

Supp-11

Indicator	Supp-11: Percent of instructional time lost to teacher absenteeism
Definition	<p>Instructional time lost due to teacher absenteeism is an important measure of education service delivery context in which USAID programming is taking place. When a teacher is absent, no learning can be expected to occur and, furthermore, learners are discouraged from attending school. Teacher presence in the classroom is also a proxy measure for the system-level commitment to delivering education services consistently. Recognizing that root causes of, as well as solutions for, teacher absenteeism vary greatly both across and within contexts, it is important to quantify the loss of instructional time and understand where the need for improvement is the greatest. Routine collection of data on teacher absenteeism can also help increase awareness of the problem among local and national stakeholders, including policy makers, education administrators and officials, advocacy groups, and parents, among others.</p> <p>For the purpose of this indicator, “instructional time” is defined here as the sum of time to be spent teaching on a particular day by all teachers on the school’s roster in a particular grade or subject. For the purpose of the indicator the instructional time is assumed to be evenly distributed across all teachers teaching a particular grade or subject. “Teachers” are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Teachers are educators who may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g., public education authorities) or private organizations (e.g., private school, NGO, for-profit organization).</p> <p>Measurement of this indicator can be conducted using government monitoring systems or USAID activity-established monitoring systems. Measurement can be done using a statistical sample that is representative of the schools where USAID-funded activity operates, and is also representative of required sub-populations (denoted under the disaggregation section below). The sample-based estimates may need to be weighted to adjust for sampling design and clustering of schools, to extrapolate findings to the entire population of teachers.</p> <p>This indicator is measured as the share of teachers who are absent from school at the time of an unannounced visit. Adults substituting absent teachers do not count as teachers. For example, if the indicator is operationalized to measure the amount of instructional time lost due to teacher absenteeism in reading in grades 1 through 3, data collectors should conduct an unannounced school visit to a sample of schools, obtain the list of teachers who are supposed to be teaching reading in grades 1, 2, and 3, and then confirm presence of these teachers from the list on the day of the visit. Teachers found anywhere on the school premises are marked as present. All the rest of the teachers count as absent, regardless of substitution arrangements made by the school. The indicator is computed as the number of absent teachers divided by the total number of teachers from the list. For example, if the total number of teachers assigned to teach reading in grades 1, 2, and 3 in a school is nine and the number of present teachers is seven, then the number of absent teachers is two and the percent of instructional time lost is $2/9 = 0.222$, or 22.2% for this school, in reading in grades 1 through 3. To aggregate across schools, the total number of absent teachers should be divided by the total number of teachers and the resulting percent be reported. In the above example, if the total number of teachers teaching reading in grades 1-3 in the visited schools is supposed to be</p>

Indicator	Supp-I I: Percent of instructional time lost to teacher absenteeism
	<p>1,257 and the total number of documented absent teachers is 178, then the reported percent of instructional time lost is $178/1,257 = 0.142$, or 14.2%.</p> <p>In indicator PIRS for the project it is important to specify which categories of teachers are being included in this indicator. It is important to measure this indicator consistently across schools and only include the category of teachers as defined in the project indicator PIRS.</p> <p>Data on this indicator should be collected at least once a year from a randomly selected, statistically representative sample of schools; more frequent data collection is highly recommended.</p>
Primary SPS Linkage	ES. I, HA. I
Linkage to Long-Term Outcome or Impact	Teachers are the central element of an education system and are directly responsible for improving learning outcomes for learners. Improvement in the amount of instructional time lost due to teacher absenteeism signifies overall strengthening of the system's commitment to improving quality of education and learning outcomes.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to better understand the context in which USAID-funded education interventions are taking place, as well as to monitor the overall improvement in the education service delivery. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> • Official Government Records, if available • Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Percent of instructional time lost to teacher absenteeism in urban areas • Percent of instructional time lost to teacher absenteeism in rural areas • Percent of instructional time lost to teacher absenteeism in crisis and conflict-affected areas¹ <p>¹ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>