



Ministry of Education

المؤتمر الدولي لمهنة التعليم

INTERNATIONAL CONFERENCE ON THE TEACHING PROFESSION



«تعليم مستدام في عصر الذكاء الاصطناعي»

"Sustainable Education in the Age of Artificial Intelligence"

04-05 February 2026

Oman Convention and Exhibition Centre (OCEC)

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International
Task Force on Teachers
for Education 2030

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Addressing teacher shortages and transforming the profession

The Global Report on Teachers and the Santiago Consensus

Oman Convention and Exhibition Center (OCEC)

**Mr. Carlos Vargas – UNESCO's Section for Teacher Development
Head of the Secretariat of the International Task Force on Teachers for
Education 2030 (TTF)**

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Tracking progress and improving the profession



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The **Global Report on Teachers** aims to support progress towards **SDG 4** and target **4.c** and the transformation of the profession, through a humanistic and human-rights-based approach to education, and international cooperation.

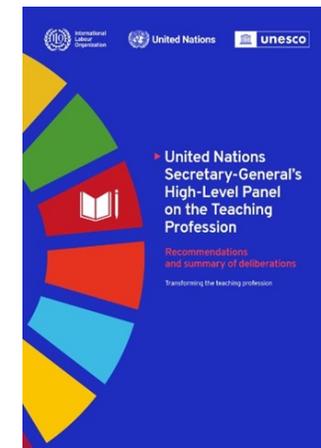
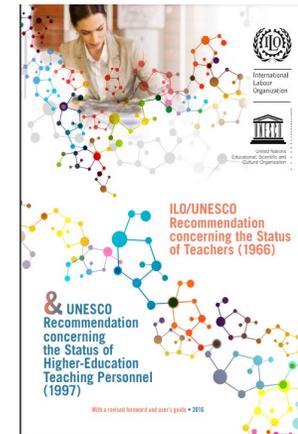
Inspired by:

- The normative instruments on teachers,
- International Commission on the Futures of Education,
- Transforming Education Summit (TES), including the HLP on the Teaching Profession.

Teachers are crucial for education and **SDG 4**. TES and the Futures of Education Report advocate for:

- Collaboration.
- Lifelong learning.
- Improved working conditions.
- Recognizing teachers as knowledge producers and policy partners.

Yet, global shortages persist, impacting education systems, teachers' workloads and working conditions, and compromising education quality.



Six years from 2030: The Imperative to Reverse Teacher Shortages (Quantitative)



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Globally, 44 million more primary and secondary teachers are needed to achieve universal education by 2030 of which 13 million at primary and 31 million at secondary.

- By 2030, globally, only 4 in 10 countries will have enough teachers for achieving universal primary education dropping to fewer than 1 in 5 for universal secondary education.
- The teacher projections in the region (North Africa and West Asia), are on par with the global trends above. Teacher shortages are especially critical in secondary education.
- The Region will need a total of 4,3 million teachers by 2030, combining new teaching posts and replacements due to attrition.

The shortage is also qualitative

- The global average of trained teachers is 85%.
- In North Africa there's been substantial progress. In primary education, trained teachers increased from 85% to 94% between 2016 and 2023, and to 96% in secondary (driven by large countries, like Egypt).
- In West Asia the situation is reversed: in primary education the proportion of trained teachers has decreased from 81% to 75% much of it attributable to decreases in Lebanon and Syrian Arab Republic, where fewer than 50% are trained; this trend is also evident in secondary education.
- Pupil-trained teacher ratios vary widely between Gulf countries (15:1) and West Asia (24.5) with up to 36 and 39 to 1 in Syria and Lebanon.



Addressing Teacher Shortages: Challenges and Implications (Arab States)



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- **A multidimensional phenomenon: the multiple faces of shortages.**
- **Attrition rates account for 59% of the global shortage, they doubled in the past 7 years (in a U-shaped pattern).**
- **Primary level teacher attrition exceeded 10% in several countries between 2020-2022. Attrition rates reached 12% in Lebanon and 15% in Jordan (UNESCO-UIS, 2025).**
- **Safety concerns and restrictions especially in crisis-affected areas led to many qualified refugee teachers in crisis areas to leave the profession. The recent crisis in Syria has displaced more than 5 million people abroad since 2011, about one third of whom are teachers and health care personnel.**
- **In some Arab countries, like Jordan, which experienced an important outflow of teachers to Gulf States, concerns have also been raised about the shortage of qualified teachers.**
- **In Lebanon, the Center for Lebanese Studies in 2022 estimated that three-quarters of teachers are planning to leave Lebanon, which can be at least partly explained by deteriorating teacher financing and working conditions.**



Levers to Reverse Teacher Shortages



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Improving salaries and retirement schemes

Reduced early career attrition in the United Kingdom and attracted and retained teachers in Saudi Arabia (4-5% real salary increase in KSA)

Technology integration

Alleviated teacher burdens in Egypt, France

Training, mentoring, and psychological support programs

Aided teachers during emergencies and in crisis-affected areas in Kenya and Cameroun. During the COVID-19, Jordan's MoE of supported teachers' professional development through six MOOCs on Edraak, covering distance learning, edtech, and innovative teaching strategies.

School, parents and communities forming committees

Protected education – and teachers – from violence in Liberia, Nepal, Sri Lanka, Zimbabwe

Pedagogic school leadership and practices that foster collaboration among teachers

Contributed to better student outcomes in UNESCO's ERCE

Induction programs for both novice teachers and principals

Ensured integration into the profession in Scotland, Cuba, UAE, Qatar (International Baccalaureate (IB) Teacher Induction)

Teacher autonomy and accountability

Motivated teachers to remain in the profession in Jordan's 2015 reforms shifted supervisors from oversight to formative assessments, resulting in improved teacher confidence and motivation

Ensuring the rights and protection of teacher mobility and migration, and the needs of countries of origin

Led to a managed migration in Barbados and Ireland.



Recommendations



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- 1. Develop holistic teacher policies aligned to national priorities using a collaborative framework and social dialogue.**
- 2. Collect more and better data to systematically report on the indicators agreed in the Education 2030 Framework for Action.**
- 3. Transform teacher education and professional development from course-based, individual endeavours to lifelong, collaborative, and teacher-led processes.**
- 4. Improve the working conditions of teachers to ensure they receive competitive compensation and benefits and ensure gender equality in pay and treatment.**
- 5. Ensure adequate public, domestic funding that is consistent with the existing benchmarks of 6 per cent of GDP and 20 per cent of total government expenditure.**
- 6. Enhance international cooperation to engage different constituencies in collaborative efforts to address teacher shortages.**



“ This Report is an urgent call to dignify, diversify, and valorize the teaching profession to address shortages and transform the profession towards a new social contract for education and teachers.

Global Report on Teachers, UNESCO & Teacher Task Force, 2024

The Santiago Consensus



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- ✓ **Adopted in August 2025.**
- ✓ **Builds on the key themes of the World Summit on Teachers and the High-Level Panel Recommendations.**
- ✓ **Developed through global and regional consultations.**

Find out more about the Consensus:



Six areas of action

1. **Strengthening teacher policy and planning.**
2. **Transforming teacher education and professional development.**
3. **Enhancing social dialogue and teacher participation in decision-making.**
4. **Financing the teaching profession.**
5. **Future-proofing the profession**
6. **Fostering equity and inclusion**



TTF AI Position Paper: "Promoting and Protecting Teacher Agency in the Age of AI"



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7 Recommendations

Reaffirm the irreplaceable role of teachers in education

Promote and Protect teachers' professional competencies

Evaluate AI's impact and promote human-centered pedagogies

Safeguard diversity and prevent AI from standardizing education

Promote transparent, sustainable, and ethical AI governance

Ensure equitable access and prevent AI-driven educational inequality

Promote international cooperation and solidarity



International Task Force on Teachers for Education 2030

Promoting and protecting teacher agency in the age of artificial intelligence

Position paper



Education 2030

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Thank You

Learn more: www.unesco.org/en/teachers & <https://teachertaskforce.org>

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