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|  | 23 October 2011 |
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Main policy lines of international

organisations, relevant for education councils

State of affairs June – October 2011

UNESCO

# New ISCED classification

September 2011

 The UIS has put the final touches to its proposed revisions to the International Standard Classification of Education (ISCED),

ISCED is the framework used to compare statistics on the education systems of countries worldwide. It was first developed by UNESCO in 1976 and was then revised in 1997. Education systems are constantly evolving. So there is the need to periodically update the framework to ensure that it reflects current structures. ISCED is also an important tool used to produce accurate data that reflect today’s education priorities and policies.

ISCED has always been used to classify programmes by levels of education – from pre-primary to the highest levels of tertiary education. Previously, the first level (ISCED 0) encompassed only pre-primary education programmes designed for children from the age of three to the official primary school entrance age. In the new version, this level has been expanded to include an additional sub-category of education programmes designed for children below the age of three. These types of programmes for very young children are becoming increasingly popular. So the new provision will allow to compare data on these for the first time.
On the other end of the scale, the classification of tertiary levels of education is substantially improved. The revised ISCED has four levels of tertiary education compared to two categories in the current version. A major reason behind this change was to better reflect the tertiary education structure (Bachelor’s, Master’s and Doctorate).

Another significant innovation is the introduction of educational attainment into the framework. For the first time, ISCED will offer a system to classify qualifications into educational attainment levels. This will enable governments to better assess their human capital resources.

<http://www.uis.unesco.org/Education/Pages/isced-new-classification.aspx>

The new proposal <http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf>

# Current challenges in basic science education

This document was prepared in the framework of the Science Education Programme of the Section of Secondary Education, Division of Basic Education.

UNESCO 2011

In the conclusions we read that the most important resource undoubtedly is an adequately and appropriately educated teacher.

The main challenge is to find and educate sufficient teachers in the process, as well as the

content, of science, its curricular approach and appropriate didactics and teaching approaches.

This challenge may seem too demanding for the realities of some countries. However, the aim is above all to do things differently, rather than demanding more.

These teachers will also need access to, and be committed to, in-service education, to continue their professional development. This means that countries and regions must have such a system available with incentives to support it.

The final challenge is to educate stakeholders, beyond members of scientific communities and researchers in science education, to include representatives of business and commercial groups, politicians, parents and local and national authorities. This involvement is essential for the support of teachers and students and for a renewal of the curriculum, both national and international.

Six key factors come to the fore.

* a curriculum based on science as process rather than a product, with the focus on deeper learning
* adequate and appropriate teacher education, as basic education crucially depends on the person who brings about the curriculum,
* Inquiry Based Learning
* complementary strategies and actions that improve equality of access for groups such as girls, the poor and minority ethnic groups
* be aware of the factors that help increase the numbers of students who wish to follow careers in science
* the need to involve actors from outside the school system.

<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>

# Education counts. Towards the Millennium Development Goals.

UNESCO 2011

This brochure contains graphs that illustrate the impact of education on human wellbeing, form health until enhanced welfare. The most important message: education is the best insurance against poverty.

<http://unesdoc.unesco.org/images/0019/001902/190214e.pdf>