

# Fact Sheet for World Teachers' Day 2024

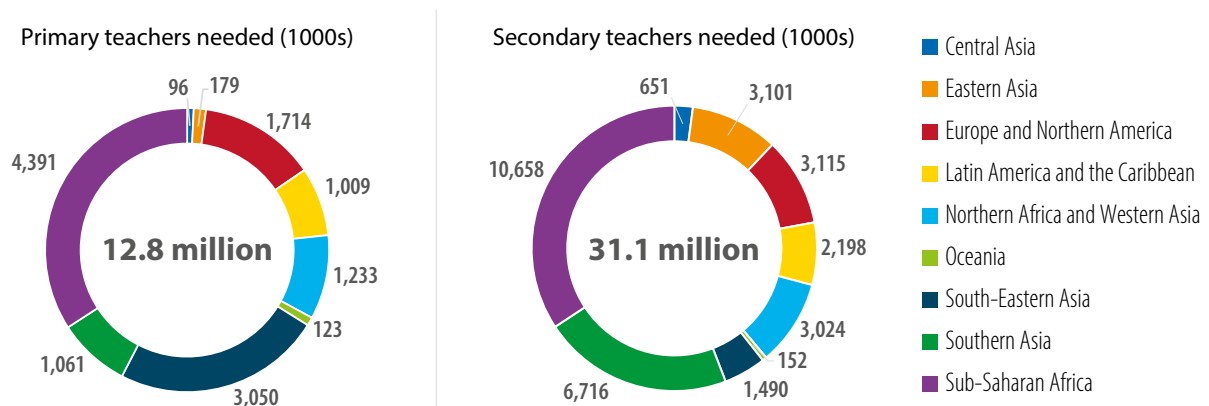
## Teachers Count: Monitoring progress towards Target 4.c. of the Sustainable Development Goals (SDGs)

Target 4.c. of the SDGs states that “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.”

Teachers hold the key to the solution of the world’s most pressing educational challenges. Following the 2024 World Teachers’ Day theme “Valuing teacher voices: Towards a new social contract for education” lies the recognition that teacher voices offer an important perspective on the policies needed to improve education, their working conditions, and the support systems under which they teach. Ensuring there are enough qualified teachers in classrooms is the first step in the achievement of SDG 4, and a prerequisite for their voices to be heard.

The world needs 44 million additional teachers to achieve universal primary and secondary education by 2030. Although teacher needs are greater in some regions, the teacher shortage is global. It includes 18.5 million teachers just to enrol all out-of-school children of which half or 9.4 million are needed in Sub-Saharan Africa alone.

**Figure 1: Total teacher recruitment needed to achieve universal primary and secondary education by 2030**



Source: UNESCO and TTF, 2024. Global Report on Teachers: Addressing teacher shortages and transforming the profession. Paris: UNESCO <https://teachertaskforce.org/knowledge-hub/global-report-teachers-addressing-teacher-shortages-and-transforming-profession>

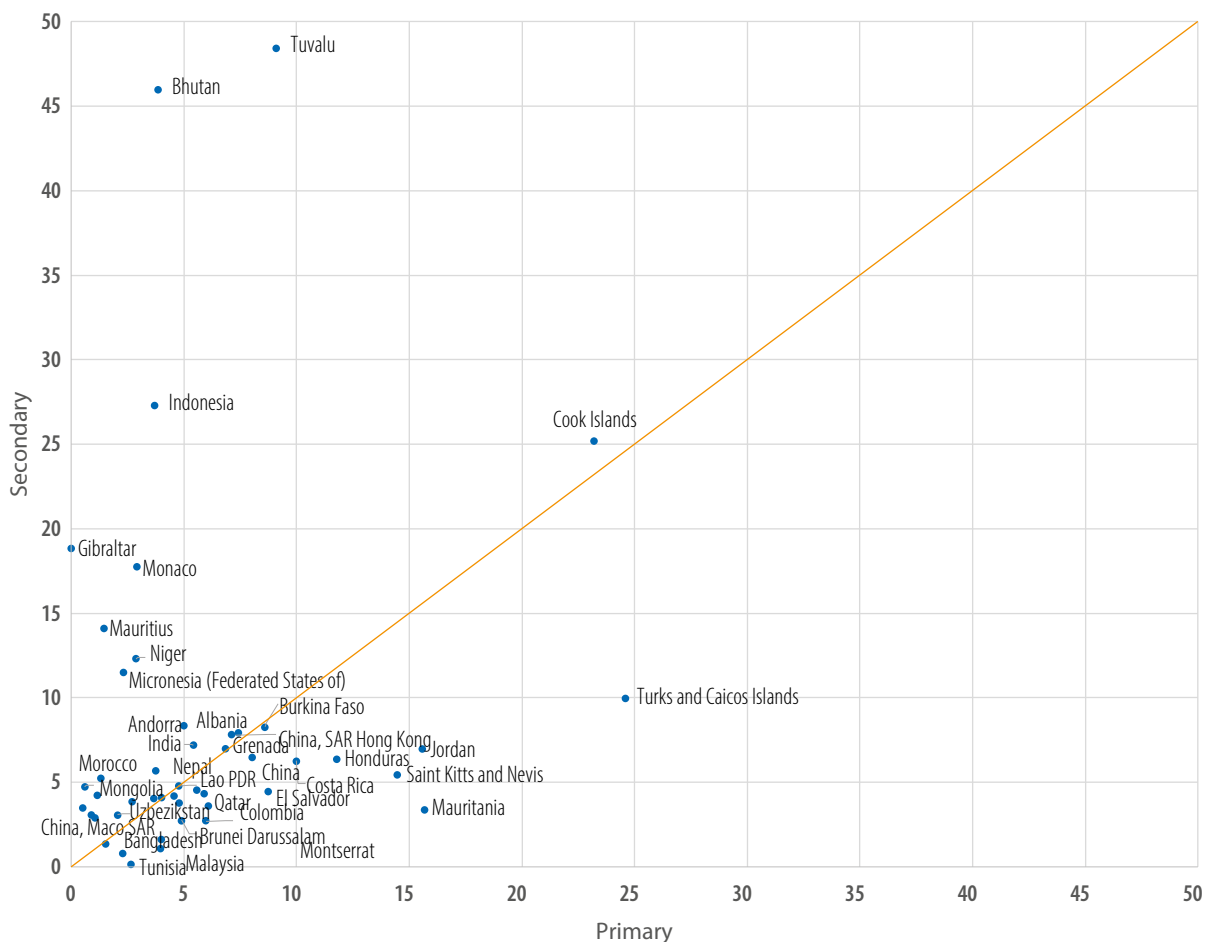
25.5 million (or approximately 58%) of the additional teachers to be recruited for achieving the SDGs in 2030 are needed to replace those lost to attrition. Teacher attrition represents the percentage of teachers at a given level of education leaving the profession in a given school year. Teachers are leaving the profession twice as much as as 5 years ago, especially in secondary education. This is due to their working conditions, including low salaries, high workloads and a lack of voice in educational decision-making.

**Table 1: Global teacher attrition rates, 2023 or latest data available**

	Primary		Lower secondary		Upper secondary	
	2018	2023	2018	2023	2018	2023
Males	6.53	7.25	2.11	9.35	m	7.06
Females	4.77	5.4	2.95	7.75	m	6.03
Total	4.64	5.98	2.59	8.41	2.21	6.53

Note: Primary male attrition is for 2019 and not 2018.  
 Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

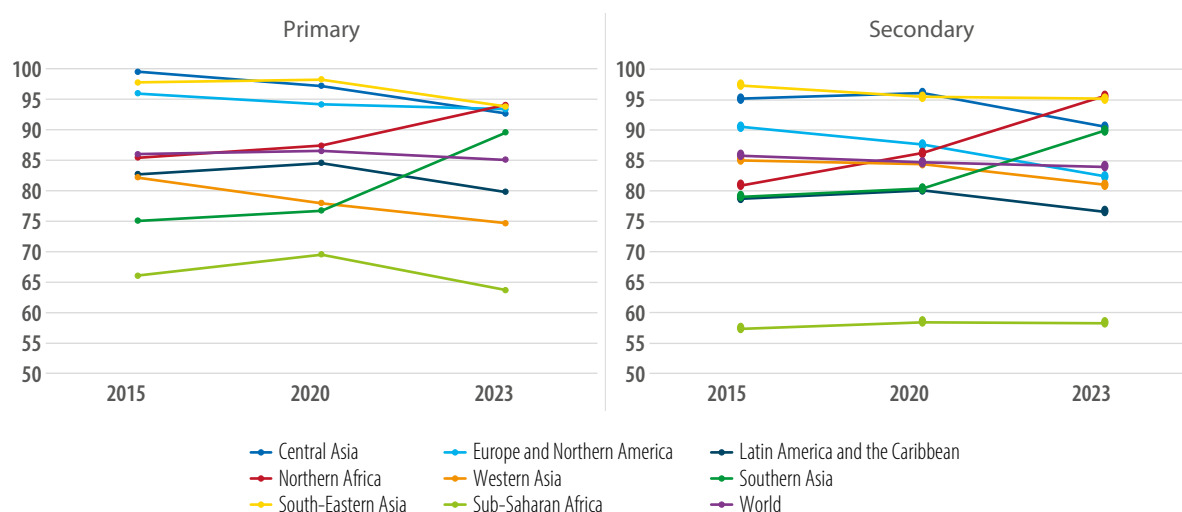
**Figure 2: Teacher attrition rates in primary and secondary education, 2023 or latest data available**



Note: While Figure 2 shows a number of outliers, attrition rates may vary over time.  
 Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

Teacher education and professional development are key to amplify teacher voices, and this in turn is vital to articulate training needs. Yet, many teachers do not have the required training, a challenge that is growing in most regions. On average, 85 per cent of primary and 84 per cent of secondary teachers globally have the minimum qualifications to teach, but this decreases to 64 per cent and 58 per cent in Sub-Saharan Africa, respectively.

**Figure 3: Proportion of teachers with the minimum required qualifications, according to national standards, 2023 or latest data available**



Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

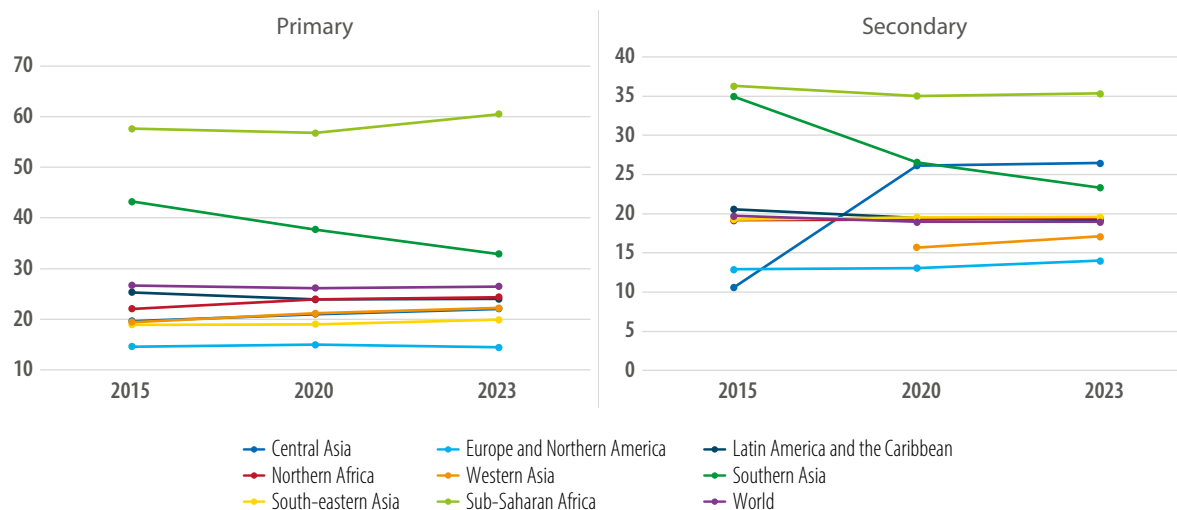
**Table 2: Countries with the lowest percentage of teachers with the minimum required qualifications, according to national standards, 2020-2023**

Primary (%)		Secondary (%)	
Micronesia (Federated States of)	28	Nicaragua	18
San Marino	35	Micronesia (Federated States of)	31
Lebanon	41	Benin	36
Tokelau	44	Indonesia	38
British Virgin Islands	50	Grenada	39
Marshall Islands	52	Dominica	44
Nicaragua	59	British Virgin Islands	48
Grenada	60	Barbados	51
Liberia	62	Mauritius	56
Chad	64	Tuvalu	58

Note: Data includes countries reporting for two or more years.  
Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

Teacher voices are critical to provide feedback on difficult working conditions, including overcrowding in classrooms and challenges caused by a lack of qualified teachers. Globally, the number of pupils per trained teacher has been stable at about 26:1 in primary education and 19:1 in secondary education since 2015. Nevertheless, classrooms are frequently overcrowded especially in sub-Saharan Africa where there were on average 60 pupils per trained teacher in primary education in 2023.

**Figure 4: Pupil-trained teacher ratio in primary and secondary education, by region, 2023 or latest data available**



Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

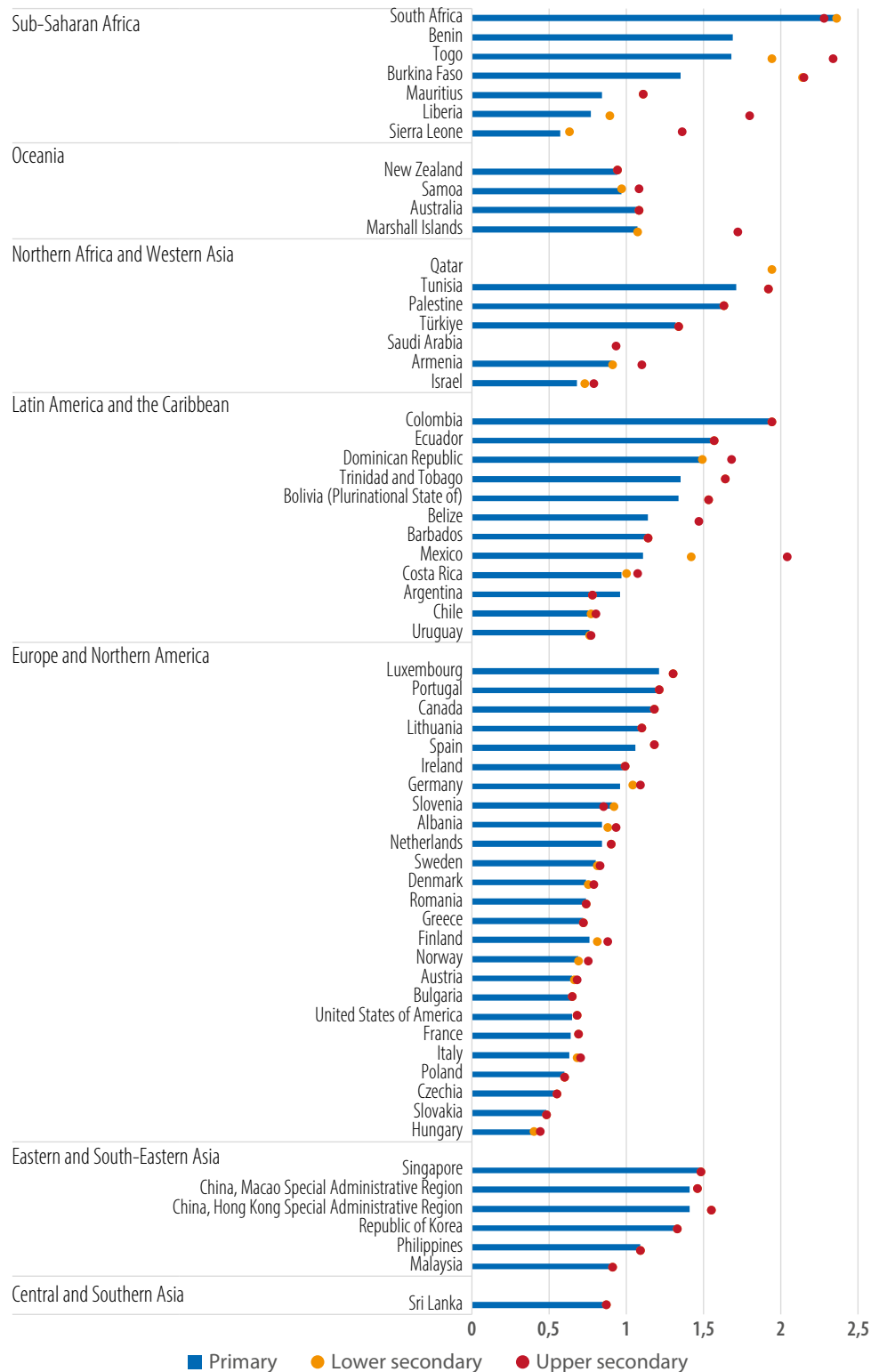
**Table 3: Countries with the highest pupil-trained teacher ratios in primary and secondary education, both sexes (headcount basis), 2020-2023**

Primary		Secondary	
Chad	90	Nicaragua	198
Sierra Leone	66	Niger	119
Guinea	65	Chad	81
Pakistan	65	Togo	75
Rwanda	62	Indonesia	70
Cameroon	60	Nauru	64
Mozambique	58	Syrian Arab Republic	57
Bangladesh	55	Benin	46
Micronesia (Federated States of)	54	Niue	46
Uganda	54	Bangladesh	46

Note: Data includes countries reporting for two or more years.  
Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

Teacher salaries are not competitive. In primary education, about 6 in 10 countries pay teachers less than the average salary of other professions requiring the same level of qualification, increasing to 8 in 10 countries in Europe and Northern America. This accounts, heavily, for teacher attrition and affects the attractiveness and status of the profession.

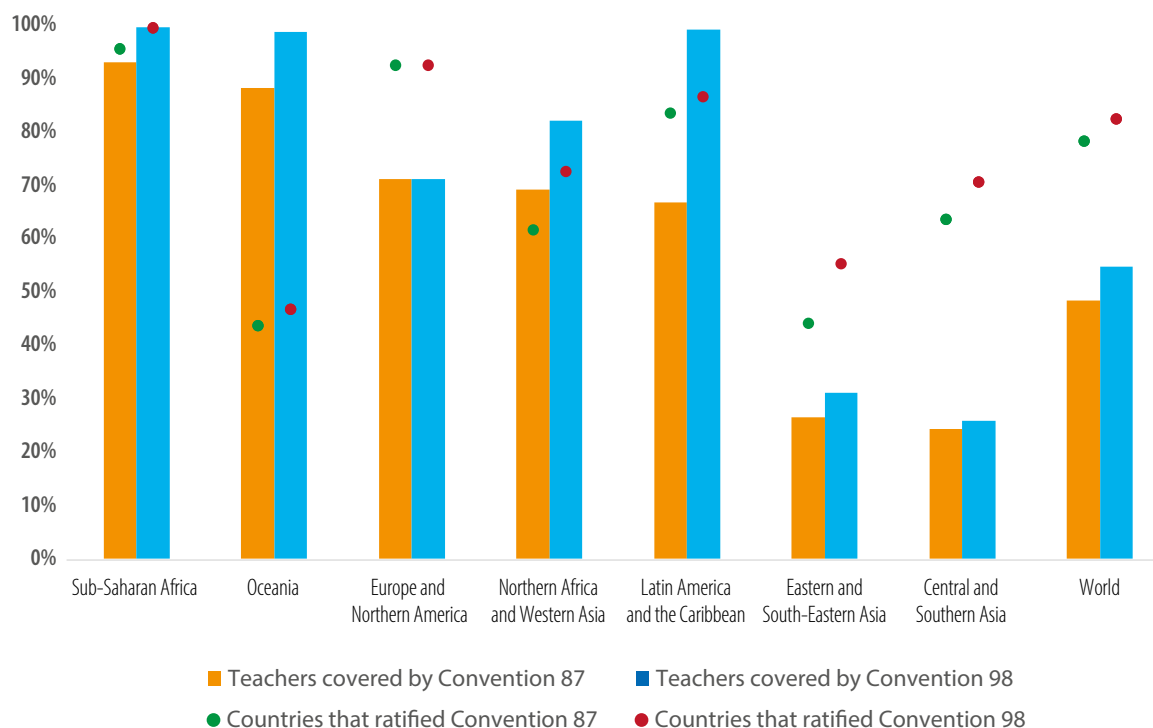
**Figure 5: Average teacher salary relative to other professions requiring a comparable level of qualification, both sexes, by education level, 2022 or latest data available**



Source: UIS database, 2024. <https://databrowser.uis.unesco.org/>

Two conventions of the International Labour Organization protect the right of freedom of association (Convention No. 87), and the right to organize and collective bargaining (Convention No. 98). However, about half of all primary and secondary education teachers work in countries that have not ratified these conventions, thus undermining teacher voices.

**Figure 6: Percentage of countries that have ratified ILO conventions that support teacher voices and the percentage of primary and secondary teachers working in those countries by region, 2024**



Notes: Percentages of teachers are based on total primary and secondary teachers in those countries which ratified Conventions 87 and 98: (ILO, 2024) in all UNESCO Member States: <https://normlex.ilo.org/dyn/normlex/en/f?p=1000:12000>. Percentages of countries are based on total UNESCO Member States.  
 Source: Author's calculations, based on UIS database, 2024 (Accessed 2 October 2024 <https://databrowser.uis.unesco.org/>)

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