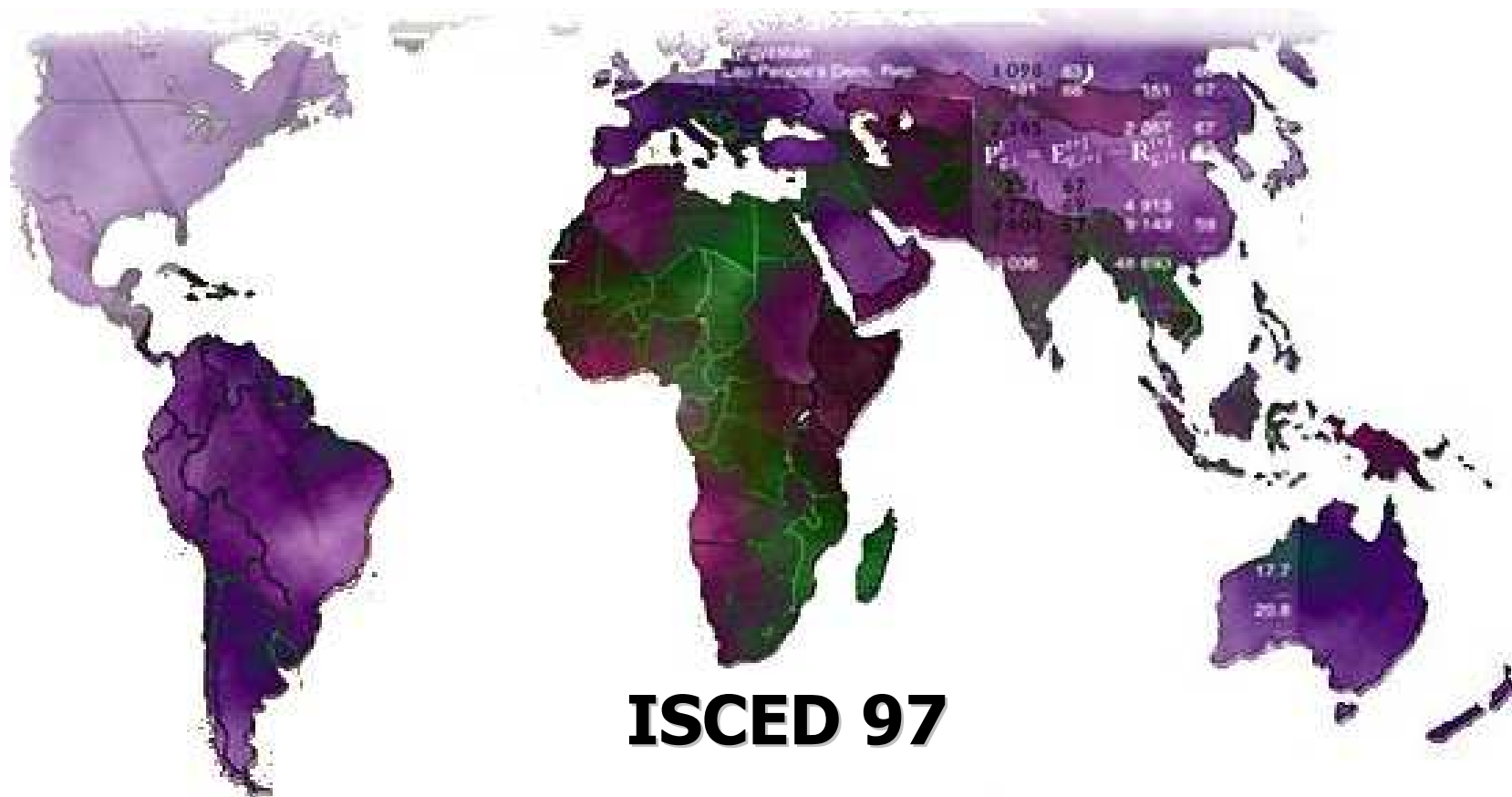


UNESCO-Mekong Institute Training Course on Decentralised Education Planning in the Context of Public Sector Management Reform



ISCED 97



INSTITUTE *for* STATISTICS

12 February – 02 March 2007
Mekong Institute, Khon kaen

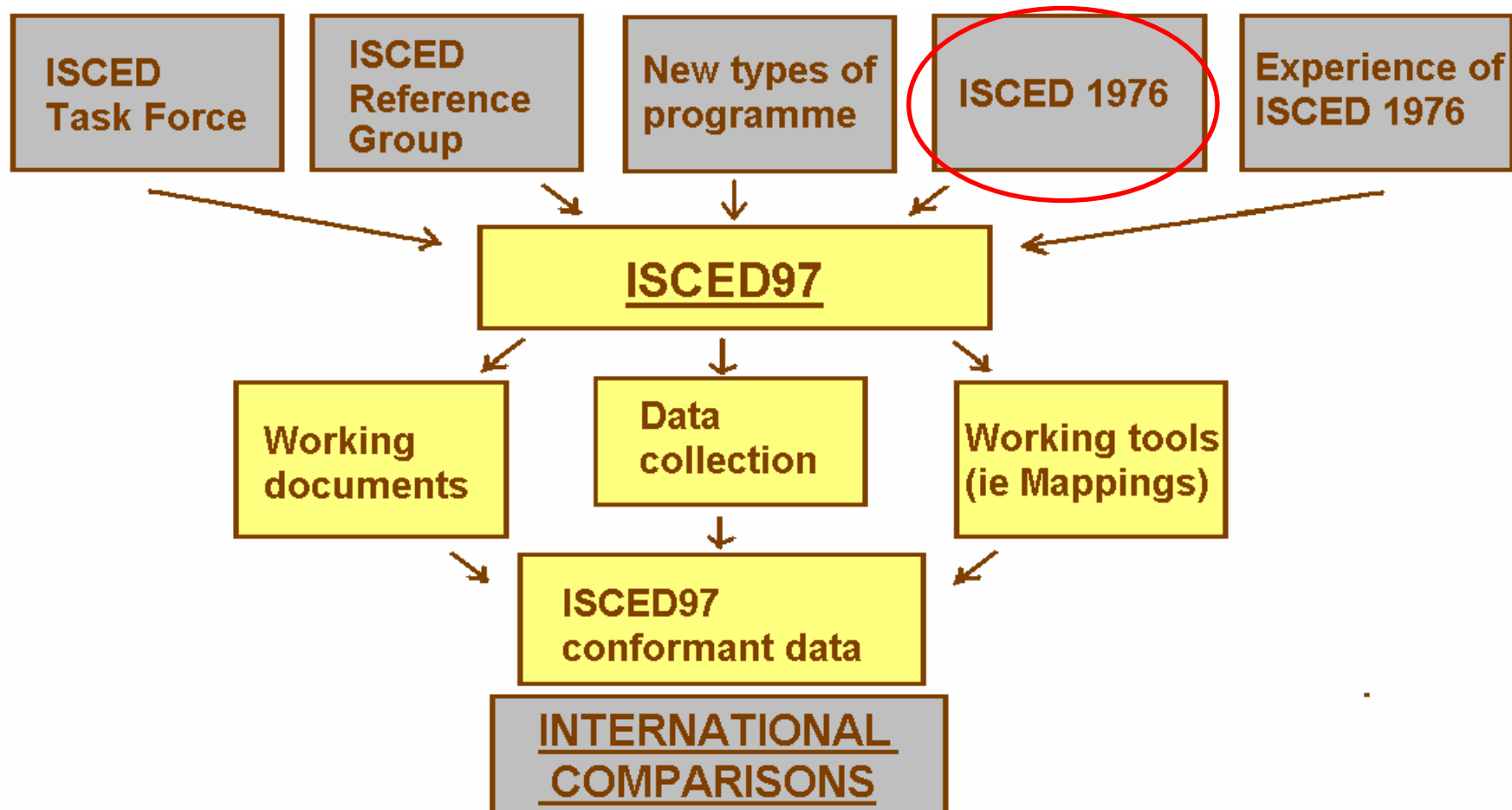
ISCED97 is...

- The **International Standard Classification of **EDucation**
(published in November 1997)**
- In the early 1970's to serve 'as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally'.
- A framework for compiling or reporting cross-nationally comparable statistics on education

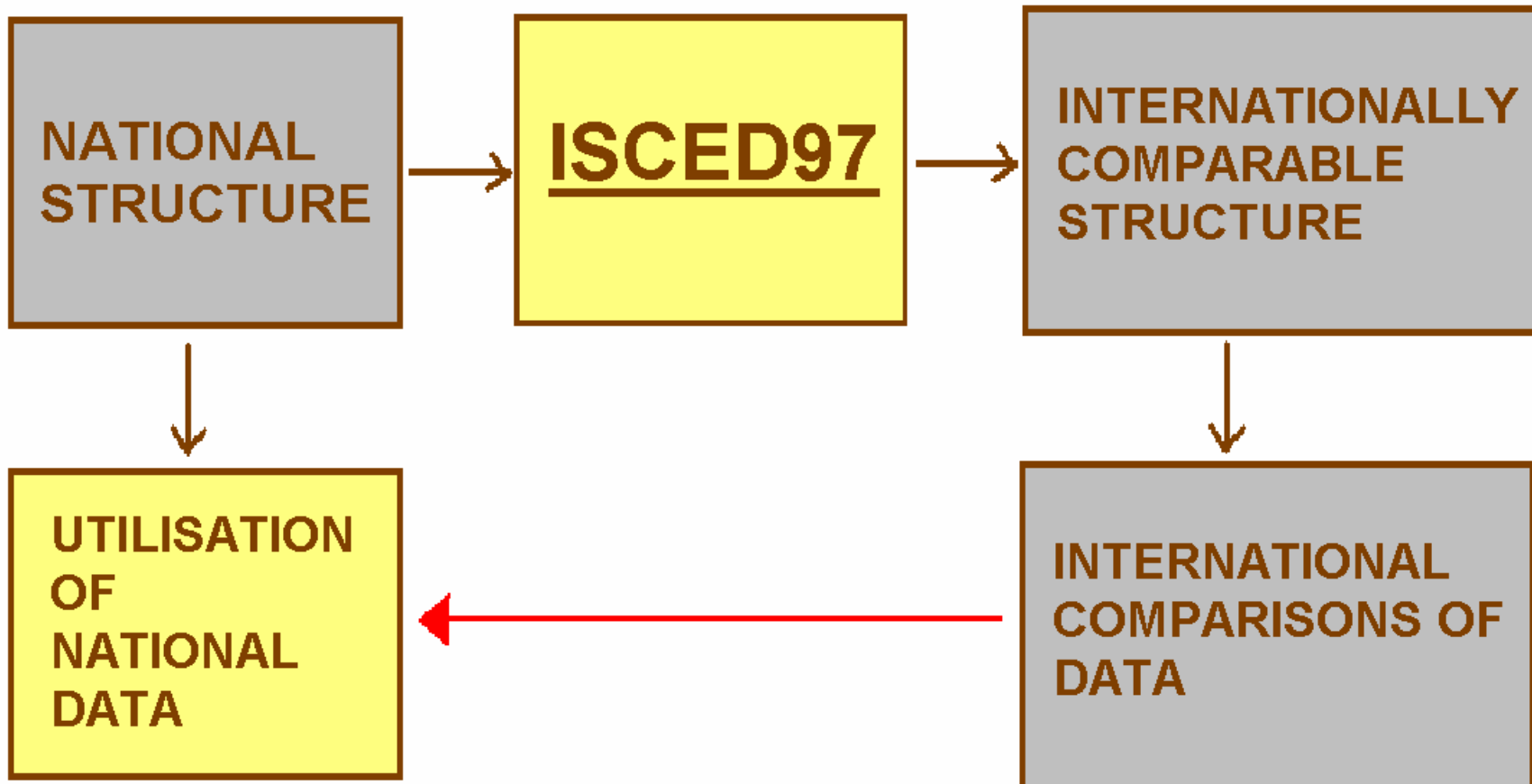
ISCED97 - Past, Present & Future...

- ISCED 76 was approved by the International Conference on Education (Geneva, 1975), and
- Was subsequently endorsed by UNESCO's General Conference, its twentieth session (Paris, 1978)
- The present classification, now known as ISCED 97, was approved by the UNESCO General Conference at its 29th session in November 1997.

ISCED97 - Past, Present & Future...



Use of ISCED97



Why is ISCED97 useful?

- It standardises statistics in order to yield data for regional & international comparisons
- Facilitates sharing of information and achievements
- Monitoring international goals and targets
- International policy formulation, need assessment

Why is ISCED97 useful?

ISCED97 permits:

- Better informed international comparison data on education
 - National and international policy formulation
 - Monitoring the international goals (EFA, MDG)
 - International standard setting
 - Comparative analysis

ISCED97 is **not**...

- A model for the ideal education system
- An ideal model for reporting national statistics on education (although it can be used for this)
- A means of measuring the quality of an education programme
- The definition of the coverage of the UIS or other education surveys

Education and learning

RANDOM LEARNING

INFORMAL LEARNING

| | |
|-----------------------------|---------------------------------|
| FORMAL EDUCATION | NON-FORMAL EDUCATION |
|-----------------------------|---------------------------------|

(Intentional self-directed, family-directed
and socially-directed learning)

(Unintentional learning in daily life
and through the media and communications)

What is education?

- In ISCED terms it is

« *ORGANIZED and SUSTAINED
COMMUNICATION designed to bring
about LEARNING.* »

Organized

- In ISCED terms implies

« PLANNED with explicit ... aims »

(i.e. it is deliberate and intentional)

Sustained

- In ISCED terms implies

« duration and continuity »

Thus very short or « one-off » learning experiences are not covered

Communication

- In ISCED terms implies
 - « a relationship between TWO OR MORE PEOPLE involving the transfer of information »

Learning

- In ISCED terms is
 - « any improvement in behavior, information, knowledge, understanding, attitude, value or skills »

How is ISCED97 constructed?

ISCED97 classifies national
PROGRAMMES of education by:

FIELDS of study

and

LEVELS of education

How is ISCED97 constructed?

- The **9 BROAD FIELDS** of study are:
 - **0** = General programmes
 - **1** = Education
 - **2** = Humanities and arts
 - **3** = Social sciences, business and law
 - **4** = Science
 - **5** = Engineering, manufacturing and construction
 - **6** = Agriculture
 - **7** = Health & Welfare
 - **8** = Services

How is ISCED97 constructed?

- The **7 LEVELS** of education are:
 - **ISCED 0** = Pre-primary
 - **ISCED 1** = Primary
 - **ISCED 2** = Lower secondary
 - **ISCED 3** = Upper secondary
 - **ISCED 4** = Post-secondary non-tertiary
 - **ISCED 5** = First stage of tertiary education
(not leading directly to an advanced research qualification)
 - **ISCED 6** = Second stage of tertiary education
(leading to an advanced research qualification)

How is ISCED97 constructed?

- Within the **LEVELS**, programmes are also designated by other variables, for example:

→ ***PROGRAMME DESTINATION***

(A, B or C)

and

→ ***PROGRAMME ORIENTATION***

How is ISCED97 constructed?

- ***PROGRAMME DESTINATION*** describes the type of educational or labour-market pathway to which a given programme is intended to lead

How is ISCED97 constructed?

- ISCED97 attempts to classify the **curriculum content** of education programmes
- Usually by using **proxy criteria**
 - eg entrance age, duration, qualifications awarded, intended destination

How is ISCED97 constructed?

- The **7 LEVELS** of education are:
 - **ISCED 0** = Pre-primary
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Key features of ISCED 0

- Designed primarily to introduce very young children to a school-type environment
 - It is school- or centre-based
 - Programmes are designed for children aged 3 and over
 - It ends at the normal age for entry to primary
 - Staff may have teaching qualifications

Key features of ISCED 1

- Normally designed on a unit or project basis to give students a sound basic education in reading, writing and math
 - Begins usually between ages 5 and 7
 - Lasts typically 6 years **BUT** where basic education exists and it is in two parts, the first part is ISCED 1
 - Marks the start of systematic studies in reading, writing and maths
 - Begins often at the start of compulsory education

Key features of ISCED 2

- Designed to complete the provision of basic education ... and to lay the foundation for lifelong learning.
 - Usually more subject-oriented teaching
 - Taught by better qualified or specialised teachers
 - Begins after approx 6 years of ISCED 1
 - Ends after approx 9 years of education since the start of ISCED 1
 - End may coincide with the end of compulsory education

Key features of ISCED 3

- Involves more specialisation than at ISCED 2 (both on the part of the student and of the teacher)
 - Entrance requirements are typically successful completion of ISCED 2
 - Usually begins approx 9 years after the start of ISCED 1
 - Typical entrance ages are 15 or 16

Key features of ISCED 4

- Programmes that straddle the boundary between upper-secondary and post-secondary education
 - Curricula are often not significantly more advanced than programmes at ISCED 3
 - Students are typically older than ISCED 3 students
 - Duration is typically 6 months to 2 years
 - Entrance requirements are usually completion of ISCED 3
 - Typical programmes are: preparation for university entrance; second programmes; short vocational programmes

Key features of ISCED 5

- Programmes are clearly more advanced than ISCED 3 programmes
 - ➔ Entry requirements are successful completion of ISCED 3A or 3B or 4A programmes (but NOT ISCED 3C only)
 - ➔ Duration is at least 2 years for first programmes at this level
 - ➔ Covers all tertiary education except the most advanced research degrees (such as Doctorates, PhDs etc)

Key features of ISCED 6

- Programmes which lead to the award of an advanced research degree or qualification
 - ➔ Requires the submission of a thesis or dissertation of PUBLISHABLE quality which is the product of ORIGINAL RESEARCH and represents a SIGNIFICANT contribution to knowledge
 - ➔ Prepares graduates for faculty posts in institutions offering ISCED 5A programmes

Programme destination

- The type of further education (or programmes) to which a given programme is **DESIGNED** to lead.

Programme destination

There are also 3 types of ***DESTINATION***. They are designated by the letters:

- **A** - lead to programmes at the next higher level and are on a direct pathway to level 6
- **B** - lead to programmes at the next higher level, but are **not** on a direct pathway to level 6
- **C** - do **not** lead to programmes at the next higher level

Key features of ISCED 2A, B and C

- **ISCED 2A** = programmes on a direct pathway to ISCED 6 (ie education designed for typical children or young people)
- **ISCED 2B** = programmes designed to lead to ISCED 3C (occur very rarely)
- **ISCED 2C** = programmes designed to lead to the labour market (typically pre-vocational programmes designed for less able students to give some orientation towards the world of work)

Key features of ISCED 3A, B and C

- **ISCED 3A** = programmes designed to lead to ISCED 5A programmes (often first university degree programmes)
- **ISCED 3B** = programmes designed to lead to ISCED 5B programmes
- **ISCED 3C** = all other upper secondary programmes. These programmes do not give direct access to ISCED 5.

Key features of ISCED 4A and B

- **ISCED 4A** = programmes designed to lead to ISCED 5 (either 5A or 5B)
- **ISCED 4B** = programmes designed to lead to the labour market (typically more vocational programmes)

What is ISCED 4C?

- The UOE and WEI questionnaires use 3 programme destinations at ISCED 4 whereas the ISCED manual defines only two:
 - ISCED 4A = UOE 4A+4B
 - ISCED 4B = UOE 4C
 - UOE 4A leads to ISCED 5A
 - UOE 4B leads to ISCED 5B

Key features of ISCED 5A

- Programmes which are on a direct pathway to ISCED 6
- Largely theoretically based
- First programmes have a minimum duration of 3 years
- First programmes are typically first university degrees (regardless of subject matter)

Key features of ISCED 5A

- Second programmes are any programmes (regardless of subject or duration – except VERY short) which
 - require successful completion of an ISCED 5A first programme
 - are not at the advanced research degree level

Key features of ISCED 5B

- Programme content is clearly more advanced than ISCED 3 programmes
- But **not** on a direct pathway to ISCED 6
- Duration is typically shorter than ISCED 5A
- Focus more on occupationally-specific skills and less on theoretical content
- Designed to lead to the labour market

Additional dimensions

- Within the **LEVELS**, programmes are also designated by other variables:
 - **ORIENTATION** (*general/vocational*)
and
 - **DESTINATION** (*A, B or C*)

Programme orientation

- The degree to which a programme is specifically oriented towards a predetermined class (or groups) of occupations or trades.

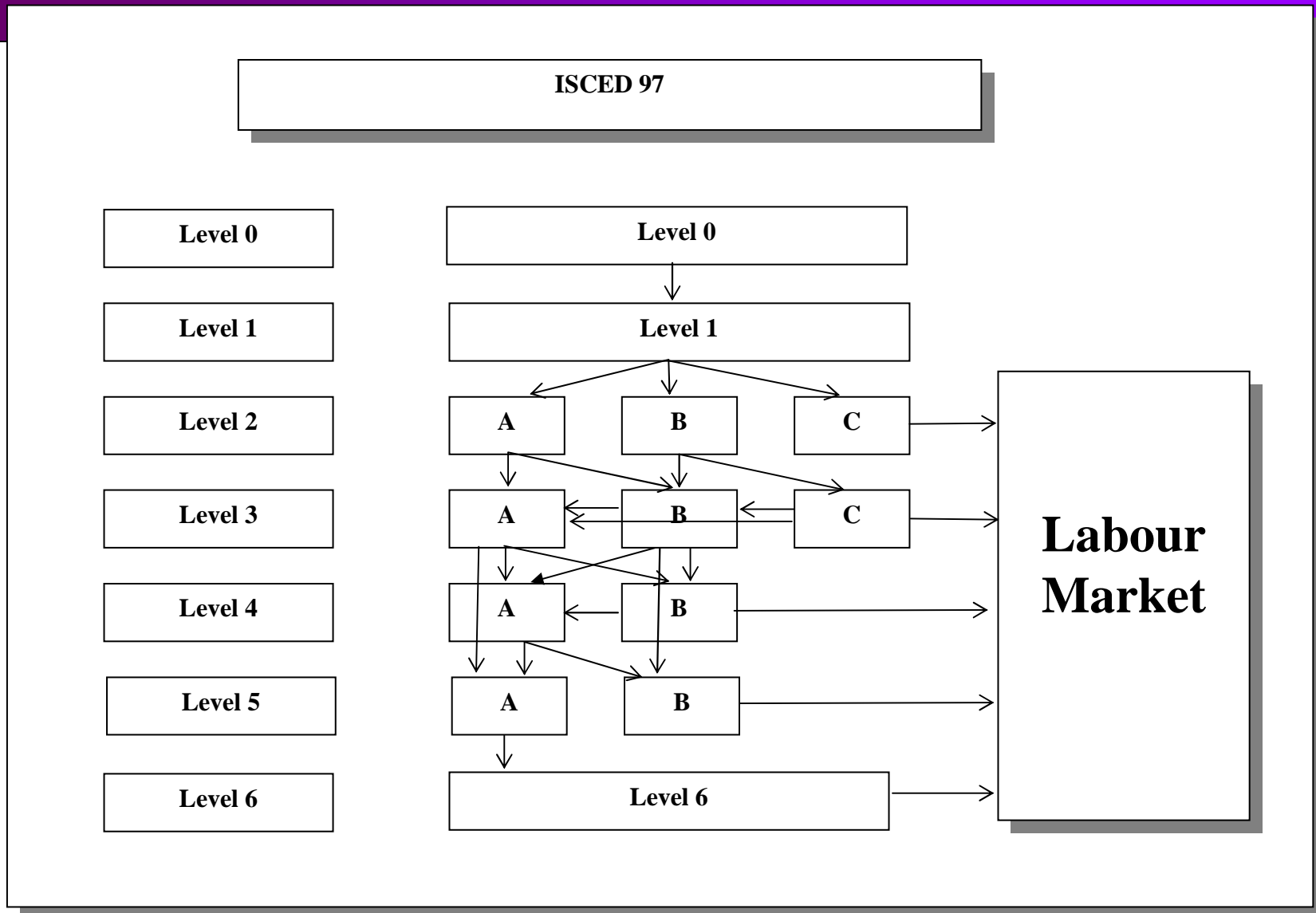
Programme orientation

- There are 3 possible types of ***ORIENTATION*** for programme content. These are:
 - General
 - Pre-Technical/Pre-Vocational
 - Technical/Vocational

Correspondence between 1976 and 1997

| ISCED 76 | | ISCED 97 | |
|----------|---|----------|--|
| 0 | Education preceding the first level | 0 | Pre-primary education |
| 1 | Education at the first level | 1 | Primary education or first stage of basic education |
| 2 | Education at the second level, first stage | 2 | Lower secondary or second stage of basic education (2A, 2B and 2C) |
| 3 | Education at the second level, second stage | 3 | Upper secondary education (3A, 3B, 3C) |
| 5 | Education at the third level, first stage, of the type that leads to an award not equivalent to a First degree university | 4 | Post secondary Non-tertiary education (4A, 4B) |
| 6 | Education at the third level, first stage, of the type that leads to a first university degree or equivalent | 5 | First stage of tertiary education (not leading directly to an advanced research qualification (5A, 5B) |
| 7 | Education at the third level, second stage of the type that leads to a post-graduate university degree or equivalent | 6 | Second stage of tertiary education (leading to an advanced research qualification) |
| 9 | Education not definable by level | | |

ISCED by Level



An ISCED97 mapping is ...

...A visual presentation of the national education structure, with a breakdown by:

- **ISCED97 LEVEL**
 - ORIENTATION
 - DESTINATION

Mapping programmes into ISCED

- What is the starting age?
- What is the typical duration? Minimum?
- What are the qualifications awarded?
- What are the aims?
- What are the entrance requirements?
- What does the programme lead to (destination)?
- What is the orientation?
- Is it school- or centre-based?
- What qualifications do teachers have?

The application of ISCED97

In theory...

- Make a thorough list of all national programmes and their characteristics
- Use the proxies of programme content to establish the levels
- Examine the main and subsidiary criteria at each level
- Determine the orientation & destination

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Defining the type of education

1. Intentionality
2. Organization
3. Institutional framework and location
4. Target population
5. Flexibility of teaching/learning methods
6. Full-time or part-time studies
7. Scheduled duration
8. Registration
9. Admission requirements
10. Hierarchical level-grade structure

Formal vs. Non-Formal

- Random learning: need not match any of the criteria given below.
- Informal learning: needs to match **only** criteria 1.
- Non-Formal Education: needs to match **at least** criteria 1 to 7.
- Formal Education: needs to match **all** 10 criteria.

Nature of NFE

- Organized programmes at various levels
- Diversity/Flexibility in programme approaches
- Regular/ad hoc in frequency
- Various actors and target groups
- Concepts, definition and understanding vary among actors
- Monitoring mechanism not properly coordinated

NFE Monitoring Scope

All intentional and organized learning activities (with clearly defined location, target population, teaching-learning contents and methods, schedule and duration) that take place beyond the regular formal educational programmes in schools, universities and other educational institutions.

Exercises

- Please map your country's education system into ISCED 97
- Think of how you have been educated and map your education history into ISCED 97