



WORLD SUMMIT on TEACHERS

Santiago de Chile | 27-29 August 2025

Programme



Check the latest version of the programme, including the available interpretation, here:

<https://www.unesco.org/en/teachers/2025-world-summit#programme>



Day 0 – Wednesday, 27 August

Time (UTC-4)	Focus	Room
10:00-11:30 <i>1h30</i>	Field visits	Museo de Bellas Artes / Estadio Nacional
12:00 – 14:00 <i>2h</i>	Meeting of the Regional Steering Committee for SDG4–Education 2030 (Latin America and the Caribbean) (Committee members only)	Raúl Prebisch, CEPAL
16:00 - 18:30 <i>2h30</i>	Welcome reception offered by the Government of Chile	CPEIP

Day 1 – Thursday, 28 August

CEPAL

Time	Focus	Room
8:15- 9:30 <i>75'</i>	Accreditation of participants & welcome coffee	CEPAL
9:30–10:15 <i>45'</i>	Opening ceremony	Raúl Prebisch
10:15–10:45 <i>30'</i>	Official photograph	-
10:45- 13:15 <i>2h30</i>	SDG4-Education 2030 High-Level Steering Committee (HLSC) meeting (HLSC members only)	Raúl Prebisch
10:45–11:55 <i>70'</i>	Thematic sessions A: <i>Group A.1: Examining the Impact of AI on Teacher Development and Pedagogical Practices</i> Description: Artificial intelligence (AI) is rapidly reshaping education systems worldwide, not only by introducing new tools into classrooms, but by transforming the very nature of teaching and learning. This session examines the dual impact of AI on teacher development and pedagogical practices. While AI holds promise to support teachers in lesson planning, feedback, multilingual instruction, and personalization, its integration also raises critical questions. How do we ensure AI enhances, rather than erodes, teacher professionalism, pedagogical autonomy, and human connection? How can systems equip teachers not just to use AI, but to shape digital experiences through inclusive training, governance, and co-creation? Drawing on emerging evidence and expert views, this session will explore how to foster teacher agency in an AI-enabled era, ensure inclusive and sustainable professional development, and strengthen teacher participation in AI-related decision-making and innovation.	Celso Furtado

Day 1 – Thursday, 28 August

CEPAL

Time	Focus	Room
	<p>Moderator:</p> <ul style="list-style-type: none"> ▶ Ms Erin Chemery, Senior Project Officer, Section for Teacher Development, UNESCO; Teacher Task Force Secretariat <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Ms Marjo Vesalainen, Senior Ministerial Adviser, Ministry of Education and Culture of Finland ▶ Mr Martín Felipe Cáceres Murrie, Executive Director, Centre for Innovation, Chile ▶ Mr Clint Johnston, President, Canadian Teachers Federation ▶ Mr Gerald LeTendre, Harry L. Batschelet II Chair of Educational Administration, Pennsylvania State University; UNESCO-Hamdan Prize Jury Member ▶ Mr Jorge Cella, Americas Regional Director, Microsoft Elevate ▶ Ms Magdalena Brier, Director General, ProFuturo 	
	<p>Thematic sessions A:</p> <p><i>Group A.2: Building a Culture of Recognition and Valorization of the Teaching Profession</i></p> <p>Description:</p> <p>This session will highlight the transformative power of teacher recognition by exploring ways to acknowledge, celebrate and enhance the vital work of teachers. It will showcase major regional and global teacher prizes as well as other initiatives such as World Teachers' Day to explore how recognition broadly influences teachers' careers, education policies, and public perceptions of teaching. It will further examine how mechanisms like awards or campaigns frame this work and how these recognitions can promote teacher agency and professionalism toward broader transformations of the teaching profession.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Ms Claudia Lagos, Vice-Minister, Early Childhood Education, Chile <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Khalifa Al Suwaidi, Secretary General, Hamdan Bin Rashid Al Maktoum Foundation for Medical and Educational Sciences of United Arab Emirates ▶ Ms Salomé Martínez, Director, Mathematical Education Laboratory, University of Chile; Laureate of the UNESCO-Hamdan Prize for Teacher Development, Chile ▶ Ms Sister Zeph, Teacher, Winner of the 2023 Global Teacher Prize of the Varkey Foundation, Pakistan ▶ Mr Caseley Olabode Stephens, Education Policy Officer, African Union Commission ▶ Mr Mike Thiruman, General Secretary, Teachers Union, Singapore ▶ Mr Antonio Nóvoa, Member of UNESCO's International Commission on the Futures of Education, Portugal 	Fernando Fajnzylber

**Day 1 – Thursday, 28 August****CEPAL**

Time	Focus	Room
11:55-12:05 <i>10'</i>	Break	
12:05-13:15 <i>70'</i>	<p>Thematic sessions B:</p> <p><i>Group B.1: Sustaining strong partnerships and cooperation to address teacher issues in Africa</i></p> <p><u>Description:</u></p> <p>This session focuses on major multi-partner initiatives aiming to address teacher shortages, such as the EU Regional Teachers' Initiative for Africa. Guided by the moderator, the panelists will discuss their experiences of implementing large-scale strategies and cooperation programmes within and across countries, including the results achieved, lessons learned, challenges experienced, and outlooks for the future. Following interactions from the audience, the session will close with key takeaways from panelists regarding the issues they think require more attention from international and regional cooperation, solidarity programmes, and other efforts to respond to teacher issues in Africa.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> ▶ Mr Quentin Wodon, Director, UNESCO's International Institute for Capacity Building in Africa (UNESCO-IICBA) <p><u>Speakers:</u></p> <ul style="list-style-type: none"> ▶ Mr Mohamed Ould Rajel, Director of Human Resources, Ministry of Education, Mauritania ▶ Mr Christian Addai-Poku, Registrar, National Teaching Council, Ghana ▶ Ms Claudia Gintersdorfer, Ambassador of the European Union in Chile ▶ Ms Marieme Sakho Dansokho, Secretary General, Teacher Trade Union, Senegal ▶ Ms Wenle Yan, Deputy Director, Teacher Education Center, Shanghai Normal University, China 	Fernando Fajnzylber

Day 1 – Thursday, 28 August

CEPAL

Time	Focus	Room
	<p>Thematic sessions B:</p> <p><i>Group B.2: Financing the teaching profession</i></p> <p>Description:</p> <p>This session will explore how countries can more effectively cost and finance the teaching profession. It will highlight the critical role of sustainable teacher financing in ensuring quality, equity, and resilience in education systems, particularly in low- and lower-middle-income countries. The session will unpack major cost drivers such as teacher salaries, recruitment, professional development, deployment, and working conditions, while also examining trade-offs and financing strategies in contexts of fiscal constraint. Drawing on country case studies and practical examples, it will explore how governments and partners can improve education financing through better planning, cost analysis, domestic resource mobilization, and innovative mechanisms. The session will further discuss the political economy of teacher financing, the importance of cross-ministerial collaboration (e.g. between ministries of education and finance), and the need for data-informed decision-making to improve transparency and accountability.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Mr Carlos Vargas, Chief, Section for Teacher Development, UNESCO; Head, Teacher Task Force Secretariat <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Baba Thiam, Director, Human Resources Department, Ministry of National Education, Senegal ▶ Mr Edward Amasi Wawa, Assistant Director, Teacher Training Section, Ministry of Education, Tanzania ▶ Mr Abdulrahman Almedaires, Director, Regional Center of Quality and Excellence in Education, Kingdom of Saudi Arabia ▶ Ms Sonia Alesso, General Secretary, Confederation of Education Workers of the Argentine Republic (CTERA), Argentina ▶ Mr Gregory Elacqua, Principal Economist, Education Division, Social Sector Department, Inter-American Development Bank (IDB) ▶ Ms Miriam Preckler, Director, Education, Development Bank for Latin America and the Caribbean (CAF) 	Celso Furtado
13:15–14:45 90'	Lunch break	-

**Day 1 – Thursday, 28 August****CEPAL**

Time	Focus	Room
14:45–15:45 60'	<p>Session 1 – Plenary:</p> <p><i>Teacher Policies to Address Teacher Shortages and Improve Working Conditions</i></p> <p>Description:</p> <p>This plenary session will delve into the development and implementation of holistic teacher policies as a strategic response to global teacher shortages and deteriorating working conditions. It will highlight key dimensions essential to any comprehensive teacher policy, as reflected in the UNESCO/TTF Teacher Policy Development Guide, including recruitment and retention, equitable deployment, career progression, employment conditions, remuneration and incentives, professional standards, accountability frameworks, and school governance. Through a cross-cutting lens, the session will explore how such policies must adapt to the future of the teaching profession in a digital era, ensuring digital technologies are leveraged to decrease workloads and improve teachers' working conditions. It will also examine the need for sustainable financing mechanisms that enable long-term investment in the teaching workforce, and emphasize the centrality of inclusion and gender equality in crafting policies that serve diverse educational communities. The session will analyze specific country cases illustrating policy options to address teacher shortages, improve working conditions and increase the attractiveness of the profession as well as make the financing of the teaching profession more sustainable.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Mr Borhene Chakroun, Director, Division for Policy and Lifelong Learning Systems, UNESCO <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Ms Stefania Giannini, Assistant Director-General for Education, UNESCO ▶ H.E. Mr Nicolás Cataldo, Minister, Education, Chile ▶ H.E. Ms Mariatou Koné, Minister, National Education and Literacy, Republic of Côte d'Ivoire ▶ Mr Eng. Saad bin Abdulghani Al-Ghamdi, Deputy Minister, Education for Planning, Kingdom of Saudi Arabia ▶ H.E. Ms Romaizah binti Haji Mohd Salleh, Minister, Education, Brunei Darussalam, President of the Southeast Asian Ministers of Education Organisation (SEAMEO) Council ▶ Mr Chowdhury Rafiqul Abrar, Adviser for Education, Interim Government of the People's Republic of Bangladesh ▶ Mr Mugwena Maluleke, President, Education International 	Raúl Prebisch

Day 1 – Thursday, 28 August

CEPAL

Time	Focus	Room
16:00–17:15 75'	<p>Session 1 - Breakout groups:</p> <p><i>Group 1.1: Policy options and financial strategies to address qualified teacher shortages</i></p> <p>Description:</p> <p>This breakout group will consider both policy options and financial strategies to adequately support and fund holistic teacher policies across all levels of education, from ECCE to HED. It will cover both national and international sources and explore examples of good practice to ensure that teacher policies are adequately financed. While teacher salaries are the largest single recurring cost to education budgets, examples of good practice will include a number of additional dimensions contained within the UNESCO/TTF Teacher Policy Development Guide, including teacher education and the means for attracting and retaining highly qualified teachers. The session will also examine the key roles of accurate costing of the teaching profession as well as the use of innovative financing to better leverage funds and meet policy objectives.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Mr Martín Benavides, Director, UNESCO's International Institute for Educational Planning (IIEP) <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Gregório Durlo Grisa, Secretary for Inter-Sectoral Coordination, Ministry of Education, Brazil ▶ Ms Essogbaré Adam-Tsar, Director of Commonwealth projects, Ministry of Primary and Secondary Education, Togo ▶ Ms Jo Bourne, Chief Technical Officer, Global Partnership for Education (GPE) ▶ Ms Corenna Haythorpe, Federal President, Australian Education Union (AEU), Australia ▶ Mr Pablo Bartol, Manager, Social and Human Development, Development Bank for Latin America and the Caribbean (CAF) ▶ Mr Olivier Labé, Head, Education Standards and Methodology, UNESCO's Institute of Statistics (UIS) 	Raúl Prebisch



Day 1 – Thursday, 28 August

CEPAL

Time	Focus	Room
	<p>Session 1 - Breakout groups:</p> <p><i>Group 1.2: Improving working conditions and the attractiveness of the teaching profession</i></p> <p>Description:</p> <p>This session will explore strategies to improve teachers' working conditions and enhance the attractiveness of the profession in response to the global teacher shortage and high attrition rates, which together pose a serious threat to progress towards SDG 4. Guided by the Recommendations of the High-Level Panel on the Teaching Profession and findings from the UNESCO and TTF 2024 Global Report on Teachers, the session will focus on comprehensive teacher policies that address the full range of issues related to teachers' desires and opportunities to join and remain in the profession. This includes considerations of suboptimal working conditions, which, in some contexts, contribute to teacher attrition and "brain drain". Discussions will also consider how enabling, safe and supportive work environments can foster greater teacher motivation and job satisfaction. Drawing on international experiences and promising practices, the session will identify actionable and context-sensitive policy recommendations to strengthen teacher recruitment, retention, and wellbeing. These recommendations will also consider the roles of sustainable financing, digital transformations, and inclusion and gender equality in ensuring teachers are eager and empowered to thrive in the profession.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Ms Ximena Rubio, Project Officer, Section for Teacher Development, UNESCO; Teacher Task Force Secretariat <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Mathanzima Hubert Mweli, Director-General, Department of Basic Education, South Africa ▶ Mr Nazirulla Mannanov, Representative, Minister of Preschool and School Education, Uzbekistan ▶ Ms Winsome Gordon, Chief Executive Officer, Jamaica's Teaching Council, Jamaica ▶ Mr Refat Sabbah, President, Global Campaign for Education (GCE) ▶ Ms Marjolaine Perrault, Director General, Centrale des syndicats du Québec (CSQ), Canada ▶ Ms Mayte Ortiz Vélez, Director General, Fundación SM 	Celso Furtado
19:00–22:00 3h	Inaugural reception	Ministry of Foreign Affairs

Day 2 – Friday, 29 August**CEPAL**

Time	Focus	Room
09:30 – 10:50 <i>1h20</i> (20' – 60')	<p>Welcome remarks and summary of Day 1</p> <p><u>Description:</u></p> <p>The moderator will open the second day of the Summit by welcoming participants, presenting the agenda for the day, and introducing the rapporteur. The rapporteur will then deliver a 15-minute presentation summarizing the main discussions and key messages from Day 1. The intervention will highlight three core takeaways, providing a concise and coherent narrative to inspire the work of Day 2.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> ▶ Mr Carlos Vargas, Chief, Section for Teacher Development, UNESCO; Head, Teacher Task Force Secretariat <p><u>Rapporteur:</u></p> <ul style="list-style-type: none"> ▶ Mr Enoch Rabotapi, Chief Director, Acting Deputy Director-General, Department of Basic Education, South Africa; Co-Chair, Teacher Task Force 	Raúl Prebisch
	<p>Session 2 – Plenary:</p> <p><i>Toward transformative teacher education and professional development</i></p> <p><u>Description:</u></p> <p>Robust professional learning for teachers is essential to the advancement of high-quality teaching and learning. This plenary session explores how education policies and systems can advance a vision of teacher learning that evolves with them throughout their careers - one that encourages professional identity, enhances collaboration, supports motivation and retention, and improves pedagogical practices. As teachers are the cornerstone of quality education and achieving SDG 4, their professional development is crucial to consider and to cultivate.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> ▶ Ms Alejandra Arratia, Vice-Minister, Education, Chile <p><u>Speakers:</u></p> <ul style="list-style-type: none"> ▶ H.E. Mr Huai Jinpeng, Minister, Education, People's Republic of China ▶ H.E. Ms Pilar Alegría Continente, Minister of Education, Vocational Training and Sports, Spain ▶ Mr Luis Benveniste, Director of the Global Education Practice, The World Bank ▶ Ms Pia Rebello Britto, Global Director, Education and Adolescent Development, UNICEF ▶ Ms Becky Pringle, President, National Education Association, United States of America ▶ Ms Thalita Folmann da Silva, Superintendent of Educational Management, Municipal Department of Education of Curitiba; Laureate of the UNESCO-Hamdan Prize for Teacher Development, Brazil 	Raúl Prebisch

**Day 2 – Friday, 29 August****CEPAL**

Time	Focus	Room
10:50 – 11:10 20'	Coffee break	-
11:15 – 12:30 75'	<p>Session 2 - Breakout groups:</p> <p><i>Group 2.1: Rethinking teacher education as a lifelong, collaborative endeavour in a digital era</i></p> <p><u>Description:</u></p> <p>Teacher education establishes the foundation upon which teachers build throughout their careers. This break-out session builds on the plenary to explore teacher education that fosters curiosity, collaboration and cutting-edge approaches. It first frames teachers as lifelong learners, whose individual curiosity for learning and pursuit of knowledge should be cultivated from the very start of teacher education. It then positions teaching as a collaborative profession, and considers how teacher education can nurture communities of teachers and teacher educators as well as engage meaningfully in and with 'the community'. Last, it highlights the imperative for teacher education to support cutting-edge approaches, including pedagogical innovations, socio-emotional learning, and the ethical usage of AI and digital technologies.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> ▶ Mr Víctor Orellana Calderón, Vice-Minister, Higher Education, Chile <p><u>Speakers:</u></p> <ul style="list-style-type: none"> ▶ Ms Intisar Ambusaidi, Director General, The Specialized Institute for Professional Training of Teachers, Oman ▶ Ms Sophia Ndemutilla Ashipala, Head of Education, African Union Commission ▶ Mr Ricardo Cuenca, Senior Researcher, Institute of Peruvian Studies; Jury Member of the UNESCO-Hamdan Prize for Teacher Development ▶ Mr Heleno Araujo, President, National Confederation of Education Workers, Brazil ▶ Mr Fan Yang, Professor and Deputy Director, Office of Academic Affairs, Shanghai Normal University, China ▶ Ms Amanda Abrom, Director of Global Schools Program, United Nations Sustainable Development Schools Network 	Raúl Prebisch

Day 2 – Friday, 29 August**CEPAL**

Time	Focus	Room
	<p>Session 2 - Breakout groups:</p> <p><i>Group 2.2: Mentoring and support: teachers' communities of practice and school leadership</i></p> <p>Description:</p> <p>The session will focus on system-round approaches to teacher support, including induction and mentoring, school leadership, and continuing professional development. While each of these aspects make unique contributions to the work and well-being of teachers, it is through their linkages that teachers experience a comprehensive sense of support. The session will further examine how communities of practice may enhance peer-learning, collaboration, and wellbeing. During moments of austerity and digital transformation – and with equity goals yet unattained – creating robust ecosystems of support for teachers are as vital as ever. This session therefore aims to advance practical strategies for connecting often disparate aspects of education systems.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Mr Manos Antoninis, Director, Global Education Monitoring Report, UNESCO <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Andriamiakatsilavo Raoniherijaona, Pedagogy General Director, Ministry of Education, Madagascar ▶ Ms Lilia Concha, Director, Center for Teacher Development and Research (CPEIP), Chile ▶ Ms Magdalena Lemos, Chief of Growth, Global School Leaders ▶ Mr Tom Vandenbosch, Global Director of Programmes, VVOB-Education for Development ▶ Ms Maike Finnern, President, German Education Union (GEW), Germany ▶ Mr Komlan Abalo Braly, Secondary School Teacher, Tchitchao High School, Togo; Laureate of the UNESCO-Hamdan Prize for Teacher Development 	Celso Furtado
12:30 – 14:00 90'	Lunch break	-

**Day 2 – Friday, 29 August****CEPAL**

Time	Focus	Room
14:00-15:30 90'	<p>Thematic sessions C:</p> <p><i>Group C.1: Social dialogue: Ministries and teacher unions in conversation (Reserved for Ministry and Union representatives)</i></p> <p>Description:</p> <p>This session will explore how a new social contract for education – one that truly values teachers' voices - can enhance collaborative decision-making, and innovation in teacher policy and practice. Guided by the Secretary General's High-Level Panel on the Teaching Profession Recommendations, the 1966 Recommendation concerning the Status of Teachers, and relevant International Labour Organization (ILO) conventions and recommendations on collective bargaining and tripartite consultation, the session will draw on country examples of good practices in social dialogue and on harnessing teachers' voices for developing teacher policies that reflect their professional needs and concerns. This is based on the belief that teachers' pedagogical knowledge and first-hand experiences of classroom and school realities are fundamental to the success of education policies, programmes and reforms. The session will also address challenges arising from the introduction of new technologies, threats to sustainable domestic and international education financing, and the exclusion of women and other marginalized groups, especially from leadership and policymaking positions. Good practices to mitigate these and other challenges will be explored, including the development of social dialogue frameworks, capacity-building for teachers and unions in effective collective bargaining and negotiation, and the development of quality resources for both teachers and unions.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Mr Gerson Martínez, Officer in Charge, International Labour Organization (ILO), Office for the Southern Cone of Latin America <p>Speakers:</p> <ul style="list-style-type: none"> ▶ H.E. Mr Nicolás Cataldo, Minister, Education, Chile ▶ Ms Meg Brighton, Deputy Secretary Schools Group, Australia ▶ Mr Andreas Schleicher, Director for Education and Skills, OECD ▶ Ms Nadia Caliz, National President, National Teachers' Union, Belize ▶ Mr David Edwards, General Secretary, Education International ▶ Ms Unifah Rosyidi, President, Indonesian Teachers Association (PGRI), Indonesia ▶ Mr Ebby Mubanga, Registrar, Teaching Council of Zambia, Zambia ▶ Mr Mario Aguilar, President, Teachers' Union, Chile 	Celso Furtado

Day 2 – Friday, 29 August

CEPAL

Time	Focus	Room
	<p>Thematic sessions C:</p> <p><i>Group C.2: From crisis to peace: Teachers as agents of change</i></p> <p>Description:</p> <p>Following the 2023 UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development, peace is recognized not as a static state, but as an ongoing process. In this context, teachers play a vital role as agents of change, especially in crisis-affected and post-conflict settings—where education systems are under strain and communities are rebuilding their social fabric. This session will explore how teacher agency can foster inclusive, gender-sensitive, and empowering learning environments even amid displacement, trauma, digital harms, and financing insecurities. It will highlight the critical importance of supporting teacher development, psychosocial well-being, agency, leadership, and meaningful participation in decision-making to strengthen their capacity to contribute to peacebuilding—both in the classroom and at the policy level. Improving teachers' working conditions, including safety, fair compensation, and professional support, is essential to enable their long-term commitment and effectiveness, particularly in fragile and conflict-affected settings. Special attention will be given to the systemic investments needed from governments and donors to empower teachers as frontline actors in building sustainable, peaceful, and just societies.</p> <p>Moderator:</p> <ul style="list-style-type: none"> ▶ Ms Min-Jeong Kim, Director, Division for Education 2030, UNESCO <p>Speakers:</p> <ul style="list-style-type: none"> ▶ Mr Hyppolite Bassole, Director of Cabinet, Ministry of Secondary, Technical and Vocational Education, Burkina Faso ▶ Mr Ruben Quintanilla, Director, Teacher Training and Education Counseling, Ministry of Education, El Salvador ▶ Ms Heike Kuhn, Head, Education Division, Federal Ministry for Economic Cooperation and Development, Germany; Co-Chair, Teacher Task Force; Co-Chair, Education Cannot Wait's Executive Committee ▶ Ms Faiza Hassan, Director, Interagency Network on Education in Emergencies (INEE) ▶ Ms Moira Faul, Executive Director, Network for International policies and cooperation in training and education (NORRAG) ▶ Mr Matjaž Gruden, Director for Democracy, Council of Europe ▶ Ms Manal Hdaife, Public Primary Schools Teachers League in Lebanon (PPSTLL), Lebanon 	Raúl Prebisch
15:30 – 15:45 15'	Coffee break	-

**Day 2 – Friday, 29 August****CEPAL**

Time	Focus	Room
15:45 – 16:05 20'	<p>General Report of the Summit</p> <p><u>Description:</u></p> <p>A summary of the General Report of the Summit will be presented by the Rapporteur in this session. The Summit's key messages and conclusions will precede and prepare the ground for the adoption of the Santiago Consensus.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> ▶ Mr Carlos Vargas, Chief, Section for Teacher Development, UNESCO; Head, Teacher Task Force Secretariat <p><u>Rapporteur:</u></p> <ul style="list-style-type: none"> ▶ Mr Enoch Rabotapi, Chief Director, Acting Deputy Director-General, Department of Basic Education, South Africa; Co-Chair, Teacher Task Force 	Raúl Prebisch
16:05 – 17:00 55'	<p>Final plenary and closing ceremony</p> <p><u>Description:</u></p> <p>To close the Summit, the moderator will invite high-level representatives from UNESCO and the Government of Chile to deliver closing remarks. These will reflect on the objectives of the Summit, assess its achievements, and outline the path forward following adoption of the Santiago Consensus.</p> <p><u>Speakers:</u></p> <ul style="list-style-type: none"> ▶ Ms Stefania Giannini, Assistant Director-General for Education, UNESCO ▶ H.E. Mr Nicolás Cataldo, Minister, Education, Chile 	Raúl Prebisch

Speakers and Moderators



Mr Abdulrahman Almedaires, Director of the Regional Center of Quality and Excellence in Education, Saudi Arabia: Abdulrahman Almedaires holds a PhD in Quality from Illinois Institute of Technology (IIT). He has taught at IIT and Imam Muhammad ibn Saud Islamic University and held key leadership roles in Saudi Arabia's Ministry of Education, including Deputy Minister for General Education.



Ms Alejandra Arratia, Vice-Minister of Education of Chile: Alejandra Arratia is the Undersecretary of Education of Chile. With a degree in psychology from the Pontificia Universidad Católica de Chile and a PhD in education from the University of Melbourne, she has over 30 years of experience in the educational field, focusing on curricular and evaluative policies.



Ms Amanda Abrom, Director of Global Schools Program, United Nations Sustainable Development Schools Network, USA: Amanda Abrom is the Director of the Global Schools Program, an initiative of the UN SDSN which supports a network of 2,200+ primary and secondary schools in 100 countries. Global Schools facilitates teacher training and programming on Education for Sustainable Development across its network.



Ms Amina J Mohammed, Under-Secretary General of the United Nations and Chair of the Sustainable Development Group: Former Minister of Environment for the Federal Republic of Nigeria, she led global efforts on climate action and the 2030 Agenda. An advocate for education and development, she has advised four presidents and holds multiple honorary doctorates.



Mr Andreas Schleicher, Director for Education and Skills, OECD: Andreas Schleicher is Director for Education and Skills at the OECD. He pioneered PISA, which measures 15-year-olds' skills in reading, maths and science worldwide, and is a global leader in education policy.



Mr Andriamiakatsilavo Raoniherijaona, Pedagogy General Director, Ministry of Education, Madagascar: Andriamiakatsilavo Raoniherijaona has over 20 years of education experience and is Director General of Pedagogy at Madagascar's Ministry of National Education. He leads curriculum reform, pedagogical supervision, educational materials development, and training for teachers and principals.



Mr Antonio Nóvoa, Member of UNESCO's International Commission on the Futures of Education, Portugal: Antonio Novoa was a member of the UNESCO International Commission on the Futures of Education and holds the UNESCO Chair on the Futures of Education (since 2023). He is also former Ambassador of Portugal at UNESCO (2018-2021) and Rector of the University of Lisbon.



Ms Audrey Azoulay, Director-General, UNESCO: Leads strategic transformation focused on cultural heritage, universal quality education, and sustainable development. Former French Minister of Culture, she champions endangered heritage protection and arts education, positioning UNESCO as a global platform for knowledge and humanist cooperation.



Mr Baba Thiam, Director of the Human Resources Department, Ministry of National Education, Republic of Senegal: Baba Thiam has been an education inspector for 15 years. He is the HR Director at the Senegalese Ministry of National Education. An expert in educational supervision and workforce planning, combining strategic vision with practical expertise, Mr Thiam has progressed through the various levels of the school administration.



Ms Becky Pringle, President of National Education Association, United States of America: Becky Pringle is President of the National Education Association, the largest labor union in the U.S., and Vice President of Education International. A former middle school science teacher with 31 years of classroom experience, Becky is an unrelenting advocate for students and educators.



Mr Borhene Chakroun, Director, Division for Policy and Lifelong Learning Systems, UNESCO: Engineer with a PhD in Education Sciences from Bourgogne University. With experience at the European Training Foundation and World Bank, he currently covers programmes from early learning and K12 to higher education, TVET, and adult learning.



Mr Carlos Vargas, Chief, Section for Teacher Development, UNESCO; Head, Teacher Task Force Secretariat: Sociologist of education specializing in global education policy and their effects on society. He leads UNESCO's Teacher Development Section and the Secretariat of the International Taskforce on Teachers and has coordinated research focusing on inclusion, equity, and lifelong learning across Latin America, the Caribbean, and beyond.



Mr Caseley Olabode Stephens, Education Policy Officer, African Union Commission: Caseley Olabode Stephens, Policy Officer at the African Union Commission's Education Division, leads implementation, monitoring, and partner coordination for CESA thematic clusters, advancing teacher development, STEM, and early childhood education to achieve AU Agenda 2063 education goals.



Mr Christian Addai-Poku, Registrar National Teaching Council, Ghana: Christian Addai-Poku, PhD, is the Registrar/Chief Executive of the National Teaching Council of Ghana. He is also the Deputy President of the Africa Federation of Teaching Regulatory Authorities and the immediate past President of Education International, Africa Region.



Ms Claudia Gintersdorfer, Ambassador of the European Union in Chile and to the Economic Commission for Latin America and the Caribbean, European Union: Claudia Gintersdorfer is the European Union Ambassador to Chile and representative to ECLAC since September 2024. Previously, she was responsible for relations between the European Union and Latin America and the Caribbean at the European External Action Service and has worked in the EU Delegations to Brazil, Uruguay and Mexico.



Ms Claudia Lagos, Undersecretary of Early Childhood Education, Chile: Early Childhood Educator from the Pontificia Universidad Católica de Chile and PhD in Education from the ORT University of Uruguay. She has over 30 years of experience in the educational field, particularly guiding and supporting the professional development of prospective and practising teachers in Chilean Universities and also developing public policies.



Mr Clint Johnston, President, Canadian Teachers Federation: Clint is a strong advocate for public education, known for his collaborative leadership and commitment to diversity, equity, and inclusion. He is dedicated to strengthening the teaching profession and empowering educators to shape public education.



Ms Corenna Haythorpe, Federal President of the Australian Education Union (AEU), Australia: Correna Haythorpe is Federal President of the Australian Education Union and represents the Asia Pacific region on Education International's Executive Board. She champions fully funded public education and a well-supported teaching profession, advocating for every child's right to free, quality education.



H.E. Ms Romaizah binti Haji Mohd Salleh, Minister, Education, Brunei Darussalam, President of the Southeast Asian Ministers of Education Organisation (SEAMEO) Council: Has been appointed as Brunei Darussalam's Minister of Education since June 2022 and also serves as the President of the SEAMEO Council for the 2025–2027 term.



Mr David Edwards, General Secretary, Education International: David Edwards, PhD is a high school teacher and General Secretary of Education International, the voice of teachers around the world. Through its 386 member organisations, Education International represents over 32.5 million teachers and education support personnel in 178 countries.



Mr Ebby Mubanga, Registrar, the Teacher Council of Zambia: Ebby Mubanga, is the Registrar/CEO at the Teaching Council of Zambia. He is a teacher by profession with more than 30 years of experience serving in various portfolios. The Council is a statutory regulatory body mandated to regulate teachers, their practice and professional conduct.



Mr Eng. Saad bin Abdulghani Al-Ghamdi, Deputy Minister, Education for Planning, Kingdom of Saudi Arabia: Champions major strategic reforms and institutional transformation. A national leader in planning, he drove initiatives at SABIC, spearheaded the national "Moasher" project, and continues to shape education policy.



Mr Enoch Rabotapi, Chief Director, Acting Deputy Director-General, Department of Basic Education, South Africa; Co-Chair, Teacher Task Force: Enoch Rabotapi is the Chief Director of the Department of Basic Education, responsible for the National Institute for Curriculum and Professional Development Unit. A former high school teacher and college lecturer, he successfully facilitated the hosting of the Teacher Task Force 14th Policy Dialogue Forum in South Africa in 2024.



Ms Erin Chemery, Senior Project Officer, Section for Teacher Development, UNESCO; Teacher Task Force Secretariat:

Erin Chemery shapes UNESCO's global work on AI and digital transformation in education through a multisectoral approach, collaborating with governments and partners to advance system-level transformation policy, capacity building, and alternative financing flows that strengthen teacher development, increase human agency, and support inclusive, context-driven pedagogical practices.



Ms Essogbaré Adamtsar, Director of the Commonwealth projects in the Ministry of Primary and Secondary Education of Togo:

As National Director of Technical Education, Essogbaré Adamtsar is a member of the development team for Togo's National Teacher Policy, a focal point, a referent for several organizations, and a Knight of the Order of Merit. She has participated in several international conferences and training courses.



Ms Faiza Hassan, Director, Interagency Network on Education in Emergencies (INEE):

Faiza Hassan is the Director for the Interagency Network for Education in Emergencies. She has 20 years of diverse experience in education, social policy reform and humanitarian response.



Mr Fan Yang, Professor and Deputy Director, Office of Academic Affairs, Shanghai Normal University, China:

Yang Fan, professor at Shanghai Normal University and Deputy Director of Academic Affairs, specializes in teacher education reform, focusing on pre-service and in-service teacher training integration.



H.E. Mr Gabriel Boric, President of Chile: Gabriel Boric has served as President of the Republic of Chile since 2022, becoming the youngest in the country's history. A former student leader, he later served as a member of the Chamber of Deputies for two consecutive terms. During his presidency, he has advanced initiatives such as the Educational Reactivation Plan to strengthen public education.



Mr Gerald LeTendre, Chair of Educational Administration for the College of Education and Professor of Education at Pennsylvania State University; UNESCO-Hamdan Prize Jury Member:

Gerry LeTendre, the Batschelet Chair at Penn State, analyzes technology's impact on teachers and national AI education policies. His recent books include *The Teacher and the State* and *Transforming Teacher Preparation Across Nations*.



Mr Gerson Martínez, Regional Specialist in Labour Economics, ILO Regional Office for Latin America and the Caribbean:

From El Salvador, Gerson Martínez is the Senior Regional Specialist in Labor Economics at the ILO for Latin America and the Caribbean. Since 2009, he has collaborated with the ILO, focusing his work on employment policies and labor market institutions.



Mr Gregório Durlo Grisa, Secretary for Inter-Sectoral Coordination and Coordination with Education Systems of the Ministry of Education of Brazil:

Gregório Durlo Grisa is the Secretary for Inter-Sectoral Coordination and Coordination with Education Systems for the Ministry of Education of Brazil, with prior roles as a Deputy Executive Secretary at the Ministry of Education, program director and Lecturer at the Federal Institute of Education and Technology of Rio Grande do Sul.



Mr Gregory Elacqua, Principal Economist in the Education Division in the Social Sector Department at the Inter-American Development Bank: Gregory Elacqua is Principal Education Economist at the Inter-American Development Bank. His research and policy work focuses on education economics, school finance, teacher policy, centralized assignment, AI applications, and the political economy of school systems. He holds a Ph.D. from Princeton University.



Ms Heike Kuhn, Head, Education Division, Federal Ministry for Economic Cooperation and Development, Germany; Co-Chair, Teacher Task Force; Co-Chair, Education Cannot Wait's Executive Committee: Heike Kuhn is Head of the Education Division at the German Federal Ministry for Economic Cooperation and Development. Currently, she serves as Co-Chair for Education Cannot Wait and the Teacher Task Force. She holds a Ph.D. in Administrative Science.



Mr Heleno Araújo, President of National Confederation of Education Workers, Brazil: Heleno Araújo is a teacher of basic education, President of the National Confederation of Education Workers (Brazil), General Secretary of the Education Trade Union Confederation of Portuguese-speaking Countries, Vice-President of Education International for Latin America, and Education Counselor in Brazil.



H.E. Mr Huai Jinpeng, Minister of Education of the People's Republic of China: Huai Jinpeng is the Minister of Education of the People's Republic of China and an elected Academician of the Chinese Academy of Sciences and member of the SDG4-Education 2030 High-Level Steering Committee. He is a distinguished expert in computer science and previously served as President of Beihang University.



Mr Hyppolite Bassole, Director of Cabinet, Ministry of Secondary, Technical and Vocational Education, Burkina Faso: Hyppolite Bassole is a lawyer, civil administrator, and Director of Cabinet for the Ministry of Secondary Education. He has contributed to the design and implementation of public policies.



Ms Intisar Ambusaidi, Director General, The Specialized Institute for Professional Training of Teachers, Oman: Intisar Ambusaidi is Director General of the Specialised Institute for Professional Training of Teachers, Ministry of Education, Oman. She leads 600+ staff delivering nationwide educator development, with expertise in curriculum reform, leadership, and teacher education. A Penn State PhD, she is an award-winning researcher and presenter.



Ms Jo Bourne, Chief Technical Officer, Global Partnership for Education: Jo Bourne is Chief Technical Officer at the Global Partnership for Education, where she draws on expertise across the broader partnership to drive quality policy, strategy, and program development, as well as rigorous monitoring and evaluation of GPE-supported programs.



Mr Jorge Cella, Americas Regional Director, Microsoft Elevate: Jorge Cella has been employed by Microsoft for more than 29 years and currently holds the position of Regional Director Microsoft Elevate America. His previous roles at Microsoft include manager of corporate sales and lead product marketing. He has a Bachelor of Business Administration and accounting and studies agronomy.



Mr Khalifa Al Suwaidi, Secretary General, Hamdan Bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, United Arab Emirates:

Khalifa Ali Alsuwaidi is the Secretary-General and CEO of Hamdan Foundation. He worked at UAE University from 1987 for 35 years. He holds a PhD in education from USC, a master's degree from GWU, and a bachelor's from the UAEU.



Mr Komlan Abalo Braly, Secondary School Teacher and Global Schools Advocate, Tchitchao High School, UNESCO-Hamdan Prize Laureate, Togo:

Komlan Abalo Braly is an award-winning educator and education innovator advancing teacher development and inclusive learning in West Africa. Passionate about building teacher communities of practice, school leadership, and scalable, evidence-based solutions aligned with SDGs to improve foundational learning outcomes.



Mr Luis Benveniste, Director of the Global Education Practice, World Bank:

Luis Benveniste is the Global Director for Education at the World Bank. Previously, he was the Human Development Regional Director for Latin American and the Caribbean at the World Bank. His research interests focus on education finance, gender, student assessment, and teacher policies.



Ms Magdalena Brier, Director General, ProFuturo:

Magdalena Brier is the Managing Director for ProFuturo Foundation. With a master's in economics from Universidad Autónoma de Madrid and an MBA from IESE Business School, she has held several senior roles at the Telefonica Group and Alcatel with a focus on financing international projects.



Ms Magdalena Lemos, Chief of Growth, Global School Leaders:

Magdalena Lemos, the Chief of Growth of Global School Leaders, has over 15 years' experience in the non-profit sector, specializing in education, leadership, and gender. She spearheaded the launch of Generation in Chile and led Enseña por Argentina as CEO.



Ms Maike Finnern, President of the German Education Union (GEW), Germany:

Maike Finnern is a teacher of German and Maths. She was elected as GEW President in 2021. Maike has been a member of the executive board of Educational since 2021. In 2024 she was also elected as the Vice-President of Education International.



Ms Manal Hdaife, Public Primary Schools Teachers League in Lebanon (PPSTLL):

Manal Hdaife is a Lebanese education leader, a public school principal, a member of PPSTLL, chair of the Education International Arab Countries Cross Regional Structure (ACCRS) Committee and recently an EI executive board member. She advocates for teachers' rights and improving educational standards in Lebanon.



Mr Manos Antoninis, Director, Global Education Monitoring Report, UNESCO:

He recently led the team on the theme of leadership and its editions on Eastern Europe (Lead for inclusion), Latin America (Lead for democracy) and East Asia (Lead for technology).



H.E. Ms Mariatou Koné, Minister of National Education and Literacy of the Republic of Côte d'Ivoire: She was the first woman elected Mayor of Boundiali and a Member of Parliament for the Boundiali-Ganaoni constituency and is a recognized expert on gender, social cohesion, and education.



Ms Marième Sakho Dansokho, Secretary General of the Teacher Trade Union, Senegal: Marième Sakho Dansokho is a mathematics teacher and Vice-President of EI since 2024. She leads Senegal's teachers' union (SYPROS) as President, serves as Confederal Secretary at CNTS, and has held roles with CRAIE, the Global Partnership for Education, and GEM boards.



Ms Marjo Vesalainen, Senior Ministerial Adviser, Ministry of Education and Culture, Finland: Marjo Vesalainen is a Senior Ministerial Adviser at Finland's Ministry of Education and Culture, focusing on teacher education, sustainable development, STEM policy, and minority languages. She previously spent over 20 years researching teacher education and multilingualism at the University of Helsinki.



Ms Marjolaine Perrault, Director General, Centrale des syndicats du Québec (CSQ), Canada: Marjolaine Perreault is Director General of the Centrale des syndicats du Québec (CSQ) and member of the Education International Executive Board. She works for accessible, quality public education and promotes solidarity and social justice.



Mr Martín Benavides, Director, UNESCO's International Institute for Educational Planning (IIEP): Leads global efforts in educational planning. Formerly Peru's Minister of Education, he spearheaded major reforms in higher education. At IIEP, he focuses on integrated teacher policies and sustainable education financing for equity and quality.



Mr Martín Felipe Cáceres Murrie, Executive Director, Centre for Innovation, Chile: With a degree in Physics and a PhD in Engineering Sciences, Martín has worked teaching physics, electronics, and robotics in schools and digital humanities and educational innovation in higher education. He has also worked as a consultant for schools, universities and public policy in Chile and internationally.



Mr Mario Aguilar Aréval, President of the Teachers' Union, Chile: Mario Aguilar Arévalo is a Chilean teacher and union leader, and the current president of the Chilean Teachers' Association (CPC). He is a passionate defender of democracy, public education, and teacher's working conditions, as well as an advocate for social ecology.



Mr Mathanzima Hubert Mveli, Director-General of the Department of Basic Education, South Africa: Hubert Mathanzima Mveli, the Director-General of Basic Education since 2015, holds degrees in Education & Public Administration and a master's degree in management development. He has spearheaded changes in education and public administration, improved exam scores, controlled budgets, and accomplished clean audits.



Mr Matjaž Gruden, Director for Democracy, Council of Europe: Matjaž Gruden is the Director for Democracy at the Council of Europe, overseeing education for democratic citizenship, civil society, and culture. Formerly a senior adviser and diplomat, he holds a law degree from the University of Ljubljana and a post-graduate degree in EU law from the College of Europe.



Ms Mayte Ortiz Vélez, Director General, Fundación SM: Mayte Ortiz Vélez holds a degree in Educational Sciences from the Universidad Complutense. She has been a professor and has directed publishing, educational innovation, and educational solutions projects. She directs the Fundación SM and is a patron of the Fundaciones: Domingo Lázaro, Marianist schools, and FOESSA.



Ms Meg Brighton, Deputy Secretary Schools Group of Australia: Meg Brighton is Schools Deputy Secretary in the Australian Government Department of Education. Meg has over 25 years' experience in senior government roles in Australia and Canada. Meg holds a Master of Commerce (Law) and a Bachelor of Arts.



Mr Mike Thiruman, General Secretary, Singapore Teachers Union, Singapore: Mike Thiruman is General Secretary of the Singapore Teachers' Union, a National Trades Union Congress Central Committee Member, the NTUC Essential Domestic Service Cluster Chairman, and Public Service Cluster Co-Chairman. He has been active in the union congress since 2001.



Ms Min-Jeong Kim, Director, Division for Education 2030, UNESCO: Min Jeong Kim, Director of UNESCO's Education 2030 Division, oversees global SDG4 coordination efforts, advancing education in emergencies and protracted crises, inclusion, gender equality, and UNESCO's Associated Schools Network, fostering collaboration and innovation worldwide.



Ms Miriam Preckler, Director of Education at the Development Bank for Latin America and the Caribbean (CAF): Miriam Preckler has a PhD in Education and over 15 years of experience in international cooperation. She has led education policy initiatives across Latin America and Africa with UNESCO, UNICEF, OEI, and IPU and has authored publications on education, development, and global policy.



Mr Mohamed Ould Rajel, Director of Human Resources, Ministry of Education, Mauritania: Mohamed Ould Rajel, Director of Human Resources at the Ministry of Education, studied economics at the University of Nouakchott and has contributed to reforms in technical and vocational training, focusing on training engineering and human resources management.



Ms Moira Faul, Executive Director of the Network for International policies and cooperation in training and education (NORRAG): Moira Faul is the Executive Director of NORRAG and a Senior Lecturer at the Geneva Graduate Institute. She was formerly a Visiting Research Fellow at UNRISD. She holds a PhD from the University of Cambridge.



Mr Mugwena Maluleke, President of Education International: Mugwena Maluleke is the President of Education International, the largest global federation of teacher unions. He holds a Master of Laws, Master of Business Administration and Doctor of Laws degrees. He is passionate about quality public education.



Ms Nadia Caliz, National president, Belize National Teachers' Union: Nadia Martin Caliz, BNTU National President, is a transformative leader with 30+ years of teaching experience. Resolving long-standing challenges, she champions "Value Teachers, They Matter", inspiring progress, respect, and unity while driving a stronger future for education in Belize.



Mr Nazirulla Mannanov, Representative, Minister of Preschool and School Education of Uzbekistan: Nazirulla Mannanov, the Assistant to the Minister of Preschool and School Education of Uzbekistan, graduated in International Legal Studies from the University of World Economy and Diplomacy. He began his career at the Ministry of Foreign Affairs and later worked at the Agency for Presidential Educational Institutions.



H.E. Mr Nicolás Cataldo, Minister of Education of Chile: Nicolás Cataldo is the Minister of Education of Chile and holds a degree in Pedagogy in History and Social Sciences. With expertise in public policy and legislative processes, he has played a key role in major education reforms and strengthening local education governance and financing systems.



Mr Olivier Labé, UNESCO Institute of Statistics: Olivier Labé is the Head of Education Standards and Methodology at the UNESCO Institute for Statistics, leading work on international education classifications and methodology of SDG4 indicators from administrative sources, including teachers. He holds a Ph.D. in educational measurement and evaluation.



Mr Pablo Bartol, Manager of Social and Human Development at the Development Bank for Latin America and the Caribbean (CAF): Pablo Bartol, Manager of Social and Human Development at CAF, founded and directed the Los Pinos Educational Center for 21 years. He holds degrees in International Relations and Business Management, has taught business policy, and actively contributes to social and community development through various foundations.



Ms Pia Rebello Britto, Global Director of Education and Adolescent Development, UNICEF: Pia Rebello Britto is UNICEF's Global Director for Education and Adolescent Development. Ms. Britto provides strategic vision and leadership for UNICEF's education and adolescent development programmes, overseeing the development of policies, strategies, and guidance to implement learning initiatives for children globally.



H.E. Ms Pilar Alegría Continente, Minister of Education, VET and Sports, Spain: Pilar Alegría holds a diploma in teaching (Primary Education) and master's degree in advanced studies (Social Education). She was a deputy in Congress (2008-2015) before joining the government of Aragon. Since 2021, she has been Minister of Education and Vocational Training, and Sports from 2023.



Mr Quentin Wodon, Director of UNESCO's International Institute for Capacity Building in Africa (UNESCO-IICBA): Quentin Wodon is Director of UNESCO IICBA, an Institute focusing on teachers and education policy. Previously, he worked at the World Bank and before that taught at the University of Namur. Quentin holds four PhDs, has over 700 publications, and has worked on policy across sectors in over 60 countries.



Mr Refat Sabbah, President, Global Campaign for Education (GCE): Refat Sabbah has served as President of the Global Campaign for Education since 2018. He leads several Arab education networks (ACEA AHAED, ANHRE) and is the founder and director of the Teacher Creativity Center Association in Palestine. He holds an honor PhD and two master's degrees in education.



Mr Ricardo Cuenca, Senior Researcher at the Institute of Peruvian Studies; UNESCO-Hamdan Prize Jury Member: Ricardo Cuenca is a professor at Universidad Nacional Mayor de San Marcos in Peru, a senior researcher at the Institute of Peruvian Studies, a UNESCO-Hamdan Prize jury member, a member of the OEI advisory board, and a former Minister of Education of Peru.



Mr Ruben Quintanilla, Director of Teacher Training and Education Counseling, Ministry of Education, El Salvador: Ruben Quintanilla is a professional with training in education, management, specialized sports training, and physical health. He has held several senior leadership roles and is currently the Director of Teacher Training and Educational Consulting at the Ministry of Education, Science, and Technology of El Salvador.



Ms Salomé Martínez, Director of the Mathematical Education Laboratory, The Center for Mathematical Modeling of the University of Chile; UNESCO-Hamdan Prize Laureate, Chile: Salomé Martínez is a professor and the Director of the Mathematical Education Lab, Center for Mathematical Modeling at the University of Chile. Her work has received international recognition, including the 2017–2018 UNESCO-Hamdan Prize for the Suma y Sigue program and a UNESCO Chair in teacher education.



Ms Sister Zeph, Teacher, Winner of the 2023 Global Teacher Prize of the Varkey Foundation, Pakistan: Sister Zeph, an award-winning Pakistani educationist, empowers women and children through the Zephaniah Women Education & Empowerment Foundation. 2023 Global Teacher Prize winner, author, and speaker, she advances education, climate action, and interfaith harmony on global platforms.



Ms Sonia Alesso, General Secretary of the Confederación de Trabajadores de la Educación de Argentina (CTERA): Sonia Alesso joined teaching in 1981. She holds leadership roles in Latin America and for Education International. Her career spans union representation, gender advocacy, human rights, and educational leadership.



Ms Sophia Ndemutilla Ashipala, Head of Education, African Union Commission: Sophia Ndemutilla Ashipala, Head of Education at the African Union Commission, drives continental education policy, strategy, and innovation, championing inclusive, equitable, and quality learning systems to empower Africa's youth and achieve the AU's transformative Agenda 2063 aspirations.



Ms Stefania Giannini, Assistant Director-General for Education, UNESCO: Leads global efforts toward the Education 2030 Agenda. With a PhD in linguistics, she served as the former Italian Minister of Education, Universities and Research and has driven major initiatives such as the Global Education Coalition.



Ms Thalita Folmann da Silva, Superintendent of Educational Management, Municipal Department of Education of Curitiba; UNESCO-Hamdan Prize Laureate, Brazil: Thalita Folmann da Silva is Professor at the Pontifical Catholic University of Paraná and Superintendent of Educational Management at the Municipal Department of Education of Curitiba. She holds a PhD in Education from the Federal University of Paraná.



Mr Tom Vandenbosch, Global Director of Programmes, VVOB-Education for Development: Tom Vandenbosch is Global Director of Programmes at VVOB-Education for Development, leading teacher initiatives in Africa, Asia, and Latin America. Through his work with the African Centre for School Leadership, he supports ministries of education in strengthening school leadership as a driver of teacher support and learning outcomes.



Ms Unifah Rosyidi, President of PGRI, Indonesia: President of PGRI and lecturer at Jakarta State University, Unifah Rosyidi has decades of experience in education policy, teacher development, and global advocacy, including roles with Education International, the World Bank, and Indonesia's government.



Mr Víctor Orellana Calderón, Vice-Minister, Higher Education, Chile: Sociologist, with a Master's and PhD in Social Sciences from the University of Chile. He has been Director of the Nodo XXI Foundation, researcher at the Center for Advanced Research in Education at the University of Chile, and Director of the Escuela-Centro Experimental Carén project at the same University.



Ms Wenle Yan, Deputy Director, Teacher Education Center, Shanghai Normal University, China: Yan Wenle is the Deputy Director of the International Teacher Education Center at Shanghai Normal University. She specializes in international organization educational governance and educational public diplomacy and is the deputy editor of the Journal of Comparative Education.



Ms Winsome Gordon, Chief Executive Officer at Jamaica Teaching Council: Winsome Gordon is the CEO of Jamaica Teaching Council and recently was the recipient of the Order of Distinction in the Rank of Commander for her contribution to the advancement of education through advocacy and capacity building.



Ms Ximena Rubio, Project Officer, Section for Teacher Development, UNESCO; Teacher Task Force Secretariat: Editor-in-Chief of the Global Report on Teachers and leads the TTF's work on knowledge production and dissemination.



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