



**EU Twinning Project
IS12/ENP-APFI/o8**

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
Establishment of a register
on adult education**

**Activity B.5
Higher Education Statistics**

Implemented by:

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External annexes

Annex B5.4	The Register of Courses, i.e. the Adult Education Register (Power Point, Christian Vittrup)
Annex B5.5	The Educational Attainment Register (Power Point, Susanne Mainz Sørensen)
Annex B5.6	Cooperation with the Ministries of Education (Power Point, Vittrup and Sørensen)
Annex B5.7	Terminology (Word document, ICBS)
Annex B5.8	Surveys on Adult education (Word document, ICBS)
Annex B5.9	Administrative micro data files (Word document, ICBS)
Annex B5.10	Vocational training survey (Word document, ICBS)
Annex B5.11	Data sources not available (Word document, ICBS)
Annex B5.12	Indicators from Statistics Denmark (Word document, MS)
Annex B5.13	The Education Register - ISOPED and the system behind it (Power Point, ICBS)
Annex B5.14	Debriefing B5

List of Abbreviations

BC	Beneficiary Country (Israel)
ICBS	Central Bureau of Statistics (Israel)
MS	Member State

1. General comments

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 for their hospitality, fruitful discussions and all the information provided during the mission.

2. Assessment and results

As a part of the mandatory results of B5, the ICBS *Education Register* should be assessed by the MS Experts.

The MS Experts have interpreted the *Education Register* of ICBS as the database called ISOPED, and thus given an oral assessment of this register. This assessment is based on the presentation given by ICBS (see Annex B1.13), the ISOPED is still not fully developed so the assessment is based only on a partially implemented idea or vision.

The MS Experts consider the ISOPED to be a visionary way to organize the micro data in ICBS. There are many advantages connected with the systematic and standardized way of organizing and publishing data as planned by the people working with ISOPED. The ISOPED could be a solid foundation for combining and integrating various different sources to establish, for instance, the highest educational attainment in the Israeli population – combining for instance qualifications obtained in the area of Adult education with qualifications from ordinary educational programs.

The MS Experts have two minor comments regarding the detailed organization of the ISOPED:

- 1) Instead of for instance 5 separate records – one for each year in the educational program – one record with a start and end date could be considered as a way of saving space and running programs much faster
- 2) Instead of storing almost all variables in the same register (or entity) it could be considered working with more entities where all variables could be filled out (currently many variables for many individual records are empty because not all individuals have activities in adult education for instance). Again this data structure would require less space (GB) and it would ensure a faster and smoother execution of all the programs.

3. Conclusions

ICBS could consider the necessity of covering the entire area of Adult education:

- 1) Is it crucial for instance (and to which stakeholders?) to collect additional data for non-formal educational programs?
- 2) Instead of investing resources on new data collections efforts could be made to describe what is actually included in the publications and collections and what is not
- 3) Instead of starting out with the wish to cover the entire area of non-formal education, the starting point could be to explore which educational programs are in fact offered in Israel

In order to comply with the demands for international comparisons ICBS could consider using existing surveys such as: LFS, AES, PIAAC, CVTS etc.

When starting new data collections it seems relevant to prioritize collections where micro data are available rather than starting new national surveys.

Several new registers could be considered perhaps with inspiration from the Danish model, see Annexes B5.4 and B5.5. These registers or entities could include: Register of educational programs, register for adult education, register of qualifications obtained in the area of adult education and other qualifications not obtained (registered) through the ordinary educational system and an attainment register.

The scope, or the coverage, of the Danish 'Adult education register' is limited to the formal education system, i.e. an educational activity which is institutionalized and included in the Danish Framework of Qualifications. With this choice, a part of educational programme may be omitted from the Danish 'Adult education register', but it is by Statistics Denmark and its stakeholders seen as more important that what is actually measured has an official status. Moreover, trying to include the non-formal education into a register would be a task close to impossible because it would be unknown, or even arbitrary, how much of the total non-formal education, one would actually identify through the available data sources. Instead Statistics Denmark apply internationally standardized surveys to cover the areas of non-formal and informal adult education; surveys such as AES, LFS and CVTS.

4. Recommendations

Prioritize to build an Adult education register based on micro data

- 1) Organization of data
 - a. Secure a longitudinal structure in data
 - b. Make sure data can easily be integrated with ISOPED at some point
- 2) Standardization
 - a. Take into consideration variables available versus desired variables
 - b. Consider desired data controls
 - c. Analyze, how matching between entities can be executed

Integrate Adult Education register with the Education register (ISOPED)

- 1) Build a qualification register potentially inspired by the Danish set-up
- 2) Long term planning regarding integration within ISOPED
 - a. New separate entities or variables within the existing register and so on?

Surveys

- 1) Integration
 - a. Integrating surveys with micro data is not recommended as an objective but rather something that should only be done when micro data needs to be supplemented
 - b. In general surveys and micro data are recommended to be published separately – or as separate as possible where you can make clear distinctions in the description – for instance for a specific institution use either micro data or survey data instead of both
- 2) International comparability
 - a. For purposes of international comparisons it is recommended to use the standardized surveys aimed at this. In the area of Adult Education for instance: LFS, PIAAC, AES and CVTS
- 3) Overlapping data
 - a. Integration of survey and micro data is not recommendable especially when it leads to uncertainty regarding the coverage of each type of data and therefore uncertainty whether some students have been counted twice
- 4) Mapping of existing national educational programs

- a. Explore
 - i. Invite relevant stakeholders to participate in exploratory seminars
 - ii. Explore areas of mutual interests between ICBS and stakeholders, e.g. new indicators, data exchange, micro-data access etc.
 - b. Build national educational program register
 - i. Include all educational programs within the ordinary and adult education system
 - ii. Establish unified coding for each educational program
 - iii. Include all relevant information regarding the programs, e.g. ISCED levels, resort ministry, length of program, admission requirements (years of study, type of exams etc.)
- 5) Yeshivas and Kolels
- a. These types of activities do not fall within standard definitions of an educational program (no completion or drop out, no grades, no final exams, etc.)
 - b. Instead these activities could be compared with an occupation with a feel of calling to work in this area; for instance to work as a priest, or a nun, nurse, researcher etc.
 - c. MS recommends to consider including these activities as a part of the labour market rather than an educational program
- 6) Presentation of indicators
- a. Prioritize enabling access to micro-data for researchers, ministries and others and making the access as smooth as possible.
 - b. Fixed indicators can of course be useful for many general purposes but most of the important stakeholders needs micro-data to make new indicators according to what is on the agenda
 - c. Examples of Danish indicators in the area of Adult Education can be found in the presentation (Annex B1.6) and the document (Annex B.12).

5. Road map and time plan

25 September 2014. First draft report regarding the scope of the future Adult Education statistics sent to the stakeholders. The draft will discuss the pros and cons of the different alternatives, the scope and the expected quality of the statistics in the light of the available data sources, and the report will also prioritize among the different alternatives and the order in which they may be implemented.

1 November 2014. Input to draft report received from stakeholders.

1 December 2014. Final plan regarding the development of the Israel Adult Education statistics, taking into account the recommendations provided by the MS Experts.

Annex B5.1 Terms of Reference

EU Twinning Project IS12/ENP-APFI/o8

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Component B Education Statistics

Activity B.5: 23-26 June 2014

Establishment of a register on adult education

Mandatory results and benchmarks

Mandatory result	Benchmark
MR10. Plan for development of adult education statistics and its integration into the Register of Educational Attainment	Work plan for the development of adult education statistics prepared by 6 th project quarter, including scope, data sources and principles for presenting adult educational attainment within the register.

Subjects / purpose of activity B.5

Assessment of the education register and the ways to integrate adult education in the register.
Discussion on the definition and data sources of adult education.

Expected output from activity B.5

Mission report with recommendations on how to include adult education in the central education register.

Annex B5.2 Agenda (meeting programme)

Programme: 23-26 June 2014

Date	Place	Time	Event
Mon 23/6	CBS	09:00	Acquaintance and introduction to B.5
		09:15	Adult education in Israel - general overview by CBS and the relevant Ministries: MoE, MOITAL, Ministry of Senior Citizens
		10:30	Coffee break
		11:00	CBS: Adult education in Israel – available data for statistical purposes, and the need for statistics on the topic (Osnat, Sophie, Haim)
		12:30	Lunch
		13:30	SD: Adult education statistics in Denmark – published indicators and the user needs in Denmark
		14:30	Discussion: what are the possibilities and the perspectives for statistics on adult education in Israel?
		15:30	End of day 1
Tue 24/6	CBS	09:00	Summary from day 1
		09:15	SD: Collection of data on adult education in Denmark
		10:30	Coffee break
		11:00	SD: Integration of adult education data with the general register on education
		12:30	Lunch break
		13:30	Presentations by local providers of adult education
Wed 25/6	CBS	15:30	End of day 2
		09:00	Summary from day 2
		09:15	Discussion: topics on definitions and methodology (ICBS note, 24-04-2014)
		10:30	Coffee break
		11:00	Continuation of discussion on definitions and methodology
		12:00	Lunch break
		13:00	Drafting a work plan for the development of the Israel adult education statistics
Thu 26/6	CBS	15:30	End of day 3
		09:00	Ad-hoc meetings (MS Expert draft report and recommendations)
		11:00	Discussion: MS Experts present the preliminary recommendations
		12:00	Lunch break
		13:00	Report writing and ad-hoc meetings
		14:30	Debriefing
		15:30	End of meeting

Annex B5.3 Persons met

Shmuel Pur, Ministry of Economy

Megi Koren, Department of Adult Education, Ministry of Education

Yaara Seroussi, Department of Adult Education, Ministry of Education

Avivit Arvartz, Researcher

ICBS:

Reuven Mohr, Education Statistics Sector

Lilach Biton, Education Statistics Sector

Sophie Artsev, Education Statistics Sector

Osnat Landau, Education Statistics Sector

Haim Portnoy, Education Statistics Sector, Director

Yosef Gidanian, Department of Education and Teaching Forces, Director

Marc Feldman, Labour Statistics Sector, Director