

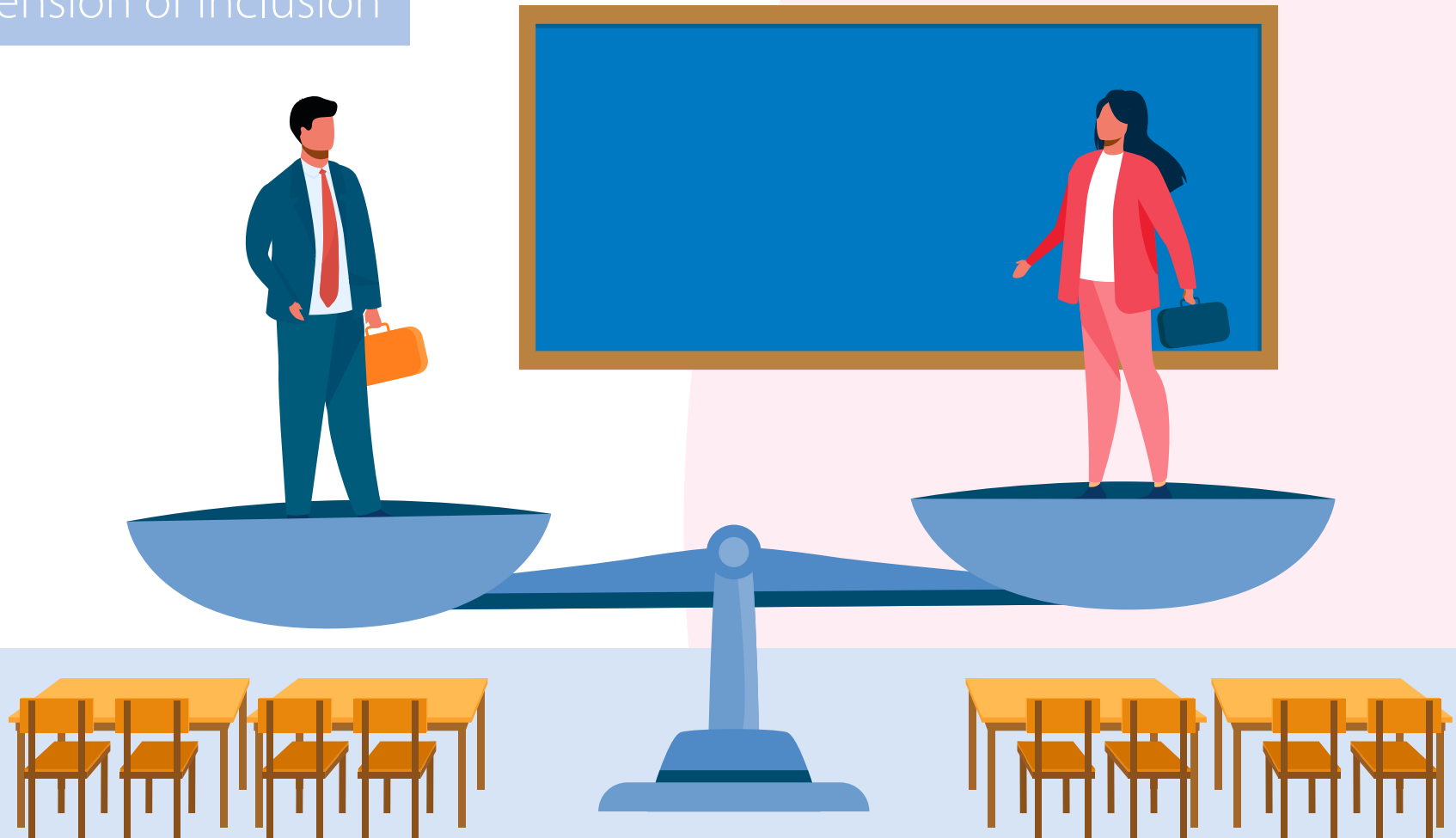


United Nations
Educational, Scientific and
Cultural Organization



Gender in Teaching

A key dimension of inclusion



Gender and Teaching

Without teachers, Sustainable Development Goal 4 (SDG 4) to ensure inclusive and equitable, quality education for all by 2030 will not be achieved.

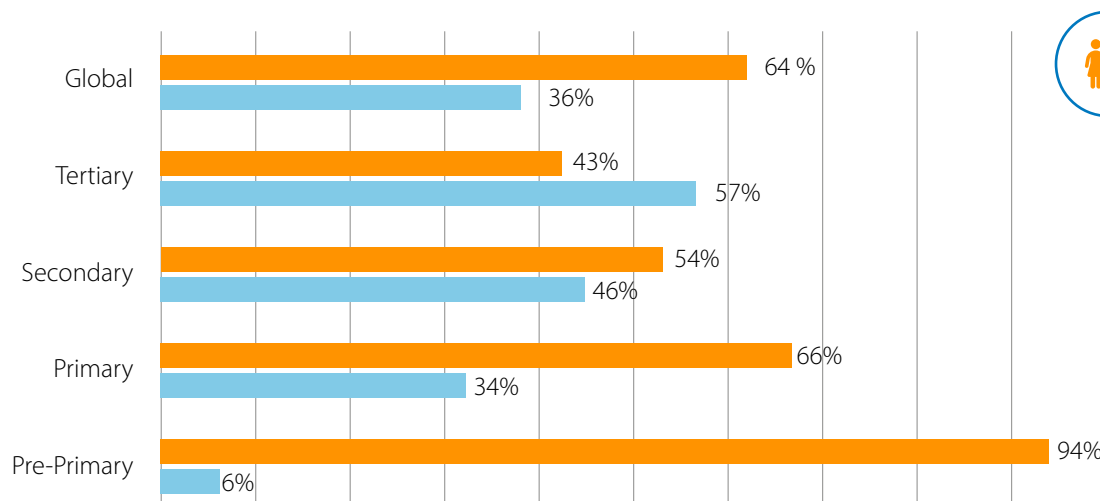
Since teachers act as role models for students, **inclusion in education** means that the teaching workforce mirrors the diversity of the classroom. As countries look to recruit more teachers to meet SDGs, one significant factor important to creating inclusive classrooms is **gender**.

Another **69 MILLION** teachers were needed in addition to the workforce in 2015 to achieve **SDG 4** in 2030

Before the COVID-19 pandemic, **257 MILLION** children, adolescents and youth were out of school in 2019

Equity in the teaching profession?

Figure 1. Proportion of teachers by gender and education level, 2019



Close to **2/3 of the world's teaching workforce is female**, being as high as more than 9 out of 10 in pre-primary education, while males outnumber females in the tertiary sector.

Source: *UNESCO Institute for Statistics (UIS) database, 2020.*

The global proportion of women in the teaching profession conceals substantial differences at regional and country levels

At regional level, the global female advantage becomes more variable (see Figures 2 and 3). Females are over-represented in pre-primary, primary, and secondary sectors in Europe and Northern America, Latin America and the Caribbean, and Central Asia. By contrast, female teachers were under-represented in primary (45% female) and secondary (30% female) education in sub-Saharan Africa in 2019.

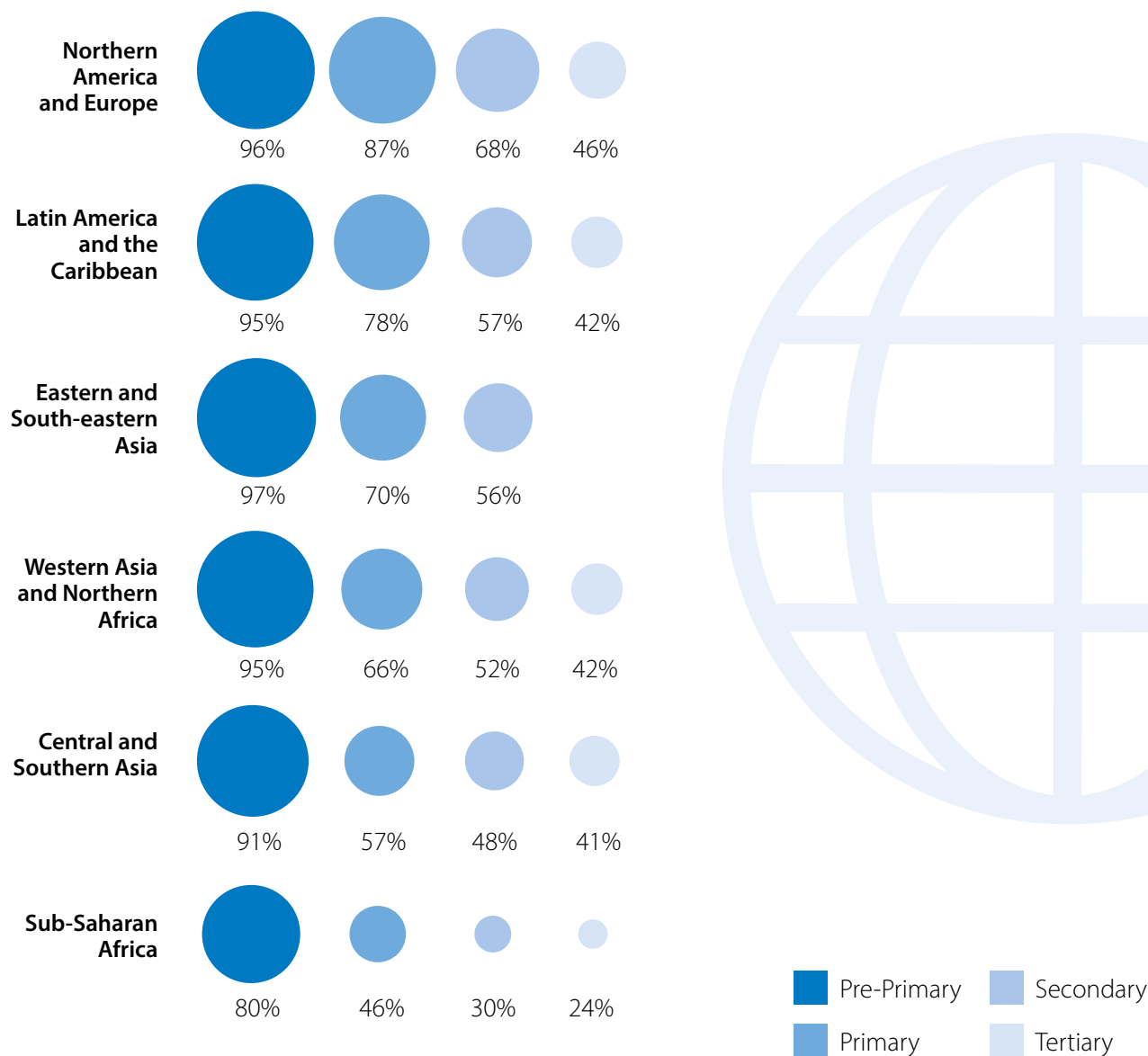
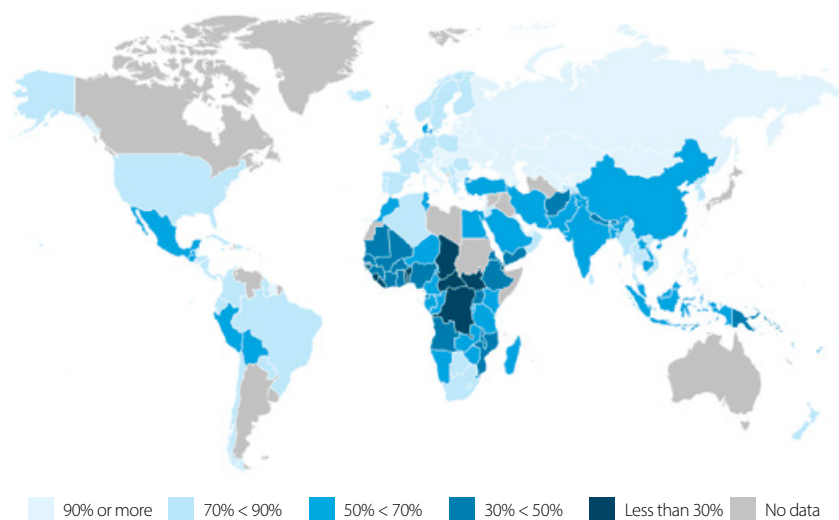


Figure 2. Proportion of female teachers by region, 2019 or latest data available

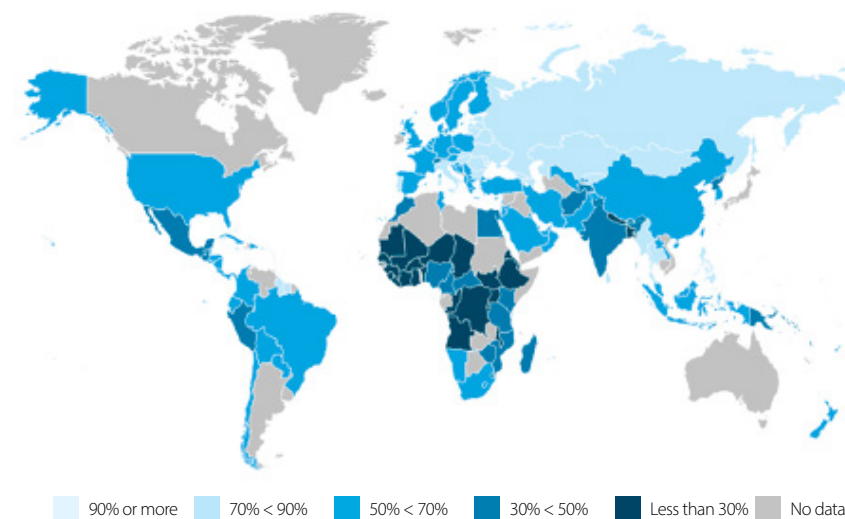
Source: UNESCO Institute for Statistics (UIS) database, 2020.

In a number of sub-Saharan African countries, **30% or fewer primary and secondary teachers are female**, while in some parts of Europe, Asia-Pacific, and Latin America and the Caribbean, they make up more than 90%.

Primary education



Secondary education



Sub-Saharan Africa

Primary and Secondary

Benin, Chad, Comoros, Democratic Republic of the Congo, Liberia, Sierra Leone and South Sudan

Primary only

Central African Republic

Secondary only

Burkina Faso, Burundi, Cote d'Ivoire, Djibouti, Eritrea, Mali, Mauritania

Central and Southern Asia

Secondary

Bangladesh

Females represent fewer than **30%** of teachers

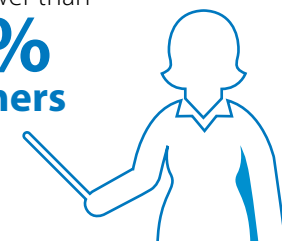


Figure 3. Proportion of female teachers in primary and secondary education, 2019

Source: *UNESCO Institute for Statistics (UIS) database, 2020.*

Mostly equal opportunities for professional training

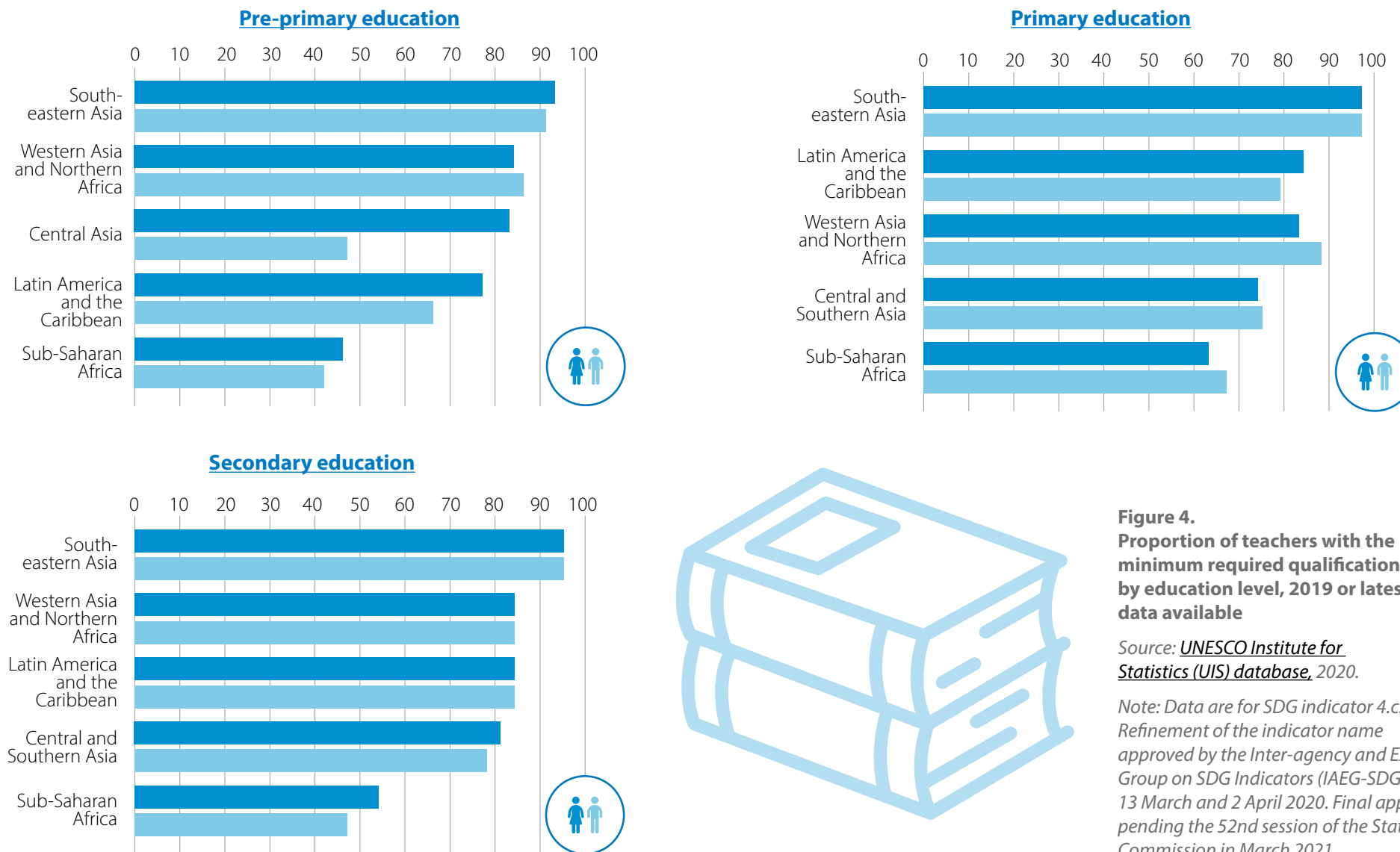


Figure 4. Proportion of teachers with the minimum required qualifications by education level, 2019 or latest data available

Source: *UNESCO Institute for Statistics (UIS) database, 2020.*

Note: Data are for SDG indicator 4.c.1. Refinement of the indicator name approved by the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs) on 13 March and 2 April 2020. Final approval pending the 52nd session of the Statistical Commission in March 2021.



Although some variation exists, **male and female teachers are almost equal in terms of having achieved the minimum qualifications to teach at each level.**

However, globally, only 85% and 86% of primary and secondary teachers, respectively, were trained in 2019 while in sub-Saharan Africa only 65% and 51% had the minimum required qualifications.

- Across sub-Saharan Africa, female primary teachers were more likely to hold minimum qualifications compared to male teachers in a number of countries.
- In Sierra Leone, 73% of female primary teachers had the minimum required qualifications compared to 59% of males. This was also the case in Liberia where 74% of females had the minimum qualifications compared to 69% of males. A similar trend is found in Burkina Faso, Ghana and Madagascar.
- Since male teachers comprise a larger share of the total in many countries in the region, this suggests that a lack of minimum qualifications presents a greater barrier to females to enter the profession.
- In contrast, 89% of male primary teachers in Pakistan have the minimum qualifications compared to just 67% of females. However, female teachers make up a slight majority comprising 55% of all primary teachers suggesting a need for additional efforts to train across the sexes.

Gender imbalance in leadership positions

Across OECD countries, 47% of school leaders on average were female. Japan and Turkey had the lowest proportions of female leaders at 7%, while Latvia and Brazil had the highest at 83% and 77%, respectively (see Figure 5).

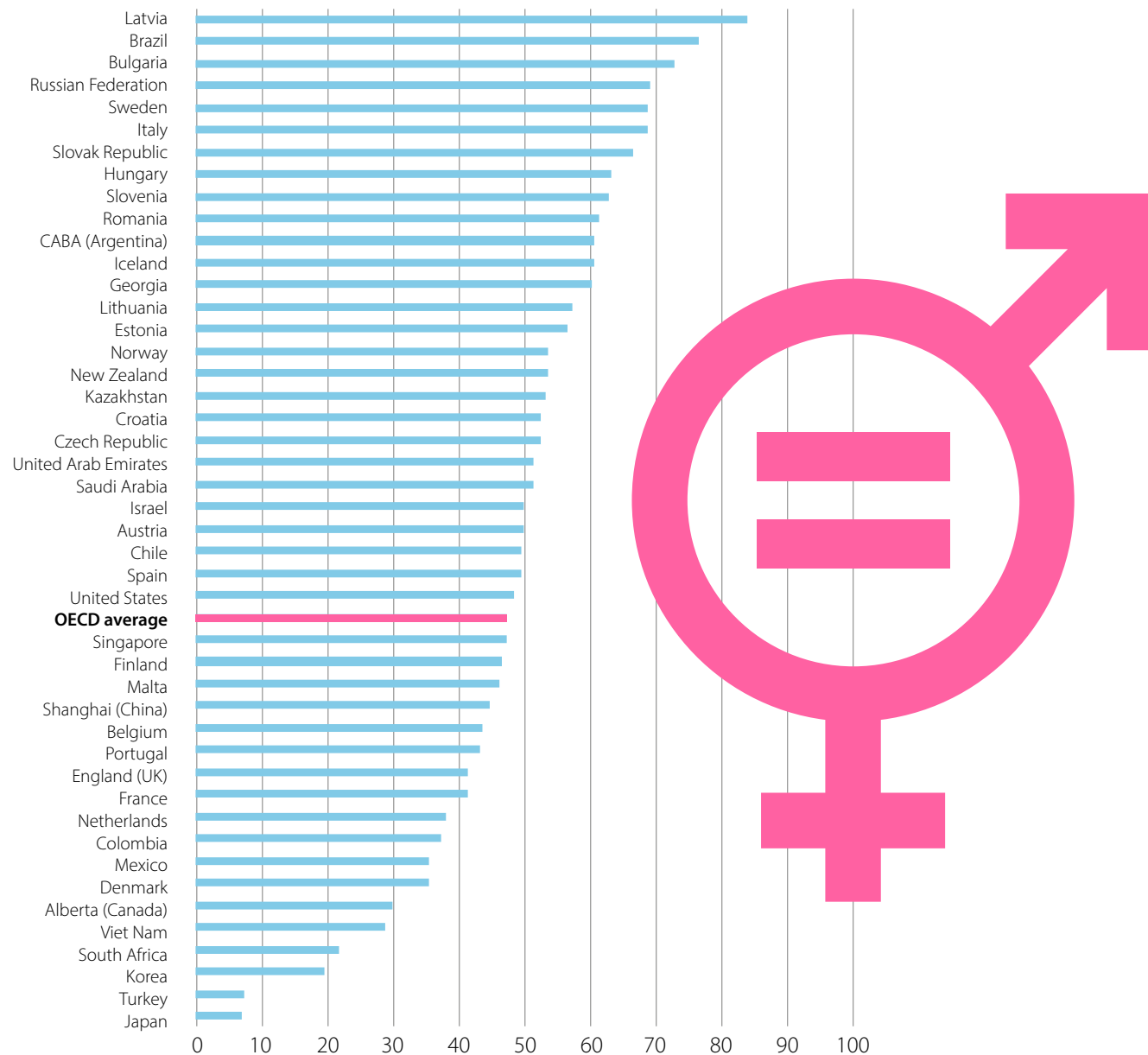


Figure 5.
Country-level percentages
of female principals, 2018

Source: *TALIS 2018 data*.

Note: Data for Canada only includes Alberta, Argentina only includes Ciudad Autónoma de Buenos Aires, UK only includes England, and China only includes Shanghai.

Key messages

Globally, the teaching profession does not reflect the diversity in society.

Globally, **women are under-represented in school leadership positions**, and in the tertiary sector. They are also under-represented in a number of low-income countries in sub-Saharan Africa.



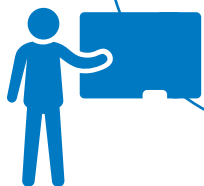
Governments can develop **policies to encourage women to enter leadership positions**, such as offering flexible working hours and family allowances. Teacher education institutions and district offices can support female teachers to advance into leadership positions by targeting them during pre-service and in-service training to build leadership competencies and skills.



Support to females to complete secondary education and teacher training in sub-Saharan Africa and other low-income countries is key to ensure more qualified female teachers to build inclusive classrooms.



Globally, **men are under-represented in the lower grades** and in higher-income countries.



Advocating for **more males to train to become primary teachers** in high- and middle-income countries, and raising awareness about the importance of positive role models in early child development, is important for building inclusive classrooms.



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