

# Questionnaire on Students and teachers (ISCED 0-4)

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STATISTICS

# Scope: Levels of education and data required

## ▣ Levels of education

- **Early childhood education (ISCED-0)**
  - ▣ Early childhood educational development (01)
  - ▣ Pre-primary (02)
  
- **Primary (ISCED 1)**
  
- **Lower secondary (ISCED 2)**
  - ▣ General (24)
  - ▣ Vocational (25)
  
- **Upper secondary (3):**
  - ▣ General (34)
  - ▣ Vocational (35)
  
- **Post secondary non-tertiary (4):**
  - ▣ General (44)
  - ▣ Vocational (45)

# Data and disaggregation required

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## ▣ Students enrollment

- Total enrolment
- Number of repeaters and new entrants
- Prior participation to early childhood education (grade 1 primary and lower secondary)
- Graduates

### **Level disaggregation:**

- ▣ Type of education institutions (public vs private)
- ▣ Sex (male vs female)
- ▣ Age (below 2 to 25-29 and above 29)
- ▣ Status (part-time vs full-time)

# Data and disaggregation required

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- Classroom teachers
  - Data disaggregation:
    - Sex: male, female
    - Level of education, from ISCED 0 to 4
    - Employment status: full-time, part-time
    - Type of institution: public, private
    - Qualified, trained

**National data sources?:**

# Key concepts, data sources and challenges

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## Key concepts:

1. **Formal adult education programmes:**

2. **Qualified teachers vs trained teachers:**

3. **Full-time student:** criteria= intended study load, to be compared to those required to study full-time for the full reference school or academic year according to the national norms or conventions at the given level of education. A **full-time student** is one who is enrolled in an education programme whose **intended study load** amounts to at least 75% of the **normal full-time annual study load**. (p. 14-16, instruction manual)

4. **Full-time classroom teacher:** criteria= teaching working hours, to be compared to those required to work full-time for the full reference school or academic year according to the national norms or conventions at the given level of education. **Full-time teaching staff** are employed for at least 90% of the normal or statutory working hours of teaching staff at the given level of education. (p. 14-16, instruction manual)

5.

# Key concepts, indicators, data sources and challenges

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Selected key indicators: refer to your country review and UIS indicators guidelines.

- Gross enrolment ratio (GER)
- Net enrolment ratio (NER)
- Gross (apparent) intake ratio (AIR)
- Adjusted net intake rate (NIRA)
- Adjusted net enrolment ratio (ANER)
- Out-of-school children
- Out-of-school adolescents
- Percentage of repeaters
- Gross intake ratio to the last grade of primary education
- Survival rate to the last grade of primary education
- School life expectancy from primary to tertiary education
- Percentage of enrolment in technical / vocational education

UIS Data Centre: <http://www.uis.unesco.org/DataCentre/Pages/BrowseEducation.aspx>

UIS Education indicators technical guideline (2009):

[www.uis.unesco.org/Library/Documents/eiguide09-en.pdf](http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf)

Challenges in completing the questionnaire ?:

## Formal adult education programmes (p.6- manual)

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**Adult education** is specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field. This also includes what may be referred to as 'continuing education', 'recurrent education' or 'second chance education'.

In most countries adult education is not recognised as part of the formal education system and should therefore be excluded from this survey. **Formal adult education** programmes included in this data collection may be designed as second chance programmes for youth or adults and offered in the same or similar formal settings as **initial education**. They do not have the same typical entry age as equivalent programmes in **initial education** and may have a different, usually shorter, duration.

**Formal adult education** programmes should be assigned to the most appropriate ISCED levels. They should not be treated as a separate level of education.

# Qualified vs trained teachers (p. 24)

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## Qualified teachers

A **qualified teacher** is one who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach.

## Trained teachers

A **trained teacher** is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught - typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession). Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials).



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Full-time part-time students or teachers, p. 14-17, instruction manual