CONFERENCE ON
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AND STATISTICS
CONFERENCIA SOBRE
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CONFÉRENCE SUR LES
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Teachers’ indicators: What are the challenges going forward?
## Teachers’ indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.c.1</td>
<td>Proportion of teachers with the <strong>minimum required qualifications</strong>, by education level</td>
</tr>
<tr>
<td>4.c.2</td>
<td>Pupil-trained teacher ratio by education level</td>
</tr>
<tr>
<td>4.c.3</td>
<td>Percentage of teachers <strong>qualified according to national standards</strong>, by education level and type of institution</td>
</tr>
<tr>
<td>4.c.4</td>
<td>Pupil-qualified teacher ratio by education level</td>
</tr>
<tr>
<td>4.c.5</td>
<td>Average teacher salary relative to other professions requiring a comparable level of qualification</td>
</tr>
<tr>
<td>4.c.6</td>
<td>Teacher attrition rate by education level</td>
</tr>
<tr>
<td>4.c.7</td>
<td>Percentage of teachers who received in-service training in last 12 months by type of training</td>
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</tbody>
</table>
### What data sources are used?

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

*Ratios greater than 3 or less than 1/3 were defined as not credible
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.