Proposed decision points on ISCED Review Panel Recommendations

Education Data and Statistics Commission (EDSC) 11

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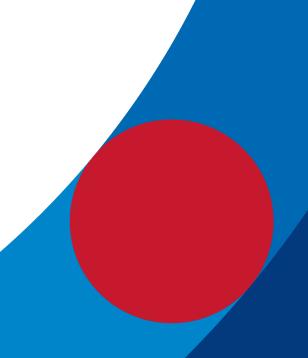
Table: ISCED Review Panel recommendations by ISCED issue and proposed decision points for consideration by the EDSC

Issue/ Item #	Label of the item	Description of the issue and extent	Recommendation/ proposed changes	ISCED impacted	Does the recommend-ation require external expertise (beyond UIS resources) for implementation?	Proposed decision for EDSC consideration:		
						Decision point	Pros	Cons
1	**Classification of Early Childhood Educational Development (ECED) programmes as formal, non-formal, 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.	Improve classification of ECED programmes as formal, non-formal, or informal. The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027.	Tight roadmap: amendment process required contributions from ECED experts and Member States consultation.
						Maintain unchanged the current version of ISCED-P and ISCED-A 2011 on ECED.	Status quo.	Outdated (more than 10 years) classification of ECED programmes.

| 2 | Classification of Early Childhood Education (ECE) (ISCED 0) programmes: distinction between ISCED 01 and ISCED 02. | The item highlights the difficulty in distinguishing between ISCED 01 (Early Childhood Educational Development) and ISCED 02 (Pre-primary Education) due to overlapping characteristics in some early childhood programmes. ISCED 01 focuses on the holistic development of children under 3, often in informal settings without structured curricula, while ISCED 02 targets children aged 3 to primary entry school age, emphasizing formal education with structured outcomes, alignment with national systems, and preparation for primary school.

To clarify the distinction, factors such as age range, educational goals, curriculum structure, and intent must be considered. Some programmes blend developmental and academic components, complicating classification. While ISCED 2011 provides guidance, further clarification is needed to help countries classify programmes more consistently, reflecting the true intent and nature of early childhood education systems. | 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. | Allows for better cross-country comparisons of enrolment and participation in early childhood education. May also support a better policy development and resource allocation, by enabling governments to target policies and funding by distinguishing between care-focused (ISCED 01) and education-focused (ISCED 02) programmes.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027. | Tight roadmap: amendment process required contributions from ECE experts and Member States consultation. |
| | | | | | | Maintain unchanged the current version of ISCED-P and ISCED-A 2011 on ECE. | Status quo. | Outdated (more than 10 years) classification criteria of ECE programmes, i.e. possibly 'poor' distinction between ISCED 01 and ISCED 02. |

| 3 | **Classification of programmes spanning ISCED 1 and ISCED 2 (e.g., basic education).** | The item addresses the challenge of classifying basic education programmes that span ISCED 1 (primary education) and ISCED 2 (lower secondary education). These programmes typically integrate both levels into a seamless educational experience, starting around ages 6-7 and lasting 8 to 10 years, depending on the country. Students transition between ISCED 1 and ISCED 2 without significant changes in teaching methods or the school environment.

Classifying such programmes is complicated by insufficient information about their structure, including the division into cycles or stages, which may not align neatly with ISCED's standard classifications. This lack of alignment poses difficulties in accurately categorizing programmes within the ISCED framework. | To be considered for the amendments to ISCED-P and ISCED-A 2011. | ISCED-P and ISCED-A 2011 | No
The item relates to the implementation of ISCED 2011 and the guidance provided to Member States for its proper application. | Endorse the ISCED Review Panel recommendation on the item.

NA | Clearer classification would enhance comparability across countries, especially for SDG 4 indicators on ISCED 1 and ISCED 2 education access, completion, and learning outcomes.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2025. | Addressing this issue requires: (1) researching the cycles or stages within combined programmes, focusing on characteristics such as duration, target age group, and qualifications awarded at completion, to help delineate and classify such programmes, (2) proposing guidelines to ensure consistent mapping of basic education programmes across countries |

| 4 | **Classification of programmes spanning ISCED 3, 4, and 5.** | The classification of programmes spanning ISCED 3 (upper secondary education), ISCED 4 (post-secondary non-tertiary education), and ISCED 5 (short-cycle tertiary education) poses challenges for consistent international education statistics. These integrated programmes combine secondary education with vocational training and higher-level qualifications, lasting 4 to 7 years depending on the field and institution.

Students typically begin ISCED 3 around ages 15-16, simultaneously completing secondary education and starting vocational training. These programmes may lead to advanced vocational qualifications at ISCED 4 and professional diplomas or associate degrees at ISCED 5. 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. | To be considered for amendments to ISCED-P and ISCED-A 2011.
 To be addressed within the same workstream as item 3. | ISCED-P and ISCED-A 2011 | No
The item relates to the implementation of ISCED 2011 and the guidance provided to Member States for its proper application. | Endorse the ISCED Review Panel recommendation on the item.

NA | Align reporting with the intended purpose and structure of ISCED levels, reducing misclassification of programmes that do not fit the established criteria.

Improves data quality for monitoring SDG 4 indicators, particularly those related to post-secondary education.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2025. | Addressing this issue requires: (1) Conduct research on the characteristics and differences of ISCED levels 3, 4, and 5 programmes that impact their consistent classification across countries, (2) Develop guidelines to ensure consistent mapping of these programmes across different national contexts. |

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

| 6 | ISCED 4 programmes classified as ISCED 5. | The misclassification of ISCED 4 programmes as ISCED 5 often occurs due to their perceived complexity or status. ISCED 4 bridges secondary (ISCED 3) and tertiary (ISCED 5) education, preparing students for the labor market or further studies.

Typical examples include:
- TVET (Technical and Vocational Education): Practical, job-focused programmes lasting 6 months to 2 years.
- Preparatory Programmes: Pathways to tertiary education, lasting 1 to 2 years.

Some ISCED 4 programmes are misclassified as ISCED 5 because:
- Advanced Vocational Training: Offers high-level skills but lacks ISCED 5's theoretical foundation.
- Technical Diplomas: Often terminal but reclassified due to technical depth.
- Pre-Bachelor's Programmes: Bridges to tertiary education but not tertiary itself.
- Higher National Diplomas: Valued for rigor but may not meet tertiary academic criteria.
Clearer guidelines are needed to ensure accurate classification globally. | To be considered for amendments to ISCED-P and ISCED-A 2011. | ISCED-P and ISCED-A 2011 | No
The item relates to the implementation of ISCED 2011 and the guidance provided to Member States for its proper application. | Endorse the ISCED Review Panel recommendation on the item. | Help countries align their education data for ISCED 4 (post-secondary non-tertiary) and ISCED 5 (short-cycle tertiary) programmes with ISCED guidelines, reducing inconsistencies in reporting. Ultimately, improve data quality for monitoring SDG 4 indicators, particularly those related to post-secondary education.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2025. | Addressing this issue requires: (1) research into the characteristics and differences between ISCED 4 and 5 programmes that affect their consistent classification across countries. (2) developing guidelines to ensure adherence to the specific criteria set by ISCED for each level. This includes recognizing ISCED 4 programmes for their role in bridging secondary and tertiary education, while ensuring ISCED 5 programmes meet the academic and theoretical standards required for short-cycle tertiary education. |
| | | | | | | NA | | |

| 7 | Long first degrees at Master's or equivalent level classified as long first-degrees at Bachelor's or equivalent level. | Long first-degree programmes face challenges in classification due to varying national education systems and terminologies. These programmes, combining undergraduate and graduate elements, are designed to lead directly to advanced qualifications but are often inconsistently categorized.

Key points include:
- Integrated Master's Programmes: Long-cycle programmes (5-7 years) culminating in a Master's qualification. Examples include engineering degrees (e.g., Diplom-Ingenieur). Misclassified as Bachelor's degrees due to historical or administrative factors.
- Extended Bachelor's Degrees: Long-duration undergraduate programmes (4-6 years) focused on specialization but lacking graduate-level coursework. Typically end in a Bachelor's degree.
- Professional Degrees: Degrees like MBBS or LLB, often labeled as Bachelor's, though their duration and rigor align with Master's-level qualifications.
- Regional Variations: In some countries, national frameworks misalign with ISCED, leading to Master's-level programmes being classified as Bachelor's due to historical conventions or naming practices.
- Administrative Simplicity: Authorities may classify programmes as Bachelor's for consistency or policy reasons, overlooking ISCED's detailed criteria.
- Systemic Misunderstanding: Misclassification often stems from local perceptions of degree levels differing from international standards. | 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. | Ensures that long first-degree programmes that meet the criteria for ISCED 7 (Master's level) are correctly classified, preventing underestimation of graduate-level education.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027. | Countries or institutions that previously classified these degrees as ISCED 6 may need to update historical records, leading to inconsistencies in trend data. Tight roadmap: the amendment process required contributions from tertiary education programmes experts and Member States consultation. |
| | | | | | | Maintain unchanged the current version of ISCED-P and ISCED-A 2011 (parts related to the classification of long first degrees at bachelor's or equivalent level and Master's or equivalent level). | Status quo. | Possibly outdated (more than 10 years) classification criteria of long first degrees at bachelor's or equivalent level and Master's or equivalent level. |

| 8 | **Second degree programme at bachelor's or equivalent level classified at Master's or equivalent level.** | Second degree programmes at the Bachelor's or equivalent level are tailored for individuals already holding a Bachelor's degree who seek another qualification in a different field. Typically, shorter than first degrees (1-3 years), they offer foundational and advanced knowledge, often with a curriculum adapted to prior learning. Graduates earn a second Bachelor's degree, facilitating professional practice or further studies.

Key challenges in classification include:
- Accelerated Programmes: Intensive second degrees like a Bachelor of Science in Nursing (BSN) may be misclassified as Master's programmes due to their shorter duration and prior degree requirement.
- Post-Baccalaureate Programmes: Advanced coursework in programmes like premedical tracks can resemble graduate-level study, leading to misclassification as Master's.
- Professional Conversion Programmes: Degrees like Bachelor of Education (B.Ed.), designed for specific professions, may be mistaken for Master's due to their specialized, career-focused structure.
- Prerequisites and Perception: The requirement of a prior degree often aligns | To be considered for amendments to ISCED-P and ISCED-A 2011.

To be addressed within the same workstream as the item covered under 7. | ISCED-P and ISCED-A 2011 | Yes | Endorse the ISCED Review Panel recommendation on the item. | Improve accuracy of educational statistics by ensuring that 2nd-degree bachelor's programmes or equivalent are correctly classified, preventing inflation of Master's-level enrolment and graduation statistics.

The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027. | Potential resistance from countries or institutions. Those of them that have previously classified 2nd-degree bachelor's programmes or equivalent at the master's level may need to revise historical data, leading to inconsistencies in long-term trends.

Tight roadmap: the amendment process required contributions from tertiary education programmes experts and Member States consultation. |

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

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

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

| 11-13 | Include Work-Based Learning (WBL) in ISCED. | Work-Based Learning (WBL) involves education and training conducted in workplace settings, including apprenticeships, internships, and dual education programmes. While WBL is integral to many TVET programmes globally, it is not fully integrated into the ISCED framework, which classifies education programmes and qualifications.

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

| 14 | Review the boundaries of education levels to provide clearer guidance and limit misclassification. | Harmonizing the classification of similar educational programmes is vital for ensuring consistency and comparability across countries. Misclassification often arises from overlapping characteristics and nuanced differences in programme structures, leading to inconsistent reporting and challenges in international comparisons.

Key areas of concern include:
- Long First-Degree Programmes (ISCED 6 and ISCED 7): These programmes combine undergraduate and graduate education, taking longer to complete than typical Bachelor's degrees. The distinction between ISCED 6 (Bachelor's) and ISCED 7 (Master's) is unclear, with countries classifying them inconsistently, hindering international comparability. | 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. | Clearer guidelines would help ensure uniform classification of education levels, and enhance comparability, particularly for monitoring SDG 4 indicators.
The amended version of the classification is expected to be ready for presentation to UNESCO General Conference in 2027. | Tight roadmap: amendment process required contributions from relevant experts and Member States consultation. |
| | | - Advanced-Level Programmes: Designed for specialized professional roles or further academic study, these programmes are inconsistently classified as ISCED 6 or ISCED 7, depending on national education systems.

- Short Post-Secondary Programmes:
a. The boundary between ISCED 3 and ISCED 4 is unclear for vocational or preparatory programmes, leading to different classifications as secondary or pre-tertiary education.
b. ISCED 4 and ISCED 5 distinctions are similarly blurred, with short-cycle tertiary (ISCED 5) programmes often overlapping with advanced vocational training (ISCED 4). Ambiguity in programme purpose and outcomes complicates classification, resulting in inconsistent data reporting.

Addressing these challenges is essential for aligning educational classifications globally. | | | | Maintain unchanged the current version of ISCED-P and ISCED-A 2011. | Status quo. | Refining levels boundaries could make historical education data incomparable to future datasets. Countries would need to reclassify past data, which may lead to statistical inconsistencies. |

| 15 | Refine guidelines/ criteria to determine which duration to use for indicators' calculation (General versus Vocational Programmes at ISCED levels 2 and 3). | ISCED levels 2 and 3 cover lower secondary education (ISCED 2) and upper secondary education (ISCED 3), and both general and vocational programmes can differ in their duration across countries. Moreover, an increasing number of countries are experiencing higher enrolment in vocational programmes compared to general programmes. These variations create challenges in calculating education indicators such as enrolment, completion, and transition rates. The traditional approach of using the duration of general secondary education programmes, which historically enrolled more students, may need to be reconsidered for countries where vocational enrolment now dominates. | To NOT to be considered for amendments to ISCED-P and ISCED-A 2011 | ISCED-P and ISCED-A 2011 | No | Endorse the ISCED Review Panel recommendation on the item.

NA | Improved accuracy in education indicators and their comparability across countries. | If programme durations are redefined, past indicators may not be directly comparable with newly calculated values, creating challenges in comparability with historical time series data. They may also be a potential resistance from countries and institutions. |

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

| 17 | **Improving ISCED implementation in international education data collection.** | Enhancing ISCED implementation requires maintaining up-to-date manuals and guidelines, consistently validating national mappings - such as through peer reviews - to align with classification criteria, and refining indicator calculation methodologies to ensure the accuracy and comparability of education statistics across countries. | - Regular updates to guidelines: continuously update ISCED implementation guidelines by incorporating feedback from Member States and stakeholders. These updates should include clear instructions and practical examples to ensure consistent application across countries.
- Validation and peer review mechanisms: establish formal mechanisms for validating and peer-reviewing ISCED mappings at regional or global levels. This process should involve regular evaluations of national education systems and programme 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. | ISCED-P and ISCED-A 2011 | No | Endorse the ISCED Review Panel recommendation on the item. | Improve data comparability across countries. More accurate ISCED mapping and measurement of national education systems, contributing to a better monitoring of global education goals. | Requires training, capacity-building, and technical support to ensure national survey respondents and national statistical offices correctly apply ISCED classifications. |

Proposed decision points on ISCED

Review Panel Recommendations

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