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## WORLD TEACHERS' DAY 2019 FACT SHEET

Teachers are key to improving the lives of children, youth \& adults around the globe. But attracting young teachers to the profession is a major challenge globally. We must empower young teachers to shape education and teaching in order to deliver quality learning and guarantee the right to education for all.

Selected trained teacher indicators by education level, 2018 or latest available year

| Region | Trained teachers (\%) |  | Pupil/trained teacher ratio |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | 린 튼 d | 륶 |
| World | 85 | 86 | 23 | 17 |
| Sub-Saharan Africa | 64 | 50 | 38 | 22 |
| Northern Africa and Western Asia | 86 | 85 | 20 | 15 |
| Central Asia | 97 | 95 | 21 | 9 |
| Southern Asia | 72 | 77 | 33 | 27 |
| Eastern and South-eastern Asia | ... | ... | 17 | 15 |
| Latin America and the Caribbean | 90 | 83 | 21 | 16 |
| Oceania | ... | ... | 21 | ... |
| Europe and Northern America | ... | ... | 14 | 12 |
| Low income | 72 | ... | 40 | 22 |
| Lower middle income | 76 | 78 | 29 | 22 |
| Upper middle income | ... | ... | 18 | 14 |
| High income | ... | ... | 14 | 13 |

Note: Ratios calculated on the basis of teacher headcounts.
Source: UIS database.
Teachers are key to achieving SDG 4, yet many do not receive sufficient, relevant training.

- $85 \%$ of primary teachers globally were trained in 2018. (Source)
- In sub-Saharan Africa, only $64 \%$ of primary and $50 \%$ of secondary school teachers were trained in 2018-17 compared to $71 \%$ and $79 \%$ respectively in 2005 . The decline is due to the rising demand for education from a growing school-age population. (Source)
- In Southern Asia, 72\% of primary teachers were trained in 2018 compared to $78 \%$ in 2013. (Source)

The world needs more young teachers

- In OECD countries, young teachers, i.e. under the age of 30 years old, make up a small proportion of the teaching population. Teachers under 30 account for only $13 \%$ of teachers in primary education, $11 \%$ in lower secondary and $8 \%$ in upper secondary on average across OECD countries in 2017. (Source)

Teachers need support to teach diverse classrooms and training to provide psychosocial support

- Teachers often feel they lack support and are ill-prepared to teach in diverse, multilingual, multicultural classrooms. In six European countries, 52\% of teachers felt they had insufficient support for managing diversity. (Source)
- In Germany, the majority of teachers and day-care workers said that they did not feel properly prepared to address the needs of refugee children. A review of early childhood care and education facilities for refugee children in Europe and North America found that training and resources were 'almost universally lacking'. (Source)


## There is little training in gender-sensitive teaching

- Scattered national-level information shows that exposure to such training is relatively uncommon. In Italy, teacher education rarely addresses rarely addresses gender equality issues. In Romania, teachers are not prepared to address gender equality (Source)
- Teachers are not adequately prepared to teach comprehensive sexuality education. In Ghana 94\% of teachers believe in abstinence before marriage. In Kenya, even after training, 71\% of teachers still depicted sex as dangerous or immoral for young people. (Source)

Selected indicators on classroom conditions in primary schools, 2018 or latest available year

| \% of primary schools with access to |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Region | Basic drinking <br> water | Electricity | Computers for peda- <br> gogical purposes | Single-sex basic sanita- <br> tion facilities |  |  |


| World | 74 | 69 | 45 | 78 |
| :---: | :---: | :---: | :---: | :---: |
| Sub-Saharan Africa | 44 | 34 | ... | .. |
| Northern Africa and Western Asia | 86 | 88 | 71 | 90 |
| Central Asia | 94 | 100 | 96 | 96 |
| Southern Asia | 75 | 52 | 16 | 79 |
| Eastern and South-eastern Asia | 77 | 89 | 69 | 72 |
| Latin America and the Caribbean | ... | 88 | 62 | 81 |
| Oceania | 78 | 89 | 66 | 84 |
| Europe and Northern America | ... | ... | ... | ... |
| Low income | 47 | 32 | ... | ... |
| Lower middle income | 71 | 57 | 24 | 73 |
| Upper middle income | 83 | 93 | 73 | 85 |
| High income | 96 | 98 | ... | 97 |

Teachers need decent classroom conditions

- In sub-Saharan Africa, only 34\% of primary schools have access to electricity, $44 \%$ have access to basic drinking water in 2018-17. (Source)
- $45 \%$ of the world's primary schools had access to computers for pedagogical purposes in 2017. This was the case for $66 \%$ or less of schools in Eastern and South-eastern Asia, Latin America and the Caribbean, Northern Africa and Oceania in 2018. (Source)
- 1 in 4 primary schools does not have single-sex basic sanitation facilities in low-income countries. (Source)

[^0]There is a shortage of teachers - particularly female - where they are most needed

- In India, the share of female teachers declines with the remoteness of schools, from $60 \%$ when the school is located at the local government seat to $30 \%$ when it is 30 km away. (Source)
- More teachers are needed in displacement settings. If all refugees enrolled, Turkey would need 80,000 additional teachers, Germany would need 42,000 teachers and educators, and Uganda would need 7,000 additional primary teachers. Yet refugee teachers are often excluded from national training programmes because of professional regulations on right to work. (Source)
- In many displacement settings, safety concerns and cultural practices result in a shortage of female staff. The share of female primary teachers was $10 \%$ at Dadaab camp, Kenya, in 2016, and 16\% at Dollo Ado camp, Ethiopia, in 2014. (Source)

Female teachers are under-represented in higher levels of education.

- Nearly $94 \%$ of teachers in pre-primary education, but only about half of those in upper secondary education, are female. (Source)
- The proportion of women among primary school teachers in low-income countries ( $41 \%$ ) is half that in high-income countries ( $82 \%$ ). (Source)
- In low-income countries, only $23 \%$ of secondary school teachers are women. (Source)
- At the tertiary level, only $19 \%$ of teachers are women in low-income countries and about $46 \%$ or less in the other income groups. (Source)

Percentage of female teachers, by region, income group and education level, 2018, or latest year

|  | Pre-primary | Primary | Secondary | Tertiary |
| :--- | :---: | :---: | :---: | :---: |
| World | $\mathbf{9 4}$ | $\mathbf{6 6}$ | $\mathbf{5 4}$ | 43 |
| Sub-Saharan Africa | 80 | 45 | 30 | 24 |
| Northern Africa and Western Asia | 93 | 65 | 52 | 41 |
| Central Asia | 98 | 92 | 66 | 54 |
| Southern Asia | $\ldots$ | 53 | 45 | 38 |
| Eastern and South-eastern Asia | 97 | 70 | 56 | $\ldots$ |
| Latin America and the Caribbean | 96 | 78 | 57 | 43 |
| Oceania | 86 | 71 | $\ldots$ | $\ldots$ |
| Europe and Northern America | 96 | 86 | 68 | 48 |
| Low income | 88 | 41 | 23 | 19 |
| Lower middle income | 89 | 59 | 49 | 41 |
| Upper middle income | 97 | 72 | 59 | 46 |
| High income | 95 | 82 | 60 | 42 |

[^1]Teacher absenteeism is often exaggerated.

- Teacher absenteeism across six low and middle income countries averaged at 19\%. But this is often a problem of weak system or teacher management: Between 2007 and 2014, Senegalese students received, on average, 108 of 188 official annual school days. Most reasons for absence were beyond teachers' control. In Indonesia in 2013 and $2014,10 \%$ of primary school teachers were absent. Nearly half these absences were excused time for study. (Source)


## Education systems focused on accountability increase the workload of teachers

- In the United Kingdom, 56\% of teachers reported that data collection and management caused unnecessary work. Teachers feel ill-prepared to assess student performance, analyse data and use them to inform instruction. A study in the United States found that two-thirds of teachers lacked the facility to use data to improve instruction and often found the amount excessive. (Source)

This fact sheet was prepared by the International Task Force on Teachers for Education 2030, the UNESCO Institute for Statistics and the Global Education Monitoring Report team.

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The UNESCO Institute for Statistics is the official source of cross-nationally comparable data used to monitor progress towards the Sustainable Development Goal on education and key targets related to science, culture, communication and gender equality.
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Developed by an independent team and published by UNESCO, the Global Education Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards the global education targets in the Sustainable Development Goals (SDGs) framework.
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The Teacher Task Force is a global and independent alliance, hosted by UNESCO, composed of national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies that work together to promote teacher-related issues.
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[^0]:    Source: UIS database.

[^1]:    Source: UIS database

