



ISTP23
INTERNATIONAL SUMMIT ON
THE TEACHING PROFESSION

POISED FOR THE FUTURE

TRANSFORMATIVE TEACHING
FOR GLOBAL ENGAGEMENT,
SUSTAINABILITY, AND
DIGITAL ACCESS

Contents

I. INTRODUCTION	1
II. SUMMIT OPENING AND REFLECTIONS ON PROGRESS TO DATE	6
III. DISCUSSION TOPIC 1: ELEVATING AND ENHANCING THE TEACHING PROFESSION	11
IV. DISCUSSION TOPIC 2: EDUCATING FOR GLOBAL AND CULTURAL COMPETENCE AND CIVIC ENGAGEMENT	16
V. DISCUSSION TOPIC 3: LEVERAGING DIGITAL TECHNOLOGIES TO ENSURE EQUITABLE ACCESS AND ENHANCED LEARNING FOR ALL	19
VI. LOOKING AHEAD: GLOBAL COMMITMENTS TO ACTION IN 2023	23
VII. APPENDICES	26

I. Introduction

Education plays a key role in addressing many critical challenges and opportunities faced by countries across the globe: fostering economic prosperity, nurturing and enhancing democracy, promoting peace and sustainability, and supporting civic engagement in a diverse, interdependent world.

The 2023 International Summit on the Teaching Profession focused on three areas to deeply explore the theme of Poised for the Future: Transformative Teaching for Global Engagement, Sustainability, and Digital Access. These areas of focus are

1. Elevating the teaching profession,
2. Educating for global and cultural competence, and
3. Leveraging digital technologies to ensure equitable and enhanced learning for all.

How can stronger education systems achieve these goals for all students? This question engaged ministers and teachers' union leaders from 22 countries, alongside other policymakers, teachers, researchers, and NGO leaders, as they gathered in Washington, D.C., for the 13th annual International Summit on the Teaching Profession (ISTP) in April 2023.

LIST OF ISTP 2023 PARTICIPATING DELEGATIONS

 USA (<i>host country</i>)	 Germany	 Slovenia
 Australia	 Iceland	 South Africa
 Austria	 Italy	 Spain
 Canada	 Lithuania	 Sweden
 China	 Netherlands	 Switzerland
 Costa Rica	 New Zealand	 Ukraine
 Czech Republic	 Portugal	
 Finland	 Singapore	


ISTP Pre-Summit: Reflections on the Importance of ISTP

ISTPs are unique. They are the only international convening that brings education ministers and union leaders together to discuss practical steps to improve education. Participants include high-performing and/or rapidly improving school systems as measured by the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA), plus guest countries invited by the host.

Every year one country hosts ISTP with Education International (EI) and OECD. For the 2023 summit, the United States Secretary of Education Miguel A. Cardona served as the host. On the Department's invitation, participants gathered in the United States' vibrant capital city in the historic Hamilton Hotel.

At a pre-summit session welcoming participants, hosts from the United States, the OECD, EI, and 2022 host country Spain reflected on ISTP's invaluable contribution to building international collaboration and relational trust between governments, unions, and NGOs. The session began with Secretary of State for Education José Manuel Bar Cendón from Spain acknowledging the ongoing effects of the COVID-19 pandemic on education. He reiterated the urgent need for a resilient education system that is laser-focused on equity in the wake of COVID-19 and spoke to the promising commitments his country had made as a result of last year's Summit. These included building a plan for equitable digital access and beginning the implementation phase of that plan, building more intentional policy to support young women in STEM, and providing more financial support to students who need it most.

Secretary Bar Cendón turned the podium over to this year's host, U.S. Secretary of Education Miguel Cardona. Secretary Cardona highlighted how important it is to braid together the strengths of government, unions, and education leaders to work towards common goals. Secretary Cardona's colleague Carissa Moffat Miller, Chief Executive Officer of the Council of Chief State School Officers (CCSSO), highlighted several promising efforts designed to build strong relational trust between educators and policymakers to collectively reimagine education. These included the COVID Data Relief Project, designed to bring more transparency to the \$5.4 billion that states have received to recruit, retain, and support school staff, as well as the Coalition to Advance Future Student Success, a collaborative of 12 leading education organizations, coordinating with the federal government to respond to lingering challenges from the pandemic, and imagine and navigate a strong future education system. Moffat Miller also applauded the newly-named U.S. State Teachers of the Year, who would be joining part of the proceedings the following day.



"If we take advantage of the diversity of thought in this room, we'll come out stronger leaders, stronger collaborators, and ultimately our students will benefit."

– Secretary of Education Miguel Cardona

Representing the American Federation of Teachers and the National Education Association, Randi Weingarten and Becky Pringle highlighted the role of schools in providing holistic support to learners and families and serving as engines for equity and foundations for democracy. This is crucially important, especially as many families have faced compounding inequities during the pandemic. They urged intentional collaboration—between governments and unions, between education systems and other social systems, and between countries across the globe—to solve the “wicked problems” of inequity. And they urged educators and policymakers to recognize that artificial intelligence and digital technologies were here to stay. The goal should be to productively harness them in ways that support critical thinking, applied knowledge, and experiential learning.

Delegations Visit Schools Throughout Washington, D.C. Area

The United States Department of Education graciously organized a series of inspiring and informative school visits for participating countries. These visits, which included a bilingual school, a small elementary school serving predominantly low-income students, a high-performing high school, and a teacher training program in a large university, offered a diversity of viewpoints into education in the United States' capital city and Arlington, Virginia.

Jan Tinetti, the Minister of Education from New Zealand, visited Escuela Key Elementary School, which teaches bilingually in Spanish and English. Minister Tinetti was impressed by the school's immersive approach—with 50% of instruction in each language shifting even further toward 80% Spanish and 20% English for K–3 students. The students displayed impressive fluency in both languages and articulated their goals and learning experiences effectively. Inspired by the visit, New Zealand delegates saw the potential of bilingual education for preserving their treasured Maori language and culture.



Delegates are welcomed by students at Escuela Key Elementary School.

Li Andersson, the Minister of Education from Finland, visited Howard University, a well-regarded U.S. Historically Black College and University (HBCU), whose alumni number many famous Black celebrities and luminaries. Minister Andersson was struck by the university's commitment to equity and global collaboration. The group heard from students currently enrolled in the university's undergraduate and graduate teacher preparation programs who spoke about their experiences so far and the challenges they see facing the teaching profession. She noted that Howard views teaching as a profession that goes beyond imparting information, focusing on understanding students' backgrounds, fostering greater well-being, and promoting a vision of the profession that includes intentional collaboration amongst education.



Delegates hear from students attending teacher preparation programs at Howard University.

Jason Clare, the Minister for Education from Australia, visited Hendley Elementary, a small Title I school serving economically disadvantaged students. He was impressed by the inspiring leadership of the principal, as well as the many skilled teachers who mentored their colleagues. Minister Clare spoke to the value of teacher mentoring for promoting stronger job satisfaction and retention. The school's commitment to equity and inclusivity was also evident. However, attendance and enrollment remained thorny challenges. The Minister was struck by the school's aim to become a full-service community school within a year, and expressed optimism that these supports could help all its students to thrive.



Delegates observe a classroom at Hendley Elementary.

Mike Thiruman, representing the Singapore Teachers Union, visited School Without Walls, an application-only high school offering a dual-enrollment program with George Washington University. He found the students positive, excited, and eager self-starters, especially when it came to strengthening their own community. He attributed these promising traits to the school's focus on applied, real-life research projects. Notably, one student conducted a study on the lack of diversity in rowing and recruited students from other schools, primarily students of color, to participate in the sport. Thiruman also highlighted the school's success in teacher retention, support, and promotion.



Delegates visit School Without Walls.

Andreas Schleicher, Director of Education and Skills for OECD, stressed the urgency to reimagine education to keep up with a rapidly changing world, and underscored the importance of continuous collaboration between government and unions in that effort. He applauded ISTP's commitment to fostering social dialogue, elevating evidence-based approaches, and requiring tangible commitments from countries. John Bangs, Special Consultant to Education International, provided a historical overview of ISTP, tracing its history from its inception 13 years ago in New York, through virtual meetings during the COVID-19 pandemic, to today. He pointed to a significant body of research demonstrating the value of social cohesion, constructive bilateral dialogue, and global collaboration. He echoed Schleicher in highlighting the Summit's focus on pushing participants to make meaningful commitments to practical action.

A Note on the Structure of ISTPs and ISTP Reports

ISTP is characterized by honest, reflective, and genuine dialogue among participants. In order to facilitate such dialogue, the three ISTP Plenary Sessions are closed to the public. These closed sessions ask participants to respect Chatham House Rule to avoid attributing comments to specific participants. This report abides by these rules by briefly summarizing the closed session proceedings to capture areas of consensus and areas for further discussion and debate, while also highlighting emerging policies and innovations from various countries that might be useful for education policymakers and educators.

For readers who are interested in more detail, appendices to this report preserve the agenda, attendee list, and the full text of the progress reports and future commitments prepared in writing by each delegation.

This report was published by the National Center on Education and the Economy (NCEE) in Washington, DC. Nathan Driskell served as the lead author of the report, with significant support from Charlotte Notaras. In addition, NCEE staff and partners served as reviewers of the report, including John Bangs, Tracey Burns, Jennifer Craw, Jackie Kraemer, Anthony Mackay, Maureen McLaughlin, Vicki Phillips, and Andreas Schleicher.

II. Summit Opening and Reflections on Progress to Date

Summit Welcome

Maureen McLaughlin, Senior Advisor to the Secretary of Education and Director of International Affairs for the United States Department of Education, began the Summit by welcoming attendees. She expressed her regrets that NCEE Board Co-Chair Anthony Mackay, who had served as moderator for previous Summits since their inception, could not join this year.

McLaughlin noted how much the Summit had grown in both participation and global significance since the United States Department of Education first hosted it in 2011. It is a unique forum that brings together education ministers, secretaries, and union leaders for open and constructive dialogue. And for many countries, it represents the best chance for teacher leaders and governments to come together and make meaningful global commitments to elevate and enhance the teaching profession in service of improved teaching and learning.

McLaughlin turned the podium over to United States Secretary of Education Miguel Cardona. The Secretary acknowledged the valuable partnership of other key figures in the U.S. delegation, including Randi Weingarten, Becky Pringle, and Carissa Moffat Miller, applauding their commitment to improving public education.



*Left to right: Andreas Schleicher, OECD;
Maureen McLaughlin, U.S. Department of Education;
Miguel Cardona, U.S. Secretary of Education;
Carissa Moffat Miller, Council of Chief State School Officers*

Secretary Cardona recognized the impact of the global pandemic on education, including its galvanizing effect on educators, who came together to protect young people. He also encouraged participants to think beyond recovery, reject complacency, and instead form an “opportunity circle” to creatively reimagine education systems.

Secretary Cardona expressed his eagerness to learn from other countries' innovative approaches and inform emerging policies in the United States. He highlighted the need for concrete collaborative efforts to benefit young people in the United States and globally, such as advancing multilingual education and creating more diverse pathways to successful careers.

Welcome from Dr. Jill Biden

Summit participants were treated to a personal welcome from United States First Lady Jill Biden, herself a committed career educator.

Biden, reflecting on her firsthand experience as an educator, noted that her students came from many walks of life. They were veterans, first-generation college students, and refugees. They faced many challenges, including food insecurity and mental health issues worsened by the pandemic. But they were also determined, resilient, curious, and kind. They worked hard, and dreamed of building better lives for their families and communities. For Biden, it is crucial to provide the necessary support for everyone in need, so all students can fulfill their potential and contribute to economies and societies.

Biden highlighted the commitment of her husband, President Joe Biden, to education and the significance of the appointment of Secretary of Education Miguel Cardona, who is dedicated to investing in schools, listening to teachers, students, and communities, and making education more meaningful for work and life. She expressed gratitude for teachers and their commitment to innovation, underscoring the transformative power of education for students' lives. Biden called for an inclusive education system that strengthens schools, empowers teachers, and supports all students. She encouraged educators to recognize the profound influence they have on shaping students' lives: to help them work harder, be kinder, learn more, and be more courageous.

"The students of the United States, just like your nations, are the greatest resource we have. They will lead us in reimagining what our world could look like." – Dr. Jill Biden



Jill Biden, First Lady of the United States, addresses delegates.

In his welcome, OECD Secretary-General Mathias Cormann expressed pride in co-founding the Summit, which is now in its 13th year. He lauded forward-thinking initiatives, such as the United States' "[Raise the Bar, Lead the World](#)," that provide young people with the tools to adapt in a rapidly changing world. He discussed the benefits and challenges of digitalization in education, highlighting the importance of preparing students for lifelong learning and developing skills like adaptability, creativity, and critical thinking. Cormann outlined three priorities: rethinking the traditional education delivery model, harnessing the potential of digital technologies, and empowering teachers in the redesign of education systems. He spoke to the importance of supporting teachers and investing in technology to create more effective, creative, and future-ready education systems.

In her remarks, Education International President Susan Hopgood expressed gratitude to the cohosts, staff, and attendees for their commitment to enhancing education. She highlighted the shared commitment of the leaders present to addressing the challenges facing all education systems. She described how important education was for safeguarding the rights of women, fostering entrepreneurship, spurring innovation, and developing the capacity to respond to threats like climate change, natural disasters, and authoritarianism. But she pointed out that the education goal of the United Nations' Sustainable Development Goals is off track, with hundreds of millions of students lacking access to education. Closing this gap will be challenging but achievable. It will require a significant influx of funding in many systems, particularly for hiring and supporting new teachers.

"Is it possible for educators and education systems to work together to encourage civic engagement in a world where authoritarian regimes rely on disinformation?"

– Susan Hopgood, President of Education International



Left to right: Susan Hopgood, Andreas Schleicher, Maureen McLaughlin, Miguel Cardona

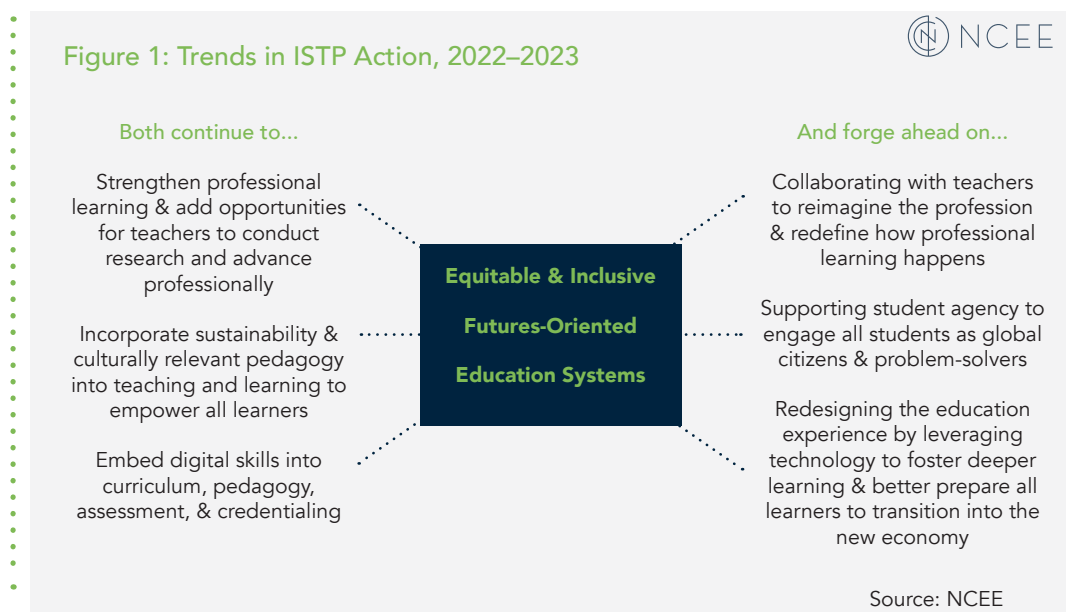
Opening Session: Reflections on Progress in Action from 2022 to 2023

Every ISTP not only considers research and practice but also commits to concrete action. As moderator, Maureen McLaughlin began ISTP 2023 by reflecting on the actions they had taken as a result of ISTP 2022, their progress to date, the challenges they had experienced, and the issues that had emerged.

McLaughlin presented an analysis prepared by staff at the National Center on Education and the Economy, showing how countries' policy commitments from ISTP 2022 have deepened from one year to the next across three domains: elevating teachers, empowering learners, and leveraging technology. These shifts contributed to the emergence of equitable and inclusive, futures-oriented education systems.

Elevating Teachers

Many countries demonstrated a shift toward more authentic and intentional collaboration on policy, practice, and professional learning. One way the United States is supporting, recruiting, retaining, and diversifying their teaching profession is by creating teacher apprenticeships and investing in teacher pipelines. Sweden is establishing more accessible pathways to teaching, creating better working conditions in schools, and building a national, continuous professional development program with an aligned merit system. Lithuania is co-creating a competency-based teacher career web with both horizontal and vertical career paths to support opportunities for teachers to advance professionally. Canada is providing teachers with the skills to strengthen Indigenous education in connection to the Truth and Reconciliation Commission and promoting policies to address teachers' well-being in schools.



Empowering Learners

This empowerment extends not only to teachers, but also to learners themselves. Finland is equipping students with global competencies to empower them to address complex global challenges and opportunities. Singapore is continuing their commitment to strengthening students' global awareness, collaborative skills, cross-cultural literacy, and civic engagement to develop active and responsible citizens. The Czech Republic is

investing in targeted supports to ensure all students, including Ukrainian refugees, have access to a high-quality education. Switzerland is removing barriers for young people with disabilities to increase accessibility and participation in learning.

Leveraging Technology

Finally, the commitments signaled a willingness to embrace new learning pathways and learning environments facilitated by technology, provided they served the best interests of students. Singapore is introducing a Guide to e-Pedagogy, strengthening professional learning around digital skills, and encouraging teachers to support each other in developing new technology-enabled lessons. Spain has developed a National Plan for Digital Skills, a framework for creating a digital education ecosystem and improving the digital skills of teachers, students, and schools. England has created Oak National Academy, a digital curriculum body to co-design free, high-quality curriculum materials, improving subject expertise and reducing teacher workload. Scotland's government and teachers' unions have partnered to promote digital learning skills, resources, and pedagogy through a comprehensive set of professional learning opportunities for teachers.

In closing her remarks, McLaughlin urged participants to be bold and push further. By leveraging the powerful connections between unions and governments and even across countries, the global partners at ISTP could aspire not only to build back their systems following the pandemic, but also to forge ahead and imagine more equitable and powerful education systems for all.



Delegates hear from Maureen McLaughlin of the U.S. Department of Education.

III. Discussion Topic 1: Elevating and Enhancing the Teaching Profession

Opening Reflections from OECD & EI

Teachers are the backbone of our democracies—fostering curiosity and creativity, building skillful individuals, and strengthening informed citizens. Unfortunately, many countries are facing teacher shortages due to a variety of factors, including the pandemic, lack of respect for the profession, and inhospitable working environments. Having great teachers for all students is one of the best investments we can make for the future of our societies.

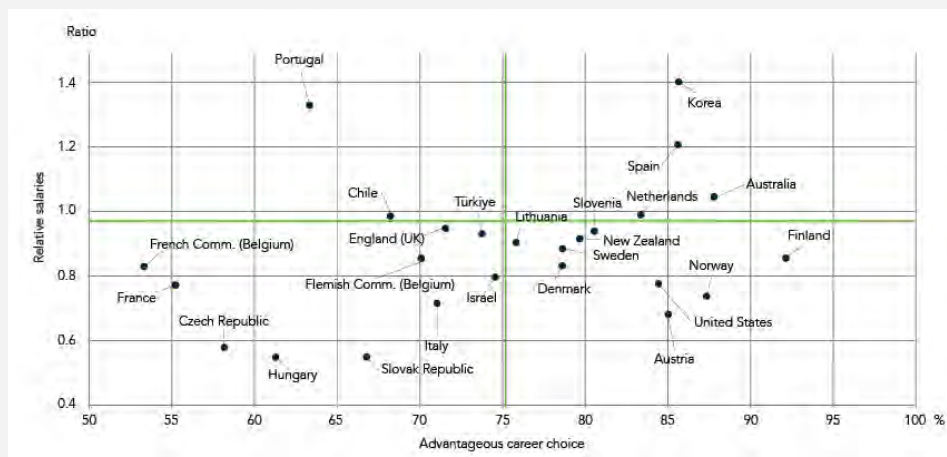
The first working session of ISTP 2023 asked participants to consider more concrete responses to not only supporting and retaining the teaching profession, but also elevating and empowering it:

- How can governments, teacher organizations, schools and communities come together to elevate and strengthen the teaching profession to best attract, develop, and retain highly qualified and diverse teachers while at the same time rethinking and redesigning the profession?
- As we recover from the pandemic and face complex, world-wide challenges, how can conditions be created to enable the teaching profession to respond to the changing needs of students and families?
- What supports, capacity building, continuous learning and leadership will be necessary to support this response?

The OECD's Director for Education and Skills Andreas Schleicher and EI's Special Consultant John Bangs offered analysis and reflection to frame each of the sessions. Across OECD countries, data from the 2018 Teaching and Learning International Survey (TALIS) shows no correlation between relative earnings of teachers and teachers' sense of job satisfaction. In other words, money is not the sole intrinsic motivation for teachers to stay in the profession. (See Figure 2, next page.)

Instead, Schleicher argued, the social status of teaching in society is a much better predictor of teachers' job satisfaction. When teachers feel valued by their peers, community members, and leaders in their societies, they are more inclined to keep teaching. It is perhaps an obvious finding, but one that policymakers and practitioners do not always think they can easily influence. Yet evidence shows that they very much can. Research shows that effective policy and practice levers for elevating the status of teaching include fostering opportunities for teachers to engage with communities and build social capital, investing in developing teachers through effective professional learning, especially in areas such as teaching with technology, and promoting a culture of peer-to-peer collaboration and mentorship.

Figure 2: Relative salaries of teachers and share of teachers who say advantages of being a teacher clearly outweigh the disadvantages



Source: OECD TALIS 2018

On behalf of EI, Special Consultant John Bangs spoke to the policy preconditions that are necessary to achieve a thriving teaching profession. He argued that these policies should extend beyond focusing solely on teacher policy, and focus also on the whole of the system. For example, education systems should be engaged in global dialogue and knowledge exchange and continuously improving through developmental evaluation. They should be integrated systems, tightly linked with related policy areas that support education. And, they should have processes and structures for placing teachers at the heart of policymaking.

Once those system policy conditions are in place, Bangs suggested that additional enabling teacher policy conditions may follow. These include supports for teachers' well-being in addition to that of students; systems, structures, and supports for elevating teacher leadership and making teachers' professional learning a hallmark of daily work; adequate and competitive pay for educators; and schools resourced as hubs for their communities.

Jurisdictions' Reflections and Policy Examples

With this framing in mind, moderator U.S. Secretary Miguel Cardona asked participants to weigh in. How do they see governments, teachers' organizations, and schools most effectively coming together to strengthen the teaching profession? In particular, how could they collectively innovate and continue to evolve the profession so that education is the foundation not only for democracy, but also for addressing global challenges?

Many common challenges emerged from the discussion. Most, if not all, systems faced teacher shortages in at least some subject areas. All stressed that bringing communities together to create stronger, more trusting and respectful relationships with teachers would be key to stemming this tide. This would require not only communications and story-telling about the vital role of teachers, but also more intentional and creative parent, family, and community engagement to harness the voices of parents and communities in speaking to the power of teaching. It would also require forecasting

tools, including national teacher registries and the ability to link demographic forecasts with anticipated workforce needs and higher education enrollment, in order to adequately prepare for looming shortages well in advance.

Almost all participants also discussed reducing teachers' workload, creating more time for professional learning, and building more collaborative partnerships with other professions who could support teachers and students. But there was some debate on this point between those who favored "decluttering" teachers' tasks so that they could focus solely on the important work of teaching, and those who sought to diversify teachers' job responsibilities to make the job of teaching more rewarding, engaging, and progressively more challenging.

Many policy examples demonstrated the range of activity and innovation taking place around the globe.

- Australia described how a collaborative effort involving government, teachers, and other partners led to the development of a National Teacher Workforce Plan, finalized in December 2022. One key initiative is a national advertising campaign centered on promoting respect for teachers. The plan also includes national scholarships to support aspiring teachers. Funds have also been allocated for additional staff who can alleviate the burden on teachers' workload and free them up to focus on teaching. Furthermore, the plan reforms initial teacher education to ensure that teachers are adequately prepared when they enter the classroom.
- Italy noted that teachers will be key to helping students develop the advanced levels of technical skills that will enable them to thrive in an AI-driven economy. With teachers shouldering that burden and responsibility, it seemed imperative to emphasize their worth and help them regain the social prestige they seemed to have lost. The country is framing their public communications about the status of teaching around this point.
- Costa Rica also highlighted the social status of teachers, praising them as "the first pillar of their communities." The country has put great emphasis on promoting strong parent and community engagement practices to showcase the great value teachers have for helping children and the whole of society to thrive. They have also begun designating "Model Schools" to elevate and reward examples of strong teaching and learning practices.
- This strategy was echoed by Iceland, where they raised the number of candidates entering teaching by making intentional efforts to better understand and communicate what teachers like about teaching and what makes it intellectually engaging.
- In Finland, the career of teaching is already seen as highly valued, respected, and attractive as a career choice. Finland highlighted teachers' strong preparation, ongoing professional learning, and active participation in policymaking as three contributors to the high degree of three-way relational trust between policy makers, teachers, and community stakeholders. As a result of this trust, teachers enjoy a high degree of autonomy to make pedagogical choices and innovate. Finland is using collaborative working time and digital platforms to disseminate teacher-led innovations.
- The Netherlands also mentioned the value of teacher autonomy. However, they argued that clear, rigorous, and commonly understood standards for the profession were necessary for that autonomy to be effective. In the Netherlands,

the government is collaborating with the teaching profession, unions, and higher education to develop standards for the profession that will inform the design of both preservice teacher preparation and the school curriculum.

- In Sweden, initiatives such as teacher induction programs and career change programs have been implemented to support aspiring teachers and facilitate career transitions. However, more still remains to be done: improving working conditions, reducing administrative burdens, and alleviating the workload of teachers. The country will soon introduce a Framework for Teachers' Professional Learning, including qualifications, credentials and career development opportunities, that aims to provide greater clarity and stronger incentives for teachers to learn and grow in their careers.
- Germany is suffering from declining higher education enrollment and workforce shortages not only in education but in many sectors of the labor market. They discussed the need to reimagine preservice teacher preparation and higher education. A recent study of teacher attrition in Germany showed a particularly worrying drop-out rate in candidates during preservice. Germany estimated that if teachers who dropped out of preparation early had instead finished and gone on to long, fulfilling careers in teaching, the country would have 30% more teachers than it does today. Clearly, more support is needed in higher education.
- New Zealand described the national review of education it had embarked on in 2015. Although this top-to-bottom review and community conversation had been interrupted by COVID-19, it was seen as vital for engaging parents and the community in honest conversation about the purposes of education and the value of effective teachers. Recently, New Zealand has begun taking concrete policy steps as a result, including revising the structure of initial teacher education and offering substantial scholarships (NZ\$30,000 or roughly US\$18,000) to fund teacher preparation for mid-career changers.
- China highlighted the value of intentional global collaboration to expose teachers to new cultures and practice, elevate teacher leadership, and practice using technologies that can connect teachers with their peers around the globe. For example, China is partnering with the United Kingdom on both in-person and virtual teacher knowledge exchanges.
- As part of its contribution to the conversation, the United States invited all 52 U.S. State Teachers of the Year to be recognized in their delegation. The U.S. National Teacher of the Year, Rebecka Peterson, delivered remarks. She urged participants to recognize that elevating the teaching profession was not just a recruitment tool, but a retention tool as well. She applauded participants for recognizing the impact of trauma on students, but asked that they do more to be trauma-informed for teachers as well.



ISTP 2023 Delegates

As both John Bangs and Andreas Schleicher noted, teacher retention, or lack thereof, is ultimately an outcome of policy. Teachers' working conditions, pay, job responsibilities, leadership opportunities—even their social standing and the respect they are afforded—all come down to policy choices. Each of these examples represents policy priorities that the world's education leaders are pursuing to grow, elevate, and/or enhance the teaching profession. Whether they are ultimately successful will come down to their ability to advance a consistent, forward-looking policy agenda bolstered by intentional collaboration with the profession.

IV. Discussion Topic 2: Educating for Global and Cultural Competence and Civic Engagement

Opening Reflections from OECD & EI

More than ever, it is vital to prepare students to foster lifelong civic engagement in their communities and with the world. We must reimagine and rebuild education to develop globally and culturally competent students equipped with critical thinking and creativity, the willingness and ability to engage with different ways of thinking and diverse cultures, well-honed communication skills, and proficiency in multiple languages. Such competencies enable students to collaborate to address complex global challenges and opportunities, appreciate our multicultural world, find fulfilling jobs, and promote peace and democracy.

In the second closed working session of ISTP 2023, participants explored these questions more deeply:

- What do education systems need to enable students to develop the knowledge, skills, attitudes, and values that foster global and cultural competence and civic engagement to support just and sustainable democracies?
- How can governments, teacher unions, schools, and communities collaborate to support these efforts for all learners?

In his opening remarks on this topic, the OECD's Andreas Schleicher acknowledged the scope of the challenge. We live in an age of disconnects: between infinite growth and finite planetary resources, the financial economy and the real economy, GDP and the well-being of people, and the disparities between the wealthy and the poor. Education systems, like students and teachers themselves, are constantly trying to navigate these divides. Systems have enormous potential to bridge gaps, foster communication, connect students to other cultures, and empower learners to be solution seekers and change-makers. The opportunities for growth are real and urgent. According to PISA 2018 data, while 80% of students say they think environmental stewardship is important, only 60% believe their actions can help solve these challenges.

The success stories are just as prevalent as the areas for growth. An estimated 75% of 15-year-olds are learning two languages at school. Those bilingual learners will enjoy not only the cognitive benefits that come from language acquisition, but also opportunities to engage with other cultures, and, even more tangibly, substantial salary bonuses throughout their careers.

EI's John Bangs also highlighted many challenges facing the world today: disease, war, climate change, the loss of biodiversity, economic disruption, and rising autocracies. He posed a series of questions for participants to consider as they explored the topic more deeply. How can education contribute to these challenges? Is the answer to teach global

competencies, global citizenship, or democracy? Are these different approaches, or approaches along the same continuum?

Bangs urged global collaboration to radically rethink curriculum, build resource hubs of successful practices for civic education, and incentivize innovation labs to nurture and field test new practices.

Jurisdictions' Reflections and Policy Examples

Session moderator Susan Hopgood opened the session by noting that it extended and deepened the discussion at ISTP 2022 around education for sustainability. Rather than focusing only on global sustainability, the goal this year was to focus on a broader set of global competencies, their relationship to civic education, and their role in safeguarding democracy. In opening the floor to participants for discussion, she invited Ukraine to speak first.

- Ukrainian delegates highlighted the harrowing challenges teachers face in wartime. Despite facing the constant threat of missile attacks, these educators are tirelessly working to secure a brighter future for their students and rebuild society. It is the teachers' hope that refugee students will return to Ukraine after the war, armed with the knowledge gained from their experiences in other countries, to contribute to the nation's reconstruction.
- Lithuania has received many Ukrainian refugees during the war, including many children. Lithuania's educators view the arrival of these displaced new students not as an unwelcome challenge, but rather an opportunity to cultivate their own children into global citizens, change-makers, and defenders of democracy. Achieving this will require the curriculum to incorporate essential new competencies. Starting September 1, 2023, a new national curriculum will be implemented, featuring embedded cultural, civic, and socio-emotional competencies and a new subject called the life skills program. This program aims to foster resilience and responsible decision-making, recognizing the collective efforts of citizens as vital for upholding freedom and democratic values.
- The Czech Republic also spoke to the need for a curriculum that prioritizes skills and competencies such as democratic engagement. They recognized the challenges posed by the war in Ukraine and the rise of autocratic regimes, underscoring the importance of education that encourages students to question these phenomena rather than passively accept them.
- South Africa emphasized the importance of learning from the past to gain a deep understanding of humanity and create a more inclusive future. They acknowledged their many past challenges such as racial and language divisions, but highlighted education as a valuable tool for bridging divides and bringing citizens together in common understanding. The South African education system frames its diversity as its greatest asset and aims to leverage that diversity to provide better education for all students, including 6 million refugees.
- Portugal argued that educating for civic engagement meant not only teaching about democracy, but also practicing it within public schools. Democratizing the learning process itself, by empowering students to make decisions and take ownership of their education, is a powerful strategy for fostering democratic decisions. While Portugal acknowledged the crucial role of education in

safeguarding democracy, they also stressed the need for improved democratic education in other areas, such as the media.

- Austria spoke to education for civic engagement from a unique vantage point: they had lowered the voting eligibility age from 18 to 16 in 2007. This change had increased the stakes for students to be well-informed. In response, Austria has added topics to the curriculum around legislative processes, policy development, and current events. In addition, Austria was facing renewed hostility to science in the wake of the COVID-19 pandemic. They have developed a 10-point plan for strengthening science education, including initiatives such as weeks focused on science studies and a science ambassador program. The science ambassadors will work in schools to foster collaboration between the scientific community and educational institutions.
- Singapore closed the session with a note of caution and a gentle provocation. They urged participants to focus not only on adding new topics, but also on reducing or eliminating certain subjects to make room for meaningful learning experiences. They acknowledged the significance of democratic values, and global and cultural competencies. But Singaporean delegates pushed participants to ask whether that was really a subject matter or skill set that could be taught, and to clarify what they mean by “teaching democracy.” This term could include teaching facts about the system of democracy, instilling democratic values, and/or building students’ capacity to seek solutions to challenges facing democracy.

Instead of “teaching democracy, global competence, and civic engagement,” Singapore wondered whether more universal qualities such as humility and curiosity would be more elegant and effective ways to solve the global problems of tomorrow? This would involve cultivating in students the humility to recognize that their ideas may not always be the best, foster their curiosity to explore and learn from others, and empower them to find solutions to tomorrow’s problems.



Delegates hear from Andreas Schleicher.

V. Discussion Topic 3: Leveraging Digital Technologies to Ensure Equitable Access and Enhanced Learning for All

Opening Reflections from OECD and EI

During the pandemic, education woke up to a digital world that had the potential to transform education but could also exacerbate existing inequities and introduce ethical challenges. Digital access, equity, and proficiency are critical to preparing all students to be global citizens. Students must be able to acquire the necessary skills to be discerning users of digital information and cultivate critical thinking skills to probe, analyze, and properly use digital materials. Education systems must be adaptive and flexible, with the capacity to effectively and safely utilize digital technologies to benefit students and teachers.

During the third closed working session of ISTP 2023, participants discussed the following topics:

- How can governments, teacher organizations, schools, and communities collaborate to close the digital divide and set a vision for the effective use of digital technologies?
- What technologies will be necessary to enable education systems to redesign education to enhance teaching and learning for all?
- How can technologies support teachers in shaping new pedagogical approaches and designing innovative learning experiences?
- What is needed to create effective partnerships that ensure teachers and students are at the heart of the design and implementation of effective education technology?

In his opening remarks on leveraging digital technologies, Andreas Schleicher argued, “if you want to see a different world, build a different education system.” Digital technologies can be leveraged to build a more equitable education system, and, therefore, a more equitable society. They can personalize learning through AI to make school more engaging and target individual learners’ strengths and opportunities. Virtual reality provides ways to conduct lab experiments, take advantage of learning analytics, and give learners real-time feedback to help them improve. Digital literacy skills can help students navigate misinformation online and become good global citizens. Schleicher also highlighted 2018 PISA results showing that most 15-year-olds prefer digital materials for learning, and that these materials can benefit disadvantaged students.

However, these technologies can also exacerbate pre-existing gaps, especially if not everyone has access. Schleicher urged the jurisdictions to shift their attention from

learning technologies to digital learning activities so that these digital tools empower learners and teachers. To do this, teachers must be at the heart of the design and implementation of digital tools.

John Bangs spoke about the rapid progression of technology, suggesting that generative AI crystallizes the challenges faced by education systems, schools, students, parents, and educators. If AI is to be used in the service of humanity, then it must be at the service of education. Bangs called for the development of an ethical framework for AI and other technologies in education. He cited the OECD Council's Principles for Artificial Intelligence agreed in 2019 highlighting the need to reflect human values such as freedom, dignity, privacy, non-discrimination, and social justice in the AI system lifecycle. In conclusion, Bangs asked the group how governments and teachers can work together to create practical objectives for digital technology in education.



Left to right: Manuela Mendonça, President of the National Federation of Teachers, Portugal; António Leite, Portugal's Secretary of Education; Joaquim Santos, Secretary of the National Federation of Education, Portugal; and U.S. Secretary of Education Miguel Cardona

Jurisdictions' Reflections and Policy Examples

Opening the floor to discussion in the third closed session, moderator Andreas Schleicher asked the group for their reflections on how governments, teachers' unions, schools, and communities can collaborate to close the digital divide and set a vision for the effective use of digital technologies.

Across the jurisdictions, there was consensus on a number of ideas. Digital literacy education for students, teachers, and adults is crucial to combat widespread misinformation, a threat to democracy worldwide. Many other potential benefits of technology were also discussed, from personalizing learning and meeting learners' individual needs to creating new kinds of learning environments.

Despite these benefits, several jurisdictions raised concerns about the relationship between technology use and mental health, especially for young people. To mitigate that risk, students and teachers must maintain the human interactions inherent in education, even as they increasingly use technology. It is also necessary to co-create national global standards to guide the use of AI and hold technology companies accountable, particularly when it comes to the well-being of young people. Another major risk is the exacerbating inequity caused by the digital divide. Enabling all students to receive the digital literacy education they urgently need will require jurisdictions

to ensure that all students have access to devices and technology-enabling learning opportunities.

- Spain highlighted the challenges posed by the digital divide. They stressed the importance of incorporating digital skills and training in all subjects, both to help students use technology responsibly and to provide learning opportunities outside of school. Spain discussed their three-pronged approach to digitalization: rethinking the future of the teaching profession to focus on teachers' technological skills, teaching students to master digital technologies, and investing in technology that serves the needs of all students.
- Singapore argued that technology is neutral; it need not create divisions if used well, but whoever can master it wins. They clarified that real transformation is not about digitizing existing methods of teaching and learning. They also reminded the group that the quantity and cost of technological solutions do not necessarily correlate with efficiency, efficacy, or effectiveness. Singapore has already achieved mass access to education and technology, so their strategy going forward is to leverage adaptive learning technology to individualize supports for students, share best practices, and reskill educators at scale. Some of the challenges they face are getting buy-in from individual students and educators and creating systems for adult learners to learn anytime, anywhere.
- Finland noted the importance of a shared vision for using digital technologies, echoing Singapore's point that technology should help transform teaching and learning and enhance progress and prosperity. Finland is focused on enhancing digital skills among educators, including a revised national strategy on teacher preparation and more resource allocation for professional learning to include more digital skills. They are also incorporating digital literacy instruction at all grade levels. They acknowledged that they have benefited from a high degree of trust in media and educational institutions which should help in this transition.
- At ISTP 2015, Sweden committed to developing a national strategy to incorporate technology in schools; the national strategy was in place by 2017. They involved researchers, teachers, students, and other stakeholders in the development and implementation of digital technologies to close the digital divide and promote student engagement and learning. Sweden continues to set ambitious policy goals to achieve universal digital access and digital skills development.
- The United States highlighted the transformative potential of digital tools for education and mental health supports while echoing the sentiment that technology will not replace teachers. They called for intentional collaboration across federal departments in responsibly expanding AI as well as the need to bring to the table different stakeholders, including technology companies, to ensure digital tools are designed with an equity lens and to positively contribute to students' well-being.
- Italy reinforced that teachers are irreplaceable and that schools are built on human relationships. But, they also expressed excitement about the potential to use technology to personalize learning, adapt content based on individual abilities, monitor progress, provide feedback, and connect students and teachers globally. They echoed the call for international standards to guide the use of AI and took it one step further by calling for public access to the software and algorithms used by private companies.

- Ukraine discussed the importance of leveraging technology to address students' needs, especially in the context of war and damage to educational institutions. They are bolstering supports for students to address the negative impact of war on students' mental health. They expressed hope for future investments in STEM and digital skills, which will be crucial tools for their resilient and determined young people as they rebuild their country.
- Lithuania spoke to the importance of using technology to support students with special needs, recognizing that technology alone does not guarantee positive impacts on teaching and learning, and echoed other jurisdictions' calls for mental health and social interactions to be part of this conversation.
- Slovenia made the point that new digital technologies would not eliminate many jobs, but it would significantly change many jobs. They see the most promising use of digital technologies in education as developing more flexible and individualized pathways for students to explore new learning environments and develop new skills, and are embarking on designing those new experiences.
- China summarized their national initiatives on digital instruction in three words: connectivity, content, and capacity. They have a national smart education platform that makes learning easily accessible and engaging for students as well as a math learning platform that helps teachers design lessons, track student homework, and continue their own professional development. China recognized the importance of empowering teachers to innovate and share digital materials, alongside top-down approaches.
- New Zealand acknowledged that addressing digital technologies in education requires a comprehensive government response and should not solely be the responsibility of the education sector. They also stressed that banning technologies such as ChatGPT does not make them disappear.

All agreed: the rise of new digital technologies carries real risks—but also incredible potential. Human relationships are paramount for education. Productively using technology will require intentional collaboration among teachers, students, governments, and tech businesses. It will mean trusting and empowering teachers and students to use technology well, while also establishing global standards for responsible use and holding stakeholders accountable for putting students' well-being first. Digital literacy is paramount for sustaining democracy and the promotion of global citizenship. And new digital technologies, properly harnessed, carry incredible potential to create more powerful learning opportunities for young people.

VI. Looking Ahead: Global Commitments to Action in 2023

A hallmark of the ISTP is how it leverages the intentional collaboration between ministers and union leaders to result in meaningful policy change. Every year, jurisdictions are given collaborative working time during the Summit to co-create commitments to action.

The 2023 commitments are included in full in Appendix C.

In brief, these commitments reflect a global understanding of the changing role of teachers and the necessity to provide them with the support and resources they need. This includes not just improving their working conditions but also equipping them with the skills and knowledge to handle emerging challenges such as digitalization and sustainability. Moreover, there is a clear emphasis on enhancing equity, inclusion, and diversity in education, which are seen as vital for addressing societal challenges and promoting global citizenship.

Themes from the 2023 commitments included the following:

1. **Elevating the Teaching Profession:** Jurisdictions emphasize the need to enhance the status and attractiveness of the teaching profession. Strategies include improved working conditions, reduced workload, better salaries, and the provision of supportive infrastructures. For instance, Australia's National Teacher Workforce Action Plan focuses on workload reduction, and China aims to raise teachers' income to at least match that of civil servants.
2. **Supporting Teachers' Professional Development:** Jurisdictions underscore the need for continuous professional development for teachers, including initial teacher training and ongoing education. Specific areas include digital literacy (Czech Republic), AI (Australia), and specialized skills such as Indigenous education in Canada.
3. **Incorporating Digitalization in Education:** Many commitments address the role of digital technologies in teaching and learning. Several countries aim to equip



Delegates hear from Jason Clare, Minister for Education, Australia.

teachers to harness artificial intelligence tools effectively, enhance digital literacy, and integrate digitalization in teaching practices, such as China's National Digital Standard Framework for Teachers and Portugal's emphasis on digital and AI training for teachers.

4. **Promoting Mental Health and Well-being:** Several jurisdictions recognize the importance of addressing mental health and well-being of both teachers and students. Australia, for instance, is developing actions to support teachers and children in these areas.
5. **Enhancing Equity and Inclusion:** Many commitments underscore the need for equitable access to education, reducing digital divide, and promoting inclusivity. South Africa, for instance, aims at democratization of processes and universal access to quality education.
6. **Fostering Global Competence and Civic Engagement:** Many jurisdictions express the need to prepare students for a globalized world by embedding global and cultural competence in their teaching. New Zealand, for example, highlights the importance of Mātauranga Māori (Indigenous knowledge) in teaching practice.
7. **Rethinking Curriculum and Pedagogy:** Several jurisdictions plan to update their curricula to better reflect contemporary issues like climate change, democracy, and digitalization. For example, Austria aims to restructure curricula for students with a focus on trust in science and democracy.
8. **Promoting Collaboration and Partnerships:** Commitments include fostering regional, national, and global collaboration and partnerships. The Netherlands is building a national strategy that encourages schools towards sustainable regional cooperation

To conclude ISTP 2023, David Edwards, representing EI, expressed gratitude to all participants. He highlighted the significance of ISTP as a crucial platform, and trusted space, for robust and authentic discussions. Edwards stressed that the teacher shortages many countries are facing are "manmade crises." He urged the group to listen to teachers and work with them to co-create meaningful changes. He spotlighted Australia's work developing a national workforce plan and how the Netherlands is bringing together government and unions to tackle this issue. He also promoted Iceland's approach of asking teachers why they become teachers and building a strategic plan based on their responses.

Edwards emphasized that "professional pay correlates with professional respect," citing a significant finding from Sweden that 60% of teachers who have left the profession would be willing to return if they were afforded more respect and autonomy, better pay, and reduced administrative tasks. Noting that the United Nations is also collecting evidence on teachers' professional standing, he described it as a priority for the global community moving forward. After all, as Edwards argued, educators are "catalysts for the future and for peace."

Andreas Schleicher, representing the OECD, reiterated the critical role of teachers in determining the quality of education. He stressed the need for a supportive working environment, emphasizing that adequate pay alone is not enough to recruit and retain a world-class workforce. Many countries pointed to teachers' low social standing as a cultural barrier standing in the way of recruiting more teachers. But by invoking Finland, China, and Singapore, Schleicher argued that "high social standing of teachers is not an antecedent of culture but rather an outcome of public policy."

“High social standing of teachers is not an antecedent of culture but rather an outcome of public policy.”

– **Andreas Schleicher**

Schleicher also urged countries to do everything in their power to depoliticize education and foster trust through relationship-building, story-telling, and transparency. He highlighted the importance of learning from history to build a more inclusive future and foster active citizenship. He also noted that teaching global competence requires humility and curiosity and stressed that education should be a collaborative effort between humans and technology. Schleicher concluded by expressing gratitude to all participants and highlighting the value of collaboration between governments and teachers’ unions in building excellent education systems.

Representing the United States, Secretary Miguel Cardona stressed the importance of meeting students where they are in an increasingly digital world and cautioned that digitalization can either increase access and equity or exacerbate inequities. Cardona said how inspired he was by the progress he observed countries making through their shared commitments. For him, this spoke to the power of intentional collaboration for the benefit of students. He expressed gratitude for the vulnerability, work, and commitment demonstrated by all participants.

Chun Sing Chan, the Singaporean Minister of Education, announced that Singapore would host the next ISTP in April 2024. They proposed a three-day program that would focus on lifelong learning, building on this year’s discussions of transforming education systems for the future. The first day would focus on new pedagogies required to support new competencies, the second day would continue discussions on technology for teaching and learning, and the third day would explore learning and education beyond school—anytime, anywhere, and throughout learners’ lives.

Minister Chan stressed that the overarching topic—lifelong learning—is ambitious, challenging, and in some countries, still theoretical. Yet he argued that it will be the next urgent frontier for education systems to undertake in order to ensure prosperity for all.



Education Ministers congregate at ISTP 2023.

VII: Appendices

Appendix A: Meeting Agenda

DAY ONE: Pre-Summit – Tuesday, April 25, 2023

08:00–17:00

Registration desk open
**Hamilton Foyer*

8:45–9:10

Departure from Hamilton Hotel to school visits
(Conference registration badges required)
Bus transport organized by the host.

9:30–12:00

School visits for pre-registered attendees

12:00–12:45

Departure from school visits to Hamilton Hotel
Bus transport organized by the host.

12:45–14:00

Lunch
**Hamilton Ballroom*

14:00–16:00

Pre-Summit Seminar: Transition from ISTP 2022 to ISTP 2023
**Hamilton Ballroom*

14:00–14:10

Welcome and Purpose of Session
Maureen McLaughlin | Moderator

14:10–14:30

Observations from today's school visits and links to ISTP 2023 themes
One person per visit

14:30–14:45

Spain reflects on developments from ISTP 2022 and hands the summit over to the United States

Minister José Manuel Bar Cendón |
Spain Secretary for State of Education

14:45–15:10

The United States reflects on the importance of the summits and emerging issues since ISTP 2022

Miguel A. Cardona | U.S. Secretary of Education

Randi Weingarten | AFT

Becky Pringle | NEA

Carissa Moffat Miller | CCSSO

15:10–15:25

International co-hosts reflect on the importance of the summits and emerging issues since ISTP 2023

Andreas Schleicher | OECD

John Bangs | EI

15:25–15:55

Open discussion on school visits, summits, and hopes for ISTP 2023

15:55–16:00

Closing

Miguel A. Cardona | U.S. Secretary of Education

18:00–21:00

EI Pre-Summit Briefing and Reception for Union Members

18:30–20:00

Dinner for Ministers (Invitation only)
Bus transport organized by the host; please meet in the hotel lobby by 18:15.

DAY TWO: Wednesday, April 26, 2023

07:30–17:00

Registration desk open
**Hamilton Foyer*

07:30–08:30

Breakfast
**Hamilton Ballroom*

09:00–11:30

Opening session
Open to the Press
**Schuyler Ballroom*

Introduction | Maureen McLaughlin |
U.S. Department of Education
Welcome performance
Welcoming remarks
Miguel A. Cardona | U.S. Secretary of
Education
Mathias Cormann | OECD
Susan Hopgood | EI
Reflections on ISTP 2022 commitments |
Maureen McLaughlin
Introduction to the ISTP
OECD's background report | Andreas
Schleicher
EI's Summit Briefing | John Bangs

11:30–13:00

Lunch
**Hamilton Ballroom*

13:00–15:00

Summit Session 1: Elevating and
enhancing the teaching profession
Featuring Special Guest: First Lady of the
United States, Dr. Jill Biden
**Schuyler Ballroom*

15:00–15:15

Coffee break

15:15–17:15

Summit Session 2: Educating for global
and cultural competence and civic
engagement
**Schuyler Ballroom*

17:15–17:30

Closing
Maureen McLaughlin | Moderator

17:30

Official Photograph of the Ministers
Official Photograph of All Delegations

17:40–18:00

Optional delegations' meetings to reflect
on the first two sessions

18:30

Departure from the Hamilton Hotel to
dinner reception
*Bus transportation organized by the host
and will depart from the street entrance of
the hotel.*

19:00–21:00

Dinner reception for all registered ISTP
delegations and observers
Featuring performances by Herbie
Hancock and the Scholars from the Herbie
Hancock Institute of Jazz Performance at
UCLA!

21:00

Departure from dinner reception to the
Hamilton Hotel

08:00 - 11:30

DAY THREE: Thursday, April 27, 2023

Registration desk open
**Hamilton Foyer*

08:00 - 09:00

Breakfast
**Hamilton Ballroom*

09:00 – 11:00

Summit Session 3: Leveraging digital technologies to ensure equitable access and enhanced learning for all
**Schuyler Ballroom*

11:00 - 12:00

Country delegations' meetings to develop commitments for the coming year
**Breakout Rooms*

11:15 - 11:45

Press conference by the organizers

**Almas Shriners Rotunda accessible via elevators in the Schuyler Ballroom*

Miguel A. Cardona | U.S. Secretary of Education

Andreas Schleicher | OECD

David Edwards | EI

12:00 – 13:30

Lunch
**Hamilton Ballroom*

13:30 - 15:30

Closing session
Open to the Press
**Schuyler Ballroom*

Country presentations of commitments for the coming year

Closing Remarks

Andreas Schleicher | OECD

David Edwards | EI

Miguel A. Cardona | U.S. Secretary of Education

Chun Sing Chan | Singapore Minister for Education

Appendix B: List of Participants

Australia

Jason Clare*

Australian Parliament

Kevin Bates

Australian Education Union,
Federal Office

Tony Cook

Department of Education

Correna Haythorpe

Australian Education Union,
Federal Office

Austria

Margareta Scheuringer*

Austrian Federal Ministry of Education,
Science and Research

Roland Gangl

Public Services Union of Austria

Canada

Dustin Duncan*

Government of Saskatchewan

Line Camerlain

Centrale des syndicats du Québec
(CSQ)

Sam Hammond

Canadian Teachers' Federation
(CTF/FCE)

Rory Jensen

Ministry of Education, Saskatchewan

Josée Scalabrini

Fédération des syndicats de
l'enseignement (FSE-CSQ)

China

Jie Chen*

Ministry of Education, P.R.China

Dali Chen

Ministry of Education, P.R.China

Jin Zhang

Shanghai Municipal Education
Commission

Minxuan Zhang

Shanghai Normal University

Costa Rica

Anna Katharina Müller*

Ministry of Public Education

Gilbeth Díaz

Union of Costa Rican Educators (SEC)

Anna Katharina Müller

Ministry of Public Education

Bartolome Palma

National Association of Educators
(ANDE)

Czech Republic

Vladimír Balaš*

Ministry of Education, Youth and Sports

František Dobšík

Czech and Moravian Trade Union of
Workers in Education

Ivona Sobotková

Ministry of Education, Youth and Sports

Gabriela Tlapová

Czech and Moravian Trade Union of
Workers in Education

Finland

Li Andersson*

Ministry of Education and Culture

Christer Holmlund

The Trade Union of Education

Katarina Murto

The Trade Union of Education

Anna Renfors

Hakkari School, Lempäälä

Germany

Karin Prien*

Ministry of Education, Science, Research and Culture of the Land Schleswig-Holstein

Gerhard Brand

VBE

Maike Finnern

GEW

Peter Ortmanns

Standing Conference of the Ministers of Education and Cultural Affairs

Anne-Christin Zeng

Carl-von-Ossietzky-Gymnasium

Iceland

Ásmundur Einar Daðason*

Ministry of Education and Children

Örlygur Þór Helgason

The Association of Teachers in Primary and Lower Secondary Schools

Magnús Þór Jónsson

Icelandic Teachers' Union

Italy

Giuseppe Valditara*

Italian Ministry of Education and Merit

Claudio Franchi

FLC - CGIL

Mario Rusconi

Associazione nazionale presidi

Stefania Strignano

CISL

Lithuania

Jurgita Šiugždinienė*

Ministry of Education, Science and Sport of the Republic of Lithuania

Jurgita Kiškienė

Lithuanian Education Employees Trade Union, LEETU

Egidijus Milešinas

Lithuanian Education and Science Trade Union, LESTU

Irena Raudienė

Ministry of Education, Science and Sport

Netherlands

Dennis Wiersma*

Ministry of Education, Culture and Science

Jelmer Evers

AOB

Neşe Özcan

De Klimop

Tamar van Gelder

AOB

New Zealand

Jan Tinetti*

New Zealand Government

Chris Abercrombie

New Zealand Post Primary Teachers' Association

Mark Potter

NZEI Te Riu Roa

Te Aomihia Taua-Glassie

NZ Post Primary Teachers' Association

Jan Tinetti

New Zealand Government

Portugal

António Leite*

Ministry of Education

Manuela Mendonça

FENPROF

Joaquim Santos

FNE

Singapore

Chun Sing Chan*

Ministry of Education

Mun See Tham

Ministry of Education

Mike Thiruman

Singapore Teachers' Union

Spain

José Manuel Bar Cendón*

Ministry of Education and Vocational Training

Julio Albalad

INTEF (National Institute of Educational Technologies and Teacher Training)

Isabel Vera Belmonte

FECCOO

Marisa Vico Nieto

UGT-SP

Slovenia

Darjo Felda*

Ministry of Education

Branimir Štrukelj

Education, Science and Culture Trade Union of Slovenia

Sweden

David Lindberg*

Ministry of Education and Research

Johanna Jaara Åstrand

Swedish Teachers' Union

Pernilla Nilsson

Swedish Research Council

Switzerland

Christophe Darbellay*

Swiss Conference of Cantonal Ministers of Education

Monica Macary

School Principal's Representative (CLACESO)

David Rey

Syndicat des enseignant.es romand.es SER

Dagmar Rösler

Lehrerinnen und Lehrer Schweiz LCH

Ukraine

Yevhen Kudriavets*

Ministry of Education and Science of Ukraine

Olha Chabaniuk

Trade Union of Education and Science Workers of Ukraine

Oksana Markarova

Government of Ukraine

Kateryna Maliuta-Osaulova

Trade Union of Education and Science Workers of Ukraine

United States

Miguel Cardona*

U.S. Department of Education

Carissa Miller

CCSSO

Rebecca Pringle

NEA

Randi Weingarten

AFT

South Africa

Angie Motshekga*
Department of Basic Education

Mugwena Maluleke
South African Democratic Teachers'
Union

Basil Manuel
National Professional Teachers
Organisation of South Africa

Education International

John Bangs

David Edwards

Larry Flanagan

Susan Hopgood

OECD

Andreas Schleicher

NCEE

Nathan Driskell, *Reporter*

Charlotte Notaras

*Denotes head of delegation

Appendix C: Countries' Commitments for 2023

Australia

- Implement the Australian National Teacher Workforce Action Plan with a particular focus on workload reduction, elevating the profession and initial teacher education.
 - In consultation with teachers, their unions and the education sector, develop a National framework to support teachers to harness artificial intelligence tools in teaching and learning.
 - Develop actions with teachers, their unions and the education sector, to support children and teachers in the important areas of mental health and well-being.
-

Austria

- Need of a new narrative about school to promote the image of teachers.
 - Digitalisation and new opportunities for conveying/acquiring content in teachers' continuing education and training
 - Restructuring of curricula for students: shortening and renewing content (trust in science and democracy, climate change/energy efficiency...)
-

Canada

- Strengthening Indigenous education through pre-service training and ongoing professional learning
 - Implementing the necessary conditions to promote teachers' well-being in the school community
 - Strengthening capacity and support for teachers to effectively incorporate digitalization in education to meet the diverse learning needs of students
-

China

- To keep raising teachers' income and benefits (no less or above that of civil servants) and to provide in-service training and development chances for every school teacher.
- To carry out the National Digital Standard Framework for Teachers 2023, and to share teachers' innovations in digitalization.
- To persist in "Open-up policy", and in education to keep learning from the world, encourage teachers to raise their global competence and share our experience with the colleagues in other countries.

Costa Rica

- Creation of the Temporary Special Commission on public employment within the framework of the Joint Board of Labor Relations with representatives of the union organizations and MEP, in order to have a comprehensive approach of the most relevant issues from public employment and global salary of all workers in the public education sector.
 - Anticipating that the current Collective Agreement is soon to expire (March 2024), the employer agrees to open dialogues with the Union Coalition in August 2023 (6 months before its expiration) with the purpose of renegotiating, the terms and conditions of the new collective agreement, in order to seek for agreements that promote social peace and the well-being of the workers of MEP.
-

Czech Republic

- Improving and cultivating digital literacy (disinformation abatement, critical thinking) and sustainable conditions for digital well-being in classrooms.
 - Deeper support for novice teachers during the induction period and bringing sustainable supportive system to life.
 - Enhancing support for all educational personnel (esp. school psychologists, educators of pupils and students with special needs) by improving their working conditions.
-

Finland

- We will make sure that every child and young person is given sufficient support on their path of learning. Support must be provided as soon as the need is identified. The extent of the support a student needs may vary from very little to a considerable amount, or the student may need many types of support simultaneously. We will place greater emphasis on ways to provide more robust support for learning in early childhood education and care.
 - We will take an active role in influencing the working conditions of teachers in early childhood education and care and in schools so that they will want to stay in their profession (instead of changing occupation) and have (time and) opportunities to give support to learners on their path of learning and in their emotional well-being.
 - We will make sure that the entire educational pathway from early childhood education and care to higher education is better considered when developing the educational system, drawing on research-based knowledge.
-

Germany

- Increase the attractiveness and appreciation of the teaching profession in society by creating support structures in schools (less administrative tasks, multiprofessional teams). Recommendations of expert report on teacher recruitment and training (end 2023) Cooperation is a condition of success for the solution of the problem.

- Implementation of concepts in teacher-training for all subjects and in school programmes is important. Schools are encouraged to work with non-school partners and to reach out beyond the school into the community.
 - Digital technologies support the pedagogical work of teachers; equal access and improved learning for pupils; systematic involvement of teachers and learners in reviewing and developing new strategies.
-

Iceland

- Implementation of the Prosperity Act, i.e. by increasing the number of qualified teachers and other professionals, speech therapists, social workers, school psychologists, and student counselors to ensure the prosperity and well-being of all children.
 - Ensuring quality service to all schools and school communities by re-establishing an Education and School Service Agency and developing an Act on School Services as part of the 2030 Strategy.
 - Enhancing continuous professional development by implementing a new competence framework for teachers and school leaders and offering mentoring programs for novice teachers.
-

Italy

- Enhancing the teaching profession and restoring teachers' leadership and prestige
 - Spreading constitutional values in schools, which protect the values of freedom and democracy
 - Increasing the use of new technologies in education, in the awareness of the irreplaceable central role of teachers
-

Lithuania

- Increase the attractiveness of teachers' profession.
 - Establish advisory committee to the Minister (teacher and headteacher associations, trade unions, ministry, social media, municipalities).
- Main directions of future actions:
 - Public attitude to teachers' profession.
 - Working conditions and environment—emotional balance, psychological support, stability of position, salary and workload (work and life balance), provision with necessary resources to organize and renew teaching.
 - Mitigating the effects of competitive culture among schools.
 - Revision of initial teacher training and setting high standards for teachers.
 - Continuous professional development (mobility programmes, exchange of best practices, etc.).

Netherlands

- We build a national strategy in which schools are encouraged towards sustainable cooperation in the region. We are forming educational regions in which agreements are made to address challenges, such as teacher shortages and teacher professionalization.
 - Teacher organizations are working together to establish standards on the teacher profession, with strong grassroots support.
 - Last year, we made a tripartite agreement on the key challenges facing the teaching profession. In the upcoming year, we will work together to achieve the goals of this agreement and we can report on lessons learned next year.
-

New Zealand

- Theme 1: Elevating and enhancing the teaching profession Commitment: Raising the profile and status of the teaching profession through a commitment to positive messaging on the value and impact of teaching in society.
 - Settle current collective bargaining negotiations for a stable workforce
 - Review of current teaching scholarships available
 - Investigating the well-being of teachers and identify actions from findings
 - Collecting and sharing of positive teaching stories
 - Theme 2: Educating for global and cultural competence and civic engagement Commitment: Cementing the importance of Mātauranga Māori (indigenous knowledge) in education, curriculum and teaching practice
 - Make visible the progress we have made and where we are going
 - Review teaching scholarships for Māori teaching places to ensure they are targeted at the most effective level
 - Connecting with other jurisdictions on the benefits of various programmes and explore opportunities
 - Theme 3: Leveraging digital technologies to ensure equitable access and enhanced learning for all Commitment: School communities are empowered to find solutions that work for their connectivity and digital needs at a local and regional level
 - Identify connectivity issues in rural/isolated communities and work on solutions with providers
 - Develop a shared professional vision on emerging technology and prioritise commitments and challenges
-

Portugal

- Enhancing investment in initial, continuous and specialised teacher training, ensuring the professional development of all teachers and the adequate qualification of new candidates to the profession.

- Reducing levels of bureaucracy in schools, ensuring the predominance of the pedagogical activity of each teacher, freeing up time for collaborative work and enhancing professional autonomy.
- Strengthening school's role in promoting citizenship and democracy, widening the space for participation of the entire school community in all relevant moments of school life; integrating debates on democracy in its various aspects into school activities, stimulating children and young people's active participation from an early age.
- Introducing, in all teacher training modalities, relevant components on digital and AI, as a tool that contributes to the improvement of learning.
- Using digital technologies to strengthen inclusion, correcting current inequalities and combating the emergence of new exclusions arising from asymmetric access to the digital.

Singapore

- Support for our Educators
 - Providing training and resources to develop their capacity to teach with technology
- Facilitating the Development of 21st Century Competencies (21CC)
 - Creating time and space to allow students to develop 21CC
- Teaching with Technology
 - Harnessing technology to allow for mass customization
 - Exploring AI-enabled systems to better support our teachers

Slovenia

- Continuous and systemic cooperation and on-going dialogue with social partners in the Education area as well as in preparing legislation
- Active cooperation between teachers' trade union and ministry in promotion of teacher profession as well as in implementation of recent agreement on improvement of teachers' salaries
- Active involvement of social partners in preparing and implementing activities for promoting teaching profession in the society

South Africa

Democratisation of processes throughout, while ensuring universal access to quality education, underpinned by human rights. Key in our initiatives will be:

- Teacher Supply and Demand.
 - Research has shown that we will have a shortage of teachers by 2030.

- National Framework on Teacher Development with the focus on digitisation whilst not neglecting historical redress. Identification of the areas of shortage with the focus on digitisation.
 - Redesign of the Curriculum to meet the 21st century skills of teachers and learners.
 - The continued focus on the country priority of social cohesion, citizenship, democracy consolidation, unity and integration.
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Spain

- To offer an attractive professional teaching career, socially acknowledged, and well prepared by means of a framework of professional teaching competencies.
 - To promote the use of digital technologies by providing teachers with the necessary training and resources so that students improve their digital competence, minimizing the digital divide.
 - To foster the values of equity, inclusivity, diversity, sustainability, and democracy throughout the school community in cooperation with the unions and other agents.
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Sweden

- Continue the joint efforts and dialogue and introduce new measures with a view to attract and retain highly qualified and certified teachers and school leaders. Closely follow the developments in the upcoming United Nations commission for the teaching profession and consider ways of Swedish participation.
 - Improve equity by, for example, strengthening the overall state involvement in the school system and take measures to ensure a more equitable financing model to create better conditions for a high-quality school system.
 - Continue the work to support schools and teachers in their role as crucial actors responding to global challenges by, for example, continuing the discussion on the needs for research and professional development in the field.
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Switzerland

- Raising the profile of the teaching profession
 - Develop a national strategy for making the profession attractive by strengthening a positive image, among other things.
 - Reaffirm the crucial role of the profession in society.
- Educating for global and cultural competence and civic engagement
 - Promote the development of global citizenship through transversal skills and strong fundamental competences.
- Leveraging digital technologies to ensure equitable access and better learning for all

- Train teachers to be experts in the development of ICT competence among their students (computer science, critical thinking, prevention, use of tools).
 - Need to defend the necessary budgets together with the authorities, especially after the pandemic.
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Ukraine

- Securing the budget expenses on education, guaranteeing decent salaries for teachers aligned with implementing the new instruments for sustainable financial capabilities.
 - Enhancing the role of teachers in recovery and rebuilding.
 - Prioritizing the foundation of the programs for the mental support and social well-being in the education system.
 - Restoring the access to education for displaced students and teachers.
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United States

In order for all students to thrive, we will:

- Commit to purposeful collaboration across educational levels and agencies to ensure student well-being and academic success.
- Promote schools as inclusive community centers enabling students, families, and educators to thrive through collaboration.
- Strengthen support for educators as valued professionals, emphasizing collaboration, recruitment, working conditions, and diversification. Innovate teacher preparation and leadership and promote strategies to grow and retain our educator workforce.
- Collaborate to modernize education so all students have access to high-quality career pathways, and the system prepares all students, teachers, and families to employ ever-changing digital technology that furthers learning in appropriate and responsible ways.