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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.2

Higher Eduation Statistics

*Implemented by:*

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

6-7 November 2013 and

9-10 April 2014

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**External annexes**

Annex B2.4 Higher Education Statistics (Power Point, Peter Hansen)

Annex B2.5 Grade statistics (ICBS)

Annex B2.6 New students (ICBS)

Annex B2.7 Status on higher education (ICBS)

Annex B2.8 Students and applicants in higher education (ICBS)

Annex B2.9 Higher Education drop-outs (ICBS)

Annex B2.10 Development of Education Statistics in Denmark (Word)

Annex B2.11 The Danish student register (Word)

*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 higher education 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 B2.1 and B2.2, respectively.

The MS Experts would like to thank the staff of the Central Bureau of Statistics and the Council of Higher Educations 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 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 them to produce various kinds of indicators on many different aspects of higher education, e.g. psychometric tests and application patterns

As mentioned the mission has been split into two parts – the first one in November 2013 and the second one in April 2014.

In the months between the two meetings in November and April ICBS has been investigating own needs for indicator development, and has established contact to Statistics Finland in order to get further input regarding methodological questions on higher education drop-out definitions.

At the second meeting in April ICBS has achieved a much clearer idea of how to tackle internal questions on which indicators to develop:

* ICBS has designed a new indicator for entrants
* ICBS has found a proper way to use grade data for new indicators on university comparability
* ICBS has concluded that a predictive model for drop-outs as suggested by Statistics Denmark in November is not a desired solution for ICBS.

# 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 could in general terms work on improvements in areas of:

* 1. examining user needs
	2. informing and cooperating with policy making bodies (i.e., Council for Higher Education) regarding statistical aspects of higher education figures
	3. clarifying applied terminology
	4. describe data sources (existing and especially missing)
	5. consider the limits and possibilities of the cooperation with the ministries
	6. consider utilizing and promoting digital solutions in order to optimize data collection in terms of speed, quality and content.

ICBS has done great progress since the meeting in November 2013 in terms of identifying interesting and relevant indicators in a range of different aspects of higher education.

ICBS seems to be able to develop prototypes of new indicators within a short time frame in order to present the ideas to stakeholders.

# Recommendations

The recommendations listed below are structured in a way that reflects the specific issues and points of discussions that were current during the two meetings.

For all five topics listed below ICBS is reccomended to continue the current development of indicators and to aim for finalizing definitions and indicatior prototypes before end of August 2014.

Indicator prototypes and draft definitions will be a useful tool for further internal discussions.

Moreover, the MS Experts recommend ICBS to develop a detailed road map and time plan for further indicator and prototype delevopment.

* Topic 1: New entrants
	+ Continue on the direction the current indicator development is taking
	+ Write and publish a document on the applied terminology
	+ Publish data on both definitions in order to monitor the two different tendencies
	+ Consider developing new indicators on re-entries
		- Number of re-entries
		- Detailed description of entrants vs. re-entrants – parental background, socio-economic background, prior education, psychometric tests etc.
* Topic 2: Higher education drop-outs
	+ Consider to use another word instead of “drop-out” e.g. “Discontinuation of Higher Educations”
	+ Cooperate internally in ICBS across educational levels on the definition of discontinuation
	+ Clarify user needs with the Council of Higher Education
	+ Develop relevant indicators to describe the discontinuation versus the completing students
	+ Develop different indicators on discontinuation for different purposes:
		- Quick status for policy makers (annual status like the Finnish model)
		- Long term stabile cohort-based discontinuation statistics (similar to triangular-model presented by ICBS from old version of annual abstract
		- Non-completion in reference to Standard Degree Duration
* Topic 3: Grade statistics
	+ Continue on the direction the current indicator development is taking
	+ Consider how coverage and quality in data collection can be expanded – would it change the statistics?
	+ Consider transparency vs. complexity
	+ Consider producing longitudinal statistics – transfer from upper secondary to higher education, transfer to labor market, relation to psychometric tests
	+ Consider including the ministry and universities in the process of deciding on indicators – statistics divided on different institutions is an interesting indicator, seek approval.
* Topic 4: Part time students
	+ Consider defining open university as a specific educational type – never full time study (by definition) all other university studies could be full time studies (by definition)
	+ Consider applying the international standards for the definition of full time vs. part time studies (75 pct. Credits/ECTS points per year)
	+ Consider on the long term basis to have the universities deliver information on part time/full time distinction for their enrolled students.
* Topic 5: Prior education achievements
	+ Consider the target group when deciding on relevant levels of presentation, methodology and so on.
	+ Consider the overall role of ICBS when publishing in this area – statistics for the public, institutions or the ministry?
* General recommendations:
	+ Establish ongoing formal relations with key users and providers of educational data – ministries, labor market parties, educational institutions, IT suppliers etc.
	+ Be aware of the upcoming challenge of providing statistics on students enrolled in Massive Open Online Courses.
	+ Develop an overall strategy for the area of education statistics in ICBS - a strategy developed in close cooperation with the primary stakeholders
	+ Clarify the priorities – data collection, quality, speed, user inclusion, presentation forms/levels/complexity/transparency
	+ Establish closer relationships between departments of education statistics within ICBS
	+ Develop overall objectives for the statistical outcome and general guidelines to orient towards when designing new indicators and new methodology
	+ Develop strategy to reduce response burden, improvement of data quality and coverage by optimizing data collection, developing new IT tools/system-to-system solutions for transmission of data, improve data organization (ISOPED).

# Road map and time plan

For the remaining months of the Twinning project MS suggest ICBS to develop a plan for the next steps in the process of developing and publishing new indicators in the area of higher educations.

1. Establish Working Group: ICBS, Council of Higher Educations and other relevant stakeholders such as educational institutions, labor market organizations national expert groups etc. (20 April - 31 August 2014)
2. Complete draft definitions and prototypes of all relevant and intended HE indicators to establish a complete picture of possible indicators
3. For each indicator, specify the purpose and scope, possible breakdowns, intended use etc.
4. Preliminary prioritizing
5. Explore data availability
6. ICBS work plan (31 August – 15 November 2014)
7. Methodological issues and challenges
8. Time needed for development work related to individual indicator
9. Prioritizing between the indicators (projects)
10. Present plan for stakeholders
11. Present plan for CBS top management for its approval
12. ICBS top management approved plan (1 December 2014)

# Annex B2.1 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 B2.2 Programme 7-10 April 2014 (joint B.1 and B.2)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Place** | **Time** | **Event** |
| Mon7/4 | 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 |
| Wed9/4 | 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 |
| Thu10/4 | 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 B2.3 Persons met

**B1 Activity**

Ilan Shemesh, Ministry of Education

Yigal Duchan, Ministry of Education

Haim Portnoy, Central Bureau of Statistics, Director, Education Statistics Sector

Yossef Gidanian, Central Bureau of Statistics, Director, Education and Teaching forces Department

Michal Salansky, Central Bureau of Statistics, Education Statistics Sector

Orit Barani, Central Bureau of Statistics Education Statistics Sector

Edna Shimoni, Central Bureau of Statistics, Education Statistics Sector

**B2 Activity**

Hava Klein-Avishai, The Council for Higher Education – Planning and Budgeting Committee, Director, Department information and planning

Yelena Krole, The Council for Higher Education – Planning and Budgeting Committee

 Head of branch information and planning Dept.

Michal Ophir, The Council for Higher Education – Planning and Budgeting Committee

 Head of branch information and planning Dept.

Aviel Krentzler, Central Bureau of Statistics, Director,higher Education and science Sector

Libby Shapira, Central Bureau of Statistics, Head of branch Higher Education Dep.

Miri Dadash, Central Bureau of Statistics, Head of branch Higher Education Dep.

Yonatan Bar-On, Central Bureau of Statistics, Head of branch Higher Education Dep.

Maya Danieli, Central Bureau of Statistics, Head of branch Higher Education Dep.

Uri Naftalovich, Central Bureau of Statistics, Head of branch Higher Education Dep.

Sara Horowitz, Central Bureau of Statistics, Head of branch Higher Education Dep.

Shlomo Herskovic, Israel National Council for Research and Development of the Ministry of
 Science, Technology and Space

Adnan Mansur, Central Bureau of Statistics

Dan Scheinberg, Central Bureau of Statistics

Silvia Liplewski, Central Bureau of Statistics

Yifat Klopstock, Central Bureau of Statistics

Dalit Cohen-Lerner, Central Bureau of Statistics

Eta First, Central Bureau of Statistics

Eva Rottenberg, Central Bureau of Statistics