

Introduction

This document contains updated information on teacher qualifications in participating Commonwealth countries presented in the form of a comparability table. The table is intended for use by government officials, credential evaluators, academics, and policy researchers as well as individual teachers moving between countries.

Although information has been provided and verified by the respective countries at the time of publication, the reader is encouraged to contact the relevant in-country authorities (for which the contact details are provided) to obtain additional information beyond that which can be presented in a table of this nature.

The teacher qualifications included in the comparability table are limited to initial (pre-service) qualifications on offer to primary and secondary (including both lower and upper secondary) school teachers in the relevant country. Excluded are in-service qualifications, qualifications for technical teaching staff (typically teaching at vocational colleges), early childhood development (ECD) qualifications and qualifications required to teach at tertiary institutions.

The qualifications are presented in the format of diagrams based on the seven levels of the International Standard Classification of Education (ISCED) developed jointly by UNESCO and the OECD:

- ◆ Level 0: Pre-primary education
- ◆ Level 1: Primary education or first stage of basic education
- ◆ Level 2: Lower secondary or second stage of basic education
- ◆ Level 3: Upper secondary education
- ◆ Level 4: Post-secondary non-tertiary education
- ◆ Level 5: First stage of tertiary education
- ◆ Level 6: Second stage of tertiary education

For more detailed information a guide can be obtained from www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf.

This comparability table should be read with the research report that describes the research methodology in detail, and also includes a number of pan-Commonwealth findings that may be of value to countries.

International Standard Classification of Education

ISCED Level	Typical Name	Typical Entry Requirement	Typical Duration (full time)	Characteristics
0	Pre-primary education	At least 3 years	Depends of local age of entry to primary schooling	
1	Pre-primary education	Between age 5 and 7	6 years	Studies characteristics of primary education – e.g. reading, writing and mathematics
				Basic Education – 9 years
2	Lower secondary or second stage of basic education	Completion of Level 1 (or 6 years of primary schooling)	2A	3 years after Level 1.
			2B	Usually more subject orientated
			2C	Provide access to 3A or 3B programmes Provide access to 3C Preparing for direct access to the labour market
3	(Upper) Secondary education	Completion of Level 2 Entrance age typically 15 or 16 years	3A	3 years after Level 2
			3B	Direct access to 5B programmes
			3C	Variable – fewer than 6 months to more than 2 years These programmes lead directly to labour market, SCECD 4 programmes or other ISCED 3 programmes
4	Post-secondary non-tertiary education	Completion of Level 3 (but often not significantly more advanced than programmes at Level 3)	4A	From 6 months to 2 years Programmes that prepare for entry to Level 5 programmes – Typical examples are pre-degree foundation courses
			4B	Designed for direct labour market entry
5	First stage of tertiary education	Completion of Level 3A, 3B or Level 4A	5A	Minimum duration – 3 years after completing Level 3 Largely theoretically based – provide qualifications for entry to advanced research programmes (Level 6) or professions with high skills requirements
			5B	Minimum duration – 2 years after completing Level 3 More practical/technical/occupationally specific than 5A programmes. Do not provide access to Level 6 programmes
6	Second stage of tertiary education	Completion of Level 5A	Variable	Leading to an advanced research qualification

Acknowledgements

This comparability table relies almost entirely on the contributions of senior officials in the Commonwealth member states. The names of these officials are available under the key contacts section for each country.

Request for Additional and Updated Information

The comparability table is a working document that will be improved and updated on a regular basis. While every effort will be made to verify the data with both the countries involved and a range of related research reports, it may be possible that omissions have been made. The reader is invited to bring this to our attention.

Explanation of Format

The following page presents a brief overview of the single page format used to present the data from each country. Explanatory notes are included in the relevant sections corresponding with those on the following pages.