

UIS Formal Education Survey: Students and Teachers (ISCED 5-8)

Webinar for Asia

8-9, December 2020



Purpose of the questionnaire

- This questionnaire is designed to collect internationally comparable data on **formal education** at the tertiary level necessary for the evaluation and monitoring of education systems worldwide.
- The data that are collected by QC form a central part of UIS database of education. They help to inform policymakers at both national and international levels.
- The data are required for the calculation of many indicators used in the monitoring of progress towards regional and global goals, including the SDG's and Education 2030 agenda.

Scope & coverage

- Formal tertiary education system in both **public and private** institutions within the national borders of the responding country;
- Programmes at all levels of tertiary education:
 - Short-cycle tertiary education (ISCED 5)
 - Bachelor's or equivalent (ISCED 6)
 - Master's or equivalent (ISCED 7)
 - Doctoral or equivalent (ISCED 8)

Exclude citizens studying abroad even if their education is fully funded by the government

Statistical units

Statistical unit	Disaggregation
Students	ISCED level (5,6,7 & 8), as per ISCED 2011, sex (M, F, MF), type of institution (private and public), and type of programme (vocational, first degree)
Students and new entrants	Age, sex (M, F, MF), and type of programme (5-8 and ISCED 5 vocational)
Students (mobile)	Country of origin and sex (M, F, MF),
Graduates	ISCED level (5,6,7 & 8), sex (M, F, MF) and broad field of education as per ISCED-F 2013
Academic staff	ISCED level (5 and 5-8) , type of institution (private and public) and sex (M, F, MF)

Changes from the previous version (2020)

- Table C3 & C4 were suppressed following the adoption of the list of core indicators.
- The list of core indicators consists of:
 - SDG4 global and thematic indicators
 - Indicators required for national monitoring. Some of these indicators are also used for global indices, such as Human Development Index (HDI), Global Innovation Index (GII), E-Government Development Index (EGDI) and other global competitiveness reports.

Table C1: General information

- Select the country name
- Provide information and contact details of the:
 - Person in charge of completing the questionnaire
 - Head of organization or supervisor if different

Country:	Please select a country <input type="button" value="▼"/>
1. Please provide information on the person(s) responsible for completing this questionnaire.	
Contact 1: Person in charge of completing the questionnaire:	
Full name:	
Organization:	
Organization unit:	
Function:	
Email address:	
Phone number:	
Fax number:	
Contact 2: Head of the organization (if different from Contact 1):	
Full name:	

Table C1: General information (Cot'd)

- Information about the academic year help us to better calculate indicators
- Providing the necessary metadata would help us understand better your statistics and ensure their compliance with international standards

2. Please provide the website address(es) where national statistics on tertiary education are published.

National statistics:	<input type="text"/>
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3. Please provide information on the academic year, reference date for ages, and the main sources of data.

	Students and academic staff	Graduates
Academic year start (dd/mm/yyyy):	<input type="text"/>	<input type="text"/>
Academic year end (dd/mm/yyyy):	<input type="text"/>	<input type="text"/>
Reference date for ages (dd/mm/yyyy):	<input type="text"/>	<input type="text"/>
Sources:	<input type="text"/>	<input type="text"/>

4. Please indicate the criteria used to determine the country of origin of students.

It is recommended that the country of origin of students at the tertiary level is determined by the country in which they obtained the upper secondary qualification giving access to tertiary education. Where countries do not have access to this information alternative measures may be used. These include, in order of preference, the country of permanent or usual residence or of citizenship.

Definition of the country of origin of students:	<input type="text" value="Please select a criteria"/>	▼
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Please provide the definition of the country of origin if "other" is selected:	<input type="text"/>
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Tertiary statistics: two major dimensions

1- Level (ISCED 2011)

- ISCED 5: short-cycle tertiary education
- ISCED 6: Bachelor's or equivalent level
- ISCED 7: Master's or equivalent level, and
- ISCED 8: Doctoral or equivalent level

-2 Field of education (ISCED-F 2013)

A field is the “broad domain, branch or area of content covered by an education programme or qualification”

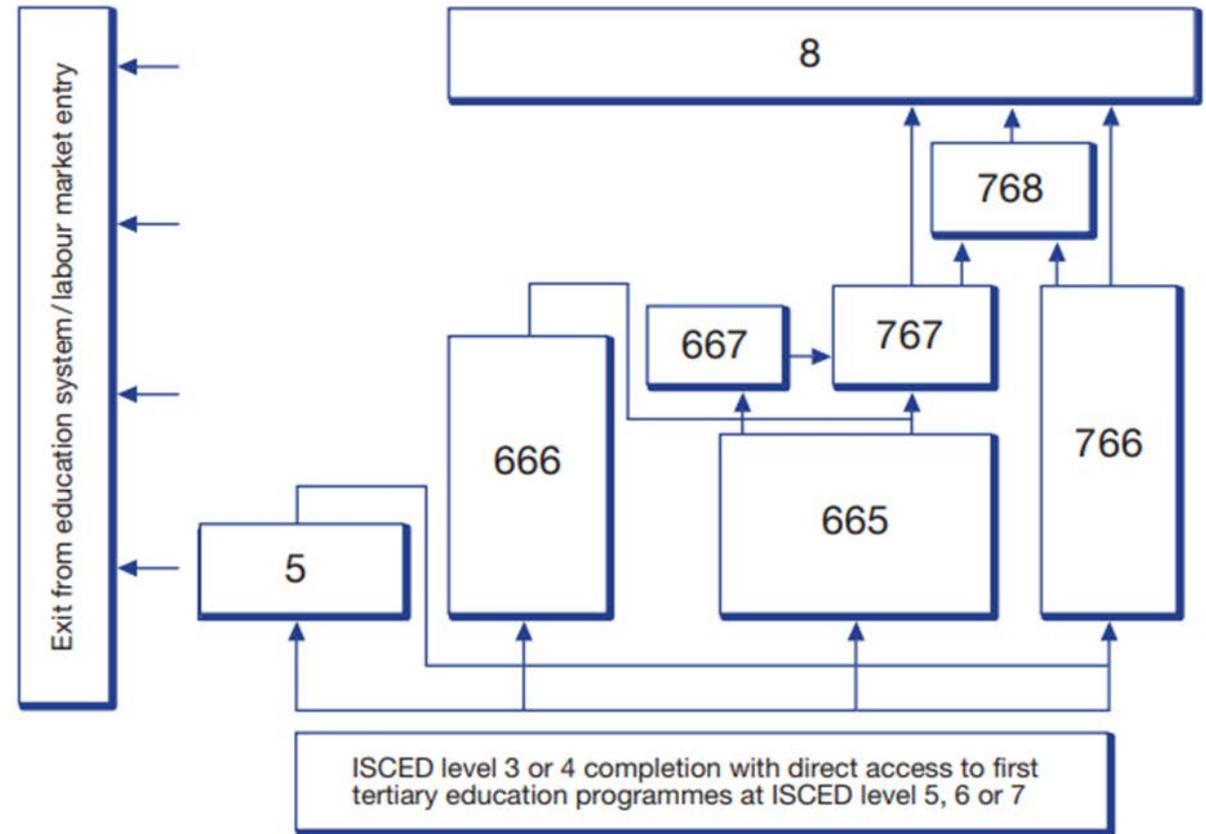


Table C2: Students by level, type of institution & sex

C2: Number of students by level of education, intensity of participation, type of institution and sex

Students Full- and part-time		Short-cycle tertiary		Bachelor's or equivalent		Master's or equivalent		Doctoral or equivalent	Total tertiary
		All programmes	<i>Of which: Vocational programmes</i>	All programmes	<i>Of which: first tertiary programmes</i>	All programmes	<i>Of which: first tertiary programmes</i>	All programmes	All programmes
		ISCED 5	ISCED 551 + 554	ISCED 6	ISCED 661 + 665 + 666	ISCED 7	ISCED 761 + 766	ISCED 8	ISCED 5-8
Public institutions	Males								
	Females								
	Males and females								
Private institutions	Males								
	Females								
	Males and females								
Total	Males								
	Females								
	Males and females								
<i>Full-time equivalent (FTE)</i>									

Core indicators using data from this table:

- Gross enrolment ratio at tertiary education (SDG 4.3.2);
- Percentage of enrolment in private institutions

Table C5: New entrants and students by level & age

Core indicators using data from this table:

- Out-of-school rate in upper secondary education(SDG 4.1.4)
- Participation rate in technical and vocational programmes (15- to 24-year-olds)(SDG 4.3.3)
- School life expectancy

C5: Number of students and first-time new entrants to tertiary education by age and sex

Students Full- and part-time		Total tertiary		Short-cycle tertiary
		All programmes	<i>Of which: first-time new entrants to tertiary education</i>	<i>Vocational programmes only</i>
Sex	Age	ISCED 5, 6, 7 and 8	ISCED 5, 661, 665, 666, 761 and 766	ISCED 551 + 554
	<15			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			



Table C6: Mobile students by country of origin

Core indicators using the data from this table:

- Inbound mobile students & inbound mobility rate
- Outbound mobile students & outbound mobility ratio
- Net flow ratio of international mobile students

C6: Number of internationally mobile students in tertiary education by country of origin and sex

Internationally mobile students (full- and part-time)			Total tertiary		
Sex	Region	Country	ISCED 5-8		
		Solomon Islands			
		Tokelau			
		Tonga			
		Tuvalu			
		Vanuatu			
		Oceania not specified			
		Total: Oceania			
		Males	Country of origin not specified		
			Total		

Table C7: Graduates by level & field of study

Core indicators using the data from this table:

- Gross graduation ratio from first degree programmes in tertiary education
- Distribution of tertiary graduates by field of study

C7: Number of graduates by level of education, field and sex

Graduates		Short-cycle tertiary	Bachelor's or equivalent		Master's or equivalent		Doctoral or equivalent	Total tertiary
		All programmes	All programmes	Of which: first degree programmes	All programmes	Of which: first degree programmes	All programmes	All programmes
Sex	Fields of education	ISCED 5	ISCED 6	ISCED 665 + 666	ISCED 7	ISCED 766	ISCED 8	ISCED 5-8
Males	01 Education							
	02 Arts and humanities							
	03 Social sciences, journalism and information							
	04 Business, administration and law							
	05 Natural sciences, mathematics and statistics							
	06 Information and communication technologies							
	07 Engineering, manufacturing and construction							
	08 Agriculture, forestry, fisheries and veterinary							
	09 Health and welfare							
	10 Services							
	Not known or unspecified							
	Total: All fields of education							

Field of education (ISCED-F 2013)

- Board field of education as per ISCED-F 2013:
 - 01 Education
 - 02 Arts and humanities
 - 03 Social sciences, journalism and information
 - 04 Business, administration and law
 - 05 Natural sciences, mathematics and statistics
 - 06 Information and communication technologies
 - 07 Engineering, manufacturing and construction
 - 08 Agriculture, forestry, fisheries and veterinary
 - 09 Health and welfare
 - 10 Services



Reporting graduates by field: Challenging issues

Inter-disciplinary or broad programmes

- Programmes or qualifications covering two or more detailed fields where one detailed field represents the predominant share of the learning credits or intended learning time should be classified in that detailed field.
 - Example 1: A programme majoring in mathematics with a minor in French should be classified as 05 'Mathematics' as it is the dominant subject.

Reporting graduates by field: Challenging issues

- Example 2: A programme consisting of 40% engineering (07), 30% business (04) and 30% languages (02) should be classified as 07 'engineering, manufacturing and construction' as no field predominates but 07 is the leading broad field.
- Example 3: If engineering and business were equally important and greater than languages (e.g. 40%, 40% and 20%), the programme would be classified as either 07 or 04 depending on which programme, engineering (07) or business (04), is listed first in the programme title (or, if not in the title, in the curriculum or syllabus).

Reporting graduates by field: Challenging issues

- Example 4: A programme consisting of 40% history (02), 30% economics (03) and 30% politics (03) would be classified as 03 'social sciences, journalism and information' as economics and politics are in the same broad field.

Table C8: Academic staff by level and type of institution

Core indicators using the data from this table:

- Percentage of female teachers by level of education

C8: Number of academic staff by level of education, employment status, type of institution and sex

Academic staff Full- and part-time		Total tertiary		Of which: Short-cycle tertiary	
		ISCED 5-8		ISCED 5	
Public institutions	Males				
	Females				
	Males and females				
Private institutions	Males				
	Females				
	Males and females				
Total	Males				
	Females				
	Males and females				
<i>Full-time equivalent (FTE)</i>					

Major issues

- Coverage and compliance with ISCED 2011
 - Reported data may not comply with the programme classifications as per ISCED 2011. Such as reporting enrolment in programmes that do not exist in the country's ISCED mapping or vice versa
 - It is highly advisable to thoroughly review your country's ISCED mapping before attempting to fill the questionnaire;
 - If necessary, update and send the prefilled ISCED questionnaire along with QC
 - provide enough details on new programmes
 - report vanished programmes, or
 - update the details that may affect the classification of existing programmes

Major issues (Cont'd)

- Inclusion of national students studying abroad
 - UIS survey of formal education covers formal education programmes within the national geographical boundary of a country regardless of the type of institution or funding manners. For more details on the coverage of the survey please refer to the Instruction Manual at http://uis.unesco.org/sites/default/files/questionnaires/UIS_ED_M_2020_EN.pdf

Major issues

Always specify
the criteria of
defining country
of origin in table
C1

- Issue reporting mobile students by country of origin
 - The country of origin is defined as ***the country in which the student gained their upper secondary qualifications***. Where countries are unable to operationalise this definition, it is recommended that they use the ***country of usual or permanent residence*** or the ***country of citizenship*** as a last resort.
 - Countries are advised to exert more efforts to collect these information. Detailed inbound mobility data allows us to generate detailed outbound mobile students data by country of origin/destination. This cannot happen without exhaustive coverage of good quality data.

Major issues

- Issues reporting students and graduates by field of education.
 - Classifying programmes by field of study: Difficult cases
 - **Inter-disciplinary programmes** cover several fields. In this classification, the 'leading subject rule'- based on the share of learning credits or students' intended learning time- is used to determine the **broad** field. Ex: *A programme consisting of 40% engineering (07), 30% business (04) and 30% languages (02) should be classified as engineering (07).*
 - Where more than one leading broad field is identified, the inter-disciplinary study should be classified in the broad field listed first in the title of the programme. Ex: *A programme majoring in mathematics with a minor in French should be classified as 05 'Mathematics' as it is the dominant subject.*
 - For more details please refer to the manual **ISCED Fields of Education and Training 2013 (ISCED-F 2013)** available at:
<http://uis.unesco.org/sites/default/files/questionnaires/isced-fields-of-education-training-2013.pdf>

Thank you

- **UIS Survey website:** <http://uis.unesco.org/en/uis-questionnaires>
- **For data, visit the UIS Data Centre:** <http://data.uis.unesco.org/>