Progress with the Implementation of the International Standard Classification of Teacher Training Programmes (ISCED-T): Recommendations Moving Forward

4 July 2024
Background

Development and implementation of ISCED-T (in close consultation with TCG)

- Recognition of ISCED-T by the TCG as a sustainable solution and a positive step, facilitating global policy dialogue on teachers (6th meeting 29-30 August 2019).

- Presentation by the ISU of various development options for ISCED-T and TCG approval of the proposed dimensions for the classification of TTPs in ISCED-T (7th TCG meeting 27-29 October 2020 and post meeting consultation).

- Presentation by the UIS of the draft proposal of ISCED-T, which was submitted to the 41st session of the UNESCO General Conference (GC) for adoption (8th TCG meeting on 2 November 2021).

- TCG endorsement of the mapping of national TTPs to the five main classification dimensions of ISCED-T (post meeting of 8th TCG meeting on 2 November 2021).

Following ISCED-T adoption (41st session of UNESCO GC in Nov. 2021)

- Development of an implementation strategy with input from the ISCED-T Technical Advisory Group.

- Presentation of a proposed implementation strategy for ISCED-T (9th TCG meeting on 22 November 2022).

- TCG approval of ISCED-T implementation plan, including the pilot survey and related questionnaire (post meeting consultation, March 2023).
Pilot survey on ISCED-T and key results

Pilot survey:
- **Targeted a sample of 25 countries**
- **Objectives:** (1) evaluate the effectiveness of survey instruments (EN, FR, RU) and data collection process; (2) gather feedback from respondents for further refinement.
- **Training to survey respondents:** UIS provided a series of webinars and guidance materials (in EN, FR) on ISCED-T and on completing the questionnaire and the feedback form.

**Countries included in ISCED-T pilot survey, by UNESCO geographical region**

<table>
<thead>
<tr>
<th>UNESCO Region</th>
<th>Countries</th>
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<tbody>
<tr>
<td>Africa and Arab States</td>
<td>Algeria, Cameroon, Malawi, Morocco, Senegal, Seychelles, South Africa, Zimbabwe</td>
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<tr>
<td>Asia and the Pacific</td>
<td>Azerbaijan, Cambodia, India, Kazakhstan, Lao People’s Democratic Republic, Malaysia, Palau, Samoa</td>
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<tr>
<td>Europe and North America</td>
<td>Andorra, Belarus, Belgium (French community), Canada, Switzerland</td>
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<td>Latin America and the Caribbean</td>
<td>Barbados, Brazil, Chile, Cuba</td>
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Notes: Countries in **bold** are the countries that responded to the pilot survey.

Key results
- **Response rate:** 56% (14 of the 25 countries surveyed), 119 TTPs

- Fragmentation of information at the national level and data submission from multiple agencies within the same country.
- With 56% response, results and findings may lack statistical value.
ISCED-T and production of international comparable data on trained teachers

Two key concepts: “trained” and “qualified”

- **Trained**: pedagogical pre-service and in-service training (indicator 4.c.1).
- **Qualified**: minimum academic requirements to teach (indicator 4.c.3).

Teacher’s indicator framework

Three considerations to develop a comprehensive definition of “trained” teachers

1. **Focus on pre-service TTPs**: ISCED-T primarily addresses new entrants into the profession (just about 10% of the teaching workforce).

2. **Continued professional development**: essential for a comprehensive understanding of teachers’ training status and related characteristics which may be required to inform the development of the “trained” teacher metric.

3. **Teacher proficiency parameters**: additional parameters that capture teachers’ proficiency (what teachers should know and be able to do) are necessary to fully define “trained” teachers.
## ISCED-T decision

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<th>Decision</th>
<th>Pros</th>
<th>Cons</th>
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<td>The ISCED-T data collection is not immediately scaled-up but instead an alternative approach is proposed to tailor available data to policy needs.</td>
<td>Efforts are concentrated on options that could be rapidly leveraged to inform policy dialogue on teacher by 2025.</td>
<td>Additional dimensions may be added (teachers’ continued professional development, and teachers’ proficiency parameters) and international agreement on these dimensions will need to be obtained.</td>
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<td>Low response rate to the ISCED-T pilot survey and challenges in collecting comprehensive data for assessing the feasibility of producing internationally comparable data lowered the prospects of rapidly using ISCED-T to produce a global indicator on trained teachers.</td>
<td>Reinforces the momentum around the already endorsed global minimum qualification (ISCED 6) as the key indicator for cross-national dialogue on teachers.</td>
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Thank you

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