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INSTRUCTION MANUAL FOR COMPLETING THE QUESTIONNAIRES ON STATISTICS OF EDUCATION

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Technical notes for the completion of the tables

1) Notes on the coding of missing data

The correct use of the coding of the missing data is essential to ensure the integrity of the data. The different reasons as to why there are no data in a particular instance need to be distinguished in statistical analyses and reports.

Do not leave any cell of the tables blank. Each cell for which there is no valid data value must be assigned one of the following four codes:

i) Category not applicable = **a**

If a certain category or cell in the tables does not apply to the educational system(s) in your country then assign the code “**a**” to all cells referring to this category (or cross-classification of categories). This implies that data for these categories do not even hypothetically exist.

ii) Quantity nil = **n**

If a data value is nil or negligible then assign the code “**n**” to the corresponding cell. If a category is not applicable and therefore the data value would be zero for a cell, then do not use the code “**n**” but use the code “**a**” for “category not applicable” instead. Do not use the value 0 (zero) to indicate that a value is nil.

iii) Data included in another category = **x**

If data cannot be disaggregated to fit into certain cells in the tables, please use the “**x**” code in the cell where data are unavailable. **Please use a footnote to specify** where the data have been included.

iv) Data not available = **m**

Sometimes data are generally not available for certain classification categories and are not included in any other cells of the table (even though these data could, in principle, be collected). In such cases, you should assign the code “**m**” to all cells referring to the corresponding classification categories.

2) Note on provisional or estimated data = *

Please indicate any provisional or estimated figures with an asterisk (*).

INTRODUCTION

The objective of the UNESCO Institute for Statistics (UIS) Survey on Statistics of Education is to provide internationally comparable data on key aspects of education systems, specifically on participation and completion, as well as the associated costs and type of resources dedicated to them.

The data collected through the questionnaires are vital for the monitoring of the Education for All (EFA) and Millennium Development Goals (MDG) programmes. These data also form a central part of the database of education statistics available at the UIS, which are disseminated widely to the user community and used to help inform policymakers at both the national and international levels.

This instruction manual has been prepared to help data providers in Member States complete the following questionnaires that comprise Survey 2012:

- **UIS/E/2012A** on statistics of pre-primary, primary, secondary and post-secondary non-tertiary education;
- **UIS/E/2012B** on statistics of educational finance and expenditure; and
- **UIS/E/2012C** on statistics of tertiary education.

Countries which have not yet completed the *UIS Questionnaire on National Education Programmes (UIS/ISCED/2012)* are kindly requested to submit a completed questionnaire to the UIS.

Submission of questionnaires

The UIS strongly encourages the use of the electronic form available at <http://survey.uis.unesco.org>. If you experience problems accessing this site or submitting the questionnaire electronically, please contact the UIS at uis.survey@unesco.org or by fax at (1 514) 343-5740. For information regarding the use of the electronic form, please consult the *Data Entry Manual* which is available at <http://survey.uis.unesco.org/manual/UserManual.pdf>.

Countries that need to complete questionnaires using the printed forms can send them to:

UNESCO Institute for Statistics
P.O. Box 6128, Succursale Centre-Ville
Montreal, Quebec H3C 3J7
CANADA

Results from previous surveys

A complete time series of raw data and indicators collected through the *Questionnaires on Statistics of Education* for the period since 1999 can be accessed on-line at the UIS Data Centre at <http://stats.uis.unesco.org>.

Indicators and raw data collected through these questionnaires are released annually in the *Global Education Digest*. This report is available at <http://www.uis.unesco.org/publications/GED2011>.

1. COVERAGE OF THE QUESTIONNAIRES

The coverage is determined by the educational programmes in which students are enrolled or in which resources are invested. In order to collect a set of data which is broadly similar in coverage across countries, data on programmes designed for people beyond regular school age who, for various reasons, either did not start or did not complete their studies in the regular school system are to be excluded. Whilst such programmes clearly exist in many different countries they can take a variety of forms and are not always covered by national data collection exercises. In the future, when we have gained a better understanding of the range of programmes that exist and the national statistics that are available on them, we will consider extending the coverage of the questionnaires to include some or all of these programmes.

The programmes on which data should be reported in these questionnaires therefore include:

- a. **regular** education in pre-primary, primary, basic and secondary schools, and in colleges, universities and in other higher education **institutions**;
- b. education in **public** (or state) and in **private** schools, colleges or universities;
- c. **special' needs education** (both in regular schools and in special schools);
- d. **distance education** (especially at the tertiary or higher education level);
- e. both **full-time** and **part-time** education;
- f. the education of international students as well as of nationals or citizens of your country.

In addition, in Questionnaire A, Table 3, **Early Childhood Development (ECD)** programmes which meet some but not all of the criteria to be classified as pre-primary education should be included. (See below for further guidance and instructions on the programmes to include.)

The educational programmes covered by the questionnaires should be classified according to the levels of education defined in the *International Standard Classification of Education (ISCED97)* published in November 1997 by UNESCO. Copies are available in all six official languages from the Institute. Versions in Arabic, Chinese, English, French, Russian and Spanish can also be downloaded from the UIS website at www.uis.unesco.org/publications/ISCED97.

The data reported in the questionnaires should be classified according to the latest ISCED mapping reported to the UIS. These mappings can be consulted at www.uis.unesco.org/publications/iscedmaps.

¹ The education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school system (**non-integrated**) as well as in institutions of the regular system (**integrated**). The concept extends beyond those children who may be included in handicapped categories to cover also those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child's optimal progress.

2. INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRES

General considerations

Countries should make every effort to cover all relevant programmes in the data they report even if some programmes – for example vocational programmes – come under the authority of other Ministries than the Ministry of Education. Likewise, **UIS encourages all countries to make their own estimations of missing or incomplete data**. This is because we do not always have all the necessary elements for making the most accurate estimations. To signal that a cell contains estimated or partially estimated data, please put an asterisk * in front of the number – i.e. *68794. Do not leave a space between the symbol and the figure. If, despite these efforts, some data are not available or are incomplete, this should be clearly explained in a footnote or covering letter.

As far as possible, the expenditure reported in UIS/E/2012B should be for the same programmes for which data on students and staff are reported in the other two questionnaires. If major differences in coverage exist, these should be explained on the relevant questionnaires or in a covering letter.



*Please refer to the **glossary** at the end of this manual for definitions of the statistics to be reported.*

NOTE: Please note that Survey 2012 seeks data for the academic year **ending in 2011** (Questionnaires A and C) and the financial year ending in 2011 (Questionnaire B). If data are not available for the requested year, please **report the most recent year available** and indicate the year reported in the questionnaire.

Countries are requested to report data according to their latest ISCED mapping which was derived from responses to the UIS *Questionnaire on National Education Programmes* (UIS/ISCED/2007 or UIS ISCED/2008). The most recent mappings for each country are available at <http://www.uis.unesco.org/publications/iscedmaps>. Countries which have not provided any submission or where there have been changes to the national education system are invited to download and complete the most recent questionnaire on national education programmes (UIS/ISCED/2012) which is available at <http://survey.uis.unesco.org>.

2.1 QUESTIONNAIRE A: PRE-PRIMARY, PRIMARY, SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION



Table 1: Information on the education system

Table 1 collects data on the reference period or academic year of the data reported in Tables 2 to 9, the regulation on compulsory education, changes in the structure of the education system and information on the availability of national statistical publications.

Academic year/reference period

The start of the academic year should correspond to the date when schools are open for instruction and the end of the academic year should correspond to the date when schools are closed for instruction, even if teachers continue to work or examinations are ongoing.

For countries where data on graduates are available later than those for enrolment, please report the most recent data available and indicate in Question 1.2 the reference period of the data reported in Table 9.

Reference date for reporting the age of pupils/students

The age data reported in Tables 3, 4, 5, 6, 7 and 8 should refer to the beginning of the school year. Countries that use a different reference date to report these data should provide the necessary information (month and year) to help to make adjustment of some age-based indicators when necessary.

Compulsory education

The start of the school year should be used as the reference date for reporting the ages covered by compulsory education.

Free education

The start of the school year should be used as the reference date for reporting the ages covered by free education.



Tables 2.1 to 2.3: Pupils, teachers and institutions by level of education

These tables combine ISCED97 levels 0-4 only. Early Childhood Development programmes which do not satisfy all the criteria to be classified as pre-primary education are excluded (because national data on the numbers of teachers or institutions providing programmes in less formal settings than schools may not always be available).

As far as possible, countries are asked to report disaggregated data on pupils and teachers for each level separately using, where necessary, appropriate estimation procedures. If this is not possible, please report combined data for two or more levels indicating in a footnote which levels have been combined.

However, please report combined data only where it is absolutely impossible to disaggregate them. If, for example, disaggregated data are available for pupils but not teachers, please report disaggregated data for pupils and combined data for teachers.

Please also ensure that the reported numbers of **pupils enrolled** are consistent with those reported in later tables (especially Tables 3 and 5 to 8). Thus, if numbers of part-time pupils are included in later tables they should be included here too.

The numbers of **institutions** offering education at each ISCED97 level should be reported in the relevant column. If an institution provides education at more than one level please record it at each level. For example, basic schools will normally provide education at both ISCED97 level 1 and level 2 (and perhaps level 0 too). Such a school should be recorded once at each level.



*Please refer to the glossary for definitions of **trained teachers** and **full-time, part-time** and **full-time equivalent numbers** of teachers and the distinction between **public** and **private** institutions.*



Tables 3 to 8: Enrolment by age (by level of education)

Pre-primary education and other early childhood development programmes

An educational programme for young children should be classified as **pre-primary education** if:

- a. it is designed mainly for children aged 3 and above
- b. it takes place in a formal setting such as a school
- c. one of its purposes is to offer a structured and purposeful set of learning activities (accounting for at least the equivalent of 2 hours per day and 100 days per year).

Programmes which satisfy the last of these criteria (education content equivalent to at least 200 hours per year) but not necessarily either or both of the other criteria, should be classified as **other early childhood development programmes**.

Programmes with little or no educational content (such as day-care or child-care programmes) should be excluded (even if they are designed for children aged 3 and above and take place in a school or other formal setting).



Please make every effort to estimate the ages of pupils if their actual ages are not known. Include both full-time and part-time pupils and both public and private institutions.

*Please refer to the glossary for definitions of **repeaters** and **new entrants**.*

In **Tables 5 and 6**, the numbers of grades reported should be consistent with the information recorded in the ISCED mapping of your country on the durations of national programmes of education. In principle, no more than 6 or 7 grades should be assigned to ISCED97 level 1. The column headed 'unspecified or residual grade' in Table 5 should be used where an extra grade is reserved, in some countries, for pupils requiring additional tuition in, for example, the national language.

**Table 9:**

Please report data on all graduates that can be attributed to the academic year in question. Although some graduates may complete the graduation examinations only after the academic year ends, e.g. in second-chance examinations after the school break, they should be included.



*Please refer to the glossary for the definition of a **graduate**.*

2.2 QUESTIONNAIRE B: EDUCATIONAL FINANCE AND EXPENDITURE

The data provided in this questionnaire should refer to actual expenditure. If these are not available for the reference year, please provide them for the most recent year for which they are available. If actual expenditure is not available, provide data on budget allocations.



Table 1: Expenditure on education by sources of funds

Part I: Public sources

Public (government) sources are subdivided into three categories according to the level of government to which they belong:

- C. Central (or Federal) government**
- R. Regional governments**
- L. Local governments**

All expenditure for education by a central, regional or local public body should be reported under the corresponding government level in the questionnaire. Thus a country should include in central government expenditure not only the expenditure of its national Ministry of Education but also all expenditure for education of other central government Ministries and authorities. Similarly, 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 under education in their budget.

Budget support and the transfers received by the central, regional or local government from international (foreign) sources must be included in government expenditure. Such international transfers received must also be reported in row F10. Examples for such transfers are loans or grants from the World Bank or any bilateral aid organization, as long as the funds are channelled through and managed by national governments.

Double counting should be avoided. If, for example, a Ministry transfers education funds to another Ministry or if a municipality transfers funds to another local education authority, the transfers must be netted out of government expenditure.

All government sources should be categorized as central, regional or local. Separate government entities should be assigned to the most appropriate level, according to the scope of their responsibilities.

If a country has only two levels of government, the lower level should be designated local, not regional. If there are four or more levels, the second level should be designated regional and all lower levels should be considered local. Exceptions to this should be explained in a corresponding footnote.

For **each** of the three levels of government mentioned above, there are three possible types of expenditure: **direct expenditure for educational institutions, expenditure other than for educational institutions and transfers for education.**

Direct expenditure for educational institutions

The 'direct expenditure for educational institutions' of a government agency may take one of two forms:

- i) purchases by the government agency itself of educational resources (goods and/or services) to be used by educational institutions, e.g.:
 - direct payments of teachers' salaries by an education ministry;
 - direct payments by a municipality to building enterprises for the construction of school buildings;
 - procurement of textbooks by a ministry of education for subsequent distribution to local authorities, or schools.

- ii) payments by the government agency to educational institutions that have the responsibility for purchasing educational resources (goods and/or services) themselves, e.g.:
 - government appropriation or block grant to a university which then uses it to compensate personnel or purchase other resources;
 - a government allotment of funds to a fiscally autonomous public school; a government subsidy payment to a private school, etc.

These direct expenditures are disaggregated according to the type of educational institution to which or for which the payments are made.



*Please see the glossary for definitions of **public** and **private institutions**.*

Expenditure other than for educational institutions

Expenditure in this category should refer mainly to expenditure for the general administration of education at the central, regional and local levels and for other functions such as inspection, evaluation and curriculum development.

It should be noted that expenditure for administrative staff of the educational institutions should be included in 'direct expenditure for educational institutions'.

Transfers for education

Transfers for education are divided into two types: **intergovernmental transfers** and **transfers and payments to private entities**.

Intergovernmental transfers for education have been defined as net transfers from higher-level to lower-level governments, e.g. 'central government transfers to regional governments' should be equal to central-to-regional transfers for education less any regional-to-central transfers for 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.



Example: If regional authorities give 20 million to local authorities and receive 25 million from them, the **net** result ($= 20 - 25 = -5$) of minus 5 million should be reported under inter-governmental regional transfers to local governments.

Central government transfers to local governments which pass through regional governments should still be shown as transfers of central, and not regional, government.

Transfers and payments to private entities for education refer to **transfers to students/households and transfers to other private entities**.

Transfers to students/households apply mainly to financial aid to students/households in the form of **government scholarships and other grants or student loans** but should also include the following items:

- special subsidies to students for free or reduced-price public transport;
- family allowances or child allowances that are contingent on student status.

Expenditure for student loans should be reported on a gross basis, without subtracting or netting out repayments or interest payments from borrowers.

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. For example, if students receive loans from provincial authorities, which in turn are reimbursed fully or partly by the central government, the loans should be reported as student loans from regional governments. The reimbursements from the central government to provinces should be included in the category of intergovernmental transfers from central to regional governments.

Government scholarships and loans paid to an educational institution on behalf of the student should also be reported as government transfers to students.

Transfers and payments to other private entities refer mainly to subsidies to firms and non-profit-making organizations (including religious organizations). Some examples of this type of transfer are subsidies to organizations which provide student housing or meals.

G. Total government expenditure

Total government expenditure (all government levels combined) should be equal to the sum of all 'direct expenditure' to the different types of institutions, expenditure other than for educational institutions and transfers and payments to private entities for education.

Intergovernmental transfers do not appear in the total government expenditure because these transfers are internal to the public sector and should be netted out when calculating total public spending for education.

Part II: Private Sources

Private sources are subdivided into two categories:

- H. Households; and
- E. Other private entities



*Please see the glossary for the definitions of **households** and **private entities**.*

H. Households

Household expenditure includes **payments to educational institutions** and **payments other than to educational institutions**.

Payments to educational institutions

These consist of tuition fees and other fees charged for educational services plus fees paid for lodging, meals, health services and other welfare services furnished to students by the educational institutions.

Payments from students/households to institutions should be reported as net amounts, i.e. after subtracting any scholarships and other forms of financial aid provided to students by the educational institutions themselves, e.g. if the normal university tuition fee is \$2,000 per student but some students are offered free tuition or charged only \$1,000, the figures entered should reflect the reduced amounts and not the hypothetical full tuition fees.

Payments other than to educational institutions

These payments refer to (i) direct purchases of personal items used in education; and (ii) subsidized household expenditure for students' living expenses.

Direct purchases of personal items used in education include paper and other school supplies, uniforms, sports equipment, calculators and books not supplied by the educational institutions. Since this type of information is not available in most countries, reasonable estimates may be provided instead.

Subsidized household expenditure for students' living expenses should also be included in expenditure on education. The amount a country reports should be the residual between total financial aid to students or households on the one hand and required tuition payments and direct purchases on the other: **for example**, a country has 2000 students, each of whom receives financial aid amounting to \$2,500 and out of this amount each student pays on average \$1,000 for tuition fees and \$300 to purchase books, supplies and other personal items used in education. The remaining amount of \$1,200 ($2,500 - 1,000 - 300 = 1,200$) multiplied by 2000 students, i.e. \$2,400,000, should be reported under this type of expenditure.

E. Other private entities

There are two types of expenditure under ‘other private entities’: **payments to educational institutions and payments to students/households**.

Payments to educational institutions

Direct payments by ‘other private entities’ include payments such as contributions or subsidies to vocational-technical schools by business or labour organizations; payments by private firms to universities under contract for training or other services; grants to educational institutions from private foundations; charitable donations to educational institutions; rents paid by private organizations and the earnings of private endowment funds.

In certain countries, relatively large amounts of expenditure in this category refer to expenditure of private employers for training apprentices, such as apprenticeship programmes organized in conjunction with educational authorities or educational institutions that involve (i) concurrent school-based and work-based training; and (ii) alternating intervals of attendance at educational institutions and participation in work-based training (sometimes referred to as ‘sandwich’ programmes). This expenditure should not include payments of salaries or other compensation to the students or apprentices.

Payments to students/households

This category includes scholarships and other grants by business firms and religious and other non-profit making organizations, student loans from banks and other private lenders even if such loans are government-guaranteed or made under government-organized programmes of private lending. Like the government loans mentioned earlier, private loans should be reported as gross amounts, without subtracting payments of interest or repayments of loan principal by the borrowers.

P. Total private expenditure

Total expenditure from private sources is the sum of *direct payments* of students/households and other private entities to *all three types of institutions* plus *student/household payments other than to educational institutions*.

Payments to students/households by ‘other private entities’ in the form of scholarships, grants or loans to students should **not** be included in the total private expenditure because such financial aid is internal to the private sector and should be netted out in calculating total private spending for education.

Part III: International sources

This consists of funds from public multilateral organizations for development aid to education. Included in these organizations are multilateral development banks (the World Bank and regional development banks), United Nations agencies and other intergovernmental organizations, bilateral development co-operation government agencies and international NGO agencies established in the country.

Funds from international and other foreign organizations should be reported either as direct payments to the different types of institutions or as transfers to the relevant level of government, but they should not be reported as both. Transfers to the relevant level of government must also be reported as expenditure in the corresponding rows for the receiving level of government.

Part IV: Combined sources: public, private and international

Total education expenditure from all sources (public, private and international) is the sum of **direct expenditure/payments** from each source, government expenditure **other than to educational institutions** and the part of **private** expenditure related to **student/household payments other than those to educational institutions**.

The various types of transfer should not be included in the total.



Table 2: Direct institutional expenditure on education by nature

- X. Public institutions**
- Y. Government-dependent private institutions**
- Z. Independent private institutions**

In the three identically structured sections of Table 2, corresponding to each of the three types of institutions, data are requested in two parts in order to relate the **funds received** from all sources to the **allocated expenditure**.

Although the questionnaire is designed to obtain data concerning all types of institutions, it is recognized that not all countries can supply complete expenditure data for their private institutions. If data are incomplete or partial this should be indicated in the relevant section of the table.

Every effort should be made to provide disaggregated data for each type of institution separately. Where this is not possible, two or more types may be combined (for example, public and government-dependent private or government-dependent private and independent private) and a suitable footnote given.

Expenditure by nature



*Please see the glossary for definitions of **current** and **capital** expenditure and the various sub-categories requested in the table.*

The capital expenditure reported should represent the value of educational capital acquired or created during *the year in question*: for example, if a school building costing \$50 million is constructed in 2000, the full \$50 million should be reported as a capital expenditure for 2000 even if the building is financed by a loan with repayment spread out over twenty years. If the building is constructed over a two-year period with \$30 million of the cost of construction paid in the first year and \$20 million in the second year, capital outlays of \$30 million and \$20 million should be entered respectively under 2000 and 2001.

For each type of institution (sections X, Y and Z), capital expenditure should be **equal** to the corresponding figures for capital expenditure from all sources reported in Table 1.

Expenditure for *debt service* should NOT be included in either capital or current expenditure. This means that neither interest payments nor repayments of loan principal should be included in the statistics.

Corresponding number of students

Countries are asked to make every effort to report expenditure on the same programmes for which data on students and staff are reported in the other two questionnaires. However, since this is not always possible, countries are asked to report in Table 2 the corresponding numbers of students in the **same** programmes and institutions on which the expenditure data are reported.



*Please refer to the glossary for definitions of **full-time equivalent numbers** of students.*



Table 3: Total government expenditure from all sectors

The government expenditure reported here should correspond to what is reported internationally according to the System of National Accounts (SNA). More details on the definitions, classifications, etc. can be found in the most recent version of the System of National Accounts.

2.3 QUESTIONNAIRE C: TERTIARY EDUCATION

The statistics to be reported in this questionnaire should refer to both public and private education at ISCED97 levels 5 and 6. If the statistics on private educational institutions are not available or are partial, this should be indicated clearly below the relevant tables.

The number of international students should, of course, also be included in all data concerning enrolment, graduates, etc.



Table 1: Information on the education system

Table 1 collects data on the reference period or academic year of the data reported in Tables 2 to 7, changes in the structure of the education system and information on the availability of national statistical publications.

Academic year/reference period

The start of the academic year should correspond to the date when schools are open for instruction and the end of the academic year should correspond to the date when schools are closed for instruction, even if teachers continue to work or examinations are ongoing.

For countries where data on graduates are available later than those for enrolment, please report the most recent data available and indicate in Question 1.2 the reference period of the data reported in Table 6.



Tables 2 and 3: Teaching staff and students by type of programme

As far as possible, countries are asked to report disaggregated data on teaching staff and students for each level separately using, where necessary, appropriate estimation procedures. If this is not possible, please report combined data for two or more levels indicating in a footnote which levels have been combined. Only report combined data where it is absolutely impossible to disaggregate them even if, for example, disaggregated data are available for students but not teaching staff.



*Please refer to the glossary for definitions of **full-time**, **part-time** and **full-time equivalent numbers** of staff and students, and for the different **types of institution**.*



Table 4: Enrolment by age

Please make every effort to estimate the ages of students if their actual ages are not known. Include both full-time and part-time students and both public and private institutions.



Tables 5 and 6: Enrolments and graduates by field of study

If the classification of fields of education used in your country varies from the one outlined in ISCED97 and applied in this questionnaire, an effort should be made to convert the former into the latter with a view to facilitating international comparisons. If aggregations or disaggregations of fields or groups of fields are unavoidable, this should be indicated clearly.

Please report separately, if possible, the numbers of students in (Table 5) or graduates (Table 6) from first degree programmes at ISCED97 level 5A lasting less than 5 years from those lasting 5 or more years.



*Please refer to the glossary for the definition of **graduates**.*



Table 7: International (or internationally mobile) students by country of origin

Please report the numbers of International (or internationally mobile) students according to the country in which they normally reside. In some cases, this may be a different country from the one in which they have citizenship (or a passport).

If the data reported refer to only part of tertiary education (for example, if enrolments in 5B programmes or in level 6 are not included) this should be explained in a footnote or covering letter.



*Please refer to the glossary for the definition of **international (or internationally mobile) students**.*

3. GLOSSARY AND DEFINITIONS

CAPITAL EXPENDITURE is expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

COMPENSATION OF STAFF is expenditure on (gross) staff salaries and other benefits (including any bonuses or extra allowances, before subtracting any taxes or employee contributions for pensions, social security or other purposes) as well as expenditure by employers and/or public authorities for retirement programmes, health care or health insurance, unemployment compensation, disability insurance and other forms of social insurance, non-cash supplements (such as free or subsidized housing), free or subsidized child care and other such fringe benefits.

COMPULSORY EDUCATION is defined as the age span and/or grades during which children and young people are legally obliged to attend school.

CURRENT EXPENDITURE is expenditure for goods and services consumed within the current year and which would need to be renewed if there were a need for prolongation the following year. It includes expenditure on: staff salaries and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as furniture and equipment, minor repairs, fuel, telecommunications, travel, insurance and rents.

EARLY CHILDHOOD DEVELOPMENT programmes offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. Early childhood development programmes are normally designed for children aged three years or above and include learning activities that constitute on average the equivalent of at least 2 hours per day and 100 days per year.

EDUCATIONAL INSTITUTIONS have as their sole or main purpose the provision of education. Such institutions are normally accredited or sanctioned by some public authorities. While the majority of educational institutions fall under the jurisdiction of, or are operated by, education authorities, other public agencies dealing with such areas as health, training, labour, justice, defence, social services, etc. may also be involved. Educational institutions may also be operated by private organizations such as religious bodies, special-interest groups or private educational and training institutions, both profit and non-profit making.

FREE EDUCATION refers to the age span and/or grades during which children and young people are entitled to education which is free of tuition fees.

FULL-TIME EQUIVALENT NUMBERS of students or teachers

= the number of full-timers + (the number of part-timers)/(the FTE conversion factor)

where the FTE conversion factor is the number of part-timers which equate to one full-timer. For example, if part-time teachers work on average for one-third of the statutory hours of full-time teachers, then 3 part-timers are equivalent to one full-timer and the FTE conversion factor is 3.

A **FULL-TIME STUDENT (PUPIL)** is a person enrolled in an educational programme whose study load is considered to be full-time by national norms or conventions.

3. GLOSSARY AND DEFINITIONS

A **FULL-TIME TEACHER** is a person engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education in a given country.

GENERAL EDUCATION is designed mainly to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Such programmes are typically school-based and may or may not contain vocational elements. Successful completion of such programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

A **GOVERNMENT-DEPENDENT PRIVATE INSTITUTION** is a private institution that receives at least 50% of its core funding from government agencies. Institutions should also be classified as government-dependent if their teaching personnel are paid by a government agency, either via the institution or directly.

A **GRADE** is a stage of instruction usually covered in the course of a school year.

A **GRADUATE** is a person who has successfully completed the final year/grade of a level of education as defined by ISCED97. Successful completion can be accomplished through passing an examination or series of examinations; or accumulating the specified number of hours of study credits throughout the programme; or a formal assessment of the skills/knowledge acquired by the student during the programme. In the case of ISCED 1 (or primary) and ISCED 2 (or lower secondary), a graduate is defined as a pupil who completes successfully the final year/grade of the level and **becomes** eligible to continue on to the next ISCED level (i.e. to ISCED 2 in the case of ISCED 1 graduates and to ISCED 3 for ISCED 2 graduates). Yet completion, especially at lower levels of education, can also be simply promotion or even automatic promotion to the next higher grade at the next higher level of education. The latter applies especially to countries where programmes span different ISCED level, e.g. basic education spanning ISCED 1 and ISCED 2 or secondary education spanning ISCED 2 and 3.

A **HOUSEHOLD** is the student and their family (in the context of these questionnaires).

An **INDEPENDENT PRIVATE** institution is a private institution that receives less than 50% of its core funding from government sources.

An **INTERNATIONAL (or INTERNATIONALLY MOBILE) STUDENT** is a student who has crossed a national or territorial border for the purposes of education and is now enrolled outside their country of origin.

A **NEW ENTRANT** to a level or sub-level of education is a pupil or student who enters a programme at that level *for the first time*. The number of new entrants is not the same as the number of pupils in the first grade if the latter includes repeaters.

OTHER PEDAGOGICAL OR ADMINISTRATIVE PERSONNEL includes non-teaching headmasters and other school administrators, supervisors, counsellors, school health personnel and librarians working in educational institutions.

3. GLOSSARY AND DEFINITIONS

A **PART-TIME STUDENT (PUPIL)** is a person whose study load is less than that of a full-time student and who consequently will require a longer period of time to complete an equivalent educational programme.

A **PART-TIME TEACHER** is a person whose statutory working hours are less than those required of a full-time teacher.

A **PRIVATE EDUCATIONAL INSTITUTION** is one controlled and managed by a non-governmental organization (church, trade union or business enterprise), whether or not it receives financial support from public authorities.

A **PRIVATE ENTITY** is a private household, firm or business enterprise, or non-profit making organization (including religious organizations) which, although their principal activity is non-educational, might finance activities in the domain of education.

A **PUBLIC EDUCATIONAL INSTITUTION** is one controlled and managed by a public education authority or agency (national/federal, state/provincial, or local), whatever the origin of its financial resources.

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

SUPPORT PERSONNEL includes clerical staff, building operations or maintenance staff, security personnel, drivers, catering staff etc working in educational institutions.

TEACHERS OR TEACHING STAFF refer to those persons employed in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

THEORETICAL ENTRANCE AGE is the age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating a grade or skipping a grade. Note that the theoretical entrance age to a given programme or level may be very different from the actual or even the typical or most common entrance age.

A **TRAINED TEACHER** is a teacher who has received at least the minimum organized teacher-training (pre-service or in service) required for teaching at the relevant level.

VOCATIONAL EDUCATION is designed mainly to prepare participants for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

WELFARE SERVICES include meals and accommodation, transport and medical services for pupils and students.

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