

Thinking about Teachers, Teaching & the 2030 Agenda for Sustainable Development

Møller Centre, Cambridge, 18th – 19th April 2016



**OPEN SOCIETY
FOUNDATIONS**



LEADERSHIP *for* **LEARNING**
The Cambridge Network



OECD
BETTER POLICIES FOR BETTER LIVES



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale



**UNIVERSITY OF
CAMBRIDGE**

Faculty of Education

Thinking about Teachers, Teaching and the 2030 Agenda for Sustainable Development *Leaving No One Behind*

Pauline Rose
REAL Centre, University of Cambridge

What are sustainable development goals...



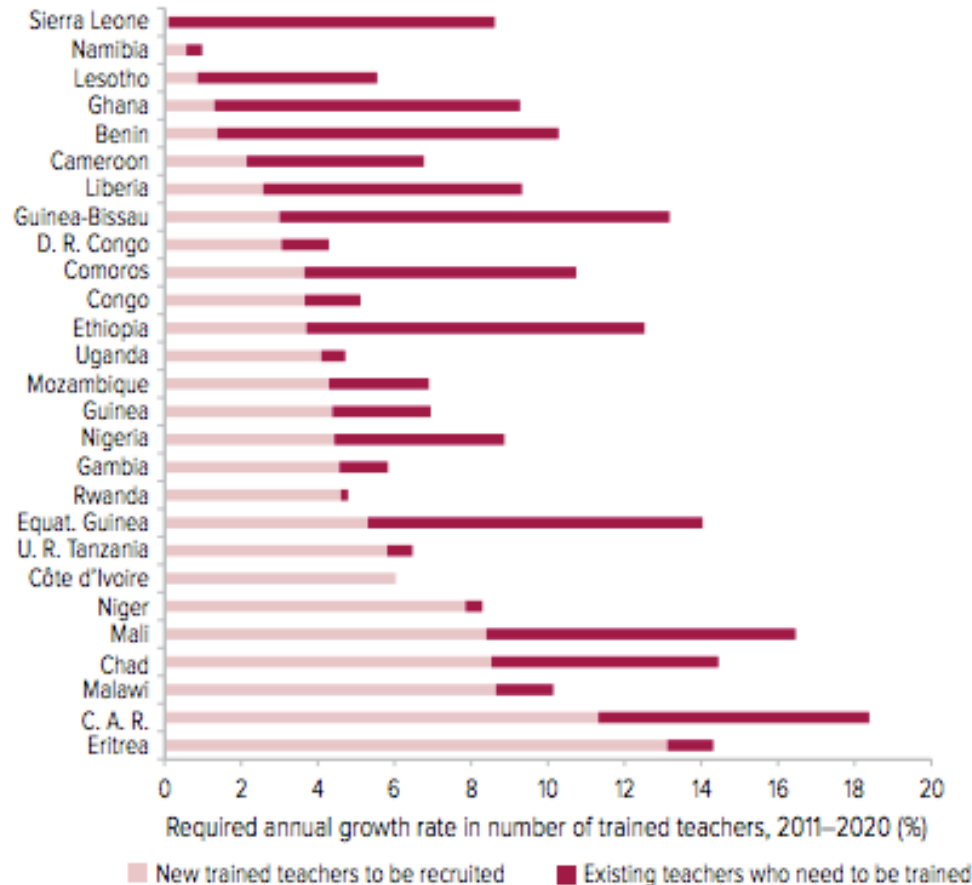
...and how do they add up for teachers?

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

Indicator 4.c.1: Percentage 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* (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Dual task: train new and existing teachers

Required annual growth in numbers of new and existing trained teachers to reach universal primary education by 2020



Source: EFA Global Monitoring Report team calculations (2013), based on UIS (2013).



UNIVERSITY OF
CAMBRIDGE
Faculty of Education

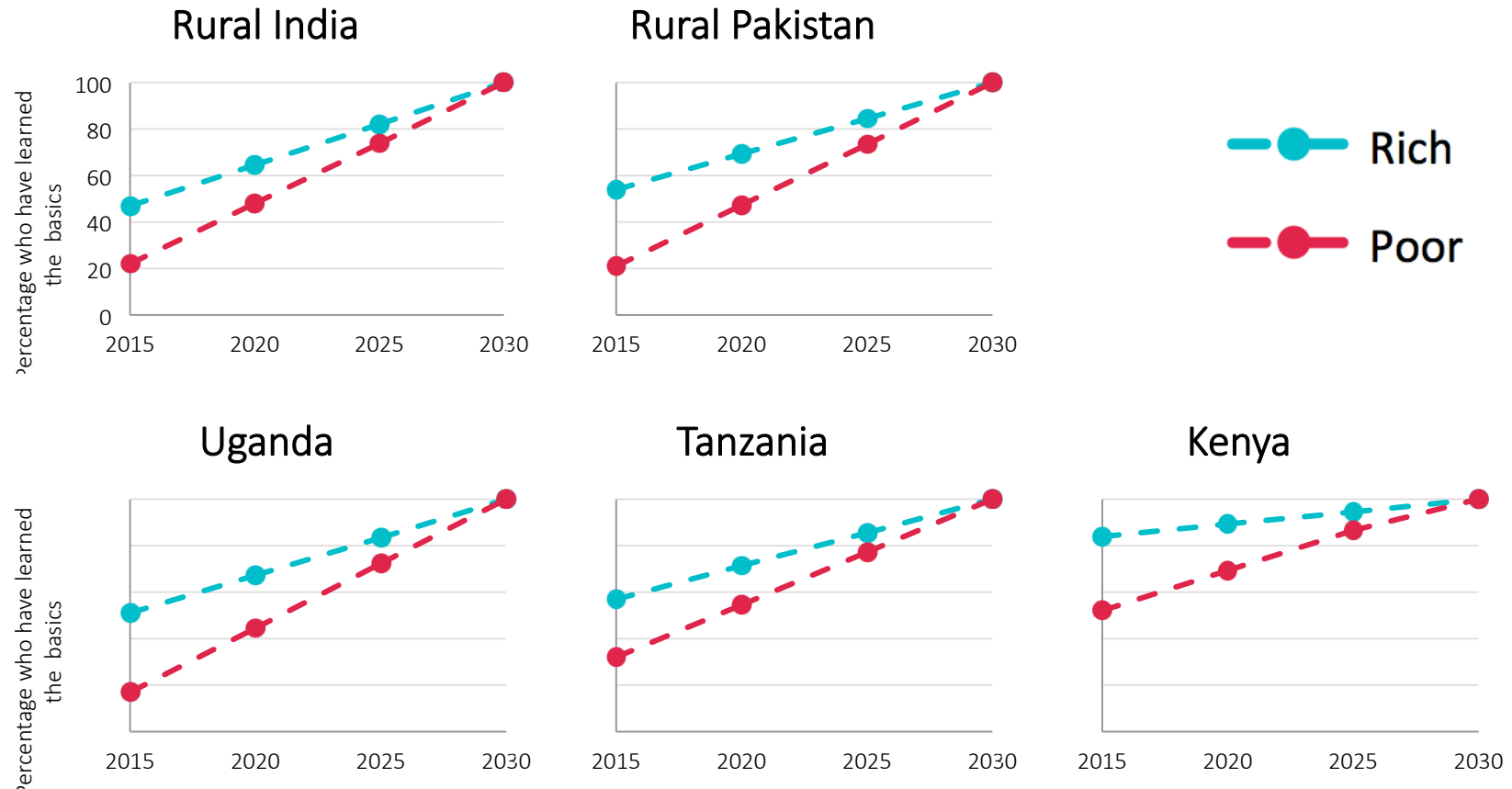


...indicators extended in Framework for Action: but insufficient focus on Leaving No one Behind

Qualified	37.	Percentage of teachers qualified according to national standards by education level and type of institution
	38.	Pupil/qualified teacher ratio by education level
Trained	39.	Percentage of teachers in (i) pre-primary; (ii) primary; (ii) lower secondary; and (iv) upper secondary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution
	40.	Pupil/trained teacher ratio by education level
Motivated	41.	Average teacher salary relative to other professions requiring a comparable level of education qualification
	42.	Teacher attrition rate by education level
Supported	43.	Percentage of teachers who received in-service training in the last 12 months by type of training

- What is difference between '*qualified*' & '*trained*'? What about relevance of training?
- *Motivation*: include national measures on career advancement for supporting weak learners?
- Nothing on *recruitment*: eg teachers' attainment in school/subject knowledge
- Nothing on *deployment*: eg pupil/trained teacher in rural vs urban areas; early grades

Why focus on No One Left Behind matters...



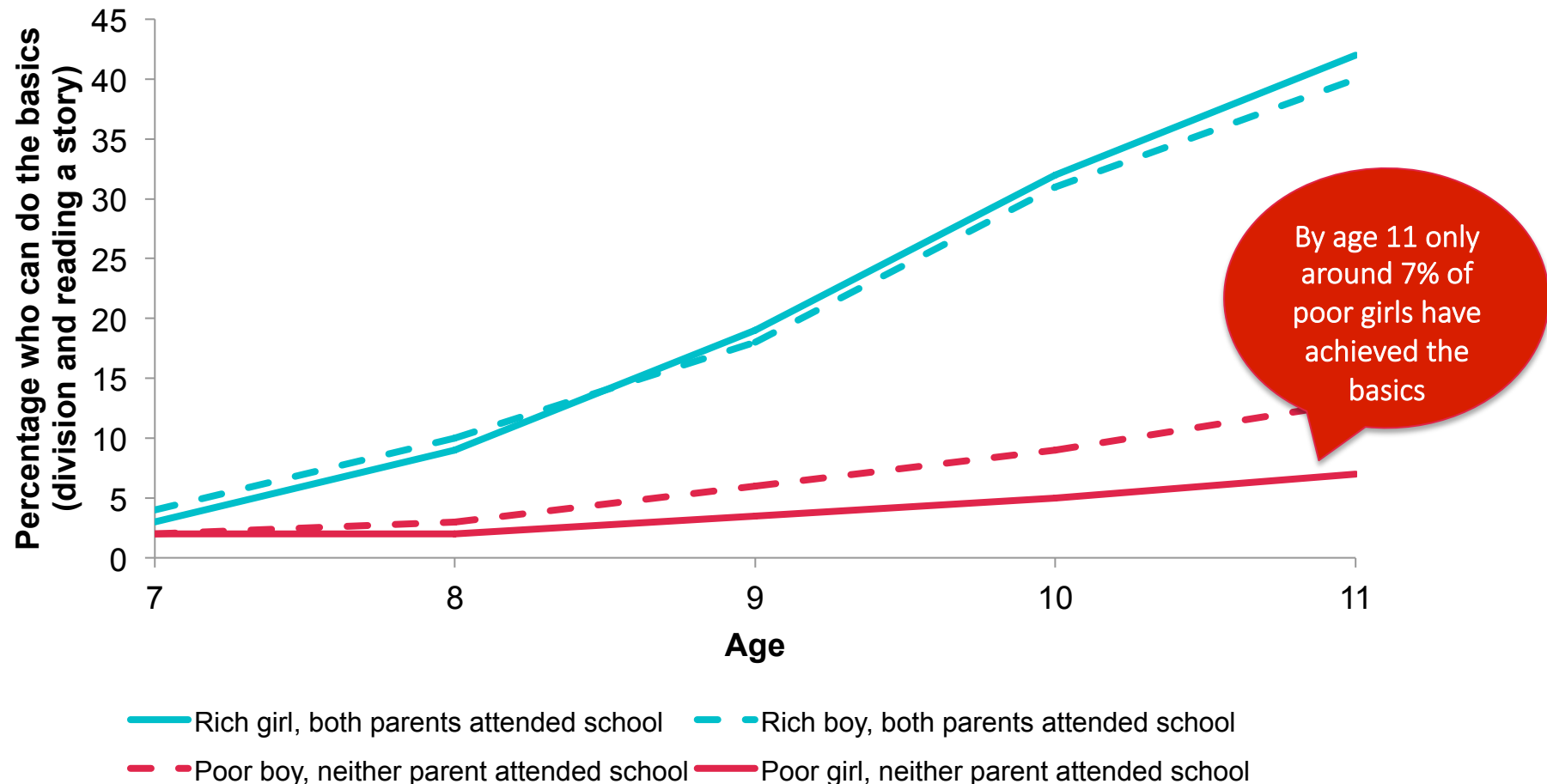
Source: Author calculations based on ASER and UWEZO, 2012



**UNIVERSITY OF
CAMBRIDGE**
Faculty of Education

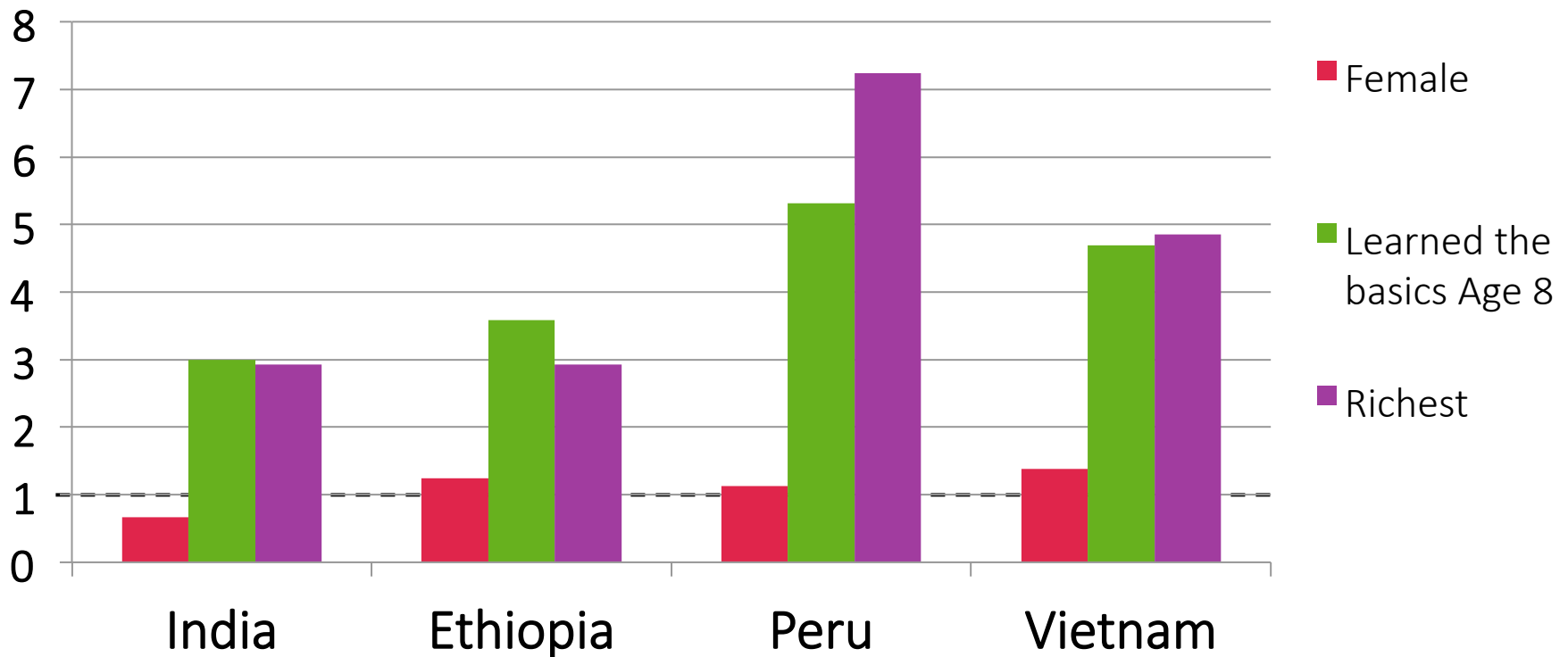


... and learning gaps widen from early years



Early learning and poverty affect achievement of other goals and targets

Higher education access: odds ratios



UNIVERSITY OF
CAMBRIDGE
Faculty of Education



Results from logistic regression models for each country, also controlling for mother's literacy, enrolment at age 8

Source: Authors' calculations based on Young Lives data

Translating goals in policies – and change



Policy lessons to Leave No One Behind

- SDGs need to identify, monitor and tackle disadvantage in learning early, particularly associated with poverty together with gender and disability

AND So...

- Teacher targets, indicators and policies need to focus on Leaving No One Behind in access to quality education
- Engage Teacher Unions as a source of power to Leave No One Behind

Watch this space: Teaching Effectively All Children (TEACH)

Thinking about Teachers, Teaching & the 2030 Agenda for Sustainable Development

Møller Centre, Cambridge, 18th – 19th April 2016



**OPEN SOCIETY
FOUNDATIONS**



LEADERSHIP *for* LEARNING
The Cambridge Network



OECD
BETTER POLICIES FOR BETTER LIVES



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale



TEACHERS AND TEACHING

SDG 4: Towards inclusive and equitable and lifelong learning for all

Montse Gomendio
Deputy Director Education and Skills



Goal 4: Education

- Ensure **inclusive** and **equitable quality** education and promote **lifelong learning** opportunities for all
 - 7 **outcome-based** targets (4.1-4.7)
 - 3 **means of implementation** targets (4.a-4.c)
- **Full range of lifelong learning:** early childhood, primary, secondary, TVET, tertiary, skills for work, literacy and numeracy (4.1-4.4, 4.6)
- One target on knowledge and skills for **sustainable development** (4.7)
- One target on **equity** (4.5)
- **Means of implementation:** school environment, scholarships and **teachers** (4.a-4.c)

Thematic Indicators: OECD mapping

Summary of OECD mapping against the 43 thematic indicators

Target	Number of indicators	Concepts	OECD coverage
4.1	7	Learning	PISA
		Completion	EaG
		Participation	PISA and EaG
		Provision	EaG
4.2	5	Readiness	<i>Early Learning Outcomes</i>
		Participation	EaG
		Provision	EaG
4.3	3	Skills	PIAAC, EaG
4.4	2	Completion	EaG
		Equity	EaG
4.5	Parity indexes Distributions		PISA, PIAAC, EaG, TALIS, DAC, CRS
	4	Policy	
4.6	3	Skills	PIAAC
		Provision	EaG
4.7	5	Provision	EaG
		Knowledge	PISA, EaG
4.a	5	School environment	EaG, LEEP
4.b	2	Scholarships	DAC, CRS, EaG
4.c	7	Teachers	PISA, EaG, TALIS
TOTAL	43		34



Thinking about teachers, teaching and the 2030 Agenda for Sustainable Development

- ‘Teachers are the key to achieving all of the Education 2030 agenda, so Target 4.c is critical.
 - (Education 2030 Framework for Action: page 21)
- 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.

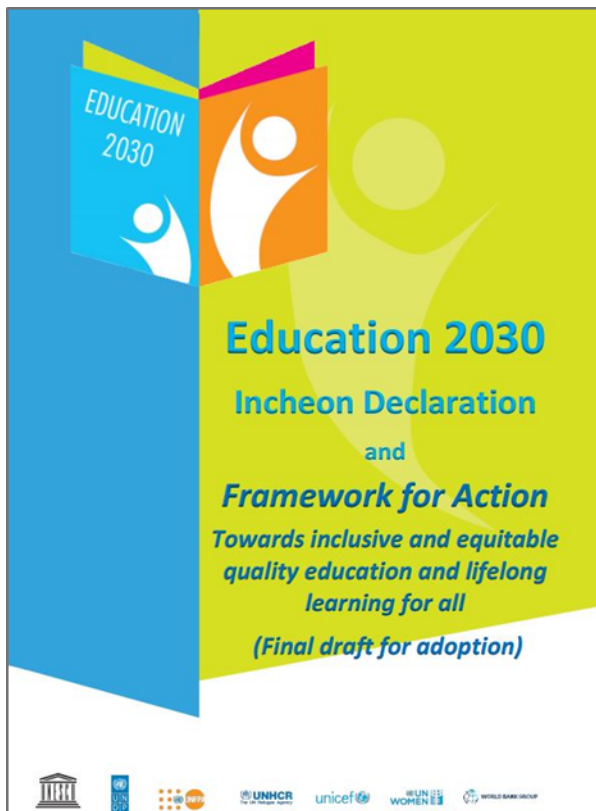


Teachers – Global Indicator

Target 4.c	Indicator 4.c.1	Data source
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.	Percentage 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 (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	<p>Administrative data from schools and other organized learning centres.</p> <p>OECD: 34 countries participate in TALIS 2013 - provides policy-relevant analysis on teachers' participation in professional development activities through a robust indicator.</p>



Education 2030 – strategies for teachers



- Attract the best and most motivated candidates for teaching and ensure they are deployed where they are needed most.
- Review and improve the quality of teacher training (pre-service and in-service)
- Develop a qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors
- Better teacher management policies
- Provide teachers with adequate skills to manage ICT and meet the challenge of children with special education needs
- Develop and implement effective feedback systems to support good teaching and teachers' professional development
- Strengthen school leadership to improve teaching and learning
- Strengthen mechanisms for institutionalised social dialogue with teachers and their representatives, ensuring full participation in policy processes



Building capacity for the SDGs

- We have made a key contribution to the SDGs on education and, in doing so, acquired the trust from the international community to contribute to their implementation. We will build on this both
 - through our metrics, and
 - through our membership in the global UN Steering Committee
- PISA for Development will help countries build institutional capacity
- Our survey instruments are becoming global standards
 - Over the next biennium, PISA will expand by another 10 countries to >80 and we will be working with 30 countries beyond that to prepare the ground for their participation
 - TALIS will reach 50 countries
 - PIAAC will reach 40 countries

PISA FOR DEVELOPMENT



Main project outputs

1. **Contextual questionnaires & data-collection** instruments adapted to a **wider range of economic and social contexts**
2. The descriptive power of **cognitive assessments** in reading, maths & science enhanced to meet a wider range of student abilities
3. An approach developed for including **out-of-school 15 year-olds** in the assessments.
4. **Country capacity** in assessment, analysis & use of results for monitoring & improvement strengthened among participating countries.
5. Engagement established with pilot countries, development partners & with other developing countries to identify **peer-to-peer learning** opportunities regarding participation in PISA & its potential contribution to the UN-led discussions on the post-2015 framework



PISA for Development - Rationale

Three main issues driving change in PISA participation:

- OECD's overall strategy on development – making OECD policy instruments more relevant to developing countries
- Growth in participation in PISA by middle income countries and demand for a more targeted instrument, additional inputs and support.
- Likely inclusion of PISA in the Education SDG indicators framework that will be used to monitor progress towards a universal learning goal by 2030.

Pressure on OECD to respond quickly to these drivers, necessitates the development of PISA-D



Eight participating countries

Latin America

- **Ecuador**
- Guatemala
- Honduras
- Panama
- Paraguay

Africa

- Senegal
- Zambia

Asia

- Cambodia



Similarities between PISA and PISA-D

- Country ownership of the project
- Cognitive items in reading, math, science
 - 60% are PISA items, the rest are PISA for Schools, PIAAC, STEP, etc.
- Technical standards (design, operations, analysis)
- Student target population:
 - 15 year-olds in school at grade 7 and above
- Background variables
 - e.g. ESCS, engagement, etc.



What's new in PISA-D?

Population coverage

- PISA-D covers:
 - students below grade 7 (14-16 year-olds)
 - out-of-school youth (14-16 year-olds)
- Household assessment
 - 35 minutes interview (youth, parent, interviewer)
 - 55 minutes assessment in reading and math
- Conducted on a tablet computer in the language of instruction and other local languages (questionnaires)



Assessment Overview

Strands A-B

- 15-year-olds in school
- School-based
- Group data collection
- Self-administered tests and questionnaire
- Paper-based
- Reading, Mathematical and Scientific Literacy
- Questionnaires: Students, Schools and Teachers

Strand C

- 14 to 16-year-olds
- Household-based
- Individual data collection
- Questionnaire interview and self-administered tests
- Computer-based*
- Reading and Mathematical Literacy
- Questionnaires: Respondents and Parents

*Paper-based Parent Questionnaire



Post-2015: Quality with equity

Post-2015 education targets focus on **quality** with **equity** will require use of surveys that capture individual characteristics, e.g., gender, location & socioeconomic status.

- PISA can help: PISA as a potential metric for measuring progress towards a learning goal in the context of the **post-2015 agenda**



Find out more

www.oecd.org/education
Montserrat.Gomendio@oecd.org

educationtoday

oecdeducationtoday.blogspot.com

MYBROCHUREOECD

oecdmybrochure.org/edu

Follow us on



Twitter
[@OECD_Edu](https://twitter.com/OECD_Edu)



Youtube
[@EduContact](https://www.youtube.com/EduContact)



Slideshare
[@OECDDEDU](https://www.slideshare.net/OECDDEDU)

Thinking about Teachers, Teaching & the 2030 Agenda for Sustainable Development

Møller Centre, Cambridge, 18th – 19th April 2016



**OPEN SOCIETY
FOUNDATIONS**



LEADERSHIP *for* **LEARNING**
The Cambridge Network



OECD
BETTER POLICIES FOR BETTER LIVES



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale



**UNIVERSITY OF
CAMBRIDGE**

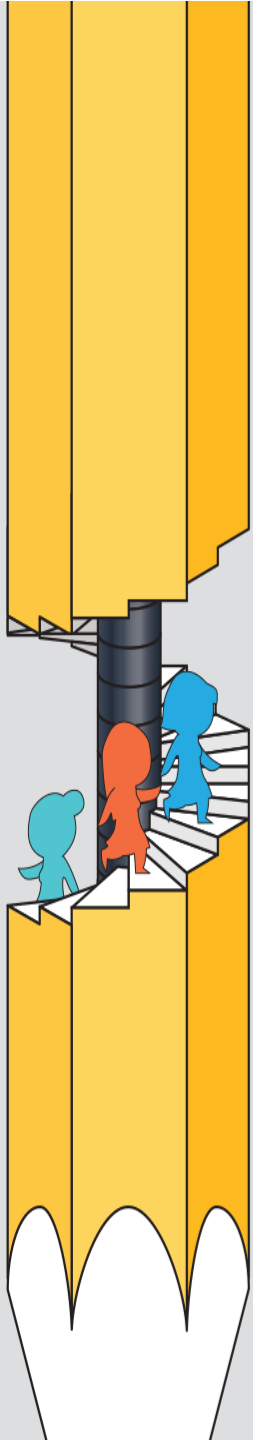
Faculty of Education

32 000 000



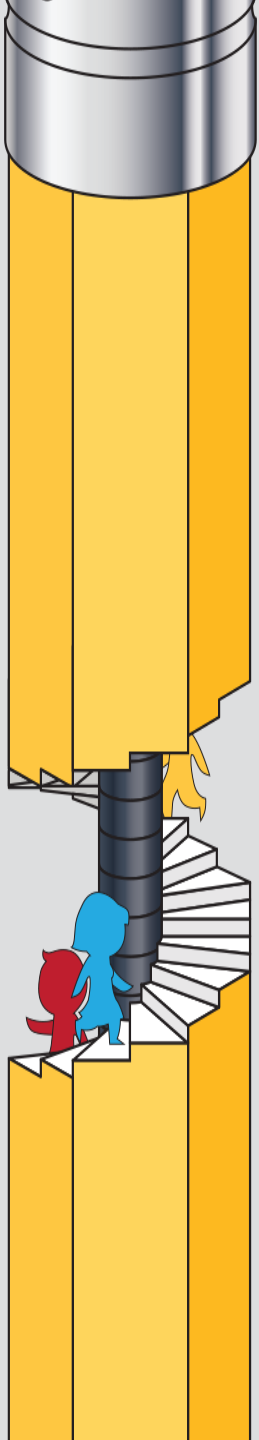


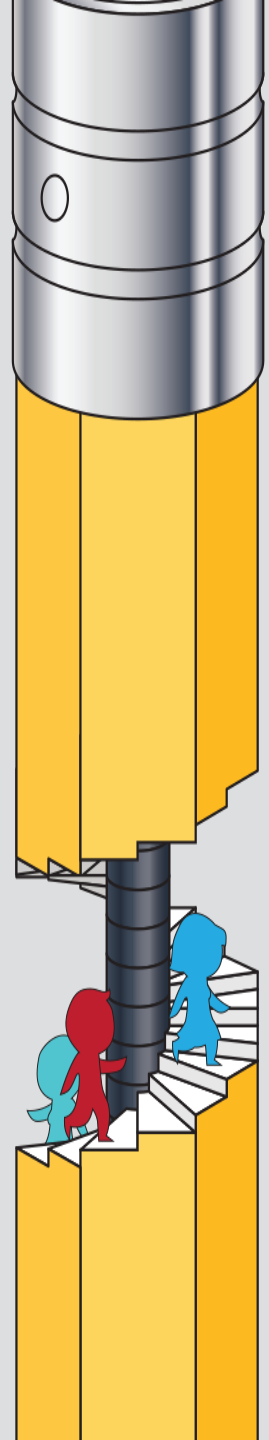
5



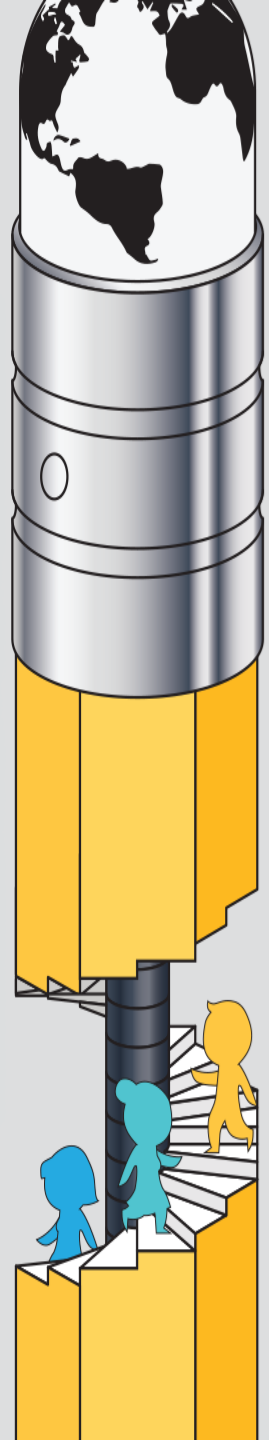
40 %

16,7 %





142



80 %



success