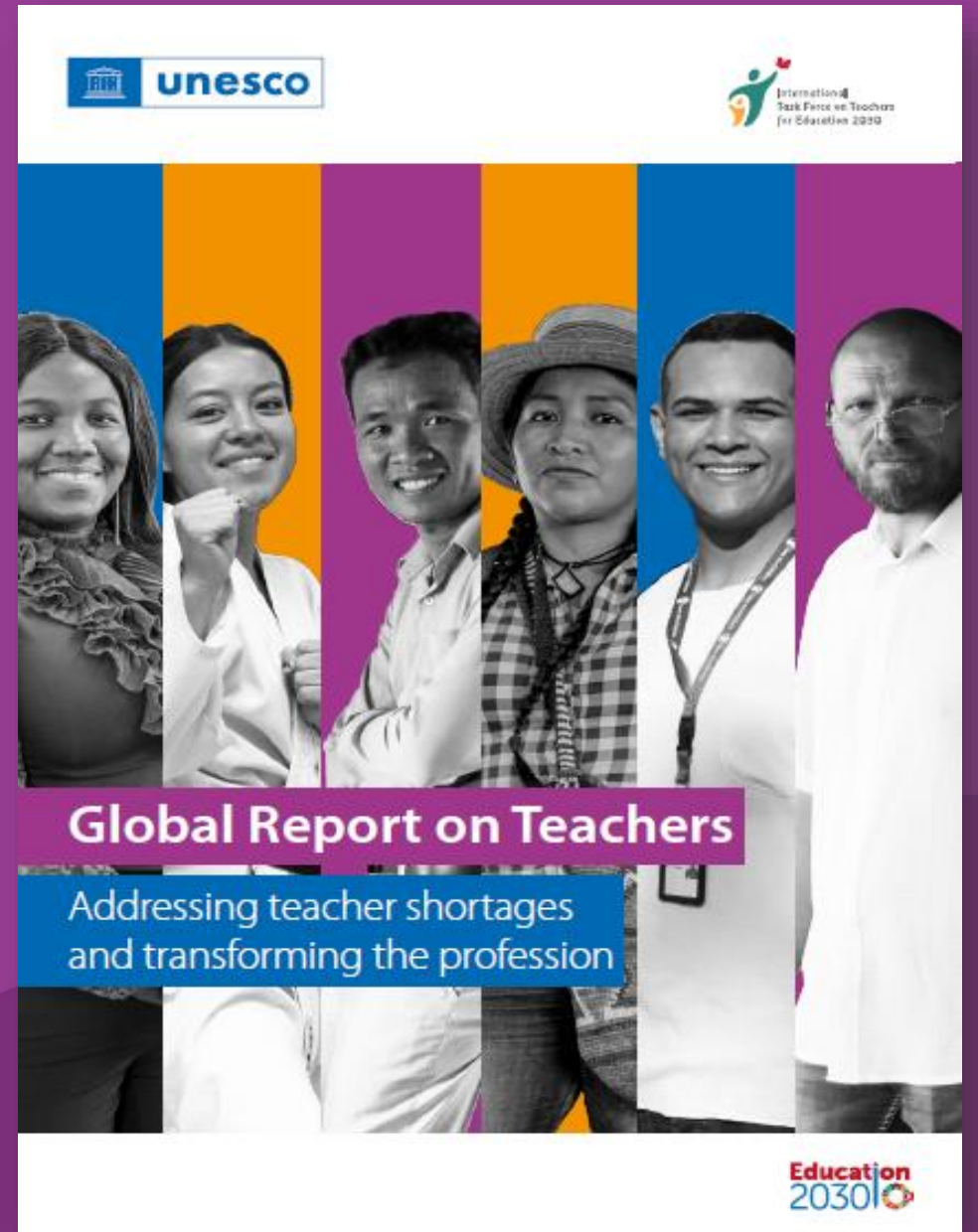


Global Report on Teachers

Addressing teacher shortages
and transforming the profession

Education for All Advisory Board
Ministry of Education of Latvia
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Towards a different social construction of teachers and teaching



<https://www.unesco.org/sites/default/files/medias/fichiers/2025/08/world-summit-teachers-final-santiago-consensus-en.pdf>

Five years from 2030: The Imperative to Reverse Teacher Shortages

Quantitative shortage

- **Globally, 44 million** more primary and secondary teachers are needed to achieve universal education by 2030 of which 13 million at primary and 31 million at secondary.
- Sub-Saharan Africa (SSA) needs **15 million additional teachers**
- **4.8 million in Europe** and North America

Qualitative shortage

- **Qualified teachers:** in Europe 94% of teachers in primary and 89% in Secondary are qualified
- **Trained teachers:** emerging issues like digital technologies and AI and standing issues like multigrade, multicultural, multilingual teaching

Addressing teacher shortages: challenges and implications

- A multidimensional phenomenon: **demographic change** and teacher attrition
 - Ageing teaching populations: 50% in Italy and Lithuania are over 50 years old
- **Teacher attrition: Teachers** are leaving the profession at unprecedented rates, doubling globally from 4.62% in 2015 to 9.06% in 2022
- **Teacher salaries remain unattractive** in 50% of the world (more than 20 countries pay salaries that are largely inadequate to meet basic familiar needs)
- **Working conditions:** the material and the symbolic
- **International and internal mobility** (poaching) and displacement especially in crisis-affected areas
- **The different faces of shortages:** gender representation, locality, ability, diversity (linguistic, cultural)

Levers to Reverse Teacher Shortages

Improving salaries and retirement schemes		Attracted and retained teachers in Kazakhstan, Kyrgyzstan, Shanghai, Latvia, France, Croatia, Scotland
Technology integration	➡	Career development and peer-learning in Kenya, South Sudan and Uganda, Finland and Austria
Training, mentoring, and psychological support programs		Aided teachers during emergencies and in crisis-affected areas to cope in Kenya, Cameroon and psychosocial support in more than 40 countries in SSA (COVID19).
School, parents and communities forming committees	➡	Protected education – and teachers – from violence in Liberia, Nepal, Sri Lanka, Zimbabwe
Pedagogic school leadership and practices that foster collaboration among teachers		Contributed to better student outcomes in UNESCO's ERCE, Latin America, Finland
Induction programs for both novice teachers and principals	➡	Ensured integration into the profession in Scotland, Cuba
Teacher management information systems		Better project personnel needs and equitable teacher deployment in Malawi, Senegal, Sierra Leone, South Africa and Uganda
Incentives		Helped attract and retain teachers in remote or underserved areas and address educational inequities in China, Ecuador

Investing in Teachers: Closing the Funding Gap by 2030

Public education expenditure averaged 4.2% of GDP in 2021, yet funding gaps persist.

Government allocations constitute 78% of global education spending. Donor funds remain crucial, comprising 13% of total education expenditure in low-income countries.

Teacher Expenditure and Attrition Costs:

- Teacher salaries make up the majority of education expenditures, about 75% in low- and lower-middle income countries
- The rising debt crisis in low-income countries threatens public education spending, with 58% of countries facing debt distress or high risk in 2022, up from 21% in 2013.
- High attrition rates result in costs for recruiting and training new teachers. In the UK, estimates held that £208 million per annum were spent training teachers that quit within the first 2 years after qualifying.
- Research estimates that providing 35 hours of high-quality CPD annually for England's teachers would cost around **£4 billion over ten years** but yield a net social **benefit of £61 billion**, primarily through improved pupil attainment and lifetime earnings.

Projected estimated annual cost of financing new teachers for universal education targets

- Globally \$120 billion
- Sub-Saharan Africa \$39 billion

Based on national benchmarks for teacher recruitment targets, results in lower cost projections, 11.5% lower in primary 20% lower in secondary education.

Transforming the Teaching Profession for a New Social Contract

- 1. Foster gender balanced profession embracing diversity.** Austria and Germany implemented initiatives to boost female leadership and recruit more men in early childhood education, respectively. Germany doubled men in early childhood education in over a dozen years
- 2. Enhance teacher motivation through enticing, collaborative and relevant lifelong learning.** England initiated the 'Return to Teaching' pilot programme in 2015.
- 3. Train teachers to fully benefit from technology.** Egypt's Professional Academy for Teachers
- 4. Enhance teaching professionalization including initial teacher education and CPD.** AU's African Teacher Qualification Framework, UNESCO's ISCED-T. Significant benefits of CPD to pupil attainment and life-time earnings in England.
- 5. Transition contract teachers into permanent teaching positions with the related qualifications.** Indonesia integrated 544,000 contract teachers into permanent positions.

Transforming the Teaching Profession for a New Social Contract

- 6. Find the balance between accountability and autonomy.** Global Framework of Professional Teaching Standards. In Finland, teachers' autonomy and reflective professionalism thrive without reliance on standardized tests to assess teachers' performance.
- 7. Motivate teachers through horizontal and vertical ladders to enhance professional growth.** Lithuania: career ladders with both horizontal and vertical mobility.
- 8. Foster idea-sharing and innovation through collaboration.** Rwanda's "Leading, Teaching and Learning Together" program fosters teacher collaboration through CoPs, boosting motivation and problem-solving despite workload challenges. CoP as national policy in Korea
- 9. Engage teachers in decision-making processes about professional development.** Wales' concerted effort in 2014 to co-construct policies with a variety of stakeholders, including teachers.

Transforming teacher education and professional development

Becoming a teacher (professional identity, careers and lifelong learning)

A lifelong learning perspective: from course-based, individual, mandatory training to **lifelong, collaborative, and teacher-led processes**

Role of teachers as **knowledge producers** (collaboration)

Engaging teachers in **decision-making** processes about professional development

Active and relevant pedagogies: the **gap between ITE and teaching** practice

Challenges of the digital turn (**Artificial Intelligence**)

Addressing the digital turn and AI

The promise

- Transform pedagogical practice
- Reduce teacher workload
- Improve student learning outcomes
- Free up teacher time
- Expand access to quality content

The perils

- Risk of dehumanising education
- Risk of de-professionalisation, cognitive atrophy
- Risk of reducing teacher agency
- Risk of Exacerbating Inequalities



AI competency framework for teachers



Thank you.



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