Summary

This document presents the draft text on educational characteristics and agriculture for the new Conference of European Statisticians Recommendations for the 2020 Round of Population and Housing Censuses. The first part on educational characteristics was prepared by the UNECE Task Force on Economic and Educational Characteristics in cooperation with UNESCO. The second part on agriculture was prepared by the UNECE Steering Group on Population and Housing Censuses in cooperation with FAO and ILO. It is based on the first proposal discussed at the September 2013 meeting of the UNECE-Eurostat Group of Experts on Population and Housing Censuses, and on further discussion within the UNECE Steering Group. The text on agriculture was revised by FAO and ILO to ensure consistency with labour statistics concepts and terms adopted by the International Conference of Labour Statisticians.
I. Educational characteristics

A. Introduction

1. The term education refers to all institutionalised, intentional and planned communication designed to bring about learning. While most of this is likely to be undertaken at schools or universities (or their equivalents), it is possible that education can be provided outside these institutions. For purposes of international comparisons, it is recommended that countries compile their data in accordance with the latest revision of the International Standard Classification of Education (ISCED).¹

Educational attainment (core topic)

2. Educational attainment is defined as the highest ISCED level successfully completed by an individual. Educational attainment is usually measured with respect to the highest education programme successfully completed, which is typically certified by a recognised qualification.

3. It is recommended that data on educational attainment be collected for all persons ten years of age and over. In order to permit international comparisons, however, it is recommended that any tabulations of educational attainment not cross-classified by detailed age should at least distinguish between persons less than 15 years of age and those 15 years of age and over, and between persons less than 25 years of age and those 25 years of age and over.

4. Data should be collected based on the highest level of education successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.

5. Countries should also consider collecting further information, which captures data on levels of education not successfully completed. This may be achieved by asking whether a higher level than the one attained has been started and interrupted, or studies are ongoing at the higher level. Alternatively a question on the highest grade completed may be appropriate in this context.

6. The data collected should, in all cases, be coded to ISCED levels. The following levels of education should be distinguished:
   
   (a) ISCED level 0: Less than primary education;
   (b) ISCED level 1: Primary education;
   (c) ISCED level 2: Lower secondary education;
   (d) ISCED level 3: Upper secondary education;
   (e) ISCED level 4: Post-secondary non-tertiary education;
   (f) ISCED level 5: Short-cycle tertiary education;
   (g) ISCED level 6: Bachelor’s or equivalent level;
   (h) ISCED level 7: Master’s or equivalent level;
   (i) ISCED level 8: Doctoral or equivalent level.

7. For the classification of educational attainment, ISCED level 0 has a different meaning in ISCED 2011 than for the classification of education programmes: it means not having successfully completed ISCED level 1. This includes individuals who have never attended an education programme, who have attended some early childhood education (defined as ISCED level 0 in the classification of education programmes), or who have attended some primary education but have not successfully completed ISCED level 1.

8. Special attention needs to be paid to establishing the appropriate level/grade equivalence for persons who received their education under a different or foreign system and to situations where the educational system may have changed over time. Countries may wish to consider asking for the foreign country where the education was received.

9. Necessary deviations from the recommended definitions and classifications that result from particular characteristics of the national education system should be explained in the census report and/or relevant metadata. If, for national purposes, it is necessary to publish the results entirely in terms of the designations used for the schools within a country, it is recommended that an effort be made to relate the categories distinguished for national users to those which will make it possible to use the data for international comparisons. Countries coding "educational attainment" to a national standard classification can establish correspondence with the most recent version of ISCED either through double coding or through mapping from the detailed attainment categories of the national classification to the ISCED classification.²

10. It is important to recognise that under certain circumstances a level of education may have been successfully completed even though a relevant qualification was not obtained. It is recommended that educational attainment data and data on qualifications are collected separately or in such a way that it is possible to draw a distinction. If data are not collected separately or the distinction is not possible this should be made clear in any census publications.

**Educational qualifications (non-core topic)**

11. An educational qualification is the official confirmation, usually in the form of a document, certifying the successful completion of an education programme or a stage of a programme. Qualifications can be obtained through: i) successful completion of a full education programme; ii) successful completion of a stage of an education programme (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in an education programme.

12. It is suggested that information on educational qualifications be collected at least for all persons who have successfully completed a course of study at the post-secondary level of education. Such information should include the title of the highest degree, diploma or certificate received, with an indication of the field of study if the title does not make this clear.

**Field of education and training (non-core topic)**

13. Field of education and training, as defined in ISCED, is the broad domain, branch or area of content covered by an education programme or qualification.

14. Information on the distribution of educated persons by field of education and training is important for examining the match between the supply and demand for qualified workers with specific specializations within the labour market. It is equally crucial for

² The UNESCO Institute for Statistics maintains a database with ISCED mappings at http://www.uis.unesco.org/ISCED.
planning and regulating the production capacities of different levels, types and branches of educational institutions and training programmes. Besides educational attainment, the field of education and training of a person represents a second important dimension of his or her qualification. Titles, degrees, diplomas and further training received, as well as experience gained on the job would constitute additional components of a qualification.

15. Information on the field of education and training should be collected primarily for persons within the adult population who have attained secondary education or above. This would mean that the information to be collected should relate principally to persons aged 15 years and over who have completed secondary, post-secondary or tertiary education or other organized education and training programmes at equivalent levels of education. Data collected on fields of education and training should be coded to the ISCED Fields of Education and Training 2013.

16. A problem may arise in identifying the exact field(s) of education and training of persons with inter-disciplinary or multi-disciplinary specializations. In these cases, countries should follow the identification of the major or principal field of education and training. Where there is insufficient information available to determine the relative shares of learning credits or intended learning time, the programme or qualification should be classified in the field listed first in its title. Where a main subject cannot be identified because the programme or qualification covers several fields none of which dominates, the programme or qualification should be classified in an inter-disciplinary category. However, for national purposes countries may wish to identify specialization in different ways depending on the planned use of this information and data processing capacities.

17. The most common approach is to ask the person during census enumeration to identify only one principal field of education and training. However, this may result in loss of information on the other fields. Another approach is to accept multiple responses to the question, in which case appropriate data processing facilities for handling and tabulating multiple responses must be put into place. If necessary, the data collection and processing procedures could be adapted to enable the distinction between principal and secondary fields of education and training.

18. To facilitate international comparison, countries that follow established national nomenclature should adopt the classifications and coding of fields of education and training of the most recent version of ISCED. Countries coding "field of education and training" to a national standard classification can establish correspondence with the most recent version of ISCED either through double coding or through mapping from the national classification of fields to the ISCED classification. Guidance on classifying education programmes within the ISCED framework is available in International Standard Classification of Education: Fields of Education and Training 2013 (ISCED-F 2013). The classification is accompanied by a comprehensive description of each field, with detailed examples of subjects that are included and excluded within each field. [NOTE: This document is not yet available and will be published only in electronic format, most likely before the end of 2014]

School attendance (non-core topic)

19. School attendance is defined as regular attendance at any accredited educational institution or programme, public or private, for organised learning at any level of education. Instruction in a particular skill, which is not part of the recognised educational structure of

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the country (for example in-service training courses in factories), is not considered "school attendance" for census purposes. Data on school attendance should refer to the time of the census. If the census is taken during the school vacation period, school attendance during the period just before the vacation should be taken into account.

20. The concept of school attendance is different from, but complementary to, that of enrolment as normally covered by school statistics. Attendance means the day-to-day presence of participants at an institution of learning. Enrolment refers to the formal registration of the participant at the start of the course, for example the registration of a school pupil at the start of the school year. A person may be enrolled but does not attend, for example, due to illness. A person attending a training programme may not be formally enrolled in a school or an educational institution.

21. The definition of attendance as day-to-day presence at an institution of learning is most relevant to primary and secondary education. There may be other instances where a person is enrolled and actively participating in a course of education to achieve a qualification but does not regularly attend any institution. Examples of this include participation via an Internet based course of study, correspondence courses and certain modes of tertiary education, which only require infrequent attendance.

22. Depending on national priorities, the data collected may be restricted to attendance in primary and secondary education. More broadly they may refer to all modes of participation in all levels of education and information on active participation in a course of study towards a qualification may be gathered. In every case it should be possible to draw a distinction between each type of participation and this should be made clear in the relevant census report and/or metadata.

23. Information on school attendance relates in particular to the population of official school age, which ranges from 5 to 29 years in general but varies from country to country depending on the national education system. In cases where data collection is extended to cover attendance in early childhood education and/or other systematic education and training programmes organized for adults in productive and service enterprises, community-based organizations and other non-educational institutions, the age range may be adjusted as appropriate. Note that those among the ‘not currently active’ who are classified as ‘students’ will include only a sub-set of all persons attending school, as some of those attending school will either be classified as ‘employed’ or as ‘unemployed’.

24. Literacy is defined as the ability both to read and to write. If this topic is included in the census, the information collected should be designed to distinguish persons who are literate from those who are illiterate. A person who can, with understanding, both read and write a short, simple statement on his or her everyday life is considered to be literate. A person who cannot, with understanding, both read and write such a statement on his or her everyday life is considered to be illiterate. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write and one who can read and write only a ritual phrase which has been memorized. Literacy is an applied skill and ideally needs to be measured in relation to a particular task such as reading, with understanding, a newspaper or writing a letter. Reading and writing may be measured separately to allow simpler questions to be asked and to enhance analytical power. A view of literacy as a continuum of skills is now more widely accepted and consideration should be given to distinguishing broad levels of actual literacy skills during data collection.
25. The collection and tabulation of statistics on literacy during the population census should not be based on assumed inferences between literacy, school attendance and educational attainment. There are circumstances in which people may leave school with only partial literacy skills and may lose these if they are not regularly required to read and write.

26. The language or languages in which a person can read and write is not a factor in determining literacy and need not be considered on the questionnaire. In multi-lingual countries, however, information on the ability to read and write in a particular language may be essential for the determination of educational policy and would, therefore, be a useful additional subject of inquiry.

27. UNESCO recommends that literacy tests should be administered in order to verify, as well as improve, the quality of literacy data. Countries may consider the introduction of some form of literacy assessment questions based on advice from regional experts and UNESCO. Administering a literacy test to all household members in the course of enumeration may prove impractical and costly. Instead, administering such a test to a sample of respondents may be considered. Alternatively a simple question on reading and writing literacy may be appropriate.

28. It is suggested that data on literacy be collected for all persons ten years of age and over. In order to permit international comparisons of data on literacy, however, any tabulations of literacy not cross-classified by detailed age should at least distinguish between persons under 15 years of age and those 15 years of age and over.

**Computer literacy (non-core topic)**

| 29. Computer literacy is defined as the ability to use computers and/or other digital technology (including mobile devices) to acquire, evaluate and share information, communicate with others, solve problems and perform practical tasks. If this topic is included it is recommended that information about ability to use basic computer applications (such as word processors, spreadsheets, web browsers, social networking or e-mail software) should be collected. |

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**II. Agriculture**

**A. Introduction**

30. In this chapter, two non-core topics on agriculture are presented. These two alternative topics could be considered by countries that would like to collect in the population census information that would facilitate the preparation of the frame of agricultural holdings in the household sector, for a subsequent agricultural census.

31. With the first topic, at the household level, information is collected on whether any member of the household is engaged in own-account agricultural production activities at their place of usual residence or elsewhere. This information can be restricted to limited items or may include a more comprehensive agricultural module. With the second topic, at the individual person level, information is collected to identify persons involved in agricultural activities during a long period, such as a year (most of these information items are already included in population and housing census for a short reference period, such as a week before the census).
Own-account agriculture production (non-core topic)

32. Some countries may want to use the population census to identify households engaged in own-account agricultural production. (see paragraphs. Xxx) This information is useful to enable further agriculture-related analysis of the population census and for use as a frame for a subsequent agricultural census or other surveys. In this case, information should be collected for all households on whether any member of the household is engaged in any form of own-account agricultural production activities.

33. Where possible, information should be collected to identify whether the household is engaged in any form of own-account agricultural production, covering the main agricultural activities important to the country (which can include crops, livestock and related activities). Information may also be collected on forestry, fishery and aquaculture activities in case they are important for a country. Additional information should also be collected giving a measure of farm size - such as area or number of plots used for agricultural purposes. For countries wishing to collect a more comprehensive agricultural module, the core data items recommended by the FAO World Programme for the Census of Agriculture 2020 (planned to be adopted and published in 2015) and the FAO/UNFPA Guidelines for Linking Population and Housing Censuses with Agricultural Censuses4 can be collected.

34. Where aquacultural production is important at the household level, information can also be collected on whether any member of the household is engaged in any form of own-account aquacultural production activities.

35. Agricultural production activities refer to Groups 011, 012, 013, 014 and 015 of ISIC (Rev. 4.0) namely:
   - Group 011: Growing of non-perennial crops;
   - Group 012: Growing of perennial crops
   - Group 013: Plant propagation
   - Group 014: Animal production
   - Group 015: Mixed farming

36. Aquacultural production activities refer to Group 032 of ISIC (Rev. 4.0), namely:
   - Group 032: Aquaculture

Characteristics of all agricultural activities during the last year (non-core topic)

38. The population census normally collects information about a person’s main job or work activity during a short reference period, which may not cover all persons working in agriculture because of the seasonality of many agricultural activities and because agriculture may not be the main activity of the person. To overcome this problem, information should be collected about all agricultural activities carried out by persons during the year preceding the population census day. The information to be collected should include the occupation and status in employment of all agricultural jobs, and can be expanded to cover working time and whether the job was performed as a main or secondary activity. Given the newly adopted conceptual framework for work statistics, information should also be collected on participation in own-use production of agricultural goods, particularly in countries where subsistence agriculture is practiced by part of the population. (see paras. XX). [NOTE: Cross reference to be updated]
39. Information on occupation and status in employment of all agricultural jobs (main and secondary), and on participation in own-use production of agricultural goods, can be used as an alternative way of identifying households engaged in own-account agricultural production activities. Status in employment and participation in own-use production of agricultural goods are used to distinguish between households which are engaged in own account agricultural production activities and households with members engaged in agricultural activities only as paid employees, which would not qualify as households with own-account agricultural production.

40. Where aquacultural production is important in a country, similar information on occupation and status in employment of all aquacultural jobs, and on participation in own-use production of aquacultural goods during the year preceding the population census day, can also be included and expanded to cover working time and whether it was performed as a main or secondary activity, as required.

41. An agricultural job or work activity is defined as a job or work activity in the agricultural industry as defined by Groups 011, 012, 013, 014 and 015 of ISIC (Rev 4.0); namely:

- Group 011: Growing of non-perennial crops
- Group 012: Growing of perennial crops
- Group 013: Plant propagation
- Group 014: Animal production
- Group 015: Mixed farming

42. An aquacultural job is defined as a job in the aquacultural industry as defined by Class 032: Aquaculture of ISIC (Rev 4.0).