



INSTRUCTION MANUAL

Survey of Formal Education

Montreal, February 2017

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INTRODUCTION

The objective of the UNESCO Institute for Statistics (UIS) Survey of Formal Education is to provide internationally comparable data on key aspects of education systems, such as access, participation, progression and completion, as well as the associated human and financial resources dedicated to them.

The data collected are used to monitor and report on international development goals related to education, including the education goal of the 2030 Agenda for Sustainable Development. These data also form a central part of the UIS international database of education statistics which are disseminated widely to the user community and help to inform policymakers at both the national and international levels.

The survey collects information on formal education programmes only classified by level of education as defined in the 2011 revision of the [*International Standard Classification of Education \(ISCED 2011\)*](#).

The macro level data that are reported are usually provided by Ministries of Education or by National Statistical Offices.

This instruction manual has been prepared to help data providers in Member States complete the following questionnaires that comprise the Survey of Formal Education:

- **UIS/E/A** on students and teachers (ISCED 0-4);
- **UIS/E/B** on educational expenditure; and
- **UIS/E/C** on students and teachers (ISCED 5-8).

Submission of questionnaires

The electronic questionnaires are available at:

<http://www.uis.unesco.org/UISQuestionnaires/Pages/country.aspx>

Completed questionnaires should be sent by email attachment to uis.survey@unesco.org

If you experience problems accessing the site or for any questions related to the data collection, please contact the UIS at uis.survey@unesco.org or by telephone at +1 514 343 6880.

Section 1. COVERAGE OF THE SURVEY

The survey collects data on **formal education programmes** that represent at least the equivalent of one semester (or one-half of a school/academic year) of full-time study and are provided within the reporting country's own territory.

Formal education is institutionalised, intentional and planned and provided by public organizations and recognised private bodies. It consists primarily of **initial education** designed for children and young people before their first entry to the labour market. It also includes other types of education such as **vocational, special needs** and **adult education** provided they are recognised as part of the formal education system by the relevant national education authorities.

The data collection covers all of a country's formal domestic educational activity (i.e. **formal education** provided within its own territory) regardless of ownership or sponsorship of the institutions concerned (whether **public** or **private**, national or foreign) or of the education delivery mechanism (whether face-to-face or at a distance).

In particular, all students studying within the country, including internationally mobile students from abroad, should be included in the statistics of the reporting country. Students who have left the reporting country to study abroad should not be included even where such students are partially- or fully-funded by national or sub-national authorities.

By contrast, formal educational activities which take place abroad – for example, in institutions run by providers located in the reporting country or study abroad by students originating from the reporting country – should be excluded.

The survey covers **formal education** which takes place entirely in **educational institutions** or is delivered as a combined school- and work-based programme providing the school-based component represents at least 10% of the study over the whole programme. Entirely work-based training is excluded. The programmes on which data should be reported in this survey include:

- a. programmes representing **at least one semester** of full-time study;
- b. **school-based** or **combined school- and work-based** programmes;
- c. **formal initial education** in early childhood education programmes, pre-primary, primary and secondary schools, colleges, polytechnics, universities and in other post-secondary institutions;
- d. **formal adult education** recognised by the relevant national education authorities;
- e. **vocational** or **technical** education and **special needs education**;
- f. **distance education** (especially at the tertiary level);
- g. formal education in **public** (or state) and in **private** schools, colleges, polytechnics or universities;
- h. both **full-time** and **part-time** formal education; and
- i. education provided in the reporting country of all students whether **citizens** or **non-citizens**.

The education programmes covered by the survey should be classified according to the levels and fields of education respectively defined in the 2011 revision of the [International Standard Classification of Education \(ISCED 2011\)](#) and the [ISCED Fields of Education and Training 2013 \(ISCED-F 2013\)](#).

The following is a set of basic definitions that helps to define the scope and coverage of this data collection.

A. FORMAL INITIAL EDUCATION

Formal education is institutionalised, intentional and planned through public organizations and recognised private bodies. Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education.

Initial education is the education of individuals before their first entrance to the labour market, i.e. when they will normally be in full-time education. It thus targets individuals who are regarded as children, youth and young adults by their society. It typically takes place in educational institutions in a system designed as a continuous educational pathway.

B. FORMAL ADULT EDUCATION

Adult education is specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field. This also includes what may be referred to as 'continuing education', 'recurrent education' or 'second chance education'.

In most countries adult education is not recognised as part of the formal education system and should therefore be excluded from this survey. **Formal adult education** programmes included in this data collection may be designed as second chance programmes for youth or adults and offered in the same or similar formal settings as **initial education**. They do not have the same typical entry age as equivalent programmes in **initial education** and may have a different, usually shorter, duration.

Formal adult education programmes should be assigned to the most appropriate ISCED levels. They should not be treated as a separate level of education.

C. SPECIAL NEEDS EDUCATION

Formal special needs education is treated similarly to other **initial education** programmes provided the main aim of these programmes is the educational development of the individual.

Special needs education is designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme.

Programmes in **special needs education** may follow a similar curriculum to that offered in the parallel **regular education** system (i.e. initial education designed for individuals without special educational needs), but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered to individual students within already-existing education programmes or as a separate class in the same or separate educational institutions.

D. VOCATIONAL EDUCATION

Formal vocational education programmes are covered by this data collection provided they are delivered either as entirely school-based programmes or as combined school- and work- based programmes in which the school-based component represents at least 10% of the total study over the whole programme. Entirely work-based training is excluded.

Vocational education is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Vocational education may have work-based components. Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

Experience shows that for combined school- and work-based programmes the coverage of work-based components in national data collections is uneven. In order to ensure comparability across countries, the reporting of student numbers should fully include participation in the work- based components, as part of combined or hybrid systems, while teaching staff (or trainers) of this component should always be excluded. Similarly, the financing of work-based components should not be reported in education finance statistics.

E. EDUCATION FINANCE AND EXPENDITURE

The data collection on education finance and expenditure covers government expenditure on formal education, including expenditure from all government ministries and agencies financing or supporting education programmes. Where possible, it should also include expenditure from international and private sources.

Data on education finance and expenditure should be reported for the same programmes as for students, teaching staff and graduates. This means they should cover spending on formal education programmes which are delivered within the national territory, irrespective of the citizenship of students enrolled in these programmes.

Expenditure should be reported whether it is on instructional or non-instructional educational institutions, public or private.

Expenditure on education includes expenditure on core educational goods and services, such as teaching staff, school buildings, or school books and teaching materials, and peripheral educational goods and services such as ancillary services, general administration and other activities.

Section 2. REFERENCE PERIODS AND DATES

A. SCHOOL OR ACADEMIC YEAR

The start and end dates of the school or academic year should be reported separately for students and for graduates. The start date is the first day of the reference year the educational institution was open to provide instruction to students. The end date is the last day of formal instruction even if the institution remains open for teachers or if examinations are being held. If data on graduates are collected according to a different year from students (for example within a given calendar year rather than school or academic year) the start and end dates of the data collection year should be reported.

B. FINANCIAL YEAR

The financial year is a 12-month period ending in the survey reference year during which the annual education budget is spent. It may or may not coincide with the school or academic year.

C. REFERENCE DATE FOR AGES

The reference date for ages is the single date at which the ages of students are recorded. Where national data collection systems allow and to ensure cross-national comparability, this date should be as close as possible to the beginning of the reference school or academic year to enable the more accurate calculation of net enrolment rates and similar indicators.

Section 3. CROSS-CUTTING CONCEPTS

A. LEVELS

The data reported in this survey should be disaggregated by the levels of education defined in the 2011 revision of the [International Standard Classification of Education \(ISCED 2011\)](#) and the [ISCED Fields of Education and Training 2013 \(ISCED-F 2013\)](#). ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education.

Before completing this survey, education programmes should first be classified by level according to the ISCED 2011 criteria. If your country does not have a recent validated ISCED mapping or if there have been subsequent changes to your national education system, please download and complete or update the questionnaire on *National Education Systems* (UIS/ED/ISC11) at: <http://www.uis.unesco.org/UISQuestionnaires/Pages/country.aspx> and return it by email to the UIS (uis.survey@unesco.org). The UIS will use these mappings to validate your data submission.

Levels of education are an ordered set grouping education programmes in relation to gradations of learning experiences, as well as the knowledge, skills and competencies which each programme is designed to impart. The ISCED level reflects the degree of complexity and specialisation of the content of an education programme, from foundational to complex.

The levels are defined below:

Early childhood education (ISCED level 0) provides learning and educational activities with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of the family context to develop some of the skills needed for academic readiness and to prepare them for entry into primary education.

Primary education (ISCED level 1) provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development, preparing for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialisation.

Lower secondary education (ISCED level 2) is typically designed to build on the learning outcomes from ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Programmes at this level are usually organized around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects.

Upper secondary education (ISCED level 3) is typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Programmes at this level offer students more varied, specialised and in-depth instruction than programmes at lower secondary education (ISCED level 2). They are more differentiated, with an increased range of options and streams available.

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Post-secondary non-tertiary education (ISCED level 4) provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It typically targets students who have completed upper secondary education (ISCED level 3), but who want to increase their opportunities either to enter the labour market or progress to tertiary education. Programmes are often not significantly more advanced than those at upper secondary education as they typically serve to broaden – rather than deepen – knowledge, skills and competencies. It therefore aims at learning below the high level of complexity characteristic of tertiary education.

Tertiary education (ISCED levels 5 to 8) builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education.

B. LEVEL COMPLETION AND ACCESS

ISCED 2011 categorises education programmes and qualifications according to the outcomes and destinations to which successful completion of the programme (or the resulting qualification) can lead.

It is necessary to distinguish between the **successful completion of an education programme** and the **completion of an ISCED level**.

Successful completion of an education programme is the achievement of the learning objectives of the programme typically validated through the assessment of acquired knowledge, skills and competencies. Successful completion of a programme is usually documented by the award of an educational qualification.

Completion of an ISCED level is the **successful completion of an education programme** sufficient for level completion. At ISCED levels 1 and 4-8, the **successful completion of a programme** meeting the content and minimum duration criteria for the given level is considered as **level completion**.

At ISCED levels 2 and 3 the **successful completion of any programme** granting access to programmes at higher ISCED levels (i.e. ISCED level 3 in the case of ISCED level 2 programmes and ISCED level 5, 6 or 7 in the case of ISCED level 3 programmes) is counted as **level completion** as is the completion of any terminal programme meeting the content, minimum duration (2 years) and cumulative duration criteria for the respective ISCED level (8 years since the start of ISCED level 1 in the case of ISCED level 2 programmes and 11 years in the case of ISCED level 3 programmes).

Every programme can, in theory, be successfully completed even if it does not lead to any formal qualifications but not all programmes are sufficient for completion of the ISCED **level**. This can occur where there is a sequence of short programmes within an ISCED **level** or where there are programmes which are substantially shorter than the typical duration of the given **level**. At most ISCED **levels**, ISCED 2011 distinguishes between programmes which are **sufficient for level completion** and those which are not.

Programmes representing the normal duration of the ISCED **level** will usually be **sufficient for completion of the ISCED level**. At ISCED levels 2 and 3, ISCED 2011 provides for a third category of completion: programmes sufficient for partial level completion. In order to be classified as sufficient for partial level completion at ISCED levels 2 or 3, programmes need to represent:

- a. at least 2 years of study within the ISCED level; and
- b. at least 8 years (ISCED level 2) or 11 years (ISCED level 3) of cumulative study since the start of ISCED level 1.

ISCED 2011 further categorises programmes which are **sufficient for level completion** at ISCED levels 2-4 into those which give direct access to higher ISCED levels and those which do not. At ISCED level 3 'higher ISCED level' means ISCED levels 5, 6 or 7. ISCED level 3 programmes which only give access to ISCED level 4 are classified as sufficient for level completion without access to higher ISCED levels.

Education programmes and corresponding qualifications can thus be classified into four categories:

- Insufficient for level completion (with no access to higher ISCED levels);
- Partial level completion (with no access to higher ISCED levels). This category applies only at ISCED levels 2 and 3;
- Level completion without access to higher ISCED levels; and
- Level completion with access to higher ISCED levels.

C. **GRADES**

Education programmes in **initial education** are often sub-divided into **grades**. The education survey collects enrolment and repeaters by grade at ISCED levels 1 and 2.

A **grade** is a specific stage of instruction in initial education usually covered during an academic year. Students in the same grade are usually of similar age. This is also referred to as a 'class', 'cohort' or 'year'.

Students generally remain within the same grade for the duration of the school year and on successful completion, proceed to the next grade the following year. If a grade is not successfully completed, then it may be repeated.

Students enrolled in programmes, which do not follow the same grading structure as regular education programmes (i.e. **initial education** for those without special educational needs) or for which the grade is not known should be reported under "unspecified or residual grade".

D. **FIELDS**

A **field of education** is the broad domain, branch or area of content covered by an education programme, course or module. Often referred to as a 'subject' or 'discipline'. This may also be referred to as 'field of study'.

Please note that this survey collects data on fields of education for the following broad groups as defined in the ISCED Fields of Education and Training 2013 (ISCED-F 2013) adopted by UNESCO General Conference in November 2013:

- 01 Education
- 02 Arts and humanities
- 03 Social sciences, journalism and information
- 04 Business, administration and law
- 05 Natural sciences, mathematics and statistics
- 06 Information and communication technologies
- 07 Engineering, manufacturing and construction
- 08 Agriculture, forestry, fisheries and veterinary
- 09 Health and welfare
- 10 Services

Not known or unspecified (including Generic programmes and qualifications in broad group 00).

If the classification of fields of education used in the reporting country varies from the one used in this survey, an effort should be made to convert the former into the latter with a view to facilitating international comparisons. If data cannot be disaggregated or if they refer to the Generic programmes and qualifications in broad group 00 please enter these figures in the not known or unspecified category.

E. ORIENTATION

The **orientation** of an education programme is the degree to which the programme is specifically oriented towards a specific class of occupations or trades.

Programme **orientation** is used in this survey at ISCED levels 2 to 5. There are two categories of orientation: **general** and **vocational** education.

General education programmes are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programmes at the same or higher ISCED levels and to lay the foundation for lifelong learning. These programmes are typically school- or college-based. General education includes education programmes that are designed to prepare participants for entry into vocational education but do not prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labour market- relevant qualification.

Vocational education programmes are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programmes may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

Both **general** and **vocational** programmes can contain some courses or subjects that are common to both programmes. For example, a vocational programme may contain courses on mathematics or the national language which are also taught to students in general programmes. When reporting data on certain statistical units, in particular **teaching staff**, by programme **orientation** it is the classification of the programme that determines the **orientation** and not the subject being studied or taught.

F. FULL-TIME, PART-TIME AND FULL-TIME EQUIVALENTS (FTE)

Both the intensity of participation of students and the employment status of teaching staff can be classified as either **full-time** or **part-time** according to similar principles and their total numbers (headcount) can be expressed in **full-time equivalents** (FTEs).

Students should be classified on the basis of their **intended study load** whilst teaching staff should be classified according to their **contractual (or teaching) working hours**. In order to determine whether they are full-time or part-time, their study load and working hours should be compared to those required to study or work full-time for the full reference school or academic year according to the national norms or conventions at the given level of education.

Full-time and part-time students

Intended study load is the study time or resource commitment during a single school or academic year expected of a student enrolled in the given education programme.

For study that is predominantly classroom-based, an adequate measure for this would be time in classroom. This is a proxy measure of the amount of instruction time that a student receives and can be counted in hours of instruction during the reference school or academic year, the number of course credits taken or some combination of the two.

Normal full-time annual study load is the study time or resource commitment expected of a typical student to complete a full-time full-year of a given education programme.

Intended study load should be measured in the same units as **normal full-time annual study load**, so as to allow the assessment of the relationship between the two to determine whether the student is full-time or part-time.

A **full-time student** is one who is enrolled in an education programme whose **intended study load** amounts to at least 75% of the **normal full-time annual study load**.

A **part-time student** is one who is enrolled in an education programme whose **intended study load** is less than 75% of the **normal full-time annual study load**.

Full-time and part-time teaching staff

The **contractual (or teaching) working hours** of teaching staff are those specified in their contract of employment or implied by their type of employment.

Where a contract is for less than one full school or academic year the annual contractual or teaching working hours should be estimated.

The **normal or statutory working hours** of teaching staff are those necessary to meet the requirements according to the official national policies or laws of full-time employment at a specific level of education over a full school or academic year.

The **contractual (or teaching) working hours** and the **normal or statutory working hours** should be expressed as annual hours in order to allow a comparison between the two to determine the full- or part-time status of teaching staff.

Full-time teaching staff are employed for at least 90% of the normal or statutory working hours of teaching staff at the given level of education.

Part-time teaching staff are employed for less than 90% of the normal or statutory working hours of teaching staff at the given level of education.

Note that the 90% cut-off point for educational personnel is different from the 75% cut-off point for students. This reflects the greater standardisation within countries on the normal working hours of full-time teaching staff compared with the intended study load of full-time students.

Full-time equivalents (FTE)

The conversion of headcounts to full-time equivalents (FTE) is similar for students and teaching staff. The aim is to express study loads and working hours in a single standard unit which equates to a full-time, full-year student or teaching staff respectively.

In order to determine the FTEs of a given student or teaching staff, their intended study load or contractual or teaching working hours should be divided by the corresponding normal annual study load or normal or statutory working hours.

For example, if the normal study load or normal or statutory working hours during the reference school or academic year is 30 hours per week, someone who studies or works 15 hours per week would have an FTE of 0.5. Given the definitions of full-time and part-time stated earlier it is possible for a full-time student or teaching staff to have an FTE of less than 1. For example, a teacher who works 90% of the normal or statutory working hours of a full-time teacher should be recorded as full-time but their FTE should be 0.9.

It is also possible for a full-time student and teaching staff to represent more than 1 FTE if they are enrolled in more than one education programme or have more than one teaching contract during the reference school or academic year. In these cases, they should be reported as 1 full-time student or teaching staff but with FTEs greater than 1 (calculated in the same way as described above).

The number of full-time equivalents reported in the questionnaires is the sum of all FTEs for students (or teaching staff) and therefore includes the FTEs of both full-time and part-time students (or teaching staff).

G. AGE

This survey collects data on the **age of students and new entrants**.

The **age** of an individual is their age (expressed in years) at the reference date used for measuring ages in the relevant national surveys for the given level of education.

Where national data collection systems allow and for cross-national comparability, this date should be as close as possible to the beginning of the reference school or academic year. The reference date used to calculate the ages should be reported in the general information section of the relevant questionnaires.

H. EDUCATIONAL INSTITUTIONS

This survey covers all education institutions within the country.

Educational institutions are entities that provide either educational core or peripheral goods and services to individuals and other educational institutions.

Instructional and non-instructional

Educational institutions are classified as either instructional or non-instructional.

An **instructional educational institution** is one that provides education as its main purpose, such as a school, college, university or training centre. Such institutions are normally accredited or sanctioned by the relevant national education authorities or equivalent authorities. Educational institutions may also be operated by private organizations, such as religious bodies, special interest groups or private educational and training enterprises, both for profit and non-profit.

A **non-instructional educational institution** is one that provides education-related administrative, advisory or professional services to other educational institutions, although they do not enrol students themselves. Examples include national, state, and provincial ministries or departments of education; other bodies that administer education at various levels of government or analogous bodies in the private sector; and organizations that provide such education-related services as vocational or psychological counselling, placement, testing, financial aid to students, curriculum development, educational research, building operations and maintenance services, transportation of students, and student meals and housing.

Public and private

Educational institutions are classified as either **public** or **private** depending on the body which has overall control of the institution and not according to which sector provides the majority of the funding.

The body which has the overall control is the one with the power to determine the general policies and activities of the institution including the appointment of staff and, where relevant, the majority of members of the governing body. This power will usually also extend to the decision to open or close the institution.

A **public institution** is one that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.

A **private institution** is one that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.

I. RESOURCES AND INFRASTRUCTURE IN EDUCATIONAL INSTITUTIONS

To respond to the growing need for detailed information on school infrastructure, especially for monitoring progress towards achieving the Sustainable Development Goals (SDGs) and Education 2030 agenda, this survey collects data on the instructional educational institutions by the availability of services, such as basic hygiene facilities, provision of life skills-based HIV and sexuality education, provisioning of ICT training, as well as connectivity to electricity and internet.

The following sub-section defines the educational institution services mentioned in this survey:

Information and communication technology services and training

Electricity is defined as a regularly and readily available source of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.

Computer is a programmable electronic device that can store, retrieve and process data, as well as share information in a highly-structured manner. It performs high-speed mathematical or logical operations according to a set of instructions or algorithms. Computers include the following types:

- A desktop computer usually remains fixed in one place;
- A laptop computer is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld devices; and
- A tablet (or similar handheld computer) is a computer that is integrated into a flat touch screen, operated by touching the screen rather than using a physical keyboard.

Computers for pedagogical purposes are computers that are used to support course delivery or independent teaching and learning needs. This may include activities using computers or the Internet to meet information needs for research purposes; develop presentations; perform hands-on exercises and experiments; share information; and participate in online discussion forums for educational purposes.

Internet is defined as a worldwide-interconnected computer network. It provides access to a number of communication services including the World Wide Web (WWW) and carries e-mail, news, entertainment and data files, irrespective of the device used (i.e. not assumed to be only via a computer).

Internet for pedagogical purposes is internet that is available for enhancing teaching and learning and is accessible by pupils. It refers to the use of the Internet to deliver instructional materials on a computer or through other devices, in accordance with learners' pedagogical needs. This mode of instruction helps to develop autonomy in research activities and information literacy skills.

Courses on computer basic skills cover the most common usages of a computer, including a majority or all of the following: understanding the basic notions of computer manipulation; managing computer files, word processing, using spreadsheets and databases; creating presentations; finding information and communicating using computers; and being aware of social and ethical implications of Internet use.

Computing course refers to the instruction of system design, computer programming, coding, data processing, networks, operating systems, and software development. It does not include computer hardware design, construction and production. Computing courses are typically taught at the post-secondary non-tertiary and tertiary levels (ISCED 4-8), but some schools may also teach computing (mainly computer programming) in upper secondary education (ISCED 3).

The number of students enrolled in educational institutions that offer courses on basic computer skills/computing refer only to the ISCED level at which the education programme providing this type of courses is classified. Where institutions or schools offer education at multiple ISCED levels, only the students enrolled in the ISCED level at which courses on basic skills for computer use are offered should be reported.

Drinking water and basic hygiene services

Improved drinking water source is a water delivery point that by the nature of its design protects the water from external contamination, particularly of fecal origin. Examples of improved drinking water facilities include piped water, protected wells, tubewells and boreholes, protected springs and rainwater and purchased bottled water. Unimproved water sources include unprotected wells and springs, tanker-trucks and surface water (e.g. rivers, lakes).

Improved toilets include a pit latrine with slab, a ventilated improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. Unimproved facilities include a pit latrine without a slab, hanging toilets and bucket toilets. A school should be counted as having single-sex toilets if separate girls and boys toilets are available on the location or the educational institution is a single-sex school and has toilets. An educational institution should be counted as having usable toilets if these toilets are not broken, the toilet hole is not blocked and, in the case of flush or flush-pour toilets, water is available.

Basic handwashing facilities are defined as functional handwashing facilities, with soap and water available to all girls and boys.

Adapted infrastructure and materials for students with disabilities

Adapted infrastructure is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all of the building's potential users with an assurance of individual health, safety and welfare during the course of those activities.

Adapted materials include learning materials and assistive products that enable students and teachers with disabilities/functioning limitations to access learning and to participate fully in the school environment. Accessible learning materials include textbooks, instructional materials, assessments and other materials that are available and provided in appropriate formats such as audio, braille, sign language and simplified formats that can be used by students and teachers with disabilities/functioning limitations.

Life skills-based HIV and sexuality education

The survey collects information on schools or educational institutions providing life skills-based HIV and sexuality education. For the purpose of this survey, a school is considered providing **life skills-based HIV and sexuality education** if this education is provided within the formal curriculum or as part of extra-curricular activities.

Section 4. STATISTICAL UNITS

A. STUDENTS

This survey collects data on students enrolled and not on enrolments. This means that each student should be counted once only in the survey. If students are enrolled in more than one programme, their numbers should be pro-rated according to the percentage of **intended study time** devoted to each programme during the reference school or academic year. Where this information is unknown, students should be pro-rated in equal shares to each programme studied during the reference year.

The number of **students** enrolled refers to the count of students studying in a given education programme in the reference period of the survey.

Where national data collection systems permit and for cross-national comparability, the statistics reported should reflect the number of students enrolled at the beginning of the reference school or academic year. Preferably, the end (or near-end) of the first month of the reference year should be chosen. If several rounds of data collection are conducted per year, the one closest to the end of the first month of the reference school or academic year should be used.

Students should be reported by the country in which the study takes place regardless of whether they are enrolled in programmes delivered by institutions based abroad or by foreign institutions based in the reporting country. The only exception is internationally mobile students in short exchange programmes (of at least 3 months but less than one academic year) who remain enrolled in their home institution and where credits for successful completion of the study abroad are awarded by the home institution. Students in such exchange programmes do not obtain their qualifications at the host institution abroad but at their home institution where they originally enrolled.

B. NEW ENTRANTS

This survey collects data on new entrants enrolled in a given **level** of education and not the numbers of new entries to programmes. This means that each new entrant should be counted once only in the survey at any one **level** of education.

New entrants are students who, during the course of the reference school or academic year, enter a programme at a given level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme.

Operationally, **new entrants** to a level of education are students who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be **new entrants**.

Students who change programmes within a given ISCED level or enter a second programme at the same level, may be referred to as **new entrants** to the given programme, but should not be included in the count of **new entrants** to the level.

In addition to **new entrants** to a given **level** of education, this survey collects data on two other types of **new entrants**: **new entrants to primary education with experience of early childhood education** and **first-time new entrants to tertiary education**.

New entrants to Grade 1 of primary education with prior experience of early childhood education

New entrants with prior experience of early childhood education are new entrants to the first grade of primary education who have previously been enrolled in any pre-primary or early childhood educational development programme.

First-time new entrants to tertiary education

First-time new entrants to tertiary education are students who have not previously been enrolled in any other programme at the tertiary level.

In addition to being **first-time new entrants** to tertiary education they are also, by definition, **new entrants** to the specific level of tertiary education in which they enroll. For example, a student who has never studied at the tertiary level who enters a long first degree at Master's level will be a **new entrant** to ISCED level 7 and a **first-time new entrant** to tertiary education.

C. REPEATERS

A **repeater** is a student who is enrolled in the same grade for a second or further time.

Students who participate in a second or further education programme at the same level of education having successfully completed a first programme are not regarded as **repeaters**. A **repeater** is one who repeats predominantly the same subject matter as in a previous year. **Repeaters** include re-entrants to the same programme.

D. GRADUATES

This survey collects data on graduates and not graduations. This means that each graduate should be counted once only in the survey. If students graduate from more than one programme at the same ISCED level in the survey reference year they should be reported at the highest programme within the level. This is particularly important at secondary and tertiary levels of education where a sequence of programmes may exist within a given level of education.

A **graduate** is a person who, during the reference school or academic year, has successfully completed an education programme.

In this data collection, graduates from an ISCED level include those who entered and successfully completed an education programme which is classified as level completion and, at ISCED level 3 (upper secondary) those who successfully completed programmes sufficient for partial level completion. Countries are asked to report these data separately to avoid double-counting those who go on to successfully complete other programmes at the same level in the same or subsequent years.

In some countries, students enrolled in a given ISCED level may complete a programme and/or obtain a qualification after a period of time, which may be considered too short for the purposes of classification as full or partial completion of the given ISCED level. These students should not be counted as graduates. Examples include short programmes at ISCED level 8 of less than 3 years' duration where successful completion leads to a nationally-recognised degree (e.g. a Licentiate's degree awarded after 2 years of study).

Successful completion can be accomplished through passing (i.e. succeeding in) a final curriculum-based examination or series of examinations; or accumulating the specified number of study credits throughout the programme; or a successful formal assessment of the knowledge, skills and competencies acquired during the programme. In formal education, a successful completion usually results in a qualification which is recognised by the relevant national education authorities.

Education programmes at ISCED levels 1 and 2 do not always lead to a qualification. In these cases, other criteria should be used to determine successful completion of the programme (e.g. having attended the full final year of the programme or having access to a higher ISCED level).

Graduates should be reported by the country in which they graduate regardless of whether they were enrolled in programmes delivered by institutions based abroad or by foreign institutions based in the reporting country.

In a few countries, there are second degrees following the first doctoral degree (e.g. *Habilitation* in Germany or *doktor nauk* in the Russian Federation). Graduates from these post-doctoral programmes are usually very few in number and, in many cases, countries do not have data on them. Therefore, for the purposes of cross-national comparability, graduates from these types of second degree should be excluded from the survey.

All graduates that can be attributed to the reference school or academic year should be reported. Although some graduates may complete their final examinations or programme requirements only after the school or academic year ends they should still be included.

E. INTERNATIONALLY MOBILE STUDENTS

For the purposes of measuring **international student mobility**, students are categorised according to their **country of origin**. In this survey the focus is on the **international mobility** of students in tertiary education.

The **country of origin** can be defined in several different ways but given that we wish to measure international mobility in education it is recommended that the definition is based on students' education careers prior to entering tertiary education. For operational purposes this concept is measured relative to upper secondary education even though some students may enter tertiary education from post-secondary non-tertiary programmes.

The **country of origin** of a tertiary student is the country in which they gained their upper secondary qualifications. This can also be referred to as the country of prior education.

Where countries are unable to operationalise this definition, it is recommended that they use the country of usual or permanent residence to determine the country of origin. Where this too is not possible and no other suitable measure exists, the country of citizenship may be used – but only

as a last resort. Countries are asked to record the criteria used to define **country of origin** in the general information section of the relevant questionnaires.

Internationally mobile students are individuals who have physically crossed an international border between two countries with the objective to participate in educational activities in the country of destination, where the country of destination of a given student is different from their **country of origin**.

Any transfer between different education systems which does not involve the physical crossing of an international border is not considered as **international student mobility**. *In particular, the following are not forms of international student mobility:*

- distance learning programmes provided by institutions based in another country to students based in the reporting country;
- programmes offered by foreign-based institutions in the reporting country leading to foreign degrees;
- programmes offered by a different sub-national education system in the reporting country to the student's education system of origin (e.g. where students transfer between provinces or regions of their own country).

Please note that students in exchange programmes that undertake part of their studies at an educational institution abroad but are credited at their home institution should be **excluded** from the enrolment statistics of the host country and be reported only in the country of original enrolment. Exchange programmes (or short-term postings) are characterised as normally lasting between 3 months (or one trimester) and less than a full academic year.

F. TEACHING STAFF AND NON-TEACHING STAFF

Teaching staff

This survey collects data on teaching staff and not their assignments to specific programmes, **levels** or **grades**. This means that each teaching staff member should be counted once only in the survey. If teaching staff are assigned to more than one level or grade or if they have more than one teaching contract, their numbers should be pro-rated according to the percentage of **contractual (or teaching) working hours** devoted to each programme, **level** or **grade** during the reference school or academic year. Where this information is unknown, teaching staff should be pro-rated in equal shares to each programme, **level** or **grade** to which they are assigned during the reference year.

Teaching staff covers both **classroom teachers** at ISCED levels 0 to 4 and **academic staff** at ISCED levels 5 to 8.

Classroom teachers are employed in a professional capacity to guide and direct the learning experiences of students, irrespective of their training, qualifications or delivery mechanism (i.e. face-to-face or at distance). Teaching involves planning, organizing and conducting group activities whereby students' knowledge, skills and competencies develop as stipulated in the education programme in which they participate. Educational personnel who have no teaching duties (e.g. headteachers or principals who do not teach) or people who work occasionally, in a voluntary capacity or as teachers' aides in educational institutions (e.g. parents, student teachers, guest lecturers) are excluded.

Classroom teachers may work with students as a whole class in a classroom, in groups in a resource room, or one-on-one inside or outside a regular classroom. They include special education teachers in regular or special schools for students with learning difficulties or mental or physical disabilities.

Academic staff are personnel employed at the tertiary level of education whose primary assignments are instruction and/or research. This includes personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Personnel with other titles (e.g. dean, director, associate dean, assistant dean, chair or head of department) are also included if their principal activity is instruction or research.

Teaching staff temporarily absent from work (e.g. due to illness or injury, maternity or parental leave, holiday or vacation) as well as any temporary replacements should be reported in the data collection.

Teaching staff with no active professional duties (e.g. those who have taken early retirement) should be excluded even if they continue to receive a salary or other payment related to their previous employment.

Non-teaching staff

Non-teaching staff are persons employed by educational institutions who have no instructional responsibilities. Although the definition can vary from one country to another, non-teaching staff generally include headteachers, principals and other administrators of schools, supervisors, counsellors, school psychologists, school health personnel, librarians or educational media specialists, curriculum developers, inspectors, education administrators at the local, regional, and national level, clerical personnel, building operations and maintenance staff, security personnel, transportation workers and catering staff.

In this survey, data on qualified and trained teaching staff are only collected for ISCED levels 0-4. A distinction is made between the level of the academic qualifications teachers require to teach a given level of education (**qualified teacher**) and the necessary pedagogical training needed in order to be an effective teacher (**trained teacher**).

It is possible that the teacher-training and the academic study are offered in the same programme. For example, at the primary level teachers are usually expected to teach a broad range of subjects. The subject-specific education they need is often provided within a more general teacher-training programme which leads to a single qualification. Teachers holding that qualification should be regarded as both qualified and trained.

At higher levels of education, training and qualification requirements can be greater. For example, in some countries teachers in secondary education require a Bachelor's degree or equivalent in a specific subject (the academic qualification) in order to teach that subject as well as a separate teacher-training certificate. Holders of both of these qualifications are qualified and trained teachers. Holders of only one of these qualifications are either qualified (with the Bachelor's) or trained (with the teacher-training certificate) but not both.

Qualified teachers

A **qualified teacher** is one who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach.

Trained teachers

A **trained teacher** is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught - typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession). Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials).

In-service teacher training

This survey collects data on teachers who received professional development training while employed during the twelve months preceding the end of the reference academic year. Such teachers' training programmes usually aim to improve the quality of classroom instruction. For the aim of this survey, training programmes of any duration are considered providing they contribute to the enhancement of teaching proficiency.

Teachers who have taken more than one training activity during the reference period are reported only once in the respective level of education at which they normally teach. If they are assigned to more than one level of education or if they have more than one teaching contract, their numbers should be pro-rated according to the percentage of contractual (or teaching) working hours devoted to each level during the reference school year. Where this information is unknown, they should be pro-rated in equal shares to each level to which they are assigned during the reference year.

Teacher's level of qualification

This survey collects information on the annual statutory teachers' compensation in public schools by level of qualification. For the purpose of this survey, the following definitions are used:

Minimum level of qualification required to teach at a given ISCED level refers to the minimum duration and type of training required according to national standards to enter the profession. It does not include eventual further requirements to become a licensed teacher in the public school system like probation years.

Typical level of qualification refers to the qualifications and training teachers typically have to teach at a given education level. The typical level of qualification refers to qualifications obtained by teachers in addition to their educational attainment and may include the completion of requirements that teachers have to meet according to national standards in order to become fully qualified (e.g. training, gaining practical experience and/or demonstrating their skills over probation periods, completion of induction programmes, passing competitive examinations, etc.), and/or to stay in the teaching profession (e.g. participate in professional development).

In order for any of these characteristics to be considered as part of the typical level of qualification of teachers, they must be part of the core requirements at the national level to access or remain in the teaching profession, or have to be available for all teachers without exclusion, for example, competitive examinations or professional development activities that apply or are available to all teachers without exception.

The typical level of qualification can vary across time: teachers may be overqualified or under qualified for the level where they teach. This is particularly the case in times of policy change (e.g. when training or qualification standards requirements are raised or lowered).

G. ANNUAL STATUTORY TEACHER COMPENSATION

The **annual statutory teacher compensation** is the sum of the gross statutory salary and additional bonuses a full-time teacher receives in a full calendar year.

Annual gross statutory salary is the amount of money according to existing salary scales before tax or other deductions are made that the employer pays per year to a full-time classroom teacher with the minimum training necessary to teach at the beginning of their teaching career. It is the sum of wages according to existing salary scales including bonuses that all teachers receive and that constitute a regular part of the annual base salary, such as a thirteenth month or holiday bonus.

Additional bonuses are the extra payments that teachers may receive beyond the annual gross statutory salary. They include allowances awarded to teachers in educational priority areas, for participating in school improvement projects or special activities, or for exceptional performance. Examples of bonuses include: location-based allowances (e.g. hardship schools) or extra work allowances (e.g. double shift allowances). Bonuses in the form of non-financial allowances (e.g. access to free housing, rations of grain or fuel) should ideally be reported but their value may be difficult to impute. When this applies, please add a comment indicating that such bonuses exist but are not included in the data reported.

H. REPORTING STATISTICAL UNITS BY CROSS-CUTTING CONCEPTS

This sub-section provides advice on how to report data which need to be split across several categories (e.g. levels, fields or orientation) or to avoid double-counting (e.g. where students or graduates participate in more than one programme or field of education).

Teaching staff by level or orientation

Teaching staff are often assigned to more than one level of education or type of programme. In order to avoid double-counting, it is necessary to pro-rate their numbers to reflect as far as possible the distribution of teaching resources devoted to each level or programme. For example, teachers may be assigned to both general and vocational programmes in secondary school. Their numbers should be pro-rated across the programmes according to the working time they assign to each programme. If data are available, the pro-rating should be based on the contractual working time assigned to each programme. If this is not possible, information on student-teacher ratios or average class sizes may be used instead.

Students or graduates by field

It is not uncommon for students or graduates to participate in more than one field of education. In order to avoid double-counting, their numbers need to be pro-rated across fields to reflect as far as possible the relative importance of each field in their studies. This survey only collects data by field at the broad group level so it is only necessary to pro-rate numbers for studies that cover more than one broad group. It is sufficient to pro-rate numbers across the main fields studied.

If data are available, the pro-rating should be based on the **intended study load** assigned to each field which may be measured in course credits, study hours or percentage of programme. If this is not possible, students or graduates should be assigned equally to each field studied. For example, if 100 students are enrolled in a programme of which 60% is Engineering, 20% Physics and 20% Mathematics, then 60 students should be report in the broad group Engineering, Manufacturing and Construction and 40 students in the broad group Natural Sciences, Mathematics and Statistics. If the relative shares between Engineering, Physics and Mathematics are not known, then 33 students should be assigned to the broad group Engineering, Manufacturing and Construction and 67 to the broad group Natural Sciences, Mathematics and Statistics.

Students graduating from two or more programmes or levels

Some students may graduate from more than one programme in the same reference year (i.e. receive more than one qualification in the same year). Their numbers should be pro-rated across the programmes from which they have graduated. Where the programmes are at the same ISCED level, the pro-rating should reflect as far as possible the relative importance of each programme in their studies. This can be achieved in a similar manner as described above for fields of education.

However, where students graduate from two different ISCED levels in the same reference year they should be assigned to the highest level from which they graduated.

Educational institutions offering two or more programmes or levels

When reporting the total number of educational institutions by ISCED level, institutions or schools that offer education at multiple ISCED levels, should be reported at each of the levels they cover. For example, a school providing education at ISCED levels 1 and 2 should be reported once for each of these levels. The same applies if the institution provides education at ISCED levels 2 and 3 or any other combination of ISCED levels.

Similar steps must be taken when reporting the number of institutions offering certain services by level of education. An institution providing education programmes at multiple ISCED levels should be reported once for each of these levels with access to this service. For example, a school offering education programmes at ISCED levels 2 and 3 with computers for pedagogical

purposes should be reported once for each of these levels providing that these computers are available for both levels. If these computers are only available for teaching and learning activities offered to ISCED 3 programme, this school should be reported only in ISCED 3 level (not in ISCED 2) when reporting on institutions with computers for pedagogical purposes.

Section 5. EDUCATION FINANCE AND EXPENDITURE

Education finance data should cover actual expenditure on **formal education** programmes covered by the survey for the latest available financial year. The most recent budget allocations for a more limited set of data are requested in a separate table. Expenditure on formal adult education programmes should be included and should be reported under the relevant ISCED level(s).

All expenditure should be classified according to the country's ISCED 2011 mapping of education programmes, including expenditure which is not directly assigned to education levels within the education budget (e.g. administration, support services, education research, inspection, etc.). When an item of expenditure applies to more than one ISCED level, the share going to each level should be estimated (see TIP BOX). As far as possible, data should not be reported as '*Not allocated by level*'.

TIP BOX: How to allocate expenditure by ISCED level

All expenditure should be allocated to levels of education following the ISCED 2011 classification, including expenditure which is of a more general nature, such as administration in Education Ministries. The first step should be to allocate items which can easily be linked to a given ISCED level. For example, if a Ministry of Higher Education is responsible for ISCED levels 5 to 8, all of its expenditure can be allocated to these levels. Since the most important expenditure item is usually staff compensation, when the wage bill is not already split between education levels, the share going to each level should be estimated. Data on the number of teachers per level and salary scales can be used to produce such estimates.

Once the wage bill has been split across ISCED levels, expenditure on programmes benefitting more than one level of education can be split using a distribution formula weighted by student numbers. For example, a programme of support provides \$100 million jointly to pre-primary, primary and lower secondary education in which total student numbers are 2000. There are 200 students in pre-primary (10%), 1200 in primary (60%) and 600 in lower secondary (30%). We can estimate that \$10 million of this programme benefits pre-primary (ISCED 02), \$60 million benefits primary (ISCED 1), and \$30 million lower secondary.

Once the main expenditure items have been distributed, there may be budget line-items of a general nature remaining not allocated by level. If most of total expenditure has already been distributed, the respective shares can be used to distribute what is left. See the example

	Before distribution of not allocated			After distribution of not allocated
	Million \$	% of total	% of total allocated	Million \$
ISCED 02	20	3%	4%	22
ISCED 1	175	29%	32%	189
ISCED 2	125	21%	23%	135
ISCED 3	80	13%	14%	86
ISCED 4	15	3%	3%	16
ISCED 5-8	140	23%	25%	151
Not allocated by level	45	8%		0
Total	600			600

A. EXPENDITURE FROM GOVERNMENT SOURCES

Government expenditure on education should be reported separately for all the levels of government which finance education in the reporting country. Data reported should include not only the expenditure of the Ministry(ies) of Education but also all expenditure for education of other Ministries and agencies. For example, if a regional or a local department of public works spends money on the maintenance of school buildings, this expenditure should be reported in the corresponding regional or local expenditure in the questionnaire, even if it does not normally appear in the education budget.

Total general government expenditure on education is consolidated expenditure on **educational goods and services** made by local, regional and central governments. This includes expenditure from all government Ministries and agencies providing education services. It also includes expenditure funded by **transfers from international sources for education to government**.

Educational goods and services cover both core educational goods and services, such as teachers, school buildings, school books and teaching materials, and peripheral educational goods and services such as **ancillary services** and general **administration and other activities**.

Levels of government

Expenditure should always be reported at the level of government which carries out the expenditure. Where some of the funds originally came from another level, they should also be reported as **intergovernmental transfers for education**. For example, if a regional government receives \$1 million from the central government to spend on education, and adds \$2 million of its own funds, \$3 million should be reported as direct expenditure from the regional government, with \$1 million also reported as an intergovernmental transfer from the central to the regional government.

Central government is the level of government whose political authority extends over the entire territory of the country, such as the federal government.

Regional government is the largest geographical area into which the country as a whole may be divided for political or administrative purposes, such as a state, province, department or region. A **regional government** usually has the fiscal authority to raise taxes within its territory and should have the ability to spend at least some of its income according to its own policies, and appoint or elect its own officers.

Local government is the smallest or second largest geographical area into which the country as a whole may be divided for political or administrative purposes, such as a municipality or district. A **local government** often has the fiscal authority to raise taxes within its territory and should have the ability to spend at least some of its income according to its own policies, and appoint or elect its own officers.

In the context of education financing, expenditure by a local (or regional) office under the authority of the **central government** is considered as expenditure by the **central government**, not the local (or regional) government. For example, expenditure by regional offices of a Ministry of Education which is part of the **central government** should be reported as central, *not* regional government expenditure. In countries where there are only two levels of government (e.g. central and provincial), the lower level should be reported under **local government**. If there are more than three levels, the second level should be designated regional and all lower levels should be combined into a single level and reported under **local government**.

Destination of funds

Expenditure by each level of government is separated into three types of destination for the funds: 1) **direct government expenditure for educational institutions**, 2) **intergovernmental transfers for education**, and 3) **government transfers for education to private entities**.

Direct government expenditure for educational institutions

Direct government expenditure for educational institutions is government purchases of **educational goods and services** to be used by **educational institutions**, and/or government payments to educational institutions to purchase educational goods and services themselves.

Where governments give grants or subsidies to private **educational institutions**, data should be reported separately for **public** and **private** institutions. Expenditure on **non-instructional educational institutions** (e.g. a Ministry, inspection agency or directorate) is also included and, where relevant, should be imputed to **public** and **private** institutions in-line with the proportion of spending going to each type of institution. For example, if the government spends \$80 million on **public** schools, \$20 million on **private** schools, and \$10 million on **non-instructional educational institutions**, the \$10 million can be split proportionally (\$8 million to **public** schools and \$2 million to **private** schools). Total direct government expenditure in public institutions would then be \$88 million, and total direct government expenditure in private schools \$22 million.

Intergovernmental transfers for education

Intergovernmental transfers for education are net transfers of funds designated for education from one level of government to another.

Transfers specifically earmarked for education should be included. By contrast, general-purpose intergovernmental transfers (e.g. revenue sharing grants, general fiscal equalisation grants, or distributions of shared taxes from a national government to provinces or states) should be excluded, even where such transfers provide the funds that regional or local authorities draw on to finance education.

In certain countries where transfers from lower to higher level governments exceed transfers from higher to lower level governments, the resulting net figures should be reported as negative. Central government transfers to local governments which pass through regional governments should still be shown as transfers of central, and not regional, government.

Government transfers and payments for education to the private sector

Government transfers and payments for education to the private sector are government funds which can be used by private entities to purchase education goods and services themselves. They include subsidies to households and students (e.g. financial aid) and transfers and payments to other non-educational private entities.

Subsidies to households and students include financial aid to students (scholarships, loans and other grants), child or family allowances contingent on student status, and special public subsidies in cash or in kind that are contingent on student status.

Only subsidies to domestic students (i.e. those studying in the reporting country) should be included. Where the government also provides financial aid to students studying abroad, these funds should be identified separately, but not included in total government expenditure.

Government scholarships and loans should be attributed to the level of the government directly responsible for providing the funds to students, even if another level of government ultimately covers some or all of the cost. Government scholarships and loans paid to an educational institution on behalf of the student should also be reported as government transfers to students. Student loans should be reported on a gross basis, i.e. without subtracting or netting out repayments or interest payments from the borrowers (students or households).

In countries where conditional cash-transfer programmes (CCTs) are contingent on children from the household attending school, a portion of the transfer can be attributed to education and reported under subsidies to households and students. The share should be based on an analysis of the objectives of the programme. For example, if there are three main objectives to a CCT programme, one being access to education, a third of the programme's cost could be attributed to education. If the programme also benefits families without any school-aged children, only the share of the programme's total cost going to families with children in school should be reported.

Transfers and payments to other non-educational private entities are transfers or subsidies from the government to private companies or non-profit making organizations (including religious organizations) which finance or carry out some educational activities, but are not educational institutions.

Subsidies to private companies or labour associations for the provision of training at the workplace as part of combined school and work-based programmes should be included. By contrast, subsidies to private educational institutions should be excluded, as they are considered education providers. Government subsidies to private schools (including religious or community schools) should be reported under **direct expenditure for private educational institutions**.

B. EXPENDITURE FROM INTERNATIONAL SOURCES

Direct expenditure for educational institutions from international sources

Direct expenditure for educational institutions from international sources are funds from international donors spent directly on schools, without going through government systems. International donors include multilateral organizations such as the World Bank, regional development banks, or United Nations agencies, bilateral development co-operation government agencies and international NGOs established in the receiving country.

Transfers from international sources to all levels of government

Transfers from international sources to all levels of government are funds from international donors transferred to the education budget which the government can spend alongside its own funds on its priorities (e.g. sector budget support, programme or pooled funding). International donors include multilateral organizations such as the World Bank, regional development banks, or United Nations agencies, bilateral development co-operation government agencies and international NGOs established in the receiving country.

Transfers from international sources to all levels of government should also be included in **total general government expenditure** when they are normally considered as part of the education budget in the reporting country. Where the degree of control of the government over donor funds is difficult to establish, donor contributions which are recorded in the education budget and expenses reports can be considered as transfers and those which are 'off-budget' can be considered as direct expenditure for educational institutions. Funds from international sources should be reported whether they are provided as loans or grants.

C. EXPENDITURE FROM PRIVATE SOURCES

Private expenditure on education includes spending by households as well as by other private entities such as companies or national non-governmental organizations. Data on these sources of expenditure are usually more difficult to obtain than government sources, and will often require compiling data from various types of surveys. Figures reported will most likely be best estimates based on these different sources. Given the challenges in collecting and processing this sort of data, countries should only report data on private expenditure where a good survey exists and provides data sufficiently detailed and of acceptable quality to produce good estimations.

Household expenditure on education

Household expenditure on education is expenditure on education by students and their family, whether directly for educational institutions, or outside educational institutions.

Household payments to educational institutions are direct payments from students and/or their family towards **educational institutions**, such as through tuition and other fees.

Such direct payments can be for activities directly linked to instruction, for example tuition, registration, examination and other school fees, parents' association and/or school management committee fees, or contributions to school construction or maintenance. It also includes household payments for **ancillary services**, such as for boarding schools or university residences, school canteens, and official transportation to and from school.

Household payments to educational institutions can be estimated using data on income of educational institutions, sometimes available through school censuses, or surveys of institutions (e.g. universities' income). General household income and expenditure surveys carried out by national statistics offices can also sometimes provide information on payments to educational institutions by parents or students.

Household payments outside educational institutions are purchases of educational goods and services by students and/or their family outside **educational institutions**, such as learning materials or private tutoring.

These payments can be for goods required for school attendance, such as uniforms and sports clothing, or textbooks and school supplies. They also include payments on goods and services not required for school attendance but linked to the official curriculum, for example additional books not required by schools, learning software to be used at home, and private tutoring related to the official school curriculum.

Household payments outside educational institutions can be estimated using data from general household income and expenditure surveys carried out by national statistics office if the survey includes questions also on parents' expenditure on various items linked to their children's schooling.

Expenditure of other non-educational private entities

Expenditure of other non-educational private entities can be either direct payments to educational institutions, or private subsidies to households and students (e.g. scholarships or loans programmes funded by a private bank).

Other non-educational private entities' payments to educational institutions are payments to **educational institutions** by companies or non-governmental organizations that are not educational institutions themselves. It can include, for example, expenditure by private employers on the training of participants in mixed school-and work-based education programmes, or grants to educational institutions by private foundations.

Other examples of these types of payments are subsidies to vocational and technical schools by business or labour organizations, payments by private companies to universities under contracts for research, training, or other services, and earnings from private endowment funds. Government **transfers to other non-educational private entities** for the provision of training at the workplace should be reported as expenditure by other private entities *and* as a transfer in the government expenditure section.

D. EXPENDITURE BY NATURE IN EDUCATIONAL INSTITUTIONS

Expenditure by nature in educational institutions includes expenditure from all sources (i.e. government, international and private). However, countries may only be able to report expenditure from funds coming from the government. The sources of expenditure covered should be reported in the general information section of the questionnaire.

Only **direct expenditure in educational institutions** is disaggregated by nature. Intergovernmental transfers are internal to the government sector and netted out in the total, and funds from transfers for education to the private sector will be spent by these entities directly inside and outside educational institutions. For example, financial aid to students is a transfer from the government to households, and is not included in direct expenditure in educational institutions.

The two main expenditure categories are **current** and **capital** expenditure, with **current** expenditure further disaggregated, where possible, into **staff compensation** and **current expenditure other than for staff compensation**. Expenditure should be split between **current** and **capital** expenditure following the definitions below as much as possible to allow comparability between countries, even if in some cases it can differ from the country's budget classification. For example, school books and teaching materials should be reported as current expenditure, even if in some countries they may be part of the capital or development budget.

Current expenditure on education

Current expenditure on education is expenditure for **educational goods and services** consumed within the current year and which would have to be renewed if needed in the following year.

Current expenditure should be split between **staff compensation** (disaggregated between **teaching staff** and **non-teaching staff** where possible) and current expenditure other than for staff compensation (disaggregated between **school books and teaching materials**, **ancillary services**, and **administration and other activities** where possible).

Current expenditure on staff compensation is expenditure on **teaching staff** and **non-teaching staff** salaries, contributions by employers and/or public authorities for staff retirement/pension programmes and social insurance, and other allowances and benefits.

All expenditure on staff compensation should be reported in gross terms, i.e. before subtracting any taxes or employee contributions for pensions, social security or other purposes. Social insurance includes health care or health insurance, disability insurance and other forms of social insurance. Other allowances and benefits can be bonuses (e.g. for teaching in hard-to-reach areas), extra allowances, non-cash supplements (e.g. for free or subsidised housing), free or subsidised child care and other such fringe benefits.

Expenditure on retirement or pension schemes means actual or imputed expenditure by employers or third parties to finance retirement benefits for *current* educational personnel. This expenditure does not include pension contributions made by the employees themselves, or deducted from their gross salaries. Third parties can be public authorities other than a Ministry of Education which finance or administer civil servants' (including teaching staff) pension schemes, such as social security or pension agencies or Finance Ministries.

Depending on the type of public pension scheme that exists in the country, it should be reported as follows:

- In a fully funded, contributory pension fund system, the employer's (i.e. the government) current contribution to the pension fund should be reported.
- In a completely unfunded or 'pay as you go' system, the governments' contribution to the cost of retirement as it arises should be reported.
- In a partially funded system where employers contribute to a retirement system but the contributions are insufficient to cover the full costs of future pensions, the contributions which make-up the short fall should be imputed. Therefore the sum of actual government (employers or third party) contributions plus the imputed contribution necessary to cover the projected funding gap should be reported as retirement expenditure.

Current expenditure other than for staff compensation includes expenditure on school books and teaching materials, on ancillary services and on administration and other activities.

Ancillary services are services provided by **educational institutions** that are peripheral to the main educational mission, such as school meals and health services, boarding, halls of residence, and transportation to and from school.

Services for the general public provided by educational institutions (museums, radio and television broadcasting, sports, and recreational or cultural programmes) are included. However, day or evening child care provided by pre-primary and primary institutions should be excluded.

Administration and other activities are education support activities not directly related to instruction or direct support to students, such as research and development, school inspection, school administration, or administration in ministry and regional or district offices.

Research and development in tertiary institutions as well as research and development for education (e.g. statistics, curriculum development) are included. Rents paid for school buildings and other facilities are also included in this category, as well as fuel, electricity, telecommunications, travel expenses, insurance, and any other administration costs in educational institutions (both instructional and non-instructional).

Capital expenditure on education

Capital expenditure on education is expenditure for education goods or assets that yield benefits for a period of more than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles. It represents the value of assets acquired or created – i.e. the amount of capital formation – during the year in which the expenditure occurs.

Expenditure on minor equipment items (e.g. computers, desks and chairs, but also school books and teaching materials) are excluded and should be reported under current expenditure, even if in practice some of these items may yield benefits of more than one year. The cost of the depreciation of capital assets is also excluded.

Capital expenditure should be reported in the year the payment on the asset is made, even if used over several years. For example, if a school building costing \$10 million is constructed in 2010, the full \$10 million should be reported as capital expenditure for 2010, even if the building is financed by a loan, with repayment spread over 20 years, and/or will be used over 20 years.