



**ISCED Review Expert Regional Meeting**

**Summary Report<sup>1</sup>**

**23 - 24 November 2009, Nairobi, Kenya**

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<sup>1</sup> The meeting was held in English and French with simultaneous interpretation. This summary report is written both in English and in French as the participants who acted as rapporteurs for each one of the sessions wrote in their language of preference. The views of the participants presented in this summary represent their opinions and suggestions as experts on the ISCED review topics and not an institutional position.

**ISCED REVIEW REGIONAL EXPERT MEETING – Sub-Saharan Africa  
23-24 November 2009 – Nairobi, Kenya**

**INTRODUCTION:** The UNESCO Institute for Statistics (UIS) organized a Sub-Saharan Africa regional expert meeting for the review of ISCED, held at the UN headquarters in Nairobi, Kenya on 23-24 November, 2009. The participants in the meeting included the following individuals.

<b>PARTICIPANT</b>	<b>POSITION</b>	<b>COUNTRY / Organization</b>
Ms Susan Matroos	Principal Statistician Planning Statistics & Research Ministry of Education	Botswana
M Idrissa Kaboré	Chercheur, Université d’Ouagadougou Institut supérieur des sciences de la population (ISSP)	Burkina Faso
M Jacques Ki	Directeur, Études et de la Planification Ministère des Enseignements secondaire, supérieur et de la Recherche scientifique	Burkina Faso
Mme Alice Kouadio Odounfa	Enseignant chercheur École nationale de statistique d’Abidjan	Côte d’Ivoire
M Glebelho Lazare Sika	Enseignant-Chercheur Recherche en Population et développement École nationale supérieure de statistique et d’économie appliquée	Côte d’Ivoire
Ms Grace Bediako	Government Statistician Ghana Statistical Service	Ghana
M El Hadji Malick Dia	Chef de la division Statistique et prospective Ministère de l’Enseignement préscolaire, de l’élémentaire, du moyen secondaire et des langues nationales	Sénégal
Ms Hersheela Narsee	Director, Research Coordination, Monitoring and Evaluation Department of Education	South Africa
Mr Vincent Ssozi	Head, Education Policy and Analysis, Department of Education planning Ministry of Education	Uganda
Ms Assella M. Luena	Head, EMIS Unit, Policy and Planning Ministry of Education and Vocational Training	United Republic of Tanzania
Mme Sofia Moussitou Laurent	Bureau régional pour l’éducation en Afrique (BREDA) UNESCO Office Dakar, Senegal	BREDA
Mr Gerard Osbert	Regional Advisor on Social Statistics African Centre for Statistics United Nations Economic Commission for Africa (UNECA) Addis Ababa, Ethiopia	UNECA
<b>ISCED TECHNICAL ADVISORY PANEL (TAP)</b>	<b>POSITION</b>	<b>COUNTRY / Organization</b>
Mr Claude Sauvageot	Chef de la Mission aux relations Européennes et internationales DEPP Ministère de l’Éducation nationale	France
Mr Dharsing Pothegadoo	Statistician, Statistics Unit Ministry of Education, Culture & Human Resources	Mauritius

Mme Khadij Mohamed Salem	Education Officer, Education UNICEF	Mauritania
<b>UIS STAFF</b>		
<b>POSITION</b>		
Mr Marc Bernal	Regional Advisor UNESCO Office Nairobi, Kenya	
Mr Moritz Bilagher	Statistical Advisor UNESCO Office Nairobi, Kenya	
Mr Oliver Labé	Assistant Programme Specialist Education and Indicators and Data Analysis Montreal, Canada	
Mr Thierry Lairez	Regional Advisor UNESCO Office Dakar, Senegal	
Mr Albert Motivans ( <i>TAP Member</i> )	Head of Section Education, Indicators and Data Analysis Montreal, Canada	

The review meeting included the following sessions:

- Overview of the ISCED 97 review
- Changes in the education systems in the region
- Review of the concepts and structures of the ISCED97
- Redefinition of postsecondary levels (ISCED 4-5-6)
- Redefinition of the ISCED levels 2-3
- Reviewing technical/vocational education and training (TVET)
- Redefinition and classification of non-formal education (NFE) programs
- Redefinition of ISCED 0 and ECCE
- Reviewing basic education
- Educational attainment recommendations for the ISCED review
- Emerging regional issues

The meeting summary that follows presents the key issues discussed in each session, group recommendations on treatment of these issues, as well as unique issues for the African region in each of these areas.

### **23 November**

#### **SESSION: OVERVIEW OF THE ISCED 97 REVIEW**

The presentation at this session provided an overview of the ISCED review process carried out to date and the next steps in the process following the regional meeting. It highlighted the aspects of ISCED that constituted the main components of the review. These included:

- Redefinition of ISCED 4-5-6
  - Delineating borders between levels clearly
  - Distinguishing between bachelor's and master's degrees
  - Establishing key criteria for levels (e.g., programme duration, position in the national structure)
  - Designating the level with labels (e.g., postsecondary or tertiary education)
  - Developing method of including "vocational" education in "tertiary" education
- ISCED 2-3
  - Establishing structure based on the results of higher levels
  - Simplifying orientation and destination dimensions of secondary education
- ISCED 0 and ECCE
  - Operationalizing educational properties of a program
- TVET and NFE

- Reviewing definitions for 2011
- Establishing further work planned for after 2011
- Educational attainment
  - Reviewing the definition
  - Developing better international comparability

### **SESSION: CHANGES IN THE EDUCATION SYSTEMS IN THE REGION**

This session presented on changes in the education systems in the region in the last 10 years and how this reflects on the structure of the ISCED.

Mr. Motivans asked about changes in diversity of programmes – Mr. Lairez answered this diversity impacted on the difficulties to classify TVET programmes for instance.

Mr. Sauvageot raised the issue concerning statistical difficulties to collect NFE data – Albert mentioned this will be seen in a later session.

Mr. Osbert asked for precision about the “filières” – Thierry answered “filières” are considered under fields of study.

Mr. Dia raised the issue of the diversity in Higher Education and TVET providers or Ministries in charge. Mr.Lairez answered it is important to separate classification and data collection challenges.

### **SESSION: REVIEW OF THE CONCEPTS AND STRUCTURE OF THE ISCED 97**

This session presented a review of the concepts and structure of the current International Standard Classification of Education: ISCED 97.

Mr. Motivans explained the extent to which the ISCED revision is intended to go by using a graph comparing Kenya’s and Senegal’s educational systems.

Participants asked for precision on criteria for identifying A,B,C programmes. Mr. Sauvageot answered the criteria depends on the level. He also mentioned an International classification is a compromise (it cannot be perfect for use at national level, it is an agreement that countries need to accept upon) and added that these criteria are going to be revisited

### **SESSION: REDEFINITION OF ISCED 97 LEVELS 4, 5 AND 6**

The purpose of this session presented by Mr. Claude Sauvageot, member of the Technical Advisory Panel (TAP) was for participants to review the proposals developed for the revision of “postsecondary” and “tertiary” education in ISCED (currently ISCED 4, 5 and 6), which included “blocks” of postsecondary programs, and to recommend one of several scenarios for translating these blocks into a new ISCED structure. These new blocks would address problems with the current ISCED levels of postsecondary and tertiary education.

The following experts discussed the french speaking systems, led by Mr. Claude Sauvageot (TAP):

Jaques KI (Burkina Faso); Moussitou Laurent (BREDA), Idrissa Kabore (Burkina Faso); Kouadio Odounfa (Cote d’Ivoire); Glebelho Lazare Sika (Cote d’Ivoire); Hadj Dia (Senegal);

Based on the group discussions, Claude Sauvageot made some additional modifications to the text below which he will present at the TAP III meeting in December 2009 to inform them of the results of the group discussions.

#### **Block 0**

- Programmes general or vocational more advanced than ISCED 3 programmes (may be practically or theoretically based)
- Below the level of a block 1 and of a first degree programme (blocks 2 and 3)
- No access to a first degree programme (unless through the ISCED 3A qualification already held)

- primarily designed for direct labour market entry
- Typical duration: ≥6 months, < 2 years

#### Additional country examples for Block 0

- *Côte d'Ivoire, Sénégal, Burkina Faso* : Capacité en droit
- *Côte d'Ivoire*: Enseignement post secondaire non universitaire - Diplôme d'assistant technique (DAT) (ISCED 4Bv, 1 yr)
- *Côte d'Ivoire, Burkina Faso*: année préparatoire au BTS
- *Burkina Faso*: formations initiales et continues administratives

#### Block 1

- Short vocational and academic tertiary programmes (after the completion of ISCED 3)
- Also below the level of a first degree, but higher than block 0. May provide access/transfer to blocks 2 and/or 3
- Also primarily designed for direct labour market entry
- Typical duration: 2 years
- In ISCED 97: 5B programmes

#### Additional country examples for Block 1

- *Sénégal, Burkina Faso, Côte d'Ivoire* : Brevet de technicien supérieur (BTS)
- *Côte d'Ivoire, Tanzanie, Botswana, Ouganda* : Formation des enseignants du primaire recrutés après le baccalauréat

#### Distinguishing Blocks 0 and 1

- Boundary between post-secondary and tertiary lies between blocks 0 and 1 - thus important to define properly tertiary education
- Define tertiary education programmes through (rather arbitrary) duration criterion?
  - At least 2 years after the completion of ISCED 3
  - Entry requirement : completion of ISCED 3

#### Block 2

- professional or academic first degree programmes
- Typical duration: 3-4 years (cumulative if transfer from block 1)
- May or may not provide entry to higher level programmes (block 4)
- ISCED 97: 5A 1st and medium (but also 5B ≥ 3 years if 'equivalent')
- Contains eventually some intermediate programmes
- Bologna countries: accredited Bachelor's programmes

#### Country examples for Block 2

- *Sénégal, Côte d'Ivoire, Burkina Faso* : Licence
- *Côte d'Ivoire* : Ingénieur d'application (des travaux ou des techniques)
- *Afrique du Sud* : Bachelor

#### Block 3

- professional or academic long first degree programmes
- Typical duration: > 4 years
- May or may not provide entry to higher level programmes (blocks 4 and/or 5)
- ISCED 97: 5A 1st and long
- Contains eventually some intermediate programmes
- 2 subcategories
  - "Low": leads to Bachelors level 3a
  - "High": leads to Masters level 3b

#### Differentiating Block 3 into 3a and 3b

- 3a programmes are equivalent to block 2 programmes despite their longer duration
- 3b programmes are equivalent to block 4 programmes
- equivalent means: gives similar prospects of further education and employment
- **Useful distinction if we can find many examples of 3a programmes (until now Japan and Australia). It seems some medicine programmes in Tanzania could be classified in 3a**

#### Block 4-1

- professional or academic 2nd/further degree programmes
- require completion of block 2 or 3 for entry

- Typical duration: 1-4 years (4-8 years cumulative since the start of tertiary)
- May or may not provide entry to higher level programmes (block 5)
- ISCED 97: 5A 2nd/further and long/very long
- Bologna countries: accredited Master's programmes

#### Country examples for Block 4-1

- *Burundi*: Diplôme d'études supérieures spécialisées (DESS) (ISCED 5A 2nd, 1 yr)
- *Lesotho*: Masters degree (ISCED 5A 2nd, 2 yrs)
- *Mozambique*: Licenciatura (ISCED 5A 2nd, 4 yrs)
- *République Démocratique du Congo*:
  - Enseignement supérieur 2e cycle - Diplôme d'études supérieures (DEA) (ISCED 5A 2nd, 2 yrs)
  - Enseignement supérieur 3e cycle - Maîtrise (ISCED 5A 2nd, 2 yrs)

#### New Block 4-2

- professional or academic postgraduate programmes
- require completion of block 4-1
- Typical duration: 1-4 years (4-8 years cumulative since the start of tertiary)
- May or may not provide entry to higher level programmes (block 5)

#### Country examples for Block 4-2

- *Sénégal, Côte d'Ivoire, Burkina Faso*: programmes de spécialisation en médecine après l'obtention du titre de médecin

#### Block 5

- professional or academic advanced research programmes
- require completion of blocks 3b or 4 for entry
- Typical duration: ≥ 3 years (≥ 7 years cumulative since the start of tertiary)
- Prepare for teaching in block 2, 3 and 4 programmes
- ISCED 97: level 6
- Bologna countries: accredited PhD programmes

#### Country examples for Block 5 (corrected)

- *Cameroun*:
  - Doctorat ou PhD (ISCED 6, 3 yrs)
- *Cap Vert*: Diplôme de Doctorat (ISCED 6, 4 yrs)
- *Ethiopia*: PhD degree (ISCED 6, 3-4 yrs)
- *United Republic of Tanzania*: PhD (ISCED 6, 3-5 yrs)

Claude Sauvageot also added the following « Il y a en effet une proposition d'ajouter un sous bloc pour les masters point déjà soulevé en Juillet 2009 à Paris. Reste à le positionner en particulier dans le scénario 2. Il y a en tout cas unanimité pour bien distinguer les blocs 0 et 1 l'un faisant partie de l'enseignement tertiaire (bloc 1) et pas le bloc 0. Deux critères pour cette distinction la durée des programmes et une condition d'accès : avoir complété - achevé le niveau 3. »]

#### The French speaking countries supported Scenario 2

Block	Description	Level	Sub-level	Level label
0	advanced vocational programmes	4		Post-secondary non-tertiary level
1	short tertiary programmes	5		Sub-degree level
2	medium first degree programmes	6	1	BA level
3a	long first degree programmes – low	6	2	
3b	long first degree programmes – high	7	1	MA level
4	second/further degree programmes	7	2	
5	advanced research/doctoral programmes	8		PhD level

- We have to decide where we put block 4-2 either in level 7 either in level 8

Potential sub-dimensions in tertiary education

- programme orientation: academic, professional, vocational: only important for blocks 0 and 1
- Programme destination (A, B): ?
- fields of education and training (FET): very interesting, depends on further work of the respective classification
- Institutional differentiation: identify programmes at research intensive institutions?

The following experts discussed the french speaking systems, led by Albert Motivans and Olivier Labê (UIS):

Susan Matroos (Botswana); Vincent Ssozi (Uganda); Khadij Mohamed Salem (Mauritania – TAP); Hersheela Narsee (South Africa); Assela Luena (UR Tanzania); Gerard Osbert (UNECA); Dharsing Pottegadoo (Mauritius- TAP)

### **Blocks discussion:**

Blocks 0 and 1:

The distinction between these two blocks was not that clear to participants. A clearer definition of 'tertiary' education would help.

- South Africa asked for where to classify N4 and N5 programmes
- Tanzania: where to classify the 'O' level programmes

Block2: (see block 3)

Block 3a and 3b:

The distinction between the two sub-blocks was not clear to the participants.

-Tanzania mentioned the case of one medicine (first degree) 5 years programme - Botswana mentioned the existence of the same programme in the national system but the duration is 3 years

- South Africa mentioned the examples of bachelor degrees (programmes Id 11). depending on the duration, which one goes to 3a, 3b? or should it be Block2?
- Some participants suggested to lump 3a and 3b together.

Blocks 4 and 5:

No particular discussion or question here. The definitions seems clear to the participants.

The majority of participants in this group opted for scenario 3 (more suitable to their national education systems).

### **SESSION: REDEFINITION OF ISCED 97 LEVELS 2 and 3.**

The purpose of this session presented by Mr. Dharsing Photegadoo, member of the Technical Advisory Panel (TAP) was to explain the proposed changes to the structure of the ISCED levels 2 and 3 which include the simplification of the orientation criteria.

Not all recommendations were discussed due to time constraints. The discussion was held in the plenary session. No group discussion was considered necessary.

### **Recommendations discussed:**

18. Second chance, remedial and adult education programmes should be classified strictly according to their level of content. The ISCED level of the second chance/adult education programme should be the same as that of a roughly equivalent mainstream programme. This implies that many of the programmes formerly classified as '4A general' will now be classified as '3A general'. The programmes could be identified as second chance, remedial and adult education programmes in the ISCED mappings, and this possibility should be discussed.

*Discussion results:* There were a lot of comments and discussions especially regarding 'second chance programme'. This should be explained in a glossary. An preliminary version of the glossary that which included this term was not handed out as it was still under discussion within the TAP.

However, there was a general agreement that some programmes formerly classified as '4A general' will now be classified as '3A general' and others will go to 'Block 0' (which has in fact been amended by Claude following comments received from the participants).

19. The complementary dimension 'programme orientation' is simplified by summarising the categories 'general' and 'pre-vocational'. Preparation for the teaching professions, often classified as 3B or 3C general in ISCED 97, should be considered as 'vocational'.

*Discussion results:*

Since the pre-vocational was rarely used, participants welcomed the proposal regarding the merging of general and pre-vocational categories into one general category.

20. The complementary dimension 'programme destination' is simplified by summarising destinations B and C, which only rarely occur both in the same country.

*Discussion results:*

There are actually 3 types of DESTINATION, designated by the letters A, B and C:

A – lead to programmes at the next higher level and are on a direct pathway to level 6.

B – lead to programmes at the next higher level, but are not on a direct pathway to level 6.

C – do not lead to programmes at the next higher level.

No agreement was reached regarding merging together destinations B and C into one destination.

With the policy of lifelong learning in South Africa, the notion of destination becomes irrelevant. Many people following a course may already be working.

In Senegal, after completing the Certificat d'Aptitude Professionnelle (CAP) which is at ISCED level 2, students then join the labour market. There is a similar example at ISCED level 3: someone completing the Brevet de Technicien (BT) can join the labour market.

It is therefore important to go one step further and define the new A and B. These should then be presented to the participants in the regional meetings for comments.

## **SESSION: THE REDEFINITION OF ISCED 0 AND ECCE.**

Ms. Khadija M. Salem, member of the TAP, presented the eight recommendations concerning the definition and content of ISCED 0 and Early Childhood Care and Education (ECCE) programmes as per the proposal prepared by the TAP.

Ms. Grace Bediako joined the meeting and presented herself.

Alice stated that it was important that mothers were integrated in education programmes, e.g when initiatives involve elements of nutrition / feeding.

Hadji M. Dia highlighted that there may be problems with data collection and disaggregation may be related to community-based programmes (compared to private and public)

Khadija M. Salem clarified that level of teachers does matter in the proposed recommendations yet the emphasis is on the educational content of the programme.

Claude Sauvageot indicated that the ISCED 0 proposal entails a differentiation between primary and secondary criteria.



Marc suggested that Non Formal Education (NFE) guidelines must explain what is 'admissible' as ISCED 0 and what is not.

Vincent Ssozi asked whether day care or nursery should be classified as pre-primary education. Khadija mentioned this needs further discussion in the global TAP.

#### **Recommendations discussed:**

1. The educational properties of the programmes should be the main classification criteria in ISCED. The following definition can be used as a starting point for defining this criterion: ISCED 0 programmes have as 'one of its purposes to offer a structured and purposeful set of learning activities (accounting for at least the equivalent of 2 hours per day and 100 days a year" (UIS, 2009). It should be noted that this is also used in the definition of ECCE programmes in the EFA Global Monitoring Reports.
2. Formal education can happen in different contexts. The criteria of being school or centre-based should be clarified to also include community-based and family-based centres, as long as these programmes' educational content is equivalent to that of institutionalized programmes. This is already in the ISCED97 classification (paragraph 26) and clearly marked in the French version.
3. Teacher/Educator qualification should remain a subsidiary classification criterion; however, it cannot serve as a proxy for curriculum or educational properties of a pre-school programme.
4. ISCED Level 0 includes programmes that typically target children from age 3 to the beginning of ISCED 1. However, enrolment of younger children in these programmes should also be included in international statistics.
5. It is important to discuss the operationalization of educational properties with experts from different agencies such as UNESCO, UNICEF, etc., and in other international fora (e.g. the World Conference on ECE organized by UNESCO). These discussions should keep in mind the ultimate goal of collecting internationally comparable statistics on education.
6. The ISCED glossary should include a definition for *Other ECCE Programmes* even if these are not part of ISCED 0 because of being designed for children younger than 3 years old. These data are currently collected and used in the annual EFA Global Monitoring Report
7. The new ISCED should recognize that many countries are making ISCED 0 part of compulsory schooling. This will inevitably lead to revising the current description of ISCED 1 that states it as being the "beginning of compulsory schooling" (ISCED 1997, paragraph 48). Likewise, ISCED should emphasize the importance of collecting data at the national level for ECCE programmes, even if they are not compulsory.
8. International data collection mechanisms should emphasize the importance of collecting and reporting data for ECCE programmes even if these are not considered as compulsory and regardless of whether they are provided in the formal or the non-formal sectors. More attention in international statistics to ECCE programmes would raise the awareness of policy-makers to improve data availability at the national level.

## Consensus on the ISCED 0 discussions in Nairobi : A summary of the results

	Critère principal	Critère secondaire	Observation
Nature des Programmes (Contenu et finalité)	X		Critères d'opérationnalisation des propriétés éducatives à affiner . Faut-il considérer tous les EPPE mis en œuvre correctement
Qualification Personnel enseignant		X	Quel est le minimum de qualification requis
Lieu d'encadrement		X	Madarsas et unités communautaires à considérer avec un contrôle du contenu du programme
Age des enfants	x		Les enfants de – de 3ans à comptabiliser

### Consensus sur ISCED 0 / Nairobi (ajouts par rapport à la revue de 97)

- Reconnaître les autres programmes EPPE:
  - leur trouver une place dans la collecte d'information
  - Ne pas se limiter à l'âge de 3ans et plus
- Prendre en considération le fait que des pays ont le niveau 0 comme éducation obligatoire, donc il y a lieu de revoir la définition d'ISCED 1

### Consensus sur ISCED 0 /Nairobi : Points particuliers évoqués par les groupe

- Lien d'équivalence à définir entre programmes formels et non formels
- Le Programme est retenu comme élément principal mais la liberté de lieu pose le problème de collecte? (point clarifié par la nature du programme offert et la qualification du personnel)
- La qualification du personnel enseignant –critère secondaire- mais un minimum de formation spéciale pour la prise en charge des jeunes enfants.
- La durée du cycle préscolaire est importante (critère secondaire)

**24 November**

#### **SESSION: REVIEWING BASIC EDUCATION**

The feasibility and usefulness of the survey was approved by the participants. It was agreed that the term "Basic Education" should be removed from the names of the ISCED levels.

#### **SESSION: THE REVIEW OF TVET AS PART OF THE ORIENTATION DIMENSION IN ISCED**

There was unanimous agreement on the following recommendations:

1. The orientation dimension definition should be revised in the ISCED to include only two categories: general and vocational. The pre-vocational category will be included with the general category (see definitions in Annex 2 of the draft TVET proposal).
2. Consequently, the definition off the general category should be reviewed as well.

3. The TVET dimension should be taken into account in ISCED level 1, 2, 3 as well as at the post-secondary level (ISCED 4 level and beyond). There are some programmes recorded as 1C in some ISCED mappings. While this is incorrect in ISCED 1 (there are no destination categories for ISCED 1) and the mappings are corrected, this suggests, however, that there is a vocational focus on certain programmes at this level that could refer to Adult Literacy programmes, which may have a labour market destination by design. At level 1, programmes of study, in both formal and non-formal, have vocational orientations. This can be seen in the skills and knowledge and attitudes, albeit rudimentary, that are imparted to learners about aspects of workplaces in rural and urban areas. Contents of adult literacy programmes tend to be strongly based on skills and knowledge that are desired in the daily working lives of learners.

UIS notes that as per the current definition of vocational/technical education, for a programme to be considered as vocational, the skills taught should be job/occupation specific. Furthermore, if the international community is interested in detailed information of TVET programmes specifically, this could be the subject of a TVET specific data collection with goals of its own so that the desired detail can be obtained. The UIS notes as well that in previous years, the education questionnaires included a table on fields of education for technical and vocational education for ISCED levels 2, 3 and 4. Data was scarce for the 8 broad fields<sup>2</sup> and almost inexistent for the 25 detailed fields<sup>3</sup>.

4. The ISCED 3 review should consider including the fields of education and training for programme classification.  
It should be noted that this is included as part of the ISCED 3 proposal currently under discussion in the ISCED regional meetings.
5. Because a major part of TVET takes place in the non-formal education sector, it is important to agree on the criteria for classification for NFE. In fact, ISCED is a framework for both, formal and non-formal education.  
UIS notes that work on the classification of non-formal education programmes is part of the review of ISCED. A first step is to agree on an international definition of non-formal education which is part of the regional discussions.
6. It is necessary to link the ISCED review work with the wider UNESCO TVET strategy and the following UNESCO definition: *“TVET is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life.”*  
UIS notes that the current definition of vocational/technical education, within the orientation dimension in ISCED levels 2, 3, 4, includes the notion of skills. Any changes to the current definition on TVET, as part of the orientation dimension of educational programmes in ISCED, must consider how it can be operationalized in the current education statistics questionnaires. A more specific data collection on TVET may include aspects that can shed light on the above definition.
7. The International Standard Classification of Occupations (ISCO) may be used only when helpful for classifying an educational programme. No strict links exist between ISCED (educational programmes) and ISCO (occupations).

The work on the review of post-secondary education needs to consider the inclusion of vocational education. Currently, the distinction between 5A and 5B programmes is based on the notion of academically-oriented versus occupationally oriented.

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<sup>2</sup> Education, Humanities and Arts, Social Sciences, Business and Law, Science, Engineering- Manufacturing- Construction, Agriculture, Health and Welfare, Services

<sup>3</sup> See ISCED 97 for a detailed break of these categories.

### **Discussions focused on the two following recommendations:**

**REC. N°5.** En effet, la majeure partie de la professionnalisation des jeunes d'Afrique subsaharienne se fait à travers des structures non formelles ou informelles de formation. Des pays comme le Sénégal, le Ghana, le Togo, le Mali, etc., apportent un appui aux structures de formations informelles en vue de relever la qualité de l'encadrement offert. De ce fait, ne pas prendre en compte l'apprentissage informel dans les statistiques de l'EFTP serait alors omettre une part importante de l'information sur l'EFTP. De part le caractère non structuré des ces formations, il serait difficile d'évaluer leur niveau afin de les classer dans le modèle de transition de la CITE. Néanmoins, Il est possible d'avoir des données sur les formations non formelles ou informelles suivant les domaines de qualification professionnelle à travers des recensements, des enquêtes ménages, des enquêtes sur l'emploi ou des enquêtes spécifiques sur le secteur d'activité informel.

Au vue de ce qui précède, il est nécessaire, en plus de s'accorder sur le critère de classification pour l'ENF, d'élargir la définition de l'éducation non formelle, ce qui permettra une meilleure couverture de ce sous secteur en terme de disponibilité des données statistiques.

**REC. N°8.** Le travail sur la revue de la CITE 5 doit en effet envisager l'introduction de l'EFTP, de même qu'au niveau 1, 2, 3 ; 4 de la CITE. Cela s'avère nécessaire mais ne peut se faire qu'à partir d'une classification par domaine de formation.

Les participants ont soulevé le problème de la collecte des données au niveau des structures d'apprentissage. Ils ont évoqué les difficultés qu'ils rencontrent pour disposer de données statistiques sur les apprentissages. Pour répondre à ce souci, ils ont émis le vœu de disposer d'un système de collecte de données permettant d'atteindre ces structures de formations.

#### **Il y a également la nécessité de disposer de données financières sur l'EFTP.**

Dans la plupart des cas, il est extrêmement difficile de distinguer les ressources consacrées à l'EFTP de celles allouées à l'enseignement général. Et c'est d'autant plus difficile si les mêmes établissements sont chargés de dispenser en même temps des programmes d'EFTP et d'enseignement général, ce qui est le cas de beaucoup de pays et cela à plusieurs niveaux CITE.

En outre, l'EFTP peut obtenir des ressources du secteur privé, parfois de façon informelle (telles que les dons en matériels). Pourtant, il s'avère indispensable de pouvoir effectuer une ventilation des données selon la destination financière, étant donné que l'EFTP a une réputation de grande cherté (à cause des consommables qu'il faut nécessairement acheter, du matériel coûteux, de la nécessité de la maintenance du matériel et des structures, et du fait que le ratio élève/enseignant est perçu comme étant peu élevé).

Cette opération permettra aux pays de pouvoir calculer des indicateurs de financement pour l'EFTP et ainsi avoir un aperçu de sa soutenabilité financière.

### **SESSION: THE REDEFINITION AND CLASSIFICATION OF NON FORMAL EDUCATION**

How is NFE organized in the countries?

The classification of NFE programmes can be efficiently addressed if these programmes are clearly identified in the country. The main issue of the discussions was how to make the distinction between formal trainings/qualifications and non-formal trainings/qualifications. In most countries in the region (except South Africa, Botswana was not clear), there is no official National Qualification Framework (NQF) which defines formal qualifications and hence NFE programmes.

During the session, Burkina Faso presented several examples including the young professional trainings and qualifications (tailors, mechanics, etc.). An important proportion of young people seem to be enrolled in these trainings and the government expenses on the programmes are substantial. The entry requirement is ISCED 1 in general; the duration varies from one programme to another but in average is around 1 to 2 years. The trainings are

conducted very informally by trainers and in small groups. The programme leads directly to the labour market. However there is no systematic data collection on the programme.

Cote d'Ivoire and Senegal mentioned the presence of similar programmes in their respective countries. In fact, I can say that these programmes seem to be very common in sub-Saharan francophone African countries. South Africa talked about its NQF and explained how the distinction between formal and NFE is made in the country.

Claude Sauvageot provided many inputs, including:

- a quick presentation of the UNESCO Project 'NFE-MIS' stirred by Margarete Sachs-Israel. This project uses the NFE definition given by ISCED 97 but adds 4 supplementary classifications for NFE: type of NFE programmes, type of agencies, type of target groups, type of age-groups. The project is setting up at least in Senegal, Morocco, Niger and Tanzania.
- In European countries, there is a "cadre Européen des certifications" – European Qualification Framework - which helps the countries to build their own NQF and federates the existing NQF of member countries – which help to determine whether a programme is formal or non-formal. A formal programme gives access to a qualification included in NQF, a non-formal programme not.
- The Classification of Learning Activities (CLA) presented by Eurostat could be a good starting point and a strong help with the inputs of the NFE-MIS project to define NFE
- The need for each country to build a National Qualification Framework (NQF) step by step
- For many developing countries, because a NQF does not exist, there is a need to identify and classify the different trainings by entrance requirements, attendance, duration, destination and possibility of access to formal education programme.
- In the NFE-MIS project six criteria are presented to define a non-formal education programme: 1. Intentionality: the conscious efforts on the part of the organisers to transfer information and skills; 2. Organisation: the planning behind such conscious efforts; 3. Institutional framework and location: the learning opportunity is organised by a specific agency, in a specific physical location; 4. Target population: the learning opportunity is aimed towards a specific group (e.g. defined by age, sex or socio-economic background); 5. Flexibility of teaching/learning methods: the learning opportunity involves methods developed according to the learner's perceived need; 6. Full-time or part-time studies: the learning opportunity takes place on a full or part-time basis;

Claude Sauvageot also presented on the EC survey.

The discussion on NFE was short and this limits the focus on some questions. Regarding the question: Should informal learning be included in the classification of NFE for international purposes? How? Most of the participants, while favorable to such an inclusion, didn't really suggest how to do it. The definition used by Eurostat and the definition used in the NFE-MIS project could be a starting point.

### **Contribution du Burkina Faso à la classification internationale des programmes de l'Education Non Formelle (ENF)**

**Définition de l'ENF** : Au Burkina Faso, l'ENF est définie dans la lettre de politique éducative, elle-même faisant référence à la loi d'orientation de l'éducation, comme étant **«toutes les activités d'éducation et de formation, structurées et organisées dans un cadre non scolaire. Elle comprend notamment l'alphabétisation, les formations et le développement de l'environnement lettré ».**

En plus selon le législateur, l'alphabétisation est l'ensemble des activités éducatives et de formations destinées à des jeunes et à des adultes en vue d'assurer l'acquisition de compétences de base dans une langue donnée et qui vise l'autonomie de l'apprenant. Elle est une composante de l'éducation non formelle.

**Question 1** : Comment est organisée l'Education non formelle au Burkina Faso ?  
L'éducation non formelle est organisée selon trois (3) types de public cible :

- les jeunes et les adultes âgés de quinze (15) ans et plus non scolarisés et/ou déscolarisés précocement ;
- les adolescents âgés de neuf (9) à quatorze (14) ans non scolarisés et/ou déscolarisés précocement ;
- la petite enfance dont l'encadrement se fait dans des structures non formelles telles que : les crèches, les haltes garderies, les Bisongo, les espaces d'éveil éducatif ou 3E).

Les activités de l'ENF se déroulent dans des centres permanents d'alphabétisation et de formation (CPAF) construits en matériaux définitifs et/ou en matériaux précaires (paillote, hangars, banco, sous un arbre...) ou dans des locaux d'emprunt (églises, salles de classe d'écoles primaires, magasins, domiciles privés, salles de réunion dans les entreprises...).

Elle a plusieurs formules au niveau, notamment l'alphabétisation initiale (AI) ou niveau 1 ; la formation complémentaire de base (FCB), niveau 2 ; l'apprentissage du français fondamental fonctionnel (A3F) et les formations techniques spécifiques (FTS) qui sont des programmes de post alphabétisation.

En plus, d'autres formules appelées innovations sont pratiquées dans le cadre de l'ENF. Il s'agit des centres d'éducation de base non formelle (CEBNF) pour les adolescents, l'alphabétisation en milieu du travail (AMT).

Les volumes horaires vont de 300 heures au moins à plus de 500 heures par an ou campagne d'alphabétisation. Les enseignements et les apprentissages se font en langues nationales. Le bilinguisme (Français + une langue nationale) intervient au niveau des programmes post alphabétisation.

Les principaux objectifs poursuivis à travers ces programmes de l'ENF sont :

- contribuer à l'élimination de l'analphabétisme ;
- assurer des formations techniques et spécifiques à caractère professionnalisant ;
- offrir une seconde chance aux populations défavorisées à avoir accès au système de l'éducation nationale ;
- favoriser les échanges autour des problèmes de développement local ;
- soutenir les efforts de recherche et d'expérimentation pour le développement des communautés ;
- améliorer le niveau de formation à la citoyenneté et à la vie civique des populations, surtout en milieu rural.

Les programmes de l'ENF sont exécutés par les organisations de la société civile (OSC) sous le contrôle de l'Etat. Les enseignants appelés animateurs sont d'un niveau relativement faible (fin du primaire ou 1 à 2 ans de collège). Ils ne sont pas des fonctionnaires ni des contractuels de l'Etat.

**Question 2** : Les équivalences avec l'Education formelle ?

Les participants à la réunion de Nairobi sur la révision de la CITE ont proposés de mettre en place des équivalences par rapport au programme de l'éducation formelle pour évaluer les programmes de l'ENF. Ce qui permettra de classer ces programmes du Non Formel selon la CITE.

Au Burkina Faso par exemple, les apprenants de l'ENF qui ont achevé la FCB (niveau 2) avec succès ont droit à une attestation et ont le niveau d'un élève qui a achevé l'enseignement primaire. Les jeunes en formation professionnelle élémentaire ou par apprentissage peuvent obtenir un certificat de qualification professionnelle (CQP).

**Question 3** : Les critères pour l'ISCED/CITE ?

L'ENF fait partir de l'Education de Base. Les critères de classification sont :

- la durée ou le volume horaire du programme ;
- le contenu et les objectifs du programme de l'ENF ;
- le public cible concerné ;
- les structures d'accueil non soumises à des normes officielles et standardisées.

**NB** : les sessions de formation continue des enseignants diplômante (changeant de statut ou de profession) ou non diplômante (renforcement de capacités professionnelles) ne sont pas considérées comme des programmes de l'ENF.

**Question 4 (new)**: Are there NFQ's available in your country? Goal: see if CLA's definition can be applicable.

Dans la plupart des pays africains, il n'existe pas encore de Cadre National de Certification. Les quelques rares pays qui en possèdent sont Afrique du Sud, Maurice, ...  
Le Sénégal avec l'appui du BREDA est entrain de mettre en place un cadre National Certification (le projet est en cours).  
De ce fait, il n'est pas possible d'utiliser cette définition du Cadre National de Certification de Eurostat pour définir l'ENF.

**Question 5 (new)**: Any comments on the NFE definition in CLA? Goal: get their views, especially on the use of the NFQ as the main distinction between NFE and FE; their views on the 'institutionalised' criteria is also important. BKK suggested that this needs to be 'operationalised' as this may not only mean that it happens in an institution A simple recognition by the regular system should count as 'being institutionalized' (e.g. *Online* courses that provide credits valid for regular programmes.

L'ENF ne se limite pas seulement à des activités d'apprentissage institutionnalisées qui ne font pas partie du Cadre Nationale de Certification. Cette définition est très réductrice. Dans la plupart des pays africains, le secteur informel est un lieu de professionnalisation d'une grande partie de jeunes déscolarisés. Egalement, la majeure partie de ces pays ne dispose pas encore de Cadre National de Certification.

**Question 6 (new)**: Should informal learning be included in the classification of NFE for international purposes? How?

Goal: this question is less important, yet Eurostat wants this to be included in ISCED eventually. Is this desirable for international comparability? AES should show results on this, but they are not ready yet...

L'apprentissage informel doit en effet être pris en compte dans la classification de l'ENF. Dans les pays d'Afrique l'EFTP est aussi dispensé par des structures informelles de formation.

Par exemple **Le système d'apprentissage de type côtier** (Bénin, Togo, ...) est à la fois très structuré et très normalisé. En effet, ce mode de formation professionnelle est très précisément situé dans le temps ; il constitue une étape dans le parcours de l'individu, à la fin des études scolaires et au démarrage de la vie active. L'entrée dans ce type d'apprentissage, comme la sortie, sont très marquées, au point d'être ritualisées. L'apprentissage est payant et se solde pour l'apprenti, par un certificat, véritable passeport pour son insertion socioprofessionnelle. Enfin, les règles de l'apprentissage sont extrêmement précises et fixent de façon claire les rapports entre l'apprenti et le patron, de même que leurs tâches respectives.

## **SESSION: EDUCATIONAL ATTAINMENT RECOMMENDATIONS FOR THE ISCED REVIEW**

Mr. Olivier Labe from UIS presented the proposal on the definition of educational attainment. While there was support for the inclusion of the notion of levels in the definition, the group also suggested that the current definition should be further clarified by the TAP.

During the time assigned to emerging issues in the agenda, as these had been discussed during the corresponding sessions on day 1 and 2 of the meeting, the group agreed to take this time to review the decisions taken on the various issues covered in the meeting as well as to clarify further questions. The meeting was adjourned at 5: 30 pm.