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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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