

Towards teacher indicators for a post-2015 education framework

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Meeting of the International Task Force on Teachers for EFA
15-19 December 2014 (Rabat, Morocco)

Development of draft proposals for post-2015

- **Open Working Group** 19 July 2014
 - » 17 goals, 169 targets.
 - » 1 education goal, 10 targets
- **EFA Steering Committee** May 2014 (Muscat Agreement)
 - » 1 education goal, 7 targets.
- **Sustainable Development Solutions Network** May 2013
 - » 10 goals, 30 targets.
 - » 1 education goal, 3 targets.

Education targets

Thematics

- Early childhood
- Primary and secondary education
- Skills
- Equity
- Literacy and numeracy
- Global citizenship

Means of implementation

- School environments (OWG only)
- Scholarships (OWG only)
- **Teachers**
- Finance (EFA SC only)

Technical Advisory Group on Post-2015 Education Indicators

Background

- Established by EFA Steering Committee in March 2014
- Coordinated by UIS and including members from EFA GMR, OECD, UNESCO, UNICEF and World Bank

Output

- May 2014: Initial note for Global EFA Meeting in Muscat
- July 2014: 1st draft (submitted to OWG in NY)
- November 2014: 2nd draft (added OWG concepts)

Next steps

- Consultation (17 November to 30 January)
- Revised document (March)
- Submit to World Education Forum (May)

Technical Advisory Group document

Approach

- Use concepts in the Muscat and OWG targets
- Map available and potential indicators using two criteria:
 1. Alignment with concept
 2. Global comparability (= data availability)
- ➔ Not a proposal (too many indicators!) but basis for discussion

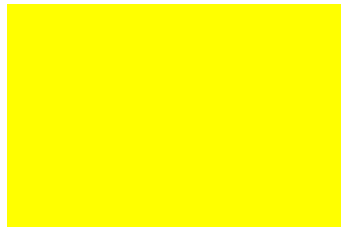
Structure of document

- For each target and concept, a matrix with indicators; comments on criteria; and traffic-light signs (= how close are we?)
- Annexes
 - A. Potential for each indicator to be disaggregated
 - B. SDSN and UNSC/FOC indicators for reference

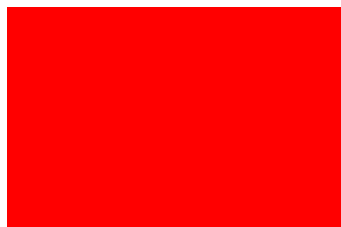
Stoplight approach for categorizing potential global indicators



- Construct is clearly defined everywhere, and is measured in the same way in all settings.
- Data collected frequently and in all or nearly all countries, representing the entire population
- Feasible and cost-effective to collect data



- Construct partially defined – measured in the same way in some countries now.
- May be possible to measure in the same way in all countries.
- May be feasible and cost-effective to collect data on this indicator within 2-5 years.



- Construct is not yet fully defined.
- Not clear if it can be measured globally. May be best measured at the national or regional level.
- Unlikely that indicators would be available and data could be collected for at least 5-15 years.

Teachers

- **EFA SC Target 6 :**

*By 2030, all governments ensure that all learners are taught by **qualified, professionally-trained, motivated** and well **supported teachers***

- **OWG Target 4.c :**

*By 2030, increase by x% the supply of **qualified teachers**, including through **international cooperation** for **teacher training** in developing countries, especially LDCs and SIDS*

Key concepts to measure

- Characteristics of teachers such as **qualifications** and **professional training**;
- Teacher **motivation**;
- Provision of **support for teachers**; and
- **International cooperation** in teacher training.

Potential indicators

	Indicator	Alignment with concept	Data availability
	Qualified teachers		
YELLOW	Percentage of teachers qualified according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	Not currently at the international level. Countries to report on the number of qualified teachers by sex and level of teaching on an annual basis from 2014.
YELLOW	Pupil-qualified teacher ratio	Moderate: Indicator measures the availability of (qualified) teachers to learners but does not assess the quality of teaching delivered.	PQTR is not available currently at the international level. Administrative data on teachers and pupils by level of education are reported annually by countries to the UIS. Countries report numbers of qualified teachers by sex and level of teaching on an annual basis from 2014.
	Professionally-trained teachers		
YELLOW	Percentage of teachers trained according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	The indicators are available for ca. 105 countries at the primary level and ca. 50 countries at the upper secondary level. Administrative data on trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.
YELLOW	Pupil-trained teacher ratio	Moderate: Indicator measures the availability of trained teachers to learners but does not assess the quality of teaching delivered.	Not currently at the international level but can be calculated from the reported data. Administrative data on pupils and trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.
	Motivated teachers		
RED	Average teacher salary relative to other professionals	Low: The financial return is one element of teacher motivation but does not guarantee motivated teachers.	Not currently at the international level. Data on actual salaries of teachers and other professionals are not readily available. Indicators comparing two different professions will be affected by (a) differences in qualifications/experience required by each profession and (b) differences in typical working time or contract types. It may be necessary to limit the comparison to full-time staff only. Data on statutory salaries are easier to collect and compare, though it can be difficult to identify comparable professions which also have statutory salary scales. Teachers' statutory salaries can be standardised to some extent by expressing as a % of GDP per capita.
RED	Status of school climate and other learning environment factors associated with teacher motivation	Moderate to low	School climate and other learning environment factors associated with teacher motivation monitored by TALIS in 34 countries
	Well-supported teachers		
RED	Incidence of in-service training	Moderate to low: Professional development could be considered one part of support	Not currently available at the international level.

Main measurement challenges

❖ Understanding the design of policies related to teachers, teaching and education quality

- Data on statutory salaries and working time (UOE)
- System Approach for Better Education Results, SABER (WB)

Measurement issues to address:

- Statutory salary scales do not fully reflect the benefits that accrue to teachers
- Difficult to quantify and compare benefits across countries or over time
 - » Including implementation problems
- Using LFS for assessing income of teachers relative to other professionals?

Main measurement challenges (2)

❖ Teachers as instrumental to education quality and positive education progress

- Significant gap of information requiring new indicators framework
- To achieve global comparability of concepts related to teachers and teaching
 - E.g. setting standards for teacher qualifications and training (using a taxonomy)
- To define concepts that describe teacher motivation and support
 - Developing consensual measurement tools
- Are existing indicators based on statutory information reliable markers of actual implementation or practices within classrooms?

The global consultation

GLOBAL CONSULTATION ON POST-2015 EDUCATION INDICATORS

Feedback form

Deadline for returning the feedback form: 30 January 2015

We want your feedback on a new proposal for post-2015 global education indicators prepared by the Technical Advisory Group (TAG), which includes experts from the EFA Global Monitoring Report, the OECD, UNESCO, the UNESCO Institute for Statistics (UIS), UNICEF and the World Bank. The proposed indicators correspond directly to the education goals and targets identified in the Muscat Agreement and by the Open Working Group.

We welcome your comments in this questionnaire. You can respond in two ways:

- by answering any or all of the four general questions at the start of the survey;
- to any or all of the specific indicators presented in tables.

To participate, you must submit the questionnaire

Please focus your comments on the proposed indicators and **not the goals and targets**, which were already the subject of extensive consultations among governments and civil society organizations.

Please submit your feedback by email to uis.publications@unesco.org. In view of the expected number of comments, we may not be able to respond to individual comments received. Please send any consolidated feedback that summarises the results of consultations with groups of stakeholders to the same email address in its original format.

This consultation will close on 30 January 2015. All comments (unless otherwise indicated) will be made publicly available on the UIS website as well as in a synthesis report that will be used by the TAG to submit a final proposal of indicators to the World Education Forum in May 2015. The final proposal will also lay the foundations for further discussions at the UN General Assembly in September 2015.

We also encourage readers to discuss the proposed indicators on Twitter, referencing #Education2015, although this communication is not a substitute for sending comments by email to the UIS.

Contact information for the participant

Name: [Click here to enter text.](#)

Organization: [Click here to enter text.](#)

Do you want your comments to be made publicly available? YES NO

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Consultation – four general questions

- 1.** For each target, does the report identify the best indicators that are most aligned with the concept and are already being tracked in a large number of countries?
- 2.** What new indicators could be developed to be more closely aligned with the proposed targets and have the potential to be globally comparable?
- 3.** If you were to select one input, one output, and one outcome indicator for each target, which ones would you prioritise?
- 4.** Are there key issues that the document has not addressed in a satisfactory way or other issues that also need to be taken into consideration?

Links

<http://www.uis.unesco.org/Education/Pages/post-2015-education-indicators.aspx>

Draft proposal: available in EN, FR, AR, and ES

Feedback form: available in EN and FR only

Deadline: 30 January 2015

Respond to: uis.publications@unesco.org

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