SDG indicator 4.c.5: teacher salaries

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Background

• No agreed methodology for 4.c.5: average teacher salary relative to other professions requiring a comparable level of qualification.

• Open questions:
  • How to calculate teacher salaries?
  • How to calculate comparator salaries?
  • How to calculate relative salaries?

• Paper presented at August 2019 TCG meeting concluded:
  • LFS are the only true measure of salary differences
  • LFS provide all data needed for SDG indicator 4.c.5
  • Regression analysis can control for various factors, e.g. years of experience
  • Other data sources can be complementary, but LFS still needed for comparator salaries

• TCG asked for additional research on data sources and calculation methods.
Indicator development: current status

• UIS analysed survey metadata

• 1800 surveys in ILO central data catalogue: 432 surveys from 80 countries have data on occupational earnings

• Additional surveys with relevant data in World Bank microdata repository

• Completeness of data uncertain:
  • Incomplete metadata
  • Sample size sufficient for analysis at 2-digit ISCO level (all teaching professions combined)
  • Not known if sample size is sufficient for analysis at 3-digit ISCO level (e.g. primary and early childhood teachers, secondary teachers)
Teachers in International Standard Classification of Occupations (ISCO-08)

Major group (1 digit):
• 2 Professionals

Sub-major group (2 digits):
• 23 Teaching Professionals

Minor groups (3 digits):
• 231 University and Higher Education Teachers
• 232 Vocational Education Teachers
• 233 Secondary Education Teachers
• 234 Primary School and Early Childhood Teachers
• 235 Other Teaching Professionals
Next steps

1. UIS collaboration with ILO
   • Scope of collaboration to be determined:
     • Methodological development
     • Long-term data production
   • ILO has hundreds of LFS with harmonised variables, recoded for international comparability.
   • ILO data are coded at ISCO 2-digit level, would need coding at 3-digit level.
   • ILO can estimate salaries of teachers and other occupations.
   • ILO has access to restricted data and could produce indicator regularly.

2. Analysis of UIS data on statutory teacher salaries
   • Starting teachers with a minimum level of qualification
   • Starting teachers with a typical level of qualification
   • Teachers with typical qualifications and 15 years of experience
Discussion

• Data source: LFS and/or administrative data?

• Comparability of data across countries?
  • LFS vs. administrative data
  • Econometric analysis vs. other approaches

• Level of analysis: ISCO 2-digit or 3-digit level?

• Disaggregation: education level, public/private, part-time/full-time?

• Interim reporting strategy (e.g. UIS statutory salaries divided by ILO salaries for “Professionals“)?
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