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CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

CONFERENCIA SOBRE
**DATOS Y ESTADÍSTICAS
DE EDUCACIÓN**

CONFÉRENCE SUR LES
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2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

**Teachers' indicators:
What are the challenges going forward?**

Teachers' indicators

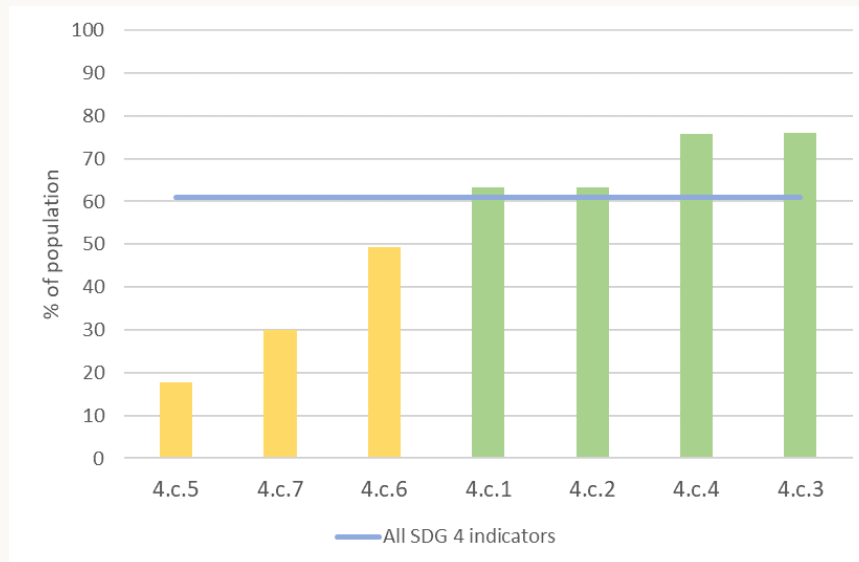
Indicator	Definition
4.c.1	Proportion of teachers with the minimum required qualifications , by education level
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Percentage of teachers qualified according to national standards , by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level
4.c.7	Percentage of teachers who received in-service training in last 12 months by type of training

What data sources are used?

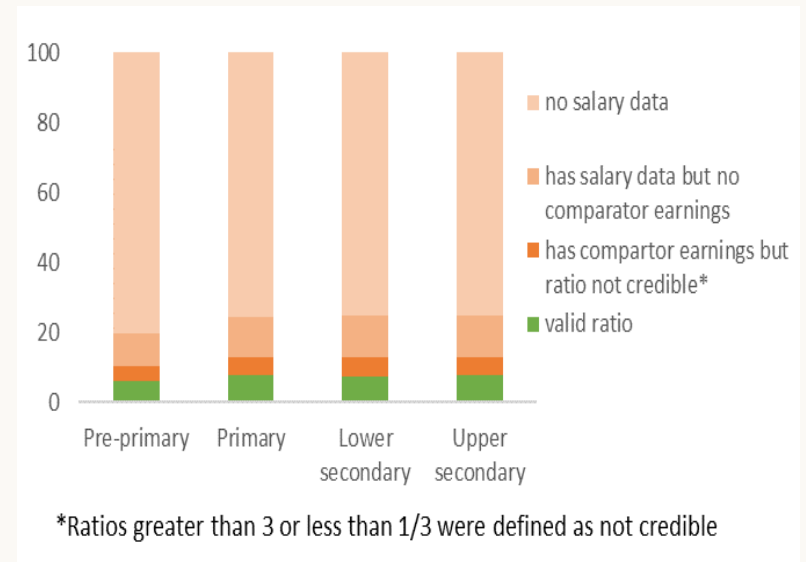
Indicator	Data sources
4.c.1 Trained teacher according to national standards	UIS country survey
4.c.2 Pupil trained-teacher ratio	UIS country survey
4.c.3 Qualified according to national standards	UIS country survey
4.c.4 Pupil-qualified teacher ratio	UIS country survey
4.c.5 Teacher salaries relative to other professionals	OECD; UIS for salaries, ILO for comparator salaries
4.c.6 Teacher attrition rate	UIS country survey
4.c.7 In-service training	International assessments

Data availability

Coverage of SDG 4c indicators produced in terms of share of population (%)



Indicator 4.c.5
Teacher salary data availability and reason for non-reporting, non-OECD countries



Challenges

Low coverage and comparability issues of indicators due to:

- ▶ Unsatisfactory conceptualization, esp. on **trained teachers**
 - No agreement on empirical definition of trained teachers
 - Lack of standards for teacher training programs
 - No information collected on teacher policies
- ▶ Unsatisfactory methodologies, esp. on **teacher salaries** and **attrition**
 - Countries do not collect the variables needed to report the indicators
- ▶ Lack of clarity in definitions and lack of guidance to collect teacher data hamper capacity building efforts

Agenda forward to work with Member States

- ▶ Finalize the revision of the SDG target 4c monitoring framework
 - Agree on a global definition of trained teachers in 2024 through a dedicated task force
 - Produce standards for teacher training programs
- ▶ Link indicator framework with evidence on teacher training effectiveness
 - Consider policy indicators on attracting, preparing, and retaining teachers that today are not part of the framework
- ▶ Improve data collection through innovation
 - Review feasibility and update teacher data collection instruments working collaboratively with member states
 - Develop guidelines for data collection on teachers

Proposed decision (1)

Teacher data: challenges and solutions forward

- ▶ *Noting* the information presented in the report ‘Teacher data: challenges and solutions forward’ (1 UIS/EDS/5);
- ▶ *congratulating* Member States for their efforts to increase the production of data on teachers;
- ▶ *acknowledging* the challenges associated with collecting and reporting teachers’ data;
- ▶ *welcoming* the decision of the 10th TCG meeting (2023) on a global standards for teacher minimum qualifications based on the new UIS database on teacher policies.

Proposed decision (2)

Teacher data: challenges and solutions forward

The UNESCO Conference on Education Data and Statistics

► *requests* the TCG/EDS commission to:

- agree on a global definition of trained teachers in 2024 through a dedicated task force;
- produce standards for teacher training programs;
- consider policy indicators on attracting, preparing, and retaining teachers that are today not part of the framework;
- support innovation in data collection reviewing the feasibility and updating teacher data collection instruments;
- develop guidelines for data production on teachers to guide member states.



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