Rationale and Meeting Objectives

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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
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

**Policy design (inputs)**
- SABER
- UIS/WEI/UOE

**Implementation (process)**
- TALIS
- WEI SPS

**Results (outcomes)**
- Studies of student learning outcomes
- Direct measures of teacher knowledge
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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Overview

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

POLICY-DRIVEN APPROACH IN INDICATOR DEVELOPMENT

Policy concerns and priorities
Translation into information needs
Identification of indicators, methods and standards
Data requirements, availability and quality
Data collection, processing and quality control
Production and dissemination of indicators
Analysis, interpretation and utilisation
Teaching Profession in Europe

Skills

Transition between Initial Teacher Education and Working Life
I. Final ‘on the job’ qualifying phase.
II. Support to new entrants.

In-Service Education
I. Mandatory or not.
II. Time allocation.
III. Access to teacher education.
IV. Content of teacher education.

Attractiveness and Profile of the Profession

Initial Teacher Education
I. Access and selection.
II. Degree of autonomy of teacher education institutions in terms of content and time devoted to training.
III. Content of training in three areas (ICT, administration and management of heterogeneous pupil groups).
IV. Profile of qualifications.
V. Changes in the structure of initial teacher education.

Supply and Demand
I. Planning policies.
II. Recruitment.
III. Recruitment methods and types of contracts in the event of teacher shortages.
IV. Incentives to boost recruitment.
V. Indicators of shortage or surplus, demographic indicators, trends in the numbers of graduates, and age of teachers.

Salaries and Promotion
I. Basic salaries and increases in earnings.
II. Salary adjustments.
III. Non-earnings-related incentives.
IV. Promotion.

Employment and Duties
I. Contracts and job security.
II. Job descriptions and workload.
III. Types of support.
IV. Indicators on ratios, heterogeneity of pupil groups, full-time/part-time employment.

Supply and Demand

Conditions of Service
OECD (2005) Teachers Matter

Diagram:

- Attracting
  - Labour markets of other sectors of activity
  - Demand for teachers:
    - Number of students
    - Class size
    - Teaching load
    - Required learning time
    - Other
  - Structure of labour market:
    - Level of competition, employers
    - Labour market in institutions
    - Alternative pathways into teaching
    - Mechanisms to respond to imbalances and facilitate mobility
    - Replacement of teachers
    - Informativeness and level of transparency

- Career structure and incentives:
  - Legal status, type of contract
  - Opportunities for promotion
  - Monetary incentives
  - Non-monetary incentives
  - Professional autonomy
  - Differentiation of rewards
  - Flexibility of working hours
  - Other

- Organization of school system:
  - School budget and finance, school choice, evaluation, accountability framework, distribution of responsibilities across system, organization and areas of authority of schools

- Effectiveness of the teaching workforce

- Developing
  - Professional development and in-service education
    - Accessibility, funding, models, providers, focus, trainers, recognition, evaluation

- Retaining
  - School processes:
    - Evaluation and accountability
    - Induction
    - School autonomy and leadership
    - Organisation of work, support staff
    - Teaching and learning practices
    - Working conditions

- Recruiting
  - Selection, recruitment, deployment and dismissal procedures

- Society

- School policy
Indicators to inform policy

Social, Economic and Demographic Context

Teacher Management
- Recruitment
- Absenteeism
- Attrition
- Deployment
- ....

Teacher Training and Capacity Development
- In-service training
- Pre-service training
- Effectiveness of Teacher Training Institutes (TTIs)
- Budgetary allocation and Expenditure
- Unit cost of Training
- ICT facilities
- ....

Demand for Teacher
- School age population
- Migration
- Family income
- Employment opportunity
- National policy
- ....

Supply for Teacher
- Trained/untrained teachers
- Capacities of TTIs
- Minimum Qualification Standard
- Employment condition
- ....

Working conditions
- Working hours
- Non-teaching workload
- Autonomy
- Class size
- Availability of teaching facilities
- ....

Teacher characteristics
- Age
- Sex
- Years of teaching experience
- Academic qualification
- Subject taught
- ICT skill and competency
- Language
- ....

Status and benefits
- Remuneration/salary scale
- Leave
- Other incentives
- Civil servant category
- Professional status
- Contractual status
- Career advancement
- Recognition
- ....

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.