

5 Oct 2019 World Teachers' Day



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/teacher ratio	
	Primary	Secondary	Primary	Secondary
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 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

Region	% of primary schools with access to			
	Basic drinking water	Electricity	Computers for pedagogical purposes	Single-sex basic sanitation 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

Source: UIS database.

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](#))

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	94	66	54	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	...	53	45	38
Eastern and South-eastern Asia	97	70	56	...
Latin America and the Caribbean	96	78	57	43
Oceania	86	71	...	...
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

Source: UIS database.

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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