

# 5<sup>Oct</sup> World Teachers' Day 2021



## World Teachers' Day 2021 Fact Sheet

### Teachers at the heart of education recovery

Teachers are a cornerstone of quality education systems and play a key role in building inclusive and equitable societies. While the deadline to achieve the Sustainable Development Goals is less than a decade away, COVID-19 has the potential to undermine efforts and reverse progress. To support sustainable education recovery, teachers must be placed at the centre of all efforts.

Closer monitoring of the global teacher targets (SDG 4.c) is central to achieve this. While indicators of teacher quantity and quality remain important, more efforts are needed to understand teacher training programmes and qualifications, as well as support provided to teachers, including pedagogical, health and safety, psychosocial well-being and compensation. After all, the social standing and improvement of the profession depend heavily on these factors.

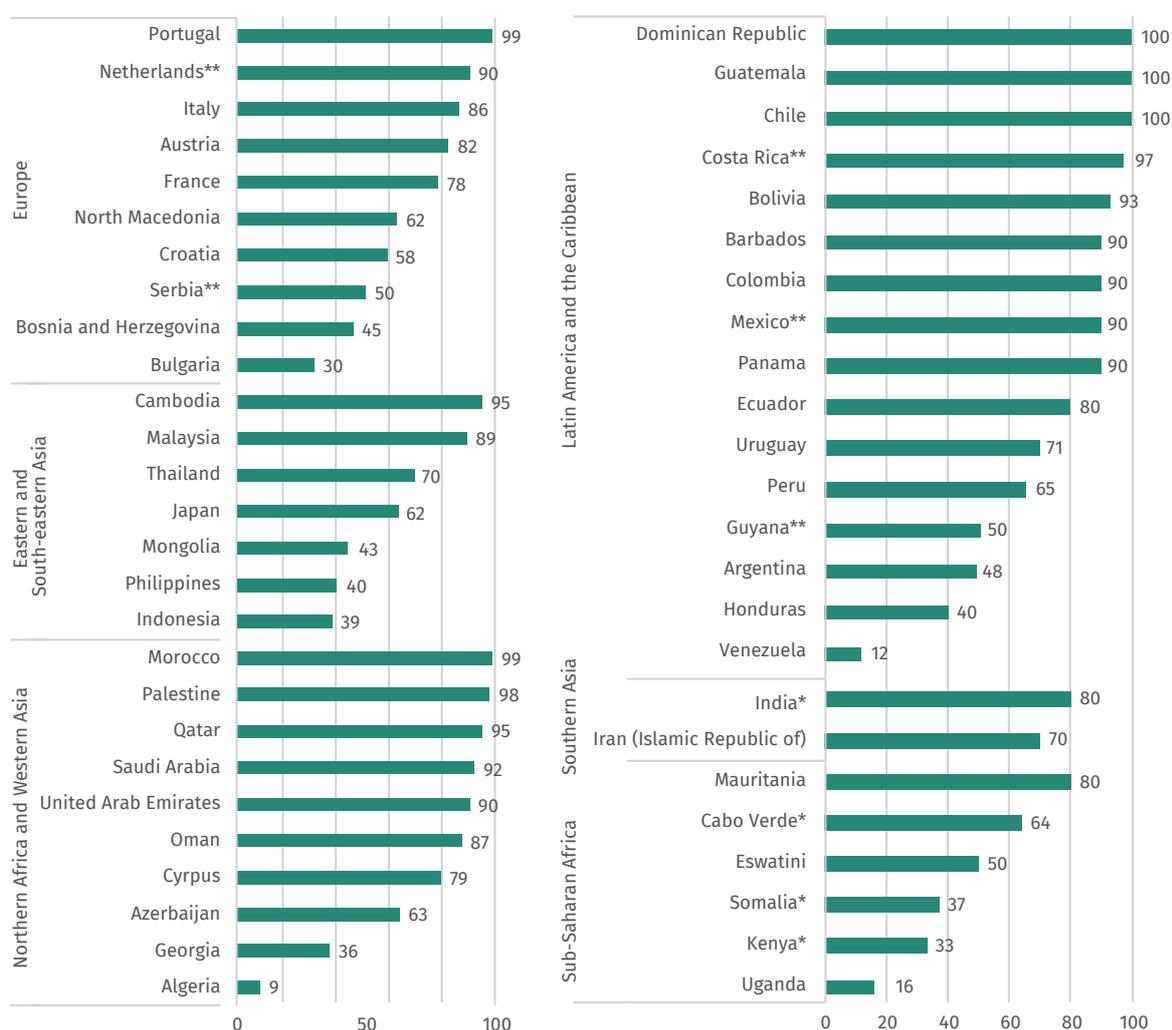
### Teachers' health and well-being including vaccination are essential in the recovery

- Globally, 72% of countries (146 of 204) have included teachers in one of several priority groups<sup>1</sup> to be vaccinated (see: [Teacher prioritization map in COVID-19 vaccine rollout plans](#)).
- Teachers were allocated to the first priority group with frontline workers in 19 or about 10% of countries; this includes high-income countries such as Qatar and the United Arab Emirates, middle-income from Central Asia such as Kazakhstan, Uzbekistan and Tajikistan and low-income countries including Cambodia, Rwanda and Uganda.

<sup>1</sup> A priority group designates that certain individuals are prioritized for vaccination in advance of the general population, whom are perceived to be at lower risk of illness (Teacher Task Force, 2020).

- Teachers were not allocated to any priority group in 29% of countries (59 of 204) meaning they are to be vaccinated according to other national criteria (e.g. age, health status, other).
- High-income countries that prioritised teachers tend to have high proportions of vaccinated teachers, including 100% in Chile and Portugal and 95% in Qatar.
- Various middle and low-income countries that allocated teachers to the first priority group, have also vaccinated more than 90% of primary and secondary teachers, including 99% in Morocco and 95% in Cambodia. In Mauritania, 80% are fully vaccinated (**Figure 1**).
- Despite varying levels of prioritisation within vaccine rollout plans, fewer than half of teachers are vaccinated in Bulgaria (30%), Georgia (36%), Indonesia (39%) and Mongolia (43%). In Uganda, just 16% are vaccinated.
- Teacher vaccination rates can be relatively low in countries where teachers are not prioritised. In Algeria, just 9% of teachers are fully vaccinated and the same is true for 12% of teachers in Venezuela.

**Figure 1: Percentage of teachers fully vaccinated, by country, September 2021 or latest data available**



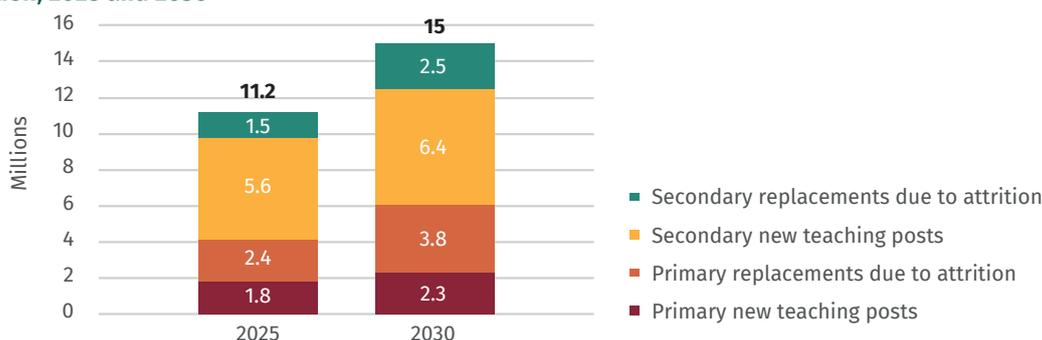
Source: Teacher Task Force, 2021. Most recent data available. Data for Dominican Republic and Kenya are from June 2021; data from Somalia are from May 2021; data from Barbados are from April 2021.

Note: Fully vaccinated refers to having received two doses of internationally recognized COVID-19 vaccines or one of the Johnson & Johnson's Janssen COVID-19 vaccine. \* Countries where teachers are only partially vaccinated. \*\* Unclear whether the data represent fully or partially vaccinated teachers.

## Putting teachers at the heart of education recovery requires increasing the size of the teacher workforce

- ✎ The total number of primary and secondary teachers worldwide increased by 41% between 2000 and 2020, from 50 million to 71 million; while in sub-Saharan Africa it more than doubled (174%) from 2.9 million to 8 million responding to rapidly growing school-age populations and variable progress in reducing the number of out-of-school children.
- ✎ Yet, teacher shortages remain most acute in sub-Saharan Africa, where in 2019 there was a gap of 4.1 million teachers to achieve universal primary and secondary education: almost 1 million in primary and 3.3 in secondary education.
- ✎ According to new Teacher Task Force [research](#), it is projected that sub-Saharan Africa will need to recruit 11.2 million primary and secondary teachers by 2025 based on increasing school-age populations and replacements due to teacher attrition. This gap will widen to 15 million teachers needed by 2030 (**Figure 2**).
- ✎ Some countries require more than a 5% annual increase in numbers of teachers to meet full enrolment targets in 2030. This includes Niger (8.1%), Chad (7.9%), Central African Republic (7.3%), Mali (6.1%) and U.R. Tanzania (5.6%).
- ✎ Teacher attrition rates, which measure the proportion of teachers leaving the profession (**SDG Target 4.c.6**), remain a challenge to building a sustainable workforce. During the previous 5 years, attrition at the primary education level has been as high as 22% in Guinea, 17% in Sierra Leone, 16% in Mauritania and 13% in Benin.

**Figure 2: Teacher recruitment needs in sub-Saharan Africa to meet universal primary and secondary education, 2025 and 2030**



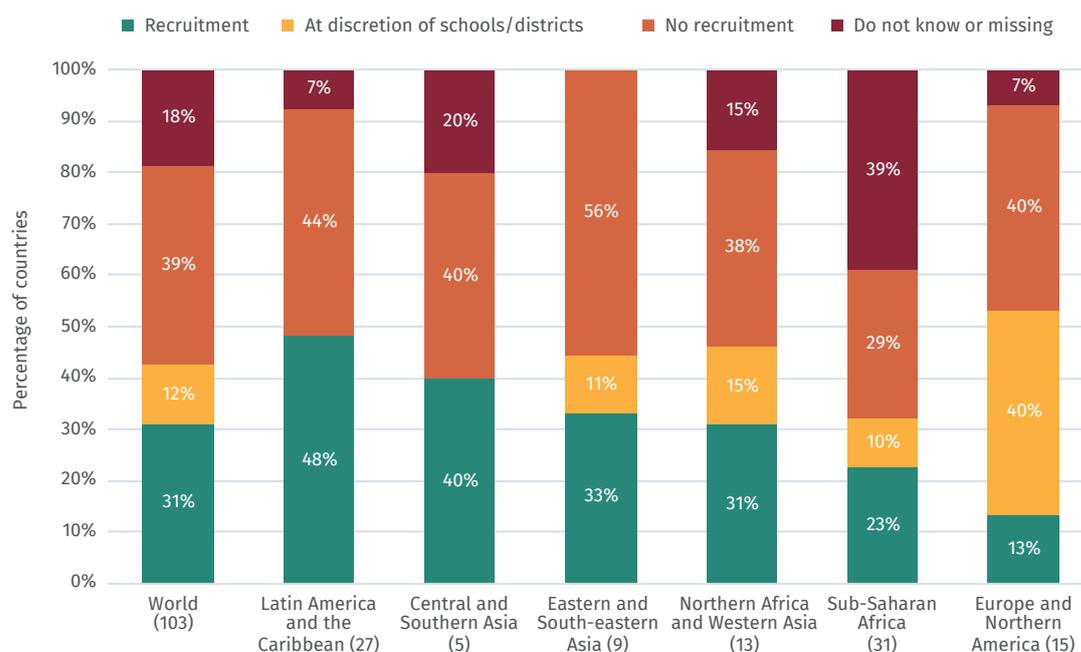
Source: [International Task Force on Teachers for Education 2030, 2021](#).

Note: Projections based on UNESCO Institute for Statistics data and methodology in UIS. 2010. [Technical Paper No.3](#).

## Additional teachers are needed to cope with the strain on education systems due to COVID-19

- ✎ According to a 2021 global survey by [UNESCO/UNICEF/WorldBank/OECD](#), 31% of 103 countries recruited additional teachers for school reopening, ranging from 48% of countries in Latin America and the Caribbean to just 13% in Europe and Northern America, where teacher recruitment is more likely than in other regions at the discretion of districts and schools (40% of countries) (**Figure 3**).
- ✎ Sub-Saharan Africa was the next least likely region to report additional teacher recruitment, by fewer than 1 in 4 countries, which were mainly from Southern Africa: Botswana, Eswatini, Malawi, Namibia, and Seychelles.

**Figure 3: Teacher recruitment for school reopening in primary education, by region, 2020**



Source: UIS/ UNICEF/WorldBank/OECD, 2021.

## Improving teachers' education and training are central to education recovery, however, many teachers lack basic qualifications

- ▶ Globally, 83% of primary and the same proportion of secondary teachers held the minimum required qualifications (**SDG Target 4.c.1**). In primary, this proportion ranges from 98% in South-eastern Asia to 67% in Sub-Saharan Africa, while in secondary, it ranges from 97% in Central Asia to 61% in Sub-Saharan Africa (**Table 1**).
- ▶ In sub-Saharan Africa, the proportion of teachers with minimum required qualifications has been decreasing since 2000, from 84% for primary and from 79% for secondary due to a growing number of private/community education providers, recruitment of contract teachers and constrained budgets.
- ▶ In Southern Asia, 77% of primary teachers held the minimum required qualifications, making it the region the second lowest proportion including 100% in the Islamic Republic of Iran, 97% in Nepal, 78% in India, 77% in Pakistan and 50% in Bangladesh.

**Table 1: Proportion of teachers with the minimum required qualifications and pupil/trained teacher ratios, 2020 or most recent year available**

Region	Teachers with minimum required qualifications (%)		Pupil-trained teacher ratio (PTTR)	
	Primary	Secondary	Primary	Secondary
World	83	83	27	20
Central Asia	97	97	21	11
Eastern Asia	...	...	...	...
Europe	85	...	17	...
Latin America and the Caribbean	83	78	25	21
Northern Africa and Western Asia	84	85	24	17
Northern America	...	...	...	...
Oceania	...	...	...	...

South-eastern Asia	98	95	19	20
Southern Asia	77	80	38	27
Sub-Saharan Africa	67	61	56	34
Low income	70	64	53	34
Lower middle income	81	81	34	24
Middle income	86	84	26	20
High income	...	...	...	...
Small Island Developing States	77	76	27	19

Source: UIS Database, September 2021 release.

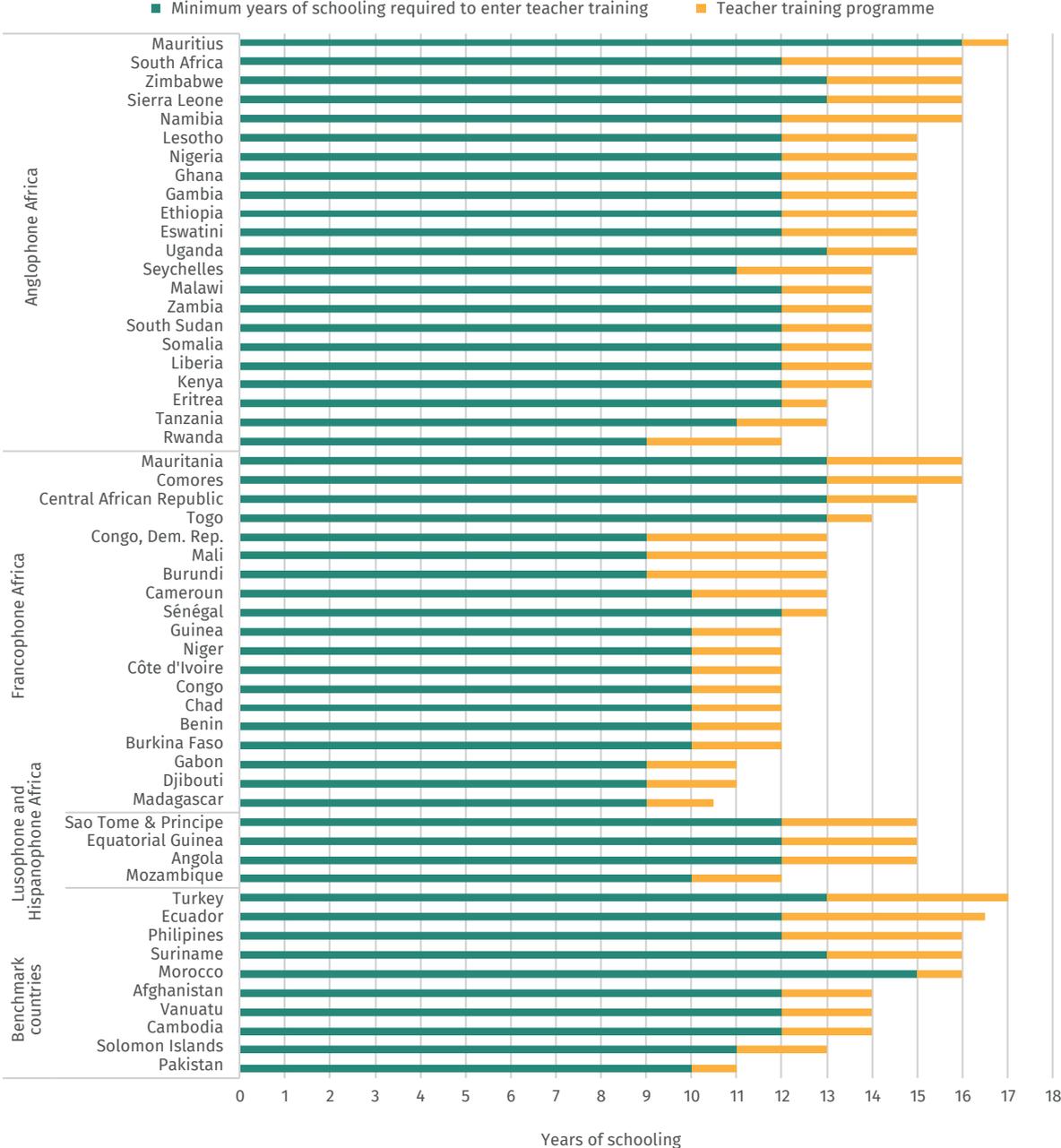
## Overcrowded classes and overstretched teachers undermine teaching quality and student contact time

- ✎ The global average pupil/trained teacher ratio (PTTR) (**SDG Target 4.c.2**) in primary education was 27:1 ranging from 56:1 in sub-Saharan Africa to 17:1 in Europe (**Table 1**).
- ✎ Primary PTTRs are moderate in Latin America and the Caribbean (25:1), Northern Africa and Western Asia (24:1) while lower in Central Asia (21:1).
- ✎ In sub-Saharan Africa, the PTTR in primary education was especially high in Madagascar (240:1), Sao Tome and Principe (114:1) and Guinea (63:1). It was lower than the global average, particularly in Cabo Verde (20:1), Seychelles (19:1) and Mauritius (14:1).
- ✎ Southern Asia has the next highest primary PTR, with an average of 38 pupils per trained teacher. This ranges from as high as 62:1 in Pakistan to as low as 20:1 in Nepal.
- ✎ With a global average of 20:1, PTTRs were generally lower in secondary education ranging from 34:1 in sub-Saharan Africa to 11:1 in Central Asia.

## A diversity of entry requirements and teacher training programmes make tracking progress difficult

- ✎ Based on an analysis of entry requirements and teacher training programmes found in [UIS ISCED Mappings](#), teachers' total years of educational attainment (i.e. combining basic education requirements and teacher training) was 14.6 years on average in Anglophone African countries – almost 2 years more than the 12.7 years in Francophone Africa.
- ✎ At the country level, total educational attainment in sub-Saharan Africa ranged from 17 years in Mauritius to just 10.5 in Madagascar (**Figure 4**).
- ✎ Teacher training programmes last 2.5 years on average in Anglophone countries compared to 2.3 in Francophone countries; at country level they varied from 4 years in South Africa and Namibia to 1 year in Eritrea and Senegal.
- ✎ In Francophone Africa, the majority of teacher training programmes (12 out of 18 countries) are classified at the upper-secondary level with entry based on completion of lower-secondary education. This compares to Anglophone Africa, where the majority of programmes (18 of 22 countries) are classified as post-secondary non-tertiary or short-cycle tertiary programmes with entry based on completion of upper-secondary education (**Table 2**).
- ✎ In sub-Saharan Africa, primary teacher qualifications are highest in Comoros, Mauritius, Sao Tome and Principe and South Africa where individuals' complete a Bachelor's degree or equivalent and lowest in Madagascar where teachers train at the lower-secondary level for 1.5 years after nine years of basic education.
- ✎ The UNESCO Institute for Statistics (UIS) has advanced a proposal to develop [ISCED-T](#), a framework to improve the collection, analysis and dissemination of internationally comparable statistics on teacher training programmes.

**Figure 4: Educational attainment of primary education teachers in total years in sub-Saharan African and benchmark countries, 2021**



Source: UIS, 2021, ISCED Mappings.

Note: In countries where there is more than one pathway to a teacher qualification, the shortest path is shown.

**Table 2: Countries' teacher training programmes for primary education in sub-Saharan Africa and selected countries, by educational level (ISCED 2011), 2021 or most recent year available**

Teacher training programmes to teach in primary education					
	Lower secondary (ISCED 2)	Upper-secondary (ISCED 3)	Post-secondary non-tertiary (ISCED 4)	Short-cycle tertiary (ISCED 5)	Bachelor's or equivalent (ISCED 6)
<b>Anglophone Africa</b>		Ethiopia, Rwanda U. R. Tanzania	Eritrea, Liberia, Malawi, Seychelles, Sierra Leone, Somalia, South Sudan, Zimbabwe	Eswatini, Gambia, Ghana, Kenya, Lesotho, Namibia, Nigeria, Uganda, Zambia	Mauritius, South Africa
<b>Francophone Africa</b>	Madagascar	Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Côte d'Ivoire, Djibouti, Gabon, Mali, Niger	Central African Republic, Senegal, Togo	Mauritania	Comoros
<b>Lusophone and Hispanophone Africa</b>		Mozambique		Angola	Sao Tome and Principe
<b>Benchmark countries</b>		Pakistan, Solomon Islands, Surinam	Afghanistan, Cambodia, Vanuatu		Ecuador, Morocco, Philippines, Turkey

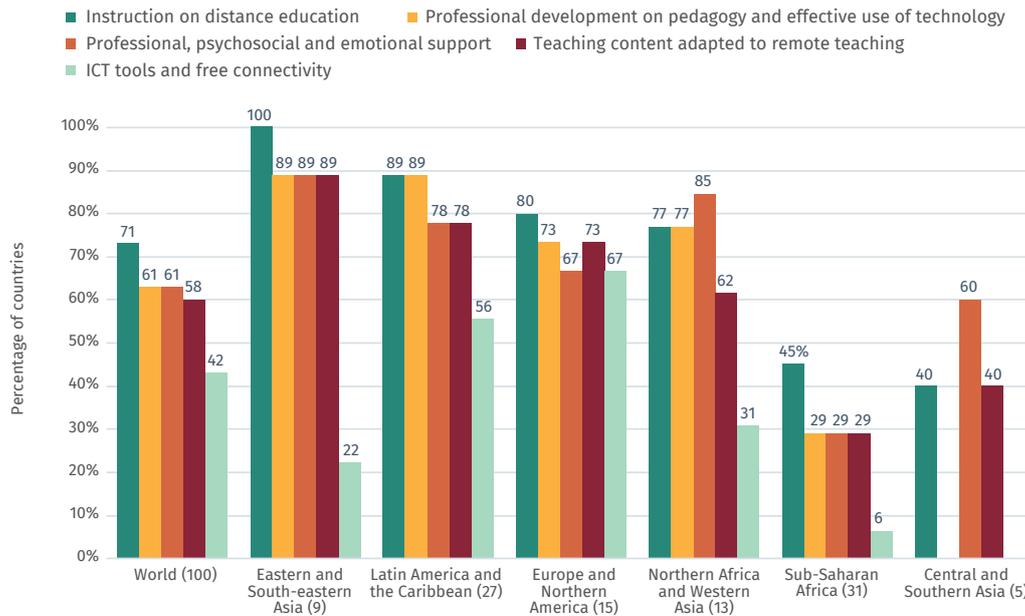
Source: [ISCED Mapping database, UIS, 2021](#).

Note: See the [UIS ISCED 2011](#) for education levels.

## Supporting teachers in the transition to remote and hybrid teaching is critical, but more effort is needed

- Based on the joint [UNESCO/UNICEF/WorldBank/OECD survey](#), instruction on distance education is the most common type of support provided to teachers by 71% of countries globally ranging from 100% of countries in Eastern and South-eastern Asia to only 40% in Central and Southern Asia and 45% in sub-Saharan Africa (**Figure 5**).
- Professional development (**SDG Target 4.c.7**) on pedagogy and effective use of technologies, along with professional, psychosocial and emotional support are the second most common types of support provided to teachers by 6 out of 10 countries globally, ranging from 9 out of 10 countries in Eastern and South-eastern Asia to just 3 out of 10 in sub-Saharan Africa.
- Content for remote learning was provided to teachers by 58% of all countries ranging from 81% in Europe and Northern America to just 29% in sub-Saharan Africa.
- Information and Communication Technologies (ICT) tools and Internet were provided to teachers in 42% of all countries, from 67% in Europe and Northern America and 56% in Latin America and the Caribbean to 22% in Eastern and South-eastern Asia and only 6% in sub-Saharan Africa, which includes Cabo Verde, Eswatini, Ghana, Kenya and Senegal.
- No additional support was provided to teachers in 13% of countries globally. In sub-Saharan Africa 16% countries did not provide any additional support including Malawi, Madagascar, Mauritania, Niger and Sao Tome and Principe.

**Figure 5: Support offered to teachers during school closures and the return to school process, by type and region, 2021**

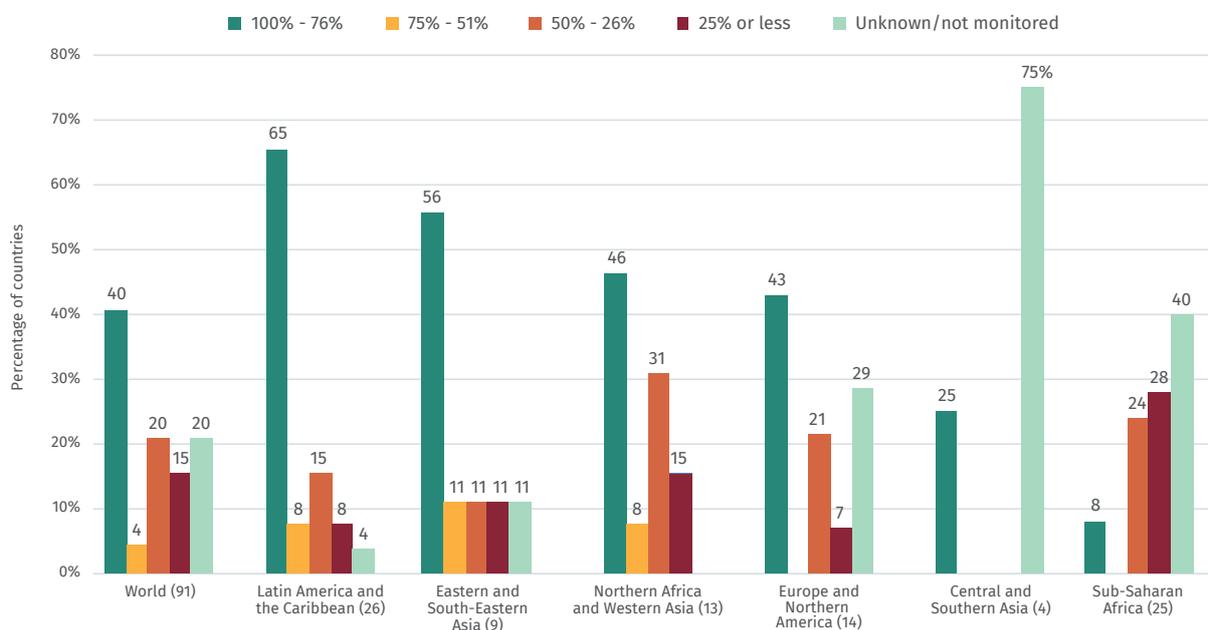


Source: UIS, UNICEF, World Bank, OECD, 2021.

## Teacher training on distance and hybrid learning methodologies is more critical than ever to maintain teaching and learning

- According to the joint [UNESCO/UNICEF/WorldBank/OECD survey](#), 40% of countries, globally, trained three quarters or more of teachers on distance learning methods including various forms of ICT in 2020, ranging from 65% of countries in Latin America and the Caribbean to just 8% in sub-Saharan Africa (**Figure 6**).
- In Eastern and South-eastern Asia, 56% of countries trained three quarters or more of teachers on distance learning methods, while 44% trained all teachers, including Thailand, Timor Leste, Philippines and Viet Nam.
- Teachers were least likely to be trained in sub-Saharan Africa where 28% of countries trained fewer than one quarter of teachers, including in Angola, The Gambia, Mali, Namibia, Nigeria, Sao Tome and Principe and Togo; in contrast Mauritius and Mozambique trained more than 75% of teachers.
- In Central and Southern Asia, Uzbekistan trained more than three quarters of teachers to use distance learning methods.

**Figure 6: Percentage of teachers trained in using distance learning methods, by region, 2020**



Source: UIS, UNICEF, World Bank, OECD, 2021.

## Investing in teachers is key for education recovery and improving the status of the profession

- ✎ Sub-Saharan Africa is the only region that allocated over 15% of total public expenditure to education every year since 2000, yet two-thirds of low- and lower middle-income countries have reduced their education budgets since the beginning of the COVID-19 crisis, which could jeopardize growth in the sector ([UNESCO/WorldBank, 2021](#)).
- ✎ In sub-Saharan Africa, 13 out of 28 countries allocated more than 90% of education expenditures to staff compensation in primary education, accounting for 95% or more in Cabo Verde, Djibouti, Malawi, Namibia, Senegal, South Sudan and Togo ([Teacher Task Force, 2021](#)).
- ✎ Research comparing teachers' salaries with that of workers at a comparable level of qualifications (**SDG Target 4.c.5**) in 15 countries in sub-Saharan Africa shows that teachers in Burkina Faso, Côte d'Ivoire, Namibia, Senegal and Zambia were paid more than other workers, while in DR Congo, Gambia, Liberia, Nigeria, Sierra Leone, Tanzania and Uganda, teachers were paid less ([Evans et al., 2020](#)).
- ✎ In sub-Saharan African countries, teachers in permanent contracts were more likely to receive employee benefits than fixed term/temporary contract holders. On average 74% of teachers holding permanent contracts received paid leave, 39% received medical benefits and 68% received social security/pension compared to 49%, 25% and 40% of fixed term/temporary teachers ([Evans et al., 2020](#)).

The International Task Force on Teachers for Education 2030 (also known as Teacher Task Force) is a global and independent alliance. Members are 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.

The Teacher Task Force Secretariat is hosted by UNESCO's Headquarter in Paris.

For more information, see:  
[www.teachertaskforce.org](http://www.teachertaskforce.org)

Published in 2021 by the United Nations Educational, Scientific and Cultural Organization (UNESCO),  
7, place de Fontenay, 75352 Paris 07 SP, France

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Design: ADV Design

Cover: © UNESCO 2021. Icons from Shutterstock.com

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