



Sources for international, regional and national-level teacher data

Updated 12 February 2020

Data Collection	Data Source	Description	Key teacher themes, indicators and data collected	Geographical coverage	Educational level or grades covered	Frequency of data collection
UNESCO Institute for Statistics (UIS) annual survey	Administrative	The UIS collects data on education from UNESCO Member States to produce internationally comparable indicators including on teachers to track SDG 4. It also produces projections on teacher shortages at global and regional levels to meet SDG4.	<ul style="list-style-type: none"> • Numbers of teachers • Percentage of female teachers • Pupil-teacher ratios • Percentage of trained/qualified teachers • Teacher attrition • Official projections on teachers needed to meet SDG4. 	World	All	Annual
Organisation for Economic Co-operation and Development (OECD): Education at a Glance	Administrative	The OECD's Education at a Glance study collects teacher data from Member and some non-member countries for an annual report.	<ul style="list-style-type: none"> • Teacher salaries • Students per teaching staff • Female teachers • Teachers by Age • Teaching hours • Teaching staff • School principals 	OECD Member States (including a few non-member countries)	All	Annual
Eurostat	Administrative	Eurostat collects teacher data from EU member states and candidate countries.	<ul style="list-style-type: none"> • Teacher numbers, by education level, programme orientation, sex, age groups, type of institution and employment status • Teacher numbers by employment status as a percentage of total active population • Pupil-teacher ratios • Distributions of teachers by age groups, sex and employment status • Distribution of female school management personnel as a percentage of total school management 	European Union (EU) Member States and candidates	All	Annual

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The OECD Teaching and Learning International Survey (TALIS)	Teacher survey	TALIS is a survey of teachers in OECD countries to inform better policy making and teacher practice.	<ul style="list-style-type: none"> • Teacher education and initial preparation • Teaching practices • School leadership • Teacher feedback and development • School climate • Job satisfaction • Teacher human resource issues and stakeholder relations • Teacher self-efficacy 	48 participating members (OECD Member States and other selected middle income countries)	Primary and secondary	Every six years
IEA Teacher Education and Development Study in Mathematics	Teacher survey	IEA's (TEDS-M) is a survey of candidates for the teaching profession (maths teacher).	<ul style="list-style-type: none"> • Teacher education • Teacher employment and working conditions • Teacher content and pedagogical knowledge, preparedness to teach • Teacher educator characteristics • Beliefs about mathematics learning • Perceptions of opportunity to learn 	17 countries (high income and middle income)	Primary and secondary	Conducted in 2007-2008

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Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS)	Large scale learning assessments	TIMSS and PIRLS monitor trends in student achievement in mathematics, science, and reading	<ul style="list-style-type: none"> • Teacher characteristics • Teacher preparation and professional development • Teacher perception • Teaching practices • Teaching experience 	<p>TIMMS: 64 high- and middle-income countries and benchmarking entities</p> <p>PIRLS: 50 countries and 11 benchmarking entities</p>	Teachers in Grade 4 and Teachers in Grade 8 for Maths and Science	Every 5 years
OECD Programme for International Student Assessment (PISA)	Large scale learning assessments	PISA measures secondary students' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenge.	<ul style="list-style-type: none"> • Teacher characteristics • Teacher initial education and professional development • Teaching practices • Teacher beliefs and attitudes perception • Teacher school environment 	OECD Member States and other and territories (Total of about 94 high- and middle income countries)	Teachers of pupils aged 15 years (i.e. secondary education)	Every 3 years
Programme d'analyse des systèmes éducatifs de la COFEMEN (PASEC)	Large scale learning assessments	PASEC is a regional learning assessment	<ul style="list-style-type: none"> • Teacher initial and continuing professional development • Teaching practices • Teaching goals 	15 countries from Francophone Africa	Teachers of pupils at grade 2 and 6	Every 5 years

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Third Regional Comparative and Explanatory Study (TERCE)	Large scale learning assessments	TERCE is a regional learning assessment collecting data from Latin American countries.	<ul style="list-style-type: none"> • Teacher characteristics • Teacher perceptions • Teaching practices 	Latin American countries	Teachers of grade 6 pupils	Every 5 years
Southeast Asia Primary Learning Metrics (SEA-PLM)	Large scale learning assessments	The SEA-PLM is a regional assessment of learning outcomes to inform policy-making and ensure all children achieve meaningful learning.	<ul style="list-style-type: none"> • Teacher characteristics • Teacher initial education and continuing professional development • Teacher perceptions • Teaching practices 	6 countries from South East Asia (Cambodia, Lao PDR, Malaysia, Myanmar, Philippines and Viet Nam)	Teachers of grade 5 pupils	-
World Bank - Service Delivery Indicators	Large scale learning assessments	The Service Delivery Indicators project is a new Africa-wide initiative that tracks service delivery in education and health across countries and over time.	<ul style="list-style-type: none"> • Teacher content knowledge and pedagogical practices • Teacher characteristics and impact on grade 4 pupils' learning outcomes 	Africa	Grade 4 teachers	-
World Bank: TEACH	Classroom observations	Teach is a free classroom observation tool that provides a window into one of the less explored and more important aspects of a student's education: what goes on in the classroom.	<ul style="list-style-type: none"> • Teaching practices 	Low and middle-income countries	Primary	-

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