Improving regional and international monitoring of the teacher workforce in Asia

Preliminary results from UIS regional module on teachers – pilot survey

Patrick Montjournides, Bangkok, 4 August 2014
New agendas, new data challenges: Teachers and data as explicit goals in post-2015 debate

Proposal of The Open Working Group for Sustainable Development Goals:

Goal 4: “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”

4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS”.

2014 GEM Final Statement. The Muscat Agreement

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.
New agendas, new data challenges: Teachers and data as explicit goals in post-2015 debate

Proposal of The Open Working Group for Sustainable Development Goals:

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Data, monitoring and accountability

17.18 by 2020, enhance capacity building support to developing countries, including for LDCs and SIDS, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.

17.19 by 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement GDP, and support statistical capacity building in developing countries.
National, regional and international statistical capacity on teachers remain weak

International monitoring requires:
- Agreement on key concepts
- Measurement tools to be aligned, developed and approved by consensus
- Global consensus concerning the underlying components of a universal monitoring framework and mechanisms that facilitate regular reporting on the targets and indicators

Teacher effectiveness:
- Multiplicity of definitions
- Absence of an existing comprehensive measurement framework
- Existing reporting is partial and cross-national comparisons can be weak
A data revolution on teachers

- Existing monitoring issues
- New agendas

Conceptualization
Operationalization
Measurement

Data revolution:
Making the best out of existing data
Improve analytical frameworks
Invest in national and international statistical capacity
UIS work on teachers

- Develop global and regional projections on teacher needs
- Global module on teachers
- Taxonomy on teacher training programmes
- Regional module on teachers
Asian module on teachers at the sub-national level

Objectives

• Provide the region with comparable data on teachers at the sub-national level.
• Support countries to make the best out of their existing data by providing a framework of analysis for decision making
• Support partners in the region by providing reliable and topical data on a regular basis
• Inform the discussion on potential gaps in national, regional and international data collection systems
Asian module on teachers at the sub-national level

Implementation

- Most data targeted by the survey already exist in an easy to access format.
- The survey relies on existing channels, infrastructures and methodologies used by the UIS for its regular data collection.
- Focus on first level of administrative divisions, education levels up to ISCED3 (upper-secondary), items covering gender, age, training, subject matters.
Asian module on teachers at the sub-national level

Outputs

- A sustainable and reliable regional database on teachers at the sub-national level
- Analytical material to support countries in their decision making process
- Monitoring of equity from administrative data sources at the international level
- Robust and consistent data to support EFA 2015 review and any future assessment
Outputs examples

- Descriptive statistics
- Identify issues/gap
- Setting policy priorities
Descriptive statistics – Lao PDR

Distribution of teachers by teaching experience, ISCED 1

- Oudomxay
- Xiengkhouang
- Sekong
- Saravan
- Luangnamtha
- Attapue
- Houaphan
- Bolikhamxay
- Luangprabang
- Vientiane
- Bokeo
- Vientiane Capital
- Phongsaly
- Sayabouly
- Savannakhet
- Khammouane
- Champasack

Bar chart showing the distribution of teachers by teaching experience in Lao PDR.
Descriptive statistics – Lao PDR

Distribution of teachers by teaching experience, ISCED 3

- Oudomxay
- Bokeo
- Sekong
- Phongsaly
- Bolikhamxay
- Attapue
- Saravan
- Luangnamtha
- Luangprabng
- Xiengkhouang
- Champasack
- Houaphan
- Sayabouly
- Khammouane
- Vientiane Capital
- Savannakhet
- Vientiane

Colors represent:
- Orange: <=2 years
- Light Yellow: 3-5 years
- Yellow: 6-10 years
- Olive Green: 11-15 years
- Dark Green: More than 15 years
- Grey: Not specified

Proportions are shown on the x-axis.
Descriptive statistics – Viet Nam

Non-permanent teachers as % of total number of teachers in public sector, primary, Viet Nam,
Identifying issues– Lao PDR

Inequalities in the distribution of teachers per pupils
Quality of teachers is a main issue

Both quality and training of teachers are critical issues

Sơn La, PTR: 10.8

TP Hồ Chí Minh: PTR: 30.3

Lao PDR, 17 provinces

Viet Nam, 63 provinces

Malaysia, 16 states and territories

Cambodia, 24 provinces

Recruiting teachers is a main issue
Setting policy priorities – International benchmark

- **Quality of teachers is a main issue**
- **Both quality and training of teachers are critical issues**
- **Recruiting teachers is a main issue**

- **Lao PDR, 17 provinces**
- **Vientiane Capital**
Main challenges

– Data exist but couldn’t be collected; communication between different departments of MoE is not happening (e.g. PEMIS)
– Calculations from existing database are not common
– The pilot also raised a number of inconsistencies in the data provided by countries
– Totals must be equal to what’s collected in the main data collection
– It can be difficult to disaggregate data on teachers by ISCED level
– Data from the private sector are difficult to obtain
– Some data are not collected
Next steps

• Produce country case studies for pilot countries
• Finalize questionnaire based on pilot survey
• Launch survey to the whole region in 2015
• Develop analytical tools to support policy decision
Concluding remarks

“One of the features of poor quality education is insufficient numbers of teachers, and in particular insufficient numbers of trained teachers. It is therefore vital to have good information on future teacher needs and to recruit and train teachers accordingly.” (UNESCO, 2014)

- Statistical capacity on teachers in the region can still be improved by a large margin. The data revolution has to happen in several countries.
- Teacher effectiveness is a very relevant and ambitious objective, monitoring will be a challenge.
- Starting to tackle the basics will ensure more robust developments in the future.
- The quality of international monitoring partly reflects the quality of national statistical systems.