

Annex B. Glossary

Levels of education according to the UNESCO International Standard Classification of Education (ISCED 2011)

Early childhood education (ISCED 0): Provides learning and educational activities with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context to develop some of the skills needed for academic readiness and to prepare them for entry into primary education. ISCED level 0 is further divided into two sub-levels: ISCED 01 (early childhood educational development) and ISCED 02 (pre-primary education).

Primary education (ISCED 1): Usually begins at age 5, 6 or 7, and has a typical duration of six years. Programmes at ISCED level 1 are normally designed to give students a sound basic education in reading, writing and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social sciences, art and music. The commencement of reading activities alone is not a sufficient criterion for classification of an education programme at ISCED level 1. Programmes classified at ISCED level 1 may be referred to in many ways, for example: primary education, elementary education or basic education (stage 1 or lower grades if an education system has one programme that spans ISCED levels 1 and 2).

Lower secondary education (ISCED 2): Programmes are designed to lay the foundation across a wide range of subjects and to prepare children and young people for more specialised study at upper secondary and higher levels of education. The beginning – or the end – of lower secondary education often involves a change of school for young students and also a change in the style of instruction. Programmes classified at ISCED level 2 may be referred to in many ways, for example: secondary school (stage 1/lower grades), junior secondary school, middle school or junior high school. If a programme spans ISCED levels 1 and 2, the terms elementary education or basic school (stage 2/upper grades) are often used.

Upper secondary education (ISCED 3): Programmes are more specialised than those at lower secondary and offer students more choices and diverse pathways for completing their secondary education. The range of subjects studied by a single student tends to be narrower than at lower levels of education, but the content is more complex and the study more in depth. Programmes offered are differentiated by orientation and often by broad subject groups. Programmes classified at ISCED level 3 may be referred to in many ways, for example, secondary school (stage 2/upper grades), senior secondary school or (senior) high school.

General, pre-vocational and vocational education: Programmes at ISCED levels 2 and 3 can also be subdivided into two categories based on the degree to which the programme is specifically oriented towards a specific class of occupations or trades and leads to a labour-market relevant qualification: general programmes and pre-vocational/vocational programmes.

General programmes: Refers to programmes that are not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

Pre-vocational/vocational programmes: This category encompasses both pre-vocational and vocational education. Pre-vocational education is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical programmes. Successful completion of such programmes does not lead to a labour-market relevant vocational or technical qualification. Vocational programmes prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

For further details, see:

UNESCO Institute for Statistics (2012), *International Standard Classification of Education ISCED 2011*, UNESCO Institute for Statistics, Montreal, Quebec, www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

OECD/Eurostat/UNESCO Institute for Statistics (2015), *ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264228368-en>.

School staff based on the UOE Manual on concepts, definitions and classifications for data collection on formal education (2018)

The UNESCO-UIS/OECD/EUROSTAT (UOE) classification of educational staff is intended to serve as a framework to classify educational staff for all levels of education (ISCED levels 0 through 8). The classification is based on the primary or major functions performed by staff and organises staff into four main functional categories: i) instructional personnel, ii) professional support for students, iii) management/quality control/administration, iv) maintenance and operations personnel. Three of these four main functions contain sub-functions with specialised types of staff.

Given the scope and focus of this report, the following provides definitions for the relevant functions and sub-functions for ISCED levels 1-3 mainstream settings. This excludes, for example, “higher level management and administrative personnel” which are not covered in this report. For consistency with the analysis in this report, the UOE manual’s main function of “classroom teachers” is referred to as “teachers”; the sub-function of “school-level management” is referred to as “school leaders”. Instructional staff includes both teachers and teacher aides; professional support includes both pedagogical and health and social support.

Teachers are employed in a professional capacity to guide and direct the learning experiences of students, irrespective of their training, qualifications or delivery mechanism (i.e. face-to-face or at distance). Teaching involves planning, organising and conducting group activities whereby students’ knowledge, skills and competencies develop as stipulated by the educational programme in which they participate.

This includes classroom teachers and other teachers who work with students as a whole class in a classroom, in small groups in a resource room, or one-on-one inside or outside a regular classroom. This excludes educational staff who have few or no teaching duties but whose primary function is not teaching (e.g. it is managerial or administrative) as well as student teachers, teachers’ aides, and paraprofessionals.

School leaders cover professional personnel who are responsible for school management/administration. This includes principals, assistant principals, headteachers, assistant headteachers, and other management staff with similar responsibilities. It excludes receptionists, secretaries, clerks, and other staff who support the administrative activities of the school.

Teacher aides include non-professional personnel who support teachers in providing instruction to students, and teacher aides and other para-professional personnel who are employed on a full-time or part-time basis by an education system. This excludes student teachers or other personnel who do not get paid for their employment.

Professional pedagogical support staff covers professional staff providing services to students to support their instructional programme. In many cases these personnel were licensed originally as teachers but then moved into other professional positions in education systems. This staff classification includes the following types of personnel: guidance counsellors, librarians, and attendance officers.

Professional health and social support staff covers all personnel employed in education systems who provide health and social support services to students. This includes the following types of personnel:

- health professionals such as doctors, dentists, ophthalmologists, optometrists, hygienists, nurses, and diagnosticians;
- psychiatrists and psychologists;
- speech pathologists and audiologists;
- social workers.

School-level administrative staff covers all personnel who support the administration and management of the school. It includes receptionists, secretaries, bookkeepers and clerks.

Maintenance and operations staff covers personnel who support the maintenance and operation of schools, school security, and ancillary services, such as the transportation of students to and from school, food services operations. It includes the following types of staff:

- masons, carpenters, electricians, locksmiths, maintenance repairers, painters and paperhangers, plasterers, plumbers, and vehicle mechanics;
- bus drivers and other vehicle operators, construction workers, gardeners and groundskeepers, bus monitors and crossing guards, cooks/food caterers, custodians, food servers, dormitory supervisors, and security guards.

For further details, see:

UNESCO-UIS/OECD/Eurostat (2018), *UOE Data Collection on Formal Education: Manual on Concepts, Definitions and Classifications*, UNESCO-OECD-Eurostat, Montreal, Paris, Luxembourg, pp. 42-48,
http://uis.unesco.org/sites/default/files/documents/uoe2016manual_11072016_0.pdf.

Levels of governance and administration

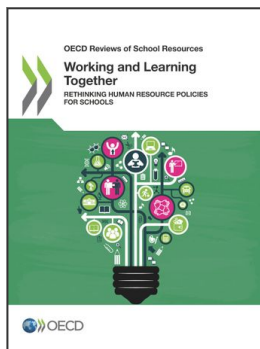
For international comparability, levels of governance and administration are described following a standard terminology. The report may, however, use the particular terms of a specific national context where country approaches are described in greater detail. For example, for Austria, the report may refer to “states” when information is presented in a comparable format (e.g. for a group of countries with a similar approach or in comparative tables) or to “provinces” when the Austrian school system is analysed in greater detail.

Central level: The central level specifies authorities that make decisions or participate in different aspects of decision making on a national scale. This includes, among others, the central government and central education and legislative authorities. All authorities below the central level in administrative terms are referred to as sub-central authorities or the sub-central level.

State level: The state level refers to the first territorial unit below the nation in federal countries or countries with similar types of governmental structures. The state level includes, among others, state governments, state education and legislative authorities. In Austria, for example, the state level refers to the level of the “provinces”. In Belgium, the state level refers to the level of the “Communities”.

Regional level: The region level is the first territorial unit below the national level in countries that do not have a federal or similar type of governmental structure, and the second territorial unit below the national level in countries with federal or similar types of governmental structures. The regional level includes, among others, regional governments, and regional education authorities. In the Czech Republic and the Slovak Republic, for example, the regional level refers to the “self-governing regions”.

Local level: The local level corresponds to the smallest territorial unit with a governing authority, such as municipalities or communities. This includes local governments and local education authorities. The local authority may be the education department within a general-purpose local government or it may be a special-purpose government whose sole area of authority is education.



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