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**EU Twinning Project**

**IS12/ENP-APFI/08**

Support to the Israeli Central Bureau of Statistics

in the development of National Accounts, Education Statistics, Survey Methodology, ICBS Website and

Coordination of Israel National Statistical System

Component B

**Education Statistics**

Activity B.1

Evaluation of student

drop-out statistics

*Implemented by:*

|  |  |  |
| --- | --- | --- |
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**Jerusalem**

4-5 November 2013 and

7-8 April 2014

Draft 1

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Annex B1.6 The Hilla Programme (Power Point, Ministry of Education, Israel)

Annex B1.7 Education Data System in Israel (Power Point, ICBS)

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Annex B1.14 Structure of possible new statistics on drop-out (Excel)

*The report from the B1-B2 (part one) mission is partly included in this report, but the description of the current status of the project work related to drop-out statistics has been updated.*

**List of Abbreviations**

BC Beneficiary Country (Israel)

ICBS Central Bureau of Statistics (Israel)

MS Member State

# General comments

The MS Expert mission B.1-B.2 within the Education Statistics component of the EU/Israel Twinning project on statistics was split in two parts, the first in November 2013 and the second in April 2014.

The mission was implemented according to the agreed set of Terms of Reference and Agenda which are included in this report as Annex B1.1 and B1.2, respectively.

The MS Experts would like to thank the staff of the Central Bureau of Statistics and the Ministry of Education for their hospitality, fruitful discussions and all the information provided during the mission.

# Assessment and results

The ICBS has demonstrated that they have a very functional and detailed statistical system on education and specifically on higher education

* 1. ICBS has visionary ideas on how to further develop their statistical program, indicators and organization of data,
  2. ICBS is currently working on a project to develop a new data warehouse – ISOPED,
  3. ICBS has very detailed data collections, among others, in the area of children and young adults at risk of dropping out of the educational system,
  4. ICBS has data sources and a quality of the data production that makes it relevant to investigate the possibilities of establishing an integrated longitudinal register for the entire Israeli educational system.

ICBS has a broad range of relevant statistical publications on each of the topics presented, and the publications as they take form currently are relevant and interesting and will only require few adjustments – if any at all.

ICBS has currently many interesting ideas in the pipeline for further development of indicators on higher education statistics, and has relevant on-going methodological considerations on topics like drop-out and part-time students.

ICBS has a rich data collection which enables the production of various kinds of indicators on many different aspects of higher education, e.g. psychometric tests and application patterns.

As mentioned before, the mission was divided into two parts. The recommendations and conclusions from the first part of the missions (November 2013) have been attached to this report as Annex B1.x. In the following a short summary of the progress made by ICBS between the two missions will be presented.

In the time passed between the two missions regarding B1, ICBS has worked on some of the overall issues recommended by the MS Experts after the first mission. These advances have, to some extent, to do with examining the user needs. ICBS has been able to summon several representatives from the ministry of education and thus been able to start a dialogue on what to prioritize when developing new indicators on drop out statistics. At the same time it seems clear that ICBS will be able to continue maintaining this including approach and perhaps even to expand it to include other relevant institutions and organizations such as labour market groups, researchers, think tanks, representatives from the educational institutions and so on.

In terms of clarifying the terminology ICBS had also made some considerations and clarifications. Several very concrete definitions have been presented, and the Ministry of Education has pointed out which are the most relevant to them as a user of statistics. A process was started at the second mission where different indicators were listed and different aspects of these indicators were discussed. It seems crucial to continue this process – see attached excel sheet for further details, Annex B1.x.

ICBS have between the missions made a clear decision on only delivering aggregated figures on hidden drop out to the Ministry of Education. In this area important contact has also been established and new data sources (truancy officer’s data) discovered through the interaction with the Ministry.

ICBS has also started investigating the potential of using data from the LFS as to produce drop out statistics that are internationally comparable and following the international definitions.

ICBS decided to drop all ideas of delivering data on an individual level to the Ministry of Education. This was an issue discussed at the first meeting in relation to hidden drop out; foreseeing which students were likely to drop out. The MS Experts recommended taking the UN principles into consideration and ICBS decided to change the approach and to only deliver statistical aggregated outputs to the Ministry – see attached recommendations from the first mission.

The involvement of different departments of the Ministry of Education at the second meeting proved very interesting and useful and directed the study of hidden drop out in new directions such as statistics on “disengagement” and the work of truancy officers.

# Conclusions

ICBS keeps a high level in terms of data collection, data quality, organization of data and methodology, and the possible new indicators presented by ICBS seems relevant and interesting.

ICBS has made important improvements in areas of:

* 1. examining user needs
  2. clarifying applied terminology
  3. describe data sources (existing and especially missing)
  4. consider the limits and possibilities of the cooperation with the ministries
  5. consider utilizing and promoting digital solutions in order to optimize data collection in terms of speed, quality and content.

ICBS will make a long reaching time plan in cooperation with the most important stakeholders in the area of educational statistics. A plan on how to maintain the positive interaction with the ministry will be drafted as well.

The interaction with the ministries will include themes such as:

Specific definitions

General terminology

Desired indicators

Data sources

Data gaps

A sketch on which areas to cover have been drafted. It is attached to this report as Annex B1.x.

# Recommendations

Recommendations on *drop out statistics*:

* Clarify user needs with the Ministry of Education
* Investigate the political ambitions in the area of drop out in Israel
* Clarify terminology, internally and externally regarding drop out and educational level
* Clarify which data sources are lacking to fulfill the theoretically ideal definition and measure of drop out
  + Describe what need to be established to solve the issue of lacking data sources or lacking data quality
  + Select relevant indicators to describe the drop out versus the completing students
  + Apply data from the LFS in the area of educational statistics to take advantage that they are in fact collected and could be used for international comparisons
* Discuss which indicators are needed and how they should be broken down
  + Consider the educational levels required to avoid being counted as drop out
* Debate with the top management of ICBS, the Ministry of Education and representatives from the educational institutions if data should be published at an institutional level. It may be controversial but at the same time very useful information for all stakeholders and the Israeli public as such.

Recommendations on *hidden drop out:*

* + If a predictive model is to be developed by ICBS, the MS Experts recommend that it only be used on a statistical level
    - The model could be inspired by the Danish so called “Profile Model”
  + In more general terms, from MS point of view, it would be recommended to focus more/exclusively on descriptive statistics in this area
    - Take full advantage of the rich data available in this field in Israel
    - This should be sufficient input for the policy making process.
  + Consider expanding the work on hidden drop out to include
    - Disengagement
    - The work of truancy officers
  + Investigate, describe and include all available data sources
  + Invite the stakeholders to express their views on this subject again in order to achieve a full list of relevant indicators
  + Discuss with important stakeholders, which are the more relevant indicators
    - Is it more interesting to have descriptive statistics on disengagement than predictive models on hidden drop out?

Overall issues

* + Explore the possibilities of establishing a longitudinal integrated register
    - Centered around a few basic variables: (Person ID, Institution ID, Education ID, StartDate, EndDate, EndStatus)
    - Integrated over time and across educational levels
    - Making it possible to look at the entire educational system in one uniform way across all educational levels
    - Making it possible to analyze on different definitions of drop out, flexible adaptation to new standards
    - Enabling cohort studies for long periods of time across various educational levels
    - Applying the same definitions for drop out for all educational levels / and other statistics.

# Road map and time plan

1. Establish Working Group: MoE-RAMA-CBS and other relevant stakeholders (20 April - 1 August 2014)
   1. Complete gross list of drop-out indicators, including hidden drop-out to establish a complete picture of possible indicators, including their definitions
   2. For each indicator, specify the purpose and scope, possible breakdowns, intended use etc.
   3. Short-list (preliminary prioritizing)
   4. Explore data availability
2. CBS work plan (1 August – 15 November 2014)
   1. Methodological issues and challenges
   2. Time needed for development work related to individual indicator
   3. Prioritizing between the indicators (projects)
   4. Present plan for MoE and other stakeholders
   5. Present plan for CBS top management for its approval
3. CBS top management approved plan (1 December 2014)

# Annex B1.1 Terms of Reference (joint B.1 and B.2)

**Component B: Education Statistics**

Activity B.1: Evaluation of student drop-out statistics

Activity B.2: Higher eduation statistics

**Mandatory results and benchmarks**

|  |  |
| --- | --- |
| **Mandatory result** | **Benchmark** |
| MR8. Detailed plan established for better estimates of early school dropouts | Plan for improved estimates of early school dropouts prepared by 6th project quarter |
| MR9. Definition of new indicators of higher education statistics, including completion and non-completion statistics. | Proposal for methods, definitions and sources for higher education indicators prepared by 6th project quarter |

**Subject / purpose of activities B1/B2**

1. Assessment of current status and ***review of methods*** and ***administrative data sources*** on student drop-out statistics. Presentation on European and international standards on measuring student drop-out statistics. Discussion and identification of variables on ***how to measure hidden drop-outs*** and ***projection of drop-outs***.
2. Assessment of current status and ***review of methods*** and ***administrative data sources*** on higher education statistics, including on drop-out statistics.

**Expected output from B1/B2**

Mission report with:

1. Recommendations on how to improve student drop-out statistics and its alignment with European and international standards.
2. Recommendations on
   1. definitions of new series of higher education statistics, and
   2. how to improve higher education statistics, and
   3. how to improve higher education drop-out statistics and its alignment with European and international standards.

# Annex B1.2 Programme 7-10 April 2014 (joint B.1 and B.2)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Place** | **Time** | **Event** |
| Mon  7/4 | CBS | 09:00 | MS: Discussion of the B1/B2 (part one) report with focus on material provided after the mission by MS Experts: Early School Drop-out statistics |
| 10:30 | Coffee break |
| 11:00 | BC: Presentation of progress made so far with respect to Early School Drop-out statistics |
| 12:30 | Lunch break |
| 13:30 | Discussion: assessment of user needs and methodologies of early school drop-out statistics: |
| 15:00 | Framework for the cooperation with the Ministry - conclusions and implications for work plan and possible milestones |
| 15:30 | End of day 1 |
| Tue 8/4 | CBS | 09:00 | Drafting a work plan – milestones and time plan   * Tasks and time plan within the Twinning project time * Milestones and time plan for the development of drop-out statistics |
| 10:30 | Coffee break |
| 11:00 | Continuation (drafting a work plan) |
| 12:15 | Lunch break |
| 13:15 | Preparation for debriefing |
| 14:45 | Debriefing |
| 15:30 | End of day 2 |
| Wed  9/4 | CBS | 09:00 | MS: Discussion of the B1/B2 (part one) report with focus on material provided after the mission by MS Experts: Higher Education Statistics |
| 10:30 | Coffee break |
| 11:00 | BC: Statistics on drop-out from Higher Education – different methodologies |
| 12:00 | Lunch break |
| 13:00 | BC: Statistics on new entrants to Higher Education |
| 14:00 | Conclusions and implications for work plan |
| 15:00 | End of day 3 |
| Thu  10/4 | CBS | 09:00 | BC: Grade statistics – presentation of new proposal. Discussion |
| 10:00 | Drafting a work plan – milestones and time plan   * Tasks and time plan within the Twinning project time * Milestones and time plan for the development of Higher Education statistics Coffee break |
| 10:30 | Coffee break |
| 11:00 | Continuation (drafting a work plan) |
| 12:00 | Lunch break |
| 13:00 | Discussion of study visit programme |
| 14:00 | Report writing and ad-hoc meetings |
| 15:30 | End of meeting |

# Annex B1.3 Persons met

