

# **CURRENT STATUS AND NEXT STEPS FOR SDG INDICATORS 4.C.1 TO 4.C.4**

## 1. Background

Sustainable Development Goal 4 on education contains target 4.c on teachers: “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States”.

The thematic indicator framework for SDG 4 proposed by the Technical Advisory Group of the EFA Strengthening Committee (TAG) in 2015 contained four measures of trained and qualified teachers:

- percentage of teachers trained according to national standards,
- pupil-trained teacher ratio,
- percentage of teachers qualified according to national standards, and
- pupil-qualified teacher ratio.

These indicators are based on two related concepts: trained to teach and qualified to teach. Persons who are “trained to teach” have followed an educational programme (pre-service or in-service) in which they learned about the theory and practice of teaching. Persons who are “qualified to teach” have studied the subject matter that they are teaching at a sufficiently high level. In both cases, the indicators are measured in relation to national standards for teachers.

The indicator on trained teachers was recommended by the TAG as the global indicator for target 4.c because it had been reported by the UNESCO Institute for Statistics (UIS) since the early 2000s and was available for more than 100 countries. By contrast, the UIS began collecting data on qualified teachers only in 2014.

Since 2016, the thematic indicator framework for SDG 4 is maintained by the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG). The global indicator framework is maintained by the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs). Before adoption of the SDG monitoring framework by the UN General Assembly in July 2017, the IAEG-SDGs requested a more precise name for the global teacher target indicator. As of 2017, the global and thematic indicators on trained and qualified teachers were:

- 4.c.1: proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.
- 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.

During the Comprehensive Review of the global indicator framework in 2020, the IAEG-SDGs approved a new name for indicator 4.c.1: “Proportion of teachers with the minimum required qualifications, by education level”. However, the definition of the indicator remains the same and it still measures the proportion of teachers with the minimum pedagogical training required by national standards to become a teacher.

To improve the availability, quality and international comparability of data on trained and qualified teachers, the UIS initiated the development of an International Standard Classification of teacher training programmes (ISCED-T) in 2019. The TCG expressed its support for ISCED-T in a consultation after its 6th meeting in August 2019.

## 2. Indicators of trained and qualified teachers

***Indicator 4.c.1: Proportion of teachers with the minimum required qualifications, by education level<sup>1</sup>***

***Indicator 4.c.3: Percentage of teachers qualified according to national standards by education level and type of institution***

### Current status

The UIS is disseminating data for indicators 4.c.1 and 4.c.3 collected from Members States with its annual Survey of Formal Education. Due to the change of the name of indicator 4.c.1, there are two indicators that refer to “qualifications” and “qualified teachers” in the UIS database as of September 2020, which is potentially confusing for data users. Because the definition of indicator 4.c.1 has not changed, the data reported by the UIS for this indicator still refer to trained teachers, while indicator 4.c.3 refers to qualified teachers.

The instruction manual for the UIS Survey of Formal Education includes the following definitions:

- A **trained teacher** is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught – typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession). Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials).
- A **qualified teacher** is one who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach.

### Next steps

The TCG and the new Teachers Working Group should review the indicator framework for SDG target 4.c, assess the implications of the new name of indicator 4.c.1, and consider if the definitions of indicators 4.c.1 or 4.c.3 should be changed.

Based on the recommendations of the TCG, the UIS could revise its data collection and dissemination for the SDG teacher indicators. The recommendations by the TCG would also be considered during the development of ISCED-T.

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<sup>1</sup> Refinement of the indicator name approved by the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs) on 13 March and 2 April 2020. Final approval pending the 52nd session of the Statistical Commission in March 2021.

The UIS could fill gaps in its teacher data with a new data collection, for example a simplified version of the discontinued UIS Supplementary Questionnaire on Teachers, that solicits the following information from countries:

- Highest completed ISCED level of education of teachers, by teaching level of education
- Statutory minimum ISCED level of education required to teach, by teaching level of education

With this data, the UIS could calculate the proportion of “teachers with the minimum required qualifications” as the number of teachers with at least the statutory minimum level of education divided by the total number of teachers at each ISCED level of education.

### Decisions

- Review the definitions of indicators 4.c.1 and 4.c.3.
- Review for which levels of education indicator 4.c.1 should be reported.
- Decide if indicator 4.c.1 should be calculated with reference to national standards or an international standard.
- Decide if current standards regarding minimum required qualifications should apply for calculation of indicator 4.c.1 or standards from the time a teacher was trained.
- Keep or drop indicator 4.c.3.

## 3. Pupil-teacher ratios

### *Indicator 4.c.2: Pupil-trained teacher ratio by education level*

### *Indicator 4.c.4: Pupil-qualified teacher ratio by education level*

#### Current status

The values for indicators 4.c.2 and 4.c.4 in the current UIS database were calculated in reference to indicators 4.c.1 and 4.c.3, respectively. After indicator 4.c.1 was renamed to “*Proportion of teachers with the minimum required qualifications*”, the close relationship with indicator 4.c.2 is not obvious to data users.

#### Next steps

The TCG and the new Teachers Working Group should assess the implications of the change of the name of indicator 4.c.1 for indicators 4.c.2 and 4.c.4. Based on the recommendations of the TCG, the UIS could revise its data collection and dissemination for these indicators.

One option would be to develop a new indicator, calculated in reference to the proportion of teachers with the minimum required qualifications (see the discussion for indicators 4.c.1 and 4.c.3 above).

### Decisions

- Review the definitions of indicators 4.c.2 and 4.c.4.
- Keep or drop indicators 4.c.2 or 4.c.4.
- Decide if the pupil-teacher ratio should be calculated with reference to an existing or new concept of trained and qualified teachers.