



Proposed decision points on ISCED Review Panel Recommendations

Education Data and Statistics Commission (EDSC) 11

27-28 February 2025

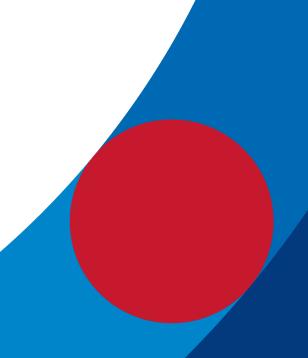


Table: ISCED Review Panel recommendations by ISCED issue and proposed decision points for consideration by the EDSC

Issue/ Item#	Label of the item	Description of the issue and extent	Recommendation/ proposed changes	ISCED impacted	Does the recommend-	Proposed decision f	or EDSC consideration:	
					ation require external expertise (beyond UIS resources) for implementati on?	Decision point	Pros	Cons
1	Classification of Early Childhood Educational Development (ECED) programmes as formal, nonformal, or informal.	The item discusses challenges in categorizing certain educational settings, like home schooling, within the framework of ISCED 2011, which defines formal education as structured, institutionalized, and recognized by authorities. Home schooling may be classified as formal education if it meets criteria such as legal recognition, alignment with national curricula, structured programmes, and formal assessment mechanisms. Otherwise, it may be considered non-formal or informal, highlighting difficulties in consistently applying ISCED 2011 to diverse early childhood education practices globally.	To be considered for amendments to ISCED-P and ISCED-A 2011.	ISCED-P and ISCED-A 2011	Yes	Endorse the ISCED Review Panel recommendation on the item. Maintain unchanged the current version of ISCED-P and ISCED- A 2011 on ECED.	Improve classification of ECED programmes as formal, nonformal. The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027. Status quo.	Tight roadmap: amendment process required contributions from ECED experts and Member States consultation. Outdated (more than 10 years) classification of ECED programmes.

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2	Classification of	The item highlights the difficulty in	To be considered	ISCED-P	Yes	Endorse the ISCED	Allows for better cross-	Tight roadmap:
	Early Childhood	distinguishing between ISCED 01	for amendments to	and ISCED-		Review Panel	country comparisons of	amendment
	Education (ECE)	(Early Childhood Educational	ISCED-P and ISCED-	A 2011		recommendation on	enrolment and	process required
	(ISCED 0)	Development) and ISCED 02 (Pre-	A 2011.			the item.	participation in early	contributions
	programmes:	primary Education) due to					childhood education.	from ECE experts
	distinction	overlapping characteristics in some					May also support a better	and Member
	between ISCED	early childhood programmes. ISCED					policy development and	States
	01 and ISCED	01 focuses on the holistic					resource allocation, by	consultation.
	02.	development of children under 3,					enabling governments to	
		often in informal settings without					target policies and	
		structured curricula, while ISCED 02					funding by distinguishing	
		targets children aged 3 to primary					between care-focused	
		entry school age, emphasizing					(ISCED 01) and education-	
		formal education with structured					focused (ISCED 02)	
		outcomes, alignment with national					programmes.	
		systems, and preparation for						
		primary school.					The amended version of	
							the classification is	
		To clarify the distinction, factors					expected to be ready for	
		such as age range, educational					presentation to UNESCO	
		goals, curriculum structure, and					General Conference in	
		intent must be considered. Some					2027.	
		programmes blend developmental				Maintain unchanged	Status quo.	Outdated (more
		and academic components,				the current version		than 10 years)
		complicating classification. While				of ISCED-P and		classification
		ISCED 2011 provides guidance,				ISCED-A 2011 on		criteria of ECE
		further clarification is needed to				ECE.		programmes, i.e.
		help countries classify programmes						possibly 'poor'
		more consistently, reflecting the						distinction
		true intent and nature of early						between ISCED
		childhood education systems.						01 and ISCED 02.

3	Classification of	The item addresses the	To be considered for	ISCED-P	No	Endorse the ISCED	Clearer classification	Addressing this
3		challenge of classifying basic	the amendments to	and	The item	Review Panel	would enhance	_
	programmes							issue requires: (1)
	spanning ISCED	education programmes that	ISCED-P and ISCED-A	ISCED-A	relates to the	recommendation	comparability across	researching the
	1 and ISCED 2	span ISCED 1 (primary	2011.	2011	implementatio	on the item.	countries, especially	cycles or stages
	(e.g., basic	education) and ISCED 2 (lower			n of ISCED		for SDG 4 indicators	within combined
	education).	secondary education). These			2011 and the		on ISCED 1 and ISCED	programmes,
		programmes typically integrate			guidance		2 education access,	focusing on
		both levels into a seamless			provided to		completion, and	characteristics
		educational experience,			Member		learning outcomes.	such as duration,
		starting around ages 6-7 and			States for its			target age group,
		lasting 8 to 10 years,			proper		The amended version	and qualifications
		depending on the country.			application.		of the classification is	awarded at
		Students transition between					expected to be ready	completion, to
		ISCED 1 and ISCED 2 without					for presentation to	help delineate
		significant changes in teaching					UNESCO General	and classify such
		methods or the school					Conference in 2025.	programmes, (2)
		environment.						proposing
								guidelines to
		Classifying such programmes is						ensure consistent
		complicated by insufficient						mapping of basic
		information about their						education
		structure, including the						programmes
		division into cycles or stages,						across countries
		which may not align neatly				NA		
		with ISCED's standard						
		classifications. This lack of						
		alignment poses difficulties in						
		accurately categorizing						
		programmes within the ISCED						
		framework.						
		Hainework.						

4	Classification of	The classification of	To be considered for	ISCED-P	No	Endorse the ISCED	Align reporting with	Addressing this
-	programmes	programmes spanning ISCED 3	amendments to ISCED-	and	The item	Review Panel	the intended purpose	issue requires: (1)
	spanning ISCED	(upper secondary education),	P and ISCED-A 2011.	ISCED-A	relates to the	recommendation	and structure of	Conduct research
	3, 4, and 5.	ISCED 4 (post-secondary non-	To be addressed within	2011	implementatio	on the item.	ISCED levels, reducing	on the
	0, 1, 4.14 5.	tertiary education), and ISCED	the same workstream	2011	n of ISCED	on the item	misclassification of	characteristics
		5 (short-cycle tertiary	as item 3.		2011 and the		programmes that do	and differences of
		education) poses challenges	do item o.		guidance		not fit the	ISCED levels 3, 4,
		for consistent international			provided to		established criteria.	and 5
		education statistics. These			Member		Cotabilorica criteria.	programmes that
		integrated programmes			States for its		Improves data quality	impact their
		combine secondary education			proper		for monitoring SDG 4	consistent
		with vocational training and			application.		indicators,	classification
		higher-level qualifications,			аррпсасіон.		particularly those	across countries,
		lasting 4 to 7 years depending					related to post-	(2) Develop
		on the field and institution.					secondary education.	guidelines to
		on the new and institution.					secondary education.	ensure consistent
		Students typically begin ISCED					The amended version	mapping of these
		3 around ages 15-16,					of the classification is	programmes
		simultaneously completing					expected to be ready	across different
		secondary education and					for presentation to	national contexts.
		starting vocational training.					UNESCO General	national contexts.
		These programmes may lead					Conference in 2025.	
		to advanced vocational					Conference in 2025.	
		qualifications at ISCED 4 and						
		professional diplomas or				NA		
		associate degrees at ISCED 5.				INA		
		By blending general education,						
		specialized training, and						
		practical experience in a single						
		trajectory, these programmes						
		ensure a seamless progression						
		without requiring transitions						
		between institutions or stages.						

5	ISCED 3	A lovel programmes	To be considered for	ISCED-P	No	Endorse the ISCED	A-Level and similar	The item relates
)		A-level programmes,			_			
	programmes	encountered in many countries,	amendments to	and	The item	Review Panel	programmes are	to a complex
	classified as	are part of secondary education	ISCED-P and ISCED-A	ISCED-A	relates to the	recommendation	primarily designed	issue and there
	ISCED 4 (e.g. A-	systems but differ in structure	2011.	2011	implementatio	on the item.	for direct progression	was an attempt
	level	and classification. Some			n of ISCED		to higher education	to address it
	programmes).	countries adopt a two-tier			2011 and the		rather than as	during the ISCED
		system (e.g., General Certificate			guidance		terminal post-	1997 revision.
		of Secondary Education followed			provided to		secondary	Addressing this
		by A-levels), while others			Member		qualifications, making	issue requires: (1)
		integrate similar content into a			States for its		ISCED 3 a more	to conduct
		single secondary phase. Curricula			proper		appropriate	research on the
		may emphasize academic depth			application.		classification.	characteristics of
		or offer broader learning paths						A-level
		before specialization.					Ensure that ISCED 4	programmes and
		Typically, sequential to Ordinary-					remains reserved for	their differences
		level programmes, A-levels are					programmes that	across countries,
		designed for students aged 16 to					provide labor-	which affect
		18 and aim to prepare them for					market-oriented	consistent
		tertiary education. These					qualifications or	international
		programmes are characterized					additional	classification. (2)
		by greater specialization and					preparation for	to propose
		academic rigor than other upper					tertiary education.	guidelines to
		secondary options, lasting 1 to 3						ensure consistent
		years.					The amended version	mapping of such
		Classification varies:					of the classification is	programmes
		- In the UK, A-levels are ISCED 3,					expected to be ready	across different
		but other countries classify them					for presentation to	countries.
		as ISCED 4.					UNESCO General	
		- An analysis of 47 A-level					Conference in 2025.	
		programmes in 25 countries				NA	Conference in 2025.	
		revealed that 34% are				INA		
		categorized as ISCED 3 and 66%						
		as ISCED 4, reflecting						
		inconsistencies in classification						
		practices.						

6	ISCED 4	The misclassification of ISCED 4	To be considered	ISCED-P	No	Endorse the ISCED	Help countries	Addressing this
	programmes	programmes as ISCED 5 often	for amendments to	and ISCED-	The item	Review Panel	align their	issue requires: (1)
	classified as	occurs due to their perceived	ISCED-P and ISCED-	A 2011	relates to the	recommendation	education data for	research into the
	ISCED 5.	complexity or status. ISCED 4	A 2011.		implementatio	on the item.	ISCED 4 (post-	characteristics and
		bridges secondary (ISCED 3) and			n of ISCED		secondary non-	differences
		tertiary (ISCED 5) education,			2011 and the		tertiary) and ISCED	between ISCED 4
		preparing students for the labor			guidance		5 (short-cycle	and 5 programmes
		market or further studies.			provided to		tertiary)	that affect their
					Member		programmes with	consistent
		Typical examples include:			States for its		ISCED guidelines,	classification across
		- TVET (Technical and Vocational			proper		reducing	countries. (2)
		Education): Practical, job-focused			application.		inconsistencies in	developing
		programmes lasting 6 months to 2					reporting.	guidelines to ensure
		years.					Ultimately,	adherence to the
		- Preparatory Programmes:					improve data	specific criteria set
		Pathways to tertiary education,					quality for	by ISCED for each
		lasting 1 to 2 years.					monitoring SDG 4	level. This includes
							indicators,	recognizing ISCED 4
		Some ISCED 4 programmes are					particularly those	programmes for
		misclassified as ISCED 5 because:					related to post-	their role in bridging
		- Advanced Vocational Training:					secondary	secondary and
		Offers high-level skills but lacks					education.	tertiary education,
		ISCED 5's theoretical foundation.						while ensuring
		- Technical Diplomas: Often					The amended	ISCED 5
		terminal but reclassified due to					version of the	programmes meet
		technical depth.					classification is	the academic and
		- Pre-Bachelor's Programmes:					expected to be	theoretical
		Bridges to tertiary education but					ready for	standards required
		not tertiary itself.					presentation to	for short-cycle
		- Higher National Diplomas: Valued					UNESCO General	tertiary education.
		for rigor but may not meet tertiary					Conference in	
		academic criteria.					2025.	
		Clearer guidelines are needed to				NA		
		ensure accurate classification						
		globally.						

7	Long first degrees	Long first-degree programmes face challenges in	To be	ISCED-P	Yes	Endorse the ISCED	Ensures that long	Countries or
•	at Master's or	classification due to varying national education	considered for	and	1.03	Review Panel	first-degree	institutions that
	equivalent level	systems and terminologies. These programmes,	amendments	ISCED-A		recommendation	programmes that	previously
	classified as long	combining undergraduate and graduate elements,	to ISCED-P and	2011		on the item.	meet the criteria for	classified these
	first-degrees at	are designed to lead directly to advanced	ISCED-A 2011.	2011		on the item.	ISCED 7 (Master's	degrees as ISCED
	Bachelor's or	qualifications but are often inconsistently	13625 7(2011.				level) are correctly	6 may need to
	equivalent level.	categorized.					classified, preventing	update historical
		341360112041					underestimation of	records, leading
		Key points include:					graduate-level	to inconsistencies
		- Integrated Master's Programmes: Long-cycle					education.	in trend data.
		programmes (5-7 years) culminating in a Master's						Tight roadmap:
		qualification. Examples include engineering degrees					The amended version	the amendment
		(e.g., Diplom-Ingenieur). Misclassified as Bachelor's					of the classification is	process required
		degrees due to historical or administrative factors.					expected to be ready	contributions
		- Extended Bachelor's Degrees: Long-duration					for presentation to	from tertiary
		undergraduate programmes (4-6 years) focused on					UNESCO General	education
		specialization but lacking graduate-level					Conference in 2027.	programmes
		coursework. Typically end in a Bachelor's degree.						experts and
		- Professional Degrees: Degrees like MBBS or LLB,						Member States
		often labeled as Bachelor's, though their duration						consultation.
		and rigor align with Master's-level qualifications.				Maintain	Status quo.	Possibly outdated
		- Regional Variations: In some countries, national				unchanged the		(more than 10
		frameworks misalign with ISCED, leading to				current version of		years)
		Master's-level programmes being classified as				ISCED-P and ISCED-		classification
		Bachelor's due to historical conventions or naming				A 2011 (parts		criteria of long
		practices.				related to the		first degrees at
		- Administrative Simplicity: Authorities may classify				classification of		bachelor's or
		programmes as Bachelor's for consistency or policy				long first degrees		equivalent level
		reasons, overlooking ISCED's detailed criteria.				at bachelor's or		and Master's or
		- Systemic Misunderstanding: Misclassification				equivalent level		equivalent level.
		often stems from local perceptions of degree levels				and Master's or		
		differing from international standards.				equivalent level).		

8	Second degree	Second degree programmes at the Bachelor's	To be considered	ISCED-P	Yes	Endorse the ISCED	Improve accuracy of	Potential
	programme at	or equivalent level are tailored for individuals	for amendments	and		Review Panel	educational statistics	resistance from
	bachelor's or	already holding a Bachelor's degree who seek	to ISCED-P and	ISCED-A		recommendation on	by ensuring that 2nd-	countries or
	equivalent level	another qualification in a different field.	ISCED-A 2011.	2011		the item.	degree bachelor's	institutions.
	classified at	Typically, shorter than first degrees (1-3					programmes or	Those of them
	Master's or	years), they offer foundational and advanced	To be addressed				equivalent are	that have
	equivalent	knowledge, often with a curriculum adapted	within the same				correctly classified,	previously
	level.	to prior learning. Graduates earn a second	workstream as				preventing inflation	classified 2nd-
		Bachelor's degree, facilitating professional	the item covered				of Master's-level	degree bachelor's
		practice or further studies.	under 7.				enrolment and	programmes or
							graduation statistics.	equivalent at the
		Key challenges in classification include:						master's level
		- Accelerated Programmes: Intensive second					The amended version	may need to
		degrees like a Bachelor of Science in Nursing					of the classification is	revise historical
		(BSN) may be misclassified as Master's					expected to be ready	data, leading to
		programmes due to their shorter duration and					for presentation to	inconsistencies in
		prior degree requirement.					UNESCO General	long-term trends.
		- Post-Baccalaureate Programmes: Advanced					Conference in 2027.	
		coursework in programmes like premedical						Tight roadmap:
		tracks can resemble graduate-level study,						the amendment
		leading to misclassification as Master's.						process required
		- Professional Conversion Programmes:						contributions
		Degrees like Bachelor of Education (B.Ed.),						from tertiary
		designed for specific professions, may be						education
		mistaken for Master's due to their specialized,						programmes
		career-focused structure.						experts and
		- Prerequisites and Perception: The						Member States
		requirement of a prior degree often aligns						consultation.

with graduate programmes, contributing to	Maintain unchanged	Status quo.	Possibly outdated
assumptions of a Master's-level classification.	the current version		(more than 10
- Industry Alignment: Programmes meeting	of ISCED-P and		years)
professional standards may appear equivalent	ISCED-A 2011 (parts		classification
to Master's-level education.	related to the		criteria of second
	classification of		degree
Improved clarity in distinguishing second	second degree		programmes at
degree programmes from Master's-level	programmes at		bachelor's or
qualifications is needed to ensure accurate	bachelor's or		equivalent level
classification, considering their distinct	equivalent level and		and Master's or
purpose and scope.	Master's or		equivalent level.
	equivalent level).		

9	Second degree	These programmes, often situated	To be	ISCED-P and	Yes	Endorse the ISCED	Improve accuracy of	Countries or
	programmes at	between a Master's and a Doctoral level,	considered	ISCED-A 2011	. 55	Review Panel	educational statistics	institutions that
	Master's or	include advanced coursework or a thesis	for	.0012 / . 1011		recommendation	by ensuring that 2nd-	have previously
	equivalent level	but lack the depth and original research	amendment			on the item.	degree master's	classified 2nd-
	classified at	typical of Doctoral programmes. With	s to ISCED-P				programmes are	degree master's
	Doctoral or	durations longer than standard Master's	and ISCED-A				correctly classified,	programmes at
	equivalent	degrees (e.g., 2 years) but shorter than	2011.				preventing inflation	the doctoral level
	level.	Doctoral programmes, they are primarily					of doctoral-level	may need to
		aimed at professional development and	To be				enrolment and	revise historical
		career advancement (e.g., specialized	addressed				graduation statistics.	data, leading to
		MBAs) rather than academic research	within the				8	inconsistencies in
		preparation.	same				The amended version	long-term trends.
		Admission typically requires a completed	workstream				of the classification is	Tight roadmap:
		Bachelor's or initial Master's degree, with	as the items				expected to be ready	the amendment
		an emphasis on coursework and	covered				for presentation to	process required
		professional skills rather than research.	under 7 and				UNESCO General	contributions
		This classification challenge is more	8.				Conference in 2027.	from tertiary
		commonly observed in high-income						education
		countries.						programmes
								experts and
								Member States
								consultation.
						Maintain	Status quo.	Possibly outdated
						unchanged the	·	(more than 10
						current version of		years)
						ISCED-P and ISCED-		classification
						A 2011 (parts		criteria of second-
						related to the		degree
						classification of		programmes at
						second degree		Master's or
						programmes at		equivalent level
						Master's or		and Doctoral or
						equivalent level		equivalent level.
						and Doctoral or		
						equivalent level).		

10	Define	Drafassianal programmes at	To be considered	ISCED-P	Voc	Endorse the ISCED	Clearly distinguishin-	Tight roadman.
10		Professional programmes at ISCED levels 6–8 focus on	for amendments		Yes	Review Panel	Clearly distinguishing	Tight roadmap:
	professional/			and			between academic and	amendment process
	occupational	preparing students for specific	to ISCED-P and	ISCED-A		recommendation on	professional/occupational	required contributions
	and academic	careers through practical	ISCED-A 2011.	2011		the item.	programmes at ISCED	from higher education
	programmes for	training, work-based learning,					levels 6 (Bachelor's), 7	experts and Member
	ISCED levels 6 to	and vocational curricula					(Master's), and 8	States consultation.
	8.	aligned with industry					(Doctoral) would improve	
		standards. They often lead to					cross-country	
		professional certification or					comparability of	
		licensure, as seen in fields like					education systems and	
		engineering, law, medicine, or					help avoid	
		teaching.					misclassification of	
		In contrast, academic					programmes with	
		programmes at ISCED 6–8					different objectives and	
		emphasize theoretical					structures. The amended	
		knowledge, research, and					version of the	
		intellectual development. They					classification is expected	
		aim to cultivate critical					to be ready for	
		thinking and disciplinary					presentation to UNESCO	
		expertise, often serving as a					General Conference in	
		pathway to further education,					2027.	
		research, or academic careers.				Maintain unchanged	Status quo.	Many countries already
		-				the current version of		have different ways of
						ISCED-P and ISCED-A		classifying professional
						2011 which does not		vs. academic
						include a definition for		programmes. Creating
						professional/		an ISCED-wide definition
						occupational and		may be difficult to
						academic programmes		standardize globally, and
						for ISCED levels 6 to 8.		may fail to capture
								hybrid or
								interdisciplinary
								programmes.
								programmes.

11-13	Include Work-	Work-Based Learning (WBL)	- Incorporating WBL	ISCED-P	Yes	Endorse the ISCED	Many education	Tight roadmap:
	Based Learning	involves education and training	into ISCED, addressing	and		Review Panel	systems incorporate	amendment
	(WBL) in ISCED.	conducted in workplace	issues related to its	ISCED-A		recommendation	WBL as part of formal	process required
		settings, including	classification and its			on the item.	and non-formal	contributions
		apprenticeships, internships,	relationship to TVET				education (e.g.,	from WBL (formal
		and dual education	and to broader				apprenticeships, dual	and non-formal)
		programmes. While WBL is	education structures.				education systems).	and tertiary
		integral to many TVET	 Including definitions 				Including WBL in	education
		programmes globally, it is not	of WBL, particularly as				ISCED ensures these	experts, and
		fully integrated into the ISCED	part of non-formal and				learning pathways	Member States
		framework, which classifies	informal learning.				are recognized and	consultation.
		education programmes and	 Defining categories of 				classified	
		qualifications.	non-formal learning				consistently.	
			and their relationship				The amended version	
		The challenge lies in ISCED's	to formal learning.				of the classification is	
		lack of clarity on how to	 Establishing clear 				expected to be ready	
		classify WBL, particularly when	boundaries between				for presentation to	
		it overlaps with formal and	WBL in formal and non-				UNESCO General	
		non-formal education. As WBL	formal education and				Conference in 2027.	
		gains prominence in modern	its relation to TVET			Maintain	Status quo.	WBL varies widely
		education systems, there is a	programmes.			unchanged the		across countries
		growing need to refine its	- Assessing the need for			current version of		(e.g.,
		definition and incorporate it	a new digit coding to			ISCED-P and ISCED-		apprenticeships,
		more effectively into ISCED	split TVET programmes			A 2011, which do		internships,
		classifications.	between WBL in formal			not include WBL.		cooperative
			education and non-					education).
			formal education.					Establishing clear
			- Conducting additional					criteria for what
			research on WBL to					qualifies as WBL
			inform these changes.					within ISCED may
			-Item to be considered					be complex and
			for amendments to					challenging for
1			ISCED-P and ISCED-A					global outreach.
			2011.					

1.0	Daview Alt -	Have a vising the placeification of similar odypatics:	To be	ICCED D	Vas	Fundaman that	Classes suidalias:	Tight no odno on:
14	Review the	Harmonizing the classification of similar educational	To be	ISCED-P	Yes	Endorse the	Clearer guidelines	Tight roadmap:
	boundaries	programmes is vital for ensuring consistency and	considered for	and		ISCED Review	would help ensure	amendment
	of	comparability across countries. Misclassification often arises	amendments	ISCED-A		Panel	uniform classification	process required
	education	from overlapping characteristics and nuanced differences in	to ISCED-P and	2011		recommendati	of education levels,	contributions
	levels to	programme structures, leading to inconsistent reporting and	ISCED-A 2011.			on on the	and enhance	from relevant
	provide	challenges in international comparisons.				item.	comparability,	experts and
	clearer						particularly for	Member States
	guidance	Key areas of concern include:					monitoring SDG 4	consultation.
	and limit	- Long First-Degree Programmes (ISCED 6 and ISCED 7): These					indicators.	
	misclassifi-	programmes combine undergraduate and graduate					The amended version	
	cation.	education, taking longer to complete than typical Bachelor's					of the classification is	
		degrees. The distinction between ISCED 6 (Bachelor's) and					expected to be ready	
		ISCED 7 (Master's) is unclear, with countries classifying them					for presentation to	
		inconsistently, hindering international comparability.					UNESCO General	
							Conference in 2027.	
		- Advanced-Level Programmes: Designed for specialized				Maintain	Status quo.	Refining levels
		professional roles or further academic study, these				unchanged the		boundaries could
		programmes are inconsistently classified as ISCED 6 or ISCED				current		make historical
		7, depending on national education systems.				version of		education data
						ISCED-P and		incomparable to
		- Short Post-Secondary Programmes:				ISCED-A 2011.		future datasets.
		a. The boundary between ISCED 3 and ISCED 4 is unclear for						Countries would
		vocational or preparatory programmes, leading to different						need to reclassify
		classifications as secondary or pre-tertiary education.						past data, which
		b. ISCED 4 and ISCED 5 distinctions are similarly blurred, with						may lead to
		short-cycle tertiary (ISCED 5) programmes often overlapping						statistical
		with advanced vocational training (ISCED 4). Ambiguity in						inconsistencies.
		programme purpose and outcomes complicates						
		classification, resulting in inconsistent data reporting.						
		Addressing these challenges is essential for aligning						
		educational classifications globally.						

4.5	Define	ICCED levels 2 and 2 assembles	To NOT to be	ICCED D	N.a.	Frederica the ICCED	Inches and a constant to	16
15	Refine	ISCED levels 2 and 3 cover lower	To NOT to be	ISCED-P	No	Endorse the ISCED	Improved accuracy in	If programme
	guidelines/	secondary education (ISCED 2) and	considered for	and		Review Panel	education indicators	durations are
	criteria to	upper secondary education (ISCED	amendments to	ISCED-A		recommendation	and their	redefined, past
	determine	3), and both general and vocational	ISCED-P and ISCED-	2011		on the item.	comparability across	indicators may
	which duration	programmes can differ in their	A 2011				countries.	not be directly
	to use for	duration across countries.						comparable with
	indicators'	Moreover, an increasing number of						newly calculated
	calculation	countries are experiencing higher						values, creating
	(General versus	enrolment in vocational						challenges in
	Vocational	programmes compared to general						comparability
	Programmes at	programmes. These variations						with historical
	ISCED levels 2	create challenges in calculating						time series data.
	and 3).	education indicators such as						They may also be
		enrolment, completion, and						a potential
		transition rates. The traditional						resistance from
		approach of using the duration of						countries and
		general secondary education						institutions.
		programmes, which historically				NA		
		enrolled more students, may need						
		to be reconsidered for countries						
		where vocational enrolment now						
		dominates.						

16	Changes to field	Revising ISCED-F 2013 is	Revision of ISCED-F	ISCED-F	Yes	Endorse the ISCED	Improved alignment with	Tight roadmap:
10	of education in	essential to address key	2013 to address these	.5625	1.03	Review Panel	emerging disciplines, which	amendment
	ISCED-F 2013.	challenges, including the	issues and ensure its			recommendation on	include new fields (e.g.	process required
	.5525 . 2015.	growing skills mismatch caused	relevance for future			the item.	artificial intelligence, data	contributions
		by rapidly changing labor	educational and labor			the recini	science, and sustainability	from relevant
		market demands and the	market demands.				studies), which are gaining	experts and
		emergence of new	a. Not domaile.				prominence but are not	Member States
		qualifications. To remain					clearly reflected in ISCED-F	consultation.
		relevant, ISCED-F must					2013.	
		undergo systematic reviews to					Many countries have	
		reflect evolving education and					national classifications that	
		training trends.					differ from ISCED-F 2013,	
		The dynamic nature of fields of					leading to inconsistencies in	
		education requires a					international reporting.	
		classification that is adaptable						
		to future developments					The amended version of the	
		without necessitating frequent					classification is expected to	
		overhauls. Over recent years,					be ready for presentation to	
		countries have sought updates					UNESCO General Conference	
		to ISCED-F definitions for					in 2027.	
		clarity and effective				Maintain	Status quo.	Revising ISCED-F
		application across diverse				unchanged the		could make it
		contexts. Ensuring consistent				current version of		difficult to
		comparability of fields of study				fields of education		compare
		globally and over time is				in ISCED-F 2013.		historical data
		critical for accurate education						with newly
		data collection and analysis.						classified fields.
								Countries would
								need to reclassify
								past education
								data, which may lead to
								inconsistencies in
								trend analysis.

17	Improving ISCED	Enhancing ISCED	- Regular updates to guidelines:	ISCED-P	No	Endorse the	Improve data	Requires training,
	implementation	implementation requires	continuously update ISCED implementation	and		ISCED Review	comparability across	capacity-building,
	in international	maintaining up-to-date	guidelines by incorporating feedback from	ISCED-A		Panel	countries. More	and technical
	education data	manuals and guidelines,	Member States and stakeholders. These	2011		recommenda	accurate ISCED	support to ensure
	collection.	consistently validating	updates should include clear instructions			tion on the	mapping and	national survey
		national mappings - such	and practical examples to ensure consistent			item.	measurement of	respondents and
		as through peer reviews -	application across countries.				national education	national
		to align with classification	- Validation and peer review mechanisms:				systems, contributing	statistical offices
		criteria, and refining	establish formal mechanisms for validating				to a better	correctly apply
		indicator calculation	and peer-reviewing ISCED mappings at				monitoring of global	ISCED
		methodologies to ensure	regional or global levels. This process should				education goals.	classifications.
		the accuracy and	involve regular evaluations of national					
		comparability of education	education systems and programme					
		statistics across countries.	attributes against ISCED classification criteria					
			by levels. Expert reviews and quality					
			assurance protocols should be developed to					
			address discrepancies and align with					
			international standards.					
			- Development of support tools: create tools					
			to aid ISCED implementation and meet					
			evolving international reporting needs.					
			These tools would help countries proactively					
			identify and resolve challenges specific to					
			their education systems.					
			- Standardized indicator guidelines: develop					
			clear and standardized guidelines for					
			calculating education indicators, particularly					
			for general and vocational programmes.					
			Baseline criteria should be defined to					
			enhance reporting consistency and enable					
			precise cross-country comparisons of					
			education data.					

Proposed decision points on ISCED

Review Panel Recommendations

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