

Rationale and Meeting Objectives

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UNESCO Institute for Statistics

Indicators for Teachers and Teaching Expert Group meeting

3-4 October 2012, Paris

Why a global approach?

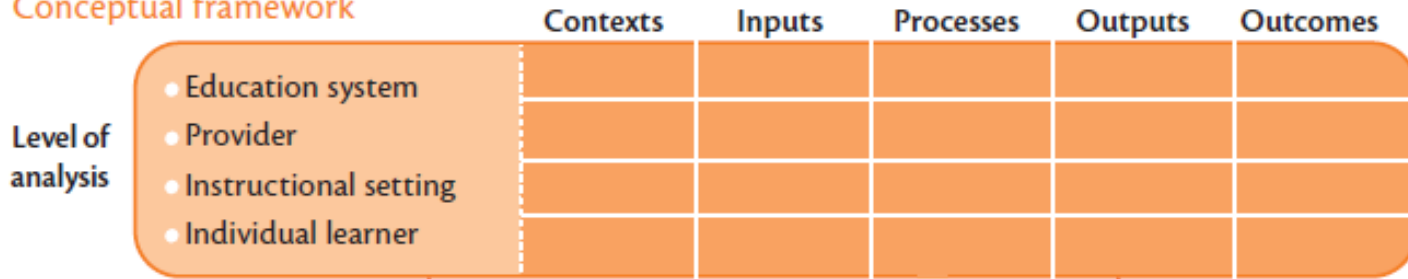
- To provide the global picture
 - for advocacy
 - resource mobilisation, engaging partners, demonstrating commitment
- To assess results
 - accountability of governments – as *carrots* and *sticks*
- For purposes of comparison
 - learning from one another - to show what can be achieved
 - Benchmarking performance
 - act as a catalyst for debate

New demands and information needs

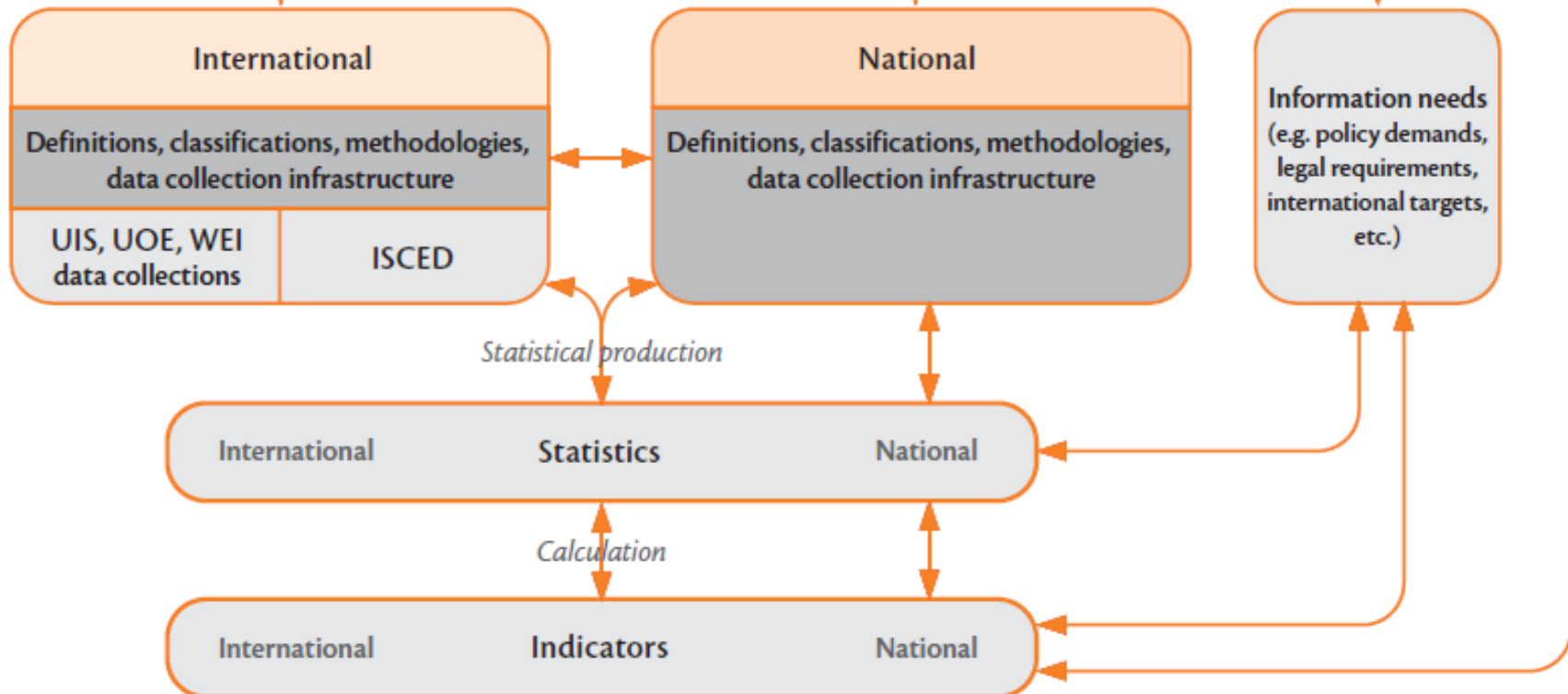
- The education quality and post-2015 development agenda
- The focus on measuring quality of **teachers**
- The focus on learning and linking outcomes to **teaching**
- Continued teacher shortages and issues related to recruiting and retaining quality teachers

Conceptual and statistical frameworks for education indicators

Conceptual framework



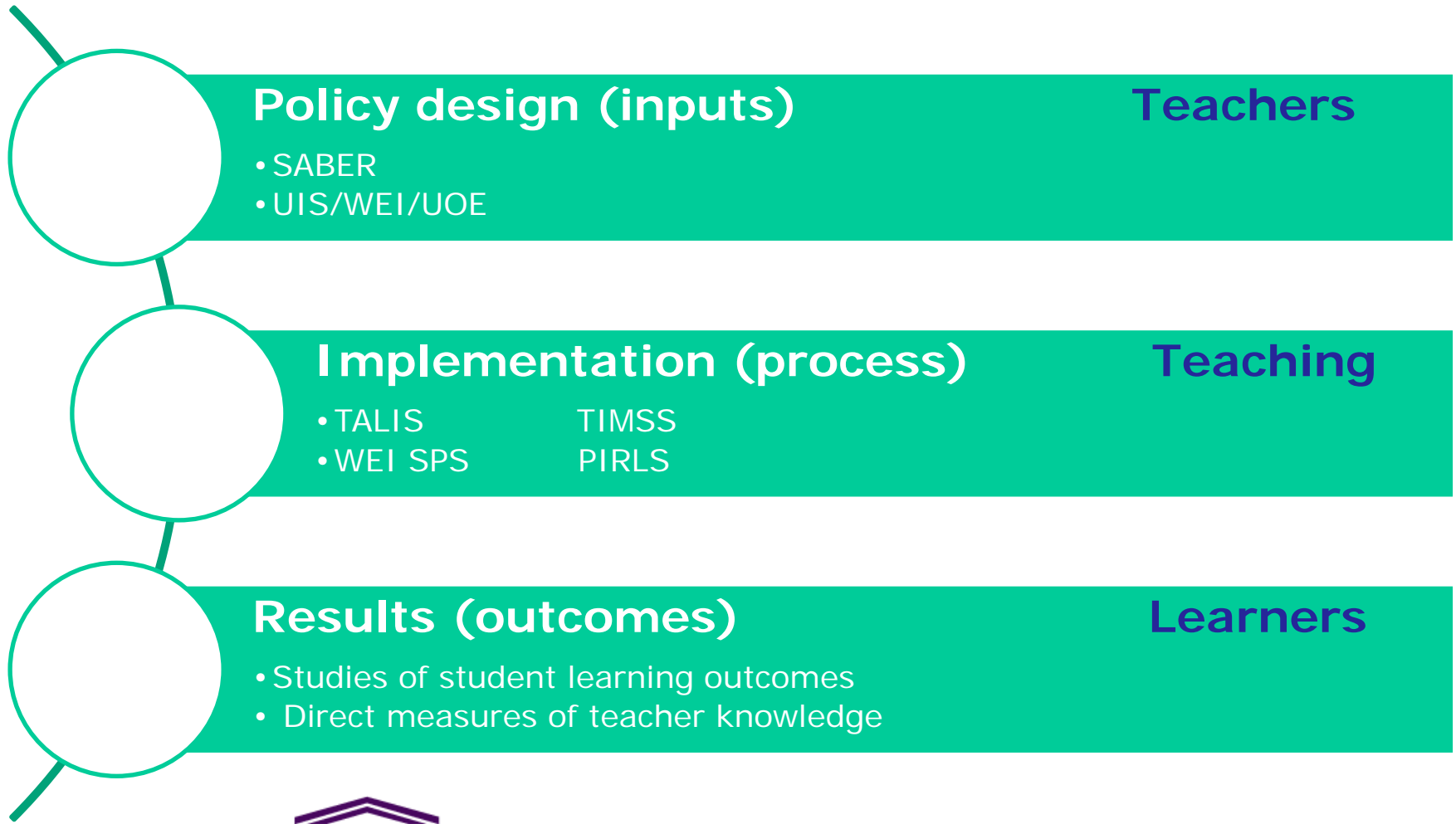
Statistical framework



New cross-national initiatives

- Initiative to capture design and assesses teacher policies (SABER)
- moves towards observed measures of policy implementation (NESLI, World Bank)
- Initiative to capture issues related to teaching process (TALIS)
- new measures of teacher working conditions (EI, ILO)
- more and better teacher data via student assessments (IEA, SACMEQ, PASEC, Laboratorio and others)
- new global and regional data collection platforms (UIS)
- General interest to broaden scope and quality of international database on teachers and develop an agenda on teaching

Results chain for education policy



Meeting objectives

1. To critically review the UNESCO framework on teachers and teaching and UIS indicators which respond to this framework
 - What is missing?
 - What other issues should be addressed?
 - What else could be improved?

Meeting objectives, cont.

2. To exchange information and learn from new cross-national studies of teachers and teaching

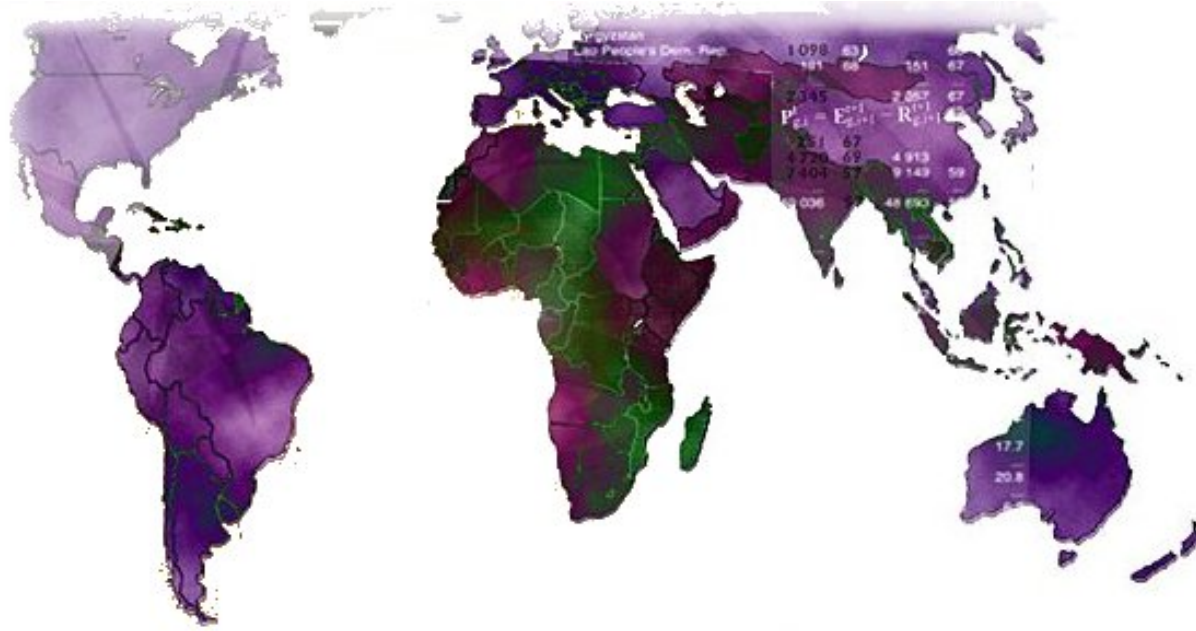
- To review lessons of efforts/initiatives
- To consider practical implications for expanding part or all more globally
- To consider potential areas for collaboration across agencies/initiatives

Meeting objectives, cont.

3. To consider a common global agenda
 - To consider a measurement agenda for further development related to both teachers and teaching
 - To prioritise both policy issues and indicators
 - To identify remaining gaps – both in terms of conceptual and measurement frameworks

How are we organised in order to meet these objectives?

- Experts are from both policy and measurement and UNESCO's top regional education experts bring the perspective from Member States
- Day 1 – sharing lessons from initiatives and gaining regional perspectives on emerging issues
- Day 2 – working together to identify indicators for global use and to identify areas for further development



New frameworks and indicators on teachers and teaching

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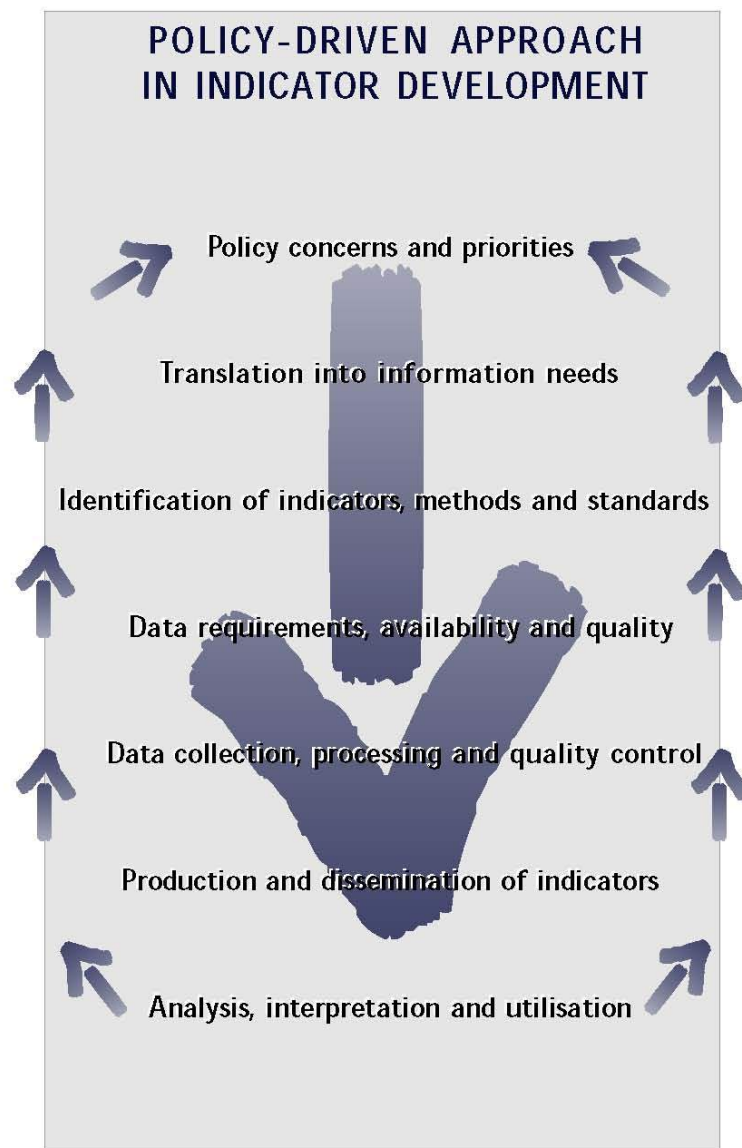
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Overview

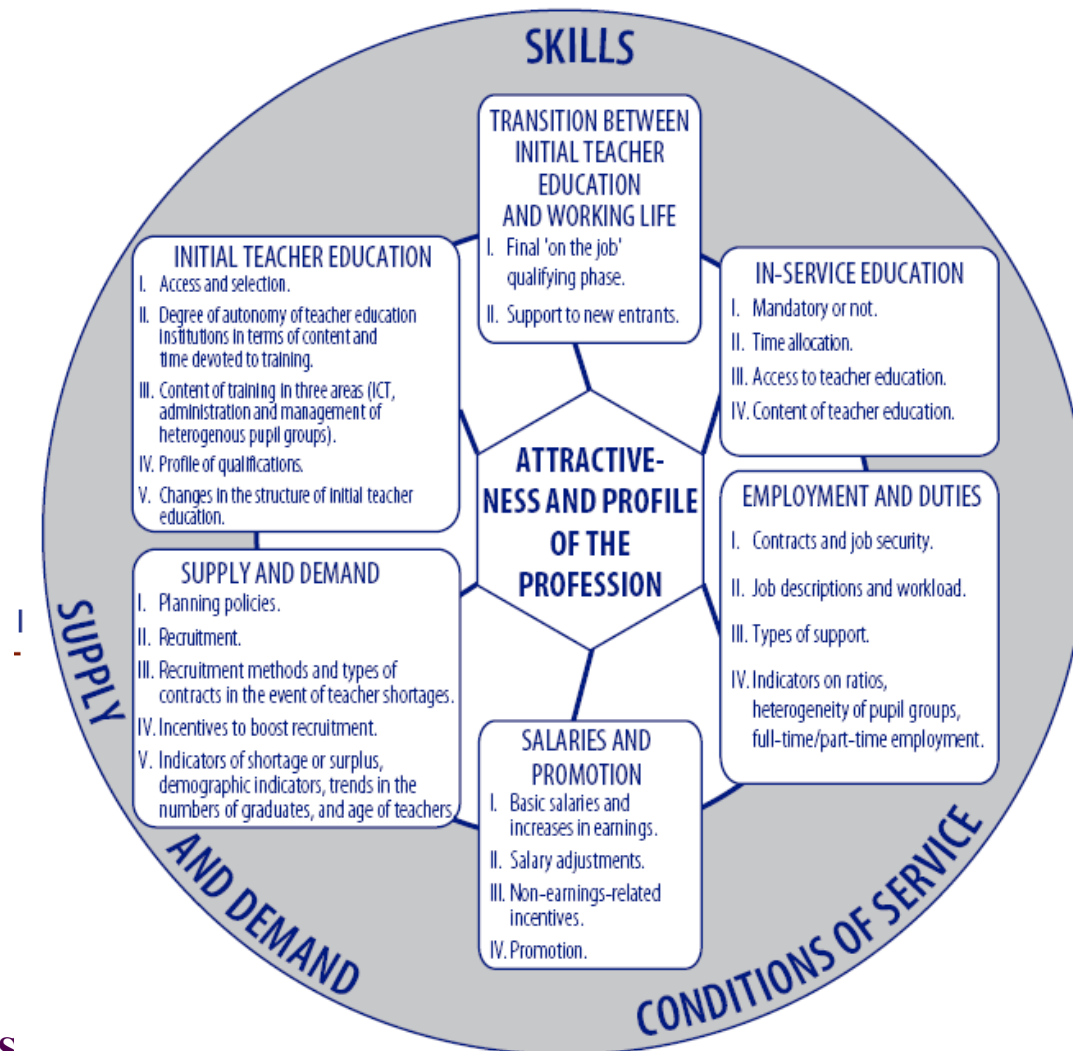
- Policy and measurement frameworks
- What is currently collected globally
- Proposal for new global data collection

From policy to measures to policy

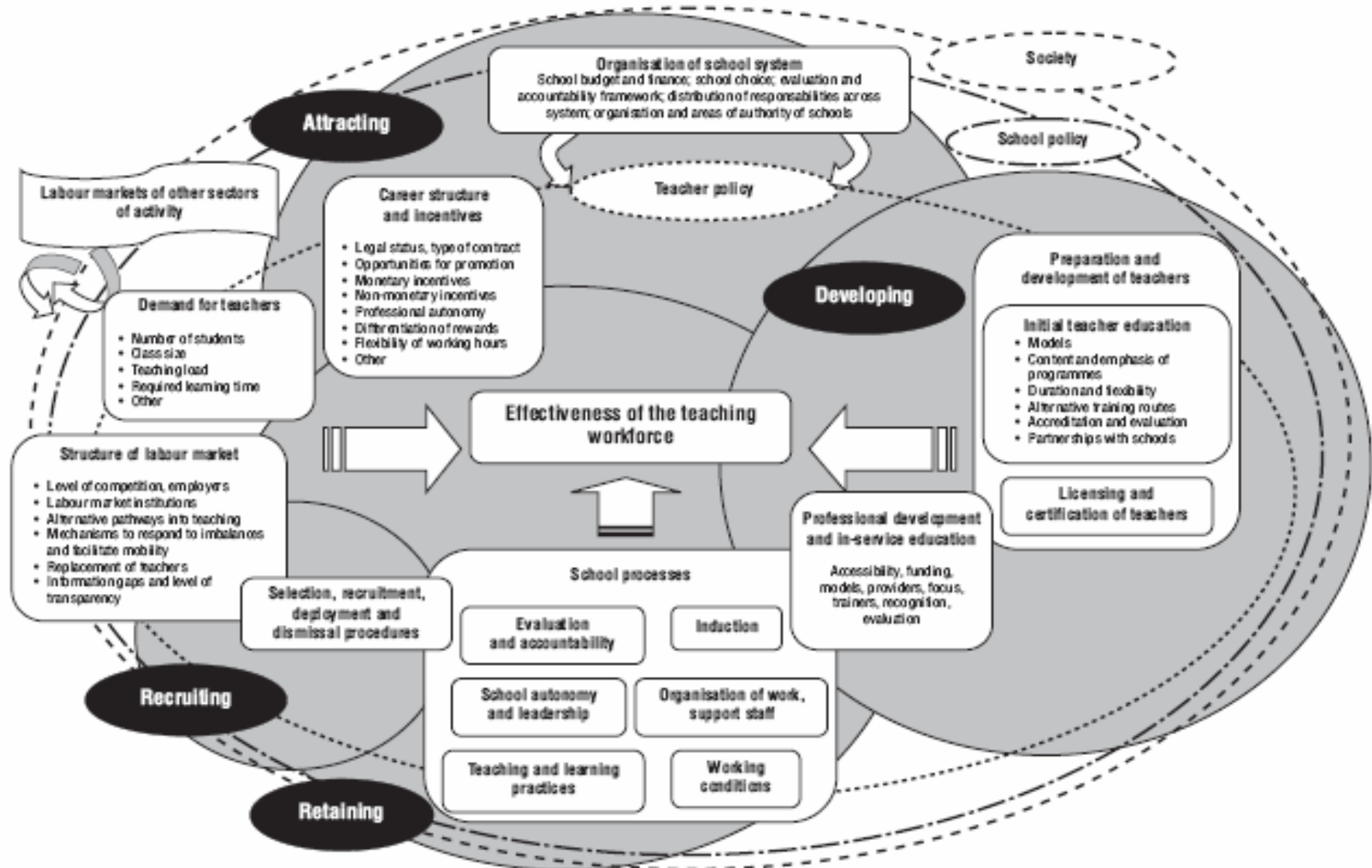


Eurydice (2003)

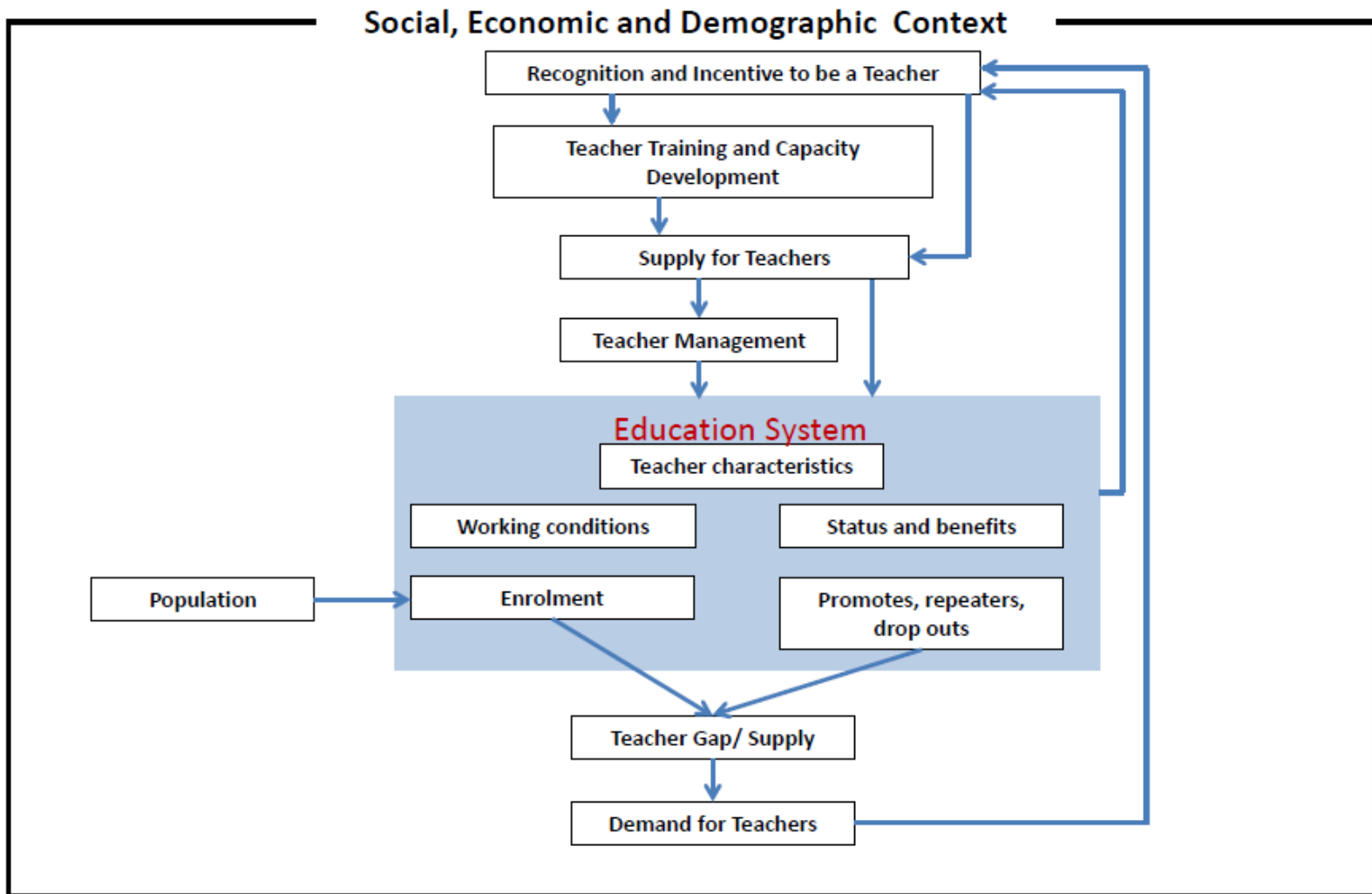
Teaching Profession in Europe



OECD (2005) Teachers Matter

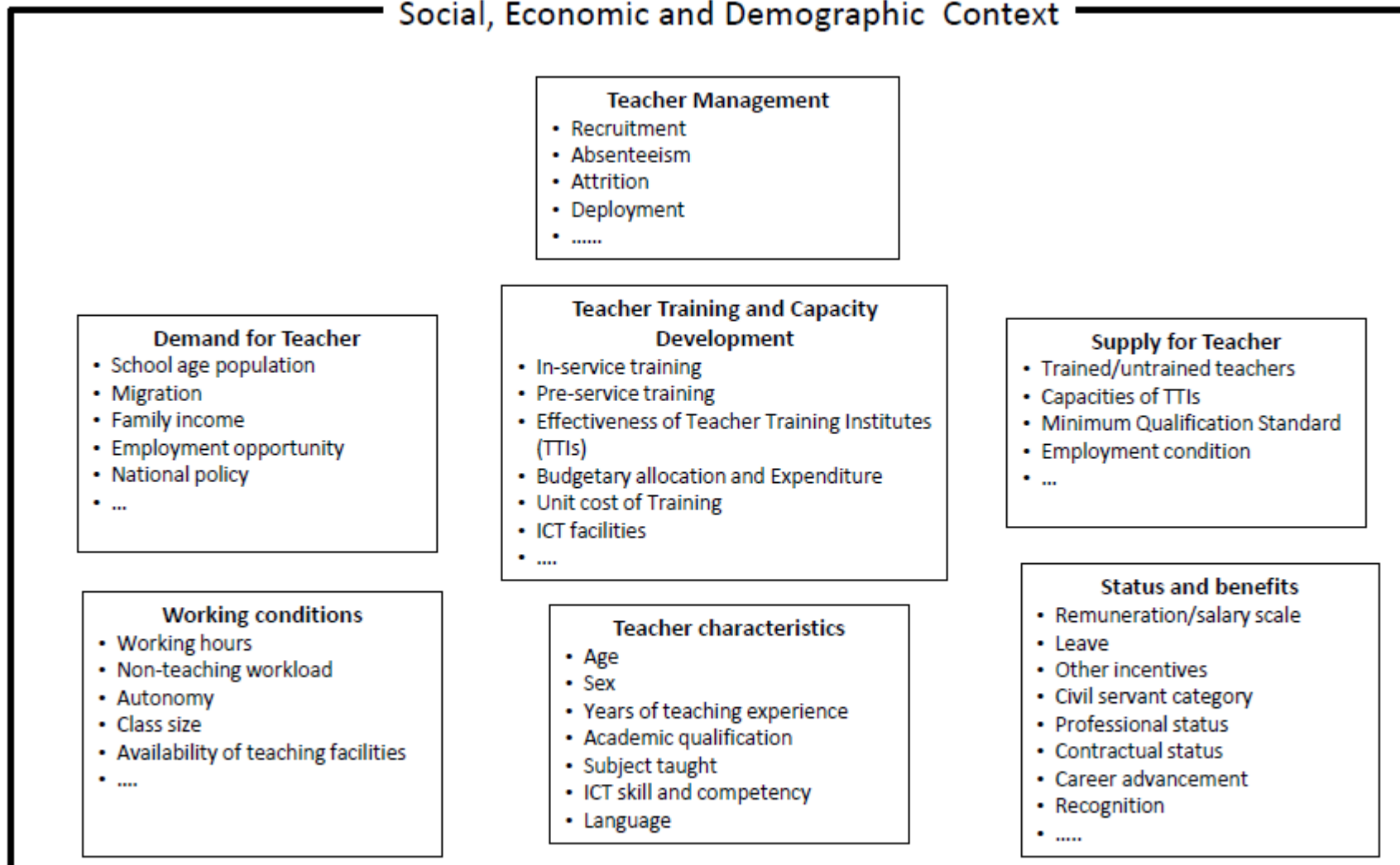


Framework for teachers (UNESCO)



Indicators to inform policy

Social, Economic and Demographic Context



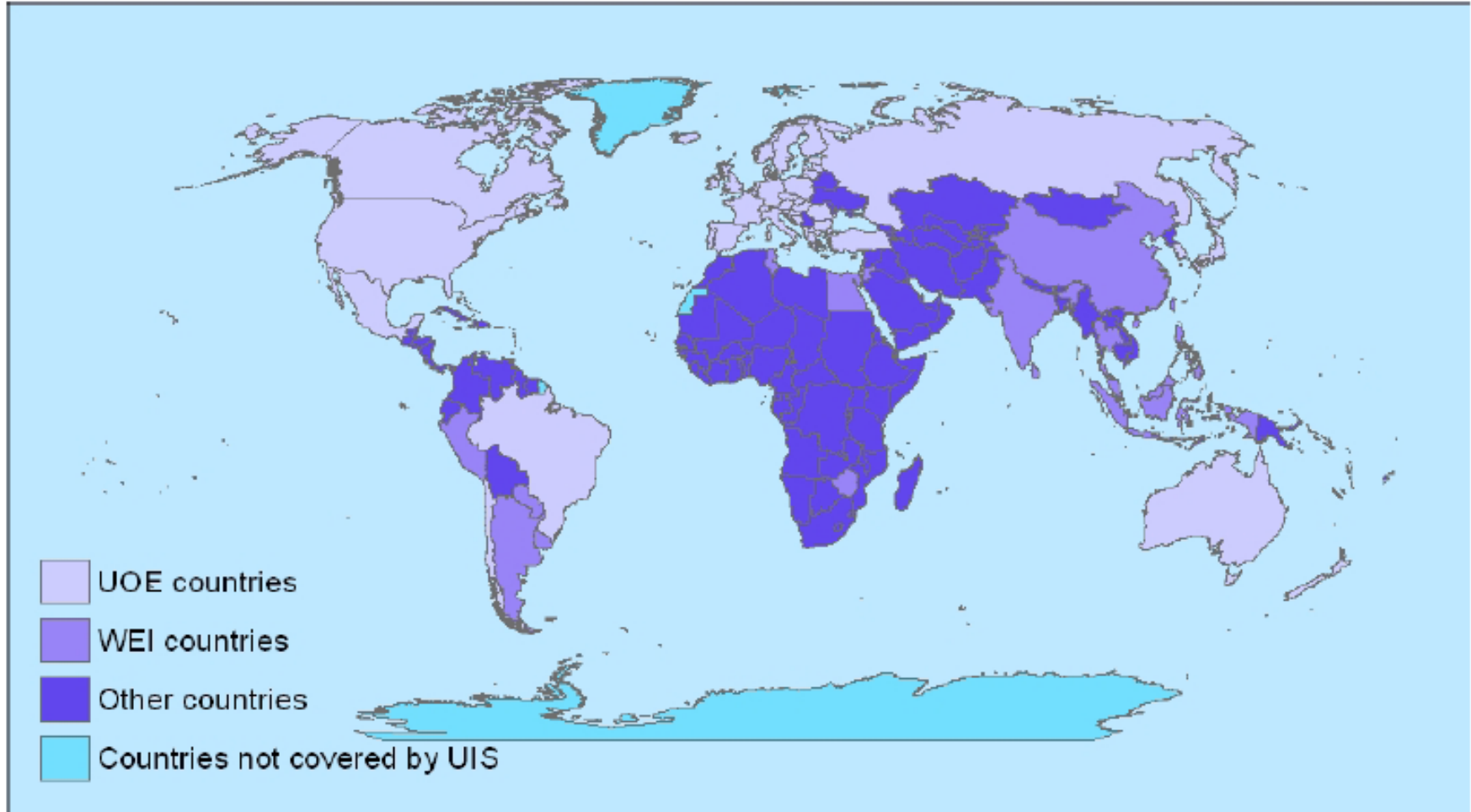
Inspired and contextualized by "Methodological Guide for the Analysis of Teacher Issues (TISSA)": UNESCO (2010)

Going beyond existing frameworks

9 Enhance the status, morale and professionalism of teachers

69. Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes; they are advocates for, and catalysts of, change. No education reform is likely to succeed without the active participation and ownership of teachers. Teachers at all levels of the education system should be respected and adequately remunerated; have access to training and ongoing professional development and support, including through open and distance learning; and be able to participate, locally and nationally, in decisions affecting their professional lives and teaching environments. Teachers must also accept their professional responsibilities and be accountable to both learners and communities.

International teacher data collections



Teacher indicators collected globally

- Teacher headcounts
- Pupil-teacher ratios
- Teacher and gender
- Trained teachers

Teacher headcounts

- Professional personnel involved in direct student instruction
- Definition excludes educational personnel who have no active teaching duties
- Teacher = person, not post for the UIS survey

Teacher headcounts

Professional personnel involved in direct student instruction

- Inclusion errors
- Exclusion errors
- Headcounts vs full-time equivalencies
- No flows

Pupil teacher ratios

- Commonly-used indicator reflecting the human resource capacity of education systems
- Often used as proxy for quality of education since low values would signify smaller classes
- Faces same issues as teacher headcounts

Trained teachers

- Commonly used indicator - % of “trained” teachers
- Defined as “the teacher who has received the minimum organized teacher-training (pre-service or in service) required for teaching at the relevant level
- Problematic in terms of comparison due to varying standards across countries

UOE/WEI data collection

- Teachers education (by qualification)
- Teacher characteristics (by age)
- Working conditions (hours)
- Salaries

What do we propose?

- **Teachers' ages by sex and level of education (all programmes)**
 - Proportions of teachers in different age categories
 - Proportions of females and males in different age categories
 - Percentage of teachers less than five years away from retirement

What do we propose?

- **Teachers' highest educational level completed by level of education taught**
 - ➔ The distribution of teachers by qualification level (ISCED 6, 5A, 5B, 4, 3, 2, 1)
- **Other meta-data**
 - ➔ Minimum ISCED level required to teach
 - ➔ Minimum number of years required to teach

What do we propose?

- **Teachers salaries (in general programmes) by level of education (relative to GDP/PPPs)**
 - ➔ Salary by length of service (starting salary, after 15 years, end of career)
 - ➔ by training status (i.e. trained versus untrained)
 - ➔ by educational level taught (e.g., ISCED 1-3)
 - ➔ Total remuneration (including salary and additional bonuses)
 - ➔ % of additional bonuses as of total income

What do we propose?

- **Teacher working and teaching hours by level of education**
 - Proportion of working time used to teach
 - Proportion of working hours allocated to professional development
 - Teacher unit cost (calculated by dividing teachers' annual salary in \$PPP values divided by total annual working hours)
- **Additional meta data on working and teaching time**
 - Total annual working/teaching weeks days hours

What do we propose?

- **Newly recruited teachers by sex and level of education taught**
- **Potential indicators:**
 - Percentage of newly recruited teachers within the teaching workforce
 - Teacher attrition rate
 - Percentage of new teachers who are trained
 - Percentage of new teachers who are female

Improving the international dataset

- Do we count accurately?
 - Define teachers, teacher training
- Do we reflect the relevant issues for international comparisons?
 - Deciding the best set of indicators
- Do we use the best indicators?
 - Identify the best methodology

Objectives for meeting

- This is a group of experts with a considerable amount of experience in teacher policy, deep involvement with existing teacher data and regional experience.
- There are not preconceived outcomes of this meeting – it is open and we need your engagement in this process.
- Discussion should focus on content, especially for the policy papers – what issues are missing from the papers? Where are the gaps, especially from a developing country context? What further policy nuances are vital?
- Regional perspectives are very important - How are the issues different? How are the questions we ask about teacher quantity and quality different?
- By the end of the meeting, we want to come up with a clear list of issues or research questions in terms of policy importance or priority