Classification of teacher training programmes: Progress and next steps towards ISCED-T

Friedrich Huebler, UIS

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Teachers in the SDG indicator framework

SDG 4 on education has 10 targets, including target 4.c:
"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."

4 QUALITY EDUCATION

SDG indicator 4.c.1 (global indicator for target 4.c):
"**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."

Other indicators for target 4.c related to training and qualifications:
* Pupil-trained teacher ratio (4.c.2)
* **Percentage of teachers qualified according to national standards (4.c.3)**
* Pupil-qualified teacher ratio (4.c.4)
* Percentage of teachers who received in-service training in the last 12 months (4.c.7)

What is a trained or qualified teacher?

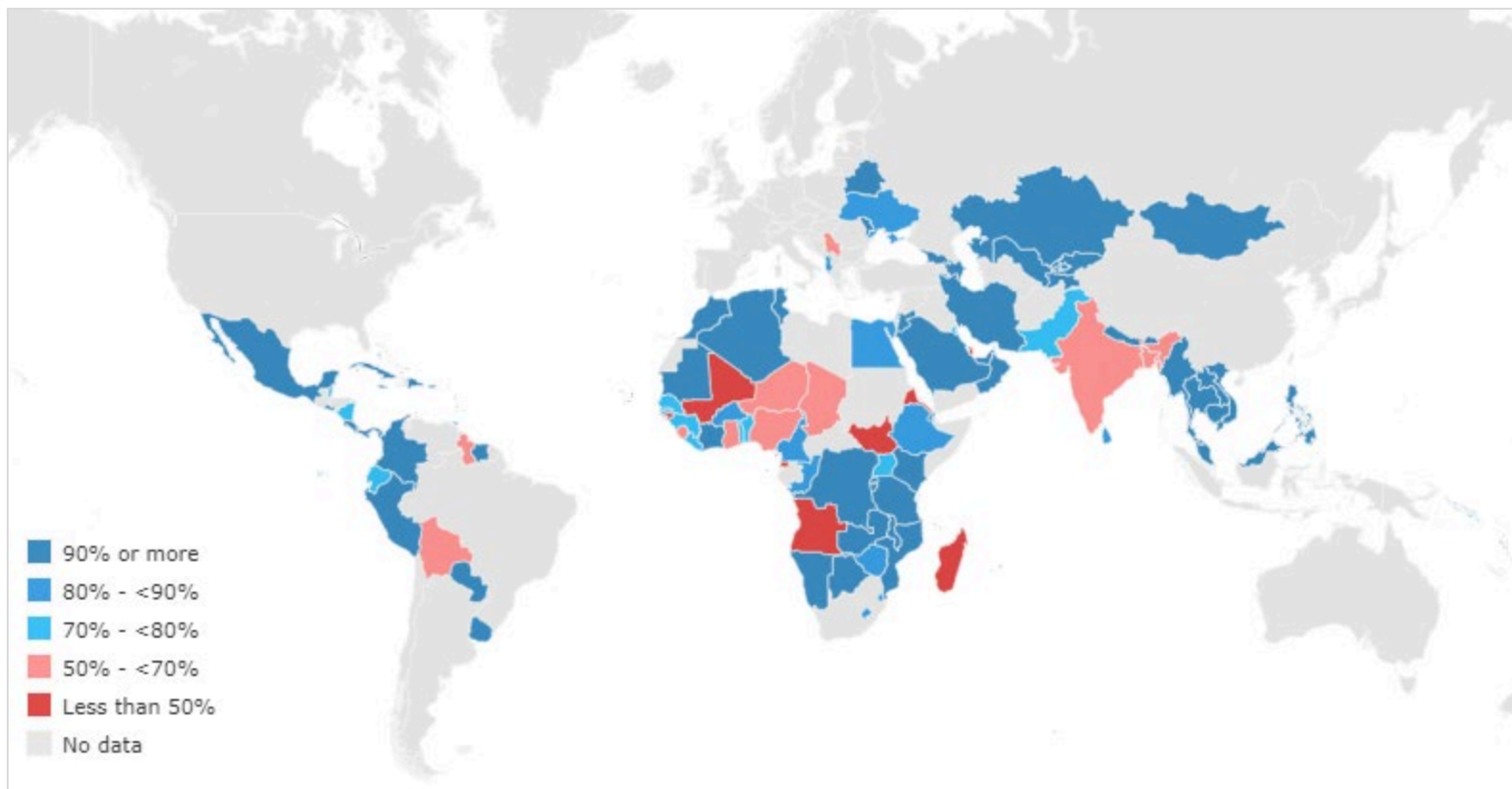- No international standards.
- UIS definitions:

"A **trained teacher** is one who has received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country."

"A **qualified teacher** is one who has at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country."

Source: UNESCO Institute for Statistics (UIS). 2018. *Metadata for the Global and Thematic Indicators for the Follow-up 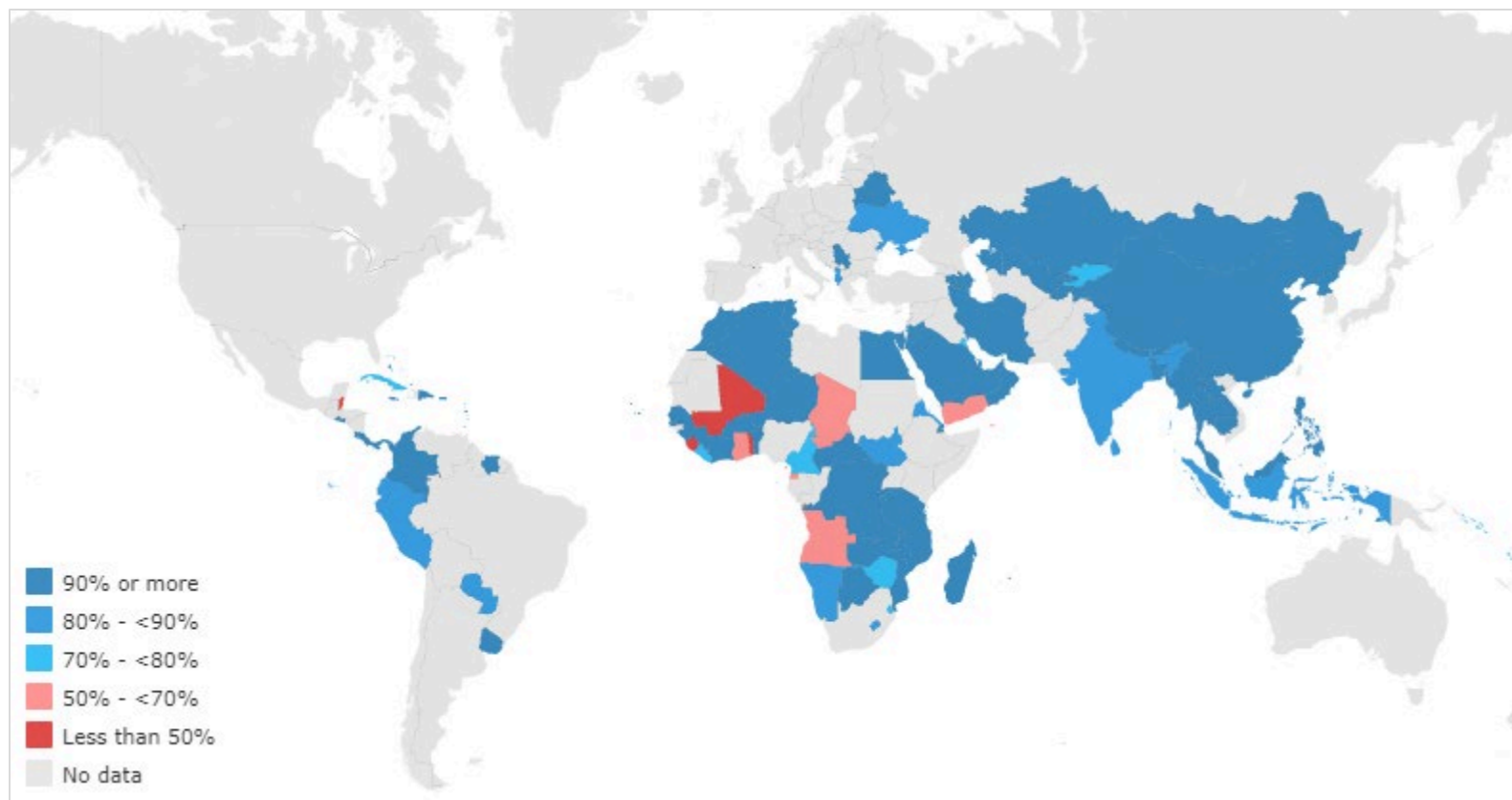and Review of SDG 4 and Education 2030*. Montreal: UIS. http://uis.unesco.org/sites/default/files/documents/sdg4-metadata-global-thematic-indicators-en.pdf

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Primary education: proportion of teachers with minimum organized teacher training

Legend:
- 90% or more
- 80% - <90%
- 70% - <80%
- 50% - <70%
- Less than 50%
- No data

128 countries with data since 2010. Source: UNESCO Institute for Statistics database, September 2019.

Primary education: proportion of teachers qualified according to national standards

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120 countries with data since 2010. Source: UNESCO Institute for Statistics database, September 2019.

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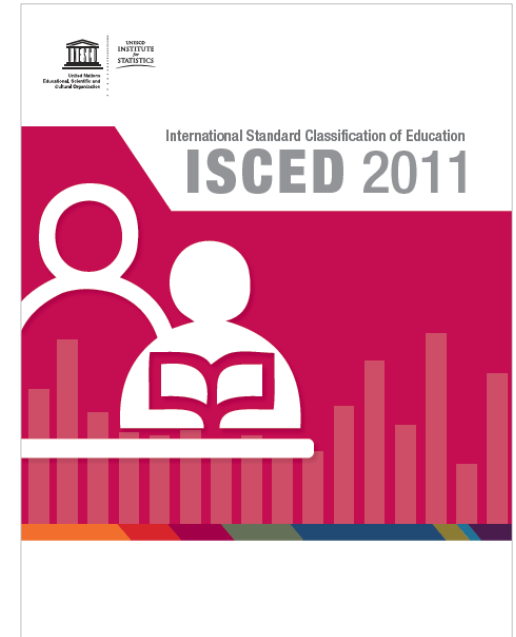# Limited comparability of teacher training programmes

- **Duration of training programmes** varies: a few weeks or months to 5 years.

- The **education pre-requisites** to enter the training programmes vary: e.g. secondary education or tertiary education (Bachelor, Master).

- Length and conditions of **induction and probationary period** vary: a few months to 2 years.

- Countries can report teachers as "trained" after some form of training, regardless of duration and content, education prerequisites, length of teaching practice, etc.

- **Countries with lower standards can have higher proportions of trained teachers.**

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Limited comparability of teacher qualifications

- **Minimum standard qualifications** to teach at a specific level of education vary greatly according to national standards.

- To teach in **primary education**, secondary school diplomas (ISCED 2 or 3) are sufficient in some countries.
- In other countries (in the same region) tertiary education (ISCED 5 or higher) is required.

- To teach in **secondary education**, ISCED 6 or 7 (Bachelor or Master) are often needed in high-income countries.
- Post-secondary non-tertiary education or short-cycle tertiary education are common and sufficient in low- or lower-middle-income countries.

- **Countries with lower standards can have higher proportions of qualified teachers.**

Solution: International classification of teacher training programmes (ISCED-T)

- **Standard classification** of pathways and programmes, based on existing ISCED

- **Standard definitions** of "trained" and "qualified"

- **Link between national definitions** of trained and qualified teachers **and international standards**

- Indicators related to teachers **comparable across countries**

- Better **monitoring of progress** towards SDG target 4.c

- More and better data for **education policy**

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Progress towards ISCED-T since 2018

- UIS plan presented at **Policy Dialogue Forum** of International Task Force on Teachers for Education 2030 (TTF) in **November 2018**
- Initiative supported by key stakeholders, including Teacher Task Force, Education International, UNESCO, Global Partnership for Education

- UIS investigated possible **dimensions for classification** of training programmes
- **UIS analysed data** on teachers collected with annual education survey

- UIS plan for **development of ISCED-T endorsed by Technical Cooperation Group** on the Indicators for SDG 4 in August 2019
- UIS plan for **development of ISCED-T endorsed by UNESCO General Conference** in November 2019

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UNESCO General Conference resolution, adopted 15 November 2019

The General Conference,

[…]

Taking note of the initial work carried out by the UNESCO Institute for Statistics (UIS) to develop a classification framework, based on the existing International Standard Classification of Education (ISCED), to produce internationally-comparable data on teacher training programmes and pathways to the teaching profession;

Invites the Director-General to continue the development process of the abovementioned classification, taking into account meta data and qualitative data to complement the current ISCED and ISCED-F framework and to clarify the proposed definitions with the participation of representatives of UNESCO Member States as well as representatives from other relevant international organizations including from the teacher profession with a view to submitting an interim report to the Executive Board at its 210th session and a draft proposal to the General Conference for adoption at its 41st session.

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Potential criteria for classification of teacher training programmes (pre-service training)

1. ISCED level of training programme
- ISCED level of programme according to ISCED 2011

2. Authorized teaching level
- ISCED education level(s) in which graduate is authorized to teach

3. Education pre-requisites for entering the programme
- ISCED level that must be completed to gain entrance to a programme, minimum educational attainment, diploma

4. Duration
- Number of full-time months or years, plus minimum and maximum where applicable for successful completion

5. Pathway to teaching profession
- Type of pathway: concurrent, consecutive, alternative

Potential criteria for classification of teacher training programmes (pre-service training)

6. Institution
- Place where training is provided: specialized teacher training institution, tertiary programme at university or college, school-based, mixture of institutions, distance education, proportion of training provided in each location

7. Programme content
- Estimated proportion of programme content: academic, pedagogical

8. Programme award (name of qualification)
- Diploma, certificate, degree awarded for successful completion

9. Teaching practice
- Minimum weeks or months of teaching practice required for completion

10. Probation/induction support
- Duration of required probationary period prior to successful confirmation as a teacher, duration of induction support provided for new teachers

Data collection by UIS: Annual survey on national education systems

- UIS survey asks about **national education programmes** classified in accordance with ISCED 2011

- **Collected data** includes among others:
    - Name of programme
    - Name of qualification at end of programme
    - ISCED 2011 level
    - Target level of programme
    - Minimum entrance requirements
    - Theoretical duration

    Ordinal variables that enable setting of minimum standards

- Finding from UIS survey: many countries report **same proportions of "trained" and "qualified" teachers** or report only one of the two categories.

Possible elements and coding scheme for ISCED-T

ISCED classification of the programme (grouped)	First digit: Target level	Second Digit: Pre-requisite: minimum education level completed	Third digit: Duration
S: ISCED 2 and 3: secondary education	**0: ISCED 0**, pre-primary	**2:** ISCED 2	**1:** Short (1 year or less)
PS: ISCED 4: post-secondary non-tertiary	**1: ISCED 1**, primary	**3:** ISCED 3	**2:** 2 years
TB: ISCED 5,6: tertiary, bachelor's degree	**6: ISCED 0-1**, multilevel pre-primary and primary	**4:** ISCED 4 or some tertiary (ISCED 5 or 6, incomplete)	**3:** 3 years
TM: ISCED 7 and higher: tertiary, master's degree	**2: ISCED 2**, lower secondary	**5:** ISCED 5 and 6	**4:** Long (4 years or more)
	3: ISCED 3, upper secondary	**7:** ISCED 7	
	7: ISCED 2-3, secondary		
	8: ISCED 1-2-3, multilevel primary and secondary		

Possible coding scheme for ISCED-T: Example from Burundi

Programme: Diplôme d'instituteur: enseignement post-fondamental pédagogique

ISCED classification: 354 (S)
- 3 Upper secondary education
- 5 Vocational
- 4 Sufficient for level completion, with direct access to tertiary education

Target level: trains teachers for the primary level (1)

Minimum education level required to enter programme: lower secondary education (2)

Theoretical duration: 4 years (4)

ISCED-T code: S-124

Next steps for ISCED-T

- Form **technical advisory panel** with international experts

- Review existing **definitions, pathways, training programmes**

- Examine possible **dimensions** of training programmes

- Propose **criteria to define** trained and qualified teachers

- Develop **coding scheme** and **data collection strategy**

- **Consult** UNESCO Member States

- Present **final classification** for adoption by UNESCO General Conference in 2021

- **Challenges:** resources needed for development, data collection, capacity building in countries

Friedrich Huebler

Head of Section, Education Standards and Methodology

UNESCO Institute for Statistics

f.huebler@unesco.org

http://uis.unesco.org

@UNESCOstat