

OECD-UNESCO Joint Initiative:
Survey of Teachers in Pre-Primary Education (STEPP)
 Phase 1: Survey instrument development through pilot and field trial

STEPPING STONES FOR A BRIGHTER FUTURE



Background: Evidence demonstrates that quality pre-primary education provides a critical foundation for child learning and development. Pre-primary enrolments have expanded by nearly two-thirds between 1999 and 2012, up to 54% globally. Universal access to quality early childhood care and education (ECCE) has been designated as a global target within the Sustainable Development Goals (SDGs).

Teachers are the main determinants of quality pre-primary education. Their motivation and ability to provide quality care and learning experiences depends on good teacher training, support, recognition and working conditions; however, many pre-primary teachers are inadequately prepared, poorly paid and lack recognition.

There is limited information available on the training, working conditions, practices and needs of pre-primary education personnel, particularly in low- and middle-income countries. UNESCO proposes to address this evidence gap by developing a survey tool for generating cross-national, policy-relevant information that can address teacher challenges at pre-primary level.

Purpose: UNESCO, in collaboration with participating countries, [OECD](#), International Taskforce on Teachers for Education 2030 and other partners, aims to develop and pilot a pre-primary education (ISCED 02) personnel survey, for use in low- and middle-income countries, to strengthen the capacity and improve the working conditions of pre-primary education personnel.

Expected results:

- Strengthened contribution to the implementation of SDG Means of Implementation 4.c on teachers and SDG Target 4.2 on ECCE
- Improved international and national knowledge base on pre-primary education personnel, their situations and needs in low- and middle-income countries

Survey themes: (1) personnel and setting characteristics; (2) training and professional development; (3) pedagogical and professional practices; (4) working conditions and job satisfaction

Value-added of the project:

- The first international survey for low- and middle-income countries generating personnel-level data needed to ensure quality pre-primary education

- International comparison of countries' strengths and opportunities in pre-primary personnel development and support
- An internationally-validated instrument enabling pre-primary teachers' voices to be heard about their work and working conditions
- Opportunity to explore the establishment of cross-national analyses across participating countries of STEPP and [OECD Teaching and Learning International Survey \(TALIS\) Starting Strong Survey](#) (an international ECCE personnel survey for high-income countries)

Participating countries: The Dominican Republic, Ghana, Morocco (tbc), Namibia, the Philippines, Togo, Viet Nam (tbc)

Benefits to countries:

- Generation of evidence to formulate effective policies and strategies for quality pre-primary education
- Learning from other participating countries' strengths, opportunities and good practices
- Opportunities for capacity-building in designing and implementing international surveys

Project timeframe: May 2015 – Third quarter of 2018 (Phase 1)¹:

- Development of survey instruments for the pilot study: first quarter (Q1) of 2017
- Pilot study of survey instruments: Q2 of 2017
- Development of survey instruments for the field trial, and preparation for the field trial (including establishment of small-scale sample of ISCED02 services): Q3-4 of 2017
- Field trial of survey instruments: Q1 2018
- Data entry, processing and analysis of field trial data, and revision of survey instruments in view of field trial outcomes: Q2-3 of 2018

Implementation strategy:

- The Secretariat is ensured by the Section of Education for Inclusion and Gender Equality (ED/IPS/IGE), UNESCO Headquarters.
- An International Advisory Group (IAG), consisting of experts and partners (Education International, IICBA, International Taskforce on Teachers for Education 2030, OMEP, OECD, UIS, UNICEF) provides advice on the project content and process.
- National Teams in participating countries, consisting of relevant ministries, research and teacher training institutions, UNESCO Field Office, partner organizations, etc., plan and ensure project implementation at the national level.
- Australian Council for Educational Research (ACER) designs and operationalizes the survey instruments.
- Cooperation with OECD aims to align STEPP with OECD TALIS Starting Strong Survey.

Budget:

- UNESCO and International Taskforce on Teachers for Education 2030
- Additional funding being sought

¹ Setting up of Phase 2 of the project – to carry out the main study with the finalized instruments, data analysis and report development – is currently being explored.