

**Education Data and Statistics Commission
Working Group on Administrative Data**

Task Force on Teachers

Terms of Reference

Draft

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DRAFT

1. Introduction

The international education agenda includes a target on teachers with a corresponding set of monitoring indicators. Target 4.c calls on countries to ‘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’ by 2030. The monitoring framework has one global indicator (4.c.1) and six thematic indicators:

4.c.1 *Proportion of teachers with the minimum required qualifications, by education level*

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*

4.c.5 *Average teacher salary relative to other professions requiring a comparable level of qualification*

4.c.6 *Teacher attrition rate by education level*

4.c.7 *Percentage of teachers who received in-service training in the last 12 months by type of training*

Informally, indicators 4.c.1 and 4.c.3 have been known as indicators that refer to “trained” and “qualified” teachers, respectively, as reflected in the indicator each had been paired with another one: 4.c.1 with 4.c.2 (which refers to the pupil-trained teacher ratio); and 4.c.3 with 4.c.4 (which refers to the pupil-qualified teacher ratio). However, there is generally no shared understanding between countries on how “trained” and “qualified” teachers are to be defined. The two terms are not easy to translate in different languages. But in some countries, the two terms are also difficult if not impossible to separate from each other.

Metadata collected by the UIS on national definitions of trained and qualified teachers, as shown for selected countries in the table below, showcase the complexity and ambiguity related to the two terms. Global definitions are needed if a global indicator is to serve the international community.

Country	Trained teacher definition	Qualified teacher definition
1	A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements - 3 days of training per year, equivalent to 1 credit according to the pre-university education law (in-service) - to teach at Primary or ISCED 1 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 and the one who has obtained the qualification degrees according to the legislation in force necessary to teach at Primary or ISCED 1 level of education.
2	Bachelor’s Degree Teacher training - Elementary education, from a recognized institution	Bachelor’s Degree Teacher training - Elementary education, from a recognized institution
3	The trained teachers should receive professional training in specialized ‘normal’ schools, teachers’ colleges, normal universities or other higher education institutions. The training contents include competency development in the areas of ethical conduct, educational practices, comprehensive skills in student cultivation and self-development etc. Credits are set for different contents and the diploma is delivered after fulfilling the requirements of the assessment.	Citizens who abide by the Constitution and laws, have a passion for education, possess sound ideological and moral characters, possess the academic qualifications stipulated in the Law, have acquired the national teacher qualification certificate after the accreditation, and have been recruited to teach in schools.

4	Training in pedagogy for at least one year	It depends on the academic qualification
5	Trained teachers are persons who have attained either Diploma in Basic Education from Colleges of Education or a Degree in Education from the Universities accredited to offer pedagogy in education.	Fulfill the minimum qualification requirement of the level
6	Teacher who has fulfilled at least the minimum organized teacher-training requirements to teach Primary Education according to the National Council of Teacher Training Act and who has undergone in-service teacher's training	Qualified Teacher is the teacher who has at least minimum academic qualification required to teach children at primary level
7	Pedagogical training for primary education	Pedagogical training for primary education, where old teachers are not subject to the restriction of the appointment requirements.
8	He is the teacher with minimal training that enables him to enter the classroom, so all teachers are considered trainers	A teacher who holds an educational qualification diploma from the National Institute for Educational Training, or holds an educational qualification diploma separately, or holds a university degree with a specialization considered among the educationally qualified specializations
9	Trained teacher: the teacher who has received training or organized programs for teachers (before or during service) required by the ministry	Qualified Teacher: A teacher with a Bachelor's degree (or equivalent) in Education or higher than the Bachelor's degree
10	A trained teacher for primary should have at least an advanced secondary certificate A2, ISCED 3 and attended an organized teacher-training program (pre-service or in-service) to acquire necessary pedagogical skills to teach this level of education.	A qualified teacher for primary should have at least an advanced secondary certificate A2 (ISCED3) in the taught subject.
11	Whoever fulfills the conditions for obtaining the position of a teacher and teaching at this level and begins to exercise the duties and responsibilities of the job and is trained in it.	Whoever fulfills the conditions for obtaining the position of a teacher and teaching at this level and begins to exercise the duties and responsibilities of the job.
12	Certification of approval by Ministry	Diploma in Primary Education

So far, the global metadata have also been ambiguous. For instance, SDG global indicator 4.c.1 was originally formulated as follows:

Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; 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, by sex

However, this was subsequently revised into the current formulation (*Proportion of teachers with the minimum required qualifications, by education level*), following the request of the Inter-agency and Expert Group on SDG Indicators to (i) shorten the indicator name and (ii) link it to the target formulation (which refers to “qualified teachers”). In other words, what was originally meant to be the “trained” teacher indicator became the “qualified” teacher indicator, further adding to the confusion.

Moving forward, it would be desirable if the two terms could eventually capture the following distinct concepts:

- An indicator on “trained” teachers should identify whether a teacher has specific **pedagogical** pre—service and in-service training, which means they are **professionally** qualified to teach (indicator 4.c.1)
- An indicator on “qualified” teachers should identify whether a teacher has a minimum **academic** qualification, which means they are **academically** qualified to teach regardless of the nature of the diploma (indicator 4.c.3).

An example where a teacher may be academically but not professionally qualified could be that a university graduate in mathematics may be teaching even though they have never been trained to teach in a classroom.

A further confusion has been caused by the fact that indicator 4.c.3 refers to “*teachers qualified according to national standards*”. In general, indicators based on national standards may not be informative for comparisons at the global level. The UIS has been proactive in assembling a comprehensive database on teacher academic requirements, prompted by a [decision](#) made at TCG 9 to establish a global minimum teachers’ academic qualification to teach specific levels of education. This data set meticulously documents the variations in teacher academic requirement policies around the world. Despite significant variation in teacher academic requirements, globally the minimum academic requirement tended to be a Bachelor’s degree (ISCED 6).

2. Development to date

In December 2023, the TCG 10 approved the following:

- Establish ISCED level 6, equivalent to a bachelor’s degree, as the global minimum education level required for teaching from ISCED level 02 (Pre-primary) to ISCED level 3 (Upper secondary).
- The UIS new data collection to collect:
 - 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.

3. Objectives and key activities

The objective of the Task Force is to:

- Assess whether a workable global definition of “trained teachers” is feasible, in the sense that the definition can:
 - Capture whether an individual has received pedagogical pre-service training to be a professional teacher.
 - Distinguish those who have received sufficient pedagogical pre-service training in terms of duration and/or quality, to rule out teachers whose training was too short or too weak.
 - Be additional to the information already provided by the indicator on “qualified teachers”, which measures the proportion of teachers who have attained education at least to ISCED 6 level, regardless of whether such education prepared them to be professional teachers or not.
 - Provide information on the entire teacher workforce, drawing on countries’ existing administrative data systems without adding burden.
- Propose a definition that meets these conditions.
- Propose a template for data collection.

4. Deliverables

- Concept note with the proposed definition of trained teacher and template for data collection.

5. Timeline

Phase 1: Constitution

- ToRs finalization

Phase 2: Conceptual and operational development – July to Mid-November 2024

- Agree on definition of trained teachers
- Agree on data collection tool
- Develop and submit proposal to the Education Data and Statistics (EDS) Commission

6. Composition

The Task Force will consist of:

- Seven representatives of EDS Commission member countries with expertise in teacher issues. It would be preferable to have regional representation within the Task Force.
- Up to three representatives from non-member states' experts in the field.

The Task Force will report to the chair of the Teacher Data Working Group and the EDS Commission co-chairs.

7. Work modality

The Task Force will employ mainly teleconferencing for discussions. The Secretariat will identify opportunities and arrange in-person meetings, as needed. Members are expected to discuss how a common denominator between their countries' "trained teachers" definitions could be achieved. The Task Force's experts could also reach the conclusion that such a common denominator cannot be agreed upon in which case the proposal would be to abolish the indicator.

8. Dissolution of the Task Force

The Task Force will be dissolved upon completing the deliverables.
