Progress with the International Standard Classification of Teacher Training Programmes (ISCED-T)

Olivier Labé, UIS

TCG 9th Meeting
22-24 November 2022

ISCED-T new developments after the 8th TCG meeting

- ISCED-T adopted by the 41st session of UNESCO General Conference in November 2021 ([41 C/resolution 15](#))

- Implementation of ISCED-T 2021

Implementing ISCED-T 2021

- ISCED-T 2021 disseminated ([UIS ISCED microsite](#), [UNESCO Digital Library](#))

- Collect metadata on national standards for 'trained' and 'qualified' teachers (started in January 2022)

- Feasibility study on ISCED-T (November 2021-June 2023)

- Review and validate UIS inventory of national Teacher Training Programmes (2023)

- Roll-out data collection on ISCED-T globally (from the 2nd half of 2023)

- Review and 'approve' national mapping to ISCED-T before use for data reporting

- Explore the development of a Global minimum standard of teacher qualifications by level of education taught (empirical process) for political process of validation

- Submit ISCED-T to the United Nations Committee of Experts on International Statistical Classifications (UNCEISC) to take it through the process to become a member of the International Family of Statistical Classifications (2023)

Points for decision

The reporting on 'trained' and 'qualified' teachers' population 'stock' or 'flow' requires the definition of clear time bound. Information on 'stock' will provide a broader picture of the current situation in a country, while information on 'flow' will scope a specific sub-set of the stock.

Countries mapping of their TTPs to ISCED-T: should they reflect their existing programmes (current and past) to the large extent possible (stock), or should they only reflect currently existing programmes (flow)?
Reflecting the stock: what time limit should be used for the definition of 'stock'?
No time limit (all TTPs available should be reported to the extent possible)
1990 to present
2000 to present
Other (please specify)
Reflecting the flow: what time limit should be used for the definition of 'flow'?
2010 to present
2015 to present
Other (please specify)

Points for decision (2)

Do you approve the implementation strategy of ISCED-T presented in section 2 'Implementing ISCED-T 2021'?	
	Yes
	No (please indicate why)
Do you approve the draft questionnaire proposed for the feasibility study?	
	Yes
	No (please indicate why)
For the review and 'approval' of national draft mappings to ISCED-T, do you approve the proposed work flow between OECD/Eurostat and the UIS?	
	Yes
	No (please indicate why)

National definitions of trained and qualified teachers: results from the metadata collection and feasibility study

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Collection of the metadata and main results

Survey launched in January 2022

Metadata on trained teachers		Pre-primary ISCED 02	Primary ISCED 1	Lower secondary ISCED 2	Upper secondary ISCED 3
How are **trained teachers** defined in your country?	Please provide your **national definition for trained teachers**				
	If applicable, please indicate the **minimum level of academic qualification** required to teach the specific level of education				
	If applicable, please indicate the **minimum requirement** in terms of **duration of pre-service teaching practice** (in weeks)				
Metadata on qualified teachers					
How are **qualified teachers** defined in your country?	Please provide your **national definition for qualified teachers**				
	Please indicate the **minimum level of academic qualification** required to teach the specific level of education				

Collection of the metadata and main results (2)

Response rate (as of 31 October 2022) by SDG regions for the surveyed countries

	Number of countries covered in the UIS survey (SDG grouping)	Number of countries with reported metadata	Response rate (%)
Sub-Saharan Africa	48 (51)	37	77
Central and Southern Asia	14 (14)	3	21
Eastern and South-eastern Asia	16 (18)	6	38
Latin America and the Caribbean	39 (49)	16	41
Northern America and Europe	13 (57)	8	62
Oceania	15 (25)	4	27
Western Asia and Northern Africa	22 (26)	12	55
World	167 (240)	86	51

Notes: the numbers in bracket represent the number of countries in SDG grouping for the specific region
- 85% of information reported refer to school year ending in 2021
- 7.5% refer to 2020 and 2022 each.

National definitions of 'trained' and 'qualified' teachers

- The definitions of 'trained' and 'qualified' teachers reported vary across countries, which confirms the existence of differences in national standards for measuring 'trained' and 'qualified' teachers. One way to summarise the reported national definitions, is by referencing them to the UIS proposed definition of the two concepts.

- UIS definition
  - To be 'qualified', teachers should meet <u>minimum academic credentials</u> according to the country standards.
  - To be 'trained', teachers should, regardless of their academic qualification, receive a <u>suitable teacher training</u> - according to national standards - which includes <u>pedagogical knowledge</u>, <u>professional knowledge</u>, - and <u>content knowledge</u>.

National definitions of 'trained' and 'qualified' teachers (2)

Number of countries by national definitions of 'trained' and 'qualified' teachers and by SDG regions, based on measurement requirements from UIS definitions.

	Trained: definitions consistent with "pedagogical, professional, or content knowledge"				Trained: definitions broad (not specific)				Qualified: Definitions consistent with "minimum academic credentials"				Qualified: definition broad (not specific)				Same definition for 'trained' and 'qualified' teachers			
	ISCED 02	ISCED 1	ISCED 2	ISCED 3	ISCED 02	ISCED 1	ISCED 2	ISCED 3	ISCED 02	ISCED 1	ISCED 2	ISCED 3	ISCED 02	ISCED 1	ISCED 2	ISCED 3	ISCED 02	ISCED 1	ISCED 2	ISCED 3
Sub-Saharan A.	29	30	31	31	5	4	5	5	28	33	33	33	2	5	5	5	1	2	2	2
Central and Southern Asia	2	2	2	2	1	1	1	1	2	2	2	2	1	1	1	1				
Eastern and South-eastern Asia	6	6	6	6					6	6	6	6					1	1	1	1
Latin A. & C.	16	15	15	15					16	16	16	16								
Northern America and Europe	7	7	7	7	1	1	1	1	7	7	7	7					1	1	1	1
Oceania	3	4	4	4					3	4	4	4								
Western Asia& Northern A.	10	12	12	12					11	12	12	12					1	1	1	1
World	57	76	77	77	7	6	7	7	73	80	80	80	3	6	6	6	4	5	5	5

Notes:
- The countries count presented by SDG region is based on the 167 surveyed countries.
- The number of countries presented in the columns 'Same definition for 'trained' and 'qualified' teachers is duplication. For example, the response rate of reportings on the national definitions of 'trained' teachers in primary is (76+6)/187=44%.

National definitions of 'trained' and 'qualified' teachers (3)

- Response rates on the national definitions of 'qualified' teacher are slightly higher than for 'trained' teachers.

- By level of education pre-primary (ISCED 02) has the lowest response rates across levels, 38% for 'trained' teachers versus 46% for 'qualified' teachers.

- Irrespective of the level of education, nearly 9 in every 10 reported national definitions of 'trained' or 'qualified' teachers are consistent with the measurement requirements from the current UIS definitions. Yet, despite this consistency, standards vary across countries.

- About 10% of the reported national definitions are broad and do not indicate the specific measurement requirements for 'trained and 'qualified' teachers from the current UIS definitions.

  For example, on 'trained' teachers, Kyrgyzstan's definition is "educator" for pre-primary, and "teacher" for the three other levels of education. In Democratic Republic of the Congo, the definition is "Les enseignants certifiés ce sont tous les enseignants confondus ayant obtenu un diplôme d'études peu importe la section suivie" for the 4 levels of education.

- The metadata template also collected information on the minimum qualification required to teach. This information is insightful in exploring the definition of a global minimum standard of teacher qualifications by level of education taught.

Minimum ISCED level of academic qualifications required to teach

The minimum ISCED level of academic qualification required to teach a specific level of education (in %), 'trained' teachers, 86 countries with reported metadata
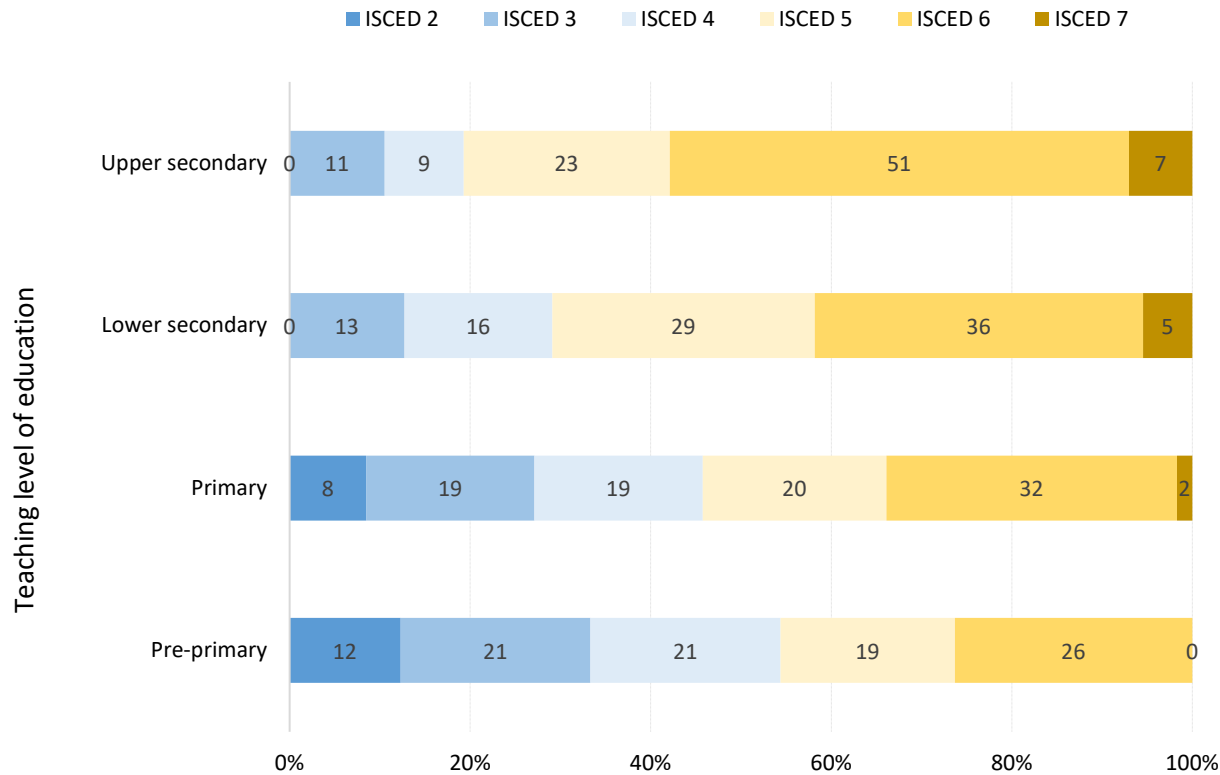
The minimum ISCED level of academic qualification required to teach a specific level of education (in %), 'qualified' teachers, 86 countries with reported metadata
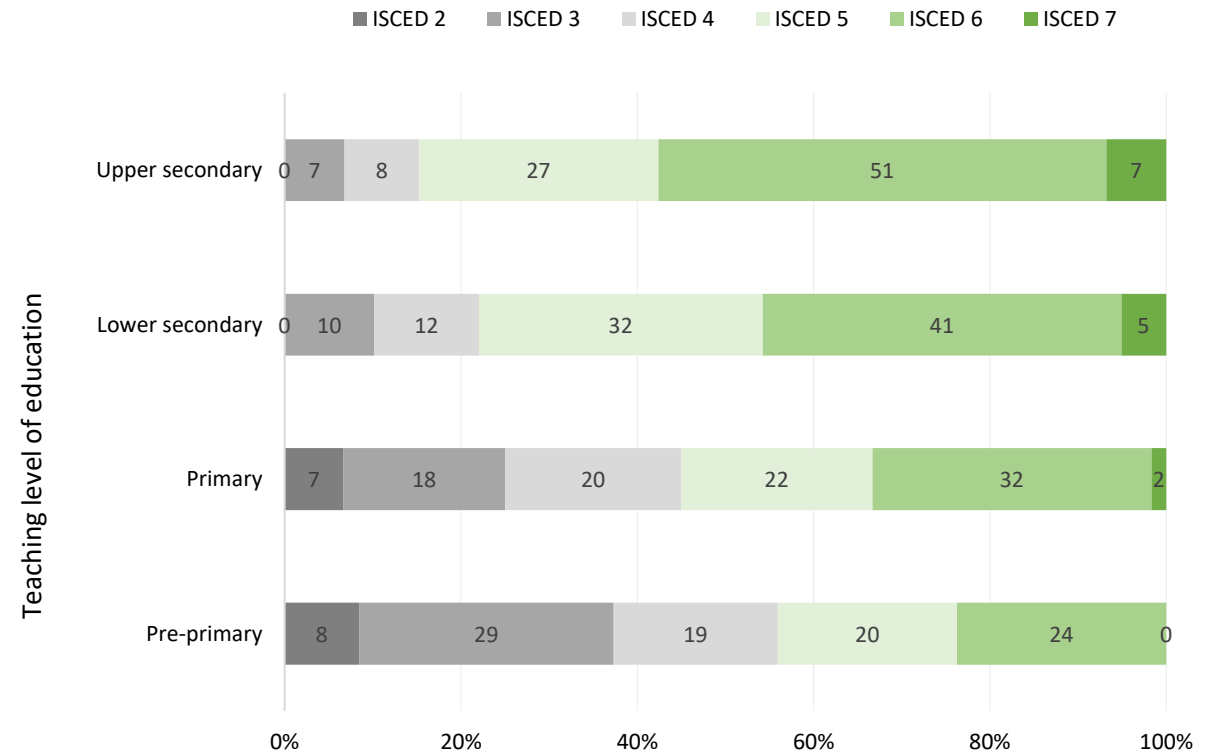
Minimum ISCED level of academic qualifications required to teach (2)

o The higher the level of education taught, the higher countries standards for the minimum ISCED level of academic qualification required.

o Tertiary level qualifications are predominant (more than 50%) as countries minimum standard to teach all levels of education, except pre-primary where pre-tertiary qualifications (ISCED 2 to 4) are used in more than 50% of countries which reported the metadata.

o ISCED 6 is the most common qualifications required, all levels taught combined.

o In some countries, the standard minimum qualifications for teaching is very low.
   o For example, 7 to 9 countries require an ISCED 3 qualifications to teach the same level of education, and several require an ISCED 2 qualification to teach in pre-primary or primary.

Proposal of a global minimum standard of teacher qualification by level of education taught and political process of validation

In an attempt to propose a global minimum standard of teacher qualification by level of education taught, the most common minimum standard qualification to teach a specific level is presented by percentage of 'prevalence' based on information reported by the 86 countries.

Most common minimum standards qualifications for 'trained' teachers to teach, by prevalence rate

level of education taught	Prevalence rate 'trained'				
	90%	80%	75%	70%	60%
Pre-primary	ISCED 2	ISCED 3	ISCED 3	ISCED 3	ISCED 4
Primary	ISCED 3	ISCED 3	ISCED 3	ISCED 4	ISCED 4
Lower secondary	ISCED 2	ISCED 3	ISCED 3	ISCED 5	ISCED 5
Upper secondary	ISCED 3	ISCED 5	ISCED 5	ISCED 5	ISCED 5

Most common minimum standards qualifications for 'qualified' teachers to teach, by prevalence rate

level of education taught	Prevalence rate 'qualified'				
	90%	80%	75%	70%	60%
Pre-primary	ISCED 3	ISCED 3	ISCED 3	ISCED 3	ISCED 4
Primary	ISCED 3	ISCED 3	ISCED 4	ISCED 4	ISCED 4
Lower secondary	ISCED 3	ISCED 4	ISCED 5	ISCED 5	ISCED 5
Upper secondary	ISCED 4	ISCED 5	ISCED 5	ISCED 5	ISCED 5

Discussion and decision points

Proposal:

The definition of a global minimum standard of teacher qualification by level of education taught has a direct impact on the quality of the preparation of teachers for their profession. Setting this important standard requires consideration to the existing countries standards, of which many are low to yield 'sufficient' quality teaching and learning for all. While a low global standard is not an option, a too high global standard may be too ambitious to achieve, especially for countries where enrolment rates in higher levels of education are relatively low, limiting the pool of potential candidates to the teaching profession and making achievement of the global standard realistically challenging (at least in a short horizon of time).

Discussion and decision points (2)

1. Which prevalence rate and minimum country standard should guide the definition of a global minimum standard of qualification to teach a specific level of education?

2. The minimum standards presented in the previous slide refer to all responded countries and may hide differences by region and countries.

    o   Should a regional approach be considered in the setting of a 'common' minimum standard?

    o   If yes, should both processes (global, regional) be conducted together or separately (e.g. higher response rate to the metadata may be required in certain regions - see Table on response rate - for a 'representative' regional standard setting)?

3. How best to conduct the political process once the empirical process is completed?
    o   The political process could involve the Education Sector at UNESCO HQs, which heads a section on Education Policy.