



# WORLD SUMMIT on TEACHERS

Santiago de Chile 2025

## Santiago Consensus

Adopted 29 August 2025





## 1. Preamble and guiding principles

- a) We, Ministers, heads and members of delegations, representatives of United Nations (UN) agencies, teacher unions, development cooperation agencies, civil society organizations, education actors and experts, have gathered in Santiago de Chile on 28 and 29 August 2025, for the World Summit on Teachers (WST), held in conjunction with the SDG 4 High-Level Steering Committee (HLSC) Meeting.
- b) Thanking UNESCO and the Government and people of the Republic of Chile for having hosted this event that aims to: i) Address the global challenge of shortages of qualified teachers; ii) Foster high-level multi-stakeholder dialogue and strengthen teacher voices in social dialogue and policymaking; iii) Examine the future of the teaching profession; and iv) Advance global cooperation and solidarity.
- c) Reaffirming that education is a fundamental human right that must be upheld as it contributes to the realization of other human rights and constitutes a public good, and a lever to achieve the Sustainable Development Goals. Aware that it is primarily the duty of governments and States to respect, protect, and fulfil the right to education, from early years to adulthood, we reaffirm our commitment to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all, as enshrined in the Sustainable Development Goal 4 (SDG 4).
- d) Cognizant of the indispensable role of teachers as the cornerstone of education and to achieve SDG 4 - Education 2030, we are particularly concerned by the warning messages in UNESCO's 2024 Global Reports on Teachers and on Early Childhood Care and Education (ECCE ) which estimates that the world could face global shortages estimated at about 44 million for primary and secondary education teachers and an additional number of at least 6 million pre-primary education teachers to meet SDG 4 by 2030.
- e) Concerned about signs of a possible decline in the social status of the teaching profession, which exerts a negative impact on its attractiveness, and aware of the complex transformations of the world today, which affect teachers and teaching, we affirm that in the face of climate change, rapid technological advances, widespread crises, conflict and violence, the role of teachers must be safeguarded and their relationship with learners nurtured as part of our common heritage.
- f) Acknowledging that teacher shortages have direct implications on the quality of education, we express concern over classroom overcrowding, particularly in low-income and crisis-affected



regions and among learners from less advantaged families. This hinders the effectiveness of teaching and learning by overburdening teachers, limiting their ability to respond to learners' needs and amplifying inequalities of opportunity among students.

- g) We affirm that young people, who represent a large proportion of current learners and the very sources of future teaching personnel, must be recognized as essential stakeholders in addressing the global teacher shortage. Their perspectives, innovations, and leadership are critical to reimagining the teaching profession and ensuring it meets the evolving needs of society.
- h) We recognise the diversity of needs and challenges faced by teachers across the globe, particularly those living and working in contexts with multiple and complex vulnerabilities in African countries facing the most acute needs, Least Developed Countries (LDCs) and Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS), as well as the specific challenges faced by middle- income countries, those affected by crisis, including conflicts and post-conflict situations.
- i) We witness an international context marked by under-funding of education in relation to SDG 4 benchmarks, and a worsening debt crisis in low and middle-income countries. In this respect, we are concerned with the recent fall in Official Development Assistance (ODA) at a time when the need for education and other basic social services is becoming increasingly urgent in many developing and crises and conflict-affected countries.
- j) We welcome the 4<sup>th</sup> International Conference on Finance for Development decisions, including the Sevilla Commitment, which emphasizes the need for a renewed global financial architecture capable of delivering the scale of investment needed to implement the 2030 Agenda for sustainable development and calls to support adequate financing to ensure inclusive, equitable and quality education for all.
- k) Also inspired by the Fortaleza Declaration, and the Recommendations of the United Nations Secretary-General's (UNSG) High-Level Panel on the Teaching Profession, we call upon the international community to take action to transform the teaching profession into a high-status, highly qualified, well supported, adequately remunerated and highly respected profession, capable of guiding and promoting inclusive, effective and relevant learning, and commit to the following priority actions:



## 2. Priority actions

Building on the recommendations of the High-Level Panel on the Teaching Profession, the findings of the 2024 UNESCO and Teacher Task Force Global Report on Teachers, this Summit's background paper on the costing and financing of the teaching profession, the broad global and regional consultations held with the members of the HLSC on SDG4 and their constituencies, including teachers and teacher unions (organized by Education International), youth and students (organized by the SDG 4 Youth and Student Network and the Global Students Forum), the Teacher Task Force partnership (organized by the TTF Secretariat), and the discussions held during this World Summit on Teachers, we adopt the following priority actions:

### a) Teacher policies and strategies to strengthen the profession:

- Develop comprehensive national teacher policies, based on sound data and robust consultations with teachers, that take account of the whole teacher professional lifecycle; are gender responsive, inclusive and equitable. Particular attention should be paid to measures to ensure a sufficient and sustainable supply of qualified and trained teachers in rural, remote and underserved areas.
- Ensure that national education policies strive to guarantee decent working and employment conditions for all teachers and educators, including job security, competitive salaries, realistic workloads, safe and properly equipped workplaces, and respect for teacher well-being, the preservation of their status and dignity at work, while recognising that teacher leadership, pedagogical autonomy and peer collaboration are essential to their performance and job satisfaction, and therefore to their long-term retention.
- Enhance capacities of Ministries of Education and relevant authorities at different levels of administration to effectively implement policies and strategies that reinforce the quality and efficiency of teacher management as well as that of other personnel critical for teacher performance including school principals, teacher trainers, education aides and other school level resource persons.



b) Teacher education and professional development from a lifelong learning perspective:

- Transform teacher education and professional development into a lifelong and life-entangled journey, ensuring clear and strong connections between different components of teachers' learning, from initial teacher education, induction and mentoring to continuous professional development.
- Recognize teaching as a collaborative endeavour and promote and foster collaboration across and within teacher training and education, as well as teacher professional development, providing ample opportunities for teaching personnel to co-design curricula, education materials and assessment systems, and to engage in professional development and lifelong learning throughout their careers.
- Recognize teachers in their multiple modalities, including early childhood, adult learning, and technical and vocational education teachers, promoting their professional development, including through the recognition, validation and accreditation of prior and experiential learning, and ensuring their labour rights and social recognition.

c) Social dialogue and teacher participation in decision and policymaking:

- Establish permanent, inclusive and transparent mechanisms for social dialogue between governments and democratically elected representatives of teachers, including trade unions, in order to promote a genuine participatory and constructive decision-making process at all stages of policy making and implementation that have an impact on the teaching profession and the achievement of SDG4.
- Promote the participation of the full diversity of teaching personnel in social dialogue processes — including teachers serving in pre-primary, rural and remote areas, private institutions as well as teachers with disabilities and those representing minorities and marginalized communities — and promote and support their capacities to contribute effectively to social dialogue and advocate for fair and inclusive education systems.



d) Sustainable financing of the teaching profession

- Raise awareness of the long-term costs of not investing to sustain a qualified and motivated teaching workforce and the importance of a whole-of-government approach in developing sustainable financing strategies with domestic financing at the core, and external financing playing a catalytic role.
- Mobilise adequate education financing, including through domestic resource mobilization, to support the teaching profession and the implementation of comprehensive policies that ensure the attraction, retention, training and career progression of the teaching workforce, beginning with upholding the recommended international benchmarks for education financing.
- Explore, review and adapt promising innovative financing mechanisms (including education bonds, public-private partnerships, and results-based financing and others) to expand and diversify funding sources, ensuring they do not undermine education as a public good and a human right.
- Promote transparency and accountability in education financing and strengthen international cooperation between Member States and the development community on the emergence of new partnerships and solidarity-based funds aligned with SDG Target 4.c. to finance the teaching profession, including in emergencies.

di) Future of the teaching profession:

- Strengthen teachers' digital and AI competencies through initial and continuous professional development so that education technologies may be co-created and utilized by teachers to amplify the relational and affective dimension of learning without replacing the creativity, core competencies and pedagogical knowledge of teachers. In particular, adopt and implement UNESCO's AI Competency Framework for Teachers and strengthen cross-country cooperation on teacher training, sharing quality online resources, and jointly exploring AI-enabled pedagogy.
- Strengthen the role and capacities of teachers to promote sustainable development, gender equality, global citizenship and human rights, in line with UNESCO's Recommendation on Education for Peace, Human Rights and Sustainable Development and the Convention against Discrimination in Education.



- Support youth-led initiatives that promote the teaching profession as a viable, rewarding, and impactful career path and create or scale-up platforms that foster youth engagement in education transformation processes, including teacher policy dialogues.

f) Inclusion, equity and gender equality:

- Ensure inclusion, equity, and gender equality in teacher policies to attract a larger and more diverse pool of candidates, and to overcome the harmful discriminations and gender stereotypes that affect the profession, especially in leadership positions and subject areas.
- Build an inclusive teaching workforce that reflects the diversity of the communities it serves, particularly in terms of ethnicity, language, culture, gender, disability and social background. This involves tackling the stereotypes and often invisible barriers that prevent certain groups from considering a career in teaching.
- Institutionalize the workforces of early childhood, technical and vocational education and training as well as non-formal and adult education through clearer qualification frameworks, career pathways, context-relevant training and professional development opportunities that elevate the status of these critical education sub-sectors.

### 3. Our consensus to reverse the global shortage of teachers and empower the profession to transform education

- a) We call for the swift, full, and effective implementation of the aforementioned priority actions, and encourage each Member-State and participant in the present Summit to adopt and implement without delay, in accordance with their national circumstances, the Recommendations of the United Nations Secretary-General's High-Level Panel on the Teaching Profession to help address the global teacher shortages, by investing in attractive conditions of employment, providing teachers with the support, professional autonomy and accessible opportunities for continuous professional development they need to meet the demands of rapidly changing education systems and achieve SDG 4.
- b) We call for high-quality data to inform policy and social dialogue, and for effective monitoring and assessment of progress in all priority actions related to teachers. We urge countries to develop



and maintain robust teacher management and information systems and to regularly report education and teachers' data to UNESCO's Institute for Statistics (UIS), including on the International Standard Classification of Teacher Training Programmes (ISCED-T).

- c) We urge the international community, at the occasion of the fundraising campaigns to be launched in 2025 and 2026, to successfully replenish the Global Partnership for Education financing platform and the global fund 'Education Cannot Wait' for education in emergencies and protracted crises. We also call for financial support to promote, continue to operate and develop international platforms and mechanisms for cooperation and sharing of knowledge and good practice on teachers, such as the SDG4 Knowledge Hub, the Teacher Task Force Knowledge Platform, and UNESCO specialized Institutes and Networks to identify promising practices to guide the development of effective teacher policies.
- d) We reaffirm UNESCO's lead coordination role for SDG 4 implementation and monitoring and call on UNESCO, together with the SDG 4 High-Level Steering Committee, to continue focusing on teachers and the teaching profession as it leads the global education community's efforts to advance on the SDG 4 and transform education.
- e) We reaffirm the need for revising and updating the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, as well as the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel, drawing from the discussions had at this Summit and based on the recommendations of the United Nations Secretary-General's High-Level Panel on the Teaching Profession.
- f) We also call on UNESCO and Member States to recognize the teacher-student relationship as common heritage of humanity and a beacon of relationality in a context of increasing digital transformation, which must serve humanity and should not undermine the essential role of socialisation and human interaction in education.
- g) We call on the Teacher Task Force (TTF) to continue efforts to mobilize governments and other stakeholders for the advancement of teachers and quality learning, serving as a catalyst for global, regional, and national efforts by promoting knowledge production and dissemination, advocacy, and policy learning on effective and promising strategies to tackle teacher shortages. We welcome the organization of the TTF Policy Forum in Saudi Arabia in 2026, as well as the plans for preparing jointly with UNESCO a Global Report on Teachers and Lifelong Learning in 2026.



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- h) To enhance implementation, we invite countries to report on progress and challenges in realizing the aforementioned priority actions, through the SDG4 Knowledge Hub. We also, encourage enhanced regional follow-up processes, as part of the regional fora on SDG4, with regular regional reporting on progress. We call on all Member States to report progress on the Summit's recommendations, including in their Voluntary National Reviews of the SDGs at the UN's High-level Political Forum.
  - i) We acknowledge potential barriers to implementation including political, financial, and social constraints, and recommend countries to proactively identify and implement mitigation strategies tailored to their contexts.
  - j) We also invite structured, sustained engagement from civil society organizations to ensure ongoing accountability, inclusivity, and effectiveness of the commitments made herein.
  - k) We invite Member States to consider convening another World Teachers' Summit in the coming years, with a view to tracking progress and placing teachers at the center of the post-2030 agenda.



