

# PART II

## ISCED 2011 LEVELS 0 TO 4: FROM EARLY CHILDHOOD EDUCATION TO POST-SECONDARY NON-TERTIARY EDUCATION



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### Chapter 2

## ISCED 2011 level 0:

# Early childhood education

ISCED level 0 refers to early childhood programmes that have an intentional education component. ISCED level 0 programmes target children below the age of entry into primary education (ISCED level 1). These programmes aim to develop cognitive, physical and socio-emotional skills necessary for participation in school and society.

Programmes classified at ISCED level 0 may be referred to in many ways, for example: early childhood education and development, play school, reception, pre-primary, pre-school or *educación inicial*. For programmes provided in *crèches*, daycare centres, nurseries or *guarderías*, it is important to ensure that they meet the ISCED level 0 classification criteria specified. For international comparability purposes, the term ‘early childhood education’ is used to label ISCED level 0.



## DESCRIPTION

### Definition

(§100)<sup>1</sup> Programmes at ISCED level 0 are typically designed with a holistic approach to support children's early cognitive, language, physical, social and emotional development and introduce young children to organized instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

(§101) At this level, programmes are not necessarily highly structured but are designed to provide an organized and purposeful set of learning activities in a safe physical environment. They allow children to learn through interaction with other children under the guidance of staff/educators, typically through creative and play-based activities.

(§102) ISCED level 0 programmes target children below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is typically designed for children from age 3 years to the start of primary education.

### Classification criteria

#### Main criteria

#### a. Educational properties of the programme

(§105) The educational properties of early childhood educational development [ISCED-P 010] are characterised by a learning environment that is visually stimulating and language-rich. These programmes foster self-expression with an emphasis on language acquisition and the use of language for meaningful communication. There are opportunities for active play, so that children can exercise their coordination and motor skills under supervision and through interaction with staff.

(§106) The educational properties of pre-primary education [ISCED-P 020] are characterised by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts, and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness.

#### b. Institutional context

(§107) ISCED level 0 programmes are usually school-based or otherwise institutionalised for a group of children (e.g. centre-based, community-based, home-based). ISCED level 0 excludes purely family-based arrangements that may be purposeful but are not organized in a "programme" (e.g. informal learning by children from their parents, other relatives or friends is not included under ISCED 0).

#### c. Typical target age of children for whom the programme is designed

(§108) Within ISCED 0, early childhood educational development programmes are targeted at children aged 0 to 2 years; and pre-primary education programmes are targeted at children aged 3 years until the age to start ISCED 1. The upper age limit for the pre-primary education category depends in each case on the theoretical age of entry into ISCED level 1, i.e. primary education.



d. Programme intensity/duration

(§110) ISCED recommends the following minimum intensity and duration to improve cross-national comparability: education programmes must account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be classified in ISCED.

**Subsidiary criteria**

a. Staff pedagogical qualifications

(§111) Where appropriate, the requirement of pedagogical qualifications for educators is a good proxy criterion for an education programme in those education systems in which such a requirement exists. It serves to distinguish early childhood education from childcare for which no explicitly pedagogically-trained staff is required.

b. Existence of a regulatory framework

(§112) Where relevant, the existence of a reference or regulatory framework issued or recognized by relevant national authorities (e.g. a ministry of education, other relevant ministry or affiliated institution) is a good proxy criterion for an education programme. This would include guidelines, standards or instructions that describe the learning opportunities provided to young children.

c. Typically not part of compulsory education

(§113) In education systems that have compulsory schooling, non-compulsory education programmes which are designed to take place before the start of compulsory education and which fulfil the criteria above are classified as ISCED level 0. In addition, in some countries the first stage or cycle of compulsory education may also be classified at ISCED level 0 if it fulfils the criteria at this level. Thus, the beginning of compulsory education is not a sufficient criterion to distinguish ISCED level 0 programmes from ISCED level 1 programmes, even though this may be the case in some education systems.

**Complementary dimensions**

(§116) One dimension differentiates education programmes at ISCED level 0:

- Target age group

Early childhood education programmes target young children below the age of entry into ISCED level 1. Early childhood educational development is designed for children aged 0 to 2 years, and pre-primary education for children from age 3 to the start of primary education. (§102)

**CORRESPONDENCE BETWEEN ISCED 2011 AND ISCED 1997**

(§275) In ISCED 2011, level 0 covers early childhood education for all ages, including very young children. Programmes are sub-classified into two categories depending on the level of complexity of the educational content: early childhood educational development (code 010) and pre-primary education (code 020). Early childhood educational development programmes (code 010) are generally designed for children younger than 3 years. It is introduced as a new category in ISCED 2011 and is not covered by ISCED 1997. Pre-primary education (code 020) corresponds exactly to level 0 in ISCED 1997.



## GUIDELINES FOR CLASSIFYING PROGRAMMES AND THEIR RELATED RECOGNISED QUALIFICATIONS AT ISCED LEVEL 0

ISCED level 0 refers to early childhood programmes that have an intentional education component. ISCED level 0 programmes target children below the age of entry into ISCED level 1. These programmes aim to develop cognitive, physical and socio-emotional skills necessary for participation in school and society. (§100, 102)

Programmes offered at ISCED level 0 are often differentiated by age. There are two categories of ISCED level 0 programmes: ISCED 010 - early childhood educational development and ISCED 020 - pre-primary education. ISCED 010 has intentional educational content designed for younger children (typically in the age range of 0 to 2 years) (**Examples Group 1**), whilst ISCED 020 is typically designed for children from the age of 3 years to the start of primary education (ISCED level 1) (§108) (**Examples Group 2**).

Some ISCED level 0 programmes span the two categories of ISCED level 0 (i.e. education programmes for very young children up to the start of ISCED level 1). These integrated early childhood education programmes need special consideration for classification. Programmes divided into years, stages or cycles should be sub-divided into the two categories based primarily on the educational properties of the programme (see main criteria). Where no sub-division of the programme exists, classification into the two categories should be based on the ages of the participants. (§109) For data reporting purposes, data for children below 3 years of age in such integrated programmes should be reported as ISCED 010; data for children aged 3 and older should be reported as ISCED 020 (**Examples Group 3**).

Particular care should be taken in the classification of home-based programmes. For examples of home-based early childhood programmes that should and should not be considered as ISCED level 0, see **Examples Group 4** and **Examples Group 5** respectively.

Similarly, programmes providing only childcare (i.e. supervision, nutrition and health) are not covered by ISCED level 0. Where both education and non-education programmes exist in a country and it is possible to enrol in each independently, only the education programmes should be classified as ISCED level 0. However, it should be noted that it is acceptable to consider early childhood programmes including both education and childcare components for classification at ISCED level 0 where the non-education portion is greater than the education portion, so long as the education portion meets the other criteria described above including the minimum intensity and duration criteria.

Along with an intentional child-development and educational focus, a key defining factor of ISCED level 0 programmes is the sustained intensity and duration of planned educational activities. These are what differentiate ISCED level 0 from other early childhood programmes, such as childcare and occasional, after-hours or vacation care. It is expected that children enrolled in an ISCED level 0 programme will receive a sustained learning experience with the features of continuity and duration of intentional educational activities. Where the other main criteria (and if applicable also the subsidiary criteria) have been met, to be classified at ISCED level 0 the intentional educational component of the programme must represent the equivalent of at least 2 hours per day in intensity and a duration of at least 100 days a year. Note that this is a minimum intensity and duration and it is possible for both the intentional educational portion of programmes and the programmes themselves to exceed this.

Care should be taken to distinguish between the intensity/duration of the intentional educational components of ISCED level 0 programmes, the expected intensity/duration of attendance of enrolled children and the opening hours of the institutions which provide the programmes, as they are not necessarily the same.

If a programme meets the main criteria for ISCED level 0 and children enrolled in the programme are expected to experience intentional educational activities for at least the intensity/duration specified, the programme may in its entirety be deemed an education programme within ISCED 2011. This includes cases where a programme includes additional activities that are not specifically educationally-focussed, as long as the programme meets the minimum intensity/duration of intentional educational activities.

Where exact information on the intensity and duration of a programme's intentional educational components are not available, institution opening hours or programme delivery hours should not be used as a proxy to determine a



programme's inclusion in ISCED level 0. In these cases, an estimate of the typical or intended intensity/duration of the programme's intentional educational properties should be used.

Programmes should be excluded from ISCED level 0 if the expected attendance of enrolled children is less than the minimum intensity and duration criteria, regardless of both the hours or days that the programme is available or the intensity/duration of the provision of intentional educational content (**Examples Group 5**).

Typical examples of programmes to be excluded from ISCED level 0 because the expected attendance of enrolled children does not meet the minimum intensity and duration criteria include:

- programmes where attendance can be *ad hoc* or of a drop-in style where individual children will not experience a continuity of structured learning opportunities;
- short-duration programmes, such as vacation, care which may have an educational component but not a sustained period of instruction or learning opportunities; and
- programmes with intentional educational properties but with no minimum level of attendance, such as where parents are free to choose an intensity and duration of their child's attendance that does not meet the minimum ISCED level 0 intensity and duration criteria.

The beginning of compulsory education is not a sufficient criterion to distinguish ISCED level 0 programmes from ISCED level 1 programmes, even though this may be the case in some education systems.

ISCED level 0 includes programmes for children with special educational needs corresponding to the criteria for this level, irrespective of their ages (§117). Organised instruction for children with special educational needs should be included at this level if either the participants are of a similar age to other students enrolled in early childhood educational development or pre-primary education or if the instructional content is at a significantly lower level than that of the first years of primary education (even if students are not of the typical age for ISCED level 0). This may include, in particular, education provided in hospitals or in special schools or training centres.

### Programmes that span ISCED levels 0 and 1

Education programmes spanning ISCED levels 0 and 1 need special consideration for classification. In education systems where the national programme of primary education also includes some early childhood education, only those grades, stages or cycles that correspond to the criteria for the respective levels (ISCED 0 or 1) should be attributed to those levels. (§114)

If use of the classification criteria does not result in a clear boundary between ISCED levels 0 and 1, the following is recommended: (§115)

- i) for programmes spanning ISCED levels 0 and 1 that are organised in stages, the end of the stage closest to six years of age should be used as the transition point between ISCED levels 0 and 1; and
- ii) for programmes spanning ISCED levels 0 and 1 that are not divided into stages, grades targeting children under the age of 6 should be classified as ISCED level 0, while the remaining years should be classified as ISCED level 1.

### EDUCATIONAL ATTAINMENT AT ISCED LEVEL 0

(§119) For classifying educational attainment, level 0 (less than primary education) is used for individuals who:

- never attended an education programme (ISCED-A 010);
- attended some early childhood education (ISCED-A 020); or
- attended some primary education but have not successfully completed ISCED level 1 (with or without having attended ISCED 0) (ISCED-A 030).

The ISCED-A code "020" includes those who have attended either an early child educational development or pre-primary education programme, or both.



## EXAMPLES OF PROGRAMMES AND QUALIFICATIONS CLASSIFIED AT ISCED LEVEL 0

(§103) Programmes classified at ISCED level 0 may be referred to in many ways, for example: early childhood education and development, play school, reception, pre-primary, pre-school or *educación inicial*. For programmes provided in *crèches*, daycare centres, nurseries or *guarderías*, it is important to ensure that they meet the ISCED level 0 classification criteria specified. For international comparability purposes, the term 'early childhood education' is used to label ISCED level 0.

### Examples Group 1:

#### Early childhood educational development programmes [ISCED-P: 010]

**Bahrain** – دور الحضانة (Nurseries). This early childhood education programme is designed for children under the age of 3 years. It is supervised by the Ministry of Social Development and is considered part of the national pre-school education system. The educational component of the programme aims to develop children's skills and communication and to contribute to their emotional growth according to their needs at different ages. After the age of 3, children may join the three-year Kindergarten programme (ISCED 020), which is supervised by the Ministry of Education. (ISCED-P: 010)

**Brazil** – *Educação Infantil* – *crèche* (Nursery schools/daycare centres). *Educação Infantil* is the level of education offered in nursery schools (*crèche*) for children from 0 to 3 years of age. It is the first part of early childhood education (the second part being pre-school for children aged 4 to 5 years old). According to the National Education Law No. 9394/1996 (the main legal instrument that guides education in Brazil), early childhood education is the first stage of basic education and aims at the physical, psychological, intellectual and social development of children complementing the role of the family and the community. The teaching in nursery schools is performed by qualified teachers and follows a formal curriculum. Assessment consists of monitoring and recording the development of children without the intention of mandatorily giving access to a higher education programme. (ISCED-P: 010)

**Ghana** – *Early Childhood Development*. This programme is designed for children between the age of 6 months and 3 years. It is supervised by the Department of Social Welfare and delivered by private institutions. After the age of 3, children may join a two-year *Kindergarten* programme, which is supervised by the Ministry of Education. (ISCED-P: 010)

**Greece** – *Vrefonipiakos stathmos* (Kindergarten/Early childhood education). These early childhood education programmes are organised by municipal or private kindergartens for young children from age 0 to 2 years old. Young children may participate in the programme for one, two or three years. The *Vrefonipiakos stathmos* meets the educational criteria for classification as early childhood educational development within ISCED 2011. (ISCED-P: 010)

### Examples Group 2:

#### Pre-primary education [ISCED-P: 020]

**Cook Islands** – *Early Childhood Education*. Pre-primary education is available to children aged 3 to 5 years. It is delivered in Early Childhood Education Centres, which are usually attached to primary schools. (ISCED-P: 020)

**Greece** – *Nipiagogio* (Pre-primary education). *Nipiagogio* falls under the auspices of the Ministry of Education. It is part of formal education in Greece and aims to familiarise children with the educational process and prepare them for primary school (*Dimotiko Scholeio*, ISCED 1). It does not contain a non-educational component. Attendance in *Nipiagogio* has been compulsory since 2007 for children aged 5 years. Four-year-old children can also attend public *Nipiagogio* as long as there are available places. (ISCED-P: 020)

**Jordan** – مرحلة الروضة (Kindergarten). This is a pre-school education programme offered to children who are aged at least 3 years and 8 months. The programme, which lasts until the beginning of primary education (at age 6 years), is not part of the compulsory education system. (ISCED-P: 020)

**Mali** – *Éducation préscolaire* (Pre-school education). This is a four-year pre-school education programme which is offered to children from the age of 3 years. The aim of this non-compulsory programme is to prepare children for primary education, which starts at the age of 7 years. (ISCED-P: 020)



**Slovak Republic<sup>2</sup>** – *Materská škola* (Kindergarten). Kindergartens are intended for 3- to 6-year-old children. Exceptionally, if there are suitable conditions (mainly if the capacity permits) it is possible to admit 2-year-old children into kindergarten. Kindergarten supports the development of personality in the areas of social, intellectual, body, moral, aesthetic abilities and skills and prepares children to enter *Základná škola – 1. stupeň* (basic school – 1st stage, ISCED 1). Kindergarten also prepares for life in society based on the individual personalities of children. (ISCED-P: 020)

**Turkey** – *Ana Okulları* (Kindergartens). Kindergartens comprise the education of children aged 3 to 5 years. Pre-primary education institutions may be established as independent kindergartens or as nursery classes within other education institutions. In accordance with the Law on Pre-Primary Education Institutions, pre-primary education aims to ensure that children develop physically, mentally and emotionally, and acquire good habits and behaviours; that they are prepared for primary education; that a common environment for their up-bringing is provided for children from disadvantaged backgrounds; and that they learn to speak Turkish properly and correctly. These programmes meet all the criteria for pre-primary education as defined in ISCED-2011. (ISCED-P: 020)

**Portugal** – *Jardins de infância* (Kindergartens). Kindergarten education is for children aged 3 to 5 years and is under the tutelage of the Ministry of Education and Science and/or the Ministry of Solidarity and Social Security. Kindergarten education aims to stimulate the cognitive development of the child in a safe environment; to check for special educational needs; and to encourage families to participate in the education process. However, kindergarten education is also designed to prepare children for entry into primary education, to promote citizenship education for a plural society, to stimulate intellectual curiosity and the child's expression and communication with the world. The education component accounts for 25 hours per week and there is a qualified teacher per classroom and one teacher aide per two classrooms. (ISCED-P: 020)

**Poland** – *Wychowanie przedszkolne* (Pre-school education). The minimum learning time for typical pre-school classes is 5 hours a day. This time is considered to be the implementation of an education programme (core curriculum) provided by this type of establishment. *Wychowanie przedszkolne* is designed for children from the age of 3 years to the start of compulsory primary education. This programme meets the ISCED 2011 definition and classification criteria of pre-primary education. It is designed to meet the educational and developmental needs of children, typically caters for children aged at least 3 years, and has staff who are adequately trained in pedagogy. (ISCED-P: 020)

### Examples Group 3:

#### Integrated programmes [ISCED-P: 010, 020]

**Germany** – *Kindergarten, Kindertagesstätte* (Kindergarten). Early childhood education includes all institutions run by either the non-public or public child and youth welfare services, which cater to children until they start school. In addition to separate institutions for children aged under 3 years and for those aged 3 to 6 years, there are age-integrated institutions for children from 0 to 6 years old. Early childhood curricula of the Länder provide for continuous learning goals and experiences goes up to age 6. In ISCED 2011, programmes in age-integrated institutions are allocated to the categories ISCED-P 010 and 020 according to the age of the children enrolled. (ISCED-P: 010 and 020)

**Slovenia** – *Pedšolska vzgoja* (Pre-school education). Slovenia has an integrated system of early learning and care for children aged 1 to 6 years. The unitary system of provision for all children falls under the Ministry of Education, Science, Culture and Sport. Pre-school education groups children from 1 to 3 years (*1.starostno obdobje*, first age period) (ISCED-P 010), and from 3 to 6 years (*2.starostno obdobje*, second age period) (ISCED-P- 020). Both programmes satisfy the criteria to be classified at ISCED level 0. The teaching is performed by qualified teachers and follows a formal curriculum. The educational component accounts for more than 2 hours per day and the school year has more than 100 days of educational activities: 97% of children attending kindergartens are enrolled in full-time programmes and approximately 3% of children attend half-day programmes. (*Pedšolska vzgoja*: ISCED-P: 010 and 020)

The **Nordic countries** have age-integrated early childhood education programmes. In ISCED 2011 these programmes are allocated to the categories ISCED-P 010 and 020 according to the age of the children.

**Denmark** – *Aldersintegrerede institutioner* (Age-integrated centre). *Aldersintegrerede institutioner* is one of the settings offered within the *Dagtilbud* (Daycare) programme, which is designed for young children from birth up to the age when they start compulsory primary education (*folkeskole*, ISCED level 1). This programme meets all the criteria for classification as early childhood education within ISCED. Within ISCED 2011, the *Aldersintegrerede institutioner* age-integrated programme is split artificially into the categories of early childhood educational development (ISCED-P 010) for ages 0 to 2 years and pre-primary education (ISCED-P 020) for ages 3 to 5 years. (ISCED-P: 010 and 020)





**Finland – Päiväkoti** (Kindergarten) The *Päiväkoti* programme is designed for children from age 0 to 5 years. Following *Päiväkoti*, there is a one-year programme called *6-v. lasten esiopetus* (pre-primary education for 6-year-olds) which is offered in kindergartens and comprehensive schools and is designed to prepare children for *Peruskoulu* (comprehensive school, ISCED level 1). All children have the right to attend this pre-primary year (*6-v. lasten esiopetus*), but education is only compulsory starting with comprehensive school. Within ISCED 2011, the *päiväkoti* age-integrated programme is split artificially into categories for ages 0 to 2 years and for ages 3 to 5 years. The category *0-2-v. lapset päiväkodeissa* (0- to 2-year-old children in kindergarten) is classified as early childhood educational development (ISCED-P 010). Together, the category *3-5-v. lapset päiväkodeissa* (3- to 5-year-old-children in kindergarten) and *6-v. lasten esiopetus* (pre-primary for 6-year-olds) comprise the pre-primary years in Finland, and both programmes are classified as ISCED-P 020. (ISCED-P: 010 and 020)

**Iceland – Leikskóli** (Pre-primary schools) The *Leikskóli* programme is designed for children from age 0 to 5 years old. Following *Leikskóli*, primary school education (*Grunnskóli I*, first section of compulsory education) is offered for children starting from age 6. Within ISCED 2011, the *Leikskóli* age-integrated programme is split artificially into *Leikskóli I* for ages 0 to 2 years and *Leikskóli II* for ages 3 to 5 years. *Leikskóli I* is classified as early childhood educational development (ISCED-P 010) and *Leikskóli II* is classified as pre-primary education (ISCED-P 020). (ISCED-P: 010 and 020)

**Norway – Barnehage, 0-5 åringer** (Kindergarten, ages 0 to 5) *Barnehage* (kindergarten) is a programme designed for children from age 0 to 5 years old. The programme is not compulsory, and the usual starting age is 1 year. The qualification requirement for teachers is a *Bachelorgrad* (Bachelor's degree, ISCED level 6), and the programme follows a mandatory national curriculum. Following *Barnehage*, children begin primary education (*Barnetrinnet*, ISCED level 1), which is compulsory. Within ISCED 2011, the *Barnehage* age-integrated programme is split artificially into *Barnehage 1* for ages 0 to 2 years and *Barnehage 2* for ages 3 to 5 years. *Barnehage 1* is classified as early childhood educational development (ISCED-P 010) and *Barnehage 2* is classified as pre-primary education (ISCED-P 020). (ISCED-P: 010 and 020)

**Sweden – Förskola** (Pre-school) The *Förskola* programme is designed for children up to the age of 5. This education programme also contains a childcare component. Following *Förskola*, there is a one-year voluntary programme called *Förskoleklass* (pre-school class) which is designed for 6-year-olds. It takes place in a school-type environment, after which students enter *Grundskolan* (compulsory school, ISCED level 1) starting from age 7. Within ISCED 2011, the *Förskola* age-integrated programme is split artificially into *Förskola för barn under 3 år* (for children younger than 3 years old) and *Förskola för barn 3 år eller äldre* (for children aged 3 to 5 years). *Förskola för barn under 3 år* is classified as early childhood educational development (ISCED-P 010). Together, *Förskola för barn 3 år eller äldre* (ISCED-P 020) and *Förskoleklass* (ISCED-P: 020) comprise the pre-primary years in Sweden. (ISCED-P: 010 and 020)

#### Examples Group 4:

##### Programmes delivered from home-based settings to include in ISCED-2011 [ISCED-P: 010, 020]

**Denmark – Kommunal dagpleje** (Local authority child-minding). According to the Daycare Facilities Act (*Dagtilbudsloven*), all children from 26 weeks old must be given the opportunity to attend a daycare facility (*Dagtilbud*). This therefore obliges the local council of the individual municipality to ensure the necessary number of places for children in the municipality, referred to as guaranteed daycare availability (*Pasningsgaranti*). Local authority child-minding (*Kommunal dagpleje*) is a system where child-minders take care of children in private homes. The local authority assigns children to the individual child-minders. The child-minders must follow the same curriculum and have the same educational content obligations as the local authority daycare centres (*Kommunale daginstitutioner*). One child-minder may take care of up to five children. If two or more persons are carrying out child-minding together, the local authority may allow the child-minders to receive up to ten children. The local authority child-minding programmes meet the main criteria in ISCED 2011 for classification at ISCED level 0: educational properties, institutional context, target age groups, and intensity and duration. For data reporting purposes, data for children below 3 years of age are reported as ISCED-P 010; data for children aged 3 to the starting age for ISCED 1 are reported as ISCED-P 020. (ISCED-P: 010 and 020)

**Germany – Kindertagespflege** (Child-minding services). For children under the age of 3, early childcare in institutional settings and in a home-based setting are considered as equivalent alternatives by law; both have an explicit educational content; for this reason attendance of a family daycare setting (child-minder) will be reported in ISCED-P: 010. For children between 3 years and compulsory schooling use of a child-minding service is extremely rare and nearly always used to complement institutional care; for reporting in ISCED-P: 020 child-minding therefore is largely insignificant. (Child-minding for children under the age of 3: ISCED-P 010)





### Examples Group 5:

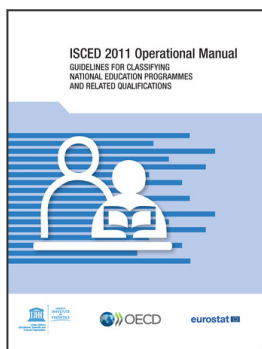
#### Programmes delivered from home-based settings to exclude from ISCED 2011 level 0 [No classification]

**General example:** An example of this would be a private citizen who of his/her own volition provides learning opportunities for young children that nominally meet the ISCED level criteria concerning intentional education, intensity/duration and staff qualification requirements, but are not institutionalised nor regulated by any relevant education authority.

**Denmark – *Private Pasningsordninger*** (Private child-minding). Private child-minders may also provide daycare to children from the age of 26 weeks based on an operating agreement with the local authority. The local authority does not refer children to the private child-minders. Although the local authority pays an agreed fee to the child-minder for each child and supervises the scheme, there are no curriculum or educational content obligations. Since there is no substantive educational content, such provision would not be classified as ISCED level 0.

### Notes

1. Paragraph numbers are references to the main ISCED 2011 classification document. See more details in the Reader's Guide.
2. The UNESCO Institute of Statistics (UIS) and the European Union (EU) use "Slovakia" as the official name of "Slovak Republic".



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