

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

UNESCO Region	Countries
Africa and Arab States	Algeria, Cameroon , Malawi, Morocco , Senegal, Seychelles , South Africa , Zimbabwe
Asia and the Pacific	Azerbaijan, Cambodia , India , Kazakhstan, Lao People's Democratic Republic, Malaysia , Palau, Samoa
Europe and North America	Andorra , Belarus, Belgium (French community) , Canada, Switzerland
Latin America and the Caribbean	Barbados , Brazil , Chile, Cuba

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



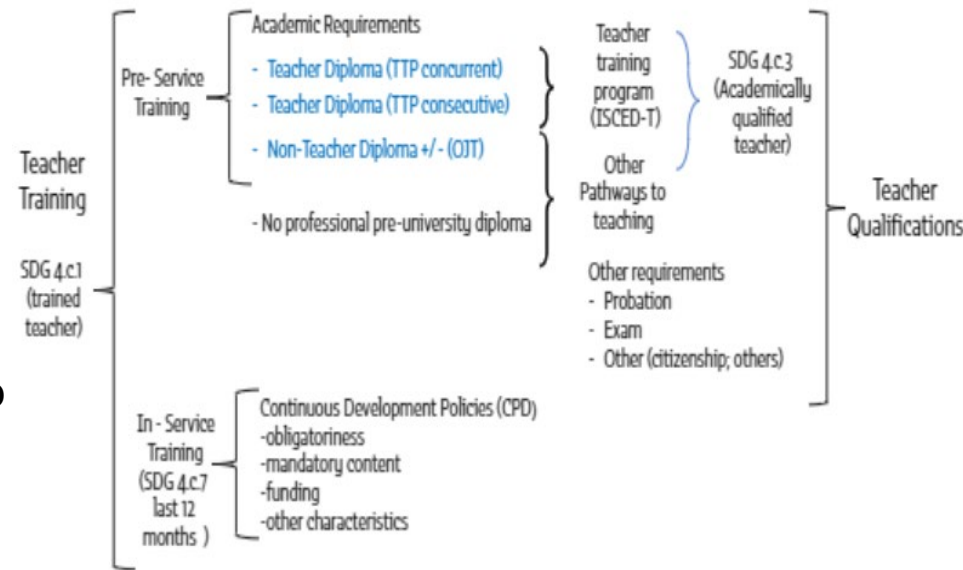
- Fragmentation of information at the national level and data submission from multiple agencies within the same country.
- With 56% response, results and findings may lack statistical value.

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

Decision	Pros	Cons
<p>The ISCED-T data collection is not immediately scaled-up but instead an alternative approach is proposed to tailor available data to policy needs.</p> <p>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.</p>	<p>Efforts are concentrated on options that could be rapidly leveraged to inform policy dialogue on teacher by 2025.</p> <p>Reinforces the momentum around the already endorsed global minimum qualification (ISCED 6) as the key indicator for cross-national dialogue on teachers.</p>	<p>Additional dimensions may be added (teachers' continued professional development, and teachers' proficiency parameters) and international agreement on these dimensions will need to be obtained.</p>

Thank you

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