ISCED 97

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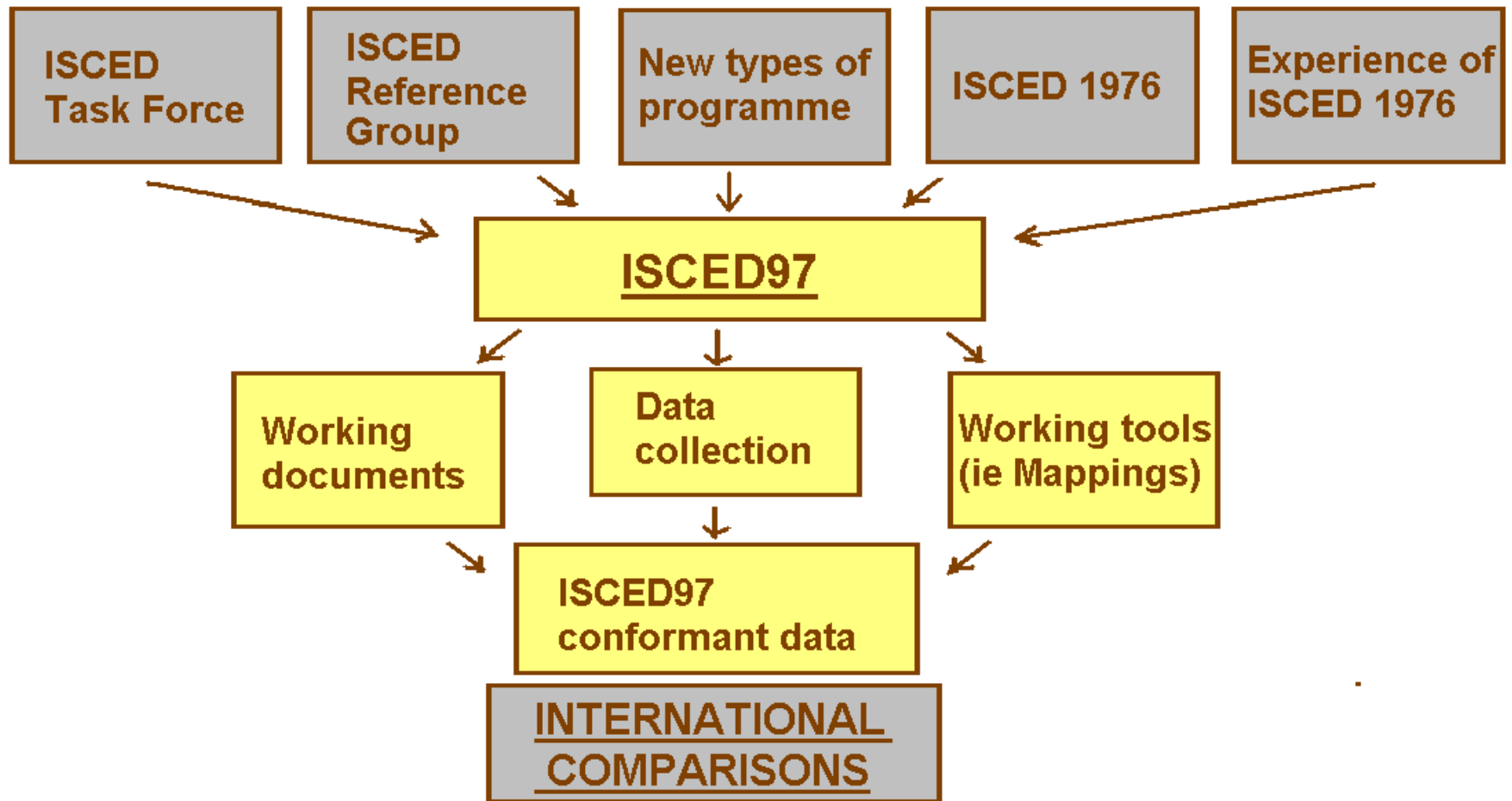## Deputy Director, BBS
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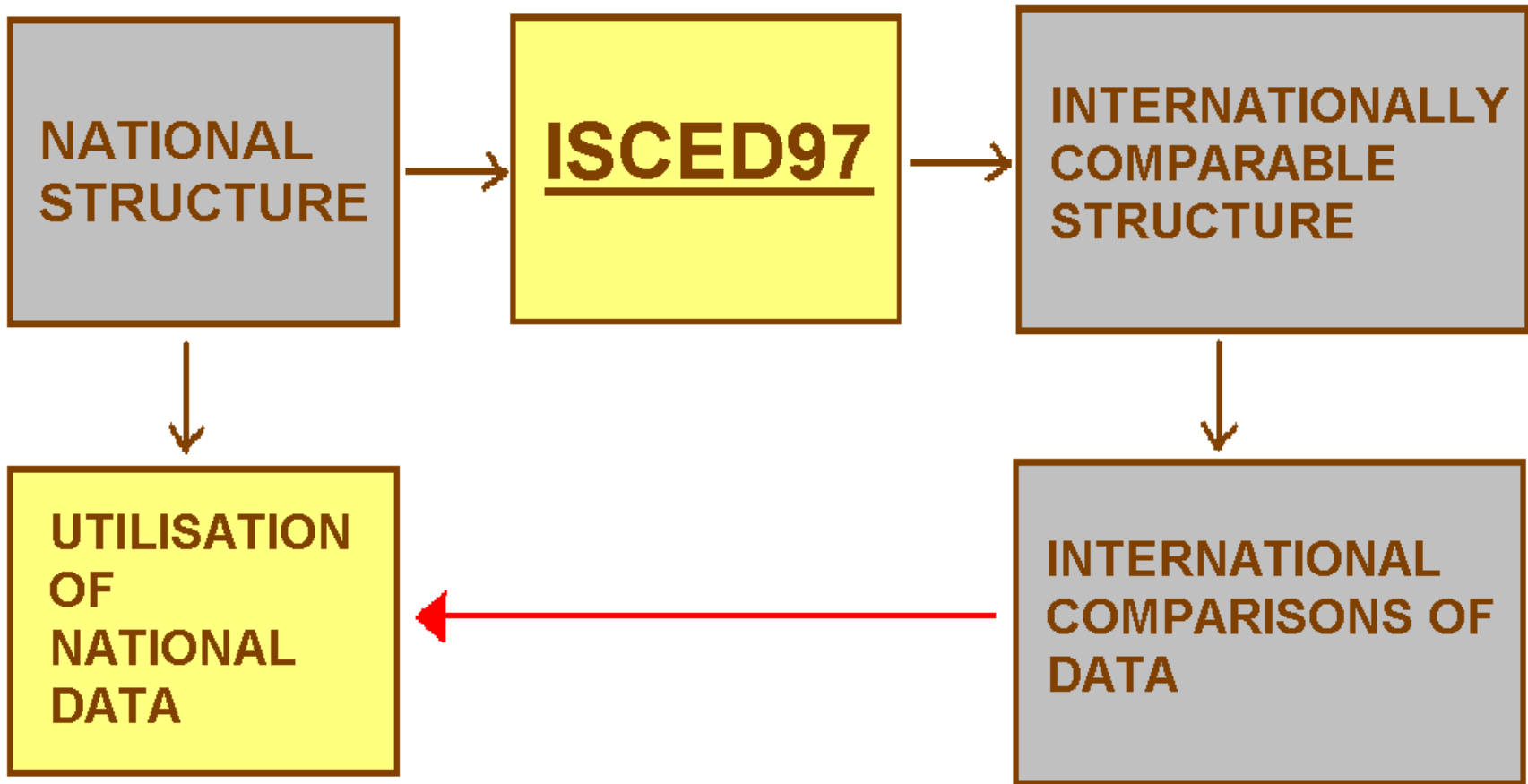INSTITUTE *for* STATISTICS

ISCED97 is...

- The **I**nternational **S**tandard **C**lassification of **ED**ucation

  (published in November 1997)

- A framework for compiling or reporting cross-nationally comparable statistics on education

ISCED97 - Past, Present & Future...

Use of ISCED97

Why is ISCED97 useful?

- <u>It standardises statistics in order to yield data for quality regional & international comparisons</u>

- Policy relevance, well-informed and evidence-based decision-making

- Facilitates exchange of information and knowledge

Why is ISCED97 useful?

ISCED97 permits:

- Better informed international comparison data on education
  - ➔ National and international policy formulation
  - ➔ Monitoring the international goals (EFA, SDG)
  - ➔ 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

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

Key features of ISCED 0

- Designed primarily to introduce very young children to a school-type enviroment
  - → It is school- or centre-based
  - → Programmes are <u>designed</u> 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 maths
  - 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 <u>designed</u> to lead to ISCED 5A programmes (often first university degree programmes)

- **ISCED 3B** = programmes <u>designed</u> 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 <u>designed</u> to lead to ISCED 5 (either 5A or 5B)

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

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 progammes are <u>any</u> 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.
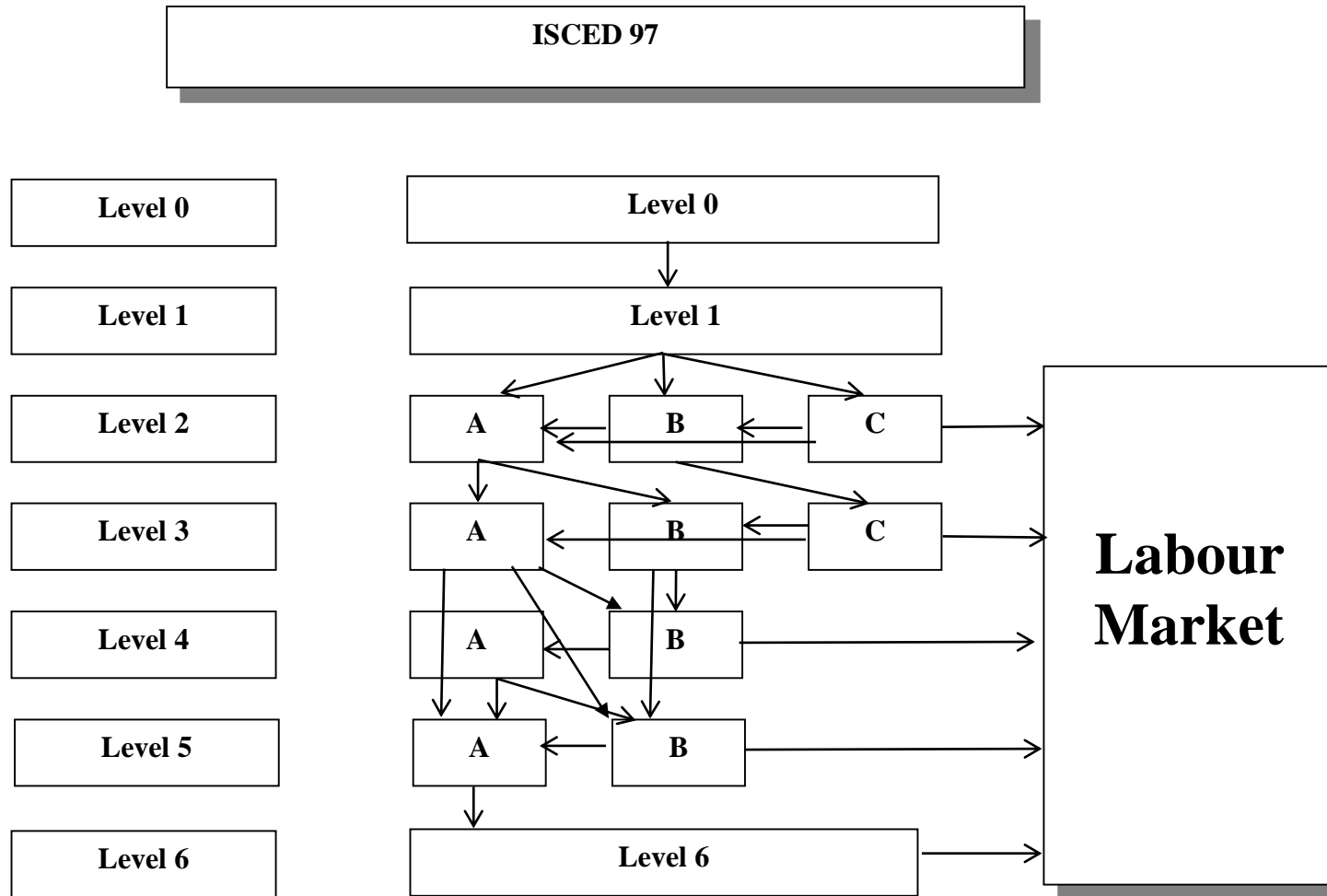
Programme orientation

- 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)
		4	Post secondary Non-tertiary education (4A, 4B)
5	Education at the third level, first stage, of the type that leads to an award not equivalent to a First degree university	5	First stage of tertiary education (not leading directly to an advanced research qualification (5A, 5B)
6	Education at the third level, first stage, of the type that leads to a first university degree or equivalent		
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

ISCED 97

Level 0	Level 0
Level 1	Level 1
Level 2	A	B	C
Level 3	A	B	C
Level 4	A	B
Level 5	A	B
Level 6	Level 6

Labour Market

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

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)

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 <u>intentional</u> and <u>organized</u> 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.