

ISTP 2025: Country commitments



Country delegations met for an hour on the final day of ISTP 2025 to discuss and prepare their policy priorities/three commitments for 2025.

Each country delegation prepared:

- One key insight from the Summit
- Three top commitments for the coming year

Published in alphabetical order.



Key Insights

- The challenges confronting Australian schools are no different to those other countries are grappling with, including teacher shortages, student and teacher wellbeing, impact of technology, and the rise of disinformation. To address the impact of growing inequity, funding public schools is imperative to provide schools, teachers and students with the resources and support needed to address these challenges. The ISTP Summit has provided an important opportunity to share solutions and strategies implemented by countries as Australia focuses on three priority areas: equity and excellence, wellbeing for learning and engagement, and a strong and sustainable workforce.

Three Commitments

- Continuing the work to address the national teacher shortage by building a pipeline of teachers reflective of the Australian community, and to retain existing teachers, by supporting them to have rewarding and longstanding careers. Strategies and support should have regard to the recommendations of the United Nations High-Level Panel on the Teaching Profession.
- Positive student and teacher wellbeing is critical to providing students, particularly those in priority equity cohorts, with appropriate support, experiences, high quality teaching and learning, and resources to positively and confidently engage in learning, which will result in improved academic achievement.
- Supporting student engagement by designing and implementing reforms in consultation with the profession, that promote greater student participation, attendance, inclusion, and/or enhanced school-family engagement.

The People's Republic of China

Key Insights

- China highly recognizes the important role of the International Summit on the Teaching Profession in promoting international educational exchanges. We look forward to working with countries worldwide to share the latest research findings, technologies, and high-quality educational resources. Together, we can advance the empowerment of the teaching profession, promote comprehensive educational reform, and achieve higher-quality, more equitable, and inclusive educational development.

Three Commitments

- Strengthen the compensation safeguards and well-being of the teaching profession to enhance the profession's appeal; to advance teachers' professional competencies to deliver higher-quality teaching.
- Promote multi-stakeholder collaboration among governments, schools, families, and communities to build a synergistic educational ecosystem, together nurturing a supportive environment for the growth of students.
- Promote well-managed and safe integration of AI in education to promote innovation and transformation in pedagogy, learning and evaluation, equipping students with literacies and skills that will prepare them for the future.

Czech Republic

Key Insights

- There is an urgent need to provide support to teachers, both material, such as competitive wages, adequate equipment, as well as non-material, such as supporting their well-being, further education and development, lowering the administrative burdens and creation of motivating environment.

Three Commitments

- provide further education and training to pedagogical staff to develop their competencies leading to individualization of education, cooperation between the teaching assistant and the teacher, and the cooperation between kindergartens and primary schools
- complete the process of reduction of high deferral entry rates (from 25 % to 5 %) to compulsory education and ensure the measure enters into force on September 1, 2026, and provide related measures in pre-primary and primary education
- emphasizing the reduction of administrative burdens and the enhancement of teachers' professional and personal well-being, so that teachers can devote themselves fully to their core teaching activities and respond effectively to the individual needs of their pupils

Key Insights

- The discussions at ISTP have strengthened our focus on the importance of ensuring good human frameworks in classroom. This is to ensure that the school can fulfill its entire purpose clause.

Three Commitments

The Danish Ministry of Children and Education and the Danish Educator Organizations' Council aim to strengthen their shared commitment to the development of quality education, focusing on the importance of highly skilled educational professionals:

1. Focusing on initiatives that enhance the qualifications and professional development of ECEC professionals

We strive to ensure that the early childhood education and care settings are of a quality that ensures the development and well-being of all children. In the following years, we will focus on initiatives, such as targeted funding, that enhance the qualifications and professional development of ECEC professionals to ensure that more ECEC staff receive formal training. Building on the implementation of the minimum staff-child ratio the aim is to ensure that ECEC staff and leaders are well equipped to provide a supportive and equitable learning environment.

Denmark continued

2. Initiating a nationwide conversation about well-being of children and young people

Poor well-being among some groups of children and young people is a growing concern in Denmark. Educators and ECEC staff often find themselves in situations where they need to address challenges of student well-being lacking the necessary resources to address these challenges in their daily work. The Danish government has established a *Commission for well-being of children and young people* covering the age group 0-25 years, which has recently delivered its final recommendations. In the coming year, based on the Commission's recommendations, we will initiate a national dialogue on how we can better understand and address the challenges of children's and young people's well-being focusing on the role of - and the support for – educators and ECEC staff.

3. Finally, we will follow up on ISTP 2025

In spirit of the continuing collaboration between the Danish Ministry of Children and Education and the Teacher Trade Unions a follow-up on ISTP 2025 event will take place.

Key Insights

Available and affordable high-quality early childhood education plays a crucial role in developing social-emotional skills and reducing socioeconomic gaps. Maintaining a high standard in early education is essential, which can be supported by linking it to teachers' salaries to ensure motivation and consistency in quality.

Three Commitments

- We are committed to pedagogy-driven approach in integrating technology into education. We will roll out the AI-Leap program in upper secondary schools, ensuring that educational practices guide the use of technology for meaningful learning outcomes.
- We are committed to supporting the careers of school leaders and education professionals by implementing the teacher career model and the school leader competency model, fostering professionalism and strengthening leadership capacity.
- We are committed to supporting children's wellbeing by upholding and advancing democratic principles in teaching and in school management, ensuring a healthy and safe mental and physical environment.

Finland

Key Insights

- Equity, wellbeing, democracy and participation are all interlinked. All of those are challenged today due to societal and rapid tech changes. The role of school and teachers in defending them is more important today than ever.

Three Commitments

- We are committed to ensuring that the continuum of early childhood education and care (ECEC), preschool education and comprehensive school enables a clear, age-based pedagogical basis for teachers. It is important that we have enough ECEC teachers and that ECEC as a whole is also adequately resourced.
- We are committed to close cooperation between the Ministry and the trade union, as we monitor the reform on learning support and consider how the legislation is implemented in pre-primary and basic education and how the additional state funding is used in municipalities. If we find that the law is not implemented as appropriate, we commit to correcting the shortcomings by clarifying the legislation.
- We commit to developing channels of influence so that a wider number of children and young people are heard when their views are asked for.

Key Insights

- **Well-being** of teachers and students and students' **achievement go hand in hand.**
- **Democratic participation** should be strengthened in the classroom. **Critical reflection** gains importance as a key competence.
- **Teachers and principals need** the **backing** by governments, parents and society at large.

Three Commitments

1. We create the foundations for **early, individual and talent-oriented support for all children**, thus promoting the social participation of all people in the long term. We enable children to experience **transitions as positive steps** in the course of lifelong learning and, to this end, strengthen important conditions for success, such as **educational partnerships** and **cooperation between educational institutions.**

On the basis of jointly developed qualification requirements, we create **attractive qualification offers for educational professionals.** By creating appropriate framework conditions as well as personal development and career prospects, we increase the **attractiveness of the profession**, which also leads to an increased retention of professionals in the field.

Germany continued

2. By deploying **multi-professional teams**, we create task-related and individual differentiation opportunities that enable teachers to concentrate on pedagogical and conceptual work while contributing to the sustainable support of the health of teachers and all those involved in the school. Combining clear objectives and development opportunities with the appropriate financial resources **boosts the motivation and networking of educational staff** at all levels. We strengthen school leaders in their leadership role and identify opportunities for the further development of appropriate professionalisation measures.
3. The Standing Conference of the Ministers of Education (BMK) and the education unions GEW and VBE advocate **strengthening education for democracy, political education and education for sustainable development** in schools and in teacher training and further education in the face of growing social challenges, and are committed to creating the necessary framework for this. The aim of schools is to ensure that democratic and human rights values and norms are lived, exemplified and learned.

BMK, GEW and VBE agree that it is necessary to continue the **joint dialogue** at the national level in order to adequately support the ongoing processes, to include the pedagogical perspective and the experiences of teachers, and to achieve common strategies.

Iceland

Key Insights

- Honest and impactful dialogue.

Three Commitments

- Establish a national council of all major stakeholders in the education system to ensure a social dialogue and collaboration with teacher organizations in forming and implementing a comprehensive and holistic national teacher policy.
- Improve the working conditions of educators by providing schools with increased support and integrated services. Investing in quality education by increasing the number of highly qualified teachers across all levels of education through recruitment measures and by identifying and addressing the factors that attract teachers to the profession and impact teacher retainment.
- Actively support teachers' professional agency and autonomy by supporting opportunities for continuous professional development by providing and supporting high-quality, relevant, and accessible learning opportunities for all educators.

Key Insights

- Systemic solutions to increase inclusion, equity and wellbeing in education

Three Commitments

- Increase initial training & general accessibility and professional capacity of support staff in cooperation with the universities/higher education institutions.
- Expand and intensify social dialogue among Ministry of Education and Science, Latvian Trade Union of Education and Science Employees and other stakeholders to identify critical milestones for better solutions in education in the future strategically.
- Identify and implement a set of systemic solutions for quality, equity, well being and inclusion in education by highlighting & combining & using the already existing mechanisms, practical tools, initiatives and elaborating the new ones, also looking for ways of reasonable use of AI to build pathways for personalized learning.

Key Insights

While innovation – especially AI – can transform education, it must never come at the cost of human connection. Technology should support, not replace, the safe and trusting relationships that make real learning possible. For countries like Lithuania, where we are navigating both digital integration and deeper system reforms, this means prioritizing teacher autonomy, investing in well-being, and listening to the voices of those at the heart of education: our students.

Three Commitments

- Further strengthening partnerships with various stakeholders to enhance inclusivity in the education system
- Ensuring the monitoring of the implementation of general education programs and initiating improvements as needed
- Promoting the development of social and emotional competencies within school communities to enhance psychological safety and create a violence and bullying free environment

New Zealand

Key Insights

- Despite facing similar challenges, we have the opportunity to learn from each other, focus on what works to raise student achievement and leverage the relationships between our countries . No one jurisdiction has the answer, but a shared focus on achieving excellent and equitable outcomes for our students unites our purpose.

Three Commitments

- Focus on socio-emotional skills, self-regulation and early oral language acquisition in early learning
- To develop our provision of learning support so that we are delivering the right service, to the right child at the right time to raise achievement and close the equity gap.
- Take the next step with implementation of clear, supported leadership pathways and career development for aspiring and in-service school leaders.

Norway

Key Insights

- . The crucial role play has for young children's well-being, learning and development

Three Commitments

- Ensure good pedagogical leadership and strengthen the teacher's role
- Partnership to recruit and retain teachers in the sectors
- Strengthen the role of early childhood education and schools as common arenas to contribute to social leveling and inclusion

Norway continued

Three Commitments #1

- **Ensure good pedagogical leadership and strengthen the teacher's role**

The Norwegian delegation will cooperate to ensure good pedagogical leadership and strengthen the teachers role. We will work for increased recruitment of teachers to early childhood education (ECE) and teachers training. Qualified ECE teachers will meet children's needs and provide quality ECE. Qualified teachers in early childhood education and care are important in ensuring that ECE institutions meet the children's need for care and play, and promote learning and formative development as a basis for all-round development. Also, we will cooperate to support and strengthen play and support practical teaching methods. We shall place extra emphasis on the inherent value of play , and the role and importance of free play in ECE.

Norway continued

Three Commitments #2

- **Partnership to recruit and retain teachers in the sectors**

The Norwegian delegation will, through tripartite cooperation, continue to work on recruiting and retaining teachers in the sectors. This includes working for an attractive teaching profession and to clarify the teachers role. The tripartite cooperation will be used actively to contribute to local collaboration on “the team around children and students”. A clear understanding of the roles and competencies of the professions will help ensure that all children are included and receive the follow-up they need.

Norway continued

Three Commitments #3

- **Strengthen the role of early childhood education and schools as common arenas to contribute to social leveling and inclusion**

When democracy is threatened, we must invest in common community arenas. ECE and schools are meeting places for everyone – and is our best defense against exclusion. The Norwegian delegation will work to strengthen the role of ECE and school as common community arenas to contribute to social leveling, inclusion and democratic participation. We will work to highlight the ECE and school's role in the work on democratic preparedness. Quality education provides children opportunities for a better life.

Poland

Key Insights

- Only through a collaborative approach, where teachers' voices are integrated into policy-making, can we foster student agency.
- Early education is key, as it shapes the foundation for learning in the years ahead and builds social and economic welfare of countries.

Three Commitments

- **Enhanced Support for Educational Specialists**
The Ministry of Education plans to train over 1,000 educational specialists from psychological and pedagogical counselling centres. The training will focus on diagnosing and supporting students with perceptual disorders and autism spectrum disorders.
- **Professional Development in Health Education**
In preparation for the introduction of a new subject—Health Education—into the curriculum of primary and secondary schools from September 2025, the Ministry will launch free, postgraduate qualification programmes for teachers. Delivered by 11 selected universities.
- **Improving Teachers' Working Conditions and Career Stability**
A comprehensive amendment to the Teachers' Charter is underway to address declining interest in the teaching profession. Proposed changes include: increasing benefits, unifying workload regulations for educators, expanding eligibility for compensatory benefits, and clarifying rules for career advancement and working hours.

Key Insights

- The commitment to social mobility and inclusivity begins with building a high-quality and accessible school system. By investing in education and developing a strong teaching workforce, we create foundational opportunities that shape our children's future success regardless of their starting points.

Commitments

- **Enhancing Early Childhood Education and Care Sector**

MOE will be working closely with EC educators to develop professional development tools to foster a culture of continuous improvement. We also strive to close the development gap between children from different socioeconomic backgrounds by promoting greater inclusivity. In 2025, we will expand our pilot programme to integrate early intervention support in preschools.

- **Supporting Educators' Well-being**

We are committed to supporting our educators throughout their careers. This year, we will be looking to promote more flexible work arrangements to meet educators' needs at every stage of their careers. We will also refine our educator appraisal system to help school leaders and educators better leverage their strengths, identify areas of improvement and gain greater clarity about their professional growth and career progression.

- **Reinforcing Child-centred Education**

MOE will continue to focus on children's learning needs when designing learning experiences and broaden the definition of success. We will provide resource and avenues to develop students' diverse interests and talents.

Key Insights

The continuous improvement of education implies the recognition of teachers, equity, inclusion and equality as a guarantee of progress and social cohesion.

Three Commitments

Spain, in line with the approaches and objectives of this ISTP 2025 and in coordination with trade unions, education administrations and education experts, is committed to continue providing the necessary funding to:

- Develop a Strategic Plan for Inclusive Education, in collaboration with all educational agents, which meets the needs of students at all stages, starting from Early Childhood Education to achieve the best quality and the highest schooling, aimed at attending to and compensating situations of vulnerability, complete educational integration and educational success for all students.
- Strengthen, recognize and give prestige to the teaching profession through initial training and professional qualification of teachers, improving their working conditions, providing continuous training oriented to the needs of the education system, providing mentoring in the first years of practice and articulating teacher professional development.
- To intensify, at all stages of the education system, education for democracy, for active citizenship and for social participation, favouring the acquisition of skills and competences aimed at equality, tolerance and coexistence.

Key Insights

- The importance of early childhood education for later life outcomes

Three Commitments

- Continue the joint efforts and dialogue with a view to attract and retain highly qualified and certified preschool teachers, teachers and school leaders. Jointly strive to introduce new measures that will improve teachers working conditions and school environment.
- Continue to 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 such as the green industrial transition by, for example, inspiring more young people to choose study programmes in STEM subjects. In order to do so, students need to be given early support to feel the confidence to excel in mathematics.

Key Insights

- Pre-Summit Seminar about IA and the opportunity to discuss the Guidelines on an informal basis and setting. We would like to stress especially Guidelines Nr 3 (Teacher agency and professional learning) which is very useful from our perspective.

Three Commitments

- One of the long-term goals of our education policy is to have at least 95% of every age cohort obtain a recognized upper-secondary qualification. This cannot be achieved without addressing the special needs of learners as soon as possible, and the best way possible. If possible, young people should remain integrated in the mainstream education system.
- For almost 20 years now, the principle of integration before separation has been the guideline for the special educational needs policy: Learners with special educational needs should be integrated into the ordinary school structures as much as possible. The separation into specialised classes and institutions should always be the last resort. A cornerstone which has proven useful is the standardised procedure which assesses the special needs of learners and allows to define the kind of special supportive measures needed.
- The task of inclusion is a common challenge and goal for Ministries, Teachers and Schoolheads. The cooperative approach we have in this respect is a key element for this achievement.

United Kingdom (England)

Key Insights

Importance of strong foundations for our youngest children - through high quality teaching, a focus on wellbeing and enjoyment, and appropriate use of technology to enhance learning.

Three Commitments

- **We will work together to raise the status of the early years sector to continue to grow and support the workforce, improving access to high-quality early education and giving more children the best start in life.** We will do this via a national recruitment campaign and the introduction of an experience-based route for early years practitioners.
- **We will strengthen our offer of professional development by introducing an updated training framework for the first three years of a teacher's career.** This includes enhancements regarding early cognitive development, supporting pupils with special educational needs and disabilities (SEND) and high-quality numeracy, literacy and oracy.
- **We will work together to support the effective use of high-quality technology by teachers, leaders and other staff in education settings.** This will include the co-creation and delivery of high-quality AI tools for education, as well as developing online resources for teachers and leaders to support the safe and effective use of AI.

Key Insights

- Our similarities are so much greater than our differences. The challenges we face unite us.
- We are driven by the same aims, one central principle of enabling our children to make the most progress, while becoming the best version of themselves. Brave, happy, healthy and good people
- Independent of our focus, independent of our policy and principle, our joint paradigm enables us to work together to learn from each other and develop together to enhance all education systems, across our nations

Three Commitments

- For early years education, our commitment is to continue to strengthen the continuum of care and learning provision, with Early Childhood Play, Learning and Care dovetailing into the Curriculum for Wales.
- For equity and wellbeing, it is to continue to support learner and practitioner wellbeing through our Whole School Approach to Mental Health and Wellbeing.
- For child-centred education, it is to continue to support educators to empower children and young people to shape their own futures, through our statutory Enabling Learning guidance.

Northern Ireland

Key Insights

- We are facing many similar challenges in regard to ensuring effective supply of well-qualified teachers, learning and teaching globally and there is much to learn from each other.

Three Commitments

- We will work together to deliver more affordable, accessible, high-quality early learning and childcare opportunities to support children's development and ease financial pressures for working families.
- We will work together to deliver on the Northern Ireland Executive's Programme for Government priority of 'Better Support for Children and Young People with Special Educational Needs'.
- We will work together to make teaching in Northern Ireland an attractive, high-status profession where every teacher has access to the world-class professional learning, support and resources they need to excel in their profession.

Key Insights

- The criticality of quality education, teachers and young people to help in protecting and promoting democracy, peace, social and climate justice. The imperative of instilling in young people a sense of hope and agency to change the world for the better.

Three Commitments

- We recognise the potential of new digital tools and approaches to assist teachers and to support learners to develop the skills, knowledge and capacities they need in an ever-changing and uncertain world. Through our partnership approach, including local government, we will look at the opportunities and challenges presented by artificial intelligence, considering carefully the guidance produced by the OECD and Education International, and create an equivalent set of guidelines and guardrails for the Scotland context. We will consider this work in the context of Scotland's AI strategy and principles and the commitment to develop a new digital learning strategy. We will also consider any areas for discussion within the SNCT. We will look for opportunities to reduce teacher workload, enable collaboration and to support learning and teaching in the interests of enabling quality education for equity, equality, democracy and peace, including through the use of appropriate digital tools.
- We recognise the relationship between improving teacher wellbeing and further improving children and young people's wellbeing and learning outcomes. Through partnership working, including social dialogue and collective bargaining, we will seek to make progress on commitments to reduce teacher workload, and to support and empower teachers, towards improving recruitment and retention across the profession.
- We want to ensure all children and young people develop a broad range of knowledge, understanding, skills and capacities to enable them to thrive and to shape the world in the interests of equality, democracy, peace, and social and climate justice. We recognise the critical role of teachers in this complex endeavour and the need to support them and to trust in their professionalism. We will work together to ensure the right balance in the curriculum at all stages from 3-18 to enable quality learning and teaching around all capacities, ensuring relevant opportunities for quality professional learning for teachers and time for them to engage in it, and to further the empowerment agenda in our school communities.