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Institute for Statistics



TECHNICAL
COOPERATION
GROUP

10th TCG MEETING

Teacher's Global Reference



**2024 CONFERENCE ON
EDUCATION DATA
AND STATISTICS**

The need for monitoring teacher requirements

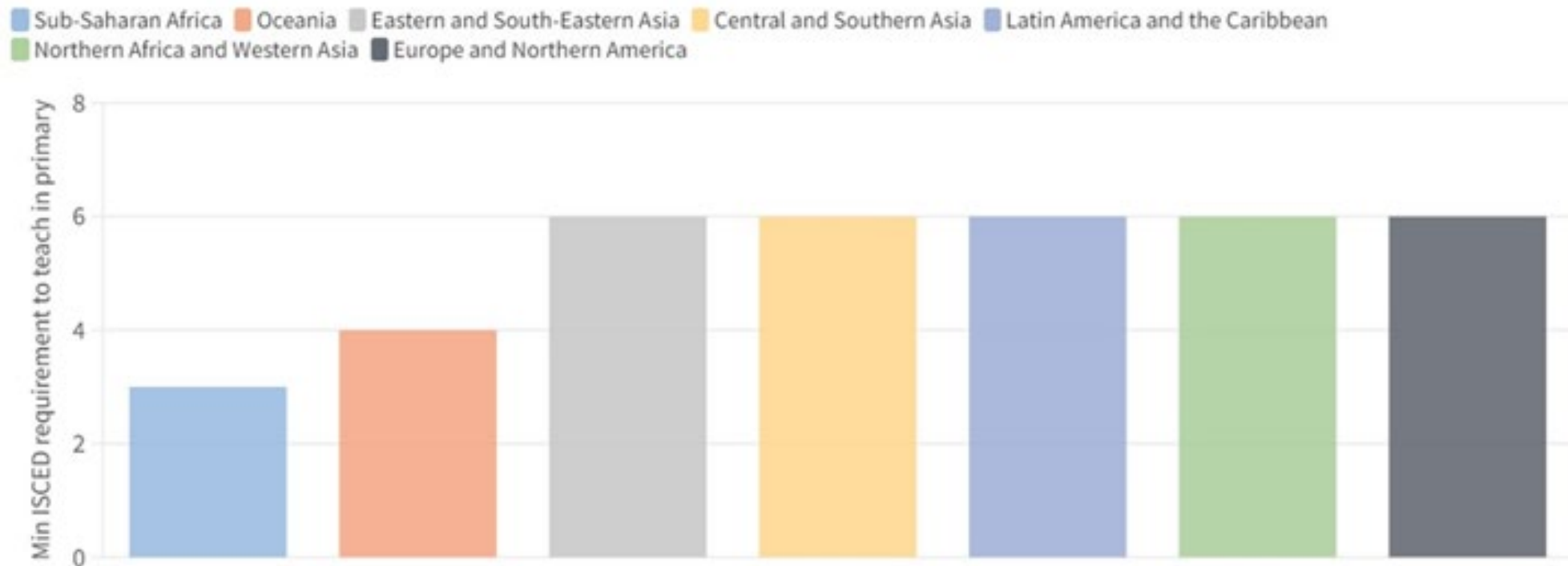
- ▶ Agreement on a **global benchmark for teacher qualification policies** is needed to better understand the differences in education quality and provide guidance
 - **Minimum academic qualification** to guide equivalent academic
- ▶ Approve suitable country coverage (prevalence rate) to be used to determine the global metrics for minimum standard teachers' qualification to teach a specific level of education (ISCED 02, 1, 2, 3).

Definition and metadata of teacher indicators

Indicator	Definition	Metadata (up until 2020)
Trained teachers, indicator 4.c.1 (and 4.c.2)	Proportion of teachers with the minimum required qualifications, by education level.	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.
Qualified teachers, indicator 4.c.3 (and 4.c.4)	Percentage of teachers qualified according to national standards by education level and type of institution.	A qualified teacher is one who has the minimum academic qualifications necessary to teach at a specific level of education in each country.

Less than a bachelor's degree is required to teach at primary and lower secondary levels only in sub-Saharan Africa

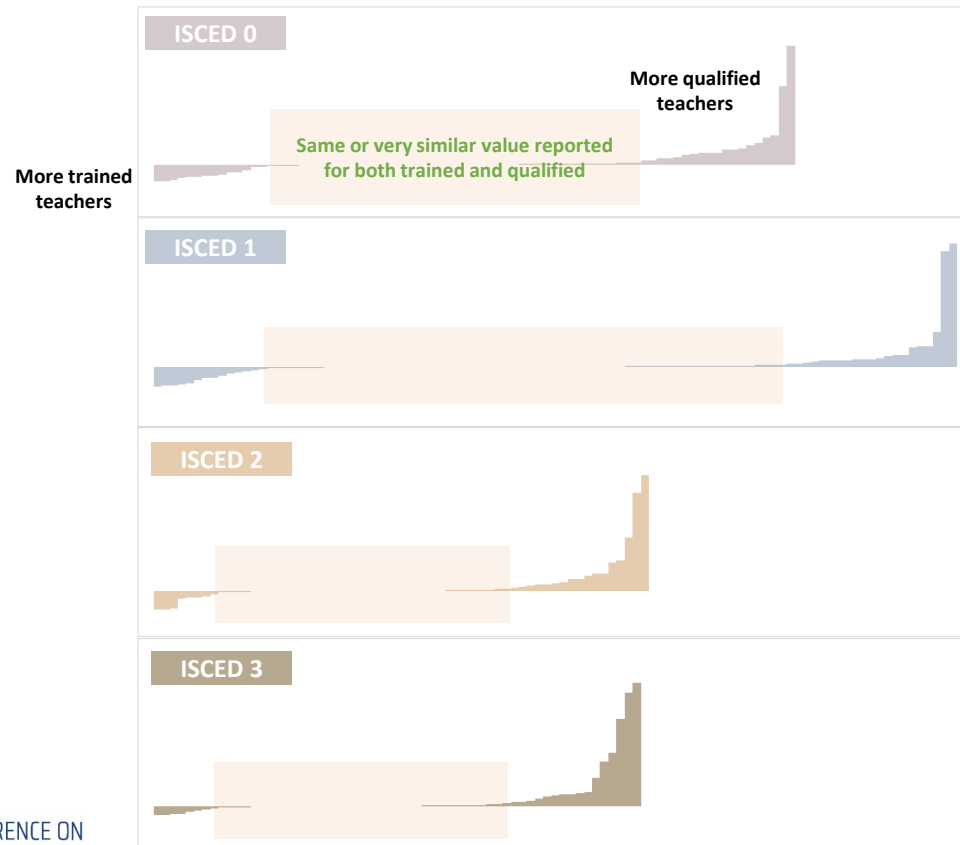
Prevalent minimum ISCED qualification to teach in primary education by region



Source: UIS database on teacher requirements.

Target 4.c: Definitional issues

Difference between the number of qualified and the number of trained teachers reported by countries to UIS QA
(Expressed as % of trained teachers)



- ▶ Most countries report either only trained or only qualified, or the same value in both categories.
- ▶ But for some countries there are substantial differences.
- ▶ Absence of international minimum standards for both categories .

Proposals on qualified and trained teacher

Indicator 4.c.1	Proposed metadata	Change name	Change metadata	New data collection	Impact on other indicator
Proportion of teachers with the minimum required qualification, by education level (4.c.1).	A qualified teacher has the minimum ISCED qualification necessary to teach at a specific level of education according to a global reference level (ISCED 6)	No	Yes, as now refers to trained teacher.	Yes. Teachers by teaching level of education and highest level of education completed (also by sex); needs to cover since 2015.	Yes. 4.c.2 needs to change name and metadata.
Options for indicator 4.c.3	Proposed metadata	Change name	Change metadata	New data collection	Impact on other indicator
Option 1. Proportion of teachers with the minimum required academic qualification, according to national definition , by education level.	A qualified teacher is one who has the minimum required national qualifications necessary to teach at a specific level of education.	Yes. Current name "4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution "	Yes. Clarify national minimum ISCED level of qualification required to teach. Eliminate 'by type of institution'.	No.	Yes. It would eliminate the trained teachers indicator from the framework.
Option 2. Percentage of teachers with the minimum teacher training requirements, by education level.	A trained teacher is one who has fulfilled at least the minimum teacher-training requirements according to the relevant national policy or law.	Yes. It must be changed to reflect trained teachers.	No. Takes metadata of indicator 4.c.1.	No	Yes. Current 4.c.2 should now be 4.c.4

Decision point T1

Establish ISCED 6 as the global metric to teach by level of education (ISCED 02, 1, 2, 3)

	Option 1	Option 2
Description	Based on TCG9 decision and following analysis of UIS new database , establish ISCED level 6 , equivalent to a Bachelor's degree, as the global minimum education level required for teaching in ISCED levels 02 (Pre-primary) to 3 (Upper secondary).	Do not establish ISCED level 6 as the global minimum education level required for teaching.
Pros	An objective parameters based on comparable ISCED levels helps comparability and guides policy analysis Times series support the analysis of changes over time and between countries	Data is available though subject to national standards that change over time limiting comparability between countries and over time
Cons	Requires new data collection current and retroactively to complete a data series that adds reporting burden on countries	Data is not useful for comparison between countries and over time as standards might change.
Proposed decision	Option 1: Approve the global metrics on minimum ISCED level qualification to teach by level of education (ISCED 02, 1, 2, 3), based on the suggested proposal and its associated data collection as well as indicator 4.c.2 on Pupil/qualified teacher ratio	
Document	National definitions of trained and qualified teachers: results from the metadata collection and feasibility survey, Proposal of a global minimum standard of teacher qualifications by level of education taught and political process of validation (WG/T/3) Decision on teachers' indicator framework	



Decision point T2

Approve UIS new data collection by teacher's academic qualification

	Option 1	Option 2
Description	<p>To approve the UIS new data collection to collect:</p> <ul style="list-style-type: none"> The most recent available data on the number of teachers by teaching level of education and highest level of education completed (also by sex); Retroactively collect data from 2015 onwards on the number of teachers based on the highest level of education completed, to produce indicators 4.c.1 and 4.c.2 	Do not approve the UIS new data collection.
Pros	An objective parameters based on comparable ISCED levels helps comparability and guides policy analysis Times series support the analysis of changes over time and between countries	Data is available though subject to national standards that change over time limiting comparability between countries and over time
Cons	Additional data collection adds burden on countries as data were not previously collected and time series are not available.	Data is not useful for comparison between countries and over time as standards might change.
Proposed decision	Approve the UIS new data collection as described in option 1.	
	Decision on teachers' indicator framework	

Decision point T3

Define name and metadata of indicator 4.c.3

	Option 1	Option 2
Description	Maintain current form of indicator 4.c.3: "Percentage of teachers qualified according to national standards by education level and type of institution."	Replace form of indicator 4.c.3 with the current definition of indicator 4.c.1 (trained teachers according to national standards).
Pros	Keep indicator 4.c.3 as is avoiding confusion in the tracking of indicators. Data is available and reported	Keep an indicator in the framework that covers the construct 'trained teachers although related to national standards'
Cons	Deletion of a 'trained teachers' indicators as both 4.c.1 and 4.c.3 will refer to academic qualification Indicators based on national standards is of little use as standards change over time making comparison very difficult	May add confusion to countries due to the numerous changes.
Proposed decision	Option 2: Replace form of indicator 4.c.3 with the current definition of 4.c.1. <i>Note: Definition of indicator 4.c.4 should be adjusted depending on the new definition of 4.c.3 approved.</i>	

[Decision on teachers' indicator framework](#)

Thank you

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