

# *Fundamental definitions and concepts related to Education in population census*

Regional Training on Using Population Census Data for Planning and Decision Making; *Thematic Analysis on youth*

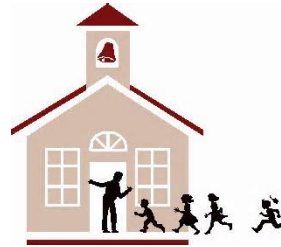
e-Learning Phase: 22 July – 2 August 2013

# Outlines

## I. Literacy



## II. School attendance



## III. School attainment



## IV. Field of education



## V. Educational qualifications



# Literacy; concepts



- **Literacy** has historically been defined as the ability both to read and to write, distinguished between “*literate*” and “*illiterate*” people
- A ***literate*** person is one who can both read and write a short, simple statement, ***with understanding***, on his or her everyday life. Otherwise, the person is illiterate.

# Literacy; concepts



- These persons should be considered *illiterate*:
  - ❖ Person capable of reading and writing only figures and his or her own name
  - ❖ Person who can read but not write
  - ❖ One who can read and write only a ritual phrase that has been memorized.

# Literacy; *measuring*



- In an international comparison of literacy, data on literacy should be tabulated for all persons *15 years of age and over*.
- In addition to literate/illiterate, distinguish should be made between broad levels of *literacy skills*.
- As an applied skill, it needs to be measured in relation to a *particular task*, such as reading, with understanding, or writing a personal letter or message.
- Respondents may be able to do so *easily*, with *difficulty* or *not at all*, reflecting the different levels of literacy skills.

# Literacy; *measuring*



- It would be preferable to use standardized questions, harmonized across countries to ensure *comparability*.
- The collection and tabulation of statistics on literacy during the population census should not be based on any assumed linkages between literacy, school attendance and educational attainment.
- There are numerous cases where people leave school with only partial literacy skills, or lose them because of a lack of practice.

# School attendance; *concepts*



- *Regular* attendance at any regular accredited educational institution or programme, public or private, for *organized learning* at any level of education at the time of the census or, if the census is taken during the vacation period, at the end of the school year or during the last school year.
- Instruction in particular skills which is not part of the *recognized educational structure of the country* (for example, in-service training courses in factories) is not normally considered “school attendance” for census purposes.

# School attendance; *measuring*



- Information on school attendance should, in principle, be collected for persons of all ages.
- Data on school attendance should be cross-classified with data on educational attainment, according to the person's current level and grade for correspondence between age and level or grade of educational attainment for persons attending school.
- The census offers an opportunity to measure the number of “*out-of-school*” or “*ever-in school*” children.



# School attendance; *measuring*



- School attendance is complementary to but must be distinguished from “*school enrolment*” which typically is obtained from administrative data.
- A child can be enrolled in school but not necessarily be attending. It is recommended that these concepts be clearly defined so that countries can determine which variable they wish to collect via the census.

# School attainment; *measuring*



- Educational attainment is defined as the *highest grade completed* within the most advanced level attended in the educational system of the country where the education was received.
- The recommendations on “educational attainment” and “educational qualifications” make use of categories of the 1997 revision of International Standard Classification for Education (*ISCED*), issued by UNESCO.

# School attainment; *measuring*



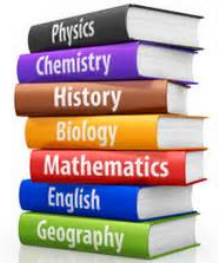
- For international purposes, a “*grade*” is a stage of instruction usually covered in the course of a school year.
- Information on educational attainment should preferably be collected for all persons *5 years of age and over*.
- For international comparison, data from the population census are needed for at least three levels of education: primary, secondary, and post-secondary.

# School attainment; *measuring*



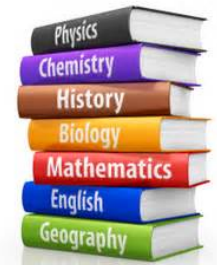
- Persons with *no schooling* should also be identified.
- Data on school attendance, educational attainment and literacy status should be collected and tabulated *separately and independently of each other*, without any assumption of linkages between them.

# Fields of education; *concepts*



- Information on persons by level of education and field of education is important for examining the match between the supply and demand for qualified manpower with specific specializations within the labour market.

## Fields of education; *measuring*



- A question on field of education needs to be addressed to persons 15 years of age and over who attended at least one grade in secondary education or who attended other organized educational and training programmes at equivalent levels.
- Countries coding field of education according to a national classification should also establish correspondence with ISCED, either through double-coding or through “conversion” from the detailed national classification to ISCED.

# Educational qualifications



- Qualifications are the *degrees, diplomas, certificates, professional titles* and so forth that an individual has acquired, *whether by full-time study, part-time study* or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies.
- The acquisition of an educational qualification therefore implies the successful completion of a course of study or training programme.

Thank you