

SABER - TE Questionnaire

Version – 17 November 2016

World Bank - Systems Approach for Better Education Results-Tertiary Education

Note: While there are no plans to update this document, please do check the SABER-website (saber.worldbank.org) to see if a later version of this document exist.

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Background

What is the purpose of this initiative?

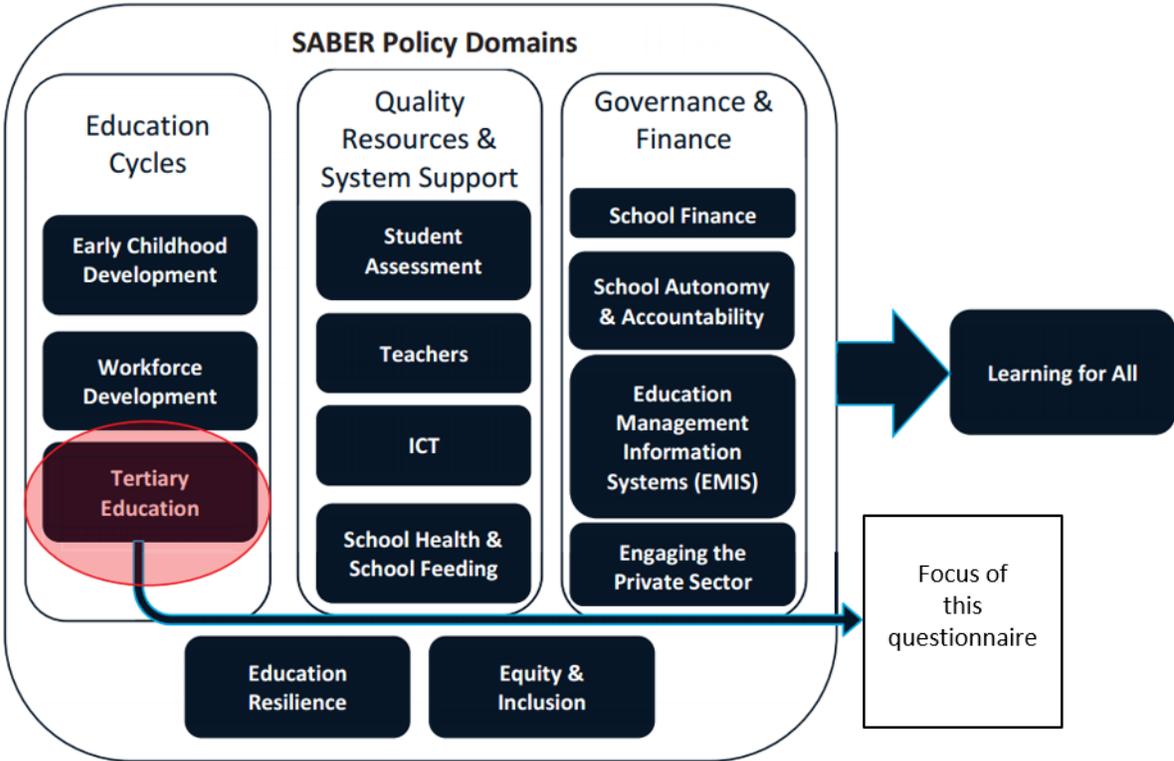
The aim of the SABER - TE (Systems Approach for Better Education Results-Tertiary Education) initiative is to collect, analyze, and disseminate comparable data about national tertiary education policies across countries. Your participation is important and valued. Below are answers to some general questions you may have about this survey.

For more information about the instrument, please refer to the 2016 paper “What Matters Most for Tertiary Education: A Framework Paper” By Francisco Marmolejo, the World Bank’s lead specialist for Tertiary Education.

How does this relate to other SABER domains?

This questionnaire has been developed in parallel to several other initiatives under SABER. We approach tertiary education as a sector, just like early childhood development and workforce development. Other domains address specific issues in the education system (see Figure 1)

Figure 1 – SABER Domains



Who is leading this initiative?

SABER-Tertiary Education is part of the SABER program led by the Education Team of the Human Development Network at The World Bank.

Why should you participate in this initiative?

Tertiary education is quickly changing. Not only are we enrolling ever more students, but we are also getting ready to meet 21st century challenges in research and teaching. Moreover, tertiary education is now a global concern, as students and faculty increasingly move across countries and institutions. SABER – Tertiary Education is a unique tool that gives you the opportunity to assess whether the policy environment is ready to meet those challenges. Moreover, it allows you to benchmark your country against countries facing similar challenges.

Policymakers, educational leaders, and researchers will have access to the data collected by this initiative. This will enable users to make their own diagnoses about the state of ECD policies in their countries, learn about other countries' policies, and make informed decisions to promote early childhood development in their country.

Will your responses be kept confidential?

Yes. Individually-identifiable responses or data will not be reported.

How will your information be reported?

The information you provide will be combined with information provided by other sources, including other policymakers and large databases collected by UNESCO, The World Bank, and other organizations. It will then be disseminated through a user-friendly website, accessible to the general public.

Guidelines

1. This questionnaire is sub-divided in 6 domains, comprising 205 individual questions;
2. Please answer every questions as good as you can;
3. Make sure to attach evidence to back up your answers. This can include the following:
 - a. Laws, regulations, decrees;
 - b. Policy documents from the ministry, tertiary education institutions;
 - c. Official statistics, survey data (if the latter, please do include some information on sampling);
 - d. Interview data (please mention source, this will be anonymized at a later stage).
4. When you report the source, please also provide the reference year.
5. If you report a monetary value, please provide the year and the denomination of the currency. Whenever possible, please provide the local currency.
6. If you don't know the answer to a question, or cannot find the refrain information, please note "Not available". Please do not make up an answer just to fill in the blanks.
7. Tertiary education includes both Higher Education (HE) and Technical and Vocational Education and Training (TVET). In many countries, these have separate regulatory regimes. So please make clear whether your answers refer to either one of these systems or both (this may depend on the terms of reference of the review).
8. If you have any questions about this questionnaire, please address them to kgeven@worldbank.org.

Survey Information

Country:

State/Province (if appropriate):

Principal Investigator Name: Institutional Affiliation: Job title: E-mail address: Phone number:	
Primary Respondent Name: Institutional Affiliation: Job title: E-mail address: Phone:	Supporting Respondent 1: Name: Institutional Affiliation: Job title: E-mail address: Phone:
Supporting Respondent 2: Name: Institutional Affiliation: Job title: E-mail address: Phone:	Supporting Respondent 3: Name: Institutional Affiliation: Job title: E-mail address: Phone:

Section 1 - Vision

D1_T1 Vision/plan for tertiary education

Q1. Does the country have a stated vision or strategic plan for tertiary education?

1. No -----> Go to Dimension D2_T1
2. Yes -----> Go to Q2

Notes, if any:

Q2. Is the vision or plan for tertiary education listed in a national law for education or tertiary education?

1. No -----> Go to Q3
2. Yes -----> Go to Q3

Q3. Please select all components included in the vision or strategic plan for tertiary education

1. Teaching function of tertiary education
2. Research function of tertiary education
3. Social mission of tertiary education
4. Private tertiary education
5. Public tertiary education
6. University institutions
7. Non-university institutions
8. Role of students
9. Governance of tertiary education system
10. Collaboration between tertiary education institutions
11. Institutional autonomy
12. Public funding of tertiary education
13. Diversification of funding for tertiary education institutions
14. Financial aid for students
15. Access to tertiary education
16. Involvement of external stakeholders
17. Quality assurance mechanisms and accreditation
18. Tertiary education management information system (TEMIS)

Section 1 - Vision

19. Role of tertiary education to enhance social, cultural and economic development
20. Internationalization of tertiary education
21. Cooperation with other educational levels
22. Equity
23. Other, please elaborate below:

- Q4. When was the tertiary education vision or strategic plan issued or most recently revised?
1. More than 10 years ago
 2. Less than 10 years ago

D1_T2 Representativeness and relevance of tertiary education vision or strategic plan

- Q1. Were key stakeholders involved actively when drafting the tertiary education vision or strategic plan
1. No -----> Go to Dimension D2_T1
 2. Yes -----> Go to Q2
- Q2. Please select stakeholders that were actively involved when drafting the tertiary education vision or strategic plan
1. Tertiary education institution representatives
 2. Academic staff
 3. Students and alumni
 4. Independent governmental agencies
 5. Government representatives
 6. Representatives of the labor market
 7. Representatives of industry
 8. International experts or representatives
 9. Representatives of civil society
 10. Community leaders
 11. Representatives from other educational levels
 12. Representatives of professional and scientific associations
 13. Other, please elaborate below:

Section 1 - Vision

- Q3. Were key societal factors taken into account when drafting the tertiary education vision or strategic plan
1. No -----> Go to Dimension D2_T1
 2. Yes -----> Go to Q4
- Q4. Please select the societal factors taken into account when drafting the tertiary education vision or strategic plan
1. Geopolitical factors
 2. Demographic factors
 3. Economic and labor market factors
 4. Technological factors
 5. National priorities
 6. Societal challenges
 7. Sustainability considerations
 8. Feasibility
 9. Other

Section 2 – Regulatory Framework

D2_T1 Tertiary education law

Q1. Does the country have a tertiary education law/decrees?

1. No -----> Go to Q2
2. Yes -----> Go to Q5

Notes, if any:

Q2. Does the country have an additional law or set of laws/decrees not fully focused on tertiary education, but which include tertiary education provisions?

1. No -----> Go to Q3
2. Yes -----> Go to Q5

Notes, if any:

4. Other, please elaborate below:

Q3. Does the country have any concrete plans to establish a/a set of tertiary education law(s)/decree(s)?

1. No -----> Go to D2_T2
2. Yes -----> Go to Q4

Notes, if any:

Q4. Please select all that apply

1. A timeline for the enactment of a tertiary education law exist
2. Studies aimed at informing a tertiary education law have been conducted
3. There is tertiary education bill or other project for regulation under consideration
4. Other

Section 2 – Regulatory Framework

- Q5. When was the tertiary education law enacted?
1. More than 10 years ago
 2. Less than 10 years ago
 3. Other, please elaborate below:

D2_T2 Regulation of public tertiary education providers

- Q1. Does the country allow the operation of public tertiary education providers?
1. No -----> Go to D2_T3
 2. Yes -----> Go to Q2
- Notes, if any:

- Q2. Does the country regulate the entry of public providers?
1. No -----> Go to Q3
 2. Yes -----> Go to Q3
- Notes, if any:

- Q3. Does the country regulate the operation of public providers?
1. No -----> Go to Q4
 2. Yes -----> Go to Q4
- Notes, if any:

- Q4. Does the country monitor the operation of public providers?
1. No -----> D2_T3
 2. Yes -----> Go to Q5
- Notes, if any:

Section 2 – Regulatory Framework

- Q5. Please select monitoring mechanisms applicable
1. Licensing (renewal)
 2. Unit(s)/agency(es) responsible for supervising tertiary education providers are also responsible for monitoring public providers
 3. Other, please elaborate below:
- Q6 When were the relevant national regulations last revised?
1. More than 10 years ago
 2. Less than 10 years ago
 5. Other, please elaborate below:

D2_T3 Regulation of private tertiary education providers

- Q1. Does the country allow the operation of private tertiary education providers?
1. No -----> Go to D2_T4
 2. Yes -----> Go to Q2
- Notes, if any:
- Q2. Does the country regulate the entry of private providers?
1. No -----> Go to Q3
 2. Yes -----> Go to Q3
- Notes, if any:
- Q3. Does the country regulate the operation of private providers?
1. No -----> Go to Q4

Section 2 – Regulatory Framework

2. Yes -----> Go to Q4

Notes, if any:

Q4. Does the country monitor the operation of private providers?

1. No -----> D2_T4

2. Yes -----> Go to Q5

Notes, if any:

Q5. Please select monitoring mechanisms applicable

1. Licensing (renewal)

2. Unit(s)/agency(es) responsible for supervising tertiary education providers are also responsible for monitoring private providers

3. Other, please elaborate below:

Q6. Select all applicable distinctions made by the regulations in place for the entry and monitoring of private providers

1. For-profit tertiary education providers

2. Not-for profit tertiary education providers

3. Cross-border private institutions

4. Other, please elaborate below:

D2_T4 Regulation of non-university institutions

Q1 Do national regulations allow for the creation and operation of short cycle colleges and institutes or non-university institutions (ISCED 5B)?

1. No -----> Go to D2_T5

2. Yes -----> Go to Q2

Notes, if any:

Section 2 – Regulatory Framework

Q2. Does the country regulate the entry of non-university institutions?

1. No -----> Go to Q3
2. Yes -----> Go to Q3

Notes, if any:

Q3. Does the country regulate the operation of non-university institutions?

1. No -----> Go to Q4
2. Yes -----> Go to Q4

Notes, if any:

Q4. Does the country monitor the operation of non-university institutions?

1. No -----> Go to D2_T5
2. Yes -----> Go to Q5

Notes, if any:

Q5. Please select monitoring mechanisms applicable

1. Licensing (renewal)
2. Unit(s)/agency(es) responsible for supervising tertiary education providers are also responsible for monitoring non-university providers
3. Other, please elaborate below:

Q6. When were the relevant national regulations last revised?

1. More than 10 years ago
2. Less than 10 years ago
5. Other, please elaborate below:

Section 2 – Regulatory Framework

D2_T5 Regulation of distance and online education

Q1. Does the country allow the provision of distance and online education?

1. No -----> Go to D2_T6

2. Yes -----> Go to Q2

Notes, if any:

Q2. Does the country regulate the entry of distance and online education?

1. No -----> Go to Q3

2. Yes -----> Go to Q3

Notes, if any:

Q3. Does the country regulate the operation of distance and online education?

1. No -----> Go to Q4

2. Yes -----> Go to Q4

Notes, if any:

Q4. Does the country monitor the operation of distance and online education?

1. No -----> D2_T6

2. Yes -----> Go to Q5

Notes, if any:

Q5. Please select monitoring mechanisms applicable

1. Licensing (renewal)

2. Unit(s)/agency(es) responsible for supervising tertiary education providers are also responsible for monitoring distance and online education

Section 2 – Regulatory Framework

3. Other, please elaborate below:

- Q6. Select all applicable distinctions made by the regulations in place for the entry and monitoring of distance and online education
1. Public tertiary education providers
 2. Private tertiary education providers
 3. Non-university tertiary education providers
 4. For-profit tertiary education providers
 5. Not-for profit tertiary education providers
 6. Cross-border private institutions
 7. Other, please elaborate below:

D2_T6 Regulation of agencies or buffer bodies

- Q1. Do independent agencies or buffer bodies responsible for supervising or managing various areas of tertiary education (e.g. funding, quality assurance, equity) exist in the country?
1. No -----> Go to D2_T7
 2. Yes -----> Go to Q2
- Notes, if any:
- Q2. Does the country regulate the activity of independent agencies or buffer bodies?
1. No -----> Go to D2_T7
 2. Yes -----> Go to Q3
- Notes, if any:
- Q3. Does the country monitor the operation of independent agencies or buffer bodies?
1. No -----> D2_T7
 2. Yes -----> Go to Q5

Section 2 – Regulatory Framework

Notes, if any:

- Q4. Please select monitoring mechanisms applicable
1. Mandated publication of regular reports
 2. Collection of feedback from stakeholders
 3. Competitive open competition for leadership roles in independent agencies or buffer bodies
 4. Other

D2_T7 Principles included in regulatory framework

- Q1. Please select all applicable general principles imbedded in the regulatory framework for tertiary education
1. Equity (e.g. provision of support for low income and minority students)
 2. Quality of tertiary education provision
 3. Accountability
 4. Transparency
 5. Balance at the level of institutional governance
 6. Autonomy of tertiary education institutions
 7. Sustainability
 8. Other

Section 3 – Governance

D3_T1

Regulatory distinction between the functions of university and non-university institutions in contributing to system-wide goals

- Q1. Does the regulatory framework establish a formal distinction between the functions of university and non-university institutions in contributing to system-wide goals?
1. No, the regulatory framework does not establish a formal distinction between the functions of university and non-university institutions-----> Go to D3_T2
 2. Yes, the regulatory framework does established a formal distinction between the functions of university and non-university institutions, but specific distinctions are not stipulated -----> Go to D3_T2
 3. Yes, the regulatory framework does establish a formal distinction between the functions of university and non-university institutions, and specific distinctions are stipulated -----> Go to Q2
- Notes, if any:
- Q2. Please select all functions, exclusive to university institutions, specified by the regulatory framework
1. Teaching advanced knowledge. Please specify below
 2. Exclusive teaching of selected subjects or fields of study. Please specify the subjects/fields below
 3. Exclusive non-teaching function. Please specify below
 4. Exclusive research function of tertiary education. Please specify below:
 5. Exclusive collaboration with selected external stakeholders. Please specify selected stakeholders below
 6. Institutional autonomy. Please specify below
 7. Role of tertiary education to enhance economic development
 8. Other, please elaborate below:
- Q3. Please select all specific functions, exclusive to non-university institutions, specified by the regulatory framework
1. Exclusive teaching of selected subjects or fields of study. Please specify the subjects/fields below
 2. Exclusive research function of tertiary education. Please specify below:
 3. Exclusive collaboration with selected external stakeholders. Please specify selected stakeholders below
 4. Role of tertiary education to enhance economic development
 5. Other, please elaborate below:

Section 3 – Governance

D3_T2

Provision by regulatory framework of incentives for strengthening the unique mission of different institutions

- Q1. Does the regulatory framework provide incentives for strengthening the unique mission of different institutions?
1. No -----> Go to D3_T3
 2. Yes -----> Go to Q2
- Q2. Please select all specific incentives provided by the regulatory framework for strengthening the unique mission of different institutions
1. Financial, either through grant allocation or tax exemptions. Please specify below
 2. Criteria included in classifications and rankings. Please specify below
 3. Increased autonomy for institutions with a unique mission. Please specify below
 4. Differentiated regulatory framework to respond to the different needs of institutional types. Please specify below
 5. The regulatory framework does not favor one institutional type, thus offering equal incentives to all institutional types. Please specify below
 6. Other, please elaborate below:

D3_T3

Presence of an enabling governance process that facilitates collaboration between institutions

- Q1. Are there system wide incentives in place to promote collaborations between TEIs?
1. No -----> Go to D3_T4
 2. Yes -----> Go to Q2
- Q2. Please select all applicable forms of collaboration for which system wide incentives are in place
1. Joint degrees
 2. Sharing faculty
 3. Research
 4. Program development
 5. Student transfer

Section 3 – Governance

6. Commercial ventures
7. Social enterprise
8. Other

Q3. Are there system wide incentives for collaborations across same-type institutions (e.g. universities)?

1. No -----> Go to Q4
2. Yes -----> Go to Q4

Q4. Are there system wide incentives for collaborations across different-type institutions?

1. No -----> If Q3 = 2. Yes, go to Q5; If Q3 = 1. No, go to D3_T4
2. Yes -----> Go to Q5

Q5. Please select all applicable system wide incentives and programs to promote collaborations between same-type institutions and different-type institutions.

1. Financial, either through grant allocation or tax exemptions. Please specify below

Please select all types of collaborations this applies to

- 1.1. Collaborations across same-type institutions
- 1.2. Collaborations across different-type institutions

2. Criteria included in classifications and rankings. Please specify below

Please select all types of collaborations this applies to

- 2.1. Collaborations across same-type institutions
- 2.2. Collaborations across different-type institutions

3. Government supported platforms for cooperation between institutions. Please specify below

Please select all types of collaborations this applies to

Section 3 – Governance

- 3.1. *Collaborations across same-type institutions*
- 3.2. *Collaborations across different-type institutions*

4. Differentiated regulatory framework to respond to the different needs of institutional collaborations. Please specify below

- Please select all types of collaborations this applies to*
- 4.1. *Collaborations across same-type institutions*
 - 4.2. *Collaborations across different-type institutions*

5. National Qualifications Framework. Please specify below

- 5.1. *Collaborations across same-type institutions*
- 5.2. *Collaborations across different-type institutions*

6. Other, please elaborate below:

- Please select all types of collaborations this applies to*
- 6.1. *Collaborations across same-type institutions*
 - 6.2. *Collaborations across different-type institutions*

D3_T4

Presence of an enabling governance structure that facilitates student transfer across institutions

- Q1. Are there formal systems or mechanisms in place to facilitate student transfer between TEIs?
 - 1. No -----> Go to D3_T5
 - 2. Yes -----> Go to Q2

- Q2. Are there formal systems or mechanisms in place to facilitate student transfer across same-type institutions (e.g. universities)?
 - 1. No -----> Go to D3_T5
 - 2. Yes -----> Go to Q3

Section 3 – Governance

- Q3. Are there formal systems or mechanisms in place to facilitate student transfer across different-type institutions?
1. No -----> Go to Q4
 2. Yes -----> Go to Q4

- Q4. Please select all applicable formal systems or mechanisms in place to facilitate student transfer between same-type institutions and different-type institutions.

1. Recognition of transferable credits. Please specify below

Please select all types of collaborations this applies to

- 1.1. *Student transfer between same-type institutions*
- 1.2. *Student transfer between different-type institutions*

2. Centralization of student transferring procedures at a national or sub-national level. Please specify below

Please select all types of collaborations this applies to

- 2.1. *Student transfer between same-type institutions*
- 2.2. *Student transfer between different-type institutions*

3. Financial incentives to institutions for facilitating student transfers. Please specify below

Please select all types of collaborations this applies to

- 3.1. *Student transfer between same-type institutions*
- 3.2. *Student transfer between different-type institutions*

4. National Qualifications Framework. Please specify below

- 4.1. *Student transfer between same-type institutions*
- 4.2. *Student transfer between different-type institutions*

5. Other, please elaborate below:

Section 3 – Governance

Please select all types of collaborations this applies to

5.1. Collaborations across same-type institutions

5.2. Collaborations across different-type institutions

D3_T5

Presence of an enabling governance structure that facilitates collaboration and/or communication with other educational sectors (e.g. secondary education).

- Q1. Are there significant collaborations between TEIs and other educational levels?
1. No -----> Go to D3_T6
 2. Yes -----> Go to Q2
- Q2. Please select the description below that best applies to the relation between TEIs and other levels of education in your country of analysis
1. Collaboration of TEIs with other educational levels is done exclusively through centralized channels, and institutions do not have the autonomy to seek or improve ties. -----> Go to D3_T6
 2. Some collaboration with other educational levels is done through centralized channels, but institutions have some autonomy to seek or improve ties. -----> Go to Q3
 3. Some collaboration with other educational levels is done through centralized channels, and there are clear, formal, documented incentives to promote collaborations across educational sectors. -----> Go to Q4
- Q3. Please indicate all applicable forms of autonomy given to TEIs to improve ties with other education levels
1. Lack of regulation forbidding collaboration between TEIs and other educational levels. Please specify below -----> Go to D3_T6
 2. Other, please elaborate below: -----> Go to D3_T6
- Q4. Please indicate all applicable clear, formal, documented incentives to promote collaborations across educational sectors.
1. Financial incentives are in place to facilitate collaboration across levels of education. Please elaborate below:

Section 3 – Governance

2. There are joint national structures either at a local, regional or national level that includes representatives from across educational sectors. Please elaborate below:

3. Other, please elaborate below:

D3_T6

Involvement of public TEIs in negotiation of performance targets with stakeholders like governments or Tertiary Education Agencies (TEAs)?

Q1. Do performance targets exist for public TEIs?

1. No -----> Go to D3_T7

2. Yes -----> Go to Q2

Q2. Are performance targets for public TEIs open to negotiation with stakeholders like governments or TEAs?

1. No, performance targets are not open to negotiation. Please elaborate below -----> Go to D3_T7

2. Yes, at least some performance targets are open to negotiation. Please elaborate below -----> Go to Q3

Q3. Please select the statement below that best describes the manner in which negotiation on performance targets for public TEIs takes place.

1. Negotiation on performance targets takes place as part of an unstructured, ad hoc process. Please elaborate below

2. Negotiation on performance targets takes place as part off a structured, regulated and transparent process. Please elaborate below

D3_T7

Academic autonomy for public TEIs

Q1 Does the governance framework make explicit provisions regarding the academic autonomy of public TEIs?

1. No -----> Go to D3_T8

2. Yes -----> Go to Q2

Section 3 – Governance

- Q2. For each of the areas listed below regarding academic autonomy of public TEIs, please indicate the level of autonomy expressed by the regulatory provisions
1. Autonomy to design curricula
 - 1.1. *Public TEIs do not have this form of academic autonomy*
 - 1.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 2. Autonomy to introduce or cancel degree programs
 - 2.1. *Public TEIs do not have this form of academic autonomy*
 - 2.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 3. Autonomy to determine academic structures
 - 3.1. *Public TEIs do not have this form of academic autonomy*
 - 3.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 3.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 4. Autonomy to decide the overall number of students
 - 4.1. *Public TEIs do not have this form of academic autonomy*
 - 4.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 4.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 5. Autonomy to determine admission criteria at the institutional level
 - 5.1. *Public TEIs do not have this form of academic autonomy*

Section 3 – Governance

5.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

5.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

6. Autonomy to determine admission criteria at the discipline level

6.1. *Public TEIs do not have this form of academic autonomy*

6.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

6.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

7. Autonomy to conduct evaluation of programs

7.1. *Public TEIs do not have this form of academic autonomy*

7.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

7.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

8. Autonomy to conduct evaluation of learning outcomes

8.1. *Public TEIs do not have this form of academic autonomy*

8.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

8.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

9. Autonomy to conduct evaluation of teaching methodologies

9.1. *Public TEIs do not have this form of academic autonomy*

9.2. *Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

9.3. *Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

Section 3 – Governance

10. Autonomy to conduct research on topics of interest

10.1. Public TEIs do not have this form of academic autonomy

10.2. Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

10.3. Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

11. Autonomy to grant degrees, titles and certificates

11.1. Public TEIs do not have this form of academic autonomy

11.2. Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

11.3. Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

12. Autonomy to embed internships and practical training as part of the curriculum

12.1. Public TEIs do not have this form of academic autonomy

12.2. Public TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

12.3. Public TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

11. Other

D3_T8

Staffing autonomy for public TEIs

Q1 Does the governance framework make explicit provisions regarding the staffing autonomy of public TEIs?

1. No -----> Go to D3_T9

2. Yes -----> Go to Q2

Section 3 – Governance

- Q2. For each of the areas listed below regarding staffing autonomy of public TEIs, please indicate the level of autonomy expressed by the regulatory provisions
1. Autonomy to hire academic staff
 - 1.1. *Public TEIs do not have this form of staffing autonomy*
 - 1.2. *Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 2. Autonomy to promote academic staff
 - 2.1. *Public TEIs do not have this form of staffing autonomy*
 - 2.2. *Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 3. Autonomy to fire academic staff
 - 3.1. *Public TEIs do not have this form of staffing autonomy*
 - 3.2. *Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 3.3. *Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 4. Autonomy to set salaries and offer performance salary for academic staff
 - 4.1. *Public TEIs do not have this form of staffing autonomy*
 - 4.2. *Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 4.3. *Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 5. Autonomy to offer tenure positions for academic staff
 - 5.1. *Public TEIs do not have this form of staffing autonomy*

Section 3 – Governance

5.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Autonomy to hire non-academic staff

6.1. Public TEIs do not have this form of staffing autonomy

6.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

6.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

7. Autonomy to promote non-academic staff

7.1. Public TEIs do not have this form of staffing autonomy

7.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

7.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

8. Autonomy to fire non-academic staff

8.1. Public TEIs do not have this form of staffing autonomy

8.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

8.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

9. Autonomy to set salaries and offer performance salary for non-academic staff

9.1. Public TEIs do not have this form of staffing autonomy

9.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

9.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

Section 3 – Governance

10. Autonomy to create new academic and non-academic positions with new job descriptions

10.1. Private TEIs do not have this form of staffing autonomy

10.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

10.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

11. Other

D3_T9

Governance autonomy for public TEIs

Q1 Does the regulatory framework make explicit provisions regarding the governance autonomy of public TEIs?

1. No -----> Go to D3_T10

2. Yes -----> Go to Q2

Q2. For each of the areas listed below regarding governance autonomy of public TEIs, please indicate the level of autonomy expressed by the regulatory provisions

1. Autonomy to appoint/elect the leadership of public TEIs

1.1. Public TEIs do not have this form of governance autonomy

1.2. Public TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

1.3. Public TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

2. Autonomy to terminate the positions of public TEIs leaders

2.1. Public TEIs do not have this form of governance autonomy

2.2. Public TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

2.3. Public TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

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3. Autonomy to determine and change the process of appointing the leadership of public TEIs

3.1. Public TEIs do not have this form of governance autonomy

3.2. Public TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

3.3. Public TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

4. Autonomy to change the mission of public TEIs

4.1. Public TEIs do not have this form of governance autonomy

4.2. Public TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

4.3. Public TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

5. Autonomy to involve internal and external stakeholders as part of the leadership structures of public TEIs

5.1. Public TEIs do not have this form of governance autonomy

5.2. Public TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Public TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Other

D3_T10

Autonomy to diversify sources of funding for public institutions

- Q1 Are there explicit provisions in the regulatory framework that grant autonomy to public TEIs to diversify their sources of funding?
1. No -----> Go to Q2
 2. Yes -----> Go to Q2

Section 3 – Governance

- Q2 Do public TEIs have the autonomy to diversify sources of funding for public institutions?
1. No -----> Go to D3_T11
 2. Yes -----> Go to Q3
- Q3 For each of the areas listed below regarding financial autonomy of public TEIs, please indicate the level of autonomy expressed by the regulatory provisions
1. Financial autonomy to set tuition fees
 - 1.1. *Public TEIs do not have this form of financial autonomy*
 - 1.2. *Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 2. Financial autonomy to accumulate reserves and carryover surplus state funding
 - 2.1. *Public TEIs do not have this form of financial autonomy*
 - 2.2. *Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 3. Financial autonomy to borrow money
 - 3.1. *Public TEIs do not have this form of financial autonomy*
 - 3.2. *Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 3.3. *Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 4. Financial autonomy to invest money in assets, whether financial or physical
 - 4.1. *Public TEIs do not have this form of financial autonomy*
 - 4.2. *Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected*

Section 3 – Governance

4.3. Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

5. Financial autonomy to own and sell the land and buildings TEIs occupy

5.1. Public TEIs do not have this form of financial autonomy

5.2. Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Financial autonomy to deliver contractual services

6.1. Public TEIs do not have this form of financial autonomy

6.2. Public TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

6.3. Public TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

7. Other

D3_T11

Involvement of private TEIs in negotiation of performance targets with stakeholders like governments or TEAs

Q1. Do performance targets exist for private TEIs?

1. No -----> Go to D3_T12

2. Yes -----> Go to Q2

Q2. Are performance targets for private TEIs open to negotiation with stakeholders like governments or TEAs?

1. No, performance targets are not open to negotiation. Please elaborate below -----> Go to D3_T12

2. Yes, at least some performance targets are open to negotiation. Please elaborate below -----> Go to Q3

Section 3 – Governance

- Q3. Please select the statement below that best describes the manner in which negotiation on performance targets for private TEIs takes place.
1. Negotiation on performance targets takes place as part off an unstructured, ad hoc process. Please elaborate below
 2. Negotiation on performance targets takes place as part off a structured, regulated and transparent process. Please elaborate below

D3_T12

Academic autonomy for private TEIs

- Q1 Does the governance framework make explicit provisions regarding the academic autonomy of private TEIs?
1. No -----> Go to D3_T13
 2. Yes -----> Go to Q2
- Q2. For each of the areas listed below regarding the academic autonomy of private TEIs, please indicate the level of autonomy expressed by the regulatory provisions
1. Autonomy to design curricula
 - 1.1. *Private TEIs do not have this form of academic autonomy*
 - 1.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 2. Autonomy to introduce or cancel degree programs
 - 2.1. *Private TEIs do not have this form of academic autonomy*
 - 2.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 3. Autonomy to determine academic structures

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3.1. *Private TEIs do not have this form of academic autonomy*

3.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

3.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

4. Autonomy to decide the overall number of students

4.1. *Private TEIs do not have this form of academic autonomy*

4.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

4.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

5. Autonomy to determine admission criteria at the institutional level

5.1. *Private TEIs do not have this form of academic autonomy*

5.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

5.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

6. Autonomy to determine admission criteria at the discipline level

6.1. *Private TEIs do not have this form of academic autonomy*

6.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

6.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

7. Autonomy to conduct evaluation of programs

7.1. *Private TEIs do not have this form of academic autonomy*

7.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*

Section 3 – Governance

7.3. Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

8. Autonomy to conduct evaluation of learning outcomes

8.1. Private TEIs do not have this form of academic autonomy

8.2. Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

8.3. Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

9. Autonomy to conduct evaluation of teaching methodologies

9.1. Private TEIs do not have this form of academic autonomy

9.2. Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

9.3. Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

10. Autonomy to conduct research on topics of interest

10.1. Private TEIs do not have this form of academic autonomy

10.2. Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

10.3. Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

11. Autonomy to grant degrees, titles and certificates

11.1. Private TEIs do not have this form of academic autonomy

11.2. Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected

11.3. Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

12. Autonomy to embed internships and practical training as part of the curriculum

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- 12.1. *Private TEIs do not have this form of academic autonomy*
- 12.2. *Private TEIs have this form of academic autonomy, but there are documented exceptions or cases where this autonomy was not respected*
- 12.3. *Private TEIs have this form of academic autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

11. Other

D3_T13

Staffing autonomy for private TEIs

- Q1 Does the governance framework make explicit provisions regarding the staffing autonomy of private TEIs?
- 1. No -----> Go to D3_T14
 - 2. Yes -----> Go to Q2
- Q2. For each of the areas listed below regarding staffing autonomy of private TEIs, please indicate the level of autonomy expressed by the regulatory provisions
- 1. Autonomy to hire academic staff
 - 1.1. *Private TEIs do not have this form of staffing autonomy*
 - 1.2. *Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 - 2. Autonomy to promote academic staff
 - 2.1. *Private TEIs do not have this form of staffing autonomy*
 - 2.2. *Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*
 - 3. Autonomy to fire academic staff

Section 3 – Governance

3.1. Private TEIs do not have this form of staffing autonomy

3.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

3.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

4. Autonomy to set salaries and offer performance salary

4.1. Private TEIs do not have this form of staffing autonomy

4.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

4.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

5. Autonomy to offer tenure positions

5.1. Private TEIs do not have this form of staffing autonomy

5.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Autonomy to hire non-academic staff

6.1. Private TEIs do not have this form of staffing autonomy

6.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

6.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

7. Autonomy to promote non-academic staff

7.1. Private TEIs do not have this form of staffing autonomy

7.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

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7.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

8. Autonomy to fire non-academic staff

8.1. Private TEIs do not have this form of staffing autonomy

8.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

8.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

9. Autonomy to set salaries and offer performance salary for non-academic staff

9.1. Private TEIs do not have this form of staffing autonomy

9.2. Private TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

9.3. Private TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

10. Autonomy to create new academic and non-academic positions with new job descriptions

10.1. Public TEIs do not have this form of staffing autonomy

10.2. Public TEIs have this form of staffing autonomy, but there are documented exceptions or cases where this autonomy was not respected

10.3. Public TEIs have this form of staffing autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

10. Other

D3_T14

Governance autonomy for private TEIs

Q1 Does the regulatory framework make explicit provisions regarding the governance autonomy of private TEIs?

1. No -----> Go to D3_T15

Section 3 – Governance

2. Yes -----> Go to Q2

- Q2. For each of the areas listed below regarding governance autonomy of private TEIs, please indicate the level of autonomy expressed by the regulatory provisions
1. Autonomy to appoint/elect the leadership of private TEIs
 - 1.1. *Private TEIs do not have this form of governance autonomy*
 - 1.2. *Private TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 1.3. *Private TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 2. Autonomy to terminate the positions of private TEIs leaders
 - 2.1. *Private TEIs do not have this form of governance autonomy*
 - 2.2. *Private TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 2.3. *Private TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 3. Autonomy to determine and change the process of appointing the leadership of private TEIs
 - 3.1. *Private TEIs do not have this form of governance autonomy*
 - 3.2. *Private TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 3.3. *Private TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

 4. Autonomy to change the mission of private TEIs
 - 4.1. *Private TEIs do not have this form of governance autonomy*
 - 4.2. *Private TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected*
 - 4.3. *Private TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected*

Section 3 – Governance

5. Autonomy to involve internal and external stakeholders as part of the leadership structures of private TEIs

5.1. Private TEIs do not have this form of governance autonomy

5.2. Private TEIs have this form of governance autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Private TEIs have this form of governance autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Other

D3_T15

Autonomy to diversify sources of funding for private institutions

Q1 Are there explicit provisions in the regulatory framework that grant autonomy to private TEIs to diversify their sources of funding?

1. No -----> Go to Q2

2. Yes -----> Go to Q2

Q2 Do private TEIs have the autonomy to diversify sources of funding?

1. No -----> Go to D4: Funding

2. Yes -----> Go to Q3

Q3 For each of the areas listed below regarding financial autonomy of private TEIs, please indicate the level of autonomy expressed by the regulatory provisions

1. Financial autonomy to set tuition fees

1.1. Private TEIs do not have this form of financial autonomy

1.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

1.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

2. Financial autonomy to accumulate reserves and carryover surplus state funding

2.1. Private TEIs do not have this form of financial autonomy

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2.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

2.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

3. Financial autonomy to borrow money

3.1. Private TEIs do not have this form of financial autonomy

3.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

3.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

4. Financial autonomy to invest money in assets, whether financial or physical

4.1. Private TEIs do not have this form of financial autonomy

4.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

4.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

5. Financial autonomy to own and sell the land and buildings TEIs occupy

5.1. Private TEIs do not have this form of financial autonomy

5.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

5.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

6. Financial autonomy to deliver contractual services

6.1. Private TEIs do not have this form of financial autonomy

6.2. Private TEIs have this form of financial autonomy, but there are documented exceptions or cases where this autonomy was not respected

6.3. Private TEIs have this form of financial autonomy, and there are no documented exceptions or cases where this form of autonomy was disrespected

Section 3 – Governance

5. Other

Section 4 - Funding

D4_T1

Public funding for TEIs

- Q1. Are public funds allocated to TEIs?
1. No -----> Go to D4_T5
 2. Yes -----> Go to Q2
- Q2. Please select the statement below that best describes who receives public funds in the country of your analysis.
1. Public TEIs only
 2. Public TEIs and private TEIs
- Q3. Please select the statement below that best describes which TEIs receive public funds
1. Non-accredited TEIs receive public funds
 2. Accredited TEIs only receive public funds

D4_T2

Type of expenditure covered by public funds for public TEIs

- Q1. Please select all types of expenditure below that are covered by public funds for public TEIs. Public funds do not need to cover the entire institutional costs of the types of expenditure indicated below to be selected.
1. Capital expenditure only (e.g. costs for buildings and equipment) -----> Go to Q2
 2. Recurrent expenditure only (e.g. salary and non-salary costs) -----> Go to Q3
 3. Both capital and recurrent expenditure for public TEIs are covered by public funds -----> Go to Q2
- Q2. Please select below all types of capital expenditure eligible to receive public funds
1. Land purchases
 2. Building new facilities
 3. Renovating existing facilities
 4. Purchasing equipment
 5. Other
- Q3. Please select below all types of recurrent expenditure eligible to receive public funds
1. Salaries of academic staff

Section 4 - Funding

2. Salaries of non-academic staff
3. Non-salary goods and services (e.g. interests payments etc.)
4. Other

D4_T3

Coverage of research expenditure by public funds for public TEIs

- Q1. Are research costs at public TEIs supported by public funds? Public funds do not need to cover the entire institutional costs of research expenditure for "Yes" to be selected.
1. No -----> Go to D4_T4
 2. Yes -----> Go to Q2
- Q2. Please select the statement below that best describes the manner in which research funds are allocated to public TEIs
1. Research funds are distributed through non-competitive processes to TEIs -----> Go to D4_T4
 2. Research funds are distributed through competitive and transparent processes to TEIs -----> Go to Q3
- Q3. Please select below all applicable units affiliated with public TEIs eligible to receive competitive public research funds
1. Public TEIs as institutions
 2. Individual faculties/schools within public TEIs
 3. Individual departments within public TEIs
 4. Individual research centers within public TEIs
 5. Individual researchers within public TEIs
 6. Other

D4_T4

Coverage of research expenditure by public funds for private TEIs

- Q1. Are research costs at private TEIs supported by public funds? Public funds do not need to cover the entire institutional costs of research expenditure for "Yes" to be selected.
1. No -----> Go to D4_T5

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2. Yes -----> Go to Q2

- Q2. Please select the statement below that best describes the manner in which research funds are allocated to private TEIs
1. Research funds are distributed through non-competitive processes to TEIs -----> Go to D4_T5
 2. Research funds are distributed through competitive and transparent processes to TEIs
- Q3. Please select below all applicable units affiliated with private TEIs eligible to receive competitive public research funds
1. Private TEIs as institutions
 2. Individual faculties/schools within private TEIs
 3. Individual departments within private TEIs
 4. Individual research centers within private TEIs
 5. Individual researchers within private TEIs
 6. Other

D4_T5

Stability and transparency of public funds allocation

- Q1. Please select the statement below that best describes the degree of stability with which public funds are allocated to TEIs from one financial year to the next in the country of your analysis
1. It is difficult for TEIs to anticipate with a fair degree of confidence the amount of public funding they will receive each financial year. Please explain below. -----> Go to D4_T6
 2. TEIs can anticipate with a fair degree of confidence the amount of public funding they will receive each financial year. Please explain below -----> Go to Q2
- Q2. Please select the process(es) through which public funds are allocated to TEIs that best apply(ies) in your country of analysis. If different processes apply to different types of institutions, or different types of funding, describe relevant variations below each option.
1. Historic based allocations. Please explain below:

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2. Negotiation with individual TEIs. Please explain below:

3. Funding formula. Please explain below:

4. Other. Please explain below:

Q3. Please describe the budget type used to allocate public funds to TEIs

1. Line item budget
2. Block grant budget
3. Other

D4_T6

Formula funding allocation

Q1. Is a formula in place for the allocation of public funds for TEIs?

1. No -----> Go to D4_T7
2. Yes -----> Go to Q2

Q2. Please select the statement below that best describes the explicit availability of the formula used to allocate public funds for TEIs

1. There is an explicit formula for the allocation of public funds for TEIs, but it is not publicly accessible or it is only partially accessible to the public. Please elaborate below -----> Go to D4_T7
2. There is a publicly known or publicly accessible formula for the allocation of public funds for TEIs. Please elaborate below, and provide a reference to a publicly available source where the formula used to allocate public funds towards public institutions may be retrieved. -----> Go to Q3

Q3. Please select all statements below that apply to the formula used to allocate public funds for TEIs

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1. The publicly available formula specifies the amounts as fixed (or block) funding. Please specify below the indicator used for fixed funding.
2. The publicly available formula specifies the amounts as variable (i.e. per student/ per credit) funding. Please specify below the indicator used for variable funding.

D4_T7

Identification of stakeholders

- Q1. Are stakeholders which contribute towards determining different parts of the public funding allocation mechanism explicitly identified (i.e. stakeholders from which data and information input is requested such as IAAs, TEIs, students etc.)
1. No -----> Go to D4_T3
 2. Yes -----> Go to Q2
- Q2. Please select the statement below that best applies to the identification of stakeholders involved in different parts of the funding allocation mechanism
1. Some stakeholders that contribute towards determining different parts of the public funding allocation mechanism are explicitly identified. Please list below the stakeholders which are publicly identified -----> Go to D4_T3
 2. All stakeholders that contribute towards determining different parts of the public funding allocation mechanism are explicitly identified. Please list below all stakeholders that are publicly identified -----> Go to Q3
- Q3. Please select the statement below that best applies to the involvement of stakeholders in different parts of the funding formula
1. The manner in which identified stakeholders are involved in different parts of the funding formula is unclear. Please specify below
 2. The manner in which identified stakeholders are involved in different parts of the funding formula is clear. Please specify below

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D4_T8

Performance based-funding

- Q1. Is performance based funding used as part of the funding allocation mechanism?
1. No -----> Go to D4_T4
 2. Yes -----> Go to Q2
- Q2. Please select all criteria applicable where performance funding is used as part of the funding allocation mechanism
1. Student graduation
 2. Student retention
 3. Post-graduation employment rates
 4. Qualitative and quantitative measures of participation of students from target populations (e.g. racial or ethnic groups, disabled, gender, socially disadvantaged)
 5. Participation in credit transfer schemes
 6. Registration of students in online and distance programs or work-integrated learning programs
 7. Specific criteria related to the mission of the institution (i.e. teaching, research, learning, community engagement)
 8. Performance agreements
 9. Proportion of international students
 10. Other. Please list below

D4_T9

Mechanism using data collection to monitor the progress of the institution

- Q1. Is there a mechanism which involves data collection to monitor the progress of institutions towards meeting performance targets?
1. No -----> Go to D4_T5
 2. Yes -----> Go to Q2
- Q2. Please select the statement below that best applies to the mechanism which involves data collection to monitor the progress of institutions towards meeting performance targets

Section 4 - Funding

1. The data collected is faulty or inconclusive
2. The data collected is reliable and pertinent

- Q3. Please indicate all applicable purposes for the above mentioned mechanism
1. Collection of data pertinent exclusively to measuring progress on target indicators
 2. Collection of data which evaluates the relevance of performance based criteria
 3. Other

D4_T10

Competitive funding for innovation and/or national priorities

- Q1. Is there at least one competitive line of funding accessible to TEIs aimed at promoting innovation or to address national priorities?
1. No -----> Go to D4_T10
 2. Yes -----> Go to Q2
- Q2. Please select all types of TEIs eligible to access the competitive line(s) of funding aimed at promoting innovation or to address national priorities.
1. Public TEIs
 2. Private TEIs
 3. Other
- Q3. Please select below all applicable units affiliated with public/private TEIs eligible to access competitive line(s) of funding aimed at promoting innovation or to address national priorities.
1. Public and private TEIs as institutions
 2. Individual faculties/schools within a public and private TEI
 3. Individual departments within a public or private TEI
 4. Individual research centers within a public or private TEI
 5. Individual researchers within public or private TEIs
 6. Other

Section 4 - Funding

D4_T11

Financial aid to students from disadvantaged background

- Q1. Are there government provided programs in place to provide financial aid to students in order to advance equity goals?
1. No -----> Go to D4_T12
 2. Yes -----> Go to Q2
- Q2. Please select all applicable groups of students from disadvantaged backgrounds eligible to receive financial aid
1. Ethnic minorities
 2. Religious minorities
 3. Racial minorities
 4. Students from low economic status
 5. Refugees
 6. Other
- Q3. Please select all applicable government provided programs in place to provide financial aid to students in order to advance equity goals
1. Government backed student loan program
 2. Government provided need based grants or scholarships
 3. Other

D4_T12

Cost-sharing products

- Q1. Please select the statement below that best applies to the cost of attending a TEI (e.g. fees and/or additional expenses)
1. The student cost of attending a TEI (e.g. fees and/or additional expenses) is entirely covered by public governments -----> Go to Q2
 2. The student cost of attending a TEI (e.g. fees and/or additional expenses) is shared between students (and other non-public sources) and public-government sources -----> Go to Q2

Section 4 - Funding

3. The student cost of attending a TEI (e.g. fees and/or additional expenses) is entirely or almost entirely covered by students (and other non-public sources) -----> Go to Q2

Q2. Are there financial cost-sharing products, or government provided student loans in place?

1. No -----> Go to D4_T3

2. Yes -----> Go to Q3

Q3. Please select the statement below that best applies to the financial cost-sharing products available

1. Repayment methods for student loans are not tailored to individual needs -----> Go to Q5

2. Repayment methods for student loans are tailored to individual needs -----> Go to Q4

Q4. Please select all applicable ways in which repayment methods are tailored to individual needs

1. Loans may be repaid according to an income contingency scheme

2. Loan received benefit from grace periods

3. Up-front payments are tailored to individual revenue

4. Other

Q5. Are there mechanisms to monitor the effectiveness of cost-sharing and loan mechanisms in serving the needs of beneficiaries?

1. No

2. Yes. Please describe below

D4_T13

Monitoring the outcomes of financial aid to students

Q1. Does the policy framework offer financial aid programs?

1. No -----> Go to D4_T14

2. Yes -----> Go to Q2

Q2. Are the outcomes of the financial aid programs monitored?

1. No -----> Go to D4_T14

Section 4 - Funding

2. Yes -----> Go to Q3

Q3. Please select the statement below that best applies to process of data collection designed for monitoring financial aid programs

1. The data collected for monitoring purposes is unreliable or insufficient -----> Go to D4_T14

2. The data collected for monitoring purposes is reliable and relevant. Please describe below

Q4. Please select the statement below that best applies to process of data utilization designed for monitoring financial aid programs

1. Collected data is not used to make necessary changes to financial aid programs

2. Collected data is used to make necessary changes to and improve financial aid programs. Please describe below

D4_T14

Financial incentives for institutions to meet equity goals

Q1. Are there financial incentives in place to reward institutions that meet equity goals?

1. No -----> Go to D5 Quality assurance

2. Yes -----> Go to Q2

Q2. Please select the statement below that best applies to monitoring the performance of institutions on equity goals

1. The data collected for monitoring purposes in meeting equity goals is unreliable or insufficient -----> Go to D5 Quality assurance

2. The data collected for monitoring purposes in meeting equity goals is reliable and relevant. Please describe below

Q3. Please select the statement below that best applies to utilizing the information resulted from monitoring the performance of institutions on equity goals

1. Collected data is not used to modify the level of funding received by institutions

2. Collected data is used to modify the level of funding received by institutions. Please describe below -----> Go to Q3

Section 4 - Funding

- Q4. Funding incentives allocated to institutions based on their progress on equity goals are included officially in the public funding formula
1. No
 2. Yes

Section 5 – Quality Assurance

D5_T1

National institutional accreditation agency (IAA) or quality assurance agency (QAA) to monitor quality

- Q1. Is there at least one IAA or QAA that oversees the quality of tertiary education in the country?
1. No, there is/are no IAA(s) or QAA(s) that oversees the quality of tertiary education in the country -----> Go to D5_T13
 2. Yes, there is at least one IAA or QAA that oversees the quality of tertiary education in the country -----> Go to Q2
- Q2. Are there any actions toward establishing an IAA or QAA being conducted in the country?
1. No, no actions toward the establishment of an IAA are currently in place. -----> Go to D5_T13
 2. Yes, some actions toward the establishment of an IAA are currently in place. -----> Go to Q3.
- Q3. Please select all the actions toward the establishment of an IAA or QAA that have been conducted in the country (---> Go to Q5.)
1. A bill or draft of a decree in which the establishment of an IAA or QAA is contemplated is currently under discussion or elaboration
 2. A law, decree or similar regulation regarding the creation of the new IAA or QAA has been issued, but the IAA or QAA has not been established yet
 3. A committee has been appointed to propose the structure and functions of the new IAA or QAA
 4. Resources has been allocated for the creation of the new IAA or QAA
 5. Others. Please elaborate below
- Q4. Please select the statement below that best applies to the IAA or QAA which oversees the quality of tertiary education in the country:
1. There is one or more IAAs that oversee the quality of individual institutions in the country.
 2. There is one or more QAAs that oversee the quality of individual programs in the country, as opposed to institutions.
 3. There is either a QAA or IAA that oversees both the quality of individual programs in the county, and the quality of institutions.
- Q5. Please list below all the IAAs or QAAs that oversee the quality of individual institutions in the country

Section 5 – Quality Assurance

- Q6. Please select the option that best describes the legal status of an IAA or QAA in the country
1. The legal status of an existing IAA(s) or QAA(s) is unclear
 2. The legal status of an existing IAA(s) or QAA(s) is clear

D5_T2

Independence of IAA or QAA from government

- Q1. Please select the statement below that best describes the relationship between the IAA(s) or QAA(s) that oversees the quality of individual institutions in the country on one hand and the government on the other hand
1. The IAA(s) or QAA(s) is/are directly dependent on the government and the government can modify or influence its/their decisions
 2. The IAA(s) or QAA(s) is/are related to the government and the government can provide general instructions but not influence individual decisions
 3. The IAA(s) or QAA(s) is/are completely independent from the government
 4. There are different IAAs or QAA(s) with different relationships to the government. Please explain
 5. Other. Please explain

D5_T3

Independence of IAA or QAA from TEIs

- Q1. Please select the statement below that best describes the relationship between the IAA(s) or QAA(s) that oversees the quality of individual institutions in the country on one hand and the TEIs on the other hand
1. The IAA(s) or QAA(s) is/are directly dependent on TEIs and TEIs can modify or influence its/their decisions
 2. The IAA(s) or QAA(s) is/are related to the TEIs and the TEIs can provide general instructions but not influence individual decisions
 3. The IAA(s) or QAA(s) is/are completely independent from TEIs
 4. There are different IAAs or QAA(s) with different relationships to TEIs. Please explain

D5_T4

Jurisdiction of IAA or QAA

Section 5 – Quality Assurance

- Q1. Please select the statement below that best describes the geographic jurisdiction of the IAA(s) or QAA(s) in the country
1. The IAA(s) or QAA(s) has/have jurisdictions over only select geographic regions of the country -----> Go to D5_T5
 2. The IAA(s) or QAA(s) has/have jurisdictions over the entire geographic region of the country -----> Go to Q2
- Q2. Does the IAA(s) or QAA(s) in the country have jurisdiction over cross border providers
1. No
 2. Yes
- Notes, if any:

D5_T5

Jurisdiction of IAA or QAA over public and private institutions

- Q1. Please select all applicable institution types that operate in the country
1. Public institutions
 2. Private institutions
- Q2. Please select the option below that best describes the jurisdiction of IAA(s) or QAA(s) regarding private and public TEIs in the country
1. IAA(s) or QAA(s) oversee only private TEIs
 2. IAA (s) or QAA (s) oversee only public TEIs
 3. IAA (s) or QAA (s) oversee both public and private TEIs
- Notes, if any:

D5_T6

Jurisdiction of IAA or QAA over university and non-university institutions

- Q1. Please select all applicable institution types that operate in the country
1. University institutions
 2. Non-university institutions

Section 5 – Quality Assurance

- Q2. Please select the option that better describes the existence of IAA (s) or QAA (s) overseeing university and non-university institutions in the country
1. IAA (s) or QAA (s) oversee only universities
 2. IAA (s) or QAA (s) oversee only non-universities
 3. IAA (s) or QAA (s) oversee university and non-university institutions

D5_T7

Jurisdiction of IAA or QAA over program type

- Q1. Please select all applicable types of programs overseen by IAA(s) or QAA(s)
1. Full time programs
 2. Part time programs
 3. On-site programs
 4. Online programs and blended learning programs (distance education)

D5_T8

Development of Institutional Quality Assurance Standards (IQAs) by IAA or QAA

- Q1. Please select the option that better describes the IQA used by the IAA(s) or QAA(s) in the country.
1. The IAA(s) or QAA(s) has/have not developed or adopted Institutional Quality Standards (IQAs)
 2. IQAs developed by the IAA(s) or QAA(s) are mostly or exclusively based on inputs
 3. IQAs developed by the IAA(s) or QAA(s) are mostly or exclusively based on processes
 4. IQAs developed by the IAA(s) or QAA(s) are mostly based on outcomes
 5. IQAs developed by the IAA(s) or QAA(s) are mostly based on a combination of inputs, processes and outcomes

D5_T9

Development of Program Quality Assurance Standards (PQAs) by IAA or QAA

- Q1. Please select the option that better describes the PQAs used by the IAA(s) or QAA(s) in the country.
1. The IAA(s) or QAA(s) has/have not developed or adopted Program Quality Standards (PQAs)
 2. PQAs developed by the IAA(s) or QAA(s) are mostly or exclusively based on inputs
 3. PQAs developed by the IAA(s) or QAA(s) are mostly or exclusively based on processes
 4. PQAs developed by the IAA(s) or QAA(s) are mostly based on outcomes
 5. PQAs developed by the IAA(s) or QAA(s) are mostly based on a combination of inputs, processes and outcomes

Section 5 – Quality Assurance

D5_T10

Incentive by IAA(s) or QAA(s) for TEIs to create a Management Information System (MIS)

- Q1. Please select the option that better describes if the IAA(s) or QAA(s) in the country offers incentives for TEIs to create a Management Information System (MIS)
1. The IAA(s) or QAA(s) does not offer any incentives for TEIs to create MIS through IQAs or PQAs
 2. The IAA(s) or QAA(s) does offer any incentives for TEIs to create MIS through IQAs or PQAs
- Q2. Please describe the type of MIS incentivized by IAA(s) or QAA(s) through IQAs or PQAs
1. The MIS incentivized by IAA(s) or QAA(s) is mostly or exclusively based on inputs
 2. The MIS incentivized by IAA(s) or QAA(s) is mostly or exclusively based on processes
 3. The MIS incentivized by IAA(s) or QAA(s) is mostly based on outcomes
 4. The MIS incentivized by IAA(s) or QAA(s) is mostly based on a combination of inputs, processes and outcomes

D5_T11

Involvement of stakeholders in the IAA(s) or QAA(s) activities

- Q1. Please select all stakeholders involved in the IAA(s) or QAA(s) activities
1. Students
 2. Faculty
 3. International experts
 4. Community members
 5. Leadership of TEIs
 6. Labor market representatives
 7. Other
 8. None of the above

D5_T12

Consequences for an institution/program not passing IAA(s) or QAA(s) accreditation/evaluation

- Q1. Please select the statement below that best describes the provisions of the IAA(s) or QAA(s) in situations where institutions/programs do not meet the evaluation/accreditation standards
1. Programs/TEIs that do not meet the evaluation/accreditation standards can operate in the country without practical consequences -----> Go to D5_T13

Section 5 – Quality Assurance

2. Programs/TEIs that do not meet the evaluation/accreditation standards face practical consequences -----> Go to Q2

- Q2. Please select below the consequences that programs/TEIs face if they fail to meet the evaluation/accreditation standards
1. The results of the evaluation/accreditation process are made public
 2. Institutions/programs do not meet the evaluation/accreditation standards are not eligible for public funding
 3. Institutions/programs do not meet the evaluation/accreditation standards are not eligible to grant degrees and certificates
 4. Institutions/programs do not meet the evaluation/accreditation standards are closed
 5. Other
- Q3. Please select the statement below that best describes the provisions of the IAA(s) or QAA(s) in situations where institutions/programs do not meet the evaluation/accreditation standards
1. Programs/TEIs are subject to reevaluation/re-accreditation at a predefined time-interval
 2. Programs/TEIs are not subject to reevaluation/re-accreditation

D5_T13

Presence of TEMIS at regional or national level

- Q1. Is there at least one TEMIS in the country?
1. No, there is no TEMIS in the country
 2. Yes, there is at least one TEMIS in the country
- Q2. Please select all types of institutions below for which information is included in TEMIS
1. Public institutions
 2. Private institutions
 3. Non-university institutions
 4. University institutions

D5_T14

Collection of data on student enrollment, retention/dropout rates, graduation rates, and student transfer rates, through the TEMIS

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- Q1. Please select all the information that the TEMIS collects regarding this group of indicators
1. Student enrollment
 2. Retention / dropout rates
 3. Graduation rates
 4. Student transfer rates
 5. None of the above
- Q2. Is demographic data collected to inform equity-related reports and policymaking for the selected indicators?
1. No, demographic data regarding these indicators is not collected -----> Go to D5_T15
 2. Yes, demographic data regarding these indicators is collected -----> Go to Q3
- Q3. Please select all categories of demographic data collected
1. Gender
 2. Ethnicity
 3. Race
 4. Urban/rural origin
 5. Religion
 6. Age
 7. Other

D5_T15

Collection of data on tuition, financial aid, grants, scholarships, and loans through the TEMIS

- Q1. Please select all the information that the TEMIS collects regarding this group of indicators
1. Tuition levels
 2. Financial aid for students
 3. Student loans
 4. Grants
 5. Scholarships
 6. None of the above
- Q2. Is demographic data collected to inform equity-related reports and policymaking for the selected indicators?

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1. No, demographic data (e.g. age, gender, race, ethnicity, religion) regarding these indicators is not collected ----->
Go to D5_T16
2. Yes, demographic (e.g. age, gender, race, ethnicity, religion) data regarding these indicators is collected -----> Go to Q3

- Q3. Please select all categories of demographic data collected
1. Gender
 2. Ethnicity
 3. Race
 4. Urban/rural origin
 5. Religion
 6. Age
 7. Other

D5_T16

Collection of data on incoming students' academic readiness (collects or uses available data from other sources)

- Q1. Please select which of the following indicators related to incoming students' academic readiness the TEMIS collects or uses.
1. Competency based assessments
 2. Student's' secondary education marks
 3. Students' secondary education class rank
 4. Tertiary education entrance (or secondary education exit) exam
 5. Others. Please explain

 6. None of the above
- Q2. Is demographic data collected to inform equity-related reports and policymaking for the selected indicators?
1. No, demographic data (e.g. age, gender, race, ethnicity, religion) regarding these indicators is not collected ----->
Go to D5_T17
 2. Yes, demographic (e.g. age, gender, race, ethnicity, religion) data regarding these indicators is collected -----> Go to Q3

Section 5 – Quality Assurance

Q3. Please select all categories of demographic data collected

1. Gender
2. Ethnicity
3. Race
4. Urban/rural origin
5. Religion
6. Age
7. Other

D5_T17

Collection of data on graduate outcomes

Q1. Please select which of the following indicators related to graduate outcomes the TEMIS collects or uses.

1. Employment/unemployment
2. Graduate earnings
3. Student satisfaction regarding the academic program or the institution
4. Standardized tertiary education exit exams related to entrance exam (academic gain or growth)
5. Students' progression to higher levels of education
6. Other. Please explain

7. None of the above

Q2. In addition to the indicators selected in Q1, is demographic data collected to inform equity-related reports and policymaking for the selected indicators?

1. No, demographic data (e.g. age, gender, race, ethnicity, religion) regarding these indicators is not collected -----> Go to D5_T18
2. Yes, demographic (e.g. age, gender, race, ethnicity, religion) data regarding these indicators is collected -----> Go to Q3

Q3. Please select all categories of demographic data collected

1. Gender

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2. Ethnicity
3. Race
4. Urban/rural origin
5. Religion
6. Age
7. Other

D5_T18

Collection of data on institutional contributions to local economic, social, or cultural development, through the TEMIS.

- Q1. Please select the relevant indicators below for which data is collected through TEMIS.
1. Local economy. Specify below
 2. Social development. Specify below
 3. Cultural development. Specify below
 4. Other. Please explain
 5. None of the above

D5_T19

Collection of data on institutional R&D indicators through the TEMIS

- Q1. Please select which of the following indicators related to institutional R&D the TEMIS collects or uses.
1. Revenues from contract research for industry
 2. Co-authorship academia – industry
 3. Consultancy and expert advice to industry
 4. Grey literature or confidential reports to industry
 5. Exchange of graduates with industry
 6. Investment in R&D
 7. Policy relevant research projects

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8. Spinoff and start-ups
9. Attractive competitive research funds from public sources
10. Other.

11. None of the above.

D5_T20

Collection of data on faculty through the TEMIS

- Q1. Please select which of the following indicators related to faculty the TEMIS collects or uses.
1. Faculty/student ratio
 2. Percentage of international faculty
 3. Percentage of international faculty with a Master's degree
 4. Percentage of international faculty with a PhD
 5. Student evaluation of faculty
 6. Other.

 6. None of the above.

D5_T21

Utilization of TEMIS data for system evaluation and reform

- Q1. Is the TEMIS data utilized for the purpose of system evaluation and reform?
1. No -----> Go to D6: Relevance of TE
 2. Yes -----> Go to Q2
- Q2. Please select the statement below that best describes the process and frequency at which TEMIS data is used for the purpose of system evaluation and reform
1. Ad hoc -----> Go to D6: Relevance of TE
 2. Formalized and systematic
- Q3. Please indicate if the data collected as part of TEMIS revised based on policy needs.
1. No
 2. Yes

Section 6 - The Relevance of Tertiary Education

D6_T1

Policy to strengthen the role of TE in economic development

- Q1. Does the country have a system wide or sector-specific policy mandate or decree to strengthen the role of tertiary education in economic development?
1. No -----> Go to D6_T2
 2. Yes, there is a sector-specific policy mandate or decree which applies to part of the TE system. -----> Go to Q2
 3. Yes, there is a system-wide policy mandate or decree which applies to the entire TE system -----> Go to Q3
- Notes if any:
- Q2. Please select the relevant sector(s) to which specific policy mandate or decree apply
1. University
 2. Non-university
 3. Public TEIs
 4. Private TEIs
- Q3. Please select all policy components included in the policy mandate or decree to strengthen the role of TE in economic development.
1. Teaching function of tertiary education
 2. Research function of tertiary education
 3. Third function or mission of tertiary education
 4. Other, please elaborate below.
- Notes, if any:
- Q4. Are there specific programs/actions to promote the role of TEIs in economic development incentivized or supported by policy?
1. No, -----> Go to D6_T2
 2. Yes. -----> Go to Q5
- Q5. Select below all applicable programs/actions incentivized or supported by policy

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1. TEI-industry collaboration, including small and medium-size enterprises
2. Establishment of new institutions with specific role to enhance economic development, e.g. regionally
3. Establishment of new learning programs to meet the needs of the labor market
4. Generating new enterprises based on university R&D
5. Generating new enterprises based on student/graduate entrepreneurship
6. Attracting inward investment and/or landing companies to the region (from other regions/states, abroad)
6. Enterprise development, industry renewal and diversification
7. Cluster-based development
8. Government-Industry-Academia collaboration ("Triple Helix collaboration)
9. Reskilling and upskilling the workforce
10. Attracting talents from other regions/states/abroad
11. Financial tax incentives
12. Student internships
13. Life-long learning programs
14. Other, elaborate below.

Q6. Have these programs/actions been monitored and reviewed for impact?

1. No. -----> Go to D6_T2
2. Yes -----> Go to Q7

Q7. Please select the statement below that best describes the review process

1. Ad hoc
2. Formalized and systematic

D6_T2

Policy to strengthen RDI in TE

Q1. Does the country have a TE system wide or sector-specific policy mandate or decree to strengthen R&D and innovation activity in tertiary education?

1. No -----> Go to D6_T3
2. Yes, there is a TE sector-specific policy mandate or decree, which applies to part of the TE system. -----> Go Q2

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3. Yes, there is a system-wide policy mandate or decree which applies to the entire TE system -----> Go to Q3
Notes if any:

Q2. Please select the relevant sector(s) to which specific policy mandate or decree apply

1. University
2. Non-university
3. Public TEIs
4. Private TEIs

Q3. Are there programs and/or actions to strengthen RDI in tertiary education incentivized or supported by policy?

1. No -----> Go to D6_T3
2. Yes -----> Go to Q4

Q4. Select below all applicable programs/actions supported by policy

1. Support for doctoral training
2. Support for doctoral career development
3. Support for doctoral and postdoc international mobility
4. Support for doctoral and postdoc industry engagement
5. Support for centers of excellence
6. Support for general infrastructure and large scale facilities
7. Support for infrastructure and facilities in general
8. Support for industry relevant RDI
9. Support for socially/environmentally relevant RDI
10. Support for collaborative research
11. Support for research for local development
12. Support for policy relevant research and government conducted research
13. Other, please elaborate below

Q5. Have these programs/actions been monitored and reviewed for impact?

Section 6 - The Relevance of Tertiary Education

1. No -----> Go to D6_T3
2. Yes -----> Go Q6

- Q6. Please select the statement below that best describes the review process
1. Ad hoc
 2. Formalized and systematic

D6_T3

Financial incentives to strengthen RDI activity in tertiary education.

- Q1. Are there financial incentives to strengthen RDI in tertiary education?
1. No -----> Go to D6_T4
 2. Yes -----> Go to Q2
- Q2. Do the funding incentives apply to all type of TEIs?
1. No -----> Go to Q3
 2. Yes -----> Go to Q4
- Q3. Please select the relevant sector(s) to which funding incentives apply
1. University
 2. Non-university
 3. Public TEIs
 4. Private TEIs
- Q4. Select all applicable funding incentives in place to strengthen RDI activity in tertiary education
1. Core funding for TEIs
 2. Ear-marked funding for RDI
 3. Competitive funding for TEIs
 4. Project-based noncompetitive funding for TEIs
 5. Performance-based funding for TEIs
 6. Funding for external actors to support the role of TEIs to enhance economic development
 7. Other. Please specify

Section 6 - The Relevance of Tertiary Education

Q5. Have the financial incentives been monitored and reviewed for impact?

1. No -----> Go to D6_T4
2. Yes -----> Go to Q6

Q6. Please select the statement below that best describes the review process

1. Ad hoc
2. Formalized and systematic

D6_T4

Programs/incentives to promote contribution of local/regional actors in TEIs' RDI

Q1. Are there system-wide or sector-based programs and/or incentives to foster the interaction of local/regional actors in TEIs' RDI activities?

1. No -----> Go to D6_T5
2. Yes, there are sector-specific programs and/or incentives which apply to part of the TE system -----> Go to Q2
3. Yes, there are system-wide programs and/or incentives which apply to the entire TE sector -----> Go to Q3

Q2. Please select the relevant sector(s)

1. University
2. Non-university
3. Public TEIs
4. Private TEIs

Q3. Please select below all applicable programs/incentives

1. Cluster-based and/or supply chain development
2. Industry-government-academia collaboration
3. Workforce development
4. Local enterprise development
5. Smart specialization type of development

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6. Social and cultural development
7. Enhancement of environmental protection and sustainability
8. Leadership development and training for TEIs
9. Other. Please specify

- Q4. Have these programs/actions been monitored and reviewed for impact?
1. No -----> Go to D6_T5
 2. Yes -----> Go to Q5
- Q5. Please select the statement below that best describes the review process
1. Ad hoc
 2. Formalized and systematic

D6_T5

Policy to foster TEIs' role in social and cultural development

- Q1. Does the country have a system wide or sector-specific policy mandate or decree to strengthen the role of tertiary education in social and cultural development?
1. No -----> Go to D6_T6
 2. Yes, there is a sector-specific policy mandate or decree which applies to part of the TE system -----> Go to Q2
 3. Yes, there is a system-wide policy mandate or decree which applies to the entire TE system -----> Go to Q3
- Q2. Please select the relevant sector(s)
1. University
 2. Non-university
 3. Public TEIs
 4. Private TEIs
- Q3. Are there specific programs/actions to promote the role of TEIs in social and cultural development?
1. No -----> Go to D6_T6
 2. Yes -----> Go to Q4

Section 6 - The Relevance of Tertiary Education

- Q4. Select below all applicable programs/actions
1. Widening access to Tertiary Education for disadvantaged groups (students of low socio-economic background, ethnic/migrant background, students with disabilities, students from rural areas. Identify whom below:
 2. Improving success in Tertiary Education by disadvantaged groups (students of low socio-economic background, ethnic/migrant background, students with disabilities, students from rural areas. Identify whom below:
 3. Establishment of new institutions with specific role to enhance social and cultural development
 4. Establishment of new learning programs to meet the needs of the social and cultural sector
 5. Generating new social and cultural enterprises based on university's RDI and other activities
 6. Generating new social and cultural enterprise based on student/graduate entrepreneurship
 7. Supporting the generation of social and cultural enterprise by disadvantaged groups
 8. Supporting the generation of social and cultural enterprise by women
 9. Encouraging student volunteering to meet the community needs
 10. Developing the capacity of existing social and cultural organizations whether public, private or NGOs
 11. Government-Industry-Academia-Civic Society collaboration (Quadruple Helix collaboration)
 12. Attracting cultural talents from other regions/states/abroad
 13. Nurturing and supporting cultural assets such as indigenous languages, cultural heritage, traditions etc.
 14. Cultural exchange and mobility
 15. Promoting the concept and practice of global citizenship
 16. Organizing and engaging in socially relevant public debates
 17. Other. Please specify
- Q5. Have these programs/incentives been monitored and reviewed for impact?
1. No -----> Go to D6_T6
 2. Yes -----> Go to Q6
- Q6. Please select the statement below that best describes the review process
1. Ad hoc

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2. Formalized and systematic

D6_T6

Policy to foster TEIs' role in environmental protection and sustainability

- Q1. Does the country have a system wide or sector-specific policy mandate or decree to strengthen the role of tertiary education in environmental protection and sustainability?
1. No -----> Go to End the survey
 2. Yes, there is a sector-specific policy mandate or decree which applies to part of the TE system -----> Go to Q2
 3. Yes, there is a system-wide policy mandate or decree which applies to the entire TE system -----> Go to Q3
- Q2. Please select the relevant sector(s)
1. University
 2. Non-university
 3. Public TEIs
 4. Private TEIs
- Q3. Are there specific programs/actions to promote the role of TEIs in environmental protection and sustainability?
1. No -----> End the survey
 2. Yes -----> Go to Q4
- Q4. Indicate below what these programs/actions consist of or target at:
1. Addressing national/regional challenges in environmental sustainability. Specify below:
 2. Addressing global challenges in the environmental sustainability such as climate change
 3. Establishing new institutions/departments with specific role to address the needs of the environmental protection and sustainability
 4. Generating new enterprises in the field of environmental sustainability (recycling, etc) based on university RDI and other activities
 5. Generating new enterprise in the field of environmental sustainability based on student/graduate entrepreneurship
 6. Encouraging student volunteering to meet the community needs in environmental protection and sustainability

Section 6 - The Relevance of Tertiary Education

7. Developing the capacity of existing organizations in the field of environmental protection and sustainability - whether public, private or NGOs
8. Government-Industry-Academia-Civic Society collaboration (Quadruple Helix collaboration) to address the needs for environmental protection and sustainability
9. Nurturing and protecting environmental assets in the country/region.
10. Promoting 'Greening' of tertiary education institutions
11. Other. Please specify

Q5. Have these programs/incentives been monitored and reviewed for impact?

1. No -----> Go to End the survey
2. Yes -----> Go to Q6

Q6. Please select the statement below that best describes the review process

1. Ad hoc
2. Formalized and systematic

Acronyms and Definitions

ACRONYM	CONCEPT	DETAILS
	Academic autonomy	In the context of SABER-TE, the operationalized definition for academic autonomy consists of a combination of the following attributes: 1. Autonomy to design curricula; 2. Autonomy to introduce or cancel degree programs; 3. Autonomy to determine academic structures; 4. Autonomy to decide the overall number of students; 5. Autonomy to determine admission criteria at the institutional level; 6. Autonomy to determine admission criteria at the discipline level; 7. Autonomy to conduct evaluation of programs; 8. Autonomy to conduct evaluation of learning outcomes; 9. Autonomy to conduct evaluation of teaching methodologies
	Ad hoc	In the context of SABER TE, ad hoc describes policy and governance practices that are conducted in non-systematic and/or unpredictable ways.
	Autonomy	Autonomy represents the ability of TEIs to make decisions that affect their activity with little government involvement. In the context of SABER TE, three types of autonomy are included: (1) academic autonomy; (2) staffing autonomy, and (3) financial autonomy.
COE	Centers of Excellence	Centers of Excellence are organizational environments that strive for and succeed in developing high standards of conduct in research, innovation or learning. Most CoE schemes combine a number of academic and socio-economic goals, however a common distinction has been made between schemes that aim at generating scientific excellence, those whose purpose is to stimulate technological innovation in some sector, and those with more general social objectives, including policy support or regional development. In addition, some CoEs are geared towards educational or learning goals. Tomas Hellstron for the OECD IHERD study categorized CoE schemes according to their strategic orientation: a) basic and strategic research; b) innovation and advanced technological development; and c) social and economic development.
	Cluster based development	The term "business cluster", a geographic concentration of interconnected businesses, suppliers, and associated institutions in a particular field, was introduced by Michael Porter (1990) and has become a basis of many government policies worldwide. Clusters increase the productivity of the companies in the cluster, drive innovation and stimulate new businesses in the field. In the global economy, the regions' or cities' comparative advantage (based on special endowments e.g. cheap labor) is less relevant than competitive advantage – how companies make productive use of inputs, requiring continual innovation – is more important. A 2004 study done by Carnegie Mellon’s Center for Economic Development notes that the “task for the university (and for regional stakeholders) is to identify and support areas of university expertise that align with clusters of opportunity for the region."
	Cost-sharing products	According to Johnstone (2004), cost-sharing "refers to a shift of the higher educational cost burden from exclusive or near exclusive reliance on government, or taxpayers, to some financial reliance upon parents and/or

	students, either in the form of tuition fees or of user charges to cover the costs of formerly governmentally or institutionally-provided room and board".
<i>Cross border providers</i>	Cross border providers are tertiary education providers that move "academic programs, research initiatives, and capacity building" across international borders (Owens & Lane, 2014, p. 70).
<i>Cultural enterprise</i>	The term "cultural enterprise" refers to an enterprise based on the creative economy and cultural and creative industries, which include publishing, music, cinema, crafts and design. The creative economy is a rapidly growing sector which is transformative in terms of income generation, job creation and export earnings. The term "creative economy" was popularized in 2001 by John Howkins, who applied it to 15 industries (e.g. arts and culture, cultural goods and services, toys and games, R&D); Howkins estimated that the creative economy was worth US\$2.2 trillion worldwide in 2000 and growing at an annual rate of 5 per cent. The term "cultural industries", propagated by UNESCO since the 1980s, encompasses a wide range of fields, such as music, art, writing, fashion and design, and media industries, e.g. radio, publishing, film and television production, covering both technology-intensive and crafts-intensive production. Investment in the traditional rural crafts, for example, benefit female artisans by empowering them to generate income for their families, particularly in areas where other income opportunities are limited. The term "creative industries" refers to a wider productive set, including goods and services produced by the cultural industries and those that depend on innovation, including many types of research and software development. The concept was adopted by the national cultural policy of Australia in the early 1990s, followed by the Department for Culture, Media and Sport of the United Kingdom from cultural to creative industries at the end of the decade. The UN (2013) evidence shows that the cultural and creative industries are at the heart of local creative economies in the global South and can help develop new development pathways that encourage creativity and innovation in the pursuit of inclusive, equitable and sustainable growth and development.
<i>Different-type institutions</i>	Institutional type is defined in the context of SABER TE in relation to the educational level provided by the institution (e.g. university; non-university). Different-type institutions are mainly used in the context of SABER TE in relation to collaborations between institutions, specifically collaborations between universities and non-universities.
<i>Environmental sustainability</i>	Environmental sustainability ¹ is the rates of renewable resource harvest, pollution creation, and non-renewable resource depletion that can be continued indefinitely. If they cannot be continued indefinitely then they are not sustainable.
<i>Financial aid</i>	Represents a form of equity policy where the socio-economic and/or merit status of students determines eligibility for public funding support towards tertiary education studies.
<i>Financial autonomy</i>	In the context of SABER TE, the operationalized definition for financial autonomy consists of a combination of the following attributes: 1. Financial autonomy to set tuition fees; 2. Financial autonomy to accumulate reserves and carryover surplus state funding; 3. Financial autonomy to borrow money; 4. Financial autonomy to invest

		money in assets, whether financial or physical; 5. Financial autonomy to own and sell the land and buildings TEIs occupy; 6. Financial autonomy to deliver contractual services
	For profit tertiary education	While the academic literature provides comprehensive overviews on the rise of for profit institutions (Morey, 2004); clear and internationally relevant definitions are difficult to identify. For the purpose of SABER TE, for profit tertiary education encompasses all tertiary education providers who manifest profit seeking behaviors (e.g. offer minimalist, career focused curriculum; employ a corporate structure (Tierney & Hentschke, 2007).
	Greening	"Greening" is the process of becoming more active in protecting the environment or transforming organizations, products, processes more environmentally friendly. "Greening the university" involves incorporating "green" products and processes into tertiary education institutions: saving energy and water, recycling etc. as well as embedding greening in learning programs, developing environmental sustainability strategies and offering relevant expertise to external stakeholders.
ICL	Income contingent loan	Loans that are discounted for lower incomes. Typically, a discounted interest rate is available on these loans as well.
IAA	Institutional Accreditation Agency	An organism that focuses on providing accreditation to TE institutions as a whole, as opposed to independent programs
IQA	Institutional Quality Assurance Standard	Level of achievement on the desired characteristics of an institution, measured against a reference point. Description of a desired characteristic expected to be found at an institution
	Internationalization	Internationalization is the process of increasing involvement in international engagement which can apply to actors such as individuals (e.g. university students and staff), organizational units such as TEIs, countries, cities and regions, enterprises etc. In tertiary education, internationalization is an integral part of a continuous change process and increasingly a change engine of the sector. The initiative to 're-think' internationalization was coordinated by IAU (International Association of Universities) resulted in the adoption in 2012 of a policy statement entitled Affirming Academic Values in Internationalization of Higher Education: A Call for Action.
MIS	Management Information Systems	An organized group of information and documentation services that collects, stores, processes, analyzes and disseminates information at the level of TEIs used for planning and management.
	Non university institutions	These institutions are typically classified as International Standard Classification of Education (ISCED) levels 5. For further information, please consult http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx . In the context of SABER TE, the equivalent term "non-university" is preferred.
	Performance based funding	Represents a type of public funding allocation where the products or outputs of TEIs have a direct influence over the level and/or amount of funding received (Jongbloed & Vossensteyn, 2001).

	Performance targets	Specified levels of achievement regarding a set of goals previously defined by a government or other regulatory authority.
	Private providers	Various diverging definitions for private providers are available in the relevant academic literature (Salerno, 2004). For the purpose of SABER TE, private providers include the following: for profit, not for profit, and cross-border providers.
<i>PQS</i>	Program Quality Standards	Level of achievement on the desired characteristics of an academic program, measured against a reference point. Description of a desired characteristic (e.g. a set of learning outcomes) expected at the end of an academic program.
	Public TEIs	Public universities nowadays do not exclusively receive public funding. The difference between public and private TEIs is given by the legal status of the institution, rather than the source of funding.
	Quadruple Helix collaboration	Quadruple Helix' is an extension of the classical 'Triple Helix' model of university-industry-government with a fourth group – civil society as innovation users. Quadruple Helix model puts users at the heart of innovation and encourages the development of innovations relevant to users. Users or citizens own and drive the innovation processes. Civil society and the public are users and appliers of knowledge and contribute with a region-specific context and experiences. New innovative products, services and solutions are developed with the involvement of users in their role as lead users, co-developers and co-creators.
<i>QAA</i>	Quality Assurance Agency	An organism dedicated to the accreditation or certification of quality of institutions, academic units, or programs.
<i>R&D</i>	Research and Development	The OECD Frascati Manual (2002) defines R&D as 'creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications'. This definition encompasses pure and strategic basic research, applied research and experimental development. Basic research is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts, without any particular application or use in view. Applied research is original investigation undertaken to acquire new knowledge but directed primarily towards a specific practical aim or objective (including client-driven purpose). Experimental development is systematic work, drawing on existing knowledge gained from research and/or practical experience, which is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.
<i>RDI</i>	Research, Development and Innovation	For definition of R&D, see above. The Oslo Manual (2005) defines innovation as 'the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations. The minimum requirement for an innovation is that the product, process, marketing method or organizational method must be new, or significantly improved to the firm. Innovation activities are all scientific, technological, organizational, financial and commercial steps which actually, or are intended to, lead to the implementation of innovations.'

Reskilling	Reskilling is the process of learning new skills so an individual can do a different job, or of training people to do a different job
Same-type institutions	Institutional type is defined in the context of SABER TE in relation to the educational level provided by the institution (e.g. university; non-university. Same-type institutions are either universities or non-universities.
Sector-specific policy	Policy that applies only to a part of the tertiary education system, e.g. universities, technological institutions, community colleges, vocationally oriented tertiary education institutions
Short-cycle colleges	Colleges that offer degree programs of short duration (e.g. 2 years), typically classified as ISCED levels 5. For further information, please consult http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx . In the context of SABER TE, the equivalent term "non-university" is preferred.
Smart specialization	<p>"Smart specialization" is a European innovation policy tool that aims to achieve knowledge-based economic recovery and growth in all European regions, to bridge the gaps between the regions and to increase their global competitiveness. TE institutions which create and disseminate knowledge and innovation are seen as key players in the smart specialization strategies which boost research and innovation at the regional level, tailored to the capabilities, opportunities and needs and potential of the region and its industry. The smart specialization concept emerged in 2009 in response to the socio-economic crisis, the increasing global competition, and 15 years of EU experience in supporting regional innovation strategies with uneven results across regions. Smart specialization became accepted as an important part of the European Commission's cohesion funding mechanism for supporting the Europe 2020 strategy. In 2014-2020, national/regional Research and Innovation Strategies for Smart Specialization (RIS3) are a precondition for using the European Regional Development Fund (ERDF): all EU Members States and regions must have RIS3 strategies in place before their operational programs supporting these investments can be approved. National/regional Research and Innovation Strategies for Smart Specialization or RIS3 strategies are integrated, place-based economic transformation agendas that focus policy support and investments on key national/regional priorities, challenges and needs for knowledge-based development. They build on each country/region's strengths, competitive advantages and potential for excellence, and support technological as well as practice-based innovation and aim to stimulate private sector investment. They engage stakeholders and encourage innovation and experimentation and are based on evidence and include sound monitoring and evaluation systems. (Foray et al., 2012)</p> <p>Foray, D., David, P.A. & Hall, B.H. (2009). Smart Specialization – The Concept. Knowledge Economists Policy Brief, 9 (Policy brief delivered by the "Knowledge for Growth" Expert Group advising the Commissioner for Research, Janez Potoènik). http://ec.europa.eu/invest-in-research/monitoring/knowledge_en.htm</p>
Social enterprise	A type of non-profit business that employs people and earns income in order to help address perceived social or environmental issues. For example, a social enterprise might provide valuable services to a population in need, or they might perform volunteer or even paid consulting work on environmental cleanup projects.

	Staffing autonomy	In the context of SABER TE, the operationalized definition for staffing autonomy consists of a combination of the following attributes: 1. Autonomy to hire academic staff; 2. Autonomy to promote academic staff; 3. Autonomy to fire academic staff; 4. Autonomy to offer performance salary
	Student transfer	The official enrollment of a student to a new institution, where the work at a previous institution is recognized towards their new academic or vocational program.
	Supply chain development	A supply chain refers to a system of organizations, people, activities, information and resources involved in moving a product or service from supplier to customer. Supply chain management is the management of the flow of goods and services. TE institutions or TE system can effectively address a supply chain system through training programs and RDI activities.
	System-wide policy	Policy that applies to the entire tertiary education system
	TEA	Tertiary Education Agency
TVET	Technical and Vocational Education Training	For the purpose of SABER TE, technical and vocational education training is used as an educational type subsumed to the non-university and/or short cycle tertiary education levels.
TEI	Tertiary Education Institution	All institutional providers for the 5-8 levels of education as described by the International Standard Classification of Education (ISCED).
TEMIS	Tertiary Education Management Information System	An organized group of information and documentation services that collects, stores, processes, analyzes and disseminates information for tertiary education planning and management.
	Tertiary education law	Tertiary education laws can exist in two forms (1) a stand-alone comprehensive law that is fully designated to the tertiary education level, or (2) an equivalent comprehensive section as part of a law not fully designated to the tertiary education level (e.g. national education law). In cases of federal countries, equivalent laws need to exist for each sub-federal unit (e.g. land, state or province).
	Transferable credits	Transferable credits represent one of the means through which the academic work of students enrolled at one TE institutions is recognized at a second TE institution. In most educational systems, transferable credits are a unit of measurement of the estimated time required to complete the required academic work for a class (e.g. One ECTS credit is worth 25-30 hours).
	Triple Helix collaboration	The term 'Triple Helix' collaboration refers to university-industry-government collaboration. The concept was first coined in the 1990s by Etzkowitz (1993) and Etzkowitz and Leydesdorff (1995), highlighting the shift from an industry-government dyad in the Industrial Society to a triadic relationship between university-industry-government in the Knowledge Society. According to the Triple Helix model, the potential for innovation and economic development in a Knowledge Society lies in the active role for the university and in the hybridization

		of elements from university, industry and government to generate new institutional and social formats for the production, transfer and application of knowledge.
	Tuition (Fee)	Fee charged to students to cover or contribute towards covering the cost of their study as part of a TEI.
	Upskilling	Upskilling is the process of learning additional skills or training people additional skills.
	Vision for tertiary education	"A vision of a tertiary education system intends to summarize an aspirational description of what a tertiary education system would like to achieve or accomplish in the long term. It intends to serve as a guide for the corresponding steering of the tertiary education system" (World Bank, 2015). The level of specificity of a vision varies from one national context to the next.
TE	Tertiary Education	Tertiary education (TE) broadly refers to all education (whether public or private) that occurs following secondary education. The term "tertiary education" is usually distinct from "higher education (HE)," which refers more narrowly to education offered in universities and colleges that award academic degrees and professional qualifications. The more encompassing term "tertiary education" includes not only universities and colleges, but the entire diverse set of public and private postsecondary institutions in a given country—including technical and vocational education and training (TVET) institutes, community colleges, nursing schools, research laboratories, centers of excellence, distance-learning centers, and many more. For the purposes of this paper, "tertiary education" follows the formal definition of the International Standard Classification of Education (ISCED), the reference classification administered by UNESCO that organizes education programs and related qualifications by level and field. According to the ISCED, tertiary education includes levels 5 to 8.*
TEMIS	Tertiary Education Management Information System	An administrative register that contains information on students, institutions, and other indicators that are relevant for the governance of tertiary education (see also MIS).