events.
Did the change take place?	A social media campaign running before, during and after the PDF in Johannesburg was reported by the TTF to have achieved over 66,000 impressions, with a 6 percent growth in audience reach and a 29 percent increase in engagement, compared to the previous year. The event brought 500 in-person participants from five continents and reached an additional 500 viewers via livestream. A wrap-up video was produced for social media, extending the momentum.¹⁹⁶ Anecdotal evidence indicates that the participation of key Ministry staff in the PDF may have kick started the prioritisation of the policy drafting process in Lao. The PDF in Johannesburg was described by most informants as very successful: 1) The African Union attended and presented their proposals for their new education strategy/saw the PDF as a platform to initiate engagements about continental education strategies. 2) In South Africa, before the PDF the TTF was not known very well, but following the event it is well known. 3) The EU used the PDF as an opportunity to host a side event, connected to the PDF, to launch a new Financing Facility in Johannesburg.¹⁹⁷

¹⁹⁵ TTF, 2025b

¹⁹⁶ TTF, 2025b

¹⁹⁷ MN 320

	The PDF has been an important platform to bring together various stakeholders and to enable them to collaborate.¹⁹⁸ It has allowed for thematic group interaction with the TTF's broader membership, with other thematic groups, and provided an important opportunity to engage with South African school principals.¹⁹⁹ The PDFs organised in Rwanda and Dubai were equally assessed as valuable moments of peer exchange. Participants reported learning from other countries' experiences and returning with good practices. For example, national focal points who participated in the PDF returned to Burkina Faso and made various presentations to stakeholders at national level on how to develop teaching policies.²⁰⁰ The PDF is seen as helping raise the profile of the teaching profession and serves as an effective advocacy platform. It fosters strong engagement and motivation among participants. Germany provided some funding for the PDF.²⁰¹
What was instrumental in bringing about the change?	Key pivots include: interaction between the TTF and other global events, Secretariat involvement, evidence-driven approaches which have drawn attention to the key issues, linkages between different areas of TTF work, learning and progress made over the years from one PDF to the next, good balance between north and south participation which has enhanced the legitimacy of the events. <i>"We have become rather good at setting global priorities. The global community has actually leveraged the TTF and the TTF has leveraged the global community in the last 18 months to do just that. It has been hugely successful."</i>²⁰² A major game changer and amplifier of success for the PDF was the Global Report on Teachers. <i>"The global report on teachers which was published this year is a good example because it's knowledge production and dissemination. It also played an advocacy role. While focussing on</i>

¹⁹⁸ MN 111

¹⁹⁹ MN 932

²⁰⁰ MN 216

²⁰¹ MN 857

²⁰² Theory of Change Inception Workshop

	<i>addressing global shortage and showing the importance of teachers. And it also had policy learning because we could showcase policy examples and what countries implemented to address challenges and shortages".²⁰³</i> The issue of teacher shortages made it to the G20, the strand of the Education Working Group was on teacher shortages, also to the OECD Policy Reform Forum, which was structured around teacher shortages. It linked to the conversations of the World Bank, and off course to the high-Level Steering Committee of SDG 4. <i>"When the report and PDF came out it was around the same time as the recommendations from the high-level panel. So there was a lot of momentum and visibility around the teachers crisis. The TTF secretariat get full kudos, they did a great job amplifying the data and stats."²⁰⁴</i> The Global Report on Teachers was the main cause and source and inspiration and a driving force of the advocacy campaign that the TTF launched in 2024. All messaging and the data about the importance of addressing teacher shortages drew from data and recommendations and country cases presented in the Global Report on Teachers and of course also the recommendations, another key document which was published last year for teachers.
Assessment of the degree to which the evidence is triangulated	Evidence is good and well triangulated in terms of the generation of knowledge and enhancing awareness. Views converge from different stakeholder groups and at different levels of implementation. Narratives of change correspond to documentary evidence. There has not been any sort of monitoring action to follow up very clearly which countries are actually shifting their policies agenda towards the issue of teacher shortages as a result of enhanced awareness and stronger advocacy.
Strength of the link between the intervention and the observed changes	The strength of the link between the PDF intervention and the observed changes meets the 'Hoop' test. There is good evidence that the PDFs over the years have played a valuable role in

²⁰³ Theory of Change Inception Workshop

²⁰⁴ MN 93

	exchange of experience. There is also good evidence that the linkages between knowledge production and the PDF have allowed for a step change in raising awareness, in particular with the publication of the Global Teacher Report.
What were the gaps and what alternative mechanisms would have strengthened the link between the interventions and the expected outcomes?	The PDF programme could be developed to enable more time for the membership to ask questions and to reflect on follow-up, e.g. half a day for the membership. The PDF should be supplemented with rotating regional events to provide a way to make the issues speak to regional priorities and to create stronger engagement and follow-up, and to feed into regional advocacy.
What are the recommendations/ areas for attention for the TTF?	Policy dialogue should happen more regularly, once a year, for high-level stakeholders including Ministers of Education. Improve communication and linkages with the national focal point, as well as with the national UNESCO offices. Provide more regular updates on activities, resources, etc. There should be better communication around the resources and the TTF should use the UNESCO offices to disseminate the resources. Improve and think about the linkages with country levels.

Teacher Policy Development Guide

Question	Response/analysis
What was the initiative and why was it put in place?	The initiative was to support teacher policy making and implementation at country level by continuing to make available a practical tool to facilitate the development or the review of national teacher policies.²⁰⁵ The purpose was to support the realization of the teacher target in the SDGs and Education 2030 and to do this by drawing on lessons learnt since the TTF establishment in Oslo (Norway) in 2008, in particular through its policy dialogue fora and the review of prevailing trends in teacher policies and practices.²⁰⁶ There is ongoing work on new TPDG modules on costing teacher policies and teacher policies in rural areas.²⁰⁷
What changes were expected?	The expected change was that more countries would review/formulate and implement holistic teacher policies. There is a particular expectation that these policies will covering nine critical dimensions: recruitment and retention; teacher initial and continuing education; deployment; career path; employment and working conditions; reward and remuneration; teacher standards; accountability, and school governance.²⁰⁸
How was change supposed to happen?	The change was expected to happen by continuing to make available the Teacher Policy Development Guide, which was produced two Strategic Plans ago (2014–2016). The guide supports evidence-based national teacher policy reviews and seeks to align these policies with education sector plans and national development priorities. It outlines the process and steps for developing and implementing teacher policies. It was piloted and evaluated in

²⁰⁵ TTF, 2019b

²⁰⁶ Ibid.

²⁰⁷ TTF, 2025b

²⁰⁸ TTF, 2022d

Question	Response/analysis
	several countries between 2018–2021.²⁰⁹ In 2021, the Teacher Task Force added a module on crisis-sensitive teacher policy and planning to help countries address crises.²¹⁰ Under the current Strategic Plan there was also the ambition to develop further modules and guidelines (Output 1.2) to support holistic teacher policy development,²¹¹ including a module within the TPDG to provide insights into the costing and financing of teacher policy implementation and to address teacher shortages, and a module on teacher policies in rural area.²¹² There was a further expectation that members from regional clusters would promote a holistic approach to teacher policy formulation and implementation through a strengthened dynamic under the current strategic plan around national and regional policy learning and documentation of such learning.²¹³
Did the change take place?	There is strong evidence that the TPDG has been a critical resource to selected countries in drafting their teacher policies. It has been used in raising awareness, advocacy, conducting situation analysis, and guiding policy formulation. However, there is only limited evidence of strengthened dynamic at regional level in support of policy formulation/implementation. The number of countries and organizations using the TPDG and its modules, tools and guidelines is an indicator in the Strategic Plan. The TTF reached its target of 9 countries in 2023, and 11 countries in 2024 according to its own reporting, reflecting a 20 percent increase per year.²¹⁴ The TPDG was central to supporting Laos in developing its first national teacher policy. The Strategy includes operational costs but does not extend to systemic reforms, like hiring additional

²⁰⁹ TTF, 2024c

²¹⁰ TTF, 2024c

²¹¹ TTF, 2022d

²¹² TTF, 2025a

²¹³ TTF, 2022d, p. 10

²¹⁴ TTF, 2025a. The target for 2025 is 13 countries.

Question	Response/analysis
	teachers, which have not been fully budgeted. The plan provides a framework for the Government and partners to mobilize funding.²¹⁵ The TPDG was also the basis for the formulation of the teacher policies in other countries such as Mauritania, Ghana, Burundi, Mali, and Niger.²¹⁶ There are also clear examples in Burkina Faso, Chad, and Niger where the TTF helped develop teacher policies, including developing ToR for recruiting consultancy support, review of deliverables, and direct presentations by staff. The TPDG is widely used. In Burkina Faso, the TPDG was a 'fil conducteur' for national policy and helped develop ToR and review deliverables. The TPDG is being used as a core reference during national engagements in Zambia with the TTF actively supporting the contextual application of the TPDG - <i>"For Zambia I gave a 3-day workshop on teacher policy development issues, and on social dialogue"</i>.²¹⁷ Togo and Benin also worked on developing teacher policies using the TPDG. Experts who supported the national technical team in Benin later assisted Guinea in drafting its policy. The idea was to organise a regional exchange forum bringing together all the countries engaged in developing a holistic teacher policy to facilitate experience-sharing but the interviewee was unsure whether this happened.²¹⁸ The TPDG has been used in the LAC region to support national efforts and is a valuable tool for holistic teacher development. Its use requires policy champions to advance it within complex political environments. <i>"There is a need for political support and for persons who are championing the TPDG."</i> While the TPDG has been referenced, certain dimensions (e.g., remuneration, mobility, inclusion) are acknowledged as not receiving attention.²¹⁹

²¹⁵ MN 369

²¹⁶ MN313, MN 399

²¹⁷ MN 254

²¹⁸ MN 351

²¹⁹ MN 685

Question	Response/analysis
	The TTF actively engages with specific countries to support teacher policy development and social dialogue: <i>"We are reviewing the new Nigerian teaching policy, so I am leading the process from TTF side. We provide comments for improvement."</i> <i>"For Zambia I gave a 3-day workshop on teacher policy development issues, and on social dialogue."</i> <i>"[With] Uganda, I work closely, I contributed to an online workshop last year on social dialogue."</i>²²⁰ The TPDG, is widely seen as a major achievement of the TTF, perceived as useful and relevant globally, and its adaptability is a strength. However, it is not widely used in the European and northern hemisphere countries where national guidelines were already developed.²²¹ The use of the TPDG is credited with having raised awareness among national authorities of the need to take a comprehensive approach to teacher-related issues and as being a useful tool to support advocacy. As mentioned by one informant the TPDG has <i>"awakened understanding and emphasized the importance of teachers"</i>. It has promoted a shift from fragmented approaches to holistic teacher policy.²²² In Mali discussions led the education stakeholders to understand what kind of advocacy they have to pursue for budget allocation, for instance with the Minister of Finance.²²³ In Yemen the TPDG has been used as a primary source to prepare an advocacy session of education stakeholders with the Prime Minister of Yemen to tackle the issue of teacher salaries and adopt a holistic approach to teacher management even in crisis settings.²²⁴ The use of the TPDG is also credited with having a strong mobilising effect, encouraging countries to adopt a holistic approach to teacher policy, addressing recruitment, training, retention, motivation, and governance, and with bringing about improved coordination among education ministry departments (e.g. human resources, pre- and in-service training, etc.) and cross-sector engagement, including ministries of finance and employment.

²²⁰ MN 245

²²¹ MN 267, MN 857

²²² MN 351, MN 913

²²³ MN 351

²²⁴ TTF, 2025b

Question	Response/analysis
What was instrumental in bringing about the change?	Factors that contribute to the utility of the TPDG include: a) the consultancy support provided by the francophone and anglophone consultant; b) commitment/support by UNESCO focal points in country; c) technical and advocacy support by the Secretariat; d) the relevance of the situation analyses which help to provide clarity on the problems/issues that need addressing; e) synergies with other projects that UNESCO is implementing in the country in question and region. The use of the TPDG is being promoted by the Secretariat and UNESCO regional offices in particular. There was limited evidence of other member engagement in promotion of the TPDG.
Assessment of the degree to which the evidence is triangulated	There is clear evidence that the TPDG has played a key role in the review/formulation of teacher policies in a number of countries, and that this role requires different elements of support to be in place. There is also strong evidence that the TDPG has helped bring together stakeholders and create a common understanding of priorities.
Strength of the link between the intervention and the observed changes	There is solid strength (doubly decisive) evidence of TPDG influence on policy formulation. TPDG influence on policy implementation is less tangible.
What were the gaps and what alternative mechanisms would have strengthened the link between the interventions and the expected outcomes?	Main factors that have hindered/stood in the way of progress in particular on implementation include: a) changing political context in country; b) country resource constraints for implementation.²²⁵ As noted earlier, there is very little/no evidence of strengthened dynamic at regional level in support of policy formulation/implementation. It is not clear that this would have significantly enhanced chances of policy progress (in terms of formulation and implementation), given that the main factor that stands in the way of implementation is financial.
What are the recommendations/ areas for attention for the TTF?	The TPDG use has been to some extent constrained by language issues, leaving individual countries with the responsibility of mobilizing funding for translation of the guide.

²²⁵ MN 855

Annex 11 List of people interviewed

Inception

Name	f/m	Designation	Organisation
Dr. Khalifa Ali Al Suwaidi	m	Chief Executive Officer	Hamdan Foundation
Gerd-Hanne Fosen	f	Head of Education	Norwegian Agency for Development Cooperation (Norad)
Carlos Vargas Tames	m	Head of Secretariat; Chief of UNESCO Education Section	TTF and UNESCO
Davide Ruscelli	m	Coordinator of Secretariat; Senior Project Officer	TTF
Erin Chemery	f	Senior Partnerships and Project Finance Officer	TTF and UNESCO
Anna Ruskiewicz	f	Communications and Advocacy Specialist	TTF
Peter Wallet	m	Education Specialist	TTF
Maram Algohani	f	Independent Consultant, governance, coordination, strategic partnerships	TTF
Leila Loupis	f	Former TTF Secretariat Coordinator	UNESCO, formerly TTF

Data collection

Name	f/m	Designation	Organisation/Country
Jeannie Garbutt	f	LAC Regional Focal Point	Belize, MoE
Salam Arsene Ouedraogo	m	Education Specialist	Burkina Faso , MoE
Habibata Tone Ouedraogo	f	Former Directrice de l'Encadrement Pédagogique de la Formation Initiale et Continue (until 2024)	Burkina Faso, MoE
Souleymane Compaore	m	Secrétaire Général National du Syndicat des Enseignants du Secondaire et du Supérieur	Burkina Faso, Syndicat des Enseignants du Secondaire et du Supérieur
Fatou Niang	f	Programme Manager	ECW
Dennis Sinyolo	m	Director of Education International's African Regional Office	Education International
Kati Anttalainen	f	Deputy Regional Focal Point, Europe and North America	Finland, MoE
Marjo Vesalainen	f	Regional Focal Point, Europe and North America	Finland, MoE
Heike Kuhn	f	Head of division for education, Steering Committee Co-Chair	Germany, Federal Ministry for Economic Cooperation and Development

Name	f/m	Designation	Organisation/Country
Jacqueline Wiafe	f	Policy advisor, SC Co-Chair Germany	GIZ
Adhishree Parasnis	f	School Leadership Network group	Global School Leaders
Krystina Sonnenberg	f	Education Specialist	GPE
Oliver Liang	m	TTF Focal Point Head, Public and Private Services Unit, Sectoral Policies Department	ILO
Ariel Solari	m	TiCC Coordinator	INEE
Oula Abu-Amsha	f	Teacher in Crisis Context (TiCC) Former Coordinator	INEE (former)
Carol Gentles	f	President	International Council on Education for Teaching (ICET)
Sarah Younie	f	Chair	International Council on Education for Teaching (ICET)
Assoc. Prof. Vongdeuan Osay	f	Laos TTF Focal Point, acting director for teacher education	Laos, MoE
Tavanh Khounboulay	m	Laos TTF Focal Point	Laos, MoE
Abdoulaye Barry	m	Consultant international	Mali
Gerd-Hanne Fosen	f	Head of Education	Norway, Norwegian Agency for Development Cooperation (Norad)
Dr. Abdulrahman Almedaires	m	Regional Focal Point Arab States group of the TTF Co-chair Director General of RCQE	Saudi Arabia, Regional Centre for Quality and Excellence in Education (RCQE)
T. Enoch Rabotapi	m	Co-chair and TTF Focal Point	South Africa, Ministry of Basic Education
Baguma Filbert Bates	m	General Secretary	Uganda National Teachers' Union
Borhene Chakroun	m	Director of Policy and Lifelong Learning Systems division	UNESCO
Nantawan Hinds	f	TTF Focal Point, Regional Office Bangkok	UNESCO Bangkok Regional Office Bangkok
Bazongo Bagnikoue	m	Responsable principal du projet 'Améliorer l'enseignement dans la région du Sahel'	UNESCO Dakar Regional Office
Elhadj Rabani	m	Responsable national du projet 'Améliorer l'enseignement dans le Sahel' en Mauritanie	UNESCO Mauritanie, Bureau de l'UNESCO pour le Maghreb, antenne de Nouakchot
Shereen Akther	f	Programme Officer	UNESCO Bangladesh office
Yves Yenkoné	m	Responsable National du Projet Sahel	UNESCO Burkina Faso office
Prosper Nyavor	m	Head of Education	UNESCO Ghana office
Azaria Kodio	f	Responsable national des projets 'Améliorer l'enseignement dans le Sahel'	UNESCO Mali office

Name	f/m	Designation	Organisation/Country
Ousmane Djibo	m	Responsable national du projet 'Améliorer l'enseignement dans les pays du G5 Sahel'	UNESCO Niger office
Magdalene Anene-Maidoh	f	Secretary General, Nigerian National Commission for UNESCO	UNESCO Nigeria office
Charles Draecabo	m	National Senior Project Officer	UNESCO Uganda office
Amos Sikayile	m	National Associate Project Coordinator	UNESCO Zambia
Manos Antoninis	m	Director	UNESCO, Global Education Monitoring Report
Yusuf Sayed	m	Professor of Education	University of Cambridge
Juanita Sanchez	f	School Leadership Network group	Varkey Foundation
Purna Shrestha	m	International technical lead	VSO

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