



Towards a global minimum qualification for teachers: A first look at the data

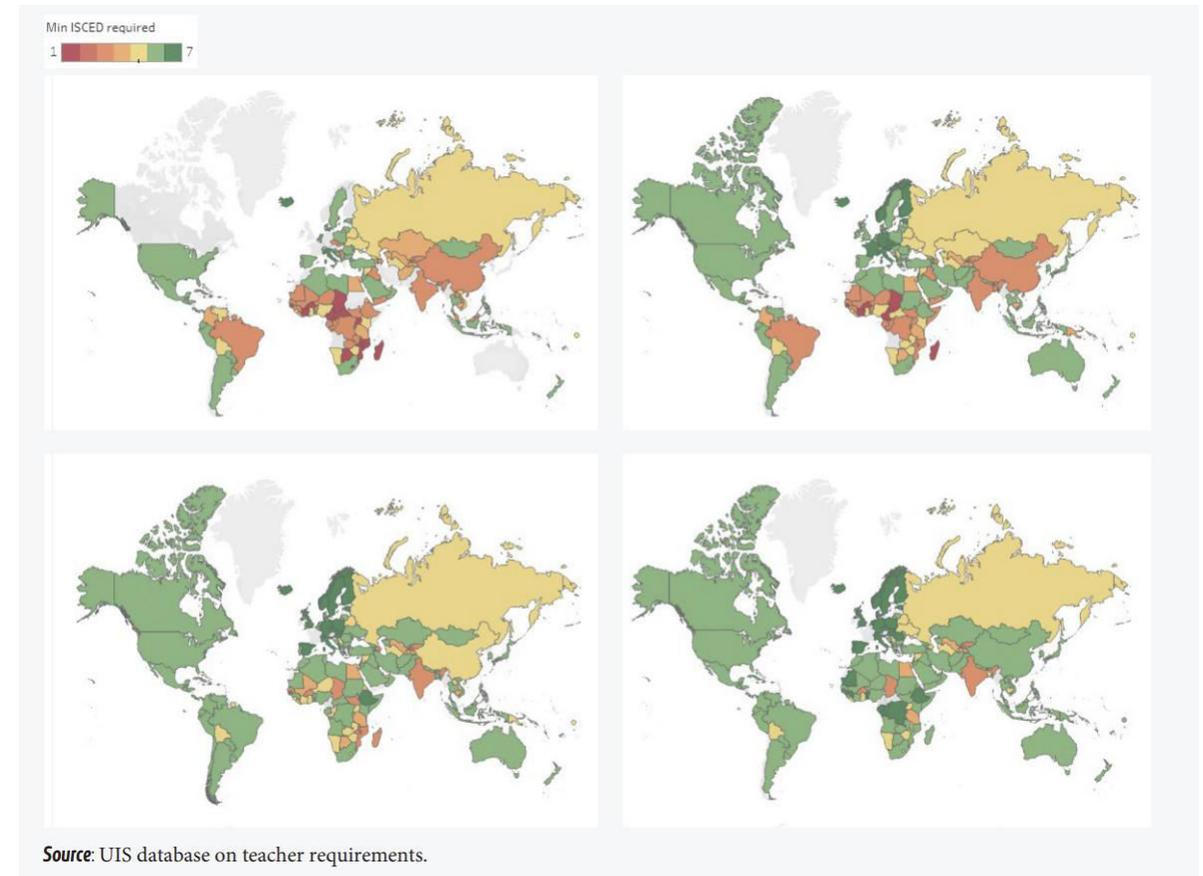
Revising SDG 4.c.1 Trained teachers – TCG decisions

1. Establish **ISCED level 6**, equivalent to a Bachelor's degree, as the **global minimum education level required for teaching** in ISCED levels 02 (Pre-primary) to 3 (Upper secondary).
2. To approve the UIS new data collection to collect:
 - The most recent available data on the number of teachers by teaching level of education and highest level of education completed (also by sex);
 - Retroactively collect data from 2015 onwards on the number of teachers based on the highest level of education completed, to produce indicators 4.c.1 and 4.c.2
3. **Maintain current form of indicator 4.c.3:** "Percentage of teachers qualified according to national standards by education level and type of institution."
4. **Discontinue ISCED-T** data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3

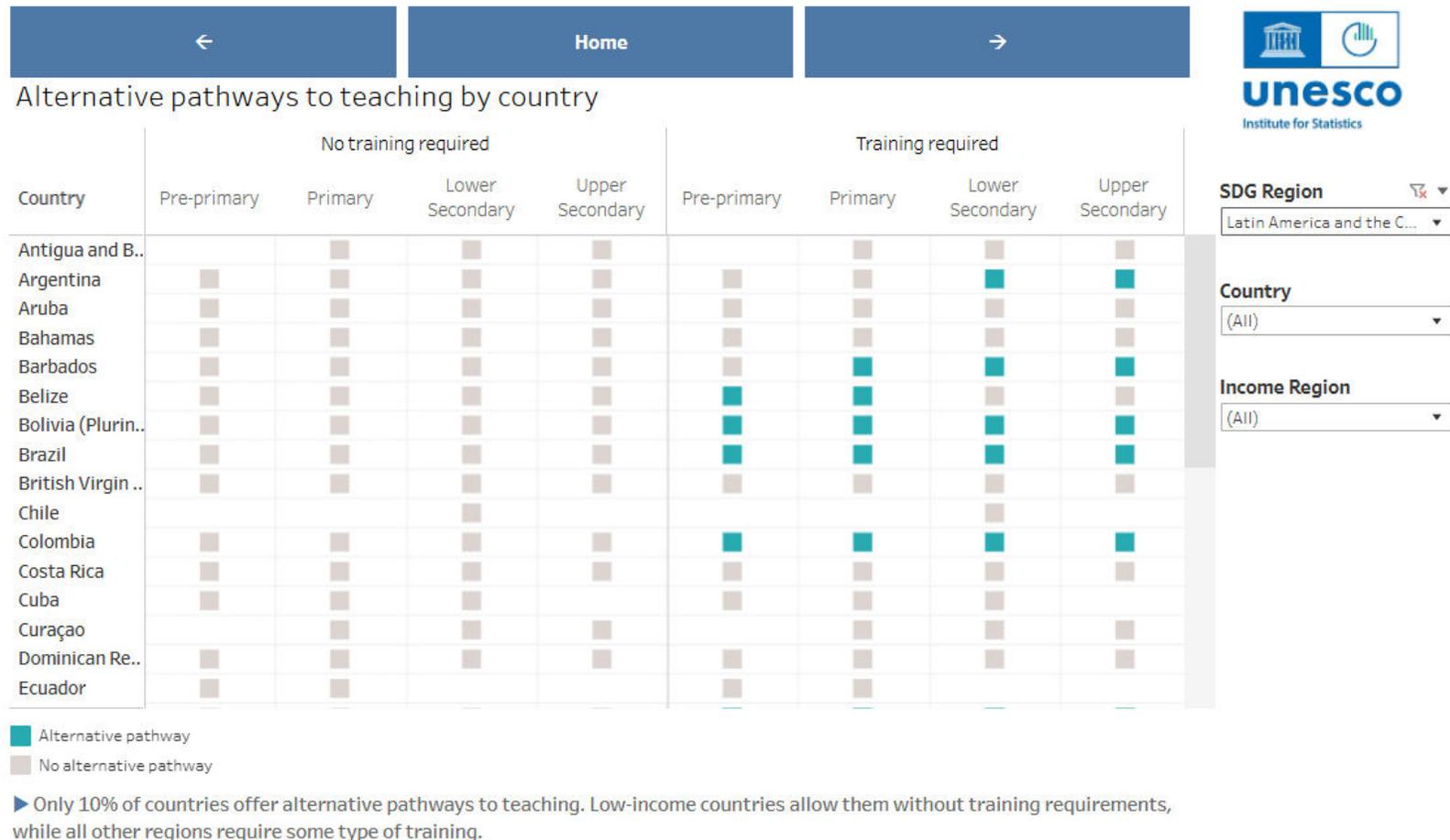
Background

- SDG Target 4.c calls on countries to substantially increase the supply of qualified teachers
- The intention of 4.c.1 is to measure professionally trained teachers while 4.c.3 is to measure academic qualifications
- Currently, 4.c.3 measures the percent of teachers qualified according to national standards
- Disparity in required teaching qualifications (as an indicator of teacher preparedness) is masked by looking at the percent of teacher qualified alone
- Comparing national standards reveals inequality about the preparedness of teachers (see figure)

Minimum required qualification (ISCED terms) to teach by level



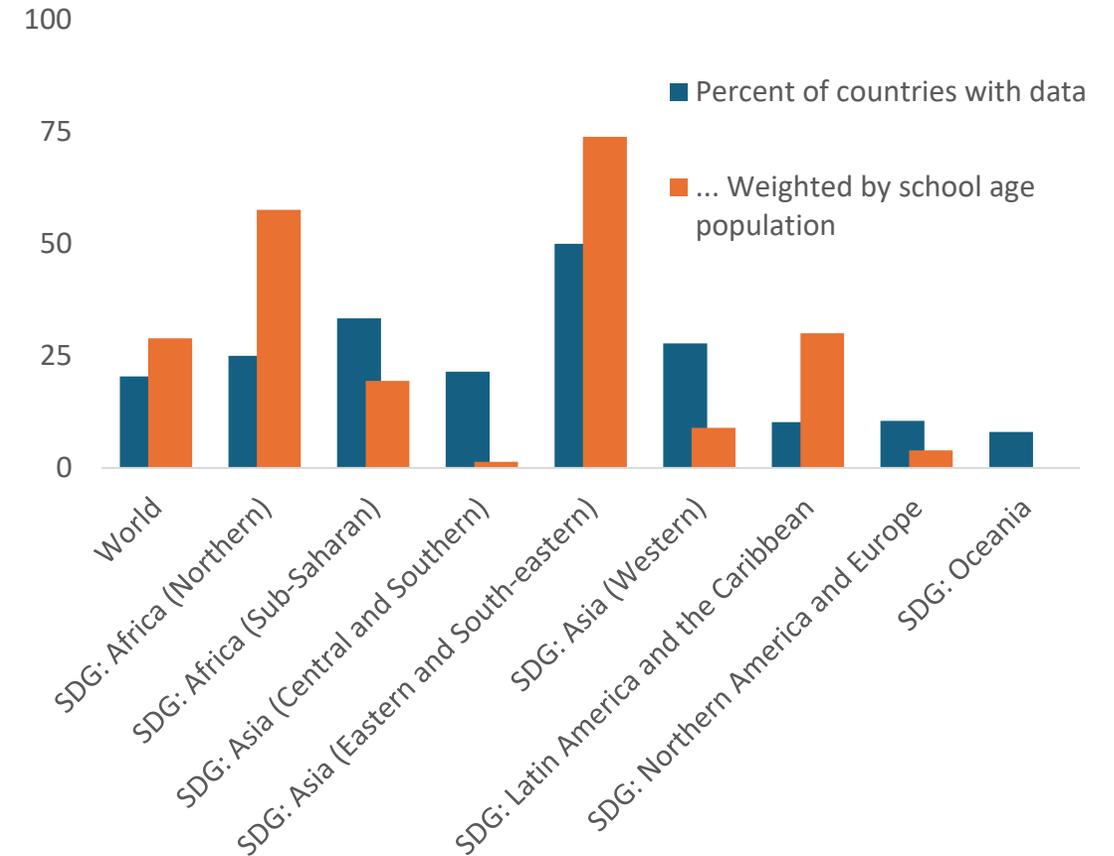
New UIS dashboard shows that only 10% of countries offer alternative pathways to teaching



Objective

- In order to create a comparable measure of teacher qualification, TCG 10 (December 2023) approved an international minimum qualification of ISCED-6 (bachelor's degree).
- Data collection on the percent of teachers with qualifications meeting the international minimum standard is currently ongoing
- Data coverage is currently low but this is expected to improve as data collection continues (data on primary teachers is highest, see figure)
- **This objective of this work is to provide initial findings from data that has been collected so far**

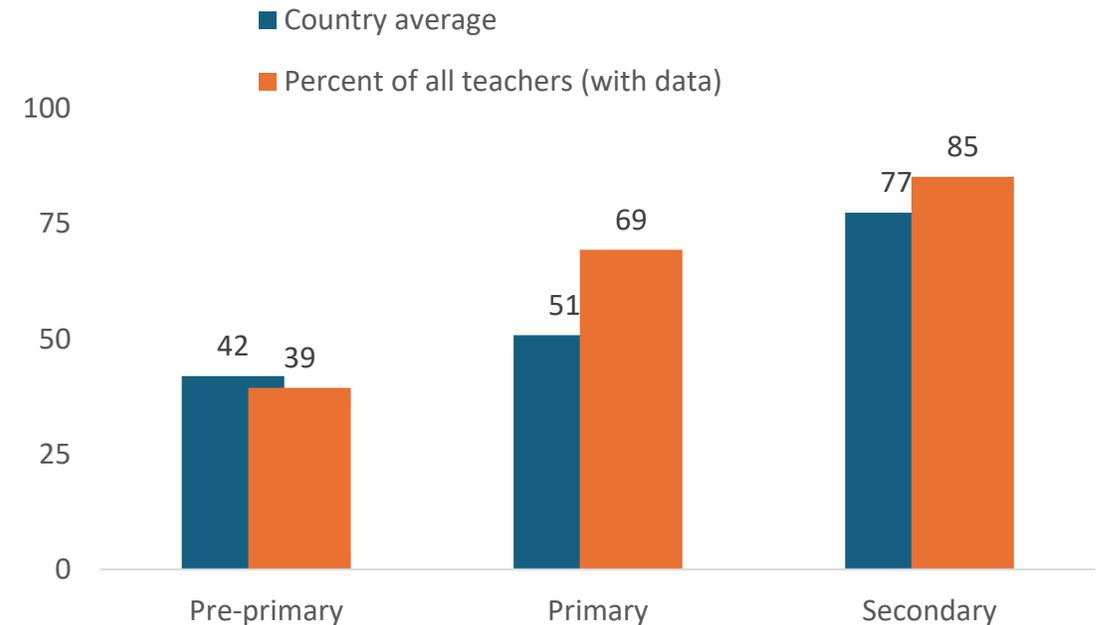
Data coverage so far - Primary



Minimum international qualification

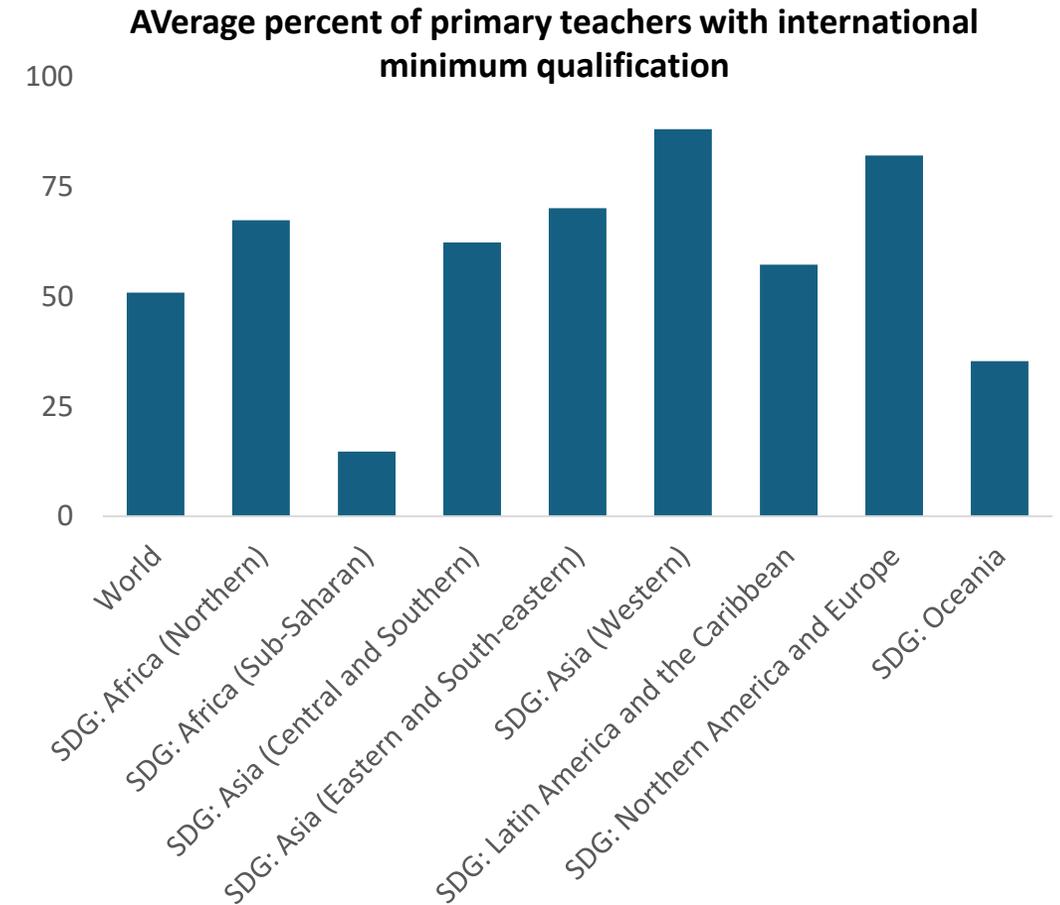
- Average percent of teachers with the minimum international qualification (ISCED 6) ranges from 42 percent for pre-primary teachers to 77 percent for secondary teachers (see figure in blue)
- Percent of all teachers (with data) that have the minimum international qualification ranges from 39 percent in pre-primary to 85 percent in secondary (see figure in orange)
- i.e.: pre-primary teachers are furthest behind in having the minimum international qualification, followed by primary

Percent of teachers with global minimum qualification globally
(country average and percent of all teachers)



Disparity in minimum qualifications

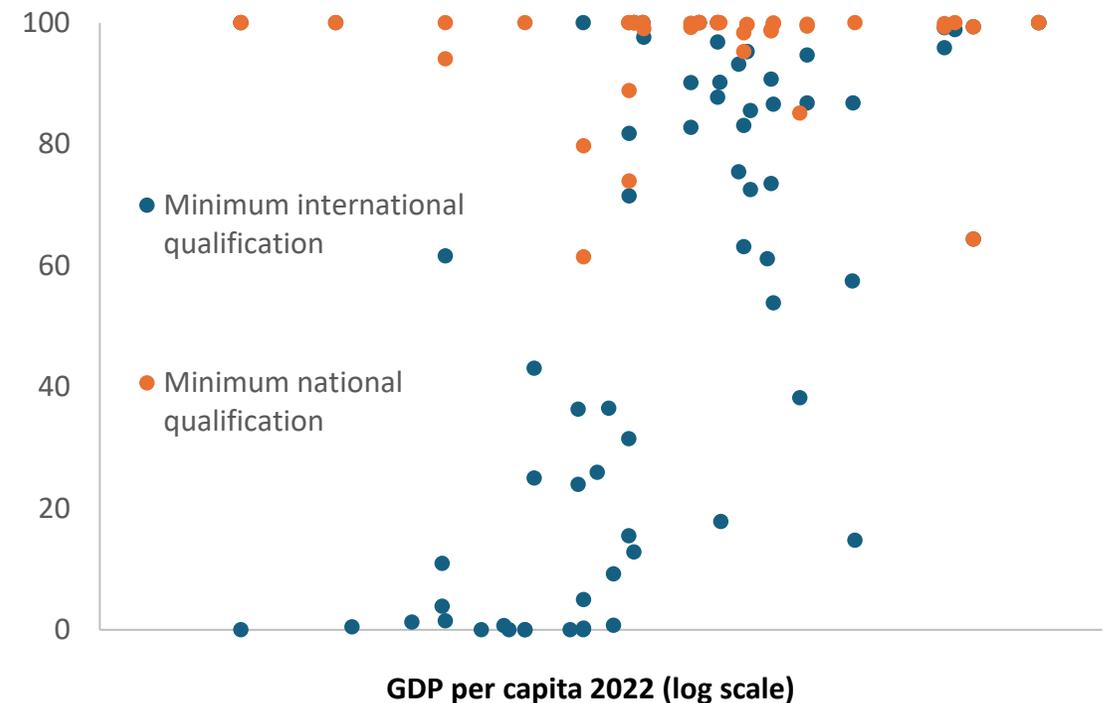
- Primary and pre-primary teachers in Sub-Saharan Africa and Oceania lag well behind other countries in having the international minimum qualification (see figure)
- For secondary teachers, teachers in Central and Southern Asia lag furthers behind



Minimum qualifications and income

- Percent of teachers with the international minimum qualification in countries with lower income per capita tend to lag those with higher income (see figure in blue)
- The differences between the percent of teachers qualified by national standards (figure in orange) are much higher for countries with lower levels of income
- i.e.: reporting the percent of teachers qualified by national standards overstates teacher preparedness in lower income countries

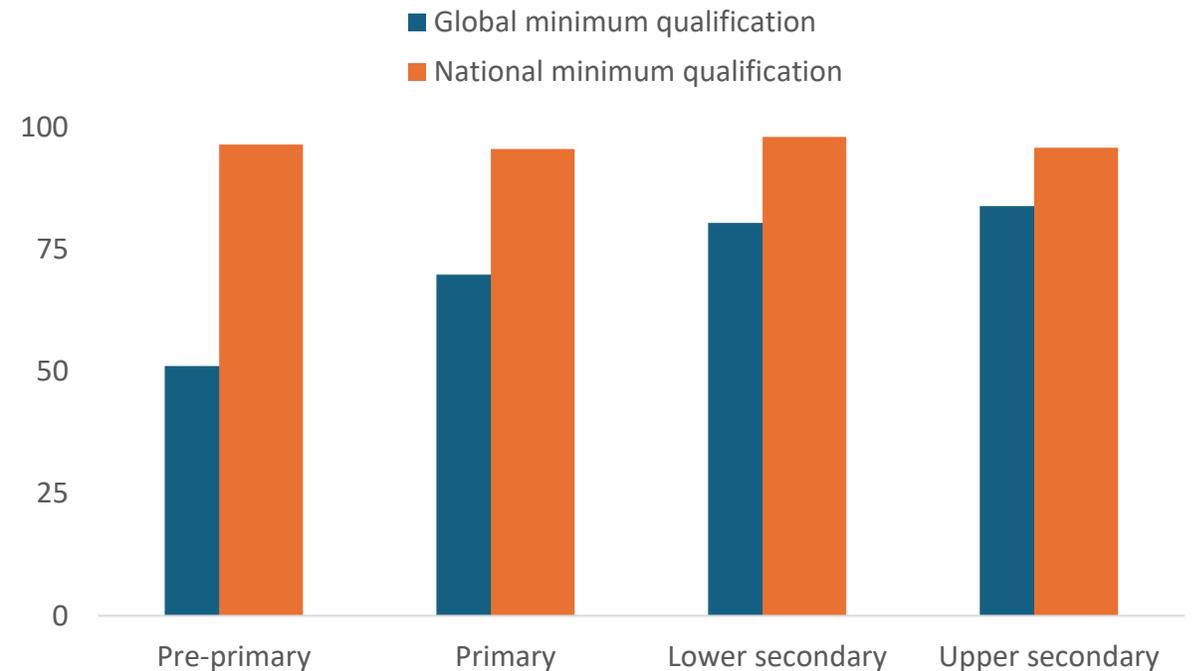
Percent of primary teachers qualified by the international and national minimum qualifications by countries' GDP per capita



Take-aways

- National definition of teacher qualification (currently in-use) masks important disparities between countries on how well-prepared teachers are (see Figure)
- These disparities are most hidden by national definitions of teacher qualification in countries with lower levels of income—places where children tend to need the most support and at most risk of poverty
- Data collection is on-going and this analysis will be updated

Comparing percent of teachers having global minimum qualification with having national minimum qualification (for countries with data on both) - average across all countries





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