



Questionnaire (C) on tertiary education

UIS Workshop on education statistics

Windhoek, 17-21 October, 2010

Overview

- Scope of the Questionnaire
- Questionnaire design
- Definitions
- Key indicators
- Major issues
- How can UIS help?

Scope of the questionnaire

- This questionnaire covers:
 - All tertiary education institutions
 - Full and part-time teaching staff
 - Full and part-time students
 - National and International students
 - In campus and distance learning

Respondent's information

Please provide details below of the person responsible for completing the questionnaire.

Family name: First name:

Job title (or position):

Department, division or sector (if any):

Organization:

Mailing address:

Telephone: Fax:

Email:

Institutional website:

These information are very important for further communications with the person who COMPLETED THIS QUESTIONNAIRE

Table 1.a: Data reference period

Table 1:

a) Reference period/Academic year

This questionnaire seeks data for the academic year ending in 2008. For countries with an academic year spanning two calendar years, the academic year 2007/2008 should be used; otherwise please provide data for the academic year falling into the calendar year 2008.

In order to improve the timeliness of international education data, countries are invited to submit data for a more recent reference period, if available - i.e. the academic year 2008/2009.

If data are not available for the requested year, please report the most recent year available.

1.1 Please indicate the reference period for data on enrolment, teachers and institutions (Tables 2, 3, 4, 5 and 7):

The academic year began in (month) 200.....

and ended in (month) 200.....

(Please exclude school holidays preceding the beginning of the academic year.)

1.2 Please indicate the reference period for data on graduates (Table 6):

The academic year began in (month) 200.....

Please provide any additional comments on the academic year and data collection, if needed:

Important
informations for
referencing
population data

Table 1.b: ISCED Mapping

b) Structure of the national education system

All information given in this questionnaire must be mapped to the International Standard Classification of Education (ISCED).

1.3 Information on your country's education system and how it is mapped to ISCED was collected by the UIS in 2007 and 2008 through the *Questionnaire on National Education Programmes* (UIS/ISCED/2007 and UIS/ISCED/2008). Countries which responded to this questionnaire can view their ISCED mappings on the UIS web site at <http://www.uis.unesco.org>.

If your country did not submit a response to either of these questionnaires, please download and complete UIS/ISCED/2008 from <http://survey.uis.unesco.org>.

If there have been changes to your national education system since the submission of the questionnaire, e.g. changes in the typical or theoretical starting age and/or duration of educational programmes at the tertiary level, please record these changes in the *UIS Questionnaire on National Education Programmes* (UIS/ISCED/2008).

Paper versions of the *UIS Questionnaire on National Education Programmes* (UIS/ISCED/2008) are available upon request.

Please provide any additional comments, if needed:

.....
.....

1.4 Are the data provided in this questionnaire mapped to ISCED? Yes No

If the answer to Question 1.4 is **no**, please contact the UIS at survey@uis.unesco.org.

Updates required:
- To keep the mapping reflecting your most recent education system
- To prepare for the upcoming revision of ISCED
- Please use the revised ISCED Qre.

Table 1.c: Published statistics

c) National statistics

1.5 Does your country publish education statistics nationally? Yes No

If the answer to Question 1.5 is **yes**:

Can the database/publication be accessed on-line?

If **yes**, please provide the web site address: http://.....

If **no**, please submit the publication either by email to survey@uis.unesco.org or send a copy to the above-mentioned postal address.

Important information for:
-consistency checking
-better understanding the coverage of the data provided
-Finding out any missing data

Technical notes

- NO cell to be left empty. In case of missing data, one of the following symbols has to be used:
 - a= not applicable
 - n= nil or negligible
 - x= data included with another cell
 - m= missing data
- In case of estimation, the symbol (*) has to be placed to the right side of the estimated value (123*).

EForms allow the reference of destination cells

Table 2: Teaching staff

Table 2:
Teaching staff by type of programme (public and private)

ISCED97 level	Type of programme	TEACHING STAFF				
		Full- and part-time		Part-time only		Full-time equivalent number of teachers
		Both sexes	Female	Both sexes	Female	Both sexes
5A	First stage (leading to entry into advanced research programmes)					
5B	First stage (not leading to entry into advanced research programmes)					
6	Second stage (leading to an advanced research qualification)					
5+6	TOTAL					

of which teaching staff in:

	Public institutions					
	Government-dependent private institutions					
	Independent private institutions					

Teaching staff

- **Teachers or teaching staff:**
 - Employed for the purpose of guiding and directing the learning experience of students
 - This definition excludes:
 - educational personnel who have no active teaching duties (e.g. headmasters, principals who do not teach) or
 - Those who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

Full-time vs. part-time teaching staff

- Full-time teaching personnel : educational staff employed for at least 90% of the normal or statutory number of hours of work over a complete academic year.
- Part-time employment refers to individuals who have been employed to perform less than full-time teaching personnel.

Full-time equivalent

- FULL-TIME EQUIVALENT NUMBERS of teaching staff
= the number of full-timers
+ [(the number of part-timers) / (the FTE conversion factor)]

- FTE conversion factor is the number of part-timers which equate to one full-timer.

For example, if part-time teachers work on average for one-third (1/3) of the statutory hours of a full-timer, then 3 part-timers are equivalent to one full-timer and the FTE conversion factor is 3.

Table 3: Enrolment by level

Students enrolled by type of programme (public and private)

ISCED97 level	Type of programme	STUDENTS ENROLLED				
		Full- and part-time		Part-time only		Full-time equivalent number of students
		Both sexes	Female	Both sexes	Female	Both sexes
5A	First stage (leading to entry into advanced research programmes)					
5B	First stage (not leading to entry into advanced research programmes)					
6	Second stage (leading to an advanced research qualification)					
5+6	TOTAL					

of which students enrolled in:

5+6	Public institutions					
	Government-dependent private institutions					
	Independent private institutions					

Public vs. private institutions

- **Public:** Controlled and managed by a government agency.
- **Private:** Controlled and managed by a private authority
 - **Government dependent:** receives more than 50 percent of its core funding from government agencies OR if their teaching personnel are paid by a government agency.
 - **Independent:** receives less than 50 percent of its core funding from government agencies.

Table 4: Enrolment by age

Table 4:

Enrolment by age (full-time and part-time, public and private)

Age	FULL- AND PART-TIME STUDENTS					
	ISCED 5A		ISCED 5B		ISCED 6	
	First stage (leading to entry into advanced research programmes)		First stage (not leading to entry into advanced research programmes)		Second stage (leading to an advanced research qualification)	
	Both sexes	Female	Both sexes	Female	Both sexes	Female
<16						
16						
17						
18						
19						
30-34						
35-39						
>39						
Age unknown						
TOTAL						

Table 5: Enrolment by field

Table 5:

Enrolment by fields of education, cumulative duration and national degree structure (full-time and part-time, public and private)

Fields of education	ISCED 5A					
	First stage (leading to entry to advanced research programmes)					
	First degree				Second or further degree	
	less than 5 years		5 years or more		Both sexes	Female
	Both sexes	Female	Both sexes	Female	Both sexes	Female
General programmes						
01 Basic programmes						
Education						
141 Teacher training						
142 Education science						
Humanities and arts						
21 Arts						
22 Humanities						
Social sciences, business and law						
31 Social and behavioural science						
32 Journalism and information						
34 Business and administration						
38 Law						
Science						
40 Life sciences						
Not known or unspecified						
99 Not known or unspecified						
TOTAL						

9 Fields
25 sub-fields

Table 6: Graduates by field

Table 6:

Graduates by fields of education, cumulative duration and national degree structure (public and private)

Fields of education	ISCED 5A					
	First stage (leading to entry to advanced research programmes)					
	First degree				Second or further degree	
	less than 5 years		5 years or more		Both sexes	Female
Both sexes	Female	Both sexes	Female			
General programmes						
01 Basic programmes						
Education						
141 Teacher training						
142 Education science						
Humanities and arts						
21 Arts						
22 Humanities						
Social sciences, business and law						
31 Social and behavioural science						
32 Journalism and information						
34 Business and administration						
Not known or unspecified						
99 Not known or unspecified						
TOTAL						

Essential for the calculation of graduation ratio

Table 7: International students

Table 7:

International (or internationally mobile) students by country of origin (public and private)

	COUNTRY OF ORIGIN	Number of international students (both sexes)		COUNTRY OF ORIGIN	Number of international students (both sexes)
900	AFRICA (Total)		914	CARIBBEAN AND CENTRAL AMERICA (Total)	
012	Algeria		260	Anguilla	
024	Angola		028	Antigua and Barbuda	
204	Benin		035	Aruba	
072	Botswana		044	Bahamas	
854	Burkina Faso		052	Barbados	
108	Burundi		058	Belize	
120	Cameroon		869	British Virgin Islands	
132	Cape Verde		360	Cayman Islands	
140	Central African Republic		188	Costa Rica	
148	Chad		192	Cuba	
174	Comoros		212	Dominica	
178	Congo		214	Dominican Republic	
384	Côte d'Ivoire		222	El Salvador	
892	Democratic Republic of the Congo		308	Grenada	
262	Djibouti		320	Guatemala	
276	Germany		959	<i>World not specified</i>	
292	Gibraltar		000	TOTAL (all countries)	

TOTAL NUMBER OF STUDENTS ENROLLED IN TERTIARY EDUCATION (national and international)	Both sexes	
	Female	
→ of which INTERNATIONAL STUDENTS	Both sexes	
	Female	

If data for international students are partial, please explain why.

Mobile students

- A mobile (international) student is a student who crossed a border for education purpose and is now enrolled outside his or her country of permanent or usual residence.

Key indicators

Table	Statistics	Indicator
3	Enrolled students	Gross enrolment ratio in tertiary education
		Gender parity index
		Distribution of students by ISCED level
		Distribution of female students by ISCED level

Key indicators (Cont'd)

Table	Statistics	Indicator
4	students by age	School life expectancy
5	Students by field of study	% of students by field of study
6	Graduates by field of study	% female graduates
		% of graduates by field of study

Key indicators (Cont'd)

Table	Statistics	Indicator
7	Mobile students by country of origin	Inbound mobility rate
		Outbound mobility ratio
		Net flow of mobile students
		Gross outbound enrolment ratio

Major issues

- Low response rate

- Communication (Questionnaire is sent to a wrong destination).
- Lack of incentive.
- Lack of capacity.

Response rate over the last four UIS surveys			
2007	2008	2009	2010
50% (11/22)	23% (5/22)	36% (8/22)	32% (7/22)

- Scope

- Only statistics covering public institutions are reported by some countries (South Africa, Mauritius)

- Conceptual

- Misinterpretation of ISCED
- Misinterpretation of concepts and definitions

How can UIS help?

- **CAs and RAs**
 - Help mapping national programmes to ISCED;
 - Make sure to meet all those people who fill the questionnaire;
 - Make sure that NatComs send this questionnaire to proper destinations.
- **Other assistance**
 - Data plans
 - Thematic workshops
 - Technical assistance

Thank you !
