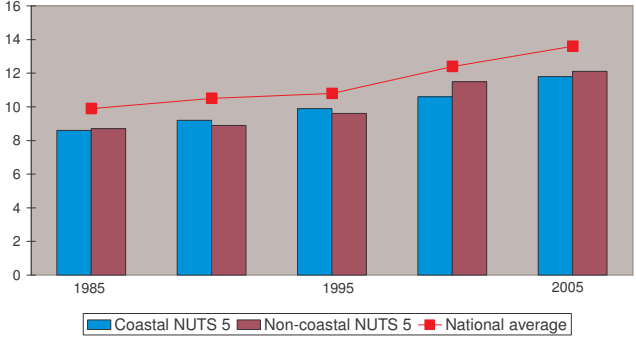| Indicator |
|---|
| 21 | Relative household prosperity |

| 21.2 | Proportion of the population with a higher educational qualification |

What should the measurement tell us?
This is the second measurement of relative household prosperity. Alongwith *average household income* and *value of residential property*, information about the number of people living at the coast and who have a higher educational qualification will help us paint a fairly detailed picture of the social and economic structure of the coastal zone. Educational achievement is often used as a surrogate variable for wealth. In other words, the higher the achievement, the greater the prosperity of an individual or a community. Does this hold true for the coastal zone?

Parameters
(i)	Percentage of the population of working age with a higher educational qualification and living in (1) coastal NUTS 5, *and* (2) non-coastal NUTS 5 in the wider reference region.

Coverage	
Spatial	**Temporal**
Coastal NUTS 5	Minimum of the three most recent census points [1]

Data sources
The national census is the source of data for this measurement. In addition, most countries sample their population on an annual basis. Information is normally available at the smallest geographic scale – check with your national statistics office. The only issue concerning these data is that of definitions. The usual formula includes *population of working age* which, almost certainly everywhere, means males aged 16 to 64 and females aged 16 to 59. The bigger problem is with the definition of 'higher education qualification'. Generally speaking, the definition of higher education in European national statistics corresponds to level 5 of the International Standard Classification of Education (ISCED) drawn up by UNESCO in the 1990s. According to ISCED, 'higher education' includes higher and first degrees and diplomas, national vocational qualifications at level 5, and other degree level qualifications such as graduate membership of a professional institute. It also includes tertiary qualifications *below* degree level such as national vocational qualifications at level 4, higher level technical qualifications and nursing and teaching qualifications. Ensure that your dataset is consistent with ISCED level 5 (see http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm for more information).

Methodology	
Steps	**Products**
1	For at least the three most recent census points, identify all current NUTS 5 which have, or had in the past, a border with the coastline and assign a unique identification code to each. [2]	List of all current and historic coastal NUTS 5 for at least the three most recent census points.

2	Obtain the data required from your national statistics office for each *coastal* NUTS 5 identified in step 1.	Percentage of the population of working age with a higher educational qualification and living in *coastal* NUTS 5 (map 1, graph 1)
3	Repeat step 2 for each *non-coastal* NUTS 5.	Percentage of the population of working age with a higher educational qualification and living in *non-coastal* NUTS 5 (map 1, graph 1)

Presentation of the data		
Map 1	Map of the wider reference region showing the percentage of the population of working age with a higher educational qualification in *every* NUTS 5.	
Graph 1	Clustered column showing the percentage of the population of working age with a higher educational qualification and living in both *coastal* and *non-coastal* NUTS 5 for at least the last three census points.	Population with a higher education qualification (%)

Adding value to the data

Higher educational qualifications and other social characteristics

Because the data are derived from the census (or inter-census sampling), it is relatively easy to obtain tables in which the number of people with higher educational qualifications are related to age, sex, employment status, ethnicity, and other household characteristics. Some of these correlations would undoubtedly reveal additional patterns and enhance our understanding of the socio-economic structure of coastal areas.

Aggregation and disaggregation

Aggregation is possible from the smallest census unit to national and European levels but to make an inference about the coastal zone, *all* coastal NUTS 5 would have to be compared to *all* non-coastal NUTS 5 in a region or country.

Notes

[1] A minimum of three census points are necessary before a trend can be determined.

[2] See notes to SIF 1.1